

CL-17A

Solving Problems Peacefully

Grades K–1

Interpersonal Effectiveness

Small Problem, Big Problem

Students help story characters size problems, learn six small-problem tools, and practice telling a trusted adult right away when a problem is big.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Small or Big?

BIG IDEA Small problem? Try a tool. Big problem? Tell a trusted adult right away.

1 I CAN

- ☐ tell if a story character's problem is small or big.
- ☐ name tools kids can use to fix a small problem.
- ☐ show what to do for a big problem: tell a trusted adult right away.

KEY WORDS / PALABRAS CLAVE

problem	problema
small problem	problema pequeño
big problem	problema grande
tool	herramienta
take turns	tomar turnos
trusted adult	adulto de confianza

2 MATERIALS

- ☐ A stuffed animal or puppet to be Gael (optional)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Small or Big? cards (p. 6), one set
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the two signals: small (pinch your fingers close together) and big (stretch your arms out wide).
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Small or Big? cards apart if you plan to do the extension.

3 STANDARDS

Texas Model
5th ed., 2018

Interpersonal Effectiveness

ASCA Standards
Mindsets & Behaviors, 2021

B-SS 1 Effective oral and written communication skills and listening skills · B-SMS 2 Self-discipline and self-control

Health TEKS
K §115.12(b)(3)(F) · Gr 1 §115.13(b)(3)(H)

identify and practice ways to solve conflicts with a friend (K) / identify and practice ways to solve conflicts with friends and peers (Gr 1)

Health TEKS
Gr 1 §115.13(b)(9)(A)

discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult ... Big problems go to a trusted adult right away.

Social Studies TEKS
K §113.11(c)(15)(B) · Gr 1 §113.12(c)(18)(B)

use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, ... choose and implement a solution, ...

ELA TEKS
K §110.2(b)(1)(D) · Gr 1 §110.3(b)(1)(D)

work collaboratively with others by following agreed-upon rules for discussion, including taking turns (K) / ... including listening to others, speaking when recognized, and making appropriate contributions (Gr 1). Used in partner talk.

Character traits
TEC §29.906(b)(5)

responsibility, including ... self-management skills, and self-control

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. This is Gael, a story character in first grade. Some problems are small. Some problems are big."

DO Teach two signals. **Small problem:** pinch your fingers close together, tiny like an ant. **Big problem:** stretch your arms out wide, big like an elephant. Read each part of Gael's recess; students show a signal.

SMALL "Gael and Liam both want the red ball."

SMALL "Gael wants a turn on the swing. He has to wait."

BIG "Itzel falls off the monkey bars. Her arm hurts, and she can't get up."

ASK "Why is Itzel's problem big?" (She is hurt.) Say: "A small problem is one kids can try to fix. A big problem needs a trusted adult right away."

TEACH 5 min

DO Show the projector page. Read the Small and Big panels. Point to each small-problem tool and read it; students echo.

- 1 **Talk it out.** Say what you want, and listen to your friend.
- 2 **Take turns.** "You go, then I go."
- 3 **Share.** "Let's use it together."
- 4 **Ask nicely.** "Please stop." Say it in a calm, strong voice.
- 5 **Walk away.** Go play somewhere else.
- 6 **Get a timer.** "Two minutes each, then switch."

SAY "A problem is big if someone could get hurt, someone is unsafe, or kids tried a tool and it's still not fixed. Then tell a trusted adult right away: a teacher, the counselor, the nurse or the bus driver. Never fight back: no hitting or pushing. Telling to keep someone safe is not tattling."

Take turns and share are review from cycle 11. Say "a kid" for anyone who makes an unsafe choice.

PRACTICE 9 min

DO · 2 MIN Small or big? Read each one; students show a signal. Small: partners turn and tell which tool could help. Big: everyone raises a hand and says, "Tell a trusted adult!"

SMALL 1. Bruno and Zoe both want the green marker.

BIG 2. At recess, Nayeli sees a kid throwing rocks.

BIG 3. Joaquín said, "Please stop," and walked away. A kid keeps poking him.

SMALL 4. In line, Óscar keeps bumping Jack.

Item 2 is big: someone could get hurt. Item 3 is big now: Joaquín tried two tools, and it's still not fixed. Tools for 1: share, take turns or a timer. For 4: "Please stop."

DO · 7 MIN Worksheet. Help students write their name. Read each Part 1 item aloud; students circle SMALL or BIG. Read the Part 2 story twice; students draw Gael and Isaac using a tool and copy one tool from the word bank.

Answer key. Part 1: Small 1, 2, 4; Big 3, 5, 6. Part 2: any small-problem tool, such as taking turns, sharing or getting a timer.

WRAP-UP 3 min

SAY "Remember Gael and Liam? They both want the red ball. Small or big?" (Small.) "Which tool can they try?" Take two answers. "Gael says, 'Let's take turns. You go first.' Small problem? Try a tool. Big problem? Tell a trusted adult right away."

CHECK "Show me small or big: Regina sees a kid pushing kids on the slide ladder." (Big: arms out wide. Tell a trusted adult right away.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 1 together; students draw Part 2 later.

5 OPTIONAL EXTENSION · 10 MINUTES

Small or Big?. Put the SMALL and BIG cards from page 6 on two sides of the carpet. Students stay in their spots for the whole game: no running.

- 1 Review the signals in place: pinch your fingers for small, stretch your arms out wide for big (2 minutes).
- 2 Hold up a picture card and read it. Students show small or big. A helper puts the card by the SMALL or BIG sign. For a small card, the class names a tool. For a big card, everyone raises a hand: "Tell a trusted adult!" (6 minutes).
- 3 Last round: read card 8. Ask, "They tried a tool, and it's still not fixed. Is it small or big now?" (Big: tell a trusted adult.) (2 minutes).

Key: Small 1, 3, 4, 6; Big 2, 5, 7, 8. No time to cut? Show page 6 on the document camera and point to each card.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

The signals and pictures work in any language. Point out cognates: *problema*, *turno*. Teach *pequeño* / *grande*. Let partners talk in Spanish first. Frame: "It is a small problem. / It is a big problem."

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point instead of circling. For Part 2, students may draw only, and you can write the tool word with them.

STRETCH

Ask: "Why does a big problem need a trusted adult right away?" Early finishers draw a second tool Gael and Isaac could try.

7 QUICK CHECK

During the signals: if many students mix up small and big, replay Gael's red ball and Itzel's fall before the worksheet.

After class: I collect the worksheets and sort them into "all 6 right" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

Words Are Not for Hurting by Elizabeth Verdick (Free Spirit, 2004). Spanish edition: *Las palabras no son para lastimar (bilingual)*. A short book about choosing words that help, not hurt.

My Mouth Is a Volcano! by Julia Cook (NCYI, 2005). Spanish edition: *¡Mi boca es un volcán! (2021)*. Louis's words keep bursting out, and he learns to wait for his turn to talk. Pairs with "Talk it out."

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 17

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Small problem? Try a tool: talk it out, take turns, share, ask nicely, walk away or get a timer. Big problem? Tell a trusted adult right away."

ES "¡Buenos días, Yellow Jackets! ¿Un problema pequeño? Usen una herramienta: hablen y escuchen, tomen turnos, compartan, pidan con amabilidad, aléjense o usen un temporizador. ¿Un problema grande? Avisenle de inmediato a un adulto de confianza."

HALLWAY IDEA

Post two big paper signs in the K-1 hallway: "Small problem? Try a tool." with a paper wrench, and "Big problem? Tell a trusted adult." When a teacher spots a class using a small-problem tool, the class adds a paper wrench with its class name, such as "Room 12."

TEACHER TIP

Coach in the moment: "Is this a small problem or a big problem? Which tool can you try?"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Gael could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Small problem or big problem?

A small problem is one kids can try to fix. A big problem needs a trusted adult right away.



Small problem



Kids can try to fix it.



Pick a tool below.



Signal: pinch your fingers.



Big problem



Someone could get hurt.



Someone is unsafe.



Kids tried. It's still not fixed.



Signal: arms out wide.



Talk it out.

Say it. Listen.



Take turns.

"You go, then I go."



Share.

