

Cambridge Primary English 0058 · Stage 2

C2-U2

One author, many stories: Robert Munsch

Fiction — stories by well-known authors · Four 30-minute lessons.

Unit overview

Across four Robert Munsch stories, learners meet memorable characters, anticipate patterned endings, practise expressive rereading and compare their responses. Each lesson uses one shared question and evidence requirement across solo, supported and listening routes. The final lesson asks learners to select a favourite and justify the choice with accurate story evidence.

Guiding question

How does Robert Munsch make characters and repeated situations memorable?

Success criteria

- I can describe a character and setting accurately.
- I can predict an ending from a repeated pattern.
- I can read a known section with expression.
- I can compare stories and justify my preference.

Learning objectives

2Ra.03

Talk about texts, giving reasons for what they liked and disliked.

2Ri.08

Describe where a story happens and who is in it.

2Ri.11

Predict how a story will end.

2SLp.01

Read known stories and poems aloud smoothly and with expression.

1

Meet the characters

The Paper Bag Princess · 2Ri.08

Shared question

Who is in the story, where does it happen and how does Elizabeth respond to the dragon?

Evidence required

Name the principal characters, the castle and cave settings, and one accurate action by Elizabeth.

1

Connect

3 min**2Ri.08**

Read-along: Show the cover and introduce the lesson question.

Teacher: Who is in the story, where does it happen and how does Elizabeth respond to the dragon?

Learners: Share an initial response.

2

Read the story

8 min

2Ri.08

Read-along: Listen with the text highlighted; pause at the key repeated event or change.

Teacher: Elizabeth follows the dragon, uses its boasting to exhaust it and discovers how Ronald responds to the rescue.

Learners: Track the relevant character, pattern or performance choice.

3

Find evidence

7 min

2Ri.08

Read-along: Replay the strongest evidence section.

Teacher: Model one accurate detail, then release the remaining search to learners.

Learners: Name the principal characters, the castle and cave settings, and one accurate action by Elizabeth.

4

Talk, perform or record

7 min

2Ri.08

Read-along: Reread independently or follow the audio while preparing the response.

Teacher: Coach pairs without changing the shared objective or evidence requirement.

Learners: Prepare and share the lesson response.

5

Reflect

5 min

2Ri.08

Read-along: Return to the relevant ending or repeated section.

Teacher: Collect evidence from several learners and name one successful choice.

Learners: Revise the response and record one learning point.

Solo

Read independently and mark the evidence.

Supported

Read with the audio and use the response frame.

Listening

Listen with highlighting and answer orally using displayed evidence.

Assessment check: Name the principal characters, the castle and cave settings, and one accurate action by Elizabeth.

2**How will it end?**

Stephanie's Ponytail · 2Ri.11

Shared question

What might Stephanie do after the class copies her again?

Evidence required

Use the repeated cycle of a new ponytail, criticism and copying to support a prediction before the final page.

1**Connect****3 min****2Ri.11**

Read-along: Show the cover and introduce the lesson question.

Teacher: What might Stephanie do after the class copies her again?

Learners: Share an initial response.

2**Read the story****8 min****2Ri.11**

Read-along: Listen with the text highlighted; pause at the key repeated event or change.

Teacher: Stephanie changes her ponytail repeatedly, the class copies each style, and she finally announces a plan she does not intend to follow.

Learners: Track the relevant character, pattern or performance choice.

3

Find evidence

7 min

2Ri.11

Read-along: Replay the strongest evidence section.

Teacher: Model one accurate detail, then release the remaining search to learners.

Learners: Use the repeated cycle of a new ponytail, criticism and copying to support a prediction before the final page.

4

Talk, perform or record

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Read independently and mark the evidence.

Supported

Read with the audio and use the response frame.

Listening

Listen with highlighting and answer orally using displayed evidence.

Assessment check: Use the repeated cycle of a new ponytail, criticism and copying to support a prediction before the final page.

3

Read it with expression

Mud Puddle · 2SLp.01

Shared question

How can the repeated cleaning and puddle scenes sound different as the problem grows?

Evidence required

Read one repeated section smoothly, changing pace, volume or emphasis to match the action.

1

Connect

3 min

2SLp.01

Read-along: Show the cover and introduce the lesson question.

Teacher: How can the repeated cleaning and puddle scenes sound different as the problem grows?

Learners: Share an initial response.

2

Read the story

8 min

2SLp.01

Read-along: Listen with the text highlighted; pause at the key repeated event or change.

Teacher: The puddle repeatedly jumps on Jule Ann after she is cleaned; the washing list grows until she confronts it with soap.

Learners: Track the relevant character, pattern or performance choice.

3

Find evidence

7 min

2SLp.01

Read-along: Replay the strongest evidence section.

Teacher: Model one accurate detail, then release the remaining search to learners.

Learners: Read one repeated section smoothly, changing pace, volume or emphasis to match the action.

4

Talk, perform or record

7 min

2SLp.01

Read-along: Reread independently or follow the audio while preparing the response.

Teacher: Coach pairs without changing the shared objective or evidence requirement.

Learners: Prepare and share the lesson response.

5

Reflect

5 min

2SLp.01

Read-along: Return to the relevant ending or repeated section.

Teacher: Collect evidence from several learners and name one successful choice.

Learners: Revise the response and record one learning point.

Solo

Read independently and mark the evidence.

Supported

Read with the audio and use the response frame.

Listening

Listen with highlighting and answer orally using displayed evidence.

Assessment check: Read one repeated section smoothly, changing pace, volume or emphasis to match the action.

4

Which Munsch story do you like best, and why?

Moir's Birthday · The Paper Bag Princess · Stephanie's Ponytail · Mud Puddle · 2Ra.03

Shared question

Which story is most memorable, and what exact event makes you choose it?

Evidence required

State a preference, give one accurate event as a reason and respond to a different choice.

1

Connect

3 min

2Ra.03

Read-along: Show the cover and introduce the lesson question.

Teacher: Which story is most memorable, and what exact event makes you choose it?

Learners: Share an initial response.

2

Read the story

8 min

2Ra.03

Read-along: Listen with the text highlighted; pause at the key repeated event or change.

Teacher: Moira invites the whole school and solves the resulting food, present and clean-up problems by organising the children.

Learners: Track the relevant character, pattern or performance choice.

3

Find evidence

7 min

2Ra.03

Read-along: Replay the strongest evidence section.

Teacher: Model one accurate detail, then release the remaining search to learners.

Learners: State a preference, give one accurate event as a reason and respond to a different choice.

4

Talk, perform or record

7 min

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5 min

2Ra.03

Read-along: Return to the relevant ending or repeated section.

Teacher: Collect evidence from several learners and name one successful choice.

Learners: Revise the response and record one learning point.

Solo

Read independently and mark the evidence.

Supported

Read with the audio and use the response frame.

Listening

Listen with highlighting and answer orally using displayed evidence.

Assessment check: State a preference, give one accurate event as a reason and respond to a different choice.

End-of-unit task

Prepare a one-minute recommendation of one Munsch story. Name the main character, identify a memorable repeated event or surprise, explain why it works and respond to one classmate's different choice.