

Created by Alina Holovata

The Oops Gallery

Mistakes, Clues, and Braver Tries

Growth
Mindset
Grades 2-5

SEL Story + Printable Activities



Includes:

- **Printable Storybook – “The Oops Gallery”**

A kid-friendly SEL story set in Miss Bennett’s classroom. Steve worries about making a crooked letter on his poster and wants to quit. With Miss Bennett, Debra, and the class “Oops Gallery,” he learns to see mistakes as clues, try again, and use “yet” language instead of perfectionism.

- **12 Open-Ended Comprehension Questions**

Questions that cover key events, character feelings, body clues, reasons for Steve’s thinking, how his mindset changes, and the main lesson of the story.

- **Reading Check Page**

1. True or False statements about story details.
2. Multiple Choice (A–D) questions on characters, setting, and events.
3. Put the Story Events in Order activity with numbered boxes.

- **Story Map – The Oops Gallery**

Graphic organizer with sections for Characters, Setting, Problem, Important Events, Solution/Ending, and Theme/Lesson.

- **“Oops-to-Growth Word Bank” Vocabulary Page**

A growth mindset word bank (mistake, clue, feedback, practice, brave, yet, etc.) plus a creative activity where students build their own Oops → Clue → Next Try sentences using the words.

- **SEL Reflection Sheet – The Oops Gallery**

A reflection page with kid-friendly prompts to connect the story to students’ own experiences: noticing their “oops moments,” body clues, helpful thoughts, and next tries.

- **Writing Prompt Page – “A Letter to Your Future Self”**

A structured writing page where students write a letter to their future self for a day when they feel scared of making mistakes. Includes a clear prompt, 5-part checklist, word bank, and mini self-check.

- **Role-Play Cards (4 Scenarios)**

Short, realistic situations connected to the story (crooked title, test mistake, helpful feedback, sharing in the Oops Gallery) with guiding questions and roles for partner or small-group practice.

- **Bonus Activity 1 – “Oops Gallery Passport” (Mini Museum Game)**

Students walk around the room like museum visitors, “collecting” learning clues from drafts or sample work. Each passport box includes: Display Title, The Oops I Notice, The Clue, The Next Try, and A Kind Comment.

- **Bonus Activity 2 – “The Patch-It Quilt of Try-Again” (Class Quilt Craft)**

Students create 6 small “patches” with drawings and one-sentence Oops → Learning messages, then glue them together into a big class quilt poster with a kind support border of growth mindset phrases.

- **Coloring Pages (Line-Art Only, No Text on Images)**

5 printable coloring pages connected to the story and SEL themes.

- **Teacher Guide (Lesson Plan & Tips)**

A teacher-only page with an overview, SEL and academic objectives, suggested lesson flow (before/during/after reading), differentiation ideas, extension and home-connection suggestions, and SEL notes for sensitive conversations about mistakes.

The Oops Gallery

Steve liked things to feel finished before anyone could see them.

Not just “done.”

Finished-finished.

His pencils pointed the same direction in his desk tray. His notebook corners lined up like tiny rooftops. Even his sneakers looked better when the laces sat in neat, even bows.

On Tuesday morning, Steve stood outside Room 4B and watched the hallway lights shine on the floor like long, pale ribbons. He took one slow breath and told himself, Today I will do everything right.

Then the bell rang.

Inside, the classroom buzzed the way a beehive buzzes—not loud, exactly, but busy. Chairs scooted. Papers fluttered. Someone dropped a water bottle and it rolled like it was looking for a hiding place.

Miss Bennett stood at the front with her warm, steady smile. She held a stack of bright-colored folders.

“Good morning, team,” she said. “Today we start our community projects.”

Steve’s stomach tightened, like a drawstring being pulled.

Community projects usually meant big paper, shared markers, and a lot of opinions. Community projects usually meant... mess.

Miss Bennett passed out the folders. Each one had a title printed on the front.

ROOM 4B: KINDNESS IN ACTION

“We’re making posters and displays for the school’s ‘Kindness Walk’ next week,” Miss Bennett explained. “Your group will design a station that teaches younger students one helpful idea.”

Debra’s hand shot up. Debra was quick and bright, with braids that bounced when she talked.

“Can we make it like a game?” she asked, already grinning.

“Absolutely,” Miss Bennett said. “A game, a puzzle, a poster—anything that teaches.”

Steve swallowed. His mouth felt dry.

Miss Bennett clapped softly. “Groups are on the board.”

Steve looked up and read his name.

Steve — Debra — Marcus — Lily

Debra gave a little excited squeal. Marcus, a boy with a calm face and a hoodie that always looked cozy, nodded like this was no big deal. Lily, a girl with a unicorn keychain on her pencil pouch, waved at Steve like they were already friends.

Steve’s brain made a quick, nervous list:

Four people.

One poster.

Many chances to ruin it.

They moved to a table near the window. Sunshine fell across their workspace, bright enough to show every smudge, every crooked line, every mistake that might happen.

Debra opened the folder. “Our station is ‘Mistakes Help Us Grow!’” she read. “Oh! That’s perfect.”

Steve’s heart gave a sharp little thump.

Debra pulled out a big sheet of white poster paper. “We can draw a plant,” she said. “Like—mistakes are the water. Or the sunshine.”

He glanced at the crooked first letter, now a vine. He glanced at the LEARNING CLUE sheet. He took a breath.

“Yes,” he said.

Miss Bennett helped him tape a small photocopy of his first messy title attempt onto the Oops Gallery wall (just a corner of it, so the poster stayed whole). Under it, Steve taped his LEARNING CLUE sheet.

Debra and Lily stood beside him. Marcus gave him a small thumbs-up.

Steve stepped back and looked.

The crooked line didn't look like shame anymore.

It looked like the start of something.

On the way out, Steve slid the BRAVE DRAFT LOOP card into his folder. It was small enough to hide, but he didn't want to hide it.

He wanted to remember it.

In the hallway, the lights still made ribbon-shapes on the floor. Steve's sneakers still squeaked.

The school still sounded like a busy beehive.

But inside Steve, something had shifted.