"Let's use it together."



Ask nicely.

"Please stop."



Walk away.

Play somewhere else.



Get a timer.

"Two minutes each."



**Big problem? Tell a trusted adult right away.
Never fight back.**

Small Problem, Big Problem

A small problem is one kids can try to fix. A big problem needs a trusted adult right away.

Part 1 Small or big? Circle SMALL or BIG.

- | | | | |
|---|---|--|--|
| 1 |  Two kids want one crayon. |  SMALL |  BIG |
| 2 |  Paola bumps Ben's block tower. |  SMALL |  BIG |
| 3 |  Grace fell. She is hurt. |  SMALL |  BIG |
| 4 |  Ruby hums at quiet time. |  SMALL |  BIG |
| 5 |  A kid climbs the fence. |  SMALL |  BIG |
| 6 |  Elena asked nicely. It didn't stop. |  SMALL |  BIG |

Part 2 Try a tool! Draw Gael and Isaac using a tool.

At centers, Gael and Isaac both want the toy truck. It is a small problem.



Gael and Isaac at centers

They can _____

Word bank: take turns · share · get a timer

Small or Big?

✂ Cut on the dashed lines.

Look at the card. Is it a **small** problem or a **big** problem? Show the signal.



SMALL problem: try a tool.



BIG problem: tell a trusted adult right away.



1. Two kids want one puzzle.



2. A kid throws rocks.



3. A kid cuts in line.



4. Kids can't agree on a game.



5. A kid points scissors at someone.



6. A kid splashes at the sink.



7. A kid leaves the playground alone.



8. They tried. Still not fixed.

Small? Name a tool!



Talk it out.



Take turns.



Share.



Ask nicely: "Please stop."



Walk away.



Get a timer.

Solving Problems Peacefully

Cómo resolver problemas en paz

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **small problems and big problems** with the school counselor. With story characters, we practiced telling them apart. A small problem is one kids can try to fix. A big problem needs a trusted adult right away.

SMALL PROBLEM OR BIG PROBLEM?

Small-problem tools: talk it out · take turns · share · ask nicely, "Please stop" · walk away · get a timer. · **Big problem** (someone could get hurt, someone is unsafe, or kids tried and it's still not fixed): tell a trusted adult right away. Never fight back.

TRY THIS AT HOME

1. When children have a small problem, you might ask, "Is this a small problem or a big problem? Which tool can you try?"
2. Remind your child that telling a grown-up about a big problem is not tattling. It helps keep everyone safe.

TALK ABOUT IT AT HOME

"What is one tool a kid can use to fix a small problem?"

Your child may bring home a drawing of Gael and Isaac. Ask your child which tool Gael and Isaac used.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **los problemas pequeños y los problemas grandes** con la consejera escolar. Con personajes de cuentos, practicamos cómo distinguirlos. Un problema pequeño es uno que los niños pueden intentar resolver. Un problema grande necesita la ayuda de un adulto de confianza de inmediato.

¿PROBLEMA PEQUEÑO O PROBLEMA GRANDE?

Herramientas para problemas pequeños: hablar y escuchar · tomar turnos · compartir · pedir con amabilidad: "Por favor, ya no hagas eso" · alejarse · usar un temporizador. · **Problema grande** (alguien puede salir lastimado, alguien no está seguro, o los niños ya lo intentaron y no se ha resuelto): avisarle de inmediato a un adulto de confianza. Nunca responder con golpes. (En clase usamos las palabras en inglés *small problem* y *big problem*.)

PARA PRACTICAR EN CASA

1. Cuando los niños tengan un problema pequeño, puede preguntarles: "¿Es un problema pequeño o un problema grande? ¿Qué herramienta pueden usar?"
2. Recuérdele a su hijo(a) que avisarle a un adulto sobre un problema grande no es acusar a nadie: ayuda a que todos estén seguros.

PARA PLATICAR EN FAMILIA

"¿Qué herramienta puede usar un niño o una niña para resolver un problema pequeño?"

Es posible que su hijo(a) traiga a casa un dibujo de Gael e Isaac. Pídale que le cuente qué herramienta usaron Gael e Isaac.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar