

Plan, Vote, Check

Trace how a class solves a problem together.

2.17 "Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: use democratic procedures to collaborate with others when making decisions on issues in..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that begins, "The problem was." Circle the two choices. In paragraphs 2 and 3, number the eight sentences from 1 to 8 to show the order the class used to solve the problem.

A Safer Art Shelf

- ① After art class, Ms. Lin saw open paint cups and hard brushes. The problem was that art supplies were not put away safely. At the class meeting, students wanted a plan that everyone could use.
- ② First, partners looked at the art shelf and asked classmates what made cleanup hard. They listed two choices: use a picture checklist or assign two cleanup helpers. The checklist could help everyone remember, but it might get paint on it.
- ③ Cleanup helpers could be quick, but absent helpers would leave work undone. Each student shared an idea. Then the class voted. The checklist won. Students put it in a plastic sleeve and used it for one week. On Friday, they checked whether supplies were safe.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did the partners gather information about the cleanup problem?

2 What was one good point and one hard point about using a picture checklist?

3 What did students do to use their chosen solution? What did they check after one week?

3 YOUR TURN _____ Your own words

Your class is bothered by noisy pencil sharpening. Complete the four rows with short phrases. Include two choices with a good point and a hard point for each, then tell how the class will vote, use its choice, and check whether it worked.

PLAN STEP	YOUR RESPONSE

PART 1 • READ AND MARK

Underline the sentence that begins, “The problem was.” Circle the two choices. In paragraphs 2 and 3, number the eight sentences from 1 to 8 to show the order the class used to solve the problem. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the partners gather information about the cleanup problem?	They looked at the art shelf and asked classmates what made cleanup hard.
2	What was one good point and one hard point about using a picture checklist?	It could help everyone remember, but it might get paint on it.
3	What did students do to use their chosen solution? What did they check after one week?	They put the checklist in a plastic sleeve and used it. They checked whether supplies were safe.

PART 3 • YOUR TURN (SAMPLE ANSWER)

PLAN STEP	YOUR RESPONSE
Information to gather	Ask classmates when pencil sharpening is loud.
Two choices	Sharpen at 8:30 is quick but may interrupt work. A hand signal is quiet but students may wait.
Vote and use	Vote for a sharpening time. The teacher posts 8:30 on the board.
Check	On Friday, ask if the class was quieter.

Accept reasonable information students could gather, two options, and accurate advantages and disadvantages. The final rows should include a class vote, a clear action for using the choice, and a way to check whether it helped.