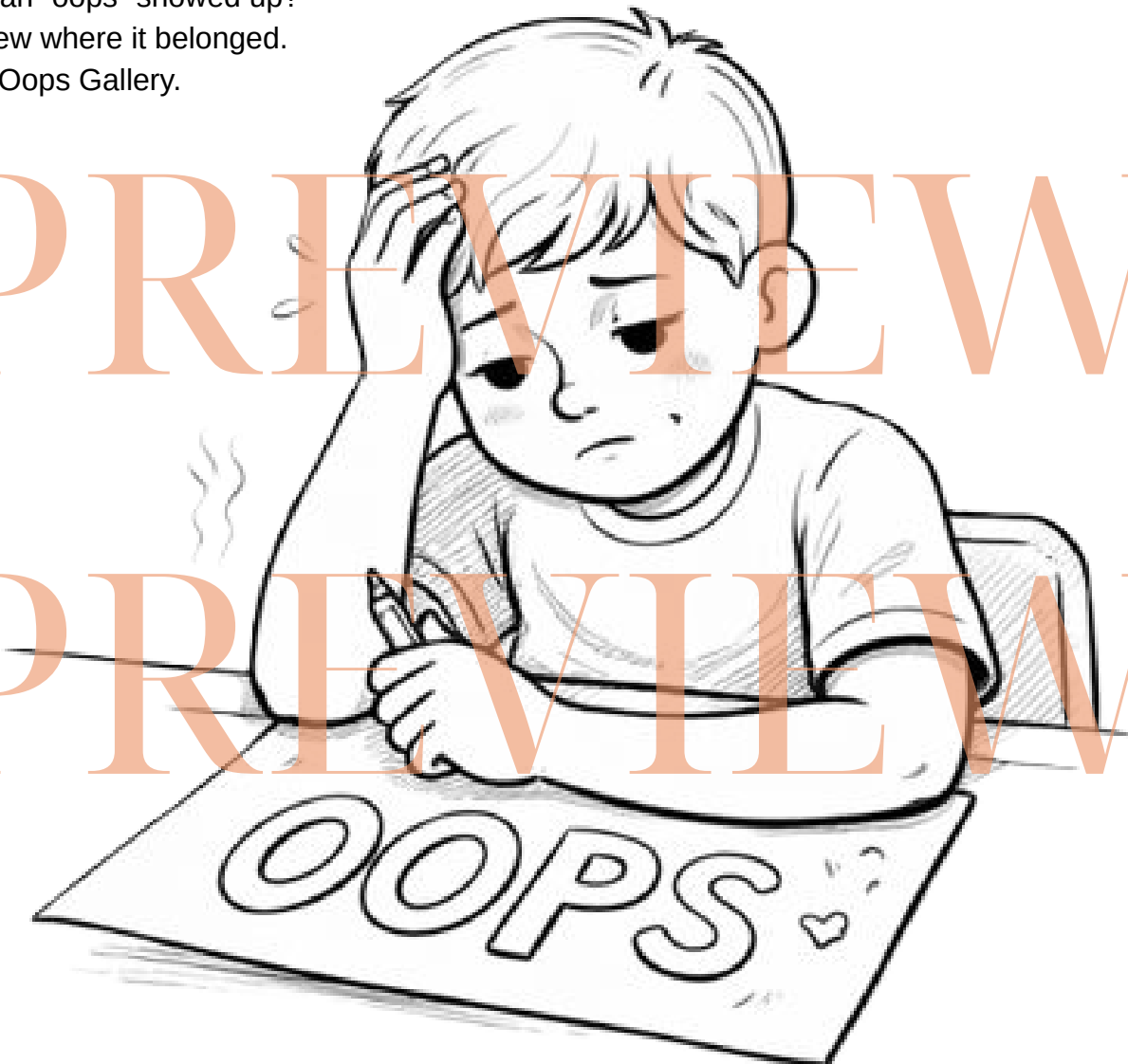
He didn't need to wait for perfect.

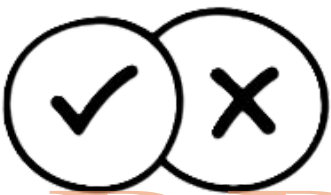
He just needed a brave first try.

And if an “oops” showed up?

He knew where it belonged.

In the Oops Gallery.





Name: _____ Date: _____

The Oops Gallery



A) True or False

Directions: Write T for True or F for False.

1. _____ Steve likes his school supplies to look neat and “finished.”
2. _____ Miss Bennett tells the class they will start a big community project.
3. _____ Steve feels completely calm and confident when he begins the poster.
4. _____ Steve’s first letter goes crooked when he bumps Lily’s pencil pouch.
5. _____ Miss Bennett gets angry and tells Steve to start over right away.
6. _____ The class starts a new wall space called the Oops Gallery.
7. _____ A “Learning Clue” sheet helps students name an oops and plan a next try.
8. _____ The “Brave Draft Loop” includes the steps: Try → Notice → Learn → Try Again.
9. _____ During the Mini-Museum Walk, students laugh at each other’s mistakes.
10. _____ By the end, Steve believes he must wait until everything is perfect to begin.

B) Multiple Choice (A–D)

Directions: Circle the best answer.

1. What is Steve most worried about at the start of the project?
A) That no one will help him B) That his work will not be perfect and everyone will see
C) That he will have too many ideas D) That he will finish too quickly
2. What does Miss Bennett mean when she says mistakes can be “information”?
A) Mistakes are secret messages B) Mistakes show what to do next and what to learn
C) Mistakes should be hidden D) Mistakes only happen to careless students
3. What do Steve’s classmates do to support him after the Big Oops?
A) They tell him to stop working
B) They suggest ideas to turn the mistake into part of the design
C) They take the poster away from him
D) They ignore him and keep working
4. Which sentence best matches the story’s message?
A) Perfect work is the only work worth sharing
B) Mistakes mean you are not good at something
C) Learning can start messy, and trying again helps you grow
D) It is safer to never start than to make an oops



C) Put the Story Events in Order

Directions: Number the events 1–7 in the order they happen in the story.

- _____ Steve’s first letter goes crooked on the poster.
- _____ Miss Bennett introduces the Oops Gallery.
- _____ Steve writes on a Learning Clue sheet and makes a plan for a next try.
- _____ Steve’s group starts planning the “Mistakes Help Us Grow” station.
- _____ The class takes a Mini-Museum Walk to read learning clues.
- _____ Steve uses pencil first and tries the title again.
- _____ Steve adds his practice attempt and Learning Clue to the Oops Gallery.

Name: _____ Date: _____



The Oops Gallery

1 Characters

Write the main characters and describe them.

- Who is the main character?

- What is he like at the start (1–2 traits)?

- Who are the supporting characters?

3 Problem

Explain the main problem Steve faces.

- What does Steve fear about making mistakes? _____

- What body clues does he feel when he worries?

- How does his fear affect what he does (or doesn't do)? _____

5 Solution / Ending

Tell how the problem is solved and how the story ends.

- What does Miss Bennett introduce that helps?

- What strategy/tool does Steve use?

- What does Steve do differently by the end?

2 Setting

Describe where and when the story happens.

- Where does the story take place?

- What details show it is a school setting?

- When does it happen?

4 Important Events

List 4 important events in order.

1. _____

2. _____

3. _____

4. _____

6 Theme / Lesson

Write the big idea the reader should learn.

- What does the Oops Gallery teach the class about mistakes? _____

- What does “yet” mean in this story?

- What is one lesson you can use in your own life? _____

Oops Gallery Passport (Mini Museum Game)

Instruction:

1. Walk slowly like you are in a museum. Use quiet voices.
2. Choose 3 Oops Displays to "visit." (A draft, a practice page, or a work sample.)
3. For each display, fill in ONE passport box below.
4. When you finish, share one learning clue with a partner.

Passport Box №1

Display Title (make one up): _____

The Oops I notice (what went wrong): _____

The Clue (what it teaches): _____

The Next Try (one small step): _____

A Kind Comment (one sentence): _____

Passport Box №2

Display Title (make one up): _____

The Oops I notice (what went wrong): _____

The Clue (what it teaches): _____

The Next Try (one small step): _____

A Kind Comment (one sentence): _____

Passport Box №3

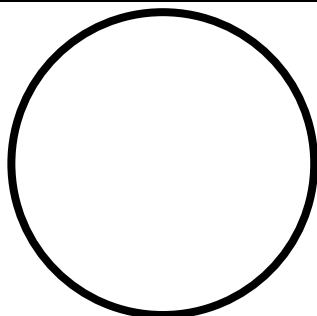
Display Title (make one up): _____

The Oops I notice (what went wrong): _____

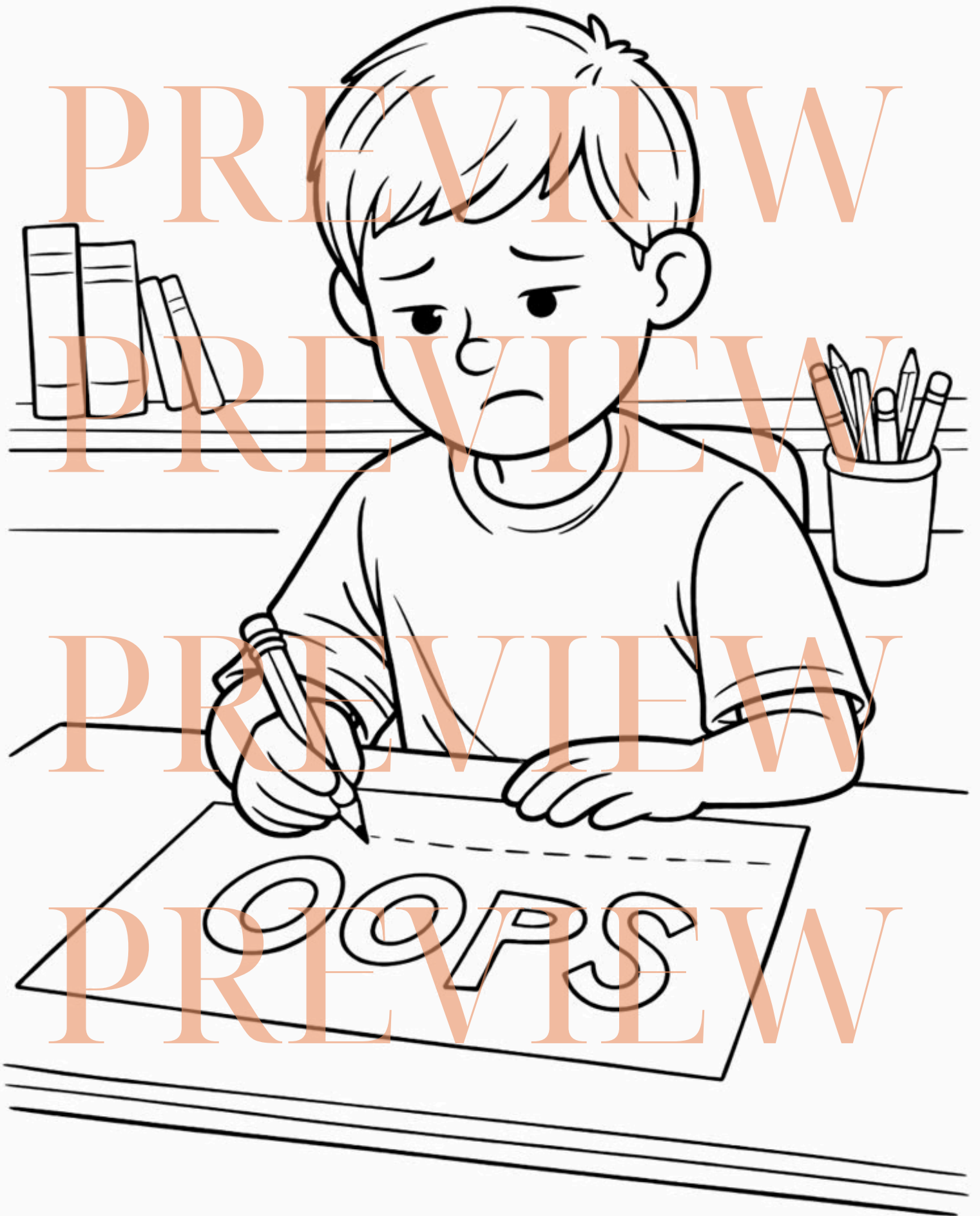
The Clue (what it teaches): _____

The Next Try (one small step): _____

A Kind Comment (one sentence): _____

**Museum Stamp:**

Draw a small stamp here
(a star, a leaf, or a loop arrow).



Teacher Guide - The Oops Gallery

1. Lesson Objectives

By the end of this lesson or mini-unit, students will be able to:

- Retell the main events in The Oops Gallery and describe key characters (Steve, Debra, Miss Bennett, and classmates).
- Explain in kid-friendly language what perfectionism is (wanting things to be “just right” all the time) and how it can make mistakes feel scary.
- Identify at least 2–3 body clues that show up when they are afraid of making a mistake (tight stomach, hot face, heavy shoulders, knot in the throat, etc.).
- Describe the Oops → Clue → Next Try idea and use it to talk about their own mistakes.
- Practice kinder self-talk (“coach lines”) when something goes wrong, instead of harsh “cruel voice” thoughts.
- Use respectful words when giving feedback to classmates and when talking about their own work.
- Answer comprehension and reading-check questions using details from the text.
- Use the SEL Reflection Sheet to connect Steve’s experience to their own “oops moments” and create a simple learning-clue plan.
- Write a short letter to their future self showing how they want to respond to mistakes with courage and curiosity.
- Participate in role-plays and group activities that show mistakes as normal, useful parts of learning.

2. Standards Alignment

SEL Competencies

- Self-Awareness – noticing perfectionistic thoughts (“It has to be perfect or it’s terrible”), feelings of shame or fear, and the body clues that go with them.
- Self-Management – using tools like the Oops → Clue → Next Try steps, calm breathing, and kind self-talk to stay in the learning zone.
- Social Awareness – recognizing that classmates also feel nervous about mistakes and that kind feedback can help them keep going.
- Relationship Skills – practicing supportive comments, celebrating effort, and participating in a class “Oops Gallery” where everyone takes risks.
- Responsible Decision-Making – choosing whether to hide, give up, or try again with a small next step when work is not “perfect.”

ELA Skills

- Reading Comprehension – character, setting, problem/solution, sequence of events, inner vs. outer change.
- Speaking & Listening – participating in discussions, listening to classmates’ “oops stories,” sharing ideas respectfully.
- Writing – narrative and reflective writing about real or imagined mistake moments, using feelings vocabulary and SEL language.
- Viewing & Visual Literacy – using the Story Map, Learning Clue Sheet, and quilt/ gallery visuals to organize thinking.

3. Materials Needed

From this resource

- Printable storybook – The Oops Gallery (student pages with text and illustrations).
- Comprehension Questions page (open-ended questions about key scenes, Steve’s feelings, body clues, the Oops Gallery, and what he learns).

- Reading Check page (True/False, Multiple Choice, and sequencing of story events).
- Story Map graphic organizer with guiding questions (Characters, Setting, Problem, Important Events, Solution/Ending, Theme/Lesson).
- “Oops-to-Clue Word Builder” vocabulary page (word bank + sentence practice).
- SEL Reflection Sheet – “My Learning Clues” (body clues check-in, Oops → Clue → Next Try ladder, If-Then plan, kind coach line).
- Writing Prompt Page – “A Letter to Your Future Self” (prompt, word bank, checklist).
- Role-Play Cards connected to the story (e.g., “Poster Panic,” “Red-Pen Moment,” “Group Project Oops,” “Sharing in the Gallery”).
- Bonus Activity 1 – “Oops Gallery Passport” (mini booklet used during a gallery walk).
- Bonus Activity 2 – “The Patch-It Quilt of Try-Again” (class quilt craft: patches for mistake-turned-learning stories).
- Coloring Pages based on story scenes and symbols (Steve’s “oops moment,” the gallery wall, Learning Clue Sheet, support circle, calm-breath moment).
- This Teacher Guide.

Other materials

- Pencils, colored pencils/crayons, markers.
- Scissors and glue/tape (for quilt patches, passports, and displays).
- Chart paper or whiteboard for anchor charts (e.g., “Oops → Clue → Next Try”).
- Optional: colored paper or cardstock for quilt patches and gallery frames.
- Optional: sticky notes for quick reflections during the gallery walk.

4. Lesson Plan Overview

You can use this pack as one longer lesson or spread it across several shorter lessons or centers.

Approximate times (adapt or combine as needed):

- Warm-Up & Topic Introduction – 5–10 min
- Story Read-Aloud / Partner Reading – 10–15 min
- Whole-Class Discussion – 10–15 min
- Comprehension Questions / Reading Check – 10–20 min
- Story Map – 10–15 min
- Vocabulary – “Oops-to-Clue Word Builder” – 10–15 min
- SEL Reflection Sheet – 15–20 min
- Writing Prompt – “Letter to Your Future Self” – 15–25 min
- Role-Play Activity – 10–20 min
- Bonus Activities – “Oops Gallery Passport” and “Patch-It Quilt of Try-Again” – 20–40 min (can be separate days)
- Coloring Pages & Calm Work – as needed
- Wrap-Up Circle – 5–10 min

5. Step-by-Step Instructions

1. Introduce the Topic – “Mistakes as Learning Clues”

- Start with a quick, low-risk chat:
 - “What do you usually think when you see a red mark, eraser smudge, or scratch-out on your paper?”
 - “What feelings show up in your body when you make a mistake in front of others?”
- On the board, write key words: mistake, clue, learning, perfection, try again, effort, yet.