

Crayon Plan Check

A teacher-led decision-making sequence using a classroom crayon problem.

1.18.B “use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.”

NAME _____

DATE _____

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

1 MATCH STEPS _____

PROBLEM

•

•

COUNT

INFORMATION

•

•

WORK?

CHECK

•

•

FIND

2 CHOOSE AND CHECK _____

a

MIXED

COUNT

SORT

b

MIX

SORT

HIDE

c

NO

MAYBE

YES

HOW TO RUN THIS PAGE

Read every word, question, and choice aloud. Students connect problem-solving steps to actions, then identify a problem, choose a solution by considering its result, and decide whether the solution worked. Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MATCH STEPS

SAY “Listen as I read the words in both columns. Draw a line from each word on the left to the word on the right that goes with it.”

- **PROBLEM** matches **FIND**
- **INFORMATION** matches **COUNT**
- **CHECK** matches **WORK?**

PART 2 • CHOOSE AND CHECK

SAY “We will solve a crayon problem together. Listen to each question and the words I read, then circle your choice.”

ROW	SAY	STUDENTS CIRCLE
a	The crayons are mixed up, and no one can find red. Which word names the problem? The words are MIXED, COUNT, and SORT. Circle the word you choose.	MIXED
b	We can mix all colors in one cup, sort colors into cups, or hide the crayons. Which plan makes a color easier to find? The words are MIX, SORT, and HIDE. Circle the plan you choose.	SORT
c	We sort the crayons into cups. Sam finds red quickly. Did our plan work? The words are NO, MAYBE, and YES. Circle your answer.	YES

WHAT TO ACCEPT

Match PROBLEM to FIND, INFORMATION to COUNT, and CHECK to WORK?. Circle MIXED, SORT, and YES.