

Cambridge Primary English 0058 · Stage 1

C1-B1

The Itsy Bitsy Spider (Incy Wincy Spider)

Poetry — traditional rhymes · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

We are learning to say simple poems from memory, keeping to the rhythm.

Success criteria

- I can choose accurate evidence from the read-along.
- I can show the learning described by 1SLp.02.
- I can explain how my evidence supports my response.

Coursebook connection

Exact match: Hodder Stage 1 uses Incy Wincy Spider. Show both titles.

Learning objectives

- 1SLp.02** Say simple poems from memory, keeping to the rhythm.
- 1Ri.14** Notice rhyme and repeated lines while joining in with familiar stories and poems.
- 1Rs.01** Talk about what happens first, in the middle and at the end.

Key vocabulary

rhyme	words with matching end sounds	rhythm	the beat or pattern of sounds
repeat	to say or write something again	middle	the part between the beginning and ending
poem	a text shaped through sound, rhythm or imagery	evidence	details from a text that support an idea

30-minute lesson

Source check: verified TBL transcript · 664 characters

1

Connect to the text

3 min

1Ri.14

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

Teacher: Introduce the shared question for The Itsy Bitsy Spider (Incy Wincy Spider) 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

1SLp.02

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

1SLp.02

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

1Ri.14

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

1SLp.02

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

1SLp.02

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 Itsy Bitsy Spider (Incy Wincy Spider) help us show this learning objective: Say simple poems from memory, keeping to the rhythm.

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.

Assessment check

The learner meets 1SLp.02 by giving an accurate response and linking it to precise evidence from the read-along.

15-minute short version

1

Set the question

2 min**1Ri.14**

Read-along: Show the cover and title.

Teacher: State the shared question for The Itsy Bitsy Spider (Incy Wincy Spider).

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

2

Read and locate

6 min**1SLp.02**

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.

3

Respond with evidence

5 min**1SLp.02**

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

1SLp.02

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.

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

3. Explain how the evidence supports your idea.

4. Check and improve one part after partner feedback.
