

Gratitude

WriteReader Lesson Plan



I'm grateful for my dog because he's so fun to play with.



Learning Standards

WriteReader serves a global community of educators. Please use the space on the last page to personalize this lesson plan based on your region's standards.

Lesson Objectives

Students will:

1

Develop the language of gratitude.

2

Understand how gratitude affects their thoughts, feelings, and actions.

3

Express their gratitude verbally and in written form.

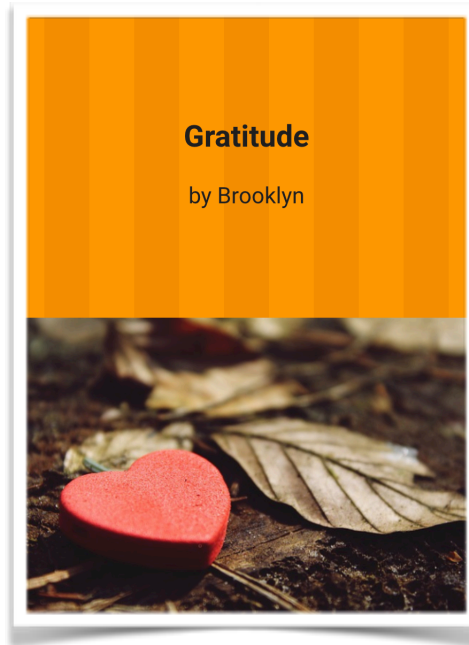


Modifications & Differentiation

Please use the space on the last page to personalize this lesson plan based on your students' needs. (i.e. IEP's, ELL's)

Preparation

- Adults should watch the [How to Talk to Kids about Gratitude](#) video.
- This lesson is geared towards **Kindergarten to Middle School** students, and could take 2-3 days, depending how much time you allot for it in your day plans. The pacing will depend on your class composition and capacities.
- If you are new to WriteReader, click on these links to find out [how to use](#) the app and its [functions](#).



SCIENTIFIC BENEFITS OF GRATITUDE

- *An attitude of gratitude helps you to have better relationships.*
- *Grateful people have better health.*
- *Being grateful makes you feel happier.*
- *When you're grateful, you more likely to behave kindly.*
- *Thinking about what you're grateful for will help you to sleep better.*
- *Gratitude improves your self-esteem.*

*[Psychology Today](#) (2015)

Pre-writing Phase

1. Vocabulary development mini-lessons

- *Group activity for younger students:* Brainstorm and list other words for gratitude, such as thankfulness, grateful, blessed, appreciative, etc. Which other words should we know and use to show that we are grateful?
- *Partner activity for older students:* Draw a circle on a piece of paper. Divide it into six, like pieces of a pie. Label each section and see how many words you can fit into each piece. (Examples of categories: people, nature, things I can do, things I can see, sounds I can hear, things that taste good, pleasant smells, things I own, things you can't buy, what makes me happy, etc.)

2. Videos

- *(primary)* [Thank You Song](#)
- *(intermediate)* [Kid President's 25 Reasons to Be Thankful!](#)
- *(middle school)* [Gratitude as a Learning Strategy](#)

3. Storybooks to read to children or novels for middle school

4. Discussion - Try to focus on the good things in life as opposed to material possessions. Use these questions as prompts:

- What are you grateful for?
- How does that make you feel? Does it change your thoughts?
- What can you do to show that you are grateful?

Writing Phase

- WriteReader has three different page types available. Students may choose which page type suits their needs or the teacher may limit the page types in settings. You can learn more about them by reading this [blog post](#).
- Our suggested writing activities will reflect these page types. Your grade level and the students' stages of writing development will influence which page types are best suited to their needs.

