

Cambridge Primary English 0058 · Stage 1

C3-B5

Wildcat Run

Fiction — adventure stories · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

I am learning to infer why characters make choices and connect those choices with later events.

Success criteria

- I can identify the choice that begins the problem.
- I can infer a character's reason from what they say or do.
- I can connect causes and consequences in order.
- I can make and check a supported prediction.

Learning objectives

3Ri.12

Work out characters' feelings, thoughts and reasons from the text.

3Rs.01

Describe how events or ideas connect to what came before or after.

3Ri.11

Predict an ending using what they know from other stories.

Key vocabulary

reluctantly doing something while
feeling unsure

flare a bright emergency signal

responsibility accepting your part in what
happened

consequence what happens because of an
action

shelter a place that protects people

30-minute lesson

1

Connect to the story problem

3 min

3Rs.01

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

Teacher: Introduce the central question: How do the children's reasons for choosing Wildcat Run connect with the danger and responsibility that follow?

Learners: Share an initial idea and listen for evidence that might confirm or change it.

2

Listen for the whole story

7 min

3Ri.12

Read-along: Listen with the text highlighted through the complete read-along.

Teacher: Pause only at natural section boundaries and keep the full event sequence visible.

Learners: Track the characters, setting and main events.

3

Map the evidence

6 min

3Ri.12

Read-along: Replay the sections that establish the problem and its outcome.

Teacher: Build an evidence chain from the verified events: Jake, Lexie and Tommy are told to take one of two easy ski runs. They choose Wildcat Run after Jake and Lexie persuade Tommy. A cougar appears, Lexie hits a tree and their phones have no signal. They stay together, build a snow shelter and later reach the lodge. Lexie offers to take the blame and Jake refuses to let her take it alone.

Learners: Select accurate events and place them in a useful order.

4

Explore the learning objective

5 min

3Ri.12

Read-along: Pause and replay the strongest evidence for the shared question.

Teacher: Prompt learners to answer: How do the children's reasons for choosing Wildcat Run connect with the danger and responsibility that follow?

Learners: Respond using this requirement: Connect one choice to two consequences and infer a character's reason using an accurate story detail.

5

Make the learner activity

6 min

3Ri.12

Read-along: Learners reread independently or follow the audio while checking their evidence.

Teacher: Support completion of Choice, consequence and responsibility without supplying the response.

Learners: Complete the activity, then rehearse the response with a partner.

6

Reflect and check

3 min

3Rs.01

Read-along: Return to the final relevant section of the read-along.

Teacher: Use the assessment check and invite one revision based on the text.

Learners: Share evidence, listen to another response and refine one idea.

Reading routes

Shared question

How do the children's reasons for choosing Wildcat Run connect with the danger and responsibility that follow?

Evidence required

Connect one choice to two consequences and infer a character's reason using an accurate story detail.

Solo Read independently, mark the strongest evidence and prepare the shared response.	Supported Read along with the audio, pause at agreed evidence points and use the response frame.	Listening Listen with the text highlighted, choose evidence from the teacher's displayed options and give the response orally.
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Assessment check

Collect a cause-and-consequence chain and an inference about Jake, Lexie or Tommy supported by what the character says or does.

15-minute short version

1**Connect****2 min****3Rs.01**

Read-along: Show the cover and state the shared question.

Teacher: Activate one relevant idea.

Learners: Share one initial response.

2**Listen and locate****5 min****3Ri.12**

Read-along: Listen with highlighting and pause at the problem and outcome.

Teacher: Direct attention to two accurate story details.

Learners: Identify the details that matter most.

3**Answer with evidence****5 min****3Ri.12**

Read-along: Replay the evidence section once.

Teacher: How do the children's reasons for choosing Wildcat Run connect with the danger and responsibility that follow?

Learners: Connect one choice to two consequences and infer a character's reason using an accurate story detail.

4

Check

3 min

3Ri.12

Read-along: Return to the outcome.

Teacher: Collect a cause-and-consequence chain and an inference about Jake, Lexie or Tommy supported by what the character says or does.

Learners: Share the response and improve it after feedback.

Learner activity

Choice, consequence and responsibility

Use the read-along to complete each task with accurate story evidence.

1. Record the instruction the children receive.

2. Explain why they choose a different run.

3. Connect the choice with two later events.

4. Explain what the final exchange shows about responsibility.
