**Lesson Title:** Problem and Solution

**Grade:** Preschool

**Teacher:** Fio Lazarte

1. **Standard(s):** [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text.

**Content/Language Objective:** TLWBAT identy the problem and solution in a story.

**Assessment:** Students will be given a “✓” if they answer a question about Little Red Riding Hood, a “-“ if they did not meet this goal, and a “+” if they ask a question/give answer.

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| Key Vocabulary | Materials |
| * “Character”-review * “Describe”-review * “Setting” – review * “problem and solution” - NEW | * “Little Red Riding Hood” * Large poster paper |

**Getting Started:** *(how am I going to get their attention? How am I going to link it to their previous knowledge/backgrounds?)*

Do you remember when we talked about Story Elements? We talked about characters, who remembers what characters mean? Children will respond: the people or animals in our stories. Then we learned about Setting, who remembers what does Setting mean? Children will respond: where our stories are happening. That is right! But we learned about one more thing! The sequence! Who can tell me what Sequence means? Is the beginning, middle and end in a story!. That is right!

Wow! You guys remembered all the story elements we talked about and that is very very exciting! Because I have one more to talk about! Is called PROBLEM AND SOLUTION.

**Lesson Sequence:**

1. Problem and solution in a story, is how the problem in the story is going to be solved.
2. For example, we have problems in our daily life for example, the poster board is broken right now!, but how can I solve my problem? I will put some tape on it. Is my problem solved now? Yes!
3. Oh! I just spilled some water on the table! How can I solve my problem? Students will respond: Use a paper towel and dry the table!
4. Every problem that we have can be solved!
5. **I have a problem! I have this book and the page is ripped! I want you to talk to your partner and tell him/her how can I solve my problem? What can be the solution?**
6. **After partner talk and listening to the solutions… I heard great great ideas! I will tape this book and next time we will be more gentle with our books so it doesn’t happen again!**
7. **There are problems in the stories we read too! I have this book and after we read I want you to tell me what is the problem in this story! Ok? Let’s listen to the story first.**
8. After reading the story… Lets go through our story elements chart and name find out the elements!
9. Where was the setting? Students respond. Who where the characters? Students respond. What was the problem in the story? Students respond and we know that if there is a problem, there is also a solution. What was the solution in the story? Students respond.
10. What was the sequence of our story? Who can tell me? Students respond.
11. I have picked some especial books for this lesson! These books are from the library and they all have a problem and a solution!
12. I want you and your partner find a book and discuss what the problem might be and what the solution might be. You can do that by looking at the pictures!

**Closure: (After children spend some time looking through books and discussing, teacher will pay attention to students discussion for sharing time). I heard some great discussions! I want you to share with the class what you found out! (Teacher will use this opportunity to call out on students for modeling and assess objectives)**

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| **Lesson Features for English Language Learners**  *(Highlight)* | | |
| **Preparation** | **Scaffolding** | **Group Options** |
| Adaptation of content | Modeling | Whole class |
| Links to background | Guided practice | Small groups |
| Links to past learning | Independent practice | Partners |
| Strategies incorporated | Comprehensible input | Independent |
|  |  |  |
| **Integration of Processes** | **Application** | **Assessment** |
| Reading | Hands-on | Individual |
| Writing | Meaningful | Group |
| Speaking | Linked to objectives | Written |
| Listening | Promotes engagement | Oral |

*Adaptation of Content:* Have you adapted the content of this lesson for English Language Learners or different learning styles?

* Using a visual chart.

*Links to Background*: Have you linked this lesson to students’ personal backgrounds (community events, family events, cultural elements).

* No

*Links to Past Learning*: Have you linked this lesson to students’ previous learning experiences?

* We are familiar with the story elements.

*Strategies Incorporated*: Have you incorporated strategies to help all learners, especially English Language Learners? (Strategies may include visuals, real objects, video, slowing your pace of language, choral reading/singing, linking between languages, etc.)

* Explicit modeling
* Partner talk
* Picking a book in partners.

**Scaffolding:**

*Modeling*: Will you model something in this lesson so students know how to accomplish the task/goal?

* Yes! I will model finding the problem and the solution in a story.

*Guided Practice*: Will students practice with teacher guidance a particular task or skill?

* Yes! Shared reading in partners: partners will share the skill of asking questions with teacher/class.

*Independent Practice*: Will students work independently on a particular task or skill?

* No, they will work with their partners and teachers.

*Comprehensive Input*: Did you consider the students’ academic, social, and emotional development when designing your talk and the activities in this lesson?

* Yes! This is a new concept for many of the students. They will be supported by peers and teachers as needed.