

Prerequisite Concepts and Skills:

Definition (vague idea) of problems and solutions
Respectful sharing and listening
Past problems and solutions they have experienced

Indigenous Connections/ First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Students learning about emotional regulation through problem solving and will help support their wellbeing inside and outside the classroom.

- Learning involves patience and time.

This principle is one that always applies to all lessons and should be actively acknowledged in the classroom to make connections to it. Giving students time to think and extra time when needed is always an option. Also, it is important for students to know they may not learn everything right away because it takes time and patience.

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

Throughout the lesson students will have opportunities to reflect on past experiences to make connections to the new information. There will also be a heavy focus on relationship building in the classroom.

Universal Design for Learning (UDL)

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:

- Visual Aids such as, videos, photos
- Highlighting key vocabulary words and discussing meaning prior
- Brainstorming and giving time to collect thoughts.
- group discussions
- written instructions on the board and verbally stated.
- listening to oral video in addition to spoken word

2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:

- Movement
- writing
- oral discussions
- checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps
- graphic organizers and templates for data collection and organizing information
- alternative scaffolds

3. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:

- Multiple sources of consistent, specific and encouraging feedback
- Encourage self-reflection.
- Varied levels of noise, collaboration, and output.

- collective elements and individual aspects including group work and group discussions.
 - Group work might make it easier for students to feel heard and be comfortable sharing.
 - Group discussions can help students make connections and get ideas.
 - writing options during reflections

Differentiated Instruction (DI):

For students who are uncomfortable sharing orally and participating verbally in class discussion it will be stated that everyone must share but it can be done through different outputs such as, writing, drawing, sharing a video and other options can be discussed and considered. Oral sharing will be encouraged but alternative options available for everyone.

For students who get easily distracted or deal with sensory overload I will use a noise meter on the projector to keep noise levels down but also create a quiet corner in the classroom where students can go to work.

For students who struggle with transitions a timer can be used for students to track how much time they have

For students who like kinesthetic learning we will use regular active brain breaks.

For students who like auditory learning class discussion and oral sharing will be used.

For students who like visual learning there will be videos shown in class, instructions written on a whiteboard, artwork and photos in PowerPoints.

Scaffolded worksheets will be made for students who need to utilize them

Materials and Resources

Whiteboard markers
 Projector
 Pencil
 Worksheet
 Book/video link

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction/Hook: Ask students: What is a problem? What is a solution? Ask students to pay attention to the problem solving before watching the read aloud. Listen to Book: "The Little Mouse, The Red Ripe Strawberry, and THE BIG HUNGRY BEAR" https://www.youtube.com/watch?v=cELSeYq2aul	Listen and participate in discussion. Watch Video	10 minutes
Body: Ask how did the mouse solved the problem? Are there other ways he could have solved the problem?	Share answers. Brainstorm different solution	30 minutes

-dismiss groups to get supplies (crayons) -draw scene where the problem is solved another way (change the ending)	Handout sheets Get supplies Work on handout/drawing	
Closure: -ask students to share (3-5 depending on time) -write ideas on the board	Share endings Listen respectfully	5 minutes

Organizational Strategies:

<p>Schema activation Physical activity during hook to serve as intro to concept and brain break Visibly random group selection work prepared for early finishers have students help handout worksheet Instructions written on the board Proximity use if needed Giving time for responses (waiting) Not talking until everyone is quiet During transitions counting down to show how much time they have</p>
--

Proactive, Positive Classroom Learning Environment Strategies:

<p>group work manipulative resources positive and encouraging tone praise effort use job helpers to keep routines (ex. Paper passers) circulating</p>

Extensions:

<p>Problem solving Skits. Who are people who can help us problem solve? Big problems versus little problems Reactions and controlling emotions. Consequences of actions Decision Making: how do we make decisions</p>

Reflections (if necessary, continue on separate sheet):

<p></p>
