My Rose-Colored Glasses: A Bailey and Buttons Story

by Dr. Julie McDonnell, EdD

Older Learners Activity Pages

Rebecca Donze 2026

Book Summary

What if changing the way you see your world could make everything feel brighter?

Bailey and her favorite stuffie, Buttons, are learning to look for the good. From a caterpillar that seems a little gross at first to an unexpected lunch, a rainy day, and the challenge of learning to ride a bike, Bailey faces moments that feel disappointing or frustrating. Each time, she must decide how she will respond.

With help from Grandma's rose-colored glasses—and gentle reminders from the world around her—Bailey begins to discover that a small shift in perspective can change how she feels and what happens next. As she practices this new way of thinking, Bailey builds confidence, makes new friends, and learns to keep going even when things are hard.

My Rose-Colored Glasses is a heartwarming Bailey and Buttons story that encourages readers to notice the good, build resilience, and understand how mindset shapes our experiences. Through Bailey's journey, children discover that choosing to look with love, curiosity, and optimism can make even difficult moments feel brighter.

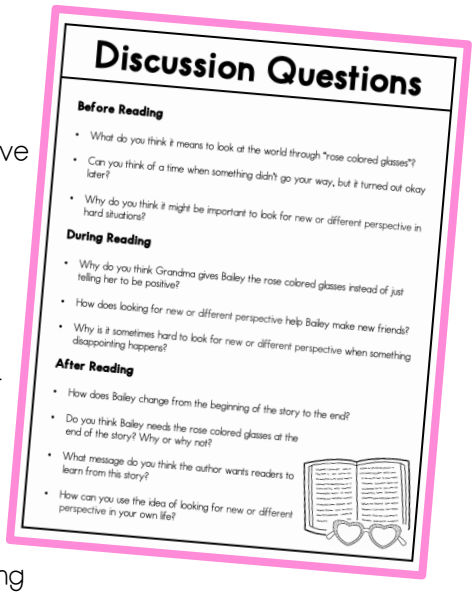
Look closely as you read. Small moments throughout the story reveal how Bailey's thinking grows and changes, reminding readers that positivity is a skill that can be practiced every day. The story invites children to see the beauty in differences, appreciate everyday moments, and discover that the brightest perspective comes from the heart.

Teaching Notes

DISCUSSION QUESTIONS

Student task

- Students listen to the story and respond to discussion questions
- Students share their thinking using ideas from the text
- Students explain their opinions and thinking aloud
- Students listen to others and understand a new or different perspective during discussion


Discussion Questions

Before Reading

- What do you think it means to look at the world through "rose colored glasses"?
- Can you think of a time when something didn't go your way, but it turned out okay later?
- Why do you think it might be important to look for new or different perspective in hard situations?

During Reading

- Why do you think Grandma gives Bailey the rose colored glasses instead of just telling her to be positive?
- How does looking for new or different perspective help Bailey make new friends?
- Why is it sometimes hard to look for new or different perspective when something disappointing happens?

After Reading

- How does Bailey change from the beginning of the story to the end?
- Do you think Bailey needs the rose colored glasses at the end of the story? Why or why not?
- What message do you think the author wants readers to learn from this story?
- How can you use the idea of looking for new or different perspective in your own life?

Purpose and learning

- Supports comprehension and deeper thinking
- Encourages students to reflect on theme and character choices
- Builds speaking and listening skills while considering a new or different perspective
- Helps students make meaning from the text

Teaching tips and extensions

- Ask questions before, during, and after reading to guide understanding
- Give students think time or turn and talk before sharing
- Encourage students to support answers with examples from the story
- Revisit questions after reading and encourage students to think about how a new and different perspective helped Bailey in the story

COMPREHENSION QUESTIONS

Student task

- Students read the questions and think about the story
- Students write a few sentence answer for each question
- Students use details from the text to support their thinking
- Students may work independently or with a partner

Name

Comprehension Questions

1. What do the rose colored glasses represent in the story?

2. Why is the lunchroom scene with the raspberries an important moment in the story?

3. How does Bailey's thinking help her learn to ride her bike?

4. When does Bailey realize that Oliver does not need the rose colored glasses?

5. How has Bailey changed by the end of the story?

Purpose and learning

- Builds reading comprehension and written responses
- Encourages thoughtful thinking about theme and characters
- Supports explaining ideas with evidence from the text
- Strengthens reading and writing connections

Teaching tips and extensions

- Model how to answer one question using details from the story
- Provide sentence starters or paragraph frames as needed
- Encourage students to reread parts of the text for evidence
- Invite students to share or compare answers with a partner and consider a new and different perspective

Teaching Notes

ROSE COLORED GLASSES WRITING ACTIVITY

Student task

- Students color the frames of their rose colored glasses
- Students draw a time they had a new or different perspective inside the lenses
- Students write a paragraph explaining what happened, how they looked for new or different perspective and how it made them feel

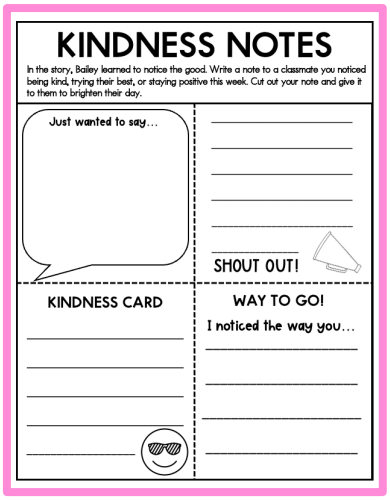
Purpose and learning

- Students show understanding of the story's message by applying it to their own lives
- Students practice writing a paragraph that explains their thinking and feelings
- Students connect having a different perspective to emotions and outcomes

Teaching tips and extensions

- Model a personal example before students begin
- Provide sentence starters or a paragraph frame as needed
- Encourage students to include details and feeling words
- Invite students to share their work with a partner or small group

KINDNESS NOTES



Student task

- Students think about classmates who showed kindness, effort, or positivity
- Students write a short note describing what they noticed
- Students cut out their note and give it to a classmate to brighten their day

Purpose and learning

- Students learn to notice and appreciate positive actions in others
- Builds empathy, kindness, and positive classroom community
- Supports writing for a real audience and purpose

