

Cambridge Primary English 0058 · Stage 1

C1-B3

Red is Best

Fiction — familiar settings · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

I am learning to name the main characters and say what happens between them.

Success criteria

- I can name Kelly and her mother.
- I can tell what Kelly likes and what her mother says.
- I can use a detail to explain that Kelly does not change her mind.
- I can connect Kelly's favourite colour with my own preference.

Learning objectives

1Ri.07

Name the main characters and say what happens to them.

1Ri.11

Work out simple things the text does not say, from what happens.

1Ra.04

Talk about a text, linking it to own life and saying what they liked or disliked.

Key vocabulary

favourite	the one you like best
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jacket	a short coat
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reason	an explanation for why you think or choose something
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stockings	long socks worn on the legs
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pyjamas	clothes worn for sleeping
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preference	the choice you like more than another
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30-minute lesson

1

Connect to a favourite

3 min

1Ra.04

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

Teacher: Invite learners to name a favourite colour and one object they would choose in that colour.

Learners: Name a favourite colour and give one reason for the choice.

2

Listen for the characters

7 min

1Ri.07

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

Teacher: Ask learners to listen for who speaks and what each character wants.

Learners: Listen, then name Kelly and her mother and state what Kelly likes best.

3

Reread the repeating pattern

6 min

1Ri.07

Read-along: Replay the jacket and pyjamas pages, pausing after each character's reason.

Teacher: Model a two-column record headed 'Kelly says' and 'Her mother says'.

Learners: Add one accurate detail for each character to the record.

4

Work out what the story does not say directly

5 min

1Ri.11

Read-along: Replay one repeated page and pause before its closing sentence.

Teacher: Ask whether Kelly is likely to change her mind and request evidence from the repeated pattern.

Learners: Predict the closing idea and explain that Kelly keeps her preference.

5

Talk and record

6 min

1Ri.07

Read-along: Learners reread the chosen page independently or read along with the audio.

Teacher: Prompt pairs to retell one exchange using both characters' names and actions.

Learners: Complete the two-column activity and orally retell what happens.

6

Reflect on preferences

3 min

1Ra.04

Read-along: Replay the final page with the text highlighted.

Teacher: Ask learners what they liked about Kelly's reasons and how their own preferences are similar or different.

Learners: Share one response linked to the story and one personal connection.

Reading routes

Shared question

What does Kelly like best, what does her mother say, and how do you know Kelly keeps her own view?

Evidence required

Name both characters, use two accurate story details and explain what the repeated pattern shows.

Solo Read independently, mark one exchange and prepare the shared answer.	Supported Read along with the audio, pause after each character speaks and record one detail in each column.	Listening Listen with the text highlighted, signal when each character speaks and give the shared answer orally.
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Assessment check

Listen for each learner to name Kelly and her mother, recount one accurate exchange and use the repeated pattern to explain that Kelly keeps her preference. The activity should contain one detail in each character's column.

15-minute short version

1

Connect

2 min**1Ra.04**

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

Teacher: Ask for one favourite colour and one reason.

Learners: Share a preference with a partner.

2

Listen and name

5 min**1Ri.07**

Read-along: Listen with the text highlighted, then replay the jacket page.

Teacher: Prompt learners to name Kelly, her mother and what each says.

Learners: Name both characters and recount the exchange.

3

Find the pattern

5 min**1Ri.11**

Read-along: Pause before the repeated closing idea on the replayed page.

Teacher: Ask what comes next and what that shows about Kelly.

Learners: Predict the close and explain that Kelly keeps her view.

4

Check

3 min

1Ri.07

Read-along: Replay the final page.

Teacher: Collect one two-character retelling from each pair.

Learners: State what Kelly likes, what her mother says and how the story ends.

Learner activity

Kelly says / Her mother says

Choose one part of the read-along. Record what each character says or does, then explain what Kelly still thinks.

1. Write or draw one detail under 'Kelly says'.

2. Write or draw the matching detail under 'Her mother says'.

3. Complete: Kelly still thinks _____ because _____.

4. Tell a partner your favourite colour and one reason.
