
Cambridge Primary English 0058 · Stage 1

C1-B5

First Day Jitters

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

Learning intention

For learners

I am learning to predict what might happen next and use story clues to explain my idea.

Success criteria

- I can say what I think will happen next.
 - I can point to a story clue that supports my prediction.
 - I can check my prediction when the story continues.
 - I can say how Sarah's feelings connect with a familiar first-day experience.
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Learning objectives

1Ri.10

Say what might happen next in a story.

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

jitters a nervous or worried feeling

clue a detail that helps you work something out

stumbled nearly fell while moving

prediction an idea about what might happen next

tumbled fell or moved in a clumsy way

principal the person who leads a school

30-minute lesson

1

Connect to first-day feelings

3 min**1Ra.04**

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

Teacher: Invite a brief discussion about how a first day in a new place can feel.

Learners: Name one possible feeling and listen for whether Sarah feels the same way.

2

Listen without revealing the ending

7 min**1Ri.10**

Read-along: Listen with the text highlighted and pause before Sarah is introduced to the class.

Teacher: Keep Sarah's identity open and ask learners to notice what she says and what the pictures do not show.

Learners: Listen, collect clues and avoid changing the audio position beyond the pause point.

3

Make a prediction

5 min**1Ri.10**

Read-along: Keep the read-along paused at the unfinished introduction.

Teacher: Ask who Sarah might be and what the principal will say next. Record predictions with one clue each.

Learners: State a prediction and support it with a detail from the words or pictures.

4

Finish and check

6 min

1Ri.11

Read-along: Play the final page, then replay the introduction and reveal together.

Teacher: Reveal that Sarah is the new teacher and ask which predictions changed.

Learners: Compare the prediction with the ending and explain what the text had not said directly.

5

Reread the clues

6 min

1Ri.11

Read-along: Replay selected pages showing Sarah getting ready, arriving and entering the classroom.

Teacher: Model how a clue can support more than one idea before the ending, then become clearer afterwards.

Learners: Complete the prediction-and-clue activity with one clue noticed before and one understood after the reveal.

6

Reflect

3 min

1Ra.04

Read-along: Return to the cover and title after the ending.

Teacher: Ask what learners liked about the surprise and whether the title feels different now.

Learners: Share a response and connect Sarah's feelings with a familiar experience.

Reading routes

Shared question

Who do you think Sarah is, what will happen when she reaches the classroom, and which clues support your prediction?

Evidence required

Make one prediction before the reveal, support it with one accurate clue and explain how the ending confirms or changes the idea.

Solo

Read independently to the pause point, note one clue and prepare the shared prediction.

Supported

Read along with the audio, pause at agreed points and use the prediction frame with one clue.

Listening

Listen with the text highlighted, choose a clue from the teacher's displayed options and give the shared prediction orally.

Assessment check

Before the reveal, collect a prediction supported by one accurate clue from each learner. After the reveal, ask the learner to say whether the prediction was confirmed or changed and identify that Sarah is the new teacher.

15-minute short version

1**Connect****2 min****1Ra.04**

Read-along: Show the cover and title.

Teacher: Ask for one word that can describe a first day.

Learners: Share one feeling word.

2**Listen to the pause point****5 min****1Ri.10**

Read-along: Listen with the text highlighted and stop before the classroom introduction is completed.

Teacher: Ask learners to collect one clue about Sarah.

Learners: Listen and select one accurate clue.

3**Predict****3 min****1Ri.10**

Read-along: Keep the read-along paused.

Teacher: Prompt one prediction and one supporting clue.

Learners: State what might happen next and why.

4

Reveal and check

3 min

1Ri.11

Read-along: Play the final page and replay the reveal once.

Teacher: Ask what the ending confirms or changes.

Learners: Compare the prediction with the ending.

5

Reflect

2 min

1Ra.04

Read-along: Return to the cover after the ending.

Teacher: Ask whether the surprise was enjoyable and why.

Learners: Share one response linked to the story.

Learner activity

My prediction and the story clues

Stop before Sarah is introduced. Make a prediction, record one clue, then check your idea after the final page.

1. Before the ending: I think Sarah is _____.

2. My clue is _____.

3. I think the principal will say _____.

4. After the ending: My prediction was confirmed / changed because _____.
