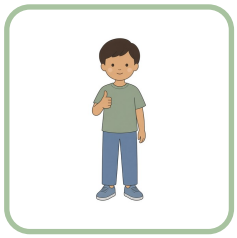
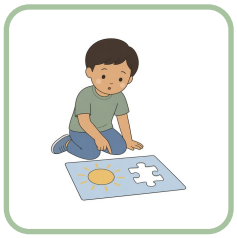
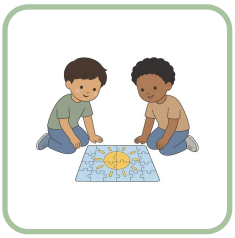
Name: _____

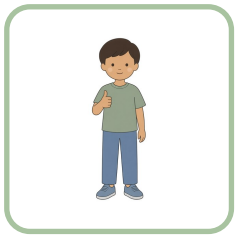
Circle the problem.

Look at the pictures. Circle the problem.

1

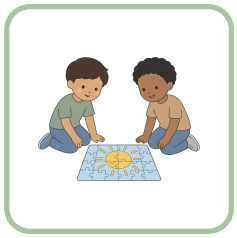




2





3





Trace the word.

Trace the word idea.



idea
idea
idea

Name: _____

Ideas for the missing piece: cut and glue.

Cut out the pictures. Glue the ideas in the box.

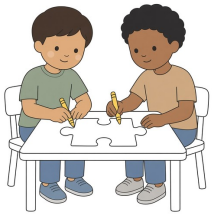
Glue here.

✂ Cut on the dashed lines.









Who can I ask?

Circle people you can ask.







my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











try

think

ask

ideas

try again

Fill in the word.

Pick a word from the box. Write it in the space.

problem · ideas · try · ask



1. What is the _____?



2. Sam thinks of three _____.



3. If it does not work, _____ again.

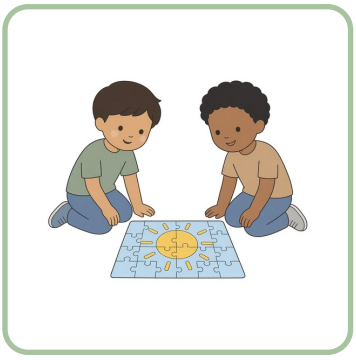


4. Sam can _____ their teacher.

Name: _____

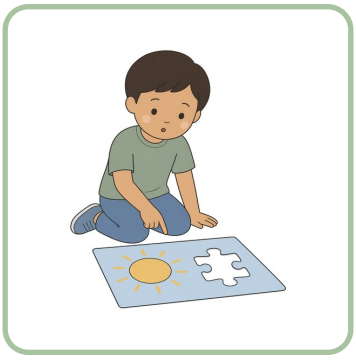
First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam tries one and it works

☐



Sam sees the problem

☐



Sam thinks of ideas

☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Problems can have many answers.

2. If one idea fails, I give up.

3. Asking is a problem-solving idea.

4. Only I can fix my problems.

Name: _____

My problem steps.

Draw or write the four steps.

1	2	3

Two ideas.

Write or draw two ideas. What might happen?



- ☐ idea 1
- ☐ what might happen
- ☐ idea 2
- ☐ what might happen
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “My scissors do not work for my hand.”

2. “I forgot my library book.”

3. “My backpack will not close.”

Today.

Today I solved...

What idea worked?

Problem Solving · Answers

For grown-ups

Name: _____

Answers

E1: row 1: puzzle-gap; row 2: left-scissors; row 3: full-backpack
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam think = think; sam-three-ideas = ideas; look-under-table = try; check-box = try again; sam tell teacher = ask
D2: 1. problem; 2. ideas; 3. try; 4. ask
D3: 1. Sam sees the problem; 2. Sam thinks of ideas; 3. Sam tries one and it works
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Keep a visual of the four steps where problems happen (table, backpack hook, play area).
- Generate ideas together before judging them. Accept unusual ideas: they are often creative.
- Talk about what might happen with each idea as information, not as a test.
- Normalize "it did not work" and model trying another idea.
- Include asking for support as a full, valid strategy.
- Reduce demands when the child is overwhelmed. Problem solving works best when regulated.