

#11987

YOU CAN SOLVE A PROBLEM

SUNBURST VISUAL MEDIA, 2000
Grade Level: K–3
15 Minutes



What's the problem?



What can I do?



What will happen?

CAPTIONED MEDIA PROGRAM RELATED RESOURCES

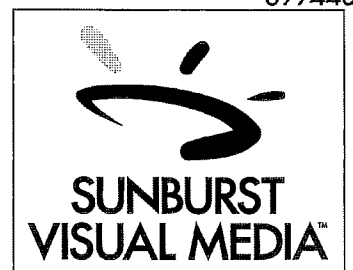
- [#11988 MAKING FRIENDS, KEEPING FRIENDS](#)
- [#12053 BUZZ, BUZZ, BUZZ: DID YOU HEAR ABOUT...?](#)
- [#12054 LEARNING ABOUT HONESTY](#)
- [#12056 DOING THE RIGHT THING: BUILDING CHARACTER](#)
- [#12060 I SAID I WOULD AND I WILL](#)
- [#12064 LET'S MAKE UP](#)

You Can Solve a Problem



099440

GRADES K-2



Why Should Children View this Program?

Children in grades K-2 have not had a great deal of experience solving problems on their own. They are used to having older members of their families solve their problems for them. Now that they must interact with other children in school every day, they begin to encounter more and more problems that require action on their part to achieve a solution. By viewing this program, children will be introduced to basic problem-solving skills which they can begin to use immediately and improve upon as they grow older. These skills are essential to a child's development, and when learned at an early age they will become an invaluable resource that will last a lifetime.

Learning Objectives

Children will:

- learn to identify a problem.
- learn positive strategies for finding the solution to a problem.
- realize that some problems may be beyond their ability to solve and may require the help of an adult.

Program Content

- The program is hosted by Professor Pickle, whose job is to help people solve problems.
- The program consists of four vignettes, each featuring one or more children faced with a problem. Children solve each problem by following one of Professor Pickle's suggestions.

Preview Questions

- Can you think of a problem you've had that was difficult for you to solve? What did you do to try to solve the problem? What was the outcome?
- Have you ever helped a friend solve a problem? How did you help?

Part 1

The host introduces himself as Professor Pickle, and says that his job is to help people solve problems. For example, Stephen and Beth both wanted a piece of cake, but there was only one piece. Professor Pickle's solution was to cut the piece in half, and both children had some cake. The best way to solve problems, he says, is to ask questions and find answers; the first question to ask is "What's the problem?" Kyle and Melissa are stuck in the house on a snowy day. Kyle is bored and asks Melissa to play checkers with him. She says no. This makes Kyle feel worse. He tells his mother that Melissa won't play with him and she suggests that he ask Melissa why she doesn't want to play. Kyle does this and finds out that Melissa is willing to play with him, she just doesn't want to play checkers. The two of them discuss different games they could play until they find one that they can both agree on, and the problem is solved. A music video ends the scene.

Part 2

Professor Pickle tells viewers that after they figure out what their problem is, they have to find a way to solve it. So the second question they should ask is "What can I do?" Stephanie is excited because it's Show and Tell day in school, and she is planning to show a photo of her cat Max and one of his toys. But after she gets to school she realizes that she left them home. Her problem is, she doesn't have anything for Show and Tell. So she asks herself, "What can I do?" Stephanie thinks very hard, and comes up with a solution: She draws a picture of Max and shows that to the class. Then she demonstrates the way Max plays with her shoelaces as if they were toys. Problem solved! A music video ends the scene.

Part 3

Sometimes there is more than one answer to the question, "What can I do?" Then you have to ask a third question: "What will happen?" Jane and David are about to play a game during recess when their friend Lori asks if she can play too. They open the box and find that some of the pieces are missing—there are only two game pieces, so only two of them can play. They ask "What can we do to solve the problem?" and each one comes up with a different

solution. But in order to figure out which solution will work best, they have to ask "What will happen?" for each one. David says that he and Jane were there first, so they should play. But that means that Lori will be left out. Jane suggests that they take turns playing. But there isn't enough time for that. Lori suggests they play a different game. But this makes Jane unhappy. They need some more ideas, so they go back and ask the second question again: "What can we do?" Then Jane has an idea; she suggests that they use something else as a game piece. David produces a penny, and they all agree that the penny can be used instead of the missing game piece. Everyone is happy with this idea, and the problem is solved. A music video ends the scene.

Part 4

Sometimes a problem can be really tough to solve, and nothing you can think of will work. Stephen and Beth are painting and accidentally get paint on their friend Craig's back pack. Their first solution is to try washing it off, but that doesn't work. Then they try covering the paint spots with stickers, but that obviously doesn't look very good. Stephen suggests they pretend they don't know anything about it, or that they say the paint was there already but that would be lying. Beth and Stephen's father ask if he can help them. Dad says that a special cleaner will take the spots off, and if they start right away, it will be dry by the time Craig comes for the backpack the next day. The three of them wash the stains with special cleaner, and by the time it has dried the following day, the paint is gone. Knowing when to ask an adult for help is an important part of trying to solve a problem. A music video ends the program.

Part 1

- Why didn't Melissa tell Kyle she didn't want to play with him?
- What do you do when your friends don't feel like playing with you?
- Why couldn't Kyle solve the problem at first? What's the first step in solving a problem?
- How did Kyle and Melissa work out a solution that made them both happy?

Part 2

- What was Stephanie's problem? What caused it?
- What do you think would have happened if Stephanie hadn't thought of a way to solve the problem?
- Would you have done the same thing as Stephanie? Why or why not? What else could she have done?

Part 3

- Have you ever wanted to play a game and found that there were too many people who wanted to play? What did you do to try and solve the problem? Did it work?
- What ideas did Lori, David and Jane come up with to solve their problem? Why wouldn't any of them work?
- What question did the three friends have to ask about each solution they thought of?

Part 4

- Have you ever borrowed something from a friend and damaged or broken it? How did this make you feel? How did you expect your friend to react when he/she found out what happened?
- How do you feel about loaning your things to your friends? Do you feel worried until you get them back?
- What do you think might have happened if Stephen and Beth hadn't asked a grownup to help them?

Music; Creative Expression

Invite children to make up new lyrics for the "Problem Solving" song, and sing them to the music on the program.

Art

Make a "Pickle Tree." Let children work with clay or Play-Doh to create individual "pickles." Encourage children to use their imaginations and be as creative as possible. They may paint and decorate their pickles any way they wish. Hang all the finished pickles on a "tree" made of coat hangers.

Creative Expression

Set aside a corner of your classroom to be a "Problem Solving Center." Put up signs in the area listing the steps in solving a problem. Invite children to go to this area whenever they have a problem and need time to think it through.

Language Arts

Ask each child to report on a problem he or she recognized on a favorite TV show, or movie, or in a book. Which character had the problem? What was the problem? How did the problem get solved? Reports may be written or given orally.

