



Summary

This book provides information on how to solve a problem, and the different things you can do to make problem solving easier.

Guided Reading Level	Lexile Level	100th word	Total Word Count
K	450	unsure pg. 12	252

Standards:

Common Core Language Arts

- Determine the meaning of words and phrases
- Know and use various text features
- Identify the main purpose of a text

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use compound words Use pronouns Compose compound sentences	Determining main idea and important supporting details Connecting text to self using prior knowledge Using graphic features	Compound words Reading text features Reading on for embedded definitions and supporting details	brainstorm information problems solution solve stress

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Problem Solving** – Introduce **Problem Solving** by looking at the cover photo and starting a discussion about what they know about problem solving and what they think the book might be about.
Suggested questions to facilitate introductory conversation:
 - *What do you already know about solving problems?*
 - *Do you have to solve problems? What situations make you have to solve problems?*
3. Skimming and Scanning **Problem Solving** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - *Look at the text on pg. 6. Why do you think the word stress is in bold? Direct students to the glossary in the back of the book.*
 - *Look at the picture on pg. 17. What is happening in this picture? How do you think this picture relates to the concept of problem solving?*
 - *Locate a word in bold in the text that you do not know. Look up that word in the glossary. What does it mean?*
 - *Give each student a sticky note before they read. Ask them to mark something they found interesting or new to them with the sticky note.*
4. Reading **Problem Solving** – Students read independently or with a partner.

5. After reading **Problem Solving** – Open the conversation with a question that relates to the comprehension strategy of determining the main idea and important supporting details. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - *What was the main idea of Problem Solving?*
 - *Can you provide an example of what it means to be a problem solver?*
 - *Do you think it is important to be able to solve problems? Why?*
 Suggested after reading lesson focus prompts:
 - *I noticed (student's name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)*
 - *Did you think about what you already knew about solving problems to help you while you read? Tell us about it.*
 - *Did you use the glossary when you got stuck? Tell us about it.*
6. After Reading Application for **Problem Solving** – Have students complete the reproducible Vocabulary Development. This reproducible will have students selecting an unfamiliar word from the text and writing it in the top box. In the next box they will write a sentence from the book that includes that word. In the next box students will write what they think that word means and then in the bottom, they will write the dictionary definition.

Name: _____

Date: _____

Problem Solving

Directions: Scan the book to find a word that is unfamiliar to you. Write the unfamiliar word in the box at the top. In the box below write a sentence from the book that includes that word. In the next box write what you think the word means. In the box on the bottom write the dictionary definition.

