Denise Manning

655 lesson plan

Topic: Exploring the Problem Solving Process through a social emotional text.

Grade: 3

Objective:SWBAT identify parts of the Problem Solving Process in a text and model problem solving behaviors in the classroom/school setting.

Materials:

*Lily’s Purple Purse* by Kevin Henkes

Chart paper and marker

Index cards and pencils

Activities:

1. Teacher and students will review the Problem Solving Process: (written on the board to refer back to during the story)

**1. Calm down**

**2. Identify the problem**

**3. Decide on a positive goal**

**4. Think of a couple solutions to the the problem**

**5. Evaluate (predict) each solution**

**6. Pick a solution + Try It!**

2. Introduce story *Lily’s Purple Purse* by Kevin Henkes as a great example of the Problem Solving Process. Ask students to listen to where they can apply the Problem Solving Process.

3. While reading the story, stop and make connections to the PSP. Direct students to use turn and talk with a partner. Randomly call on groups to share.

Questions:

How is Lily feeling? How do you know? Turn and talk.

Does Lily need to calm down? Why?

Have you ever felt like Lily? Turn and talk.

What can Lily do to calm down?

How did you handle when you were upset?Turn and talk.

Can you identify the problem of the story? Turn and talk.

Can you list some possible goals for Lily? Write possible goals on chart paper.

Can you list possible solutions for Lily to get her purse back? Write possible solutions on chart paper.

How can you predict the outcome of each solution?

Ask students to think about a problem they commonly have at school.

4. With a partner discuss and make connections to a situation where the PSP could help you out of your problem. How did you use the process? Why did you choose that problem? What steps did you take? How will you discuss and model the problem?

5. Discuss how the fishbowl activity works. There are students in the outer circle, observing the inner group, showing positive listening skills and actively watching the discussion.The inner circle group is displaying active listening, discussion and inquiry of the problem and how it relates to the PSP.

6. Call on a groups of 4 to model the use of the PSP in the classroom setting in a fishbowl. This can be done on the rug. Encourage students to ask questions and question why they feel the way they do. The groups in the center of the circle and peers watch and reflect.

Assessment: Students can use an index card to write down something they learned from the PSP method. Also encourage students to model the PSP during conflicts at school and let other students know how they solved their problem, they can try it too!

Accommodations:

Developmental Delay (cognitive):

Have student(s) sit at a small table near the teacher with a copy of the PSP model on the table with pictures of appropriate behaviors next to steps as a resource. Engage in turn and talk with Teacher or Teacher’s assistant with developmentally appropriate questions. While answering questions students can match appropriate behaviors with pictures of emotions. If Lily is upset they can match (align) the behavior, PSP stage, and emotion. They can then use the match to make a connection to their own lives.

Vision:

Have student(s) sit close to the teacher so they have can see the book and model on board to engage appropriately with the story.