



The Day of the Escape Room of Doom

Book band: Lime

Shinoy, Mum, Myra and Toby are at an escape room. As they enter the room, Shinoy realises it's a trap by S.N.A.I.R. and calls the Chaos Crew. Lazlo comes to their assistance. Mum and Shinoy discover that they can change their size by using synonyms for big and small. Eventually, they get out of the escape room and are reunited with Myra and Toby.

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 Escape Room of Doom*
- Flipchart or whiteboard

Tune in

Show children the front cover of the book and ask if they have read any other books in the Shinoy and the Chaos Crew series.

Read the title and ask children what they know about escape rooms.

Explore their understanding of the word 'doom'.

Read the back cover blurb and then page 2 to give children some context for the story.

Read page 3. Write up the following words on the flipchart or whiteboard: statue, stature, status.

Challenge children to spot the differences between the three words in terms of spelling.

Check that they understand what each word means.

Explain that you are going to read a few pages of Chapter 1 using meaning, punctuation and dialogue to help you to read with expression. Ask children to follow as you read pages 4 and 5.

Ask: What did you notice I was doing when I was reading?

Draw attention to how you used certain speech verbs, e.g. groaned, to help you to read dialogue in an appropriate way.

Heads together

Ask children to read pages 6 to 9 aloud to their Reading Partners, taking turns to read a page each. Remind them to try to use appropriate expression as they read.

As children read, move around the group, asking individual children to 'turn up the volume' so that you can hear them. Comment positively on examples of expressive reading and support children who are struggling with the concept.

Wrap up

Ask individual children, who you identified during the 'Heads together' section, to demonstrate reading dialogue aloud with expression.

Ask children to briefly summarise what has happened in Chapter 1.

Ask the following questions:

- What happens that makes Shinoy suspicious?
- Who is in the room with Mum? (*Shinoy*)
- Who is in the other room with Toby? (*Myra*)

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *The Day of the Escape Room of Doom*

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
navigate	If you navigate somewhere, you find your way.	The huge ship navigated its way through the tiny boats in the harbour.	Tell me about a time you have seen someone navigate somewhere.
stealthiest	The stealthiest is the quietest and most careful.	Our cat is the stealthiest of all our pets.	Tell me about a time you have been stealthy.
assortment	An assortment is a group of similar things.	The children looked in the bag which held an assortment of brightly wrapped chocolates.	Tell me about an assortment of things that you have at home.

Tune in

Ask children to remind you what has happened so far in the story.

Read Chapter 2, briefly explaining the meaning of the focus words as you read them. Use the information in the Vocabulary table above to help you.

Ask children to summarise what has happened in this chapter.

Return to page 10.

Ask: What are the clues that tell us Mum is small and Shinoy is big? (*Mum's voice is far away and squeaky; Shinoy's voice is booming.*)

Turn to page 18.

Ask: What did Shinoy realise had made them big and small? (*using words that mean big and small*)

Ask the following questions:

- What are Shinoy and Mum told to navigate? (The rooms of doom)

- Who is the stealthiest member of the Chaos Crew? (Lazlo)
- What did Shinoy and Mum use an assortment of? (*words that mean big and small*)

Heads together

Use the 'Tell me' prompts to develop children's understanding of the focus words. You may wish to model the kind of response you are expecting. As children respond, encourage the rest of the group to ask questions. If necessary, model asking an open question, e.g. Why do you keep an assortment of toy cars in your bedroom?

Wrap up

Ask: If you could make yourself bigger or smaller which would you try? Why?

Ask children 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 *The Day of the Escape Room of Doom*
- Sets of word cards from Resource sheet: Big and small

Ask children to read Chapter 3. Give them copies of the word cards from Resource sheet: Big and small. Challenge them to work with their Reading Partners and to sort the words into two groups.

Ask children to read Chapter 4 and then explain to their Reading Partner what has happened and how the group escaped from the escape room.

Children can use pages 30 and 31 to retell the main events in the story.

Resource sheet



Name: _____

Big and small

small	little	tiny	miniature	teeny	miniscule	mini
wee	weeny	minute	compact	microscopic	short	

big	epic	enormous	massive	large	ginormous	huge
giant	gigantic	humungous	immense	mammoth	colossal	