



The Day of the Baffling Books

Book band: White

Shinoy and Toby find out that Ember has been trapped in a book on page 67. They start searching through the books in the library, but Bug discovers that Ember and the book are in the staffroom. They eventually find the book and are able to free Ember.

Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1c Identify and explain the sequence of events in texts
- 1d Make inferences from texts
- 1g Read words accurately and fluently

Guided reading session

You will need

- Multiple copies of Collins Big Cat *The Day of the Baffling Books*
- Flipchart or whiteboard
- Reading Journals

Tune in

Show children the front cover of the book. Draw attention to the Shinoy and the Chaos Crew logo.

Ask: Have you read any other books about Shinoy and the Chaos Crew? What happened in those books?

Ask children to read the title. Explore their understanding of the word 'baffling'. If necessary, explain that it means difficult to understand or puzzling.

Turn to the back cover and read the blurb.

Read page 2 and explain that this is giving the background to Shinoy being able to interact with TV superheroes.

Explain that you are going to read Chapter 1 aloud using the meaning, punctuation and dialogue to help you to read with expression. Ask them to follow as you read.

Read pages 2 to 7. Ask children what they noticed about how you read. Discuss their responses. You may wish to ask individual children to read certain pieces of dialogue in the way that you did.

Ask the following questions:

- What is the title of this chapter? (*The challenge*)
- What is Shinoy and Toby's challenge? (*to find Ember*)

On the flipchart or whiteboard write up: Chapter 1 – Shinoy and Toby are challenged to find Ember. Ask children to write this in their Reading Journals. Explain that, as they read, they are going to identify the main events in each chapter and summarise them in their Reading Journals.

Heads together

Ask children to read Chapter 2 quietly to themselves, thinking about how they can use the meaning, punctuation and dialogue to help them read with expression. As they read, move around the group asking individual children to 'turn up the volume' so that you can hear them. Comment positively on accurate use of expression. You may wish to model reading with expression if some children are finding it challenging.

Wrap up

Ask the following questions:

- What is Chapter 2 called? (*Challenge accepted!*)
- What do Shinoy and Toby do to accept the challenge?

Discuss children's responses and agree on a summary of the main events in Chapter 2, e.g. Shinoy and Toby summon Bug and start looking for Ember.

Ask them to write this in their Reading Journals.

Ask: What do you think is the biggest problem facing Shinoy and Toby?

Explore children's understanding of events by asking for their thoughts on the story so far.

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *The Day of the Baffling Books*
- Reading Journals

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
browse	If you browse a book, you look at it in a slow, casual way.	The boy picked up the gaming magazine and browsed through it.	Tell me about the last time you browsed something.
determined	If you are determined, you've made your mind up to do something.	The dog was determined to reach the food on the table.	Tell me about something you are, or have been, determined to do.
location	A location is an exact position.	"I know the exact location of the gang's HQ!" said the detective.	Tell me about something you know the location of.

Tune in

Ask children to refer to their Reading Journals and tell you what has happened in the story so far.

Ask: Do you think they will find Ember?

Encourage children to justify their responses.

Read Chapter 3's heading.

Ask: What do you think 'chaos' means?

Read page 14.

Ask: Why do you think it's unfortunate that there are so many books?

Read to page 17. Briefly explain the meaning of the focus words as you read them. You may wish to use the information in the Vocabulary table above to help you.

Ask the following questions:

- Who said that they didn't have time to browse? (*Shinoy*)
- What were the boys doing with a determined sense of purpose? (*looking through the books to find Ember*)

- What location has Bug identified? (*the staffroom*)
- Why do you think Shinoy and Toby looked at each other in horror when Bug said Ember was in a book in the staffroom?
- What do you think will happen when they get to the staffroom?

Heads together

Use the 'Tell me' prompts in the Vocabulary table to develop children's understanding of the focus words. As children respond, encourage others in the group to ask questions. If necessary, model how to ask open questions, e.g. How did you feel when...? What did you do when...?

Wrap up

Ask children to summarise the main events in this chapter and to write the summary in their Reading Journals.

Ask them to choose their favourite focus word as their word of the week. Challenge them to use it as often as they can – both at home and at school.

Follow-up independent sessions

You will need

- Multiple copies of Collins Big Cat *The Day of the Baffling Books*
- Reading Journals
- Resource sheet: Quiz

Ask children to read Chapter 4 quietly to themselves, concentrating on reading with expression. They can then summarise the main events in the chapter and write the summary in their Reading Journals.

Ask children to read Chapter 5. They can then summarise the main events in the chapter and write the summary in their Reading Journals. In pairs, they can compare their chapter-by-chapter summaries.

Children can do the quiz on Resource sheet: Quiz. You may wish to ask them to work in teams of two and then compare their answers with other teams.

Resource sheet



Name: _____

Quiz

1. What does S.N.A.I.R. stand for?

2. Where was Shinoy's phone?

3. What are the piles of books in the library described as looking like?

4. What did the carpet in the staffroom smell of?

5. What did Shinoy's mum say they had to do?



Quiz answers

1. Super Nasty Artificial Intelligent Robot
2. in his class drawer
3. baby leaning towers of Pisa
4. stale coffee and mouldy biscuits
5. a lot of tidying