Bright Path Sped

24 CARDS

3 LEVELS



BIG VS SMALL PROBLEMS

Task Box Sort Cards & Mats

Preview : Bright Path Sped

Big Problem vs Small Problem Sort

A size-of-the-problem task box in 3 levels. Start here.

What's inside

- 24 scenario cards: a short sentence and a picture on every card
- 3 levels, each with its own sort mat and cut page (6, 9 and 9 cards)
- A size-of-the-problem poster, a sorted-mat model, a Level 3 write page, size words and a note on how to decide size
- Level 2 again as an ink-saver mat and cards (9 more pieces)
- Answer key, data sheet, filled example, progress roll-up, helper card and a note for home



The three levels

- **Level 1, circle.** Two bins, SMALL and BIG, with a small child picture labeling each bin. The cards are the clearest ones.
- **Level 2, square.** Three bins: SMALL, MEDIUM and BIG. Each card has a sentence, a picture and a face; the student decides the size from the sentence, and the face is a clue.
- **Level 3, triangle.** The same three bins, each with a response under its name. Then the student circles a size and writes a plan.

Three steps

- 1. Print one mat and its cut page for each student. Read the cards aloud if needed.
- 2. The student cuts the cards apart (straight lines only) and glues each one in a bin.
- 3. Check with the key (a grown-up decides size, page 3), fill in the data sheet, and change levels when you decide.

PREVIEW

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Talk About It

Words to say while you sort

problem	**small**	**medium**
big	**bigger**	**smaller**
fix	**help**	**grown-up**
safe	**sort**	**same**
different	**plan**	**ask**
tell	**now**	**later**

Sentence starters

- "This is a small problem. I can _____."
- "This is a medium problem. I can ask _____."
- "This is a big problem. I get a grown-up to _____."
- "I think it is _____ because _____."

Questions to ask at the table

- What happened? What is the problem?
- Can you fix it yourself? Who could help you?
- Is anyone in danger? Do we need a grown-up now?
- Would this be a small, medium or big problem at home? At school?

Ways to extend

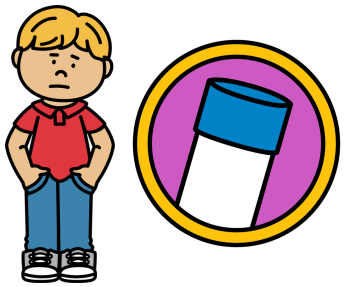
- Ask the student to tell about one small problem from today, and what they did.
- Read a short story, then stop and ask whether the problem in it is small, medium or big.
- Sort the cards a second way: problems at school and problems at home.
- Draw one small problem and one big problem on a blank page.

PREVIEW

Look. Each problem is in its bin.

My name _____

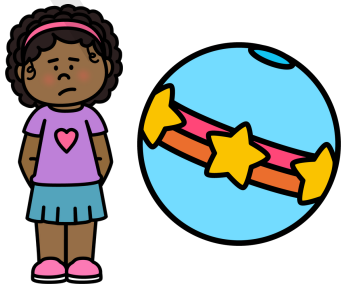
SMALL



I spilled my glue.

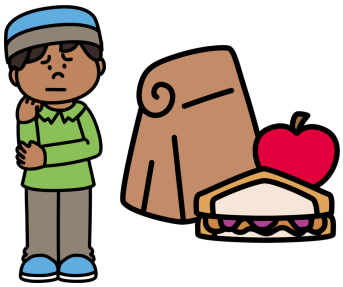


I dropped my cup.

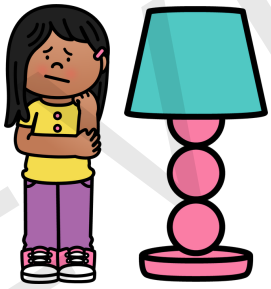


My ball rolled away.

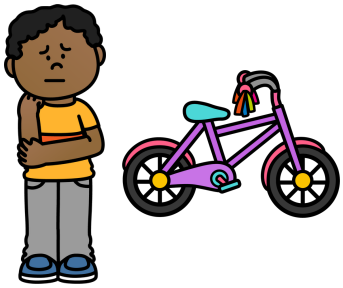
MEDIUM



I forgot my lunch.

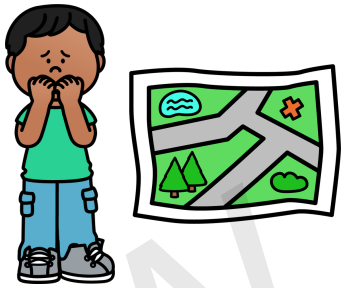


The lights went out.



My bike has a flat tire.

BIG



I am lost and cannot find my class.



A stranger is knocking at the door.



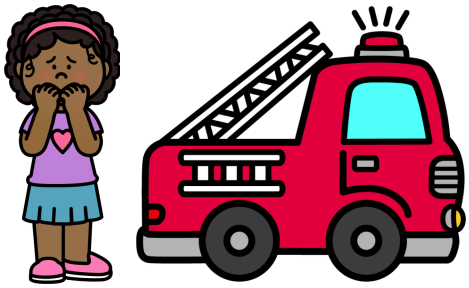
Someone did not get back on the bus.

PREVIEW

Cut out each card.

My name _____

1



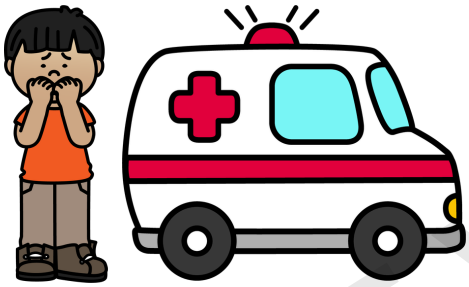
There is a fire.

2



A tornado is coming.

3



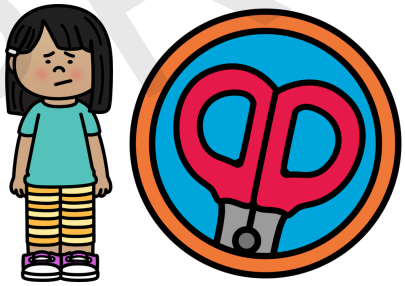
Someone fell and is hurt.

4



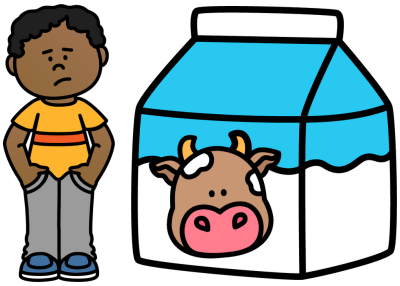
My crayon broke.

5



My scissors will not cut.

6



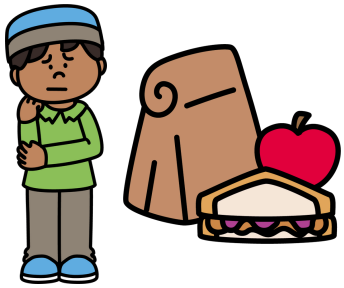
I spilled my milk.

PREVIEW

Cut out each card.

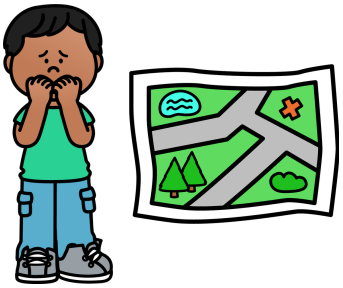
My name _____

1



I forgot my lunch.

2



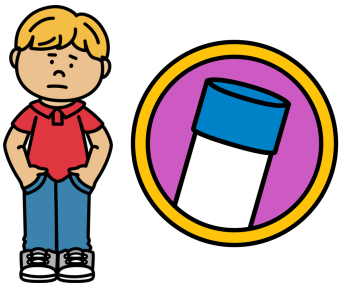
I am lost and cannot find my class.

3



The lights went out.

4



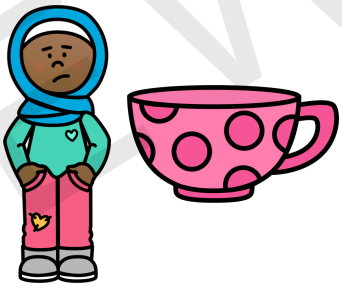
I spilled my glue.

5



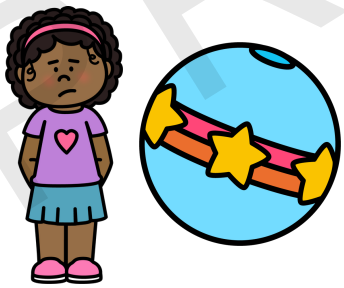
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6



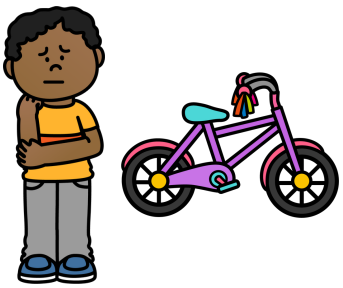
I dropped my cup.

7



My ball rolled away.

8



My bike has a flat tire.

9



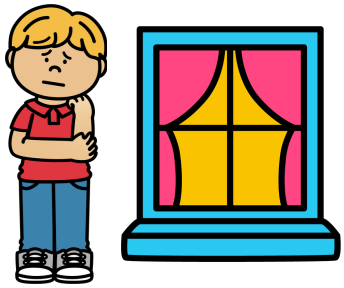
Someone did not get back on the bus.

PREVIEW

Cut out each card.

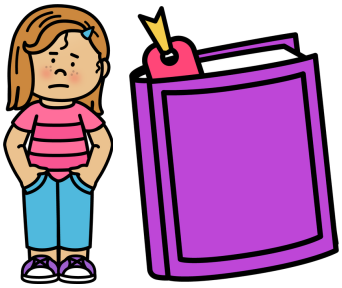
My name _____

1



A window is broken.

2



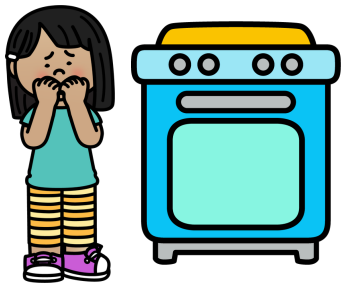
My book fell on the floor.

3



My backpack zipper is stuck.

4



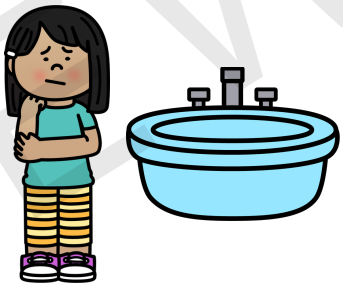
Smoke is coming from the oven.

5



A tree fell on our house.

6



Water is dripping from the sink.

7



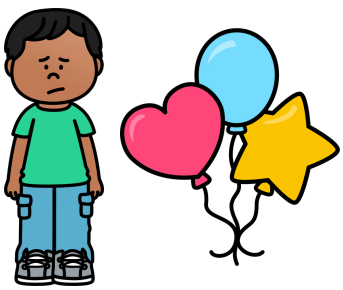
I lost my house key.

8



A car is coming and I am in the road.

9



My balloon popped.

PREVIEW

Glue each card in its bin.

My name _____

SMALL 	MEDIUM 	BIG 

PREVIEW

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Answer Key

A starting point. The adult decides what is small, medium or big.

Level 1: 6 cards, numbered on the cut page

1 firetruck BIG	2 tornado BIG	3 ambulance BIG	4 crayon SMALL	5 scissors SMALL	6 milk SMALL

Level 2: 9 cards, numbered on the cut page

1 lunch MEDIUM	2 map BIG	3 lamp MEDIUM	4 glue SMALL	5 door BIG	6 cup SMALL	7 ball SMALL	8 bicycle MEDIUM	9 bus BIG

Level 3: 9 cards, numbered on the cut page

1 window MEDIUM	2 book SMALL	3 backpack SMALL	4 oven BIG	5 house BIG	6 sink MEDIUM	7 key MEDIUM	8 car BIG	9 balloon SMALL

When a student sorts it a different way

- Ask, "Tell me why." A good reason is worth hearing.
- Ask, "Who could help with this one?" and "Can you fix it yourself?"
- If you agree, change the card on your key. If not, say what makes it bigger or smaller.

On Level 3, the response under each bin goes with its size: SMALL, I can fix it. MEDIUM, I ask for help. BIG, get a grown-up now. Your school may use different words, so cross out and write your own.