Creative Expression; Language Arts

Have a special "Show and Tell" session. Ask children to bring in objects that are in some way connected with a problem they, or a member of their family, once had. Each child can show his or her object and talk about the problem related to it.

Note: Be sure children don't reveal anything negative about themselves or their family.

Language Arts

Introduce children to the use of idioms. Start with the examples in the program: "In a pickle" and "in a jam." Explain that these expressions are used to denote having a problem, even though the words have nothing to do with problems. Then help children think

of other expressions that do not say what they mean. Examples might include "raining cats and dogs," "the cat's got your tongue," "you blew it," "using your noodle," etc. Write each idiom on the chalkboard as it is mentioned.

Creative Expression; Language Arts

Have children "act out" the situations in the program. As an alternative or in addition to this, have them role play some problems that they make up themselves. Each "problem" can involve as many players as necessary. Give children time to get together in groups beforehand to come up with ideas for the scenes they will play.

Art

Ask each child to draw a picture of an adult or older friend that he or she can go to for help in solving a problem. Have children write the adult's name and relationship on the bottom of their drawings.

Language Arts; Art

With children, make a class book about problem solving. Each child can write or dictate an idea and then draw a picture to go with it. Use large sheets of paper for the book pages and colored poster board for the cover. Display the book in your classroom library.

Mathematics

Write some problems on the chalkboard that involve sharing items, such as "If you had a pie and you had to share it with six friends, how many pieces would you cut it into?" or "If you were playing cards with three friends and you had to deal each player four cards, how many cards would be left over?" Give children practice in solving these problems; then invite them to make up some problems of their own.

BULLETIN BOARD STARTERS



Have children look through old magazines and journals and cut out pictures of people who have different kinds of problems. Ask them to write a one-line statement identifying the problem and attach it to the bottom of each picture. Make a collage of the pictures and display it on the bulletin board.



Ask children to make a note of every problem that arises in the classroom during the week. Write each problem on a piece of paper as it is identified and tack the paper to the bulletin board. At the end of the week, remove all the problems that have been solved; have children discuss solutions for any remaining problems.

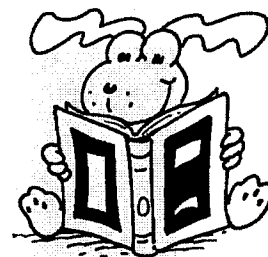


Write the title "In a Pickle" on a strip of oaktag and tack it to the center of a bulletin board. Decorate the bulletin board with as many pictures of pickles as the children can find in magazines, papers, ads, etc. Have children make up problems and write them on strips of paper; tack these strips in between the "pickle pictures."



Ask children to write or dictate stories about how they successfully used one of the tips from the program. Display these stories on the bulletin board.

Send-Home Page



Dear Family Member,

Your child has viewed a program called *You Can Solve A Problem*. Here are some ways you can help your child use the ideas he or she learned for solving a problem.

- Discuss what a problem is. Talk about some types of problems that come up at home.
- Ask your child to tell you about the program. Here are some of the main points that it emphasized.
 - The best way to solve a problem is to ask questions and find answers.
 - The first question to ask is "What's the problem?"
 - The second question is "What can I do?"
 - The third question is "What will happen if I do this?"
 - If nothing seems to work, ask an adult for help.
- Help your child use these ideas to deal with a problem.
- Set a good example for your child by using these suggestions yourself whenever you can.
- Make sure your child knows that you are available to help whenever he or she has a problem.

Here are some books you can read with your child:

I'm Lost by Elizabeth Crary.

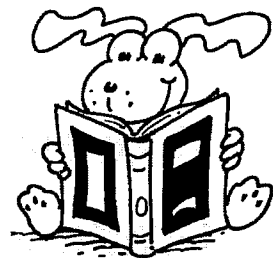
The Berenstain Bears and Too Much Pressure by
Stan and Jan Berenstain.

King of the Playground by Phyllis Naylor.



Take Home Book

Grades K-1



Cut and staple the pages to make a book. Then draw pictures to go with the words.

1	2
"Oh, oh. I forgot my lunch money."	"I have a problem!"
3	4
"Let's see. What can I do?"	"I have an idea!"

Take Home Book

Grade 2



Cut and staple the pages to make a book. Then draw pictures to go with the words.

1	2
Len studied hard for the math test.	Then he saw Al copying his answers.
3	4
Len thought about what to do.	Should he tell the teacher?
5	6
Should he start a fight with Al?	He decided to talk to his mom about it.

ACTIVITY SHEETS



Name:

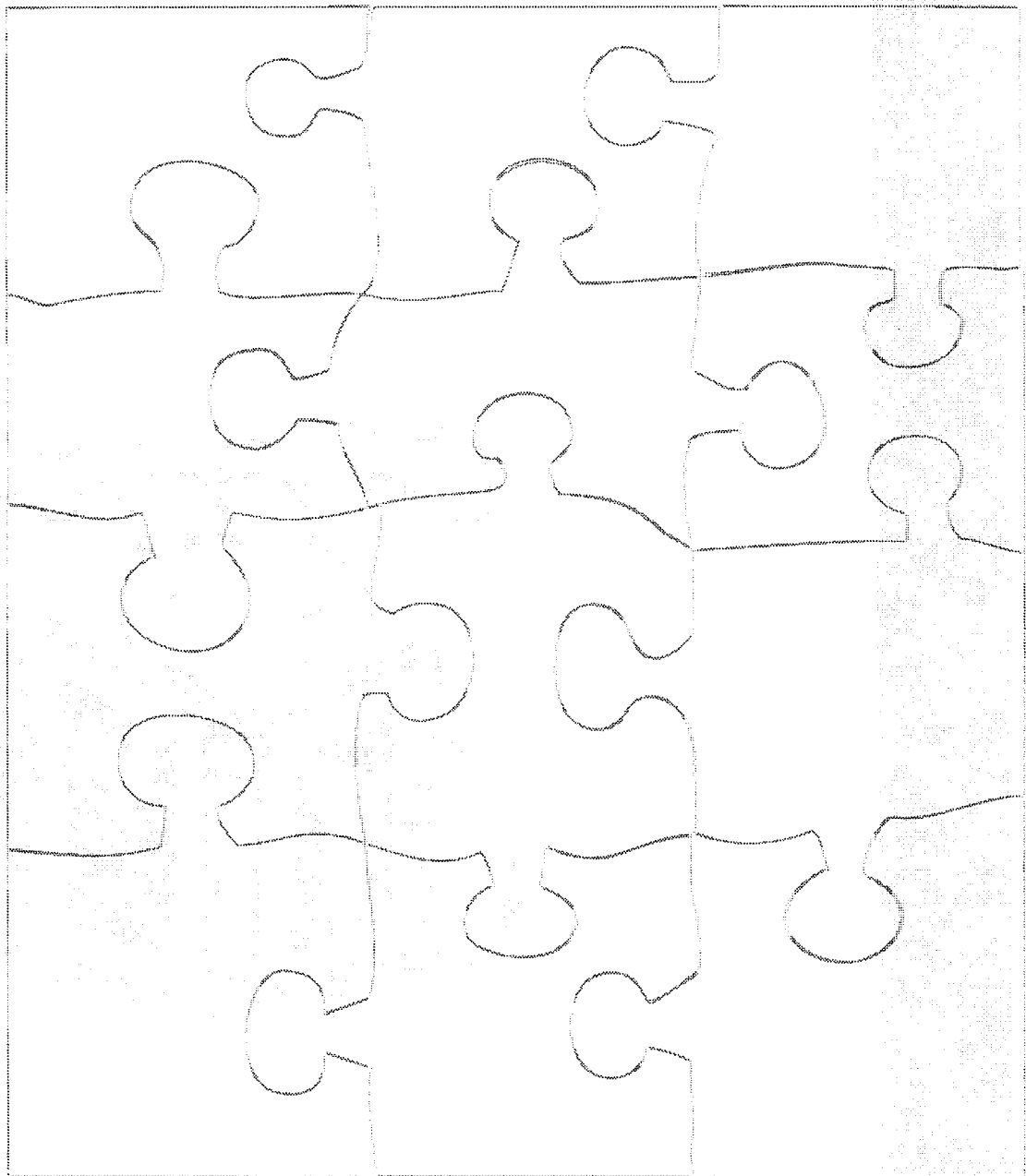
Date:

