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Understanding by Design

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# Problem Solvers, INC.

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## Understanding By Design

### Unit Cover Page

**Unit Title:** Problem Solvers, INC.

**Grade Level:** K-1

**Subject/Topic Area(s):** Social-Emotional Skills

**Designed By:** Caroline Arroyo and Lianet Olvera

**Time Frame:** 10 Days

**School District:** KIPP San Antonio Public Schools

**School:** KIPP Esperanza Dual Language Academy

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#### **Brief Summary of Unit (Including curricular context and unit goals):**

Our unit centers on building our students' social-emotional skills. The skills we focus on are listening, following directions, self-control, and problem solving. Using various read-alouds, kid-friendly videos, and visuals, we hope to provide students with tools necessary to become problem-solvers in their daily lives. Students will be introduced to different age-appropriate solutions and practice them in an interactive and fun way. Ideally, this unit should be taught during the first weeks of school in effort to build a positive learning community.

## Stage 1 – Desired Results

<p><b>Established Goals</b> (e.g., standards)</p> <p>CCSS.ELA-LITERACY.SL.K.1</p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults</p> <p>CCSS.ELA-LITERACY.SL.1.1</p> <p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Transfer</b></p>		
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Provide solutions to a problem they may face at school</li> </ul>		
	<p><b>Meaning</b></p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Listening and following directions are pathways to learning.</li> <li>● Self-control is essential to learning and staying safe.</li> <li>● There are always solutions to problems.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why is it important to listen and follow directions? (EQ #1)</li> <li>● How do we stay safe? (EQ #2)</li> <li>● How do we pick a solution? (EQ #3)</li> </ul> </td> </tr> </table>	<p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Listening and following directions are pathways to learning.</li> <li>● Self-control is essential to learning and staying safe.</li> <li>● There are always solutions to problems.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why is it important to listen and follow directions? (EQ #1)</li> <li>● How do we stay safe? (EQ #2)</li> <li>● How do we pick a solution? (EQ #3)</li> </ul>
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## Stage 2 – Evidence

<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
		<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p>

**KINDERGARTEN:** Students are going to be presented 3 social problems they may face at school. Students will select one of those scenarios to solve. Students will come up with at least two possible solutions for their problem. Students will describe their solutions through illustrations and/or writing. They will have the opportunity to share their solutions with a first and/or second grade class.

**FIRST GRADE:** Students will create their own school social problem. Students will present solutions through illustrations and writing. They will have the opportunity to share their stories with a kindergarten and/or second grade class.

**For the students:**

*(KINDER) KIPPsters, I have three friends here that need your help! You are going to choose one friend to help provide solutions to their problem. You will illustrate 2 (or more) different solutions. You can add words to describe your illustrations.*

*(FIRST GRADE) Friends, I have a mission for you! You are going to create a problem you may face at school and provide 2 solutions. You will write and illustrate your problem and solutions.*

<b>Students will be able to...</b>	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>
<b>Goal #1</b> Identify (or create [Grades 1]) solutions and apply them to real life scenarios.	Identifies or creates more than 2 plausible solutions to one of the problems	Identifies or creates 2 plausible solutions to one of the problems	Identifies or creates 1 or less solutions to one of the problems  Solutions chosen are not relevant to problem
<b>Goal #2</b> communicate solutions (and problems [Grade 1]) through illustrations and/or written expression	Communicates in detail solutions and problem	Communicates solutions and problem	Unclearly or fails to communicate solutions and problem

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Other Evidence (e.g., formative)

The following will provide me with the feedback to know about student progress towards desired results:

- *Howard Learns to Listen* check for understanding video
- Students illustrations/written descriptions of problems/solutions
- Anecdotal evidence: student oral responses, participation in listening/community-building/problem-solving activities
- 'UBD Solution CFU'- check for understanding after all solutions have been introduced and practiced

### Stage 3 – Learning Plan

#### Pre-Assessment

*How will you check students' prior knowledge, skill levels, and potential misconceptions?*

Students will be presented scenarios with two possible solutions on a slide presentation. They will have the opportunity to answer independently showing either a "1" or a "2" with their fingers. They will also have the opportunity to "think-pair-share" with a partner to come up with answer. Administration of the Pre-Assessment is left up to teacher discretion.

#### Learning Activities

##### Day 1:

**EQ Focus:** Why is it important to listen and follow directions? (EQ #1)/ ¿Porque es importante escuchar y seguir instrucciones? (PE #1)

**Skills:** Students will be able to... demonstrate how to listen (eye contact, voice off, ears on;) demonstrate following directions.

