

Cambridge Primary English 0058 · Stage 2

C2-U1

Tricksters around the world

Fiction — traditional tales from different cultures · 4 source-bound 30-minute lessons.

Unit overview

This 4-lesson unit uses the supplied read-alongs in their fixed sequence. Every lesson keeps one objective, one shared question and one evidence requirement across solo, supported and listening routes. Learners build towards comparing evidence across the unit's fiction — traditional tales from different cultures texts.

Guiding question

What do these texts help us understand about tricksters around the world?

Success criteria

- I can select accurate evidence from every read-along.
- I can explain how evidence supports an idea.
- I can compare what I learn across the unit's texts.

Learning objectives

2Ra.05

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

2Ri.08

Describe where a story happens and who is in it.

2Ri.12

Work out simple things the text does not say, from what characters say and do.

2Wc.03

Add simple descriptions of places and characters to own stories.

1

Where does this story come from?

Anansí and the Pot of Beans · 2Ra.05

Shared question

How does this text help us show the lesson objective?

Evidence required

One precise word, phrase, sentence, text feature or event, plus an explanation.

Source check: verified TBL transcript · 4,817 characters

1

Connect to the text

3 min**2Ri.08**

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

Teacher: Introduce the shared question for Anansí and the Pot of Beans 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

2Ra.05

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

2Ra.05

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.08

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

2Ra.05

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

2Ra.05

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.

Solo

Read independently and mark the strongest evidence.

Supported

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

Listening

Listen with highlighting, select evidence from displayed options and respond orally.

Assessment check: The learner gives an accurate response and links it to precise evidence from the read-along.

2

How the trick works

Just a Minute: A Trickster Tale and Counting Book · 2Ri.12

Shared question

How does this text help us show the lesson objective?

Evidence required

One precise word, phrase, sentence, text feature or event, plus an explanation.

Source check: verified TBL transcript · 3,530 characters

1**Connect to the text****3 min****2Ri.08**

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

Teacher: Introduce the shared question for Just a Minute: A Trickster Tale and Counting Book 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.12**

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.12**

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.08

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.12

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.12

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.

Solo

Read independently and mark the strongest evidence.

Supported

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

Listening

Listen with highlighting, select evidence from displayed options and respond orally.

Assessment check: The learner gives an accurate response and links it to precise evidence from the read-along.

3

Setting and character

Clever Beatrice · 2Ri.08

Shared question

How does this text help us show the lesson objective?

Evidence required

One precise word, phrase, sentence, text feature or event, plus an explanation.

Source check: verified TBL transcript · 7,993 characters

1

Connect to the text

3 min

2Ri.08

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

Teacher: Introduce the shared question for Clever Beatrice 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.08

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.

Solo

Read independently and mark the strongest evidence.

Supported

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

Listening

Listen with highlighting, select evidence from displayed options and respond orally.

Assessment check: The learner gives an accurate response and links it to precise evidence from the read-along.

4

Write your own trickster

Anansí and the Pot of Beans · Just a Minute: A Trickster Tale and Counting Book · Clever Beatrice · 2Wc.03

Shared question

How does this text help us show the lesson objective?

Evidence required

One precise word, phrase, sentence, text feature or event, plus an explanation.

Source check: 3 verified TBL transcripts · 16,340 characters

1

Connect to the text

3 min

2Ri.08

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

Teacher: Introduce the shared question for Anansí and the Pot of Beans and Just a Minute: A Trickster Tale and Counting Book and Clever Beatrice 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

2Wc.03

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

2Wc.03

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.08

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

2Wc.03

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

2Wc.03

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.

Solo

Read independently and mark the strongest evidence.

Supported

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

Listening

Listen with highlighting, select evidence from displayed options and respond orally.

Assessment check: The learner gives an accurate response and links it to precise evidence from the read-along.

End-of-unit task

Choose evidence from at least two unit read-alongs. Compare what each piece of evidence shows, then explain how both support the unit's guiding question.