Activity
Sheet

1

Pickle Puzzle

Draw a picture of someone who is “in a pickle” or of Professor Pickle. Then paste this page to a heavier piece of cardboard. Cut along the lines until you have created a jigsaw puzzle. Mix the pieces up and try to put the puzzle back together. Then place the pieces in an envelope and exchange puzzles with someone else in your class.



Name: _____

Date: _____

Activity
Sheet

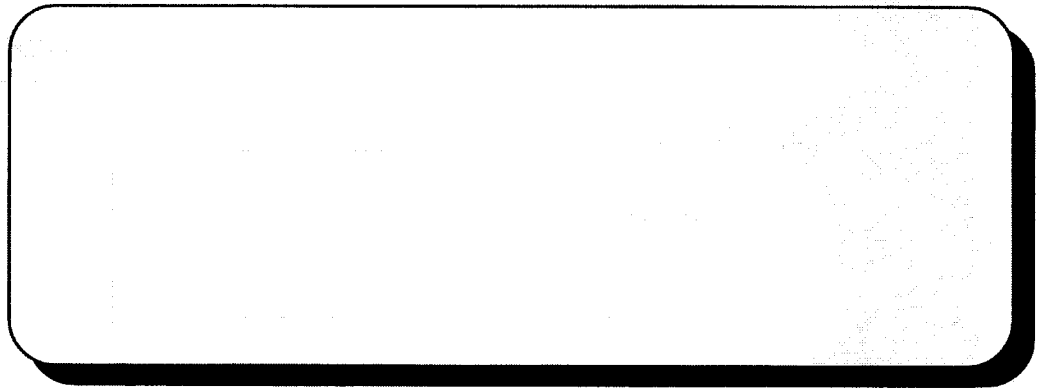
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How Does It Feel to Have A Problem?

Think about a time when you had a problem that was really making you unhappy.

1. Write about how you felt.

2. Draw a picture of how you felt.



3. Write about what you did to try and solve the problem.
Did it work?



Name: _____

Date: _____

Activity
Sheet

3

Everyone Has Problems

In each space below write the name of one of your classmates. Draw a picture of that person. Then ask each of them to tell you about a problem he or she has had. Write down what that person's problem was.



Name: _____

Problem: _____

A large, empty rounded rectangle intended for drawing a picture of a classmate.

Name: _____

Problem: _____

A large, empty rounded rectangle intended for drawing a picture of a classmate.

Name: _____

Problem: _____

A large, empty rounded rectangle intended for drawing a picture of a classmate.

Name: _____

Date: _____

Activity
Sheet

4

What Is A Problem?

Write your own definition of the word "problem."

I think a problem is _____

Think of some examples of different kinds of problems. List them below.

1) _____

2) _____

3) _____

Draw a picture to illustrate one of the problems you listed above.

Name: _____

Date: _____

Activity
Sheet
5
(female)

Advice for a Friend

You get a letter from a friend of yours who has a problem.
Here's the letter:

Dear _____, (fill in your name)

There is a new girl in my class. She seems very nice, but she hasn't made any friends yet. I want to be friends with her, but nothing works. I asked her to play a ball game with me, and she just shook her head. I asked her to come to my house after school, but she said "I can't." I asked her to eat lunch with me, but she said "No, thank you" and went and sat by herself. What else can I do?

Your friend,
Lily

Now write a letter to your friend and tell her what you think she should do.

Dear Lily,

Your friend, _____ (write your name)

Name: _____

Date: _____

Activity
Sheet
5a
(male)

Advice for a Friend

You get a letter from a friend of yours who has a problem.
Here's the letter:

Dear _____, (fill in your name)

There is a new boy in my class. He seems very nice, but he hasn't made any friends yet. I want to be friends with him, but nothing works. I asked him to play a ball game with me, and he just shook his head. I asked him to come to my house after school, but he said "I can't." I asked him to eat lunch with me, but he said "No, thank you" and went and sat by himself. What else can I do?

Your friend,
Joey

Now write a letter to your friend and tell him what you think he should do.

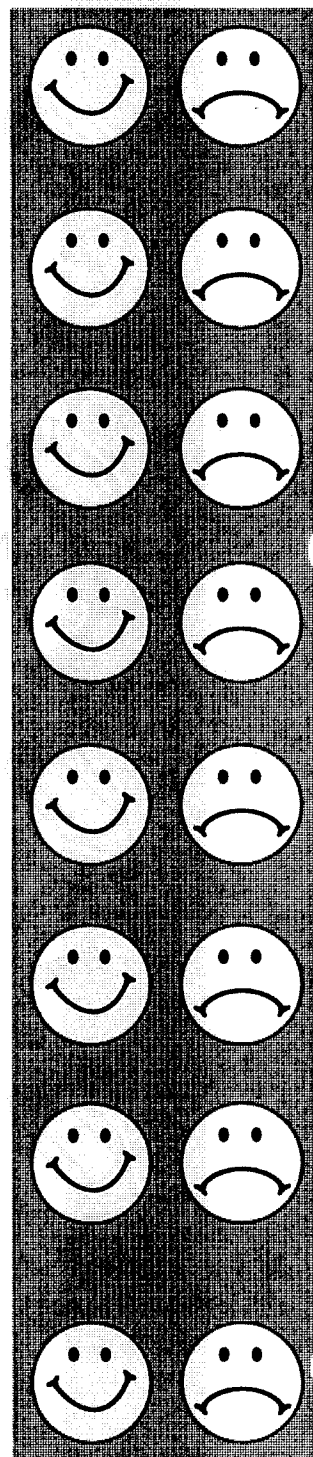
Dear Joey,

Your friend, _____ (write your name)

Recognize A Problem

Read each sentence below. If you don't think it tells about a problem, color in the smiley face. If you think it is a problem, color in the sad face.

