

Soapstone Porcupine

The Solution the Book Does Not Explain

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Infer how an action solves a problem when the text does not state the reasoning Explain the character's worry, the action another character takes, and why that action solves the problem even though the explanation is not stated.

A problem-and-solution explanation with evidence for the unstated connection.

How can you show why a solution works when the character never explains it directly?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	State the worry Name the problem precisely before discussing the present or action.
7 min	Record what happens Describe the present Stan gives and the important surrounding evidence.
8 min	Infer the connection Explain why the present solves the boy's worry.
7 min	Support the inference Point to details that make the unstated connection reasonable.
4 min	Separate inference from invention Ask whether the explanation is supported by the story rather than merely possible.

ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Use the book independently to complete the evidence page. Require page-based support for the central claim.
SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record the evidence before explaining it.
LISTENING	Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then ask them to justify the choice from the book.

EXTEND

Ask students to test the skill on a second moment or explain why a tempting alternative answer is weaker.

Teacher guidance

Keep the lesson on infer how an action solves a problem when the text does not state the reasoning. The source unit places this move inside What they tried next; this standalone version should still require evidence from the named book rather than general knowledge or memory.

Assessment

- The problem, action, and solution are all named.
- The link between action and solution is inferred from evidence rather than quoted as a stated explanation.
- The source unit warns that the goose was missed deliberately but that the text never states this directly.

Short route · 15 minutes 3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

Telling students the unstated reasoning instead of requiring them to infer it.

Source note

Extracted from the TumbleTA unit What they tried next, using its stated day focus, product, checkpoints, and/or strong-answer criteria. No regional standard is attached to this base skill lesson.

STUDENT EVIDENCE · GRADES 2-3

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Name _____ Date _____ State the worry, describe the present or action, and explain why it solves the problem even though the book does not say so directly.

PART**YOUR RESPONSE****THE WORRY****WHAT STAN DOES****WHY IT SOLVES THE PROBLEM****EVIDENCE****EXIT CHECK**

My explanation is an inference because _____.

TEACHER KEY · GRADES 2-3

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Strong response

A problem-and-solution explanation with evidence for the unstated connection.

Expected evidence

- The problem, action, and solution are all named.

- The link between action and solution is inferred from evidence rather than quoted as a stated explanation.
- The source unit warns that the goose was missed deliberately but that the text never states this directly.

Watch for

Telling students the unstated reasoning instead of requiring them to infer it.

Independent success

The student completes the required evidence product and can explain how the evidence supports the skill claim without relying only on recall or a teacher-supplied answer.

Unit source

What they tried next · Soapstone Porcupine by Jeff Pinkney