

Cambridge Primary English 0058 · Stage 2

C2-B3

# The Ghost Catcher

Fiction — traditional tale from another culture · A 30-minute lesson with a 15-minute short version.

## Learning intention

### For learners

We are learning to describe where a story happens and who is in it.

### Success criteria

- I can choose accurate evidence from the read-along.
- I can show the learning described by 2Ri.08.
- I can explain how my evidence supports my response.

## Learning objectives

**2Ri.08**

Describe where a story happens and who is in it.

**2Ri.11**

Predict how a story will end.

**2Ra.05**

Understand that stories can come from other times and other places.

# Key vocabulary

|                 |                                 |                  |                                          |
|-----------------|---------------------------------|------------------|------------------------------------------|
| <b>story</b>    | a sequence of connected events  | <b>predict</b>   | to say what may happen using evidence    |
| <b>describe</b> | to give details about something | <b>evidence</b>  | details from a text that support an idea |
| <b>title</b>    | the name of a text              | <b>character</b> | a person or creature in a story          |

## 30-minute lesson

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**Source check:** verified TBL transcript · 4,527 characters

1

### Connect to the text

3 min

2Ri.11

**Read-along:** Show the cover and title before starting the audio.

**Teacher:** Introduce the shared question for The Ghost Catcher without revealing an answer.

**Learners:** Share an initial idea and name what evidence they will listen or look for.

2

### Read or listen for the whole text

8 min

2Ri.08

**Read-along:** Use the complete read-along with the text highlighted; pause only at a natural section boundary.

**Teacher:** Keep the objective visible and prompt learners to track the relevant words, features or events.

**Learners:** Follow the complete text and mark or remember evidence connected to the learning objective.

3

**Locate the strongest evidence**

6 min

2Ri.08

**Read-along:** Replay or reread the section each learner selects as the strongest evidence.

**Teacher:** Model how to point to a precise word, phrase, sentence, feature or event without supplying the learner's choice.

**Learners:** Choose accurate evidence and explain how it connects to the shared question.

4

**Discuss and compare**

5 min

2Ri.11

**Read-along:** Keep the chosen sections visible while pairs compare their evidence.

**Teacher:** Use the supplied supporting objective to structure partner talk and invite a respectful challenge or refinement.

**Learners:** Compare two pieces of evidence and improve the explanation after hearing a partner.

5

**Make the response**

5 min

2Ri.08

**Read-along:** Learners reread independently or follow the audio while completing the response.

**Teacher:** Offer a spoken or written response frame while keeping the evidence requirement unchanged.

**Learners:** Create a response that states an idea and supports it with precise evidence from the text.

6

**Reflect and check**

3 min

2Ri.08

**Read-along:** Return to the evidence section for one final accuracy check.

**Teacher:** Check the response against the objective and ask for one evidence-based revision.

**Learners:** Share the response, verify the evidence and revise one part if needed.

## Reading routes

**Shared question**

How does The Ghost Catcher help us show this learning objective: Describe where a story happens and who is in it.

**Evidence required**

One precise word, phrase, sentence, text feature or event from the read-along, plus an explanation of how it supports the response.

**Solo**

Read independently, mark the strongest evidence and prepare the shared response.

**Supported**

Read with the audio, pause at agreed evidence points and use the response frame.

**Listening**

Listen with the text highlighted, choose evidence from displayed options and give the response orally.

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## Assessment check

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The learner meets 2Ri.08 by giving an accurate response and linking it to precise evidence from the read-along.

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## 15-minute short version

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**1****Set the question****2 min****2Ri.11**

**Read-along:** Show the cover and title.

**Teacher:** State the shared question for The Ghost Catcher.

**Learners:** Say what evidence they will look or listen for.

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**2****Read and locate****6 min****2Ri.08**

**Read-along:** Listen with highlighting, then replay the strongest evidence section.

**Teacher:** Direct attention to the objective without naming the answer.

**Learners:** Select one precise detail that answers the question.

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**3****Respond with evidence****5 min****2Ri.08**

**Read-along:** Keep the selected section visible.

**Teacher:** Provide a response frame if needed.

**Learners:** State an idea and support it with the selected evidence.

4

**Check**

2 min

2Ri.08

**Read-along:** Reread the evidence once.

**Teacher:** Ask whether the evidence fully supports the response.

**Learners:** Confirm or revise the response.

## Learner activity

### Idea, evidence, explanation

Use the read-along to complete each part. Your evidence must come from the text.

1. Write or draw your main idea.

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2. Record the exact place in the text that gives your strongest evidence.

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3. Explain how the evidence supports your idea.

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4. Check and improve one part after partner feedback.

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