1. You and your brother like to have cookies and milk for your afternoon snack. There are plenty of cookies in the cookie jar.
2. Jack and Ellie are allowed to watch TV from 4 to 5 every day. But they both want to watch different programs.
3. Tammy buys a present to take to her friends Nick's birthday party. When she gets to the party, she realizes that she left the present at home.
4. Casey and his family are looking forward to a camping trip this weekend. The weather turns out to be beautiful.
5. Shawna borrows a video from her friend. The day she's supposed to return it, she drops it on the floor and the case breaks.
6. Kevin really wants to play baseball after school. He asks his friends if they want to play, and they all say yes.
7. Your teacher asks everyone in the class to draw a picture with their colored pencils. You start to draw and find out that two of your favorite pencils are broken.
8. You have asked your friends to come over to your house this morning. Then your mom asks you to play with the baby for an hour in the morning.



Activity
Sheet

7

Scrambled Words

Unscramble the letters in the box to spell a word that belongs in the blank. Write the word on the line.

solve

checkers

questions

father

paint

problem

adult

penny

1. Professor Pickle was a _____ solver.

r b m p e o l

2. You have to ask _____ if you want to solve a problem.

s t o i s q u n e

3. Kyle's problem was that Melissa did not want to play _____ with him.

h k r s c e e c

4. Jane, David and Lori used a _____ instead of the missing game piece.

n p y n e

5. Beth and Stephen got _____ on Craig's back pack.

i p a t n

6. They tried different ways to _____ the problem.

s l o v e

7. Finally they asked Stephen's _____ to help them.

r h e f t a

8. Sometimes, it's a good idea to ask an _____ for help.

d t l u a

Silly Sayings

When you say that someone is “in a pickle” or “in a jam,” you’re really saying the person has a problem. Read each sentence below. Circle the real meaning for the underlined words. If you don’t know the answers, talk to some of your friends.

1. A person who is feeling blue is

happy

sad

nervous

2. A person who blows his top is

angry

excited

happy

3. If something blows your mind, it

scares you

makes you mad

amazes you

4. When it's raining cats and dogs,

its raining hard

only animals get wet

it rains every day

5. Someone who goes out on a limb to help a friend

refuses to help

takes a big chance

climbs a tree

6. If something is out of this world it is

all gone

colored blue

wonderful

7. A person who spills the beans

gives away a secret

drops the groceries

tells a lie

8. Someone who is under the weather is

in a plane

sick

caught in a storm

Name: _____

Date: _____

Activity
Sheet

9

Show and Tell

Do you have something that you would like to bring in to class for Show and Tell?

Draw a picture of it.

A large, empty rounded rectangle with a thick black border, intended for drawing a picture of an object to bring to class.

?

?

?

?

?

?

Now answer these questions:

What is the object? _____

Where did you get it? _____

Why is it special to you? _____

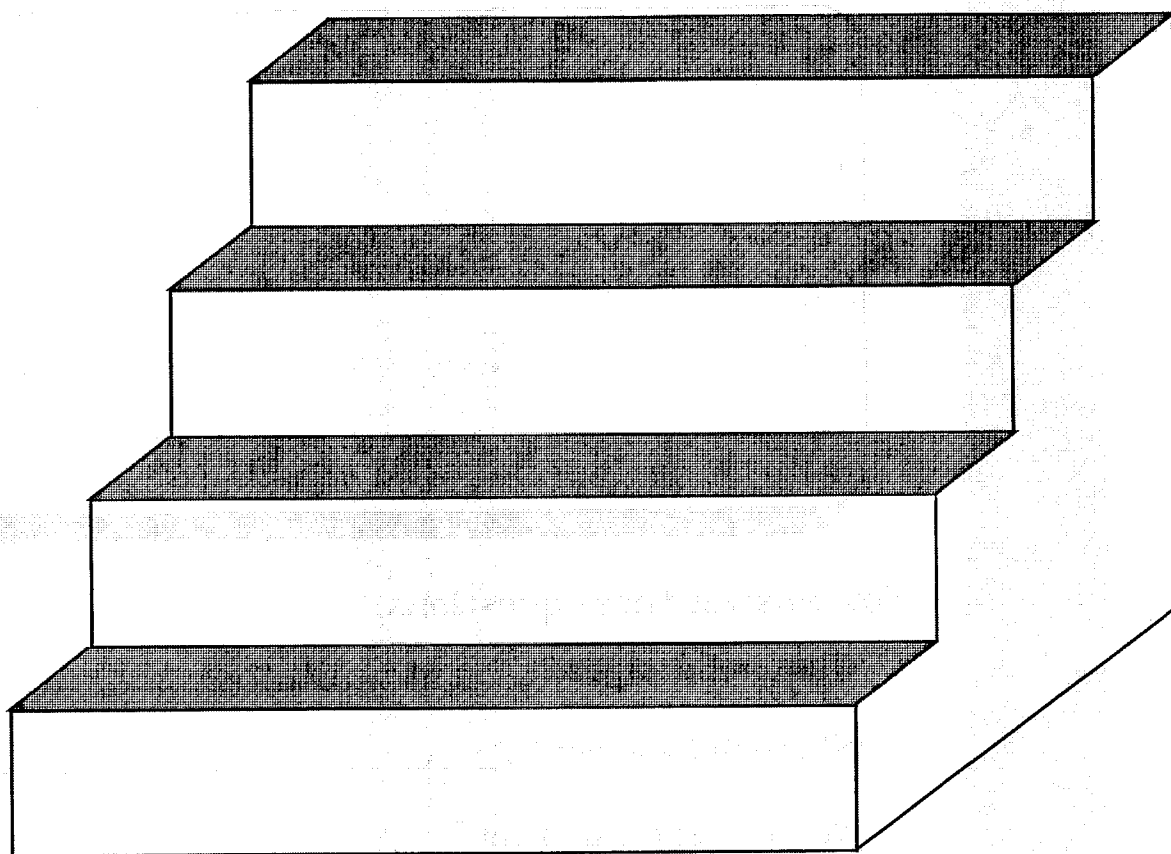
Why do you think your class would be interested in seeing it?

Name: _____

Date: _____

Activity
Sheet
10

Problem-Solving Staircase



Do you know the steps to follow in order to solve a problem? Write each “step” in the staircase above. If you wish, you may color your staircase and decorate it with your own designs.

