

Wonder and Solve

Students watch simple classroom events, then ask questions and notice problems to solve.

K.1.A “ask questions and define problems based on observations or information from text, phenomena, models, or investigations;”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 SPOT PROBLEMS

a	SLOWER	LOUDER	GREEN
b	WET	STRONG	LOUD
c	MELTS	READS	CLOSES

2 ASK IT

RAMP	
BRIDGE	

HOW TO RUN THIS PAGE

Read every choice aloud and give students time to watch each event before they mark the page. In this activity, students use what they observe to ask a question or name something that could be improved.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • SPOT PROBLEMS

SAY “We will watch a short test for each row. What do you notice, and which word makes a question about what happened? Circle your choice.”

ROW	SAY	STUDENTS CIRCLE
a	I will tip a book to make a ramp and roll a pencil down it. We want the pencil to stop before it reaches the table edge. What question could we ask? Read with me: “How can we make the pencil go slower, louder, or green?” Circle the word that makes a question about the pencil's motion.	SLOWER
b	I will place a paper strip across two books and add paper clips until the strip bends. What problem could we try to solve? Read with me: “How can we make the paper bridge wet, strong, or loud?” Circle the word that makes a question about solving the problem.	STRONG
c	I will open the classroom door and let go. What question could we ask about what you observed? Read with me: “Why does the door melt, read, or close?” Circle the word that makes a question about the door.	CLOSES

PART 2 • ASK IT

SAY “Look again at the ramp and the paper bridge. What question can you ask about each one? Say your question, then write its first question word, HOW, WHY, or WHAT, in the box.”

- Box 1 (beside RAMP): **HOW, WHY, or WHAT**
- Box 2 (beside BRIDGE): **HOW, WHY, or WHAT**

WHAT TO ACCEPT

Circle-row answers are SLOWER, STRONG, and CLOSES. In the writing boxes, accept HOW, WHY, or WHAT when the student can orally ask a connected question about the ramp or bridge that could be investigated.