1. Page Type 1 (student & educator text plus image - 300 characters)

- ▶ Provide small squares of paper. Young children can draw things that they are grateful for on each square. If they are able, they can also label their picture with a word or two.
- ▶ Next, the whole class (or small groups) can sort, categorize, and graph the items.
- ▶ Use the groups of pictures (above) as ideas for writing. Provide sentence frames for young writers such as "I'm grateful for _____ because _____."
- ▶ Adults should add conventional text in the educator field at the bottom of the page.
- ▶ After the conventional text has been added, children can read and record each page.
- ▶ To extend the learning, create a class gratitude jar.

2. Page Type 2 (student text plus image - 800 characters)

- ▶ Students can select a plain image to act as a background. Have them search for images such as blue sky or green grass.
- ▶ Then they can use the callouts feature to add speech bubbles. This will simulate text messages in the image field. Have them send "messages" to someone special and then write about why that person is special in the text field.

3. Page Type 3 (text only - 1500 characters)

- ▶ Students can create daily gratitude journals. You might wish to co-create the criteria (eg. number of entries; number of items in each list).
- ▶ Here are 120 [gratitude journal prompts](#) to help get them started.
- ▶ When they're done writing, they can embellish their page using text generators that will create mess letters, fancy text, or flip text that they can copy and paste on their journal page. (see p. 4)



Sometimes I send surprise texts to my Grandma to tell her how special she is. She lives alone and she likes to hear from me. I love her a lot.

Here's why she's so special ...

- * she's always smiling
- * she gives me giant bear hugs and I can feel how much she loves me
- * she finds good deals for me if I want to buy stuff with my birthday \$\$\$
- * she tells me that she misses me
- * she makes really really good food ... man, she can cook!
- *she watches some of the same TV shows as me so we can talk about it

Celebrating Young Authors

*Gratitude is a key aspect of social-emotional learning (SEL) that need not be limited to seasonal celebrations; it can be discussed year-round. In this vein, WriteReader encourages cultural-sensitivity around *all* holidays and celebrations. Create experiences where your school community can show and feel gratitude together while celebrating children's reading and writing. This can be achieved through:

1. Shared reading
2. Book bins & home reading
3. Library displays
4. Multicultural potluck meals
5. Family literacy evenings
6. Tea parties
7. Music & spoken word festivals



Daily Gratitude Journal
October 28, 2019

Today I'm thankful for these 10 things:

1. breakfast - we had waffles
2. a ride to school from my Dad
3. feeling pretty good about myself
4. my friend, Sacha - we laugh a lot when we're together
5. winning our soccer game last night
6. sunny weather for cross-country so that the trails will be dry and not muddy
7. our coach, Mr. Reynolds because he is so encouraging
8. my new running shoes - they're cool and they help me to run faster
9. that I have things to look forward to like the Halloween dance and my birthday
10. cool music to listen to because it puts me in a good mood

Learning Outcomes & Assessment

ASSESSMENT:

1. **Anecdotal Notes** - The teacher can make anecdotal notes about students' participation in the discussions. Were they listening, contributing thoughtful comments or questions, adding insight, or applying their background knowledge to new learning? All of these are important aspects of the ELA standards or communication competencies.
2. **Label & Explain** - Ask students to fold a sheet of paper in quarters and label each section with Notice, Think, Feel, and Do. Starting with "Notice" and working their way around the square, have them fill in each square explaining what they notice in their life and are grateful for, how that affects their thoughts and feelings, and how they show their gratitude. Compare their responses to the objectives on page 1.
3. **WriteReader Book** - Use the completed WriteReader book for formative assessment. Teachers are not assessing spelling and grammar but rather how well the students expressed their gratitude in written form. Their books can be posted to digital portfolios, such as Seesaw or FreshGrade, by activating the book link.
4. **Reflection** - Refer back to the objectives on page 1. Reflect on how your students expressed their gratitude and what they are grateful for. What did you learn about your students from this lesson? How will this information help you to deepen your classroom community?

**LEARNING
STANDARDS**

**MODIFICATIONS &
DIFFERENTIATION**

Children as creators
Learning to read through writing

WriteReader