

Gratitude Journal

FIND THE GOOD • EVERY DAY

NAME _____

DATE _____

Each day, write or draw one good thing you are grateful for! Grateful means thankful for something or someone.

Week of: _____

MONDAY

Today I am grateful for...

DRAW IT!

TUESDAY

Today I am grateful for...

DRAW IT!

WEDNESDAY

Today I am grateful for...

DRAW IT!

THURSDAY

Today I am grateful for...

DRAW IT!

FRIDAY

Today I am grateful for...

DRAW IT!

♥ Some days the good thing is big.
Some days it is tiny. Both count. ♥

Daily gratitude is a routine before it is a concept. one small good thing, every day, drawn or written. The repetition is the lesson.

Quick Start

LEARNING TARGET

Students build a daily habit of noticing one good thing and naming or drawing it, growing positive awareness and oral language.

TIME

3-5 min/day × 5 days

GROUPING

Whole group → independent draw

MATERIALS

Printed sheet, crayons/pencil

Guiding questions: What is one good thing from today? Who or what made you smile? Can you draw it?

Facilitation Sequence

- 1LaunchModel aloud: name one small good thing and quickly sketch it. Stress that little things count – a snack, a pet, a friend.
- 2Student workChildren draw (and label if able) one grateful thing. Circulate and offer the spoken frame "I am grateful for ____." Scribe for those who need it.
- 3Consolidate & discussA few children share their drawing. Notice the variety and celebrate small, specific moments over big generic ones.
- 4Wrap-upRead the "always something good to find" line together. Keep sheets in a folder so children can look back across the week.

Answer Key & How to Approach

Item	Expected Response	How to Approach / Accept
Daily entry	Any genuine drawing or word – small and specific is great.	Never grade the content of gratitude; celebrate any honest "good thing": a snack, a pet, a friend, a hug.
Drawing	A picture that shows the grateful thing.	Accept any effort. Invite a one-word label or an oral sentence: "Tell me about your picture."
The habit	Something noticed most days of the week.	The repetition is the lesson – value showing up daily over a "perfect" answer.

Likely Responses, Misconceptions & Teacher Moves

Children may...	What that might mean...	A helpful next move...
Draw the same thing every day	A narrow lens, or a safe default when unsure what counts.	Gently widen the lens: something you saw, heard, ate, or a person who helped today?
Copy a neighbour's idea	Looking for a "right" answer, or unsure of their own.	Make it personal: "What made YOU smile today?" Offer two choices to pick from.
Struggle on a hard day	Genuine difficulty or low mood; gratitude feels far away.	Shrink the scale: warmth, a snack, one kind word. Acknowledge the hard part first — gratitude isn't denial.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Welcome grateful things from every home and culture — food, family, community, nature, language. Drawing lets pre-writers and emergent English speakers fully take part.	Noticing good things builds a positive frame and emotional vocabulary. Some children feel shy sharing — keep sharing invited, never required.	Offer a private option (draw, don't share) and a predictable daily routine. Acknowledge that some days are hard; never force participation.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Draw instead of write; a picture word-bank (sun, friend, pet, food); teacher scribes the word; the spoken frame "I am grateful for ___."	Add a label or beginning sound; tell why it made them happy; add a second small thing.	Oral rehearsal first; sentence frame "I am grateful for ___"; first-language drawing and talk fully welcome.

Assessment Look-Fors & Next Steps

Criterion	What it looks like here	Helpful next step
Specificity	Names or draws a concrete thing — "my dog," not "everything."	If vague, ask "what exactly?" and help them sketch one clear thing.
Participation	Engages with the routine and shares when invited.	If reluctant, offer the private/draw-only option and a choice of two ideas.
Daily habit	Completes most days across the week.	If sparse, protect a predictable daily minute and model with your own entry.

Reteach signal: if many children draw the very same thing each day, pause and brainstorm a class list of "good things" — people, places, food, weather, feelings — to widen what counts.