

Cambridge Primary English 0058 · Stage 1**C1-U3**

Information books: finding things out

Non-fiction — information texts with contents, headings and captions · 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 non-fiction — information texts with contents, headings and captions texts.

Guiding question

What do these texts help us understand about information books: finding things out?

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

1Rs.03

Find and name the parts of a book: cover, title, contents.

1Ri.04

Start to see that information books do different jobs and look different.

1Ri.08

Get information from labels, lists and captions.

1Wc.05

Put some useful facts into simple writing about real, familiar things.

1

Parts of a book

Bugs! Bugs! Bugs! · 1Rs.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: verified TBL transcript · 483 characters

1

Connect to the text

3 min**1Ri.04**

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

Teacher: Introduce the shared question for Bugs! Bugs! Bugs! 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

1Rs.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

1Rs.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

1Ri.04

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

1Rs.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

1Rs.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.

2

Reading labels and captions

We Dig Worms! · 1Ri.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 · 1,767 characters

1**Connect to the text****3 min****1Ri.04**

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

Teacher: Introduce the shared question for We Dig Worms! 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.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****1Ri.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

1Ri.04

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

1Ri.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

1Ri.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.

3

Why information books look different

Meet the Meerkat · Ants Don't Wear Pants · 1Ri.04

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: 2 verified TBL transcripts · 6,852 characters

1

Connect to the text

3 min

1Ri.04

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

Teacher: Introduce the shared question for Meet the Meerkat and Ants Don't Wear Pants 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.04

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.04

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.04

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

1Ri.04

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

1Ri.04

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

Write your own fact page

Ants Don't Wear Pants · 1Wc.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 · 2,739 characters

1

Connect to the text

3 min

1Ri.04

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

Teacher: Introduce the shared question for *Ants Don't Wear Pants* 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

1Wc.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.

3

Locate the strongest evidence

6 min

1Wc.05

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.04

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

1Wc.05

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

1Wc.05

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.

