



The Day of the Haunted House

Book band: White

When Shinoy and Toby are camping, they see flashing lights coming from the spooky old house. They work out that it is Morse code and that someone needs help. They summon Merit from the Chaos Crew and set off on a rescue mission. They discover that it is an elderly couple who have got stuck in a room in the old house.

Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1d Make inferences from texts
- 1e Predict what might happen on the basis of what has been read so far
- 1g Read words accurately and fluently

Guided reading session

You will need

- Multiple copies of Collins Big Cat *The Day of the Haunted House*

Tune in

Show children the front cover of the book. Check whether they are familiar with the Shinoy and the Chaos Crew series. If so, ask what they remember of other stories in the series.

Ask children to read the title and explain their understanding of a haunted house.

Read the back cover blurb.

Establish that the setting for the story is a spooky house, Merit is the Chaos Crew member who appears in the story and the mission outlines the basic plot.

Read page 2 and check that children understand the concept behind the series of stories.

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

Ask: What did you notice about my reading?

Take feedback from the children.

Ask the following questions:

- What has happened in this chapter?
- What or who do you think is making the flashing lights?
- What do you think Shinoy and Toby will do?

Heads together

Ask children to read Chapter 2, concentrating on using 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. Note particular techniques that certain children use.

Wrap up

Ask those children whose techniques you noted to demonstrate reading with expression to the rest of the group. Support children who are using little expression by asking them to emulate your reading.

Ask the following questions:

- What has happened in Chapter 2?
- What is Shinoy and Toby's plan? (*to go on a rescue mission to the old house*)
- What do you think they will find at the house?

Encourage children to justify their predictions.

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *The Day of the Haunted House*

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
squinted	If you squinted, you looked at something with your eyes half closed.	I squinted in the bright sunlight.	Tell me about a time you have squinted at something.
engulfed	If something is engulfed, it is completely covered or hidden.	The giant wave completely engulfed the tiny boat.	Tell me about something that could be engulfed.
grimaced	If you grimaced, you screwed up your face.	He swallowed the bitter medicine and grimaced.	Tell me about something that would make you grimace.

Tune in

Ask children to remind you what has happened so far in the story and what they think the boys will find at the spooky house.

Read Chapter 3 aloud to the children, briefly explaining the focus words as you read them. You may wish to use the information in the Vocabulary table above to help you.

Ask: What has happened in this chapter?

Ask children to tell you about anything that surprised them in the chapter.

Ask the following questions:

- Who squinted? (*Merit*)
- What was engulfed? (*the path*)
- Why did Merit grimace? (*because he's afraid of creepy-crawlies*)

Heads together

Use the 'Tell me' prompts to develop children's understanding of the focus words. You may wish to model the kinds of responses you are expecting. Encourage children to ask questions about each other's responses.

Ask children to show you what squinting and grimacing look like.

Wrap up

Ask: How would you describe Merit?

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 Haunted House*
- Multiple copies of Resource sheet: Quiz
- Paper and pencils

Ask children to read Chapter 4, using meaning, punctuation and dialogue to help them read with expression. They can read with their Reading Partners, taking turns to read a page each. Ask them to talk about the story and to discuss why they think the couple were in the room.

Children can use the information on page 30 to work out the message on page 31. They can write secret messages in Morse code to each other.

Children can use Resource sheet: Quiz to revisit the story and find information.

Resource sheet



Name: _____

Quiz

1. What does Clive in Year Eight deliver?

2. What does Shinoy show to Merit when he first appears?

3. How do Shinoy, Toby and Merit get upstairs?

4. Where is the spare key to the room?

5. What are the names of the couple stuck in the room?



Quiz answers

1. the *Flat Hill Gazette*
2. a map on his tablet
3. on a stairlift
4. under the floorboards
5. Howie and Mabel