

Cambridge Primary English 0058 · Stage 1

C1-U1

Traditional rhymes: join in, clap, spot the rhyme

Poetry — traditional rhymes · 5 source-bound 30-minute lessons.

Unit overview

This 5-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 poetry — traditional rhymes texts.

Guiding question

What do these texts help us understand about traditional rhymes: join in, clap, spot the rhyme?

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.

Coursebook connection

Hodder Stage 1 includes a traditional rhymes unit and uses Incy Wincy Spider (the British title of The Itsy Bitsy Spider).

Learning objectives

1Ri.14

Notice rhyme and repeated lines while joining in with familiar stories and poems.

1Rv.05

Listen for and talk about sounds, rhyming words and rhythm in texts.

1Ra.02

Say along with repeated words and phrases in familiar stories and poems.

1SLp.02

Say simple poems from memory, keeping to the rhythm.

1

Join in: Incy Wincy Spider

The Itsy Bitsy Spider · 1Ra.02

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 · 664 characters

1

Connect to the text

3 min**1Rv.05**

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

Teacher: Introduce the shared question for The Itsy Bitsy 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

1Ra.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

1Ra.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

1Rv.05

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

1Ra.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

1Ra.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.

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

Find the rhyming words

Mary Had a Little Lamb · 1Rv.05

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 · 978 characters

1

Connect to the text

3 min

1Rv.05

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

Teacher: Introduce the shared question for Mary Had a Little Lamb 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

1Rv.05

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.

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Locate the strongest evidence

6 min

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Read-along: Replay or reread the section each learner selects as the strongest evidence.

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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

Clap the rhythm

Sing a Song of Sixpence · 1Rv.05

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 · 888 characters

1

Connect to the text

3 min

1Rv.05

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

Teacher: Introduce the shared question for Sing a Song of Sixpence 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

1Rv.05

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.

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Locate the strongest evidence

6 min

1Rv.05

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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

Spot the repeated lines

Old Mother Hubbard · 1Ri.14

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 · 1,121 characters

1

Connect to the text

3 min

1Rv.05

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

Teacher: Introduce the shared question for Old Mother Hubbard 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

1Ri.14

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

1Ri.14

Read-along: Replay or reread the section each learner selects as the strongest evidence.

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Make the response

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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.

5

Say it from memory

This Old Man · 1SLp.02

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 · 1,530 characters

1

Connect to the text

3 min

1Rv.05

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

Teacher: Introduce the shared question for This Old Man 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.

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Locate the strongest evidence

6 min

1SLp.02

Read-along: Replay or reread the section each learner selects as the strongest evidence.

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Read independently and mark the strongest evidence.

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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.