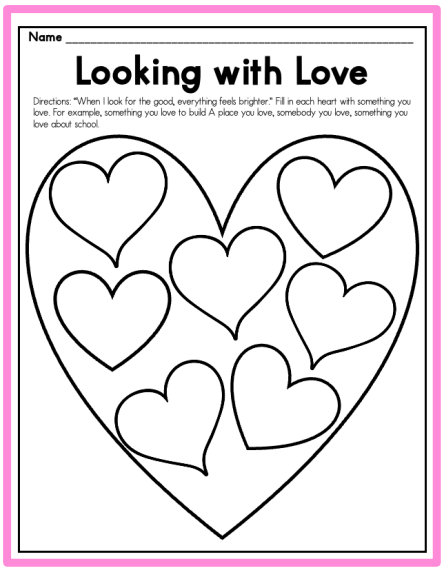
Teaching tips and extensions

- Model how to notice specific kind actions using examples from the story
- Provide sentence starters for students who need writing support
- Encourage students to use kind and respectful language
- Create a class sharing time to reflect on how it feels to give and receive kindness

Teaching Notes

LOOKING WITH LOVE

Student task
- Students fill in each heart with something they love
- Students include a mix of people, places, and activities
- Students use words or pictures based on writing level


Name _____

Looking with Love

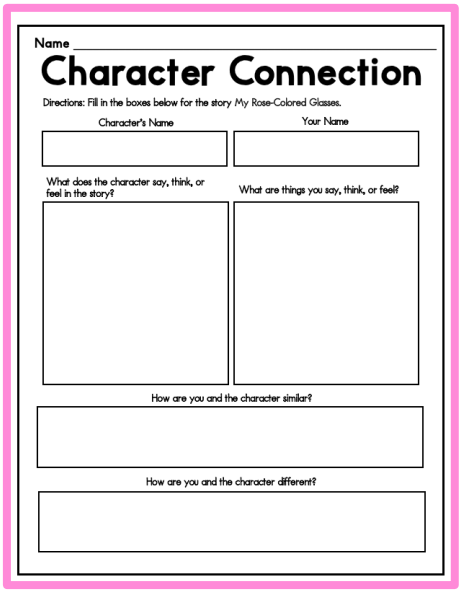
Directions: "When I look for the good, everything feels brighter." Fill in each heart with something you love. For example, something you love to build A place you love, somebody you love, something you love about school.

Purpose and learning
- Students reflect on positive things in their lives
- Builds self awareness and emotional vocabulary
- Supports expressive writing and drawing
- Reinforces the story's theme of looking with love

Teaching tips and extensions
- Model examples before students begin
- Encourage students to think beyond favorites and include meaningful choices
- Provide sentence starters or picture cues for support
- Invite students to share one heart and explain why it matters to them

CHARACTER CONNECTION

Student task
- Students choose one character from the story
- Students describe how they are similar to the character
- Students describe how they are different from the character
- Students use examples from the story and their own lives


Name _____

Character Connection

Directions: Fill in the boxes below for the story My Rose-Colored Glasses.

Character's Name | Your Name

What does the character say, think, or feel in the story?

What are things you say, think, or feel?

How are you and the character similar?

How are you and the character different?

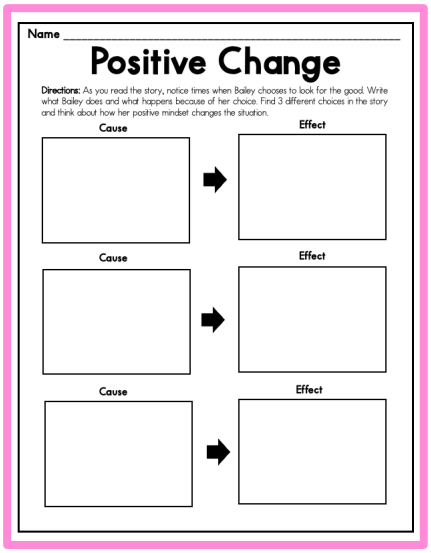
Purpose and learning
- Builds deeper understanding of characters
- Encourages text to self connections
- Supports reflective thinking and written responses
- Helps students compare perspectives and experiences

Teaching tips and extensions
- Model a sample connection using one character
- Provide sentence starters for support
- Encourage students to use specific story moments
- Invite students to share connections in pairs or small groups

Teaching Notes

POSITIVE CHANGE

Student task
- Students find three moments when Bailey chooses to look for the good
- Students write what Bailey does in each situation
- Students explain what happens because of her choice
- Students describe how her positive mindset changes the situation


Name _____

Positive Change

Directions: As you read the story, notice times when Bailey chooses to look for the good. Write what Bailey does and what happens because of her choice. Find 3 different choices in the story and think about how her positive mindset changes the situation.

Cause → Effect

Cause → Effect

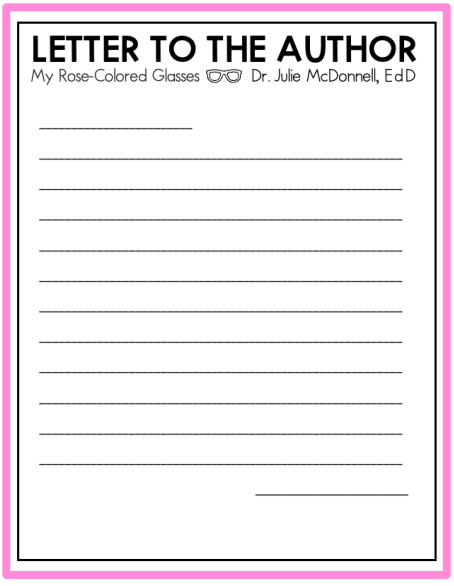
Cause → Effect

Purpose and learning
- Builds understanding of cause and effect
- Deepens comprehension of the story's theme
- Encourages students to think about character choices
- Helps students connect considering a new perspective to outcomes

Teaching tips and extensions
- Model one example together before independent work
- Provide sentence frames for students who need support
- Encourage students to use details from the text
- Invite students to discuss which choice made the biggest difference

LETTER TO THE AUTHOR

Student task
- Students write a letter to the author about the story
- Students share what they liked, learned, or noticed
- Students include at least one question for the author
- Students use details from the book to support their ideas


LETTER TO THE AUTHOR

My Rose-Colored Glasses Dr. Julie McDonnell, EdD

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Purpose and learning
- Encourages thoughtful response to literature
- Supports opinion and explanatory writing
- Helps students understand audience and purpose
- Builds connections between reading and writing

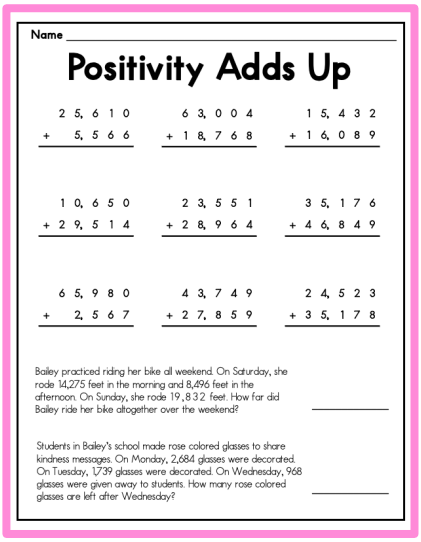
Teaching tips and extensions
- Model a short example letter before students begin
- Provide sentence starters or a letter template as needed
- Encourage students to ask thoughtful, open ended questions
- Invite students to share letters and notice common ideas

Teaching Guide

POSITIVITY ADDS UP (MATH ACTIVITY)

Student task

- Students read multi step math word problems connected to the story
- Students solve problems using large digit numbers
- Students show their work using addition
- Students check their answers for accuracy


Name _____

Positivity Adds Up

25,610 + 5,566	63,004 + 18,768	15,432 + 16,089
10,650 + 29,514	23,551 + 28,964	35,176 + 46,849
65,980 + 2,567	43,749 + 27,859	24,523 + 35,178

Bailey practiced riding her bike all weekend. On Saturday, she rode 14,275 feet in the morning and 8,496 feet in the afternoon. On Sunday, she rode 19,832 feet. How far did Bailey ride her bike altogether over the weekend? _____

Students in Bailey's school made rose colored glasses to share kindness messages. On Monday, 2,684 glasses were decorated. On Tuesday, 1,739 glasses were decorated. On Wednesday, 968 glasses were given away to students. How many rose colored glasses are left after Wednesday? _____

Purpose and learning

- Builds fluency with addition
- Supports problem solving and mathematical reasoning
- Reinforces perseverance when solving challenging problems

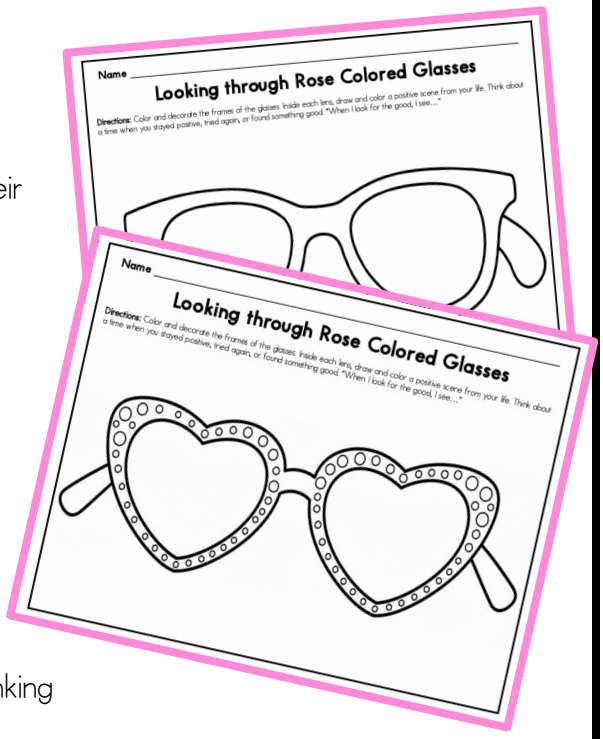
Teaching tips and extensions

- Model one problem and think aloud through each step
- Encourage students to underline important information
- Allow students to work with a partner to explain their thinking
- Extend by having students write their own story based math problems

LOOKING THROUGH MY ROSE COLORED GLASSES

Student task

- Students color and decorate the frames of the glasses
- Students draw and color a positive scene inside the lenses
- Students think about a time they looked for the good
- Students may add words or a short sentence to explain their drawing


Name _____

Looking through Rose Colored Glasses

Directions: Color and decorate the frames of the glasses. Inside each lens, draw and color a positive scene from your life. Think about a time when you stayed positive, tried again, or found something good. "When I look for the good, I see..."

Name _____

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Directions: Color and decorate the frames of the glasses. Inside each lens, draw and color a positive scene from your life. Think about a time when you stayed positive, tried again, or found something good. "When I look for the good, I see..."

Purpose and learning

- Helps students visualize positive thinking
- Supports self reflection and emotional awareness
- Connects art to the story's theme
- Encourages creative expression

Teaching tips and extensions

- Model a simple example before students begin
- Encourage students to choose a real life positive moment
- Provide sentence starters for students who need support
- Invite students to share their drawings and explain their thinking

A NOTE TO CAREGIVERS

Helping Children Understand the Meaning of the Story

Sometimes the brightest perspective comes from learning to look with love. This story is about learning to look for the good, even when things feel disappointing or hard. Here are a few ways you can talk about the story with your child as you read together.

Ask open ended questions

"What do you think it means to look through rose colored glasses?"
"Which part of the story helped Bailey feel better?"
"What would you do in that situation?"

Normalize emotions

"It's okay to feel frustrated, disappointed, or upset sometimes."
"Bailey still had those feelings. She just learned how to think about them in a new way. She had a different perspective."

Emphasize positive thinking without ignoring feelings

"Looking for the good doesn't mean pretending things are perfect."
"It means noticing something hopeful, kind, or helpful even when things are hard."

Use the glasses as a symbol

You can refer back to the rose colored glasses when your child faces challenges:
"I wonder what it would look like to put on your rose colored glasses right now."
"What's one good thing we could notice together?"

This book is meant to help children understand that their thoughts can change how situations feel. When Bailey learns to look for the positive, she feels more confident, makes new friends, and keeps trying. Over time, she does not need the glasses as much because she learns to carry that way of thinking inside herself.

You can support your child by using the idea of a *new and different perspective*. When something feels hard, you might say, "What would it look like to think about this in a new and different way?" or "What is one good thing we can notice right now?"

By talking about the story together, you can help your child see that while challenges are part of life, choosing to look for the good and trying a new and different perspective can make things feel brighter and more hopeful.

Discussion Questions

Before Reading

- What do you think it means to look at the world through "rose colored glasses"?
- Can you think of a time when something didn't go your way, but it turned out okay later?
- Why do you think it might be important to look for new or different perspective in hard situations?

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- Why do you think Grandma gives Bailey the rose colored glasses instead of just telling her to be positive?
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After Reading

- How does Bailey change from the beginning of the story to the end?
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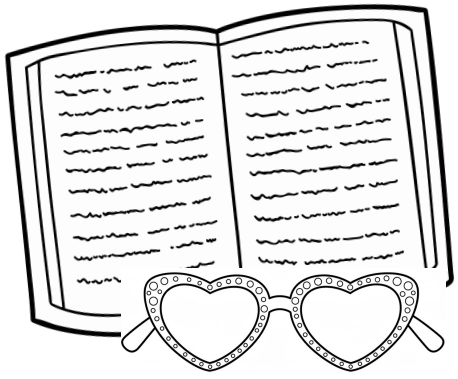

Name _____

Comprehension Questions

1. What do the rose colored glasses represent in the story?

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2. Why is the lunchroom scene with the raspberries an important moment in the story? How does Bailey use a new and different perspective in this situation?

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3. How does Bailey's thinking help her learn to ride her bike?

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4. When does Bailey realize that Oliver already has a new and different perspective and does not need the rose colored glasses?

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5. How has Bailey changed by the end of the story?

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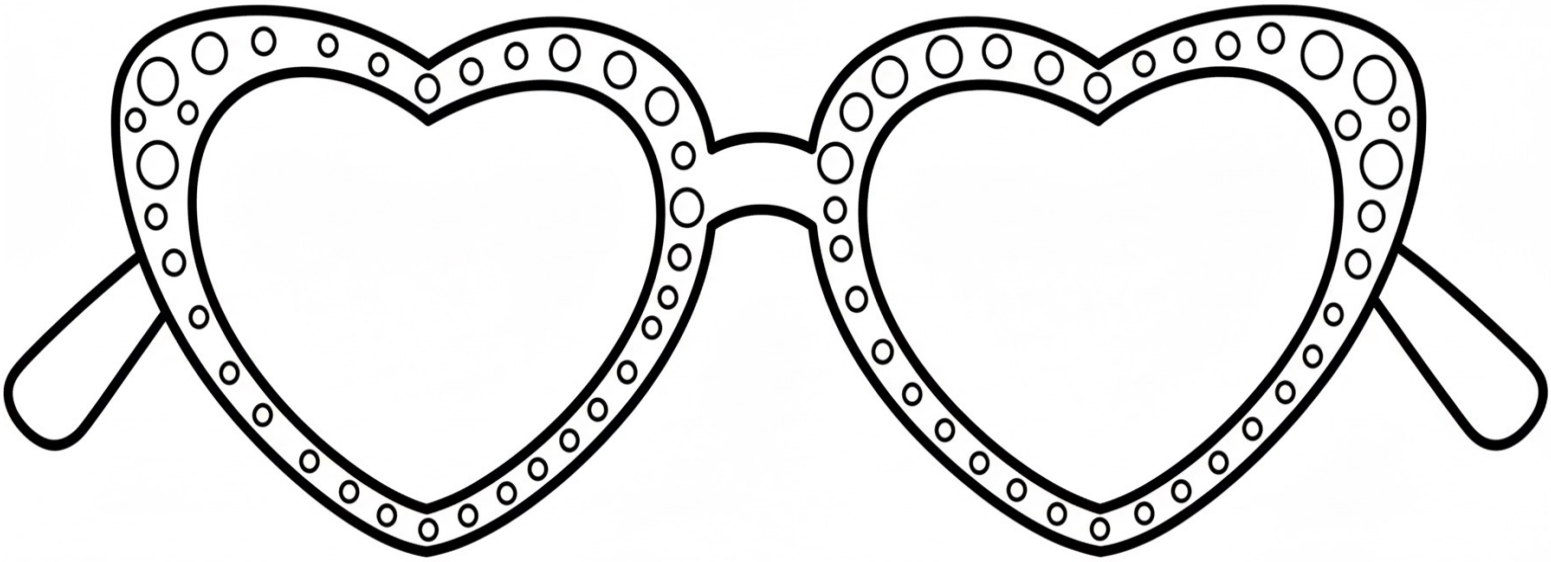
Name _____

My Rose Colored Glasses



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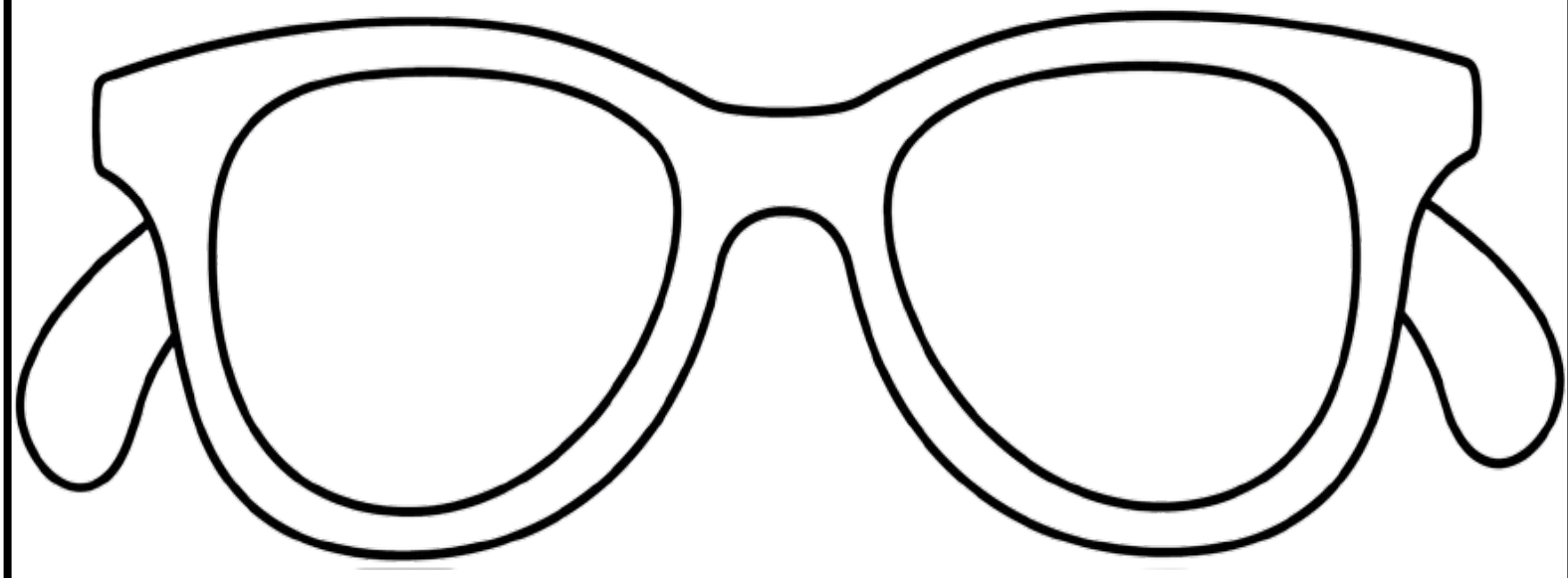

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KINDNESS NOTES

In the story, Bailey learned to notice the good. Write a note to a classmate you noticed being kind, trying their best, or staying positive this week. Cut out your note and give it to them to brighten their day.

Just wanted to say...

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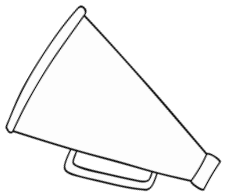
SHOUT OUT!



KINDNESS CARD

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WAY TO GO!

I noticed the way you...

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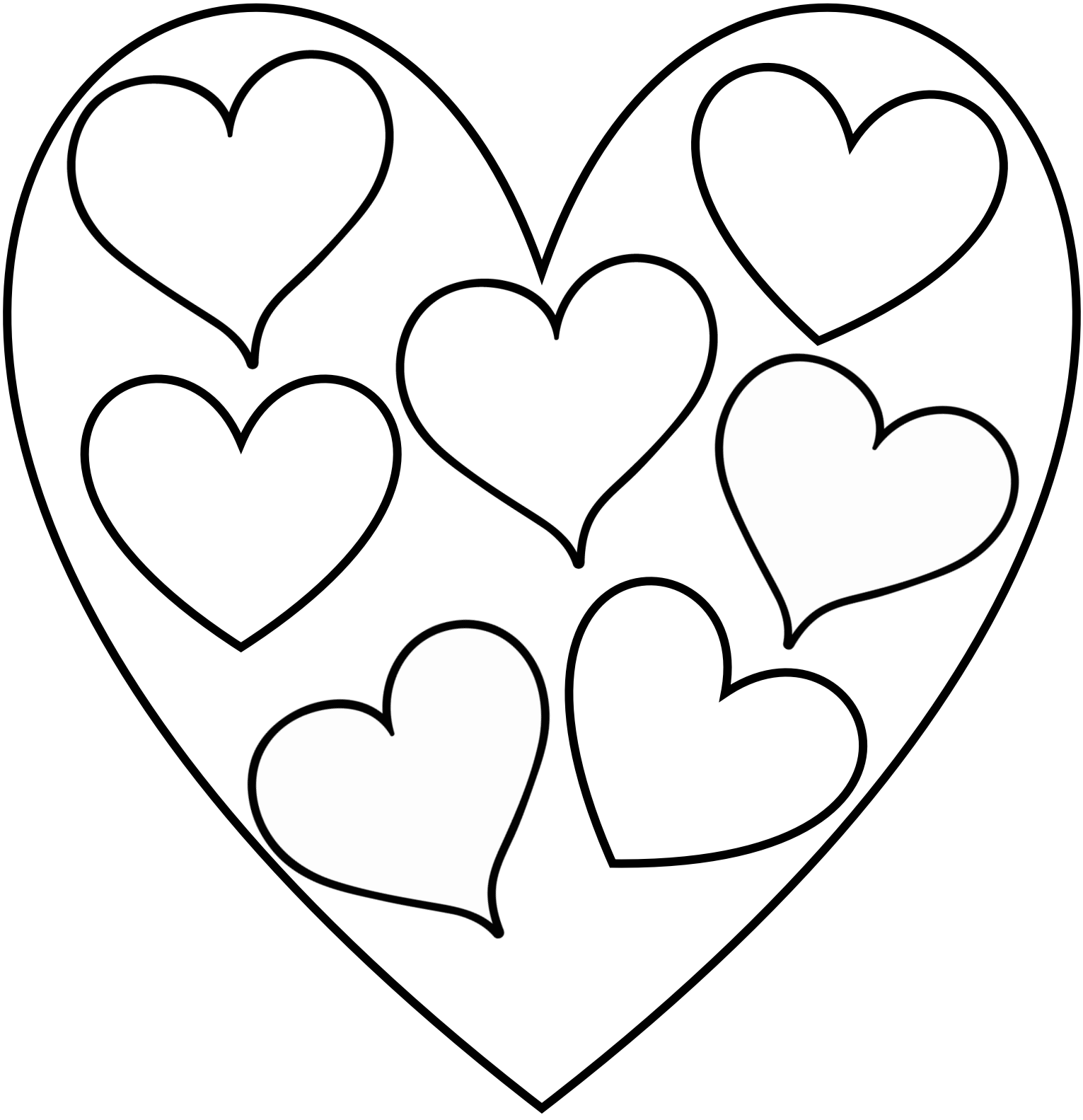
Name _____

Looking with Love

Directions: "When I look for the good, everything feels brighter." Fill in each heart with something you love. For example, something you love to build, a place you love, somebody you love, something you love about school.



Name _____

Character Connection

Directions: Fill in the boxes below for the story My Rose-Colored Glasses.

Character's Name	Your Name

What does the character say, think, or feel in the story?	What are things you say, think, or feel?

How are you and the character similar?

How are you and the character different?

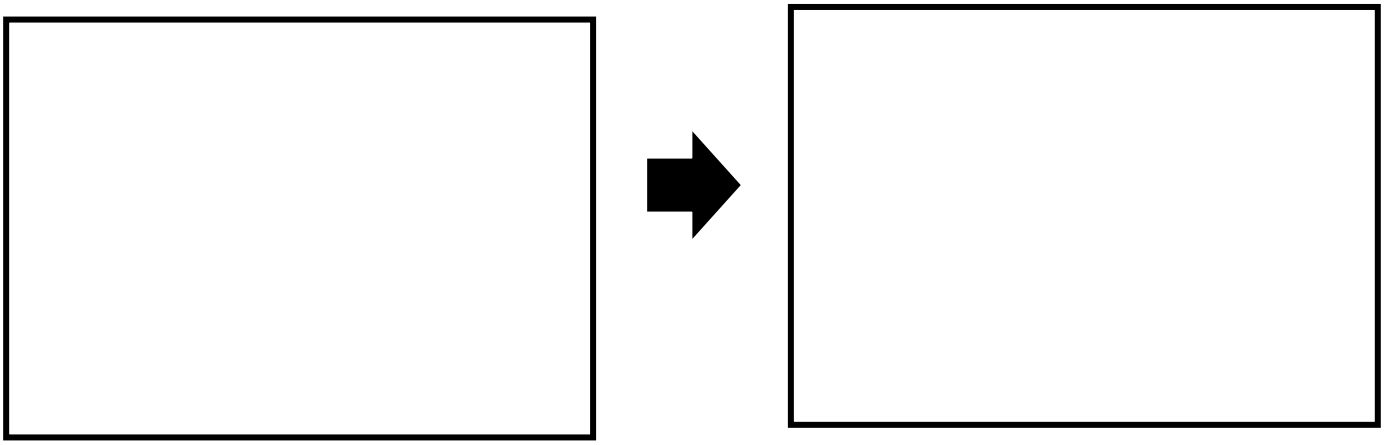
Name _____

Positive Change

Directions: As you read the story, notice times when Bailey chooses to look for a new or different perspective. Write what Bailey does and what happens because of her choice. Find 3 different choices in the story and think about how her positive mindset changes the situation.

Cause

Effect



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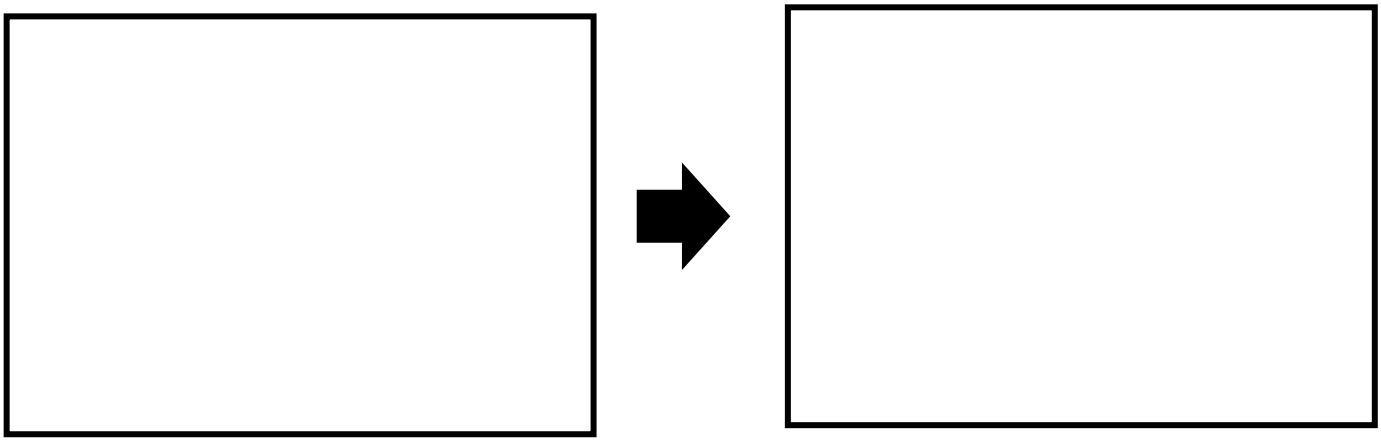
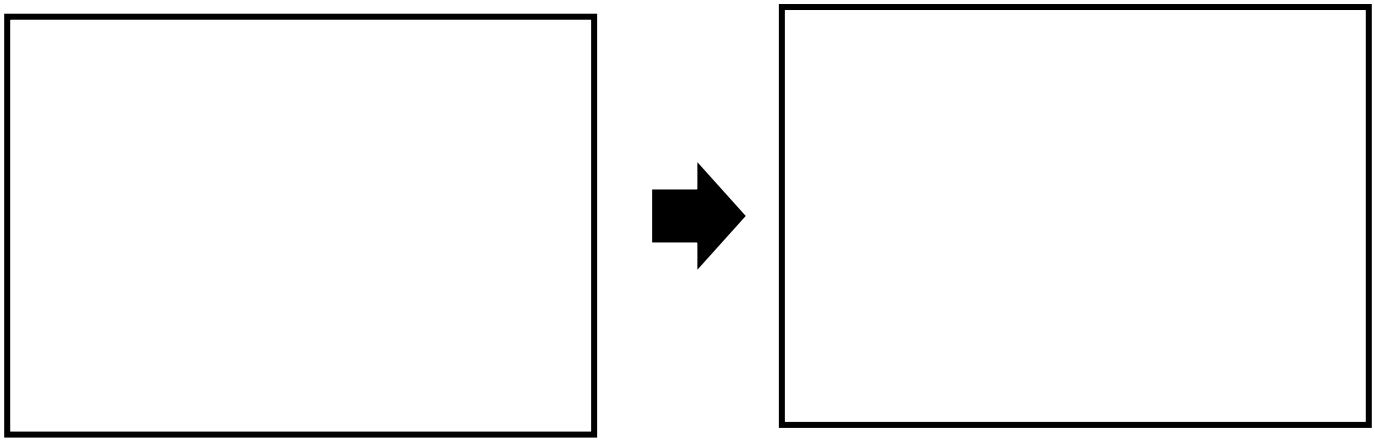
Effect



Cause

Effect



LETTER TO THE AUTHOR

My Rose-Colored Glasses Dr. Julie McDonnell, EdD

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Name _____

Positivity Adds Up

25,610	63,004	15,432
+ 5,566	+ 18,768	+ 16,089
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65,980	43,749	24,523
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Name _____

Looking through Rose Colored Glasses

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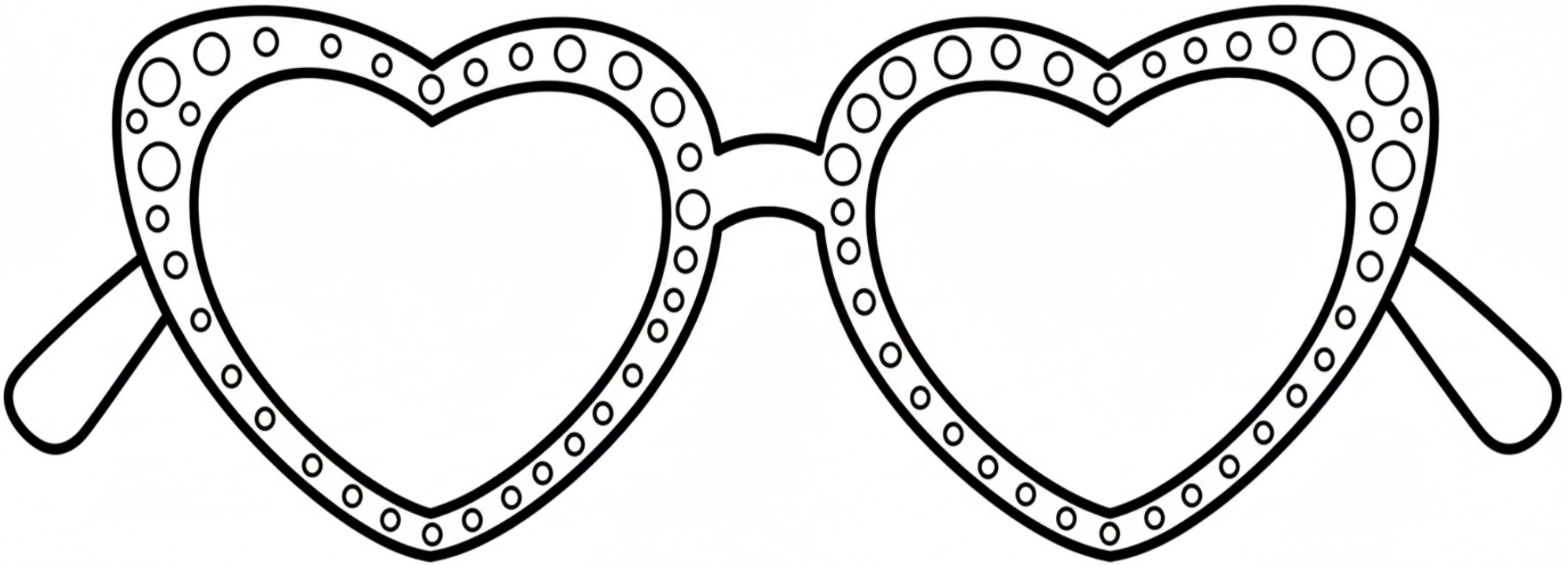

Name _____

Looking through Rose Colored Glasses

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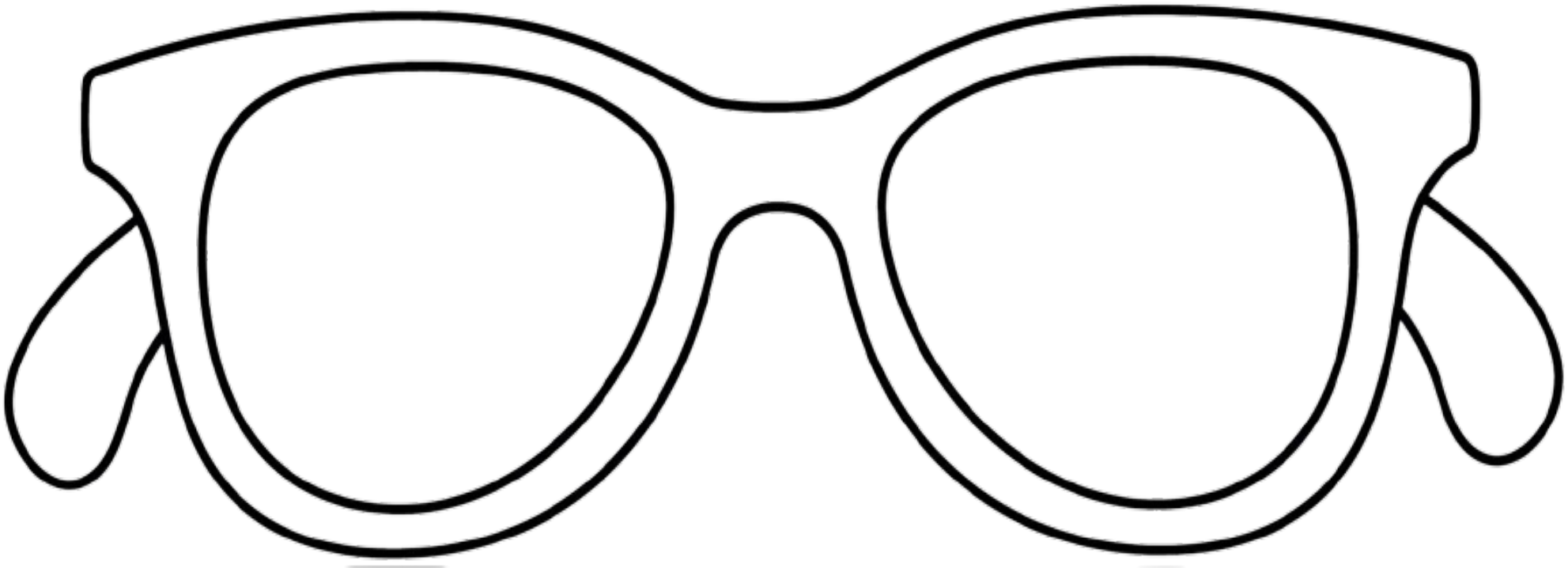

Name _____

Seek and Find

Directions: Find and circle each word from the story in the puzzle. When you find a word, color it in or check it off the list. How many words can you find?

C	M	J	L	K	I	W	I	P	K	D	V	P
Y	R	G	S	U	P	D	T	G	X	C	R	O
N	C	A	T	E	R	P	I	L	L	A	R	S
F	A	S	S	R	O	Y	K	A	W	I	A	I
R	H	I	F	P	N	E	Q	S	B	H	F	T
I	J	V	E	U	B	M	T	S	C	V	E	I
E	P	U	D	D	L	E	L	E	G	D	E	V
N	Q	R	I	U	E	Y	R	S	E	B	L	E
D	L	K	F	W	A	G	E	R	K	H	I	B
Q	Y	Z	O	J	I	F	P	Z	I	M	N	G
R	A	N	T	D	R	A	J	M	N	E	G	E
O	C	N	K	B	I	K	E	B	D	L	S	H
B	A	I	L	E	Y	A	S	W	T	U	I	F

raspberries
bike
feelings
ant
kiwi
kind
Bailey
puddle
caterpillar
glasses
friend
positive

ANSWER KEYS

Name _____

Positive Change

Directions: As you read the story, notice times when Bailey chooses to look for a new or different perspective. Write what Bailey does and what happens because of her choice. Think about how her positive mindset changes the situation.

Cause	Effect
Bailey looks for something fun about her raspberries instead of staying upset.	She makes a new friend, Harper, and they trade snacks. Lunch becomes happy instead of disappointing.
Bailey chooses to ask Sophie to play instead of sitting alone.	She makes a new friend and feels proud of her choice.
Bailey keeps trying and thinks positively after watching the ant carry food.	She learns to ride her bike and feels confident and proud.
Bailey looks for the fun in the rain instead of focusing on what she does not like.	She and Oliver splash in puddles and enjoy the moment together.

Name _____

Character Connection

Directions: Fill in the boxes below for the story My Rose-Colored Glasses.

Character's Name	Your Name
Answers will vary	

What does the character say, think, or feel in the story?	What are things you say, think, or feel?
Grandma- believes in looking for the good. She helps Bailey learn to see things in a positive way. **Bailey-** feels disappointed at times but learns to change her thinking. She feels proud when she keeps trying. **Oliver-** feels excited about the caterpillar and butterfly. He feels hurt at first but is happy when Bailey understands. **Ant-** shows perseverance by not giving up. It helps Bailey believe she can try again. **Sophie-** feels alone at first. She feels happy when Bailey asks her to play.	

How are you and the character similar?

Answers will vary, but should show similar characteristics to one of the characters.

How are you and the character different?

Answers will vary, but should show differences in characteristics to one of the characters.

Name _____

Comprehension Questions

1. What do the rose colored glasses represent in the story?

The rose colored glasses represent choosing to look for the good in situations. They remind Bailey to stop and think before reacting negatively. Even when something is disappointing or hard, the glasses help her notice something positive. By the end of the story, Bailey does not need the glasses as much because she has learned this skill on her own.

2. Why is the lunchroom scene with the raspberries an important moment in the story? How does Bailey use a new and different perspective in this situation?

The lunchroom scene shows how Bailey can change a situation by changing her thinking. At first, she feels upset because she wanted kiwi instead of raspberries. When she looks for the good, she turns the moment into something fun. This choice helps her make a new friend and enjoy her lunch.

3. How does Bailey's thinking help her learn to ride her bike?

Bailey feels frustrated after falling off her bike several times. Instead of quitting, she remembers to look for the positive and think differently. She tells herself that if an ant can keep trying, so can she. This mindset helps her succeed and feel confident.

4. When does Bailey realize that Oliver already has a new and different perspective and does not need the rose colored glasses?

Bailey notices how Oliver feels proud and happy while watching the butterfly. He already sees beauty and positivity without being reminded. This helps Bailey understand that some people naturally look for the good. It also shows that Bailey has grown enough to recognize this in others.

5. How has Bailey changed by the end of the story?

At the beginning of the story, Bailey reacts quickly when things do not go her way. By the end, she has learned to pause and look for the positive. She uses what she has learned to help herself and others. Bailey grows into someone who chooses kindness, patience, and optimism.

Discussion Questions

Before Reading

- What do you think it means to look at the world through "rose colored glasses"?
  Possible answer: It might mean seeing things in a positive way or focusing on the good instead of the bad.
- Can you think of a time when something didn't go your way, but it turned out okay later?
  Possible answer: Answers will vary. Students may share personal examples like losing a game but having fun, or getting something different than expected.
- Why do you think it might be important to look for new or different perspective in hard situations?
  Possible answer: It can help you feel better, keep trying, or notice things you might miss if you are upset.

During Reading

- Why do you think Grandma gives Bailey the rose colored glasses instead of just telling her to be positive?
  Possible answer: The glasses help Bailey remember the idea in a concrete way. They make the message easier to understand and practice.
- How does looking for new or different perspective help Bailey make new friends?
  Possible answer: When Bailey stays open and positive, she notices others, takes chances, and connects with new people like Harper and Sophie.
- Why is it sometimes hard to look for new or different perspective when something disappointing happens?
  Possible answer: Because strong feelings like frustration or sadness can take over before we stop and think differently.

After Reading

- How does Bailey change from the beginning of the story to the end?
  Possible answer: She becomes better at noticing the good, staying positive, and encouraging herself and others.
- Do you think Bailey needs the rose colored glasses at the end of the story? Why or why not?
  Possible answer: She does not really need them anymore because she has learned how to look for the good on her own.
- What message do you think the author wants readers to learn from this story?
  Possible answer: Looking for the good can make situations feel brighter, help you make friends, and help you keep going when things are hard.
- How can you use the idea of looking for new or different perspective in your own life?
  Possible answer: Students may mention school challenges, friendships, sports, or family situations where staying positive could help.

Positivity Adds Up

Directions:. Solve each addition problem.

25,610	63,004	15,432
+ 5,566	+ 18,768	+ 16,089
31,176	81,770	31,521
10,650	23,551	35,176
+ 29,514	+ 28,964	+ 46,849
40,164	52,515	82,025
65,980	43,749	24,523
+ 2,567	+ 27,859	+ 35,178
68,547	71,608	59,701

Bailey practiced riding her bike all weekend. On Saturday, she rode 14,275 feet in the morning and 8,496 feet in the afternoon. On Sunday, she rode 19,832 feet. How far did Bailey ride her bike altogether over the weekend?

42,603 feet

Students in Bailey's school made rose colored glasses to share kindness messages. On Monday, 2,684 glasses were decorated. On Tuesday, 1,739 glasses were decorated. On Wednesday, 968 glasses were given away to students. How many rose colored glasses are left after Wednesday?

3,455 glasses

Name _____

Seek and Find

Directions: Find and circle each word from the story in the puzzle. When you find a word, color it in or check it off the list. How many words can you find?

C	M	J	L	K	I	W	I	P	K	D	V	P
Y	R	G	S	U	P	D	T	G	X	C	R	O
N	C	A	T	E	R	P	I	L	L	A	R	S
F	A	S	S	R	O	Y	K	A	W	I	A	I
R	H	I	F	P	N	E	Q	S	B	H	F	T
I	J	V	E	U	B	M	T	S	C	V	E	I
E	P	U	D	D	L	E	L	E	G	D	E	V
N	Q	R	I	U	E	Y	R	S	E	B	L	E
D	L	K	F	W	A	G	E	R	K	H	I	B
Q	Y	Z	O	J	I	F	P	Z	I	M	N	G
R	A	N	T	D	R	A	J	M	N	E	G	E
O	C	N	K	B	I	K	E	B	D	L	S	H
B	A	I	L	E	Y	A	S	W	T	U	I	F

raspberries
bike
feelings
ant

kiwi
kind
Bailey
puddle

caterpillar
glasses
friend
positive

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Warmly,
Rebecca Donze

THANK YOU TO THESE CLIPART & FONT ARTISTS: