



Writing Mat 5b: Expository Writing: Problem and Solution

Mat 5b builds on skills from Mat 5a. With Mat 5b use a specific structure to write sentences about a problem and finding a solution. The directions and mat are identified by the sun symbol, meaning it is for young writers with more advanced ability.

Students: Plan your idea by writing sentences about an idea or topic that has a problem and a solution. Use the words in the Some Words To Use box to guide your writing. Write two sentences for the problem, and two for the solution.


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Use QR code to access
a video of how to use
the mat!



TENNESSEE
READING
RESEARCH
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TRACING LETTERS:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

SOME WORDS TO USE:

problem	solved	
help	one answer	

TIME TO PLAN:

Problem

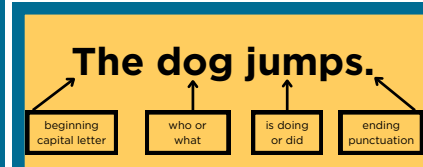
Solution

CHECK YOUR WORK:

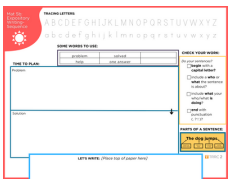
Do your sentences?

- begin** with a **capital letter**?
- include a **who** or **what** the sentence is about?
- include **what** your who/what **is doing**?
- end** with punctuation (. ? !)?

PARTS OF A SENTENCE:



LET'S WRITE: *[Place top of paper here]*



Writing Mat 5b: Expository Writing: Problem and Solution Guide

Print out the page to write on it with a pencil. You also can place the printed page in a plastic sheet protector to use with a dry- or wet-erase marker with a thin point.

TRACING LETTERS:



Parents/Caregivers/Teachers: The mat includes a model of the alphabet in lowercase and uppercase printed letters. The letters are printed with dashed lines so they can be used for tracing practice. For example, your child/student could trace each letter and then say the name of the letter, or they can trace the letters in their name. The alphabet also can be used while writing to help remember how to form each letter.

Students: At the top of your mat, you have the alphabet written in uppercase (capital) and lowercase print. The letters are dashed so that you can practice tracing the letters. Also, use the letters to help you spell words while you write.

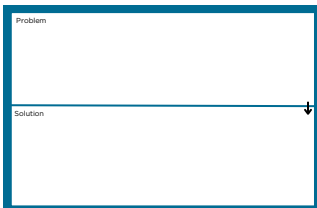
SOME WORDS TO USE:



Parents/Caregivers/Teachers: Another part of the mat is a place to write words your child/student may want to use in their story. This mat includes some words that would be good to use when writing a story that has a problem and solution. Your child may want to use some of those words when they are writing. You can write words that you believe would be difficult for them to write independently. You also could ask them if there are any words that they would like to include in their writing. For example, if their story is about a trip to the park with their dog, Tahlula, you would write the dog's name in a box. You also may want to write the words walk and park. Of course, you want to encourage them to sound out the words and spell the words as best they can, using what they know about letters and sounds. Therefore, don't write all the words your child/student will need. Limit this to words that they would not be able to sound out on their own.

Students: Now that you have your idea and a plan for what you will write, think about some words that might help you write your story. You will see some words are already written in the Some Words to Use box. These are some words that are good to use when writing a story with a problem and solution, so you may want to include these. You can also think about some other words that you might need help spelling. You can write these in the Some Words to Use box, or your parent/caregiver/teacher can write the words for you. Don't forget that your spelling does not need to be perfect. Use what you know about letters and sounds to spell the words.

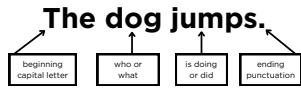
TIME TO PLAN:



Parents/Caregivers/Teachers: In the center of the mat, you will see a space for your child/student to plan the writing of their problem and solution. Planning is an important part of the writing process because it helps your child/student think about what they want to write and how they will put their ideas onto the paper. Help your child/student organize what they would like to write by giving an example of a problem and a solution. Begin by having your child/student think about a time when something went wrong or not the way they had planned; this would be the problem. Now have them think of how they fixed it or how they would solve the problem. Remember that there can be more than one way to solve the same problem. Your child/student can jot some notes in each box. Be sure to have your child/student tell you about their ideas before or after they write their notes in the boxes.

Students: In the center of your mat, you have a space to plan what you want to write. Take a few minutes to think about a problem and how it could be solved. A good way to begin is to think about a time when something went wrong or not the way you planned, this would be the problem. Now think of how you will fix it or how you solved the problem. Remember that there can be more than one way to solve the same problem.

PARTS OF A SENTENCE:



Parents/Caregivers/Teachers: You will see an example sentence in the bottom right-hand corner of the mat. Take a few minutes to read the example sentence and talk about the important parts of a complete sentence. Starting at the beginning of the sentence and moving left to right, point out the parts of the sentence. First, the sentence begins with a capital letter. Next, the sentence must include a subject, or the who or what the sentence is about. The sentence also must include a predicate. A predicate is a verb or the action happening in the sentence. It tells what the subject of the sentence is doing/has done/will do. Finally, the sentence ends with some kind of punctuation. Depending on the sentence, this could be a period, question mark, or exclamation mark. Ask your child/student to think about these parts while they are writing.

Students: Before you start writing, take a look at the sentence in the bottom corner of the mat. You will see that the sentence begins with a capital letter [The]. Your sentence must include a subject. This is the who or what your sentence is about [dog]. You also will need a predicate (verb) that tells what the subject is doing/has done/will do [jumps]. Finally, you will need to end your sentence with some kind of punctuation. It will change depending on your sentence. If you are telling something, use a period [.]. If you are asking something, use a question mark [?], and if you are excited or want to emphasize something, use an exclamation mark [!].

LET'S WRITE:

[Place top of paper here]

Parents/Caregivers/Teachers: The space at the bottom of the mat that says, "Place the top of your paper here," is for your child/student to position a piece of writing paper. This will allow your child/student to refer to the ideas and words recorded on the mat while writing a longer explanation of the sequence or series of events. Remind your child to include the problem and the solution. Encourage your child/student to write two sentences for each part.

Students: The space at the bottom of the mat that says, "Place the top of your paper here," is where you will put your piece of paper. This is so you can see your ideas and words recorded on the mat while you write your story. Remember to include the problem and the solution. Try to write a couple of sentences for each part. Have fun!

CHECK YOUR WORK:

Does your sentence?

- begin** with a **capital letter**?
- include a **who** or **what** the sentence is about?
- include **what** your who/what **is doing**?
- end** with punctuation (. ? !)?

Parents/Caregivers/Teachers: After your child/student is finished writing the sequence of their topic, have them read it aloud. Ask them to check if each sentence makes sense and communicates what they want it to say. Your child/student may need to add, take away, or change the words at this time. Then, help your child/student use the sentence writing checklist to make sure that they have included all the important parts of a sentence. If they are missing any of the parts, prompt your child/student to go back and revise their sentence to include what is missing. Remember to have them use the model sentence to help them check.

Students: After you finish writing the sequence of your topic, read it aloud and check if it makes sense. You can always add or take away parts until your sentences say what you wanted them to say, and the story makes sense. The last step is to use the checklist to make sure you have included all the important parts of a sentence. If not, go back and add them. You can use the model sentence to help you check.

