# Persist in Problem Solving

Name _____     Parent Name_____     College_____

**Day One:** *I am capable. I am a thinker. I can figure it out. I am a future leader.*

| | |
|---|---|
| **Identify the problem:**<br><br>What do you want to find out? | |
| **Describe any barriers:**<br><br>What will be difficult about solving this problem? | |
| **Make a prediction:**<br><br>Based on the information you have what do you think the best solution will be? | |

After you understand the Problem of the Week (POW), circle three ways you want to show your work:

| | |
|---|---|
| Make a diagram | Multiply, divide, skip count, repeated addition |
| Draw a picture | Make a connection |
| Create a table | Role play |
| Draw a chart | Build a model |

**Day 2:**

Develop an action plan:

Identify the steps you will take to solve this problem? (as many steps as you need)

| Step 1 | Step 2 | Step 3 | Step 4 |
| --- | --- | --- | --- |
| | | | |

**Day 3**

**Day 4:**

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## Interpret your findings

Reflect on the process and solution(s).

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| | |
|---|---|
| **Reflect on your results:**<br><br>Summarized your solution. | |
| **Reflect on challenges:**<br><br>Are you satisfied? | |
| **Reflect on alternate solutions:**<br><br>What might you want to do try instead? | |

**The message we seek to send to our children** is; you are **capable**, you are a **thinker**, you can **figure it out!**
To do this, we emphasize *process* over *product*. If your child is getting it "wrong," DO NOT give the answer. Keep asking questions and facilitate thinking.

**Extend your child's thinking by...** Asking questions that encourage language development (verbal, written, and receptive). Paraphrase; repeat what the child said. Add extra information; keep the child thinking. Add new vocabulary to build future problem solving skills.
**Remember...** If you can answer "yes" or "no" the question is not open-ended. *Open-ended questions require more "think" time so be patient as you wait for children to respond, don't jump in and give the answer!*

**Use the following questions to help guide your child when completing the problem of the week:**

| | |
|---|---|
| Tell me about what you saw? | What makes this work? |
| Tell me what this reminds you of? | What did you notice happening when you _____? |
| What can we do to get it to work? | What is difficult for you right now? |
| What do you think will happen next? | What would you do different next time? |
| What did you see happening? | How do you know that is the right answer? |
| What do you notice about _____? | Why do you think_____? |
| What do you think caused it to change? | Why did you choose _____ over _____? |
| What do you think would happen if you _____? | Can you describe what happened? |
| What happened at the beginning, middle or end? | Can you think of a new way to do it? |
| What did you learn? | Can you help me think this through? |
| How do you know that? | Do you have any other ideas? |
| How did you work it out? | How are they alike, different? |
| How would you explain it to a friend? | How could we make it work? |
| How might you do it differently? | How could we work together to solve this? |
| What information do you need to solve this? | Why did that happen? |
| What would happen if _____? | How did you get that to work? |

# Problem Solving Skill Ratings

| Performance Area | **(3)** "I got this!" | **(2)** "I'm working it out." | **(1)** "I need more practice." |
|---|---|---|---|
| (A.) Identifying a problem (Day One) | ❏ My child can restate the problem, name possible areas of difficulty, and make a prediction grounded in evidence. | ❏ My child can restate the problem and discuss possible areas of difficulty. | ❏ My child needs my assistance restating the problems and/or identifying areas of difficulty. |
| (B.) Developing a plan to solve a problem (Day Two) | ❏ My child can create a clear plan to solve the problem and name two alternative methods. | ❏ My child can develop a plan to solve a problem. | ❏ My child needs my assistance to develop a plan. |
| (C.) Testing Possible Solutions (Day Three) | ❏ My child can execute a plan of action using more than one strategy. | ❏ My child can execute a plan using one strategy. | ❏ My child needs my assistance executing an action plan. |
| (D.) Interpreting Findings (Day Four) | ❏ My child can summarized his/her solution, name challenges, and offer other possible strategies. | ❏ My child can restate their solution and name challenges. | ❏ My child needs help restating his/her solution. |
| **Total Score** | **___ / 12** | **(3-6=Nearly Met   6-9=Meeting   10-12=Exceeding)** | |

Weekly Progress Tracker

Each week record your child's progress using the key below. Have your child help you record his/her scores. Notice patterns and key areas to focus on the following week. **You can attend parent workshop on Thursdays from 4-5PM for additional assistance and collaboration.**

| Performance Area | Overall score |
|---|---|
| 1= Red<br>2= Yellow<br>3= Green | 3-6 = Nearly Met (Red)<br>6-9 = Meeting (Yellow)<br>10-12 = Exceeding (Green) |

| | Example | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (A.) Identify the Problem | 2 | | | | | | | | | | |
| (B) Develop a Plan | 1 | | | | | | | | | | |
| (C) Testing Solutions | 3 | | | | | | | | | | |
| (D) Interpret Findings | 2 | | | | | | | | | | |
| Overall | 8 | | | | | | | | | | |