

Cambridge Primary English 0058 · Stage 3

C3-U2

One author, many stories: Kate DiCamillo's Mercy Watson

Fiction — different stories by the same author · 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 — different stories by the same author texts.

Guiding question

What do these texts help us understand about one author, many stories: kate dicamillo's mercy watson?

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

- 3Ri.17** Identify a text's theme and themes shared by different texts.
- 3Ri.08** Explain how a story builds up its setting and characters.
- 3Ra.03** Review a text: sum up what it is about and give an opinion.
- 3Ra.04** Choose books to read for enjoyment, using blurbs and reviews.

1

Meet Mercy

Mercy Watson to the Rescue · 3Ri.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 · 10,683 characters

1

Connect to the text

3 min

3Ri.08

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

Teacher: Introduce the shared question for Mercy Watson to the Rescue 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

3Ri.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

3Ri.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

3Ri.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

3Ri.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

3Ri.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.

2

What happens every time?

Mercy Watson Goes for a Ride · 3Ri.17

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 · 12,342 characters

1

Connect to the text

3 min

3Ri.08

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

Teacher: Introduce the shared question for *Mercy Watson Goes for a Ride* 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

3Ri.17

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

3Ri.17

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

3Ri.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

3Ri.17

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

3Ri.17

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

A third adventure

Mercy Watson Fights Crime · 3Ri.17

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 · 10,475 characters

1

Connect to the text

3 min

3Ri.08

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

Teacher: Introduce the shared question for Mercy Watson Fights Crime 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

3Ri.17

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

3Ri.17

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

3Ri.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

3Ri.17

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

3Ri.17

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

Review a Mercy Watson book

Mercy Watson to the Rescue · Mercy Watson Goes for a Ride · Mercy Watson Fights Crime · 3Ra.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 · 33,500 characters

1

Connect to the text

3 min

3Ri.08

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

Teacher: Introduce the shared question for Mercy Watson to the Rescue and Mercy Watson Goes for a Ride and Mercy Watson Fights Crime 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

3Ra.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

3Ra.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

3Ri.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

3Ra.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

3Ra.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.

