



## LESSON 2: Understanding a Problem

### LESSON OVERVIEW

This lesson will allow students to develop an understanding of various problems and their possible solutions, while developing empathy skills as they explore different character perspectives. Students will continue to use the YIPLit theme book, the guidepost for their invention journey. After reading the book aloud, the students will summarize the story from multiple characters' points of view.

This lesson may be used as a stand-alone lesson or extended to further incorporate Lessons 1, 3, 4, 5, 6, 7, 8.

### OBJECTIVE

Students will be able to:

- Demonstrate empathy by understanding what it means to have different perspectives.
- Identify the characters and problems in a fictional story.
- Identify problems that may be different than the original intention of the story.
- Summarize the story from the different characters' points of view.

### MATERIALS

- Google Slides: YIPLit Lesson 2
- Book: ***Walrus in the Bathtub*** by Deborah Underwood, illustrated by Matt Hunt; ISBN-10: 0803741014 OR...
- Read-aloud Video: <https://youtu.be/-dIJrpgFoVs> Reading time- 5:33
- Character Chart Worksheet (included in YIPLit Inventor's Journal)
- Pencils, pens, markers or crayons and paper for writing/drawing
- YIPLit Inventor's Journals

### NOTES FOR THE TEACHER

Teacher may use slides provided or lead instruction and discussion on their own.

Students will continue to record their activities in the YIPLit Inventor's Journal throughout the YIPLit curriculum and should have their journals for every YIPLit lesson. You may allow students to take their journals home for work outside of class, or you may wish to keep them in the classroom.

### INSTRUCTION & ACTIVITIES

***Teacher may lead the following lesson plan with flexibility to adapt as needed to fit technology and class format:***

***Teacher Instruction:***

Begin by reminding the students about what they learned about INVENTION or INNOVATION (if they previously did Lesson 1). Choose an invention in the classroom (it may be one discussed in the last session) and ask: “Why do you think the inventor invented it?” “Who do you think the inventor was thinking about when they invented this?”

After a brief discussion about the reason the inventor may have invented something, why and for whom, the explain the concept of EMPATHY: Understanding other people’s PERSPECTIVE (*point of view, views, issues, problems, feelings*) is a key part of inventing. This is called EMPATHY; with empathy, you may be able to invent something new because you are now able to look at an OBSTACLE (*problem, challenge*) in a way you had never considered.

Introduce a quick visual exercise to illustrate EMPATHY. Show a picture (included in the Google Slides: Lesson 2) of a field of flowers. Ask the class these questions: “Describe what you see.” and “How does it make you feel?” After a brief discussion, ask the students how others may think or feel when seeing this picture? “What do you think (a wizard, a superhero, a fairy- or insert your own ideas) may think or feel when seeing this picture?” Solicit a series of responses to illustrate that, depending on who is experiencing the OBSTACLE (*problem, challenge*) will determine their response to it.

**Read Aloud (10 minutes):**

Go back to the theme book, **Walrus in the Bathtub** by Deborah Underwood, illustrated by Matt Hunt. Before reading, ask students to think about the different characters in the book and the problems/challenges they have as you read.

Read aloud again the book, **Walrus in the Bathtub**, and pause using Think Alouds throughout (“I wonder who this is a problem for?”, “What problem might \_\_\_\_\_ have with the Walrus?” “I wonder how \_\_\_\_\_ feels right now?”, etc.)

(If video book is used, teacher can incorporate Think Alouds by stopping video briefly for questions. A video read aloud of the book is in the Google Slides if you choose to share the video).

**Activity: Problem Identification using Character Chart (10 minutes)**

Divide students into pairs, small groups, or have them work individually in this activity.

Ask students to think about the characters, consider how they are feeling, and create a list of problems that each of the characters may have with the Walrus living in the bathroom. You may decide to assign students 2-3 characters to work on or have students come up with them on their own. Ask for 2-3 potential problems per character. Then, have them complete the Character Chart Worksheet (included in the YIPLit Inventor’s Journal). After some time to work independently, pair/small group students to share their ideas. Did they think of the same characters? Did they identify the same or different problems? Finally, bring the class together for a discussion.

**Teacher Instruction:**

Discuss with the class how the activity relates to the Invention Process. How did they identify and solve problems? How is this similar to what an inventor might do?

**Activity: New Story Summary (10 minutes)**

Ask students to choose one character and one of their problems from the Character Chart Worksheet. Have them draw or write a new summary of the story based on that specific character’s perspective. Teacher models an overall summary first “This story is about a family who moved into a new house and

discovered that a walrus was already living in the bathtub! The family is surprised by the unwelcome guest and doesn't know what to do!"

*NOTE: You may use separate paper for this activity- it is not necessary to add this to the YIPLit Inventor's Journal.*

**Closure/Check for understanding:**

Students will use a Ticket Out the Door or in a Think-Pair-Share ask students to share their new story summary.

**IDEAS FOR VIRTUAL INSTRUCTION**

**Video/Digital Reading:**

*Students may watch a video read aloud of the book, **Walrus in the Bathtub** by Deborah Underwood, illustrated by Matt Hunt; Read-aloud Video: <https://youtu.be/-dIJrpgFoVs> or read a digital version on their own.*

**Problem Identification using Character Chart**

*Ask students to identify different characters in the book and the problems they have. They may complete the Character Chart Worksheet in the YIPLit Inventor's Journal. Students can also share their ideas in the chat, using a shared document or Zoom breakout rooms.*

**Draw Your Thoughts:**

*Ask students to choose one problem statement from their list and draw or write a new summary of the story based on that specific character's perspective.*