

Cambridge Primary English 0058 · Stage 4

C4-U3

Diaries: Doreen Cronin's Diary books

Recounts — diary entries (stories written as diaries) · 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 recounts — diary entries (stories written as diaries) texts.

Guiding question

What do these texts help us understand about diaries: doreen cronin's diary books?

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

4Ri.17

Say whose point of view a story is told from.

4Rs.01

Describe how a text moves from its opening through to its ending.

4Rg.09

Notice how past, present and future verb forms are used in texts.

4Wg.06

Use past, present and future verb forms correctly.

1

Who is telling this?

Diary of a Worm · 4Ri.17

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 · 2,761 characters

1

Connect to the text

3 min**4Rs.01**

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

Teacher: Introduce the shared question for Diary of a Worm 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

4Ri.17

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

4Ri.17

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

4Rs.01

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

4Ri.17

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

4Ri.17

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

How a diary moves through time

Diary of a Spider · 4Rs.01

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 · 3,178 characters

1**Connect to the text****3 min****4Rs.01**

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

Teacher: Introduce the shared question for *Diary of a 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****4Rs.01**

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****4Rs.01**

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

4Rs.01

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

4Rs.01

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

4Rs.01

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

Yesterday, today, tomorrow: verb forms

Diary of a Fly · 4Rg.09

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 · 3,201 characters

1

Connect to the text

3 min

4Rs.01

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

Teacher: Introduce the shared question for Diary of a Fly 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

4Rg.09

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

4Rg.09

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

4Rs.01

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

4Rg.09

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

4Rg.09

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 diary entries

Diary of a Worm · Diary of a Spider · Diary of a Fly · 4Wg.06

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: 3 verified TBL transcripts · 9,140 characters

1

Connect to the text

3 min

4Rs.01

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

Teacher: Introduce the shared question for *Diary of a Worm* and *Diary of a Spider* and *Diary of a Fly* 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

4Wg.06

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

4Wg.06

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

4Rs.01

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

4Wg.06

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

4Wg.06

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.