Cards I changed for my class: _____

_____

_____

PREVIEW

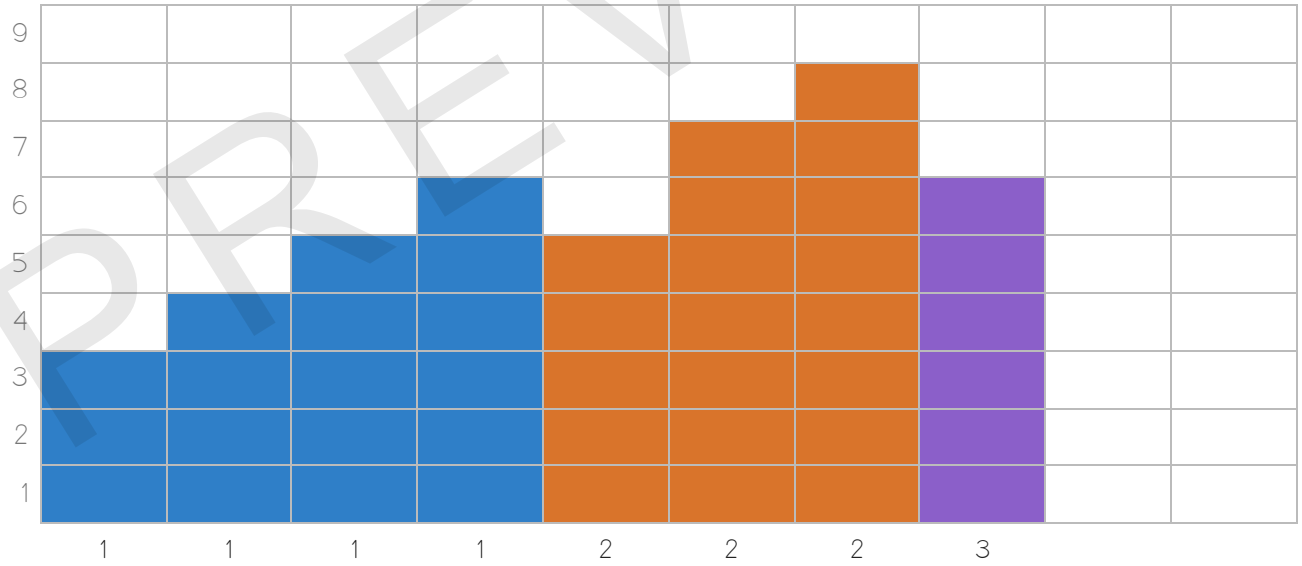
Preview : Bright Path Sped

Filled Example

Invented example. Sam is not a real student; these numbers are made up.

Date	Level	Correct	Notes
Oct 6	1	3 / 6	needed help to hear the sentence
Oct 8	1	4 / 6	looked at the picture first
Oct 13	1	5 / 6	fixed one card after a second look
Oct 15	1	6 / 6	all on the first try
Oct 20	2	5 / 9	medium bin was new
Oct 22	2	7 / 9	said the three names out loud
Oct 27	2	8 / 9	one card moved after talking
Oct 29	3	6 / 9	named a plan for each size

The same scores on the roll-up chart



Each column is one session. The number under it is the level. A filled square is one correct card.

- Level 1: first score 3, best score 6 out of 6
- Level 2: first score 5, best score 8 out of 9
- Level 3: first score 6, best score 6 out of 9

PREVIEW

Preview - Bright Path Sped

Helper Card

For a paraprofessional, a sub or a volunteer running this task box

Before you start

- Student has a mat, the matching cut page, scissors and a glue stick.
- The level is in the small line at the bottom of each page. Use the level the teacher wrote below.
- Answer key: page 16 of this book. Keep it out of the student's sight.

Run it

- Read each card with the student, or let them read it. Say: "What happened? Is it small, medium or big?"
- Let the student cut, sort and glue. Wait before you help.
- If the student picks a different bin, ask why. A good reason is worth hearing. The teacher makes the final call.
- Mark the data sheet: date, level, number correct.

Write in

Level for today: _____ Words our class uses for a big problem (the teacher fills this in):

_____

_____

If something is not working, tell the teacher. Who to tell:

_____

PREVIEW

What's Next

Keep going with problem sizes

- Mix the Level 2 and Level 3 cards into one pile and sort them on the Level 3 mat.
- Have the student make two cards of their own on blank paper: a small problem and a big problem.
- Role play the plan for a small problem, a medium problem and a big one.

More from Bright Path Sped

New task boxes and classroom resources are added regularly. Follow Bright Path Sped on TPT to see them first.

If this task box helped, a short note on the product page helps other teachers find it. Questions are always welcome there.

PREVIEW