



Mission: Colour Chaos

Book band: White

When Shinoy discovers that colours are disappearing from the world, he calls on the Chaos Crew for help. Salama, Merit and Lazlo soon realise that each colour of the rainbow is being sucked into the magnetic fields at the North and South Poles. Shinoy and Merit set off to save the world from becoming colourless. They succeed, with a resulting light show over Flat Hill – if conditions are right.

Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1d Make inferences from texts
- 1g Read words accurately and fluently

Guided reading session

You will need

- Multiple copies of Collins Big Cat *Mission: Colour Chaos*

Tune in

Ask children to explore the front cover of the book.

Ask the following questions:

- What other Shinoy and the Chaos Crew books have you read?
- What can you tell me about them?
- What do you think this story might be about?

Ask children to read the speech bubbles on the back cover.

Discuss how this helps them to predict what the story might be about.

Focus on the information that this is a graphic novel.

Explore what children know about graphic novels and their features.

Ask them to turn to page 2.

Read the text in the blue box aloud and give children time to explore the characters.

Ask: What can you tell me about any of the characters?

Focus on page 3 and discuss which order children think the panels and speech bubbles should be read. (*left to right, top to bottom*)

Read the text in the blue box at the top of the page.

Ask: What information does this give us? (*the setting of the story*)

Read the rest of the page, using different voices for each character.

Ask: What information can you read from the illustrations that isn't in the text?

Establish that, when reading graphic novels, it is important to look for clues in the illustrations to help work out what characters are doing and how they are feeling.

Read pages 4 and 5 aloud, asking children to read the illustrations as you do so.

Ask: What information did you read from the illustrations that wasn't in the text?

Heads together

Ask children to practise reading pages 6 to 9 aloud, using clues in the illustrations to help them. Remind them to try to use a different voice for each character.

As they read, move around the group, asking individual children to 'turn up the volume' so that you can hear them.

Monitor any difficulties they may be having.

Wrap up

Give children feedback on their reading.

Ask the following questions:

- What has happened so far in the story?
- What information did you read from the illustrations that wasn't in the text?

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *Mission: Colour Chaos*
- Flipchart or whiteboard
- A4 whiteboards and pens

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
anomaly	If something is an anomaly, it is different from normal.	A class of children who never talked would be an anomaly.	Tell me about something that you think would be an anomaly.
suspicious	If you say something is suspicious, you mean that it isn't quite right.	An empty packet of biscuits and a guilty looking child would be suspicious.	Tell me about something that you think would be suspicious.
absorbed	If something is absorbed, it is soaked up.	I saw spilt water being absorbed by a cloth.	Tell me about something that you have seen being absorbed.

Tune in

Ask the following questions:

- What kind of book is this?
- What do you know about graphic novels?
- What has happened so far?

Read pages 10 to 13, briefly explaining the meanings 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:

- What information did you read from the illustrations that wasn't in the text?
- Which members of the Chaos Crew have turned up? (*Salama, Merit and Lazlo*)
- What has happened in this part of the story?

On the flipchart or whiteboard, write up the focus words and example sentences.

Ask children to read these. Revisit the meanings of the words as they do so.

Heads together

Use the 'Tell me' prompts from the Vocabulary table above to help develop children's understanding of the focus words.

As they respond, ask questions to deepen their understanding.

Wrap up

Challenge children to develop their own sentences containing the focus words on their A4 whiteboards. Once they have finished, they can hold them up so that you can monitor how they have used the words.

Ask them to choose one of the focus words 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 *Mission: Colour Chaos*
- Multiple copies of resource sheet: Book talk

Ask children to practise reading pages 14 to 19. Remind them to read the illustrations and to try to use a different voice for each character. Once they have finished, they can discuss, as a group, what has happened in this section of the story.

Ask children to practise reading pages 20 to 27. They can then answer these questions:

- How do you think Shinoy was feeling as they trekked across the snow?
- How would you describe Merit in the top three panels on page 23?
- What do you think is happening in the first two panels at the top of page 25?
- Why do you think Shinoy wants to stay longer at the North Pole?

Ask children to work with their Reading Partner, each taking on the role of Shinoy or Toby. They can then read pages 28 and 29. Ask them to use Resource sheet: Book talk to note down their thoughts, then discuss the book as a group.



Name: _____

Book talk

Title: _____

What I liked about the book

What I didn't like about the book

I have this question about the book

The book reminds me of
