

Gratitude Letter Project

A three-day writing project for the short week before Thanksgiving. Students write a real letter to a real person who helped them, then decide for themselves whether to deliver it.

THIS PACK INCLUDES

- 1 Three-day plan for teachers
- 2 Brainstorm: who helped me get here?
- 3 Letter planner
- 4 Reflection and simple rubric

THREE-DAY PLAN

Day	Students will	Teacher moves
Day 1	Brainstorm people and moments; pick one person.	Share a short letter you would write. Model being specific.
Day 2	Plan and draft the letter.	Conference with three to five students; push for specific moments.
Day 3	Revise, write a final copy, reflect.	Offer envelopes and paper. Delivery is the student's choice.

Respecting students

Some students have hard family situations. The person can be anyone: a coach, a neighbor, a bus driver, a friend, a teacher from years ago, or an author. Letters are never read aloud without permission, and students decide whether to deliver them.

Designed for grades 6-12. Works in ELA, advisory, or any class that has a short week. Print, adapt, and use it without an email gate.

Who Helped Me Get Here?

List as many people as you can, then circle the one you will write to.

Name _____ Class period _____

Person	How I know them	One specific thing they did

The person I chose and why:

Letter Planner

Specific beats general. "Thanks for everything" is nice. "Thanks for staying after practice to fix my swing" is a letter someone keeps.

Writing to _____ Date _____

Opening: how you know them

The moment: what they did (be specific: when, where, what happened)

The difference: how it changed you, then and now

Closing: what you want them to know today

BEFORE YOUR FINAL COPY

- ☐ I named a specific moment.
- ☐ I explained why it mattered.
- ☐ I read it out loud to myself once.
- ☐ It sounds like me.

Reflection and Rubric

Delivering the letter is optional. Reflecting on it is not.

Name _____

Class period _____

Did you deliver your letter (or plan to)? Why or why not?

What was hardest about writing it?

What did you notice about yourself while writing?

Criteria	4 - Strong	2 - Developing	Score
Specific moment	Clear, detailed moment the reader can picture	General thanks with few details	
Impact	Explains how it changed the writer	Says it mattered but not how	
Voice	Sounds like the writer; sincere	Sounds generic or copied	
Conventions	Final copy is clean and readable	Errors get in the way	

Need the whole lesson, not just the form?

Everything in this pack is free and stays free. When you need a ready-to-teach lesson, a sub plan you can leave tonight, or a bigger toolkit, it lives in Clay Shumate's TeachersPayTeachers store.

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