

Ben the Inventor

State the Problem Precisely

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short State a problem in a form that can be acted on Write the problem in one sentence that names both what is wanted and what is in the way, then use that sentence to judge whether a proposed attempt actually addresses the problem.

A one-sentence problem statement plus one brief check showing whether an attempt addresses both the goal and the obstacle.

What has to be in a problem statement before somebody can sensibly try to solve it?

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	Name the two parts A usable problem statement says what is wanted and what is stopping it.
6 min	Draft the sentence Write one sentence about Ben's problem before discussing the sequence of plans.
6 min	Test whether it is usable Ask whether someone who has not read the story could suggest a possible attempt from that sentence.
8 min	Check one attempt against it Take one of Ben's plans and ask whether it addresses the stated goal and obstacle.

6 min	Repair the wording Revise the problem statement if the attempt exposes something important that the sentence left out.
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ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Use the book independently to complete the evidence page. Require book-based support for the reasoning.
SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record evidence before explaining.
LISTENING	Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then justify the choice from the book.
EXTEND	Ask students to test the same reasoning move on a second moment or explain why a tempting alternative is weaker.

Teacher guidance

Keep the lesson on state a problem in a form that can be acted on. The source unit places this move inside What they tried next; this standalone version should preserve the source unit's reasoning sequence rather than turn the task into generic problem solving.

Assessment

- A complete statement contains both the desired outcome and the obstacle.
- The problem statement is not presented as the whole Day 1 lesson; it is extracted from the unit's checkpoint/product language.
- The added attempt-check keeps the skill connected to the source unit's larger work on trying plans and analyzing what happens.

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

A vague situation label, or a problem statement that cannot be used to judge whether an attempt actually addresses the problem.

Source note

This standalone is extracted from the unit's problem-statement checkpoint/product rather than treated as a direct copy of Ben's full Day 1 lesson, whose larger focus is the sequence of attempted plans and their different failure reasons.

STUDENT EVIDENCE · GRADES 2-3

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Name _____ Date _____ Write the problem in one sentence. Then test one attempt against your problem statement.

PART	YOUR RESPONSE
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WHAT IS WANTED

WHAT IS IN THE WAY

ONE-SENTENCE PROBLEM

ONE ATTEMPT

DOES IT ADDRESS THE PROBLEM? WHY?

EXIT CHECK

My problem statement is usable because

_____.

TEACHER KEY · GRADES 2-3

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Strong response

A one-sentence problem statement plus one brief check showing whether an attempt addresses both the goal and the obstacle.

Expected evidence

- A complete statement contains both the desired outcome and the obstacle.
- The problem statement is not presented as the whole Day 1 lesson; it is extracted from the unit's checkpoint/product language.
- The added attempt-check keeps the skill connected to the source unit's larger work on trying plans and analyzing what happens.

Watch for

A vague situation label, or a problem statement that cannot be used to judge whether an attempt actually addresses the problem.

Independent success

The student completes the required evidence product and can explain the reasoning sequence without relying only on recall or a teacher-supplied answer.

Unit source

What they tried next · Ben the Inventor by Robin Stevenson