

CL-09B

Growth Mindset and Goals

Grades 2–3

Intrapersonal Effectiveness

Mistakes Help Me Grow

Students learn that mistakes show what to practice next, turn fixed thoughts into growth thoughts for story characters, and plan small steps toward a character's goal.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Mistake Makeover

BIG IDEA Mistakes show us what to practice next. Add yet, and keep trying.

1 I CAN

- ☐ say what a growth mindset is: knowing my brain gets stronger when I practice and try again.
- ☐ turn a fixed thought into a growth thought by adding *yet*.
- ☐ list small steps that help a character reach a goal.

KEY WORDS / PALABRAS CLAVE

growth mindset	mentalidad de crecimiento
mistake	error
yet	todavía
goal	meta
step	paso
practice	práctica

2 MATERIALS

- ☐ One sheet of paper, two books of the same height and a crayon (for the paper bridge in the Hook)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Mistake Makeover cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Try the bridge once with the books about 6 inches apart: a flat sheet sags and drops the crayon; the same sheet folded like a fan holds it.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Mistake Makeover cards apart if you plan to do the extension.

3 STANDARDS

Texas Model
5th ed., 2018

Intrapersonal Effectiveness

ASCA Standards

Mindsets & Behaviors, 2021

M 4 Self-confidence in ability to succeed · B-LS 7 Long- and short-term academic, career and social/emotional goals · B-SMS 5 Perseverance to achieve long- and short-term goals

Health TEKS

Gr 2 §115.14(b)(4)(B)–(C)

(B) define personal growth and identify areas for one's personal growth · (C) list the steps and describe the importance of goal setting and task completion. Applied to story characters.

Health TEKS

Gr 3 §115.15(b)(3)(C)

discuss and explain how the brain develops through maturation. Partial fit: practice strengthens connections in the growing brain.

Health TEKS

Gr 3 §115.15(b)(4)(B)

describe the importance of seeking guidance from a parent or another trusted adult in setting goals. Paola sets her goal with her teacher.

ELA TEKS

Gr 2 §110.4(b)(1)(D) · Gr 3 §110.5(b)(1)(D)

work collaboratively with others by following agreed-upon rules for discussion ... (Gr 2) / rules, norms, and protocols (Gr 3). Used in the extension.

Character traits

TEC §29.906(b)(5)

responsibility, including accountability, diligence, perseverance, self-management skills, and self-control

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. Joaquín’s class is building paper bridges. The bridge has to hold up one crayon.”

DO Teach two signals. **Fixed thought:** arms in an X. **Growth thought:** grow like a seed: hands start low and close, then reach up tall. Read each part; students show a signal. Show each try with the paper bridge.

FIXED “Joaquín lays a flat paper across two books. It sags, and the crayon falls. He thinks, ‘I can’t do this. I quit.’”

GROWTH “Then he thinks, ‘I can’t do it yet. What can I learn from this?’”

TRY 2 “Joaquín asks a classmate for an idea. He folds the paper like a fan. The bridge holds!”

ASK “What did Joaquín’s mistake teach him?” (Flat paper bends; folded paper is stronger.) Take two answers, then say: “Mistakes show us what to try next. Mistakes help us grow.”

TEACH 5 min

SAY “A growth mindset means knowing your brain gets stronger when you practice and try again. Your brain is made of billions of tiny cells that pass messages. When you practice, the connections between them get stronger and faster. Your brain keeps growing and changing as you grow up.”

DO Show the projector page. Point to the two panels. Say, “A fixed thought is stuck: ‘I can’t, so I’ll stop.’ A growth thought keeps going: ‘I can’t yet, so I’ll keep trying.’” Read each pair; the class echoes the growth thought and grows like a seed. Read the Mistake Makeover line.

SAY “Growth thoughts help us reach goals. A goal is something you want to learn or do. You work toward it step by step.” Point to the Goal Steps and read them: **Goal, Steps, Keep going.**

Science note: practice strengthens connections between brain cells. Say *stronger*; don’t call the brain a muscle or say mistakes make it bigger.

PRACTICE 9 min

DO · 2 MIN Fixed or growth? Students show a signal. Partners give each fixed thought a Mistake Makeover.

FIXED 1. Caleb gets 3 math problems wrong. He thinks, “I’m never going to get this.”

GROWTH 2. Itzel misses a word while reading. She thinks, “I’ll go back and try it again.”

GROWTH 3. Sam can’t jump rope yet. He thinks, “I’ll ask the coach for a tip.”

FIXED 4. Regina’s drawing smudges. She thinks, “It’s ruined. I’m done.”

Makeovers: Caleb, “I can’t do these yet. My mistakes show me what to practice.” Regina, “I can make the smudge part of the picture.”

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first.

Answer key. Part 1: Growth 1, 4, 6; Fixed 2, 3, 5. Part 2: practice the 4 missed words, ask her teacher, spell to a partner. Bubble: any growth thought (“...yet, but I’ll practice”).

WRAP-UP 3 min

SAY “Joaquín has a new goal: a bridge that holds 5 crayons. Which Goal Steps can he use?” (Goal: 5 crayons. Steps: more folds, test 2 crayons, then 3. Keep going.) “If it falls, what growth thought can he use?”

CHECK “Fixed or growth? Adrián thinks, ‘I can’t spell this word yet, so I’ll practice it.’” (Growth.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION • 10 MINUTES

Mistake Makeover. Groups of 3 or 4 each draw one Mistake Makeover card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card together and find the fixed thought (2 minutes).
- 2 Give it a makeover: write a growth thought on a sticky note, using one of the four tools on the card (4 minutes).
- 3 Each group reads its card and its makeover. The class grows like a seed and names the tool the group used (4 minutes).

Groups write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the signals and the projector page. Point out cognates: *practice* / *práctica*, *error* / *error* (a mistake), *mental* / *mentalidad*. Let partners talk in Spanish first. Frame: “___ can think, ‘I can’t ___ yet, but ___.’”

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Use the word bank under the speech bubble. In Part 2, students may draw instead of writing. Shorten Part 1 to items 1–4 if needed.

STRETCH

Ask: “How can a mistake be useful?” Early finishers write a growth thought for one Mistake Makeover card on a sticky note.

7 QUICK CHECK

During the signals: if many students miss two or more, model one more Mistake Makeover with Joaquín's bridge before the worksheet.

After class: I collect the worksheets and sort Part 2 into “growth thought + 3 steps” and “not yet.” They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

Your Fantastic Elastic Brain by JoAnn Deak (Little Pickle, 2010). Spanish edition: *Tu fantástico y elástico cerebro (Spain)*. A kid-friendly look at the brain and how it stretches when we learn and make mistakes.

The Girl Who Never Made Mistakes by Mark Pett & Gary Rubinstein (Sourcebooks, 2011). Spanish edition: *La niña que nunca cometía errores*. Beatrice is known for never making mistakes. When she finally makes one, she finds out mistakes can be okay, even funny.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE • CYCLE 9

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! Mistakes help us grow. When you make one, ask, ‘What can I learn?’ Then try again a new way.”

ES “¡Buenos días, Yellow Jackets! Los errores nos ayudan a crecer. Cuando cometan uno, pregúntense: ‘¿Qué puedo aprender?’ Luego, vuelvan a intentarlo de otra manera.”

HALLWAY IDEA

Post a big paper “Yellow Jacket Growth Tree” near the office. When a teacher sees a class turn a mistake into learning, the class adds a paper leaf with its class name, such as “Room 12.”

TEACHER TIP

Treat mistakes as information: “Interesting mistake! What does it show us to practice next?”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Joaquín could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Mistakes help me grow.

A growth mindset means knowing your brain gets stronger when you practice and try again.



Fixed thought

“I can’t, so I’ll stop.”

“I’ll never get it.”

“It’s ruined. I quit.”



Signal: arms in an X



Growth thought

“I can’t yet, so I’ll keep trying.”

“What can I learn from this?”

“I’ll try a new way or ask for help.”



Signal: grow like a seed



Mistake Makeover: turn a fixed thought into a growth thought. Add *yet*!

Goal Steps · Work toward a goal step by step.



Goal: Pick one clear goal.



Steps: Break it into small steps.



Keep going: Practice and use growth thoughts.

Meta: escoge una meta clara · Pasos: divídela en pasos pequeños · Sigue adelante: practica y usa pensamientos de crecimiento

Mistakes Help Me Grow

A growth mindset means knowing your brain gets stronger when you practice and try again.

Part 1 Fixed or growth? Read each thought. Circle **FIXED** or **GROWTH**.

1 Harper thinks, "I can't read this word yet. I'll sound it out."  **FIXED**  **GROWTH**

2 Tomás thinks, "I got it wrong. I'm not trying again."  **FIXED**  **GROWTH**

3 Zoe thinks, "Cursive is too hard. I quit."  **FIXED**  **GROWTH**

4 Diego thinks, "My mistake shows me what to practice."  **FIXED**  **GROWTH**

5 Rubén thinks, "Everyone else can do it. I never will."  **FIXED**  **GROWTH**

6 Elena thinks, "I'll ask my teacher for a tip."  **FIXED**  **GROWTH**

Part 2 Help Paola grow Read about Paola's goal.

Paola and her teacher set a goal: spell all 10 words on Friday's test. On Monday's practice test, she missed 4 words. Paola thought, "I'll never get these words."



Check ✓ the 3 small steps that will help Paola reach her goal.

- | | |
|--|---|
| ☐ Practice the 4 missed words each day. | ☐ Stop practicing until Friday. |
| ☐ Throw the word list away. | ☐ Ask her teacher for a tip. |
| ☐ Spell the words to a partner. | ☐ Tell herself, "I'll never get it." |

Give Paola's thought a Mistake Makeover. Write a growth thought.

I can't spell these words _____

My mistakes show me _____

Word bank: yet · practice · learn · try · help · words

Mistake Makeover

✂ Cut on the dashed lines.

1. Read your card. 2. Find the fixed thought. 3. Write a growth thought on a sticky note. 4. Share it with the class.

MAKEOVER #1



Julián's cup tower fell down. He thinks, "I'm done building."



Add yet



Try a new way



Ask for help



What can I learn?

MAKEOVER #2



Karla mixed up *b* and *d* in her writing. She thinks, "I'll never write it right."



Add yet



Try a new way



Ask for help



What can I learn?

MAKEOVER #3



Leonardo kicked the ball out of bounds at recess. He thinks, "I should just sit out."



Add yet



Try a new way



Ask for help



What can I learn?

MAKEOVER #4



Grace's paint dripped on her picture. She thinks, "It's ruined."



Add yet



Try a new way



Ask for help



What can I learn?

MAKEOVER #5



Ramón got 5 out of 10 on his math facts. He thinks, "Math isn't for me."



Add yet



Try a new way



Ask for help



What can I learn?

MAKEOVER #6



Chloe forgot her lines in the class play. She thinks, "I'm never doing a play again."



Add yet



Try a new way



Ask for help



What can I learn?

MAKEOVER #7



Héctor's paper airplane nose-dived. He thinks, "I give up."



Add yet



Try a new way



Ask for help



What can I learn?

MAKEOVER #8



Fernanda tripped in a relay race at P.E. She thinks, "I'm not trying again."



Add yet



Try a new way



Ask for help



What can I learn?

Mistakes Help Me Grow

Los errores me ayudan a crecer

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **growth mindset** with the school counselor. A growth mindset means knowing your brain gets stronger when you practice and try again. We learned that mistakes show us what to practice next, and we practiced turning a fixed thought ("I can't, so I'll stop") into a growth thought ("I can't yet, so I'll keep trying").

GOAL STEPS

1. **Goal:** Pick one clear goal. · 2. **Steps:** Break it into small steps. · 3. **Keep going:** Practice and use growth thoughts.

TRY THIS AT HOME

1. When someone makes a mistake, ask together, "What can we learn from this?" Then try a new way.
2. If you like, choose a small goal to work on together, such as learning a new song or a new game. Break it into steps and cheer for each one.

TALK ABOUT IT AT HOME

"How can a mistake help someone learn?"

Your child may bring home a worksheet about Paola's spelling goal. Ask your child what growth thought Paola could use.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre la **mentalidad de crecimiento** con la consejera escolar. Tener una mentalidad de crecimiento es saber que el cerebro se fortalece cuando practicamos y volvemos a intentarlo. Aprendimos que los errores nos enseñan qué debemos practicar, y practicamos cómo cambiar un pensamiento fijo ("No puedo, así que voy a dejarlo") por un pensamiento de crecimiento ("Todavía no puedo, así que voy a seguir intentándolo").

LOS PASOS PARA LOGRAR UNA META

1. **Meta:** Escoger una meta clara. · 2. **Pasos:** Dividirla en pasos pequeños. · 3. **Seguir adelante:** Practicar y usar pensamientos de crecimiento. (En clase usamos el nombre en inglés *Goal Steps*.)

PARA PRACTICAR EN CASA

1. Cuando alguien cometa un error, pregúntense juntos: "¿Qué podemos aprender de esto?" Luego, inténtenlo de otra manera.
2. Si gustan, escojan juntos una meta pequeña, como aprender una canción o un juego nuevo. Divídanla en pasos y celebren cada uno.

PARA PLATICAR EN FAMILIA

"¿Cómo puede un error ayudar a alguien a aprender?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre la meta de Paola en ortografía. Pídale que le cuente qué pensamiento de crecimiento podría usar Paola.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar