My Rose-Colored Glasses: A Bailey and Buttons Story

by Dr. Julie McDonnell, EdD

Younger Learner's Activity Pages

Rebecca Donze 2026

Book Summary

What if changing the way you look at things 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.

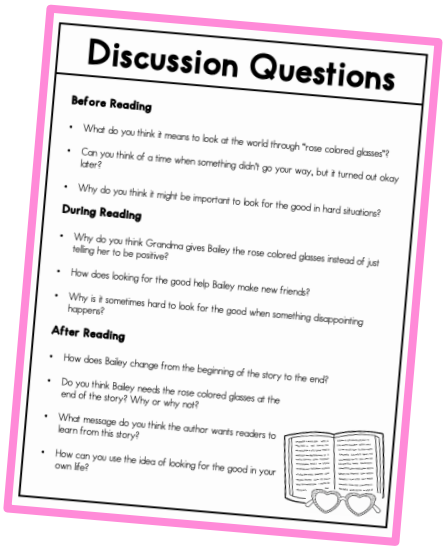
My Rose-Colored Glasses is a heartwarming Bailey & Buttons story that encourages readers to notice the good, build resilience, and understand how mindset shapes our experiences. Through
Bailey's journey, children discover that choosing to look with love, curiosity, and optimism can make even difficult 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 build on the ideas of others 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 the good 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 the good help Bailey make new friends?
- Why is it sometimes hard to look for the good 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 the good 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 to reflect on how thinking changed

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 looked at something in a new and different way inside the lenses
- Students draw or write about what happened, how they looked for the good, and how it made them feel

Purpose and learning

- Students show understanding of the story's message by thinking about their own lives in a new and different way
- Students practice writing or drawing to explain their thinking and feelings
- Students connect looking for the good and a new and different perspective to how they feel and what happens

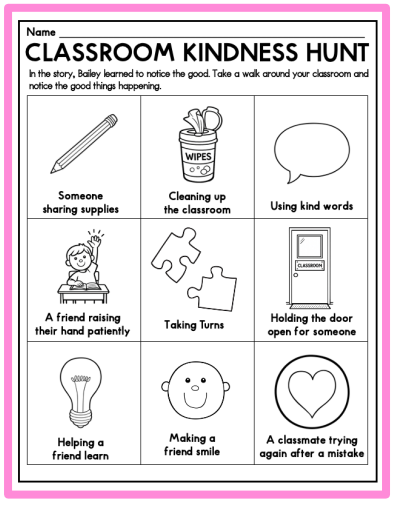
Teaching tips and extensions

- 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

CLASSROOM KINDNESS HUNT

Student task

- Students look around the classroom for acts of kindness, effort, or positivity
- Students record or draw what they notice during the hunt
- Students share one positive action they observed
- Students reflect on how noticing the good made them feel



Purpose and learning

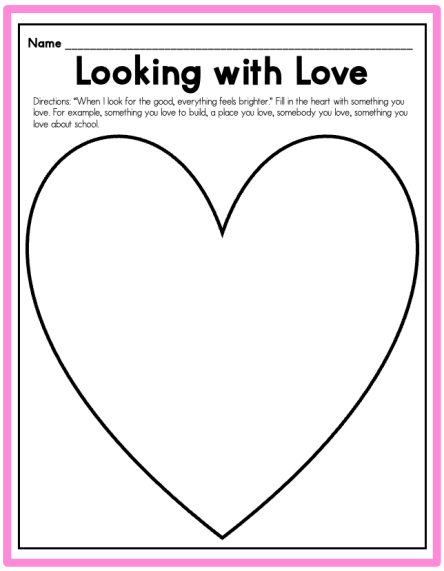
- Helps students practice noticing positive behaviors in real time
- Strengthens observation and listening skills
- Builds a positive and supportive classroom community
- Reinforces the story's message of looking for the good

Teaching tips and extensions

- Review examples of kindness from the story before starting
- Encourage students to be specific about what they noticed
- Follow up with a class discussion about how it felt to notice kindness

Teaching Notes

LOOKING WITH LOVE


Name _____

Looking with Love

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

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

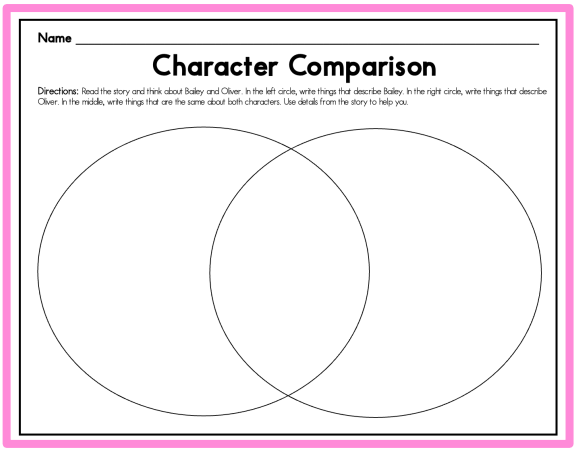
Purpose and learning

- 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 COMPARISON


Name _____

Character Comparison

Directions: Read the story and think about Bailey and Oliver. In the left circle, write things that describe Bailey. In the right circle, write things that describe Oliver. In the middle, write things that are the same about both characters. Use details from the story to help you.

Student task

- Students compare Bailey and Oliver using a Venn diagram
- Students write traits or actions that describe each character
- Students identify similarities in the middle section
- Students use details from the story to support their ideas

Purpose and learning

- Builds character analysis skills
- Strengthens compare and contrast thinking
- Deepens understanding of theme and perspective
- Encourages students to use text evidence

Teaching tips and extensions

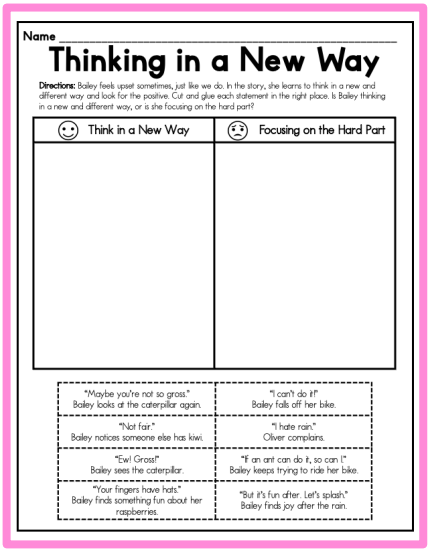
- Model one example for each section before students begin
- Create a class anchor chart of character traits
- Encourage students to explain their thinking with a partner
- Extend by asking which character they relate to most and why

Teaching Notes

THINKING IN A NEW WAY

Student task

- Students read or listen to each statement from the story
- Students decide if the statement shows looking for the good or focusing on the hard part
- Students sort the statements under the correct heading
- Students explain why they made their choices


Name _____

Thinking in a New Way

Directions: Bailey feels upset sometimes, just like we do. In the story, she learns to think in a new and different way and look for the positive. Cut and glue each statement in the right place. Is Bailey thinking in a new and different way, or is she focusing on the hard part?

Think in a New Way	Focusing on the Hard Part

"Maybe you're not so gross." Bailey looks at the caterpillar again.	"I can't do it!" Bailey falls off her bike.
"Not fair." Bailey notices someone else has kiwi.	"I hate rain." Oliver complains.
"Ew! Gross!" Bailey sees the caterpillar.	"If an ant can do it, so can I." Bailey keeps trying to ride her bike.
"Your fingers have hats." Bailey finds something fun about her raspberries.	"But it's fun after. Let's splash." Bailey finds joy after the rain.

Purpose and learning

- Builds understanding of positive and negative thinking
- Supports comprehension of character choices
- Reinforces the story's theme of looking for a new or different perspective
- Encourages discussion and reasoning skills

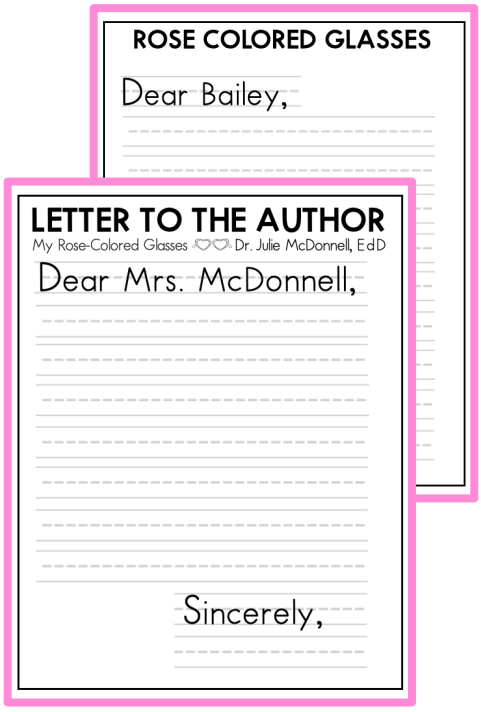
Teaching tips and extensions

- Read each statement aloud before students sort
- Model one example together as a class
- Encourage students to use story details when explaining their thinking
- Extend by asking students to discussing a "hard part" thought into a "looking for the good" thought

LETTER TO THE AUTHOR

Student task

- Students choose to write a letter to the author or to Bailey
- Students share something they liked, learned, or wondered about
- Students ask at least one question in their letter
- Students use words or pictures to share their ideas


ROSE COLORED GLASSES

Dear Bailey,

LETTER TO THE AUTHOR

My Rose-Colored Glasses Dr. Julie McDonnell, EdD

Dear Mrs. McDonnell,

Sincerely,

Purpose and learning

- Encourages personal response to the story
- Builds understanding of characters and author's message
- Supports early opinion writing and question asking
- Strengthens connections between reading and writing

Teaching tips and extensions

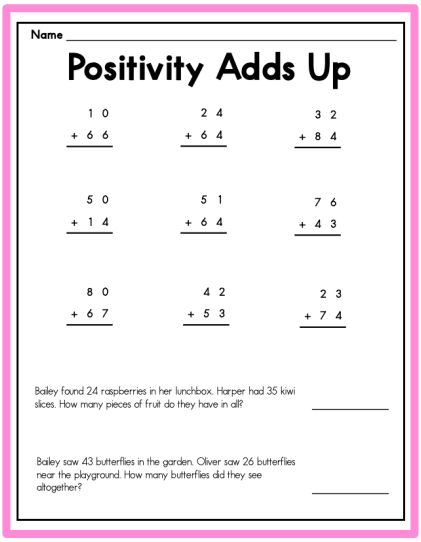
- Model a short example letter before students begin
- Provide sentence starters or a letter template as needed
- Encourage students to ask thoughtful, open ended questions
- Invite students to share letters and notice common ideas

Teaching Notes

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

10 + 66	24 + 64	32 + 84
50 + 14	51 + 64	76 + 43
80 + 67	42 + 53	23 + 74

Bailey found 24 raspberries in her lunchbox. Harper had 35 kiwi slices. How many pieces of fruit do they have in all? _____

Bailey saw 43 butterflies in the garden. Oliver saw 26 butterflies near the playground. How many butterflies did they see altogether? _____

Purpose and learning

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

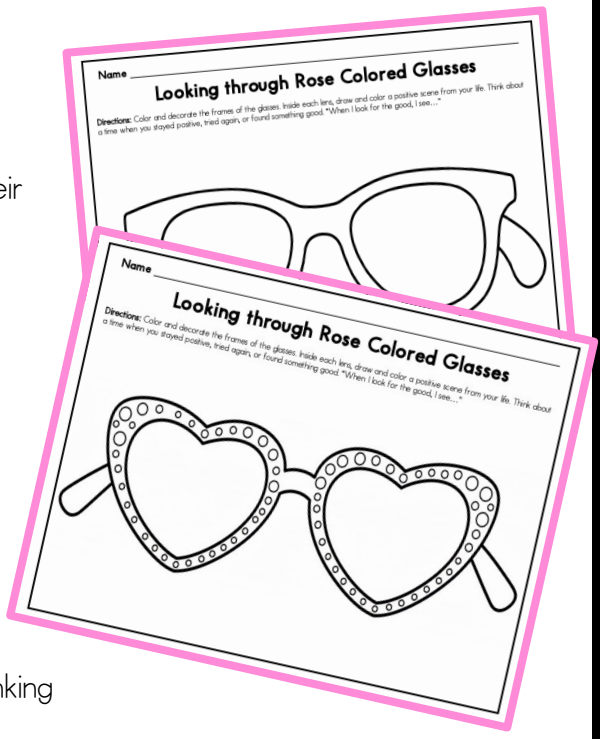
Teaching tips and extensions

- 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..."

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

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."

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

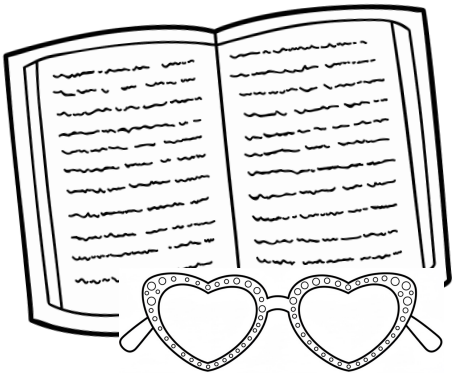
- What do you think it means to look at the world through "rose colored glasses"?
- Can you think of a time when something didn't go your way, but it turned out okay later?
- Why do you think it might be important to look for new or different perspective in hard situations?

During Reading

- Why do you think Grandma gives Bailey the rose colored glasses?
- 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 the good in your own life?



Name _____

Comprehension Questions

1. What do the rose colored glasses help Bailey remember to do?

_____

_____

_____

2. How does Bailey feel when she first sees the caterpillar?

_____

_____

_____

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

_____

_____

_____

4. What does Bailey do when Violet cannot play with her?

_____

_____

_____

5. What lesson does Bailey learn by the end of the story?

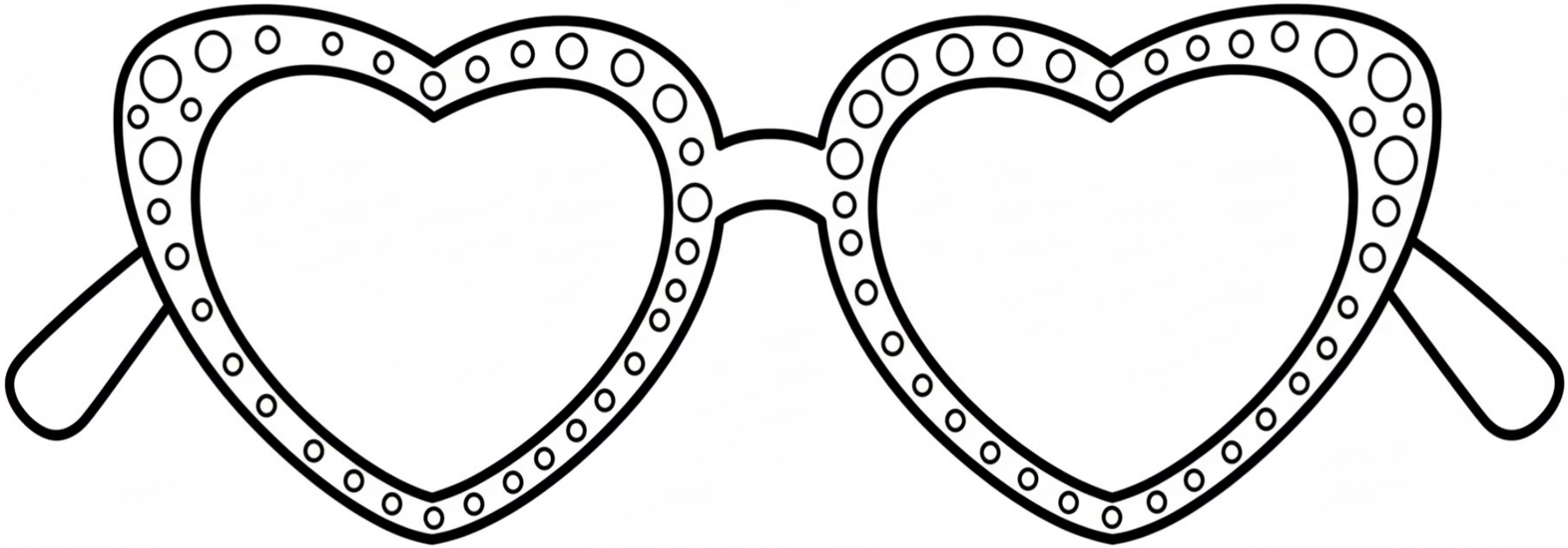
_____

_____

_____

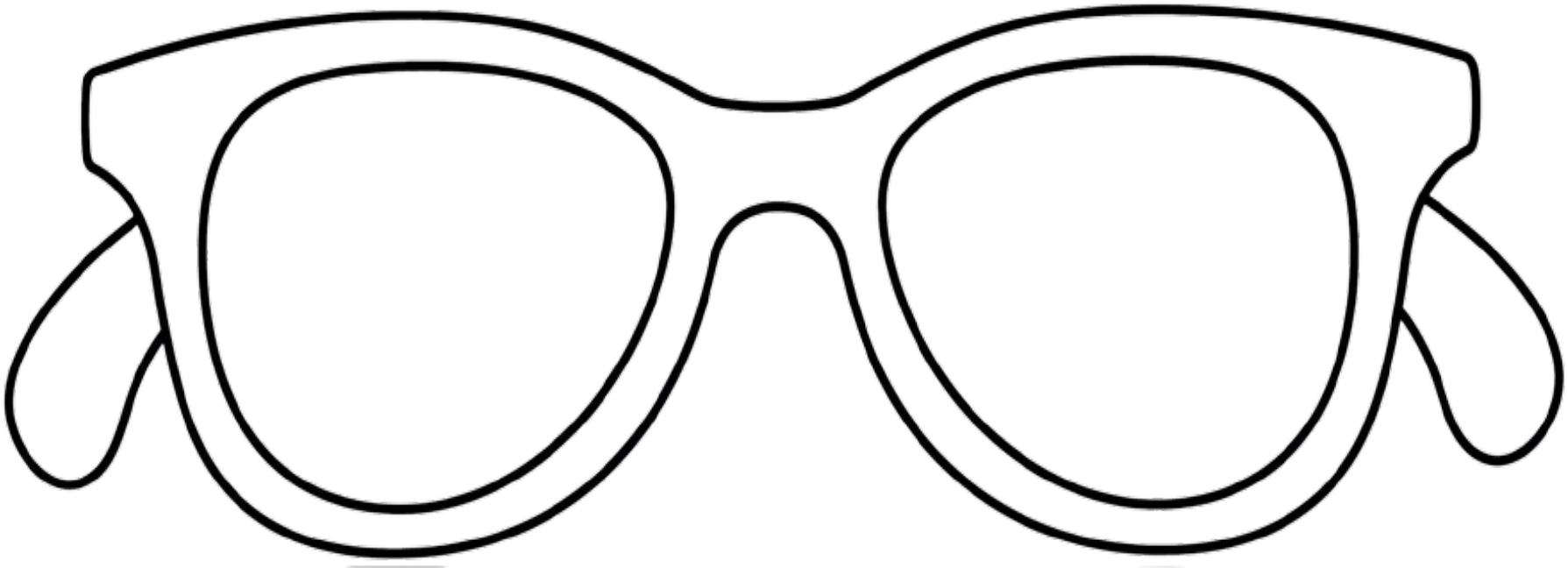
Name _____

My Rose Colored Glasses



Name _____

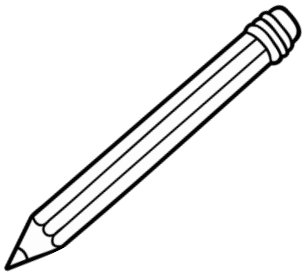
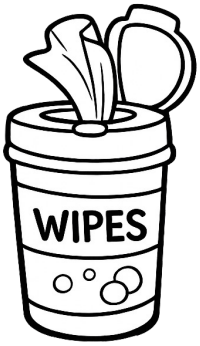
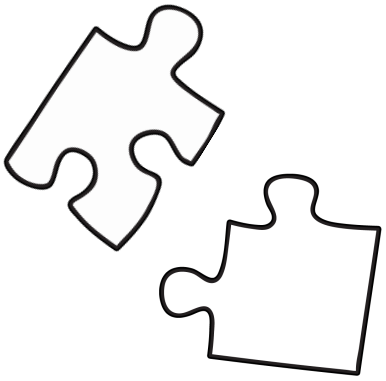
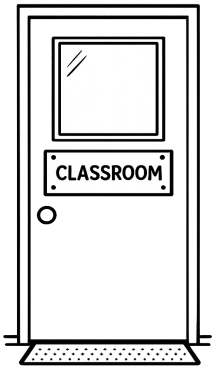
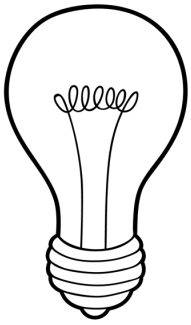
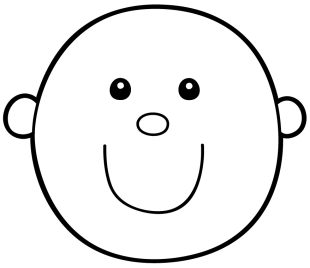
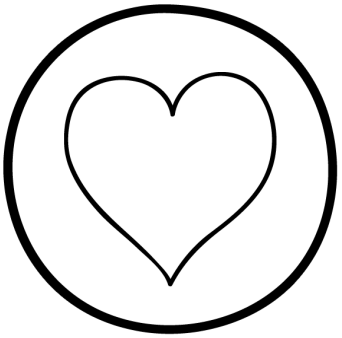
My Rose Colored Glasses



Name _____

CLASSROOM KINDNESS HUNT

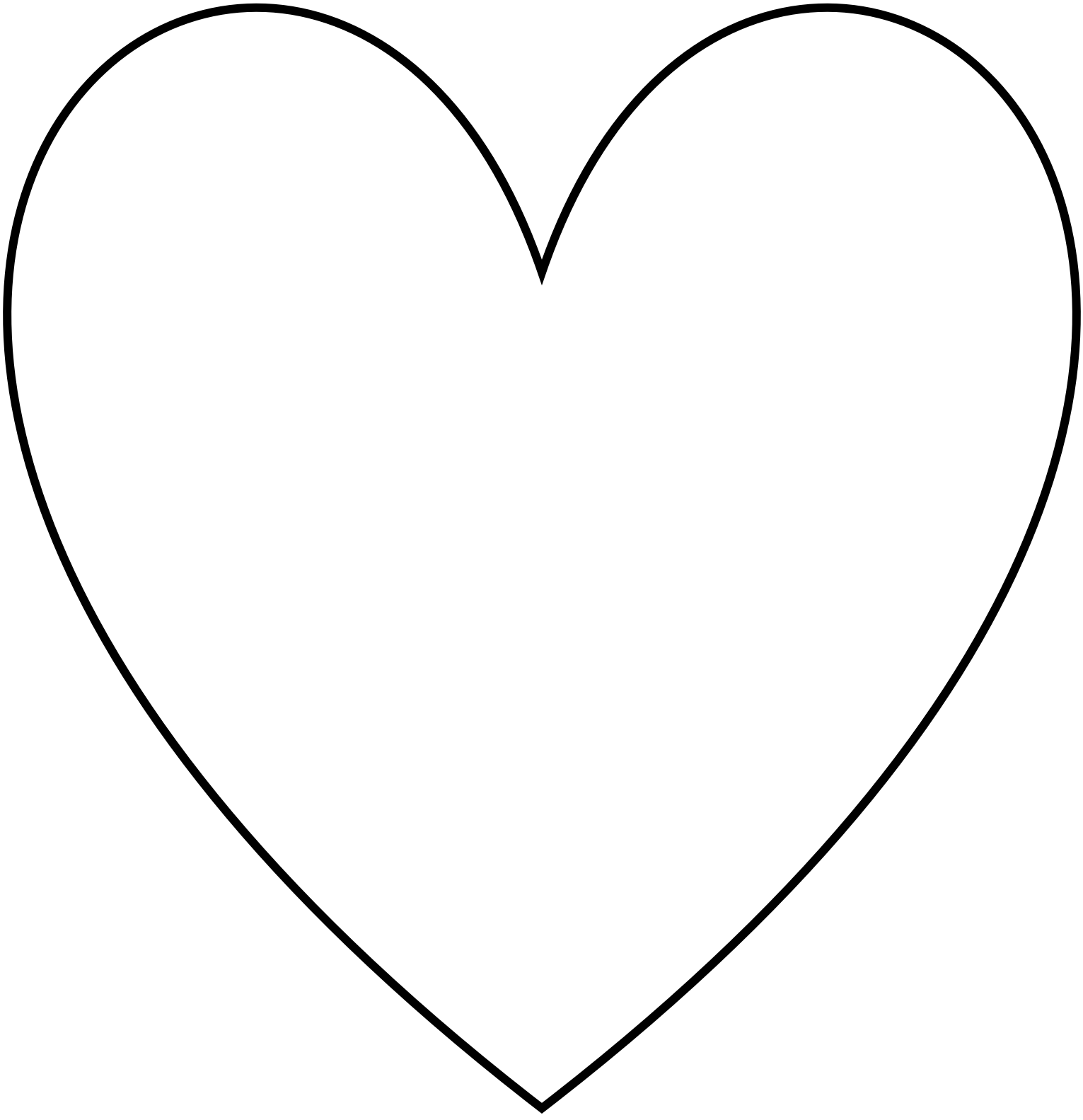
In the story, Bailey learned to notice the good. Take a walk around your classroom and notice the good things happening.

 Someone sharing supplies	 Cleaning up the classroom	Using kind words
A friend raising their hand patiently	 Taking Turns	 Holding the door open for someone
 Helping a friend learn	 Making a friend smile	 A classmate trying again after a mistake

Name _____

Looking with Love

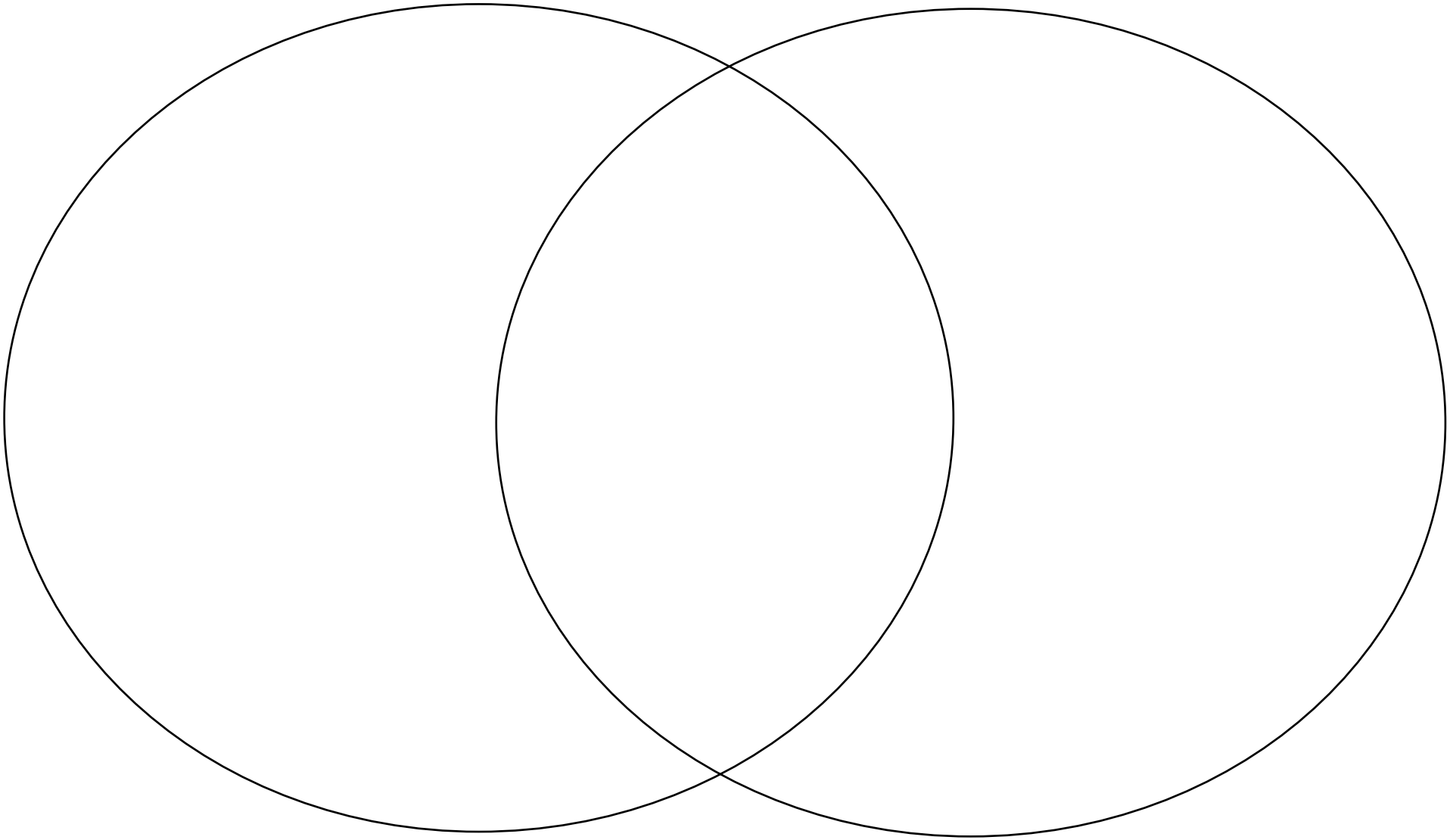
Directions: "When I look for the good, everything feels brighter." Fill in the heart with something you love. For example, something you love to build, a place you love, somebody you love, something you love about school.



Name _____

Character Comparison

Directions: Read the story and think about Bailey and Oliver. In the left circle, write things that describe Bailey. In the right circle, write things that describe Oliver. In the middle, write things that are the same about both characters. Use details from the story to help you.



Name _____

Thinking in a New Way

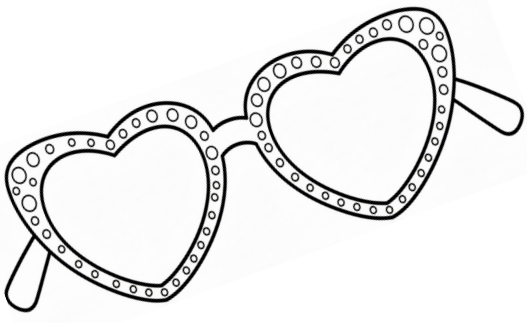
Directions: Bailey feels upset sometimes, just like we do. In the story, she learns to think in a new and different way and look for the positive. Cut and glue each statement in the right place. Is Bailey thinking in a new and different way, or is she focusing on the hard part?

Thinking in a New Way	Focusing on the Hard Part

"Maybe you're not so gross." Bailey looks at the caterpillar again.	"I can't do it!" Bailey falls off her bike.
"Not fair." Bailey notices someone else has kiwi.	"I hate rain." Oliver complains.
"Ew! Gross!" Bailey sees the caterpillar.	"If an ant can do it, so can I." Bailey keeps trying to ride her bike.
"Your fingers have hats." Bailey finds something fun about her raspberries.	"But it's fun after. Let's splash." Bailey finds joy after the rain.

ROSE COLORED GLASSES

Dear Bailey,



Sincerely,

LETTER TO THE AUTHOR

My Rose-Colored Glasses Dr. Julie McDonnell, EdD

Dear Mrs. McDonnell,

Sincerely,

Name _____

Positivity Adds Up

10 + 66 =	24 + 64 =	32 + 84 =
50 + 14 =	51 + 64 =	76 + 43 =
80 + 67 =	42 + 53 =	23 + 74 =

Bailey found 24 raspberries in her lunchbox. Harper had 35 kiwi slices. How many pieces of fruit do they have in all?

_____

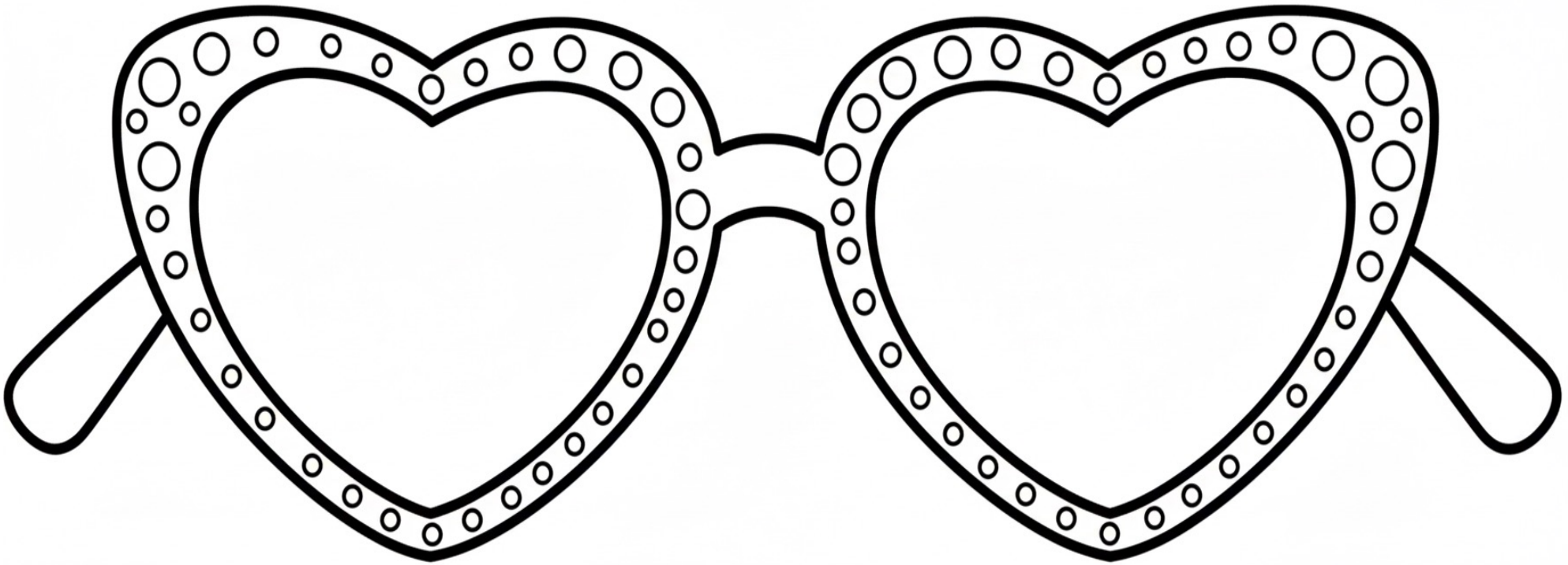
Bailey saw 43 butterflies in the garden. Oliver saw 26 butterflies near the playground. How many butterflies did they see altogether?

_____

Name _____

Looking through Rose Colored Glasses

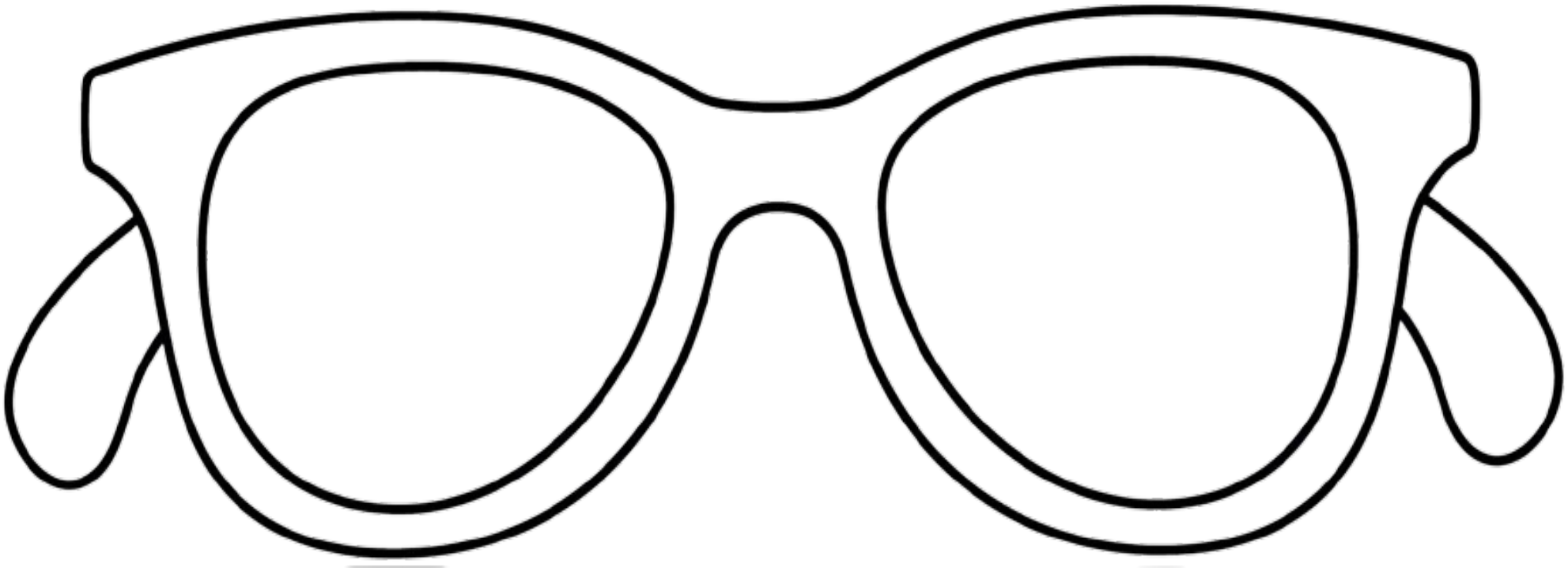
Directions: Color and decorate the frames of the glasses. Inside each lens, draw and color a positive scene from your life. Think about a time when you stayed positive, tried again, or found something good. "When I look for the good, I see..."



Name _____

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 _____

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?

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

raspberries
bike
feelings
ant
kiwi
kind
Bailey
puddle
caterpillar
glasses

ANSWER KEYS

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?
  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.

Name _____

Comprehension Questions

1. What do the rose colored glasses help Bailey remember to do?

Grandma gives Bailey the rose colored glasses. She explains that they help her look for the good. Grandma wants Bailey to remember to think in a positive way.. Even when something feels hard or disappointing, she can try to find something positive.

2. How does Bailey feel when she first sees the caterpillar?

She thinks it is gross and feels upset. She does not see why Oliver likes it. Later, she looks again and begins to understand. She notices its colors and learns it will turn into a butterfly. This helps her understand Oliver better.

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. What does Bailey do when Violet cannot play with her?

She feels disappointed at first. Instead of sitting alone, she asks Sophie to play. This helps her make a new friend.

5. What lesson does Bailey learn by the end of the story?

She learns to look for the good in every situation. She understands that her thinking can change how she feels. She wants to look with love every day.

Name _____

Thinking in a New Way

Directions: Bailey feels frustrated or upset just like we do. The story shows how her words and thoughts change when she looks for the good. Cut and glue each statement under the correct heading. Was Bailey looking for the good, or focusing on the hard part?

Thinking in a New Way	Focusing on the Hard Part

"Maybe you're not so gross."
Bailey looks at the caterpillar again

"If an ant can do it, so can I."
Bailey keeps trying to ride her bike

"Your fingers have hats."
Bailey finds something fun about her raspberries

"But it's fun after. Let's splash."
Bailey finds joy after the rain

"I can't do it!"
Bailey falls off her bike

"Not fair."
Bailey notices someone else has kiwi

"I hate rain."
Oliver complains

"Ew! Gross!"
Bailey sees the caterpillar

"Maybe you're not so gross."
Bailey looks at the caterpillar again.

"I can't do it!"
Bailey falls off her bike.

"Not fair."
Bailey notices someone else has kiwi.

"I hate rain."
Oliver complains.

"Ew! Gross!"
Bailey sees the caterpillar.

"If an ant can do it, so can I."
Bailey keeps trying to ride her bike.

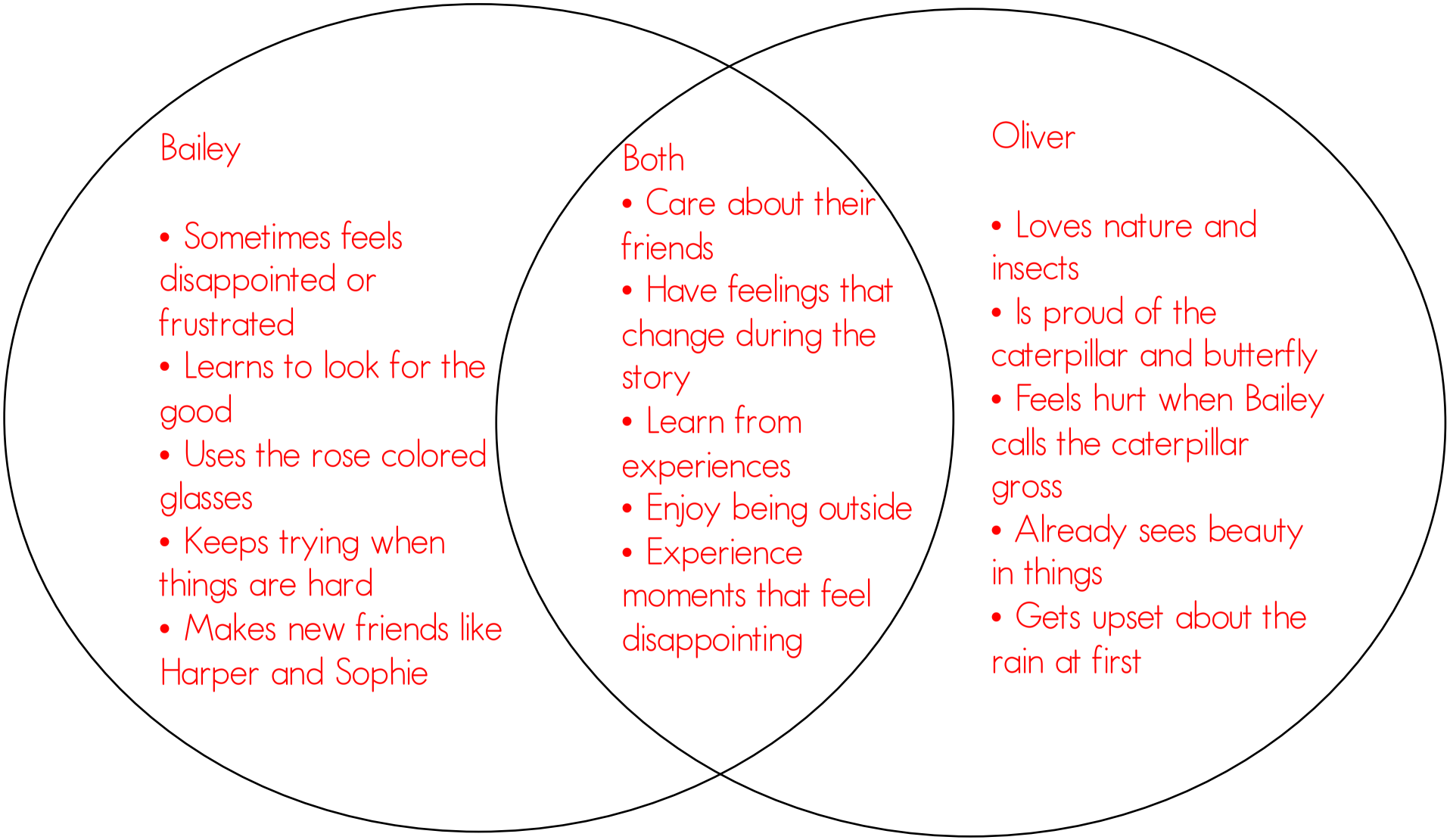
"Your fingers have hats."
Bailey finds something fun about her raspberries.

"But it's fun after. Let's splash."
Bailey finds joy after the rain.

Name _____

Character Comparison

Directions: Read the story and think about Bailey and Oliver. In the left circle, write things that describe Bailey. In the right circle, write things that describe Oliver. In the middle, write things that are the same about both characters. Use details from the story to help you.



Name _____

Positivity Adds Up

10 + 66 = 76	24 + 64 = 88	32 + 84 = 116
50 + 14 = 64	51 + 64 = 115	76 + 43 = 119
80 + 67 = 147	42 + 53 = 95	23 + 74 = 97

Bailey found 24 raspberries in her lunchbox. Harper had 35 kiwi slices. How many pieces of fruit do they have in all?

59 pieces of fruit

Bailey saw 43 butterflies in the garden. Oliver saw 26 butterflies near the playground. How many butterflies did they see altogether?

69 butterflies

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?

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

raspberries
bike
feelings
ant
kiwi
kind
Bailey
puddle
caterpillar
glasses

TERMS OF USE

Thank you for abiding by universally accepted codes of professional ethics while using this product. If you encounter an issue with your file, notice an error, or are in any way experiencing a problem, please contact me and I will be more than happy to help sort it out. You can message me at elementaryelementsteacher@gmail.com

YOU MAY:

- ❑ Use free and purchased items for your own classroom students, or your own personal use.
- ❑ Reference this product in blog posts, at seminars, professional development, workshops, or other such venues, ONLY if both credit is given to myself as the author, and a link back to my TpT store is included in the presentation.
- ❑ Purchase licenses at a great discount for other teachers to use this resource.

YOU MAY NOT:

- ❑ Claim this work as your own, alter the files in any way, or remove copyright watermarks.
- ❑ Sell the files or combine them into another unit for sale or free.
- ❑ Post this document for sale or free elsewhere on the internet (this includes Google Doc links on blogs).
- ❑ Making copies of purchased items to share with others is strictly forbidden and is a violation of the TOU law.

Warmly,
Rebecca Donze

THANK YOU TO THESE CLIPART & FONT ARTISTS: