

Developing Problem Solving Strategies & Skills

1/2 Field Placement Lesson Plan Week 2

Grade: Grade 2

Taught to Grade 1/2

Subject: Health

Theme: Developing Problem Solving Strategies & Skills

Content: This lesson allows students to examine a decision-making process. We will start the lesson with an introductory book, "*My Magical Choices*" this will invite students to begin thinking about the choices they have and how their choices impact their life. Then we will move on to vocabulary where we will focus on "problems" and "choices" to help ensure that students understand the terms being used in the lesson and activity. We will also briefly discuss the process of making decisions. Then we will have the students cut and color to prepare for the activity. Then finally we move to the activity where students get the chance to practice decision making. To finish off the lesson we will quickly reflect on the decision-making process.

Goals:

I can identify a problem

I can make choices

I can problem solve by myself

Outcomes & Indicators:

DM2.1 Demonstrate how, why, and when to ask for help and/ or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

- a. Examine the concepts of "advice" and "help" and develop the abilities to ask for both.
- b. Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community.
- c. Illustrate how, when, and why to access assistance (e.g., go to the playground monitor, disrespecting another's possessions).

AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

- a. Ask questions and explore possible answers regarding the steps needed to take action (e.g., What will be done? Who will do it? When will it happen? Where will it take place? How will it be done?).
- b. Demonstrate, with guidance, asking for help with the action to be taken.
- c. Document the action that was taken

Cross-Curricular:

English Language Arts

CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when listening

f. Identify and explain what peers said about a particular text or subject.

i. Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.

CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.

a. Use oral language to clarify and extend personal understanding, interact courteously with others (e.g., share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others' contributions.

d. Organize and present ideas chronologically or around major points of information.

Prerequisite Learning:

- Fine motor skills for cutting and coloring.
- Beginner reading skills or picture reading.
- Group work cooperation skills.
- Listening Skills

Lesson Preparation:

Equipment/Materials:

- Smart Board
- Scissors
- Coloring supplies

Advanced Preparation:

- Choice cards
- Slide show
- Have supplies out and ready (scissors, and crayons)

Presentation:

Set:

Good afternoon class! Today we will be learning about choices when problem solving! First we will start off with a book "The magic choices"

We make choices everyday and some choices can lead to a problem. When a problem is happening we need to make another choice to solve the problem.

Development:

What is the problem?

- A problem is when something is difficult to understand or deal with

What is a choice?

- is choosing between a few possibilities to see what is best to do.

What are the steps to solving a problem

- Ask -is there a problem? What is the problem?
- Brainstorm -How can the problem be solved?
- Choose - what are you going to do?
- Do -try to solve the problem!

Cut and color choice cards!

We will be going through some situations and with your choice cards we will solve the problems together as a group. (go through powerpoint and have students work in groups)

Closure:

Lets review:

What are the steps to solving a problem?

- Ask -is there a problem? What is the problem?
- Brainstorm -How can the problem be solved?
- Choose - what are you going to do?
- Do -try to solve the problem!

Okay so today we learned about problems and choices. Whenever we have a problem we always have choices. It's important when making a choice we stop and think then choose the best choice. Now all of you can solve problems on the playground or with friends! Great work today!

Assessment: Informal assessment

Observation: As students are discussing we will walk around to listen in on discussion and identify who is participating. We will also ask some students to share to the big group