

Solve the Puddle

Follow each step from a problem to a tested solution.

2.17.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 _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the problem, circle the information the class gathered, number the three options 1, 2, and 3, and put a star by the chosen solution to trace how the class solved the problem.

A Safer Doorway

- ① At recess, water puddled by the classroom door. Students tracked mud inside, and the floor became slippery. Ms. Lee asked the class to solve the problem. First, they watched the doorway and gathered information about when and where the water appeared.
- ② The class listed three options: put a towel down, ask an adult to mop, or place a boot tray outside. A towel was quick, but it stayed wet. Mopping worked, but an adult might be busy. The tray could catch boots after rain.
- ③ The class chose the boot tray. The custodian put it outside the door, and students used it for one week. Then the class checked the floor after recess. There was less mud and no slipping, so they decided the tray was an effective solution.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What problem did the class need to solve, and what information did they gather?

2 What were one advantage and one disadvantage of asking an adult to mop?

3 How did the class check whether the boot tray worked? What did they find?

3 YOUR TURN _____ Your own words

Think of a small problem at school. Fill in one row to show the information you would gather, your options with advantages and disadvantages, your choice, and how you would check whether it worked.

PROBLEM	INFORMATION TO GATHER	OPTIONS, ADVANTAGES, AND DISADVANTAGES	CHOICE AND ACTION	CHECK THE RESULT

PART 1 • READ AND MARK

Underline the problem, circle the information the class gathered, number the three options 1, 2, and 3, and put a star by the chosen solution to trace how the class solved the problem. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What problem did the class need to solve, and what information did they gather?	The doorway puddle made the floor muddy and slippery. The class watched to learn when and where the water appeared.
2	What were one advantage and one disadvantage of asking an adult to mop?	Mopping worked, but an adult might be busy.
3	How did the class check whether the boot tray worked? What did they find?	They checked the floor after recess after using the tray for one week. There was less mud and no slipping.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Pencils roll off our table | I saw six pencils fall during math. | Pencil cup: easy to use, but may tip. Drawer: stays closed, but takes longer. | We chose a pencil cup because it was easy to reach, and put it in the middle. | After two days, no pencils fell, so it worked.

Accept answers that accurately identify the passage steps and use passage details. For the table, accept any realistic school problem that includes information gathering, options with a pro and con, an action, and a way to evaluate the result.