STOP BOT
Problem-Solving with Tasks

Infant-Toddler

This story follows a community effort of thinking creatively to retrieve a lost toy. It displays many ways to think of solutions and trying them out to solve a problem.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES
Children will:	**Teachers will:**

THINK

♦ Plan ways to solve problems based on knowledge and experience

♦ Ask open-ended questions

TEACHING TIP

When adults are too quick to fix a problem for a child, children lose the opportunity to build their own skills and confidence in finding solutions. Encouraging children to "keep trying" by asking open-ended questions during task-related problems is a supportive way to help children discover how things work on their own. This builds children's problem-solving skills and encourages resilience when experimenting with how to solve challenges. Through stories, we can prompt children to think about a potential problem and revisit whether certain solutions worked or not.

1. INTRODUCE
♦ "Have you ever tried to reach something you couldn't get? It can take a lot of tries to solve a problem like that. We're going to read a book called, *Stop Bot* today. I wonder what solutions you think will solve the problem in this book."

2. READ THE BOOK
♦ Pause occasionally to ask open-ended questions about how the characters can get the bot back.
♦ Comment on the possible solutions to the problem for children to consider.

Ask Open-Ended Questions		
Read: "Stop! Bot!" **Ask:** "The bot is flying away because the child's controller isn't working! What would you do to get the bot back? How would you solve this problem?" **Comment:** "Maybe the people living in the building will have tools that can help grab the bot."	**Read:** "…spoon snag your bot?" **Encourage:** "I wonder if this person's fork and spoon will be able to grab the bot? What do you think? Why not?" **Comment:** "Maybe if they tried to capture it by putting it in between the fork and spoon, they could get the bot. But they might need to try a different tool."	**Read:** "I've got the bot!" **Ask**: "How did this person solve the problem? Why did giving the gorilla's bananas work out?" **Comment:** "The gorilla dropped the bot when he opened his hand to grab the banana. Then they grabbed it in their hands! They tried so many different solutions."

3. REVIEW
♦ "There were so many silly ideas about how to get the bot back in this book. Some of the ideas the people tried didn't work, but they kept trying to figure it out! When we solve problems it's helpful to remember what has worked out before."

4. KEEP IT GOING
♦ Provide both naturally challenging materials and challenging tasks to give children extra opportunities problem-solve and stick with an issue (even if it results in a little frustration sometimes!). This can look like giving open-ended tasks, like retrieving items using a tool, or more structured materials, like puzzles and shape sorting boxes.