##### **Key Vocabulary:**

**Materials/Supplies:** "Howard B. Wigglebottom Learns to Listen" video (<https://wedolisten.org/books-and-lessons/book/Howard+B.+Wigglebottom+Learns+to+Listen>) or book

**Time Estimate:** 15-20 minutes

**Transitions:** carpet

**Pre-Assessment:** *We are going to learn about problem-solving. First I want to know what you already know! We are going to play, "Show What You Know!"* (Administer Pre-Assessment and take a wiggle break before main lesson)

**Opening/Hook:** *Why is it important to listen and follow directions?* (Elicit 1-3 student responses) *Today we are going to met a new friend named Howard B. Wigglebottom. He is going to help us learn more about listening and following directions. The title of this video is "Howard B. Wigglebottom Learns to Listen." I wonder what this will be about? Let's make predictions. A prediction is something you think is going to happen. I predict Howard will learn a lesson. What do you predict? Using the sentence stem, "I predict \_\_\_\_." Share with us your predictions.* (Elicit 2-3 student responses)

**Read Aloud/Book on Video:** "Howard B. Wigglebottom Learns to Listen" video (<https://wedolisten.org/books-and-lessons/book/Howard+B.+Wigglebottom+Learns+to+Listen>)

Progress Monitoring (e.g., formative data)

**Reflection:** (Choose from the following reflection questions) *What did you notice? Were your predictions correct? What did Howard learn? How did that make Howard a better friend?*

**Direct Teach:** *We have learned more about the importance of listening. Here is how I remember to listen (the following will be on a pre-made anchor chart):*

#### LISTENING

1. STOP what you are doing.
2. LOOK at the speaker.
3. HEAR what they are saying.
4. THINK about what they said.

(Go over each step, modeling with students examples and nonexamples of each, asking them what they noticed)

**Activity:** *We are going to play an activity to practice how to listen. Raise your hand if you've played "Simon Says" before. (Pause) Excellent! Well I will explain it for those who may not know. I will begin as Simon, you are the players. I am going to tell you what to do. However, you must only do it if I say "Simon Says." If I say, "Simon says touch your nose," then you must touch your nose. But, if I say, "jump," without first saying "Simon says," do not jump. Those that do not jump are out. (Play a few rounds of 'Simon Says')*

**Closure:** (Have students sit criss cross in their circle spots using 'Simon Says' directions, take notice of students following the 4 steps,) *I noticed my friends using the 4 listening steps. They stopped what they were doing, looked at me, heard what I said, and thought about it. I know because they followed my directions. Tomorrow we are going to learn another activity to practice our listening skills.*

#### Day 2:

**EQ Focus: Key Vocabulary:** Why is it important to listen and follow directions?

**Materials/Supplies:** "How to Be a Better Listener" (Howard B. Wigglebottom)

[https://wedolisten.org/subPages/Learns\\_to\\_Listen/Learns\\_to\\_Listen.html](https://wedolisten.org/subPages/Learns_to_Listen/Learns_to_Listen.html)

Paper, pencil, or a white board and dry-erase marker

**Time Estimate:** 20-30 minutes

**Transitions:** carpet

**Hook/Interactive Modeling:** *I need a student volunteer. Raise your hand if you would like to participate. (Select student volunteer, make sure to point out why you selected them [ie., quietly in their spot, hand raised high, mouth closed.]) Think of your favorite game and why you like it. Use the sentence stem, "My favorite game is \_\_\_\_ because \_\_\_\_." (Ask the student follow up questions to learn more about their favorite game. Then model good listening strategies by restating what the student said by saying, "I heard you say..." Repeat activity with 1-2 more students)*

**Review of Listening:** *What do you know about listening? (2-3 student responses) Yes, and let's remember what we learned from Howard B. Wigglebottom. (Review steps)*

#### LISTENING

1. STOP what you are doing.

2. LOOK at the speaker.
3. HEAR what they are saying.
4. THINK about what they said.

**Mystery Bag Activity:** (Pull out mystery bag. [bag should include some kid friendly objects like a sock, juice box, bracelet, etc.]) Pass around the bag so that the students can listen and start thinking about what might be on the bag. Take the brown bag and describe one of the objects so students can create a picture in their head. Take it out and ask students what it is [repeat for each object.] *This is to show you how important it is to* 1. STOP what you are doing. 2. LOOK at the speaker. 3. HEAR what they are saying. 4. THINK about what they said. *This is how we listen.*

**Community-building Activity:** *We are now going to play an activity to practice listening.* (Play the following activity [modifying your choice to meet the needs of your learners;] explain the activity, complete the activity, then ask students how they used their listening skills to following directions.)

Back to Back Drawing

- Students will have a paper and pencil (or a white board and dry-erase marker) and that they will do what the teacher ask them to do, for example draw a dot, and the teacher models on the paper for students to see how it looks like (give three to four examples.) Ask a volunteer to come and show how it looks like to follow directions. Emphasize not using erasers. Teacher will ask students to go to the table. Teacher will provide pencil and paper to students and remind them to not do anything until you say “go”. Students will have their hands on their laps until teacher gives further drawing directions.

(Transition students back onto their spots on the carpet)

**Formative Assessment:** *We are going to play a review game with our friend Howard B. Wigglebottom.* (Review of Howard B. Wigglebottom through “How to be a Better Listener”  
[https://wedolisten.org/subPages/Learns\\_to\\_Listen/Learns\\_to\\_Listen.html](https://wedolisten.org/subPages/Learns_to_Listen/Learns_to_Listen.html))

**Closure:** *Listeners, your brains and hearts are growing! Give yourself a round of applause. Tomorrow we will learn about how we stay safe in school.*

### Day 3

**EQ Focus:** How do we stay safe? (EQ #2)/¿Como nos mantemos seguros? (PE #2)

**Key Vocabulary:** Self control- “you are the boss of your body and what comes out of your mouth”

**Materials/Supplies:** *It's Hard to Be Five: Learning How to Work My Control Panel.* By Curtis, Jamie Lee, and Laura Cornell. (For first grade:*Katie Loves the Kittens* by Himmelman, John, ppt slide with Cookie Monster (character owned by Sesame Street,) Self-Control anchor chart (image of Cookie Monster [character owned by Sesame Street])

**Time Estimate:** 15-20

**Transitions:** carpet

**Opening/Hook:** *How do we stay safe?* (Elicit 1-3 student responses) *Today we are going to met a new friend. He is going to help us learn more about self-control.*

*Repeat after me, self-control. (Have students repeat) Self-control is when you are the boss of your body and what comes out of your mouth. Repeat after me, self-control. (Have students repeat) I am the boss of my body. (American Sign Language for body, have students repeat phrase) And what comes out of my mouth. (American Sign Language for mouth, have students repeat--repeat whole chant three more times.) Practicing self-control is a way we can stay safe.*

**Read Aloud:** *It's Hard to Be Five: Learning How to Work My Control Panel. The title of this book is It's Hard to Be Five: Learning How to Work My Control Panel. I wonder what this will be about? Let's make predictions. A prediction is something you think is going to happen. I predict the boy will have hard time. What do you predict? Using the sentence stem, "I predict \_\_\_\_." Share with us your predictions. (Elicit 2-3 student responses; read the book, pausing at moments the character is NOT practicing self-control and when he IS.)*

**Reflection:** (Choose from the following reflection questions) *What did you notice? Were your predictions correct? What did the boy learn? How did that make him a better brother, son, and friend?*

**Direct Teach:** *We have learned more about the importance of self-control. (Repeat definition/movement chant) I want to show you another friend that helps me remember to practice self-control.(show slide of Cookie Monster) How do you think he practices or doesn't practice self-control? (2-3 student responses) He REALLY loves to eat cookies, but even he knows the importance of practice self-control. I have a video that explains more. (Play the following YouTube video:Sesame Street: Me Want It (But Me Wait) <https://www.youtube.com/watch?v=9PnbKL3wuH4>; pause at 1:24 and discuss what Cookie Monster is saying about the importance of self-control; complete video)*

**Reflection/Closure:** *How did Cookie Monster practice self-control? (Student responses) What are ways in which we can practice self-control in school and at home? (Student responses) These are all great ideas. Tomorrow we will dive deeper into learning about self-control and how it keeps us safe.*

#### **Day 4**

**EQ Focus:** How do we stay safe? (EQ #2)/¿Como nos mantemos seguros? (PE #2)  
Should I say that out loud?

**Key Vocabulary:** Self control- "you are the boss of your body and what comes out of your mouth"

**Materials/Supplies:** 'Social Filter' ppt, web graphic organizer

**Time Estimate:** 20-30 minutes

**Transitions:** carpet, recess area

**Opening/Hook:** *Remember when yesterday we talked about self control? Who can tell me what self control is? (Student Responses, then practice) Our friend, the Cookie Monster, takes the time to practice self control. Today, I will show another way to remind you how to be the "boss your body and what comes out of your mouth!"*

**Direct Teach:** (Teacher will activate background knowledge by completing web graphic organizer answering the questions "How do we show we are in charge of our mouth? What can we do?" Teacher will show the 'Social Filter' ppt presentation and make students think and see in a different way why it is important to be mindful of our



words. After teacher is done with the powerpoint presentation. Teacher will tell students that they will go outside and practice how to know which thoughts to say out loud. Before going outside, review the playground rules.)

**Recess Time/Closure:** (Once outside, have students show you how to listen while you are giving instructions. [Perhaps reviewing certain specific playground rules.] Tell students to be mindful of what comes out of their mouth [and what their body is doing] when they face an issue. Students will go and play while teacher will go around to provide positive narration to all students. For example, are you helping or hurting friends with this choice? Or I notice you invited Regina to play with you, do you think this is hurting or helping? Have students reflect on their actions, both positive and negative. Use this method for the next few weeks to help students internalize what it means to use a 'social filter.')

**Reflection:** (Upon returning back to class, have students gather in a circle; highlight the positive choices, demonstrations of self-control and the 'social filter,' you observed during recess) *We all have a social filter that help us decide which thoughts to keep in our head and which thoughts to say out loud. We can decide which thoughts to keep in our head by asking yourself "Is it hurting or helping others? It is ok to have thoughts that might hurt others, but we can control what we do and what comes out of our mouth. It will take a lot of practice to become a habit, and it is ok to make mistakes. Tomorrow we will begin learning about how to solve problems.*

### **Day 5**

**EQ Focus:** *How do we pick a solution? (EQ #3)/¿Como escogemos soluciones? (PE #3)*

**Key Vocabulary:** **Problem-** when something goes wrong; **Solution-** how to fix it

**Materials/Supplies:** "Say, Please Stop" and "Ask Nicely" slides from the 'Solutions' PPT (teachers may want to block out the solution words on the slides and then reveal after initial discussion), coloring paper, pencils, crayons

**Time Estimate:** 20-30 minutes

**Transitions:** carpet, tables, carpet

**Opening/Hook:** (Show "Say, Please Stop" slide of 'Solutions' PPT) *What is happening in this illustration? (1-2 student responses) Yes, there is a boy about to step on another boy's sandcastle.*

### **Direct Teach/Interactive Modeling:**

*This is called a PROBLEM, when something goes wrong. (Assign hand motion to the definition, practice a few times, make sure to repeat hand motion definition throughout duration of unit) What is something our friend can do to fix the problem? (2-3 student responses) You all just named possible solutions. A SOLUTION is 'how to fix it.' (Assign hand motion to the definition, practice a few times, make sure to repeat hand motion definition throughout duration of unit) This solution is "Say, Please Stop." (Say it in a kind voice and position hand in front of you [similar to the friend in the picture]) What did you notice? (1-2 student responses) What did I sound like? (1-2 student responses) What did my body look like? (1-2 student responses) I need a student volunteer. Raise your hand if you would like to perform or act out this solution. (Select student volunteer, make sure to point out why you selected them [ie., quietly in their spot, hand raised high, mouth closed.]) What did you notice about how our friend performed this solution? (1-2 student responses) Give our friend a round of applause! Now I need a student volunteer to show us how NOT to "Say, Please Stop." Raise your hand if you would like to perform how NOT to do*

*this.* (Select student volunteer, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) *What did you notice about how our friend performed this solution?* (1-2 student responses) *Now would you please show us the right way to “Say, Please Stop.” Give our friend a round of applause! Now let’s all practice!* (Practice the solution a few times with students on their feet.)

**Illustration Activity (for first grade have them add sentences to describe their problem/solutions):**

*Now that we have practiced how to “Say, Please Stop.” I want us to think about when we would use this solution at school or even at home. Let’s give us some quiet thinking time.* (Pause) *Raise your hand if you have ideas.* (Select student volunteers, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) *Now I want you to pick one of those ideas and illustrate or draw a picture of you using that solution.* (Model for students under the document camera; pass out coloring paper; monitor students and ask students “What is your problem? How are you using the solution in your picture?”)

(Collect student work and transition students back onto the carpet for the next solution; Show “Ask Nicely” slide of ‘Solutions’ PPT) *What is happening in this illustration?* (1-2 student responses--extension question: How do you know? What makes you think that?) *Yes there is a boy who wants a balloon.*

**Direct Teach/Interactive Modeling:**

*So our PROBLEM when something goes wrong* (perform hand motion definition with students) *is that the little boy wants a balloon. What is something our friend can do to fix the problem?* (2-3 student responses) *You all just named possible solutions. A SOLUTION is ‘how to fix it.’* (perform hand motion definition with students) *This solution is “Ask Nicely.”* What could the boy say? (1 student response, say it in a kind voice) *What did you notice?* (1-2 student responses) *What did I sound like?* (1-2 student responses) *What did my body look like?* (1-2 student responses) *I need a student volunteer. Raise your hand if you would like to perform or act out this solution.* (Select student volunteer, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) *What did you notice about how our friend performed this solution?* (1-2 student responses) *Give our friend a round of applause! Now I need a student volunteer to show us how NOT to “Ask Nicely.”* *Raise your hand if you would like to perform how NOT to do this.* (Select student volunteer, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) *What did you notice about how our friend performed this solution?* (1-2 student responses) *Now would you please show us the right way to “Ask, Nicely.” Give our friend a round of applause! Now let’s all practice!* (Practice the solution a few times with students on their feet.)

**Closure:** *We have learned new things today! Our brains and our hearts are growing bigger.* (Review problem and solution chants, “Say, Please Stop” and “Ask Nicely.”) *Tomorrow we will learn more solutions.*

**Day 6**

**EQ Focus:** *How do we pick a solution?* (EQ #3)

**Key Vocabulary:** **Problem-** when something goes wrong; **Solution-** how to fix it

**Materials/Supplies:** “Ignore” and “Wait and Take Turns” slides from the ‘Solutions’ PPT (teachers may want to block out the solution words on the slides and then reveal after initial discussion), coloring paper, pencils, crayons

**Time Estimate:** 25-35 minutes

**Transitions:** carpet, tables, carpet

**Opening/Hook:** (Show “Ignore” slide of ‘Solutions’ PPT) *What is happening in this illustration?* (1-2 student responses) *Yes, there is a boy sticking his tongue out at the girl.*

**Direct Teach/Interactive Modeling:**

*Is he showing kindness? Show me with a thumbs up or thumbs down.* (Model, then ask question again) *A BIG thumbs down. This is a PROBLEM, when something goes wrong.* (Perform hand motion definition with students) *It seems in this illustration, the little girl is using a solution. Remember a SOLUTION is ‘how to fix it.’* (Perform hand motion definition with students) *What do you think her solution is?* (2-3 student responses) *This solution is “Ignore.”* (Model this solution like the friend in the picture) *What did you notice about what I did?* (1-2 student responses) *What did my body look like?* (1-2 student responses) *I need a student volunteer. Raise your hand if you would like to perform or act out this solution.* (Select student volunteer, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) *What did you notice about how our friend performed this solution?* (1-2 student responses) *Give our friend a round of applause! Now I need a student volunteer to show us how NOT to “Ignore”* *Raise your hand if you would like to perform how NOT to do this.* (Select student volunteer, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) *What did you notice about how our friend performed this solution?* (1-2 student responses) *Now would you please show us the right way to “Ignore”* *Give our friend a round of applause! Now let’s all practice!* (Practice the solution a few times with students on their feet.)

**Illustration Activity (for first grade have them add sentences to describe their problem/solutions):**

*Now that we have practiced how to “Ignore” I want us to think about when we would use this solution at school or even at home. Let’s give us some quiet thinking time.* (Pause) *Raise your hand if you have ideas.* (Select student volunteers, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) *Now I want you to pick one of those ideas and illustrate or draw a picture of you using that solution.* (Model for students under the document camera; pass out coloring paper; monitor students and ask students “What is your problem? How are you using the solution in your picture?”)

(Collect student work and transition students back onto the carpet for the next solution; Show “Wait and Take Turns” slide of ‘Solutions’ PPT) *What is happening in this illustration?* (1-2 student responses--extension question: How do you know? What makes you think that?) *Yes the children are going down the slide.*

**Direct Teach/Interactive Modeling:**

*Do you notice a PROBLEM--when something goes wrong* (perform hand motion definition with students)--*in this illustration? Show me with a thumbs up if yes or a thumbs down if no. Is there a problem in this illustration.* (Students respond) *No it seems as if there is only a SOLUTION--how to fix it.* (perform hand motion definition

with students) *This solution is “Wait and Take Turns.” What did you notice the little girl in pink pants? (1-2 student responses) How is she waiting? (1-2 student responses) What about the little girl at the top? (1-2 student responses) How is she waiting? (1-2 student responses) Both students are waiting patiently--calmly--for their turn.*

**Community-building Activity:** *We are now going to play an activity to practice this solution. (Play the following activity [modifying to meet the needs of your learners;] explain the activity, complete the activity, then ask students how they used the solution “Wait and Take Turns.”)*

Pass the Ball

- The class makes a circle. The teacher models completing a sentence stem, such as, “My favorite color is \_\_\_\_.” The teacher will first make eye contact, say the name, and then throw the ball to the student student. The teacher will sit down. The student will repeat the same procedures: complete sentence stem, make eye contact with another student, say name, pass the ball, and then sit down. The process repeats until all students have had the chance to go.

**Closure:** *We have learned new things today! Our brains and our hearts are growing bigger. (Review problem and solution chants, “Ignore” and “Wait and Take Turns.”) Tomorrow we will learn more solutions.*

## **Day 7**

**EQ Focus:** *How do we pick a solution? (EQ #3)*

**Key Vocabulary:** **Problem-** when something goes wrong; **Solution-** how to fix it

**Materials/Supplies:** “Say, Please” and “Play Together” slides from the ‘Solutions’ PPT (teachers may want to block out the solution words on the slides and then reveal after initial discussion), coloring paper, pencils, crayons, hula hoops

**Time Estimate:** 25-35 minutes

**Transitions:** carpet, tables, carpet

**Opening/Hook:** (Show “Say, Please” slide of ‘Solutions’ PPT) *What is happening in this illustration? (1-2 student responses) Yes, there is a girl with her shoes untied.*

### **Direct Teach/Interactive Modeling:**

*This is a PROBLEM, when something goes wrong. (Perform hand motion definition with students) If her shoes stay untied, she might fall and hurt herself! It seems in this illustration, the little girl is using a solution. Remember a SOLUTION is ‘how to fix it.’ (Perform hand motion definition with students) What do you think her solution is? (2-3 student responses) This solution is “Say, Please.” (Model this solution like the friend in the picture) What did you notice about what I did? (1-2 student responses) What did my body look like? (1-2 student responses) I need a student volunteer. Raise your hand if you would like to perform or act out this solution. (Select student volunteer, make sure to point out why you selected them [ie., quietly in their spot, hand raised high, mouth closed.]) What did you notice about how our friend performed this solution? (1-2 student responses) Give our friend a round of applause! Now I need a student volunteer to show us how NOT to “Ignore” Raise your hand if you would like to perform how NOT to do this. (Select student volunteer, make sure to point out why you selected them [ie., quietly in their spot, hand raised high, mouth closed.]) What did you notice about how our friend performed this solution? (1-2 student responses) Now would you please show us*

*the right way to “Say, Please.” Give our friend a round of applause! Now let’s all practice! (Practice the solution a few times with students on their feet.)*

**Illustration Activity (for first grade have them add sentences to describe their problem/solutions):**

*Now that we have practiced how to “Say, Please I want us to think about when we would use this solution at school or even at home. Let’s give us some quiet thinking time. (Pause) Raise your hand if you have ideas. (Select student volunteers, make sure to point out why you selected them [i.e., quietly in their spot, hand raised high, mouth closed.]) Now I want you to pick one of those ideas and illustrate or draw a picture of you using that solution. (Model for students under the document camera; pass out coloring paper; monitor students and ask students “What is your problem? How are you using the solution in your picture?”)*

*(Collect student work and transition students back onto the carpet for the next solution; Show “Play Together” slide of ‘Solutions’ PPT) What is happening in this illustration? (1-2 student responses--extension question: How do you know? What makes you think that?) Yes the children are playing with a ball.*

**Direct Teach/Interactive Modeling:**

*Do you notice a PROBLEM--when something goes wrong (perform hand motion definition with students)--in this illustration? Show me with a thumbs up if yes or a thumbs down if no. Is there a problem in this illustration. (Students respond) No it seems as if there is only a SOLUTION--how to fix it.(perform hand motion definition with students) This solution is “Play Together.” What did you notice the little girl in red shoes? (1-2 student responses) What about the little boy in purple shorts? (1-2 student responses) Both students are playing nicely. I can tell by their faces. They are smiling and you usually smile when you are happy.*

**Community-building Activity:** *We are now going to play an activity to practice this solution. (Play the following activity [modifying your choice to meet the needs of your learners;] explain the activity, complete the activity, then ask students how they used the solution “Play together.”)*

Pass the Hula Hoop

- Make a circle holding hands and place the hula-hoop over your arm. Without letting hands go, they all need to find a way to pass the hula-hoop to each other until it gets the first person.

**Closure:** *We have learned new things today! Our brains and our hearts are growing bigger. (Review problem and solution chants, “Say, Please” and “Play Together”) Tomorrow we will learn more solutions.*

**Day 8**

**EQ Focus:** *How do we pick a solution? (EQ #3)*

**Key Vocabulary:** **Problem-** when something goes wrong; **Solution-** how to fix it

**Materials/Supplies:** “Share” from the ‘Solutions’ PPT (teachers may want to block out the solution words on the slides and then reveal after initial discussion), coloring paper, pencils, crayons, ball

**Time Estimate:** 25-35 minutes

**Transitions:** carpet, tables, carpet

**Opening/Hook:** (Show “Share” slide of ‘Solutions’ PPT) *What is happening in this illustration?* (1-2 student responses) *Yes, there are two boys playing with stuffed dinosaurs.*

**Direct Teach/Interactive Modeling:**

*Do you notice a PROBLEM--when something goes wrong (perform hand motion definition with students)--in this illustration? Show me with a thumbs up if yes or a thumbs down if no. Is there a problem in this illustration. (Students respond) No it seems as if there is only a SOLUTION--how to fix it.(perform hand motion definition with students) This solution is “Share.” What did you notice about the boy with the green dinosaur?* (1-2 student responses) *He is sharing the dinosaur with his friend. What about the little boy in the orange sweater?* (1-2 student responses) *He is gently receiving the stuffed dinosaur with a smile on his face. I see now how people say, “sharing is caring.” This solution makes people happy. I have a book to share with you that will help us learn more about sharing. The author and illustrator, the person who wrote the words and made the pictures is Leo Lionni. One of my favorites!*

**Read Aloud (*It’s Mine!* by Leo Lionni)**

*What was the problem in the story?* (Pause) *Raise your hand if you have ideas.*(Select student volunteers, make sure to point out why you selected them [ie. quietly in their spot, hand raised high, mouth closed.]) *The frogs’ home was washed away! What was the solution?* (Pause) *Raise your hand if you have ideas.*(Select student volunteers, make sure to point out why you selected them [ie. quietly in their spot, hand raised high, mouth closed.]) *They all had to share a “rock” until it was safe to go back. How did they feel after they learned how to share? How do you know?* (1-2 student responses)

**Personal Reflection:** *Now I want us to think about when we would use this solution at school or even at home. Let’s give us some quiet thinking time. (Pause) Raise your hand if you have ideas.*(Select student volunteers, make sure to point out why you selected them [ie., quietly in their spot, hand raised high, mouth closed.]) (Students share out.) Thanks so much for sharing!

**Community-building Activity:** *We are now going to play an activity to practice this solution. (Play the following activity [modifying your choice to meet the needs of your learners;] explain the activity, complete the activity, then ask students how they used the solution “Share.”)*

**Roll it.**

- Children sit close together on the floor with their legs apart and feet touching those of the children on either side, forming a tight circle. Roll out one ball in the center of the circle and ask the children to catch it and then roll it to someone else, keeping the ball moving at a steady pace. When children have mastered this, add more balls. The goal is for the players to keep as many balls as possible rolling while maintaining control.

**Closure:** *We have learned new things today! Our brains and our hearts are growing bigger. (Review problem and solution chants, “Share”) Tomorrow we will learn more solutions.*

## **Day 9**

**EQ Focus:** *How do we pick a solution? (EQ #3)*

**Key Vocabulary:** **Problem-** when something goes wrong; **Solution-** how to fix it

**Materials/Supplies:** “Trade” and “Get a Teacher” slides from the ‘Solutions’ PPT (teachers may want to block out the solution words on the slides and then reveal after initial discussion), coloring paper, pencils, crayons

**Time Estimate:** 15-20 minutes

**Transitions:** carpet, activity, carpet

**Opening/Hook:** (Show “Trade” slide of ‘Solutions’ PPT) *What is happening in this illustration? (1-2 student responses) Yes, the boys are playing with toys.*

### **Direct Teach:**

*The PROBLEM, when something goes wrong, (perform hand motion definition with students) is that the boy with the blue jeans wants to play with the robot.*

*Remember a SOLUTION is ‘how to fix it.’ (Perform hand motion definition with students) How could we solve this problem? (2-3 student responses) Those solutions could work! This solution is “Trade.” What would that look like? (1-2 student responses) Yes the boys would gently trade or switch their toys. That way they both get an opportunity to play.*

### **Interactive Modeling:**

*I need a student volunteer. Raise your hand if you would like to perform or act out this solution. (Select student volunteer, make sure to point out why you selected them [ie., quietly in their spot, hand raised high, mouth closed.] Hand the student volunteer an object, then model trading objects using the phrase, “Will you please trade with me?”) What did you notice? (1-2 student responses) Give our friend a round of applause! Now I need a student volunteer to show us how NOT to “Trade” Raise your hand if you would like to perform how NOT to do this. (Select student volunteer, make sure to point out why you selected them [ie., quietly in their spot, hand raised high, mouth closed.]) What did you notice about how our friend performed this solution? (1-2 student responses) Now would you please show us the right way to “Trade.” Give our friend a round of applause!*

**Community-building Activity:** *We are now going to play an activity to our listening skills. (Go over the “Listening” anchor chart; Play the following activity [modifying your choice to meet the needs of your learners;] explain the activity, complete the activity, then ask students how they used their listening games.)*

### **Red Light, Green Light**

- To play, one person is chosen to be the traffic cop. All the players stand on the starting line and the traffic cop has his back to the rest of the players. When he says “green light,” players try to run to the finish line. When the traffic cop says “red light,” he turns around and players have to stop in their tracks. If the traffic cop catches a player moving, he sends them back to the starting line. First person to cross the finish line wins and becomes the new traffic cop.

**Direct Teach/Interactive Modeling:** (Transition students back onto the carpet for the next solution; show “Get a Teacher” slide of ‘Solutions’ PPT) *What is happening in this illustration? (1-2 student responses--extention question: How do you know? What makes you think that?) Yes, it is a little girl and an adult. What do you notice*

*about the little girl's face? (Student response) Is she happy or sad? (Student response) How do you know? (Student response) I am wondering if something happened and the little girl needed to get the teacher. This solution--how to fix it--(perform hand motion definition with students) is "Get a Teacher." As KIPPsters getting ready for college and beyond, I want us to practice using the other solutions (Show final slide of 'Solutions' PPT) BEFORE coming to me or another adult. Now if it is an emergency, like your nose is bleeding or you are about to throw up, please come to me. If not, TRY SOLUTIONS first. (Review 'Solutions')*

**Formative Assessment:** *We are going to play a review game with all the solutions we've learned. (UBD Solution CFU.)*

**Closure:** *We have learned new things today! Our brains and our hearts are growing bigger. (Review problem and solution chants, "Say, Please" and "Play Together") Tomorrow we will have the chance to be problem solvers!*

### **Day 10**

### **PERFORMANCE TASK**

**KINDERGARTEN:** Students are going to be presented 3 social problems they may face at school. Students will select one of those scenarios to solve. Students will come up with at least two possible solutions for their problem. Students will describe their solutions through illustrations and/or writing. They will have the opportunity to share their solutions with a first and/or second grade class.

**FIRST GRADE:** Students will create their own school social problem.

Students will present solutions through illustrations and writing. They will have the opportunity to share their stories with a kindergarten and/or second grade class.

**Materials:** "UBD Perf. Task Eng/Esp. K-2" ppt, primary writing paper ( draw a line to separate the paper into two spaces for the two different solutions [space for illustration and lines for sentences]) solution cues (last slide of "Solutions" ppt printed out in color for students to reference during performance task)

**Time:** 15-20 minutes

**Transition:** carpet, tables, carpet

**Direct Teach:** (KINDER) *KIPPsters, I have three friends here that need your help! You are going to choose one friend to help provide solutions to their problem. You will illustrate 2 (or more) different solutions. You can add words to describe your illustrations.*

(FIRST GRADE) *Friends, I have a mission for you! You are going to create a problem you may face at school and provide 2 solutions. You will write and illustrate your problem and solutions.*

**Review/Closure:** (Monitor students and ask students "What solutions did you chose? What does your picture show?") Collect student work and transition students back onto the carpet for a discussion about the problems and the possible solutions.) *Way to go problem solvers! It looks like we are ready to begin problem solving this year.*



## Materials

PPT Slide Show: "Solutions" derived from the CSEFEL: Center on the Social and Emotional Foundations for Early Learning." *CSEFEL: Center on the Social and Emotional Foundations for Early Learning*. N.p., n.d. Web. 16 June 2016.  
<http://csefel.vanderbilt.edu/resources/strategies.html>.

### Books

Curtis, Jamie Lee, and Laura Cornell. *It's Hard to Be Five: Learning How to Work My Control Panel*. New York: Joanna Cotler, 2004.

Himmelman, John. *Katie Loves the Kittens*. New York: Henry Holt, 2008.

Lionni, Leo. *It's Mine!* New York: Knopf, 1986.

### Electronic

Binkow, Howard, and Reverend Ana. "How to be a Better Listener." We Do Listen Foundation, n.d. Web. 16 June 2016.  
[https://wedolisten.org/subPages/Learns\\_to\\_Listen/Learns\\_to\\_Listen.html](https://wedolisten.org/subPages/Learns_to_Listen/Learns_to_Listen.html)

Binkow, Howard, and Reverend Ana. *Howard B. Wigglebottom Learns to Listen*. We Do Listen Foundation, n.d. Web. 16 June 2016.  
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SesameStreet. "Sesame Street: Me Want It (But Me Wait)." *YouTube*. YouTube, 15 Aug. 2013. Web. 17 June 2016. <https://www.youtube.com/watch?v=9PnbKL3wuH4>

## Resources

### Books

Binkow, Howard, and Susan F. Cornelison. *Howard B. Wigglebottom Learns to Listen*. U.S.A.: Thunderbolt Pub., 2005.

Wilson, Margaret. *Interactive Modeling: A Powerful Technique for Teaching Children*. Northeast Foundation for Children, 2012.

### Electronic

CSEFEL: Center on the Social and Emotional Foundations for Early Learning." *CSEFEL: Center on the Social and Emotional Foundations for Early Learning*. N.p., n.d. Web. 16 June 2016. <http://csefel.vanderbilt.edu/resources/strategies.html>.

We Do Listen Foundation. "Howard B. Wigglebottom Learns to Listen"  
[https://wedolisten.org/uploads/8e8628\\_listen%20counselor%20lesson.pdf](https://wedolisten.org/uploads/8e8628_listen%20counselor%20lesson.pdf).

### Miscellaneous

'Cookie Monster' is a character owned by Sesame Workshop  
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