Name: _____

Date: _____

Activity
Sheet

11

Q

A

Q

A

Q

A

Q

A

Q

A

Q

Interview

Interview someone in your family about problems and how to solve them. First, think of five questions to ask the person you are interviewing and write them on the lines. Use the space below each question to write the person's answer.

Question 1: _____?

Answer: _____

Question 2: _____?

Answer: _____

Question 3: _____?

Answer: _____

Question 4: _____?

Answer: _____

Question 5: _____?

Answer: _____







Activity
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12

Math Problems

Write your answer to each problem. Use the space at the right to work out the problem. You may use blocks or cut out a lot of pieces of paper to figure out the problem. The first one is done for you.

1. You have a dozen cookies and you want to share them with four of your friends. If you each have two cookies, how many cookies will be left over?

Answer: 4 cookies left

		1	2	3	
1 dozen cookies	4				2 cookies for four friends 4 cookies left over
					

2. Your mom is making cheese sandwiches to take on a picnic. She has 12 slices of cheese. If she puts 3 slices on each sandwich, how many sandwiches can she make?

Answer: _____

How many sandwiches can she make if she only puts 2 slices of cheese on each one?

Answer: _____

3. You are grocery shopping with your parents and your mother gets a 5-pound bag of potatoes. There are 3 or 4 potatoes in a pound. About how many potatoes does the bag contain?

Answer: _____

4. There are ten children at your birthday party, including you. The party cups you're using hold 8 ounces each. How many 32-ounce bottles of soda will you need to fill each cup once?

Answer: _____

Ask for Help

Sometimes, no matter how hard you try, you can't think of a way to solve a problem. Who can you go to for help to solve the problem? List four adults or older kids you can ask for help.

1. _____
2. _____
3. _____
4. _____

Now work with a partner. Together, read the items below and talk about them.

1. You're at the mall with your friend and his father. Suddenly you look around and you don't see them anywhere. Who can you ask for help?
2. You're playing in the school yard at recess. Every time you try to throw the ball to your friend, a big kid runs up and grabs the ball. Who can you ask for help?
3. You're on the school bus. The kid sitting next to you keeps on kicking you. Who can you ask for help?
4. You come home from school and go to your room. You find your sister there drawing pictures all over the papers on your desk. Who can you ask for help?
5. You're walking into the school lunchroom when you suddenly realize you left your lunch at home. Who can you ask for help?

Name: _____

Date: _____

Activity
Sheet

14

Be A Cartoon Artist

Invent two characters who have a problem and are trying to think of ways to solve it. Draw them in action. What are they saying to each other? What are they doing? Use a bigger sheet of paper if you like.



1	2
3	4
5	6

Activity
Sheet

15

What Happened First?

In each group, number the sentences 1, 2 and 3 to show the order in which they happened. The first one is done for you.

1

2

3

3

1

2

2

1

3

2

3 They decided to cut the cake in half.

1 There was one piece of cake on the plate.

2 Stephen and Beth both wanted a piece.

___ Melissa did not want to play checkers.

___ They decided to play a game they both liked.

___ Kyle asked Melissa to play checkers with him.

___ It was Show and Tell day in Stephanie's class.

___ She came up with a way to solve the problem.

___ Stephanie forgot the things she wanted to show the class.

___ Jane and David were about to play a game.

___ Lori asked if she could play, too.

___ Then they found that there weren't enough game pieces.

___ Stephen's father helped to solve the problem.

___ Beth and Stephen could not get the paint off the back pack.

___ Craig left his back pack at Stephen's house.

Name: _____

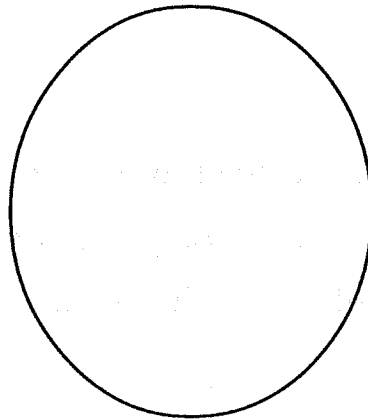
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Activity
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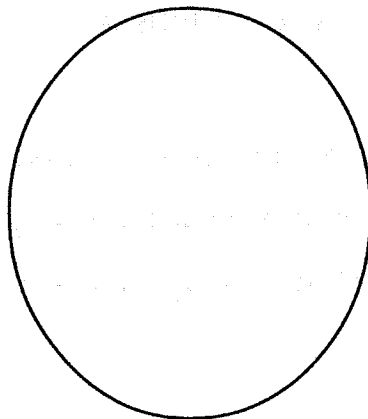
16

I Can Solve A Problem

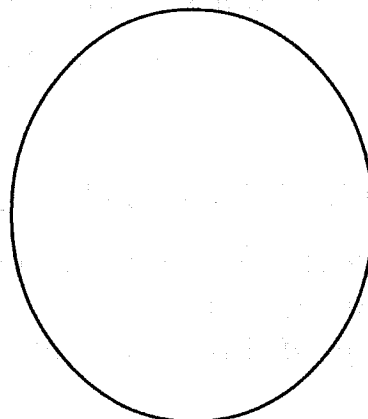
Draw a picture of how your face looks when you have a problem.



Draw a picture of how your face looks when you are trying to solve a problem.



Draw a picture of how your face looks after you've solved a problem.



Reading for Educators and Parents

Meyers, Mark D. and J. Doyle Casteel. *Dealing with Dilemmas: Coaching Students in Decision-Making*. Goodyear Publishing Co., 1998. Presents situations and dilemmas, then asks students to use their critical thinking skills to work them through.

Nelson, Jane, Ed.D. *Positive Discipline*. Ballantine Books, 1996. Updated and revised, this classic guide for parents and teachers shows how to help children develop self-discipline, responsibility, cooperation, and problem solving skills.

Rosakis, Laurie. *81 Fresh & Fun Critical Thinking Activities: Engaging Reproducibles and Activities to Develop Kids' Higher-Level Thinking Skills*. Scholastic, 1998. Activities focus on recognizing, recalling, predicting, inferring, evaluating, drawing conclusions, and more.

Schure, Myrna B. *Raising a Thinking Child: Help Your Young Child to Resolve Everyday Conflicts and Get Along with Others*. Pocketbooks, 1996. A step-by-step approach parents can use to teach their children to solve problems.

Schure, Myrna B. *Raising a Thinking Child Workbook*. Henry Holt, 1996. Packed with dozens of activities, this interactive workbook involves children as young as four in learning to think about problems, the feelings of others, possible alternatives, and the consequences of their actions, and have fun at the same time.

Fiction for Grades K-2

Berenstain, Stan with Jan Berenstain. *The Berenstain Bears and the Blame Game*. Random House, 1997. Shows kids that when a problem occurs, there's always enough blame to go around, and what really matters is to find a way to solve it.

Berenstain, Stan with Jan Berenstain. *The Berenstain Bears and Too Much Pressure*. Random House, 1992. Their lives made hectic by too many activities, the Berenstain Bears solve their problem by working out priorities.

Burns, Marilyn and Martha Weston. *The Book of Think, or How to Solve a Problem Twice Your Size*. Little, Brown, 1976. Non-fiction for children.

Crary, Elizabeth. *I Can't Wait*. Parenting Press, 1996. Forced to wait for his turn on the tumbling mat, Luke considers alternative solutions.

Crary, Elizabeth. *I Want It!* Parenting Press, 1996. Helps the youngest children begin to learn problem-solving skills.

Crary, Elizabeth. *I'm Frustrated!* Parenting Press, 1992. Having lots of trouble learning to roller-skate, Alex learns there are ways to handle his feelings other than smashing the skates.

Crary, Elizabeth. *I'm Lost*. Parenting Press, 1996. Gabriele has a problem: she's lost her father while the two are visiting the zoo, and she's afraid she won't find him.

Crary, Elizabeth. *My Name is Not Dummy*. Parenting Press, 1996. Jenny doesn't like being called "dummy;" readers get to choose what she should do to solve her problem.

Hearne, Betsy. *Eliza's Dog*. Simon & Schuster/ McElderry, 1996. Training her new dog helps Eliza learn the responsibilities of ownership and the importance of compromise in her relationships with her parents, sister, and best friend.

Honeycutt, Natalie. *Juliet Fisher and the Foolproof Plan*. Macmillan, 1992. Juliet's problem is that she's a perfectionist and not about to change.

Hutchings, Pat. *It's My Birthday*. Greenwillow, 1999. It's Monster Billy's birthday, but he's having a hard time sharing his new gifts with his guests.

Kline, Suzy. *Herbie Jones and the Dark Attic*. G.P. Putnam, 1992. Having volunteered to sleep in the attic when Grandpa arrives for a visit, Herbie is suddenly beset by second thoughts.

McKenzie, Ellen Kindt. *Stargone John*. Henry Holt, 1990. John's problem is shyness, and it's keeping him from adjusting to a one-room school.

Naylor, Phyllis. *King of the Playground*. Atheneum, 1991. Afraid to go to the playground because of the presence there of a bully, a young boy enlists his father to help him solve the problem.

Robinson, Nancy K. *Veronica the Show-Off*. Macmillan, 1984. In her determination to make new friends, Veronica goes just a little too far.

Weninger, Brigitte. *Why Are You Fighting, Davy?* North-South/ Michael Neugebauer, 1999. Because his bark boat was swept away when his friend Eddie's rock dam collapsed, Davy stomps home in anger.

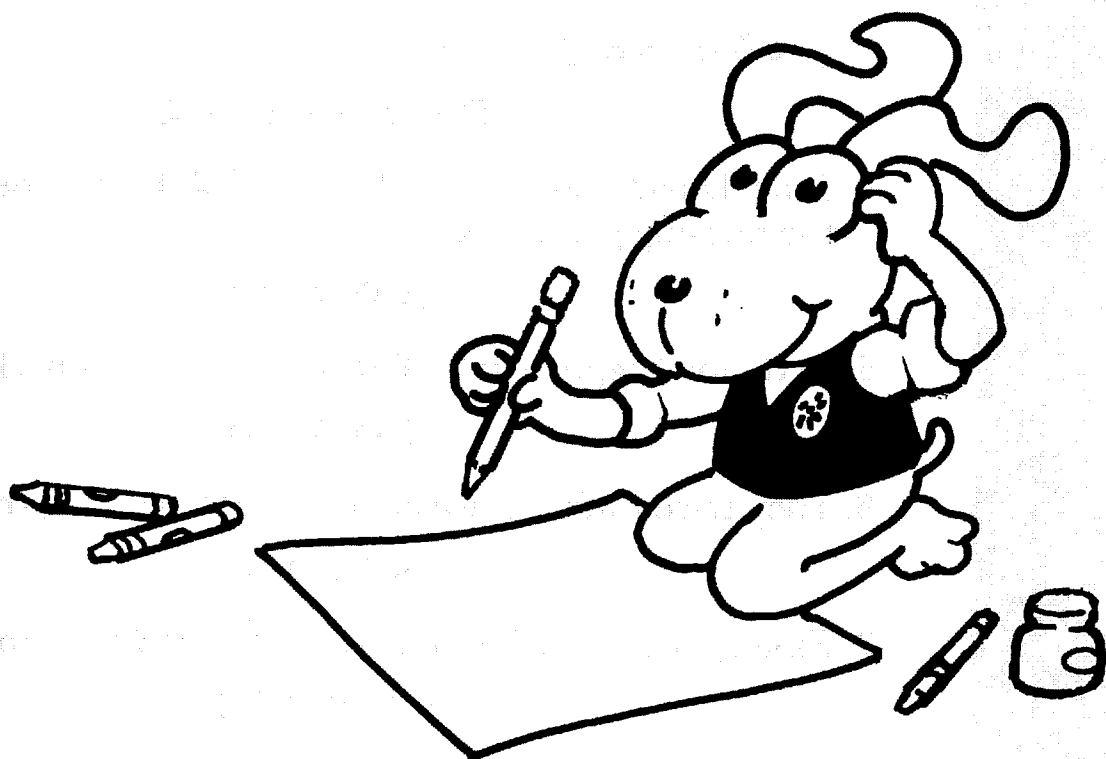
S O L V E a P R O B L E M G A M E

Directions:

1. Distribute game pieces.
2. Each player rolls die. Player who rolls the highest number will start.
3. Play will move to the left.
4. The directions for movement are on the board:
 - A player who lands on a "Problem" space moves back one.
 - A player who lands on a "Problem Solved" space moves ahead one.
 - A player who lands on "Help a Friend" space moves ahead two.
5. To win the game, a player has to roll the number that will allow him to land on the "End" Space. For example, if a player has to go three spaces, he or she must roll a three or less.

The game may be extended by asking children to make up a problem if they land on a "problem" square, make up a problem and how to solve it if they land on a "Problem Solved" square, and make up a story about someone who helped a friend solve a problem.

ANSWER KEYS



Name: _____

Date: _____

Activity
Sheet

7

Answer
Key

Scrambled Words

Unscramble the letters in the box to spell a word that belongs in the blank. Write the word on the line.

solve

checkers

question

father

paint

problem

adult

penny

1. Professor Pickle was a problem solver.

r b m p e o l

2. You have to ask question if you want to solve a problem.

s t o i s q u n e

3. Kyle's problem was that Melissa did not want to play checkers with him.

h k r s c e e c

4. Jane, David and Lori used a penny instead of the missing game piece.

n p y n e

5. Beth and Stephen got paint on Craig's back pack.

i p a t n

6. They tried different ways to solve the problem.

s l o v e

7. Finally they asked Stephen's father to help them.

r h e f t a

8. Sometimes, it's a good idea to ask an adult for help.

d t l u a

q a
d n
r
s b
o q
n v
i z
r z
n a
t
j q
h k
g k
k j
m
w b

Silly Sayings

When you say that someone is “in a pickle” or “in a jam,” you’re really saying the person has a problem. Read each sentence below. Circle the real meaning for the underlined words. If you don’t know the answers, talk to some of your friends.

1. A person who is feeling blue is

happy

sad

nervous

2. A person who blows his top is

angry

excited

happy

3. If something blows your mind, it

scares you

makes you mad

amazes you

4. When it's raining cats and dogs,

its raining hard

only animals get wet

it rains every day

5. Someone who goes out on a limb to help a friend

refuses to help

takes a big chance

climbs a tree

6. If something is out of this world it is

all gone

colored blue

wonderful

7. A person who spills the beans

gives away a secret

drops the groceries

tells a lie

8. Someone who is under the weather is

in a plane

sick

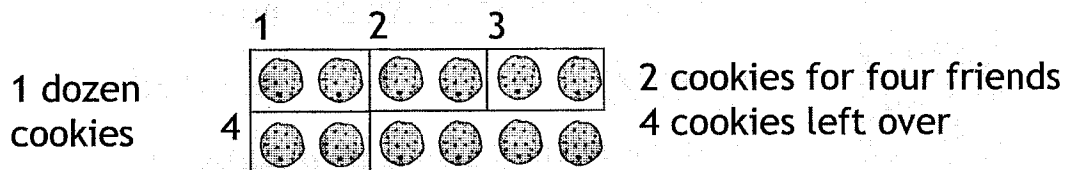
caught in a storm

Math Problems

Write your answer to each problem. Use the space at the right to work out the problem. You may use blocks or cut out a lot of pieces of paper to figure out the problem. The first one is done for you.

1. You have a dozen cookies and you want to share them with four of your friends. If you each have two cookies, how many cookies will be left over?

Answer: 4 cookies left



2. Your mom is making cheese sandwiches to take on a picnic. She has 12 slices of cheese. If she puts 3 slices on each sandwich, how many sandwiches can she make?

Answer: 4 sandwiches

How many sandwiches can she make if she only puts 2 slices of cheese on each one?

Answer: 6 sandwiches

3. You are grocery shopping with your parents and your mother gets a 5-pound bag of potatoes. There are 3 or 4 potatoes in a pound. About how many potatoes does the bag contain?

Answer: 15 to 20 potatoes

4. There are ten children at your birthday party, including you. The party cups you're using hold 8 ounces each. How many 32-ounce bottles of soda will you need to fill each cup once?

Answer: 2 1/2 bottles of soda

What Happened First?

In each group, number the sentences 1, 2 and 3 to show the order in which they happened. The first one is done for you.

1

2

3

3

1

2

2

1

3

2

3 They decided to cut the cake in half.

1 There was one piece of cake on the plate.

2 Stephen and Beth both wanted a piece.

2 Melissa did not want to play checkers.

3 They decided to play a game they both liked.

1 Kyle asked Melissa to play checkers with him.

1 It was Show and Tell day in Stephanie's class.

3 She came up with a way to solve the problem.

2 Stephanie forgot the things she wanted to show the class.

1 Jane and David were about to play a game.

2 Lori asked if she could play, too.

3 Then they found that there weren't enough game pieces.

3 Stephen's father helped to solve the problem.

2 Beth and Stephen could not get the paint off the back pack.

1 Craig left his back pack at Stephen's house.

Prof. Pickle:

Hello, there. I'm Professor Pickle and I'm what you call a problem solver. In other words, I help people solve problems. For example, here's a problem I helped solve just the other day.

Lights please.

It seems Stephen and Beth both wanted a piece of cake, but there was just one piece left. That's quite a pickle to be in.

How would you have solved this problem?

My solution was to just cut the piece of cake in half and share. Now, that way they could both have a piece of cake. Bingo, problem solved! Anyone can be a good problem solver and I can show you how. All you have to do is ask three questions. The first question is "What's the problem?"

On a winter day, there was a huge storm. It was too stormy to go outside or go to a friend's house and Kyle and his sister Melissa were stuck inside all day. Kyle was getting bored, so he decided to ask Melissa to play checkers with him.

Kyle:

Melissa, do you want to play checkers?

Melissa:

No.

Prof. Pickle:

Kyle felt very sad, and bored.

He wanted to play with someone, but Melissa, the only person to play with, didn't want to play with him. That was his problem and he didn't know how to solve it. So, at first he didn't do anything, and doing nothing that wasn't a solution. Then his mom gave him a great idea.

Kle:

Melissa doesn't want to play with me.

Mother:

Did you ask her?

Kyle:

Yes. I asked her to play checkers and she said no.

Mother:

Did you ask her why she doesn't want to play?

Kyle:

No.

Mother:

Well, why don't you ask her?

Kyle:

Okay. Melissa, why don't you want to play with me?

Melissa:

It's not that I don't want to play with you. I don't want to play checkers.

Kyle:

Oh! Do you want to play something else?

Melissa:

Sure.

Kyle:

How about Candy Land?

Melissa:

Nah.

Kyle:

Chutes & Ladders?

Melissa:

I don't like that either.

Prof. Pickle:

Kyle thought he had suggested just about every game he knew, and he was about to give up. But then, he decided to ask Melissa what game she wanted to play.

Kyle:

Melissa, what game do you want to play?

Melissa:

How about cards?

Kyle:

Okay.

Melissa:

Want to play Go Fish?

Kyle:

Sure!

Melissa:

I'll shuffle the cards.

Prof. Pickle:

Kyle had a problem that he thought he couldn't solve, so he didn't do anything. But then he learned that the best way to solve a problem is to ask questions and find answers. The first question to ask is "What's the problem?" That's how Kyle found out that the problem wasn't that Melissa didn't want to play with him. The problem was that Melissa didn't want to play checkers. Once he knew that, he was well on his way to solving his problem.

MUSIC VIDEO

If you're caught in a pickle
and you don't know what to do.
Or if you're stuck in a jam
that's as sticky as glue.
Don't just sit around and be sad
Find the problem and you'll see.
Problem solving is as easy as one, two, three.

. . . .

Prof. Pickle:

We've seen that problems don't just go away. They stick around until you do something about them. Asking questions and finding answers is the thing to do. The first question to ask is "What's the problem?" After you figure out what the problem is, you have to find a way to solve it. That means asking a second question. And the second question is "What can I do?" Lights please. Watch this.

Stephanie was getting ready to leave for school and she was excited because today was Friday —Show-and-Tell day in her class. During the week, the students had been talking about animals. So today, everyone was supposed to bring in two things about animals to show the class. Well, Stephanie had decided to bring in a picture of her cat Max and one of his toys. The night before, she left the picture and the toy on the kitchen counter. But she left the house without them.

Mitchell:

Stephanie, what did you bring for Show and Tell?

Stephanie:

Show and Tell! Oh no! I forgot my stuff.

Prof. Pickle:

Stephanie had a problem she needed to solve. So she asked herself the first question. What's the problem?

Stephanie:

The problem is I don't have anything for Show and Tell.

Prof. Pickle:

Now Stephanie has to ask herself, right, the second question.

Stephanie:

What can I do?

Mitchell:

Show and Tell is right after morning recess. What are you going to do?

Stephanie:

I don't know. I have to think of something.

Prof. Pickle:

So, Stephanie thought about Max. What could she show and tell the class about Max? She really wanted everyone to see what he looked like. Since she didn't have the photograph of Max, she thought the next best thing would be...

Stephanie:

I can draw a picture of Max!

Prof. Pickle:

She figured she could do that during recess. That was a solution to one part of her problem. She still needed something to replace the toy she left at home. Then she remembered how Max plays with her shoelaces when she's tying her shoes.

Stephanie:

I can tell the class how Max likes to play with my shoelaces!

Prof. Pickle:

So Stephanie asked the question, "What can I do?" and she came up with some great answers. And they worked.

At first, Stephanie wasn't sure what to do. So she asked the first question in solving problems. Right, "What's the problem?" Her answer: she didn't have her stuff for Show and Tell. Then she asked the second question, "What can I do?" and she came up with some good answers that would solve the problem—draw a picture of her cat and tell a story about how he plays with her shoelaces. Problem solved!

MUSIC VIDEO

If you're caught in a pickle
and you don't know what to do.
Or if you're stuck in a jam
that's as sticky as glue
Just think of what you can do
about the problem then you'll see
Problem solving is easy as one, two three.

• • • •

Prof. Pickle:

So far we've learned that there are two questions you can ask to help solve a problem. The first question is "What's the problem?" The second question is "What can I do to solve the problem?" But sometimes there's more than one answer to that question. So then you have to ask a third question. The third question to ask is "What will happen?" Let's see how that works.

Lights, please.

Jane and David were just about to play a game during recess when their friend Lori asked if she could play, too. When they opened the box, they discovered that some pieces were missing.

Lori:

Hey, what happened to all the pieces?

Prof. Pickle:

Jane, David and Lori had a problem. So they asked the first question in problem solving. That's right. "What's the problem?"

David:

What's the problem?

Lori:

We've got three players and only two game pieces.

Jane:

Three people can't play with two pieces.

Prof. Pickle:

They knew the problem. Three people can't play with two pieces. Then they asked the second question: "What can we do to solve the problem?"

David:

Well, Jane and I were here first, so we should play.

Lori:

We could play a different game.

Jane:

What if we take turns playing?

Prof. Pickle:

Jane, David and Lori all came up with ideas of what to do. They're all ideas that would solve the problem. But what solution would work best? They had to figure that out. So, they asked the third question in problem solving "What Will Happen?" Then they went through each person's idea. First they asked, "What will happen?" if they tried David's solution.

David:

Well, Jane and I were here first, so we should play.

Lori:

That's not fair. I really want to play with you guys.

Prof. Pickle:

So they knew that David's idea wouldn't work, because Lori would be left out. So, they asked "What will happen?" if they tried Jane's idea.

Jane:

What if we take turns playing?

David:

There's not enough time. Someone won't get to play.

Prof. Pickle:

So, that wasn't a good solution. Then they asked "What will happen?" if they tried Lori's idea.

Lori:

We could play a different game.

Jane:

But I really wanted to play this one.

Prof. Pickle:

That won't solve the problem either. They needed some more ideas. So they decided to go back and ask the second question in problem solving again. "What can we do?"

They all thought for a few seconds, then Jane came up with another solution.

Jane:

We could use something else as a game piece.

Lori:

Like what?

David:

I have a penny. Could we use this?

Prof. Pickle:

What do you think? What will happen if they use a penny?

David:

Great. Let's all play right now.

Prof. Pickle:

Lori, David and Jane all wanted to play the game, but they didn't have enough pieces. How did they solve their problem? They asked three easy questions: "What's the problem?", "What can I do?" and "What will happen?" And, you know what? They found a solution—use a penny as an extra game piece. And everyone got to play. Problem solved!

MUSIC VIDEO

If you're caught in a pickle
and you don't know what to do.
Or if you're stuck in a jam
that's as sticky as glue.
Just think of what will happen
if you try each remedy.
Problem solving is easy as one, two three.

. . . .

Prof. Pickle:

There are lots of problems you can solve on your own by asking the questions "What's the problem?", "What can I do?" and "What will happen?" But, you know, sometimes a problem can be really tough to solve. You might try everything you can think of, and nothing will work. What do you do then? Lights.

Beth:

Oh, oh. I got paint on your new backpack.

Stephen:

It's not mine.

Beth:

Whose is it?

Stephen:

Craig's. He left it here yesterday.

Beth:

Oooh.

Stephen:

He's going to pick it up tomorrow. What are we going to do?

Beth:

Maybe we should just wash it off.

Stephen:

Let's try it.

Prof. Pickle:

Stephen and Beth had a problem. Beth accidentally splashed paint on Craig's backpack. Their first solution was to try washing it off.

Beth:

It's not working.

Prof. Pickle:

Soap didn't work. So they came up with another solution.

Stephen:

Hey, I have an idea.

Beth:

What?

Stephen:

How about if we cover the spots up with stickers?
What do you think?

Beth:

It doesn't look too good. Besides, isn't Craig going to wonder why all of a sudden there are stickers all over his backpack?

Stephen:

You're right. How about if we don't say anything? Pretend like nothing happened?

Beth:

Stephen?!

Stephen:

Or we could say the paint was there already.

Beth:

It's lying.

Stephen:

We can't pretend it didn't happen and we can't lie and we can't cover it up with stickers.

Beth:

And we can't wash it out. What else can we do?

Stephen:

Let's ask my dad. Maybe he can think of something.
See, Dad.

Dad:

Let me take a look. You need a special cleaner for this. And we are going to have to leave it out overnight to dry.

Stephen:

Will it be done by tomorrow?

DAD

If we get started right away, it shouldn't be a problem.

Prof. Pickle:

So, with help from Michael's dad, they used the cleaner on the paint stain and let the backpack dry overnight. The next morning, Michael went to see if it had worked.

Stephen:

It worked! The paint's gone!

Prof. Pickle:

Problem solved! Trying different ideas is a great way to solve a problem. But knowing when to ask an adult for help is just as important. So, the next time you have a problem, just ask yourself three questions: "What's the problem?", "What can I do?", "What will happen?" And, if you can't solve the problem yourself, ask a grown up for help. Remember...in a pickle? Problem solving is easy as one, two three!

The End

TEACHER'S 'S NOTES