



Mission: Lunar Launch

Book band: Gold

When Dad installs a sat nav in his car, little did the family think they would end up on the Moon. Shinoy calls the Chaos Crew for help and, together, they harness the power of 'energy bolts' to get them back home.

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: Lunar Launch*

Tune in

Show children the front cover of the book and discuss any other Shinoy and the Chaos Crew stories they have read.

Read the title and ask them to look closely at the illustrations.

Ask: What do you think is going to happen in this story?

Ask them to read the back cover.

Establish that they know what speech bubbles are.

Discuss the information that this is a graphic novel.

Ask: What do you know about graphic novels?

Ask children to turn to page 2.

Read the text in the blue panel at the top.

Give children time to explore the characters and, if appropriate, to discuss what they know about them.

Ask: On page 3, in which order should we read the panels and the speech bubbles in each panel? (*left to right, top to bottom*)

Read page 3, using different voices for each character.

Establish that, in graphic novels, the story is told mainly through dialogue and thought, so the reader has to look for clues in the illustrations to help them work out what is happening.

Heads together

Ask children to read pages 4 and 5, firstly looking at the illustrations and then reading the speech bubbles quietly to themselves until they think they have worked out what is happening, how the characters are feeling and what they are doing.

Once they are confident they understand this part of the story, they can start to practise reading with appropriate expression.

Encourage them to try to use different voices for the characters.

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

Offer support in interpreting the story where it is needed.

Wrap up

Give children feedback on their reading.

Discuss what has happened in this part of the story.

Ask the following questions:

- How do you think Shinoy feels when his mum suggests going to a bookshop?
- Who do you think says 'Let's see' on page 4?
- Do you think they really will get to the Moon?
- What did you work out from the pictures that you weren't told in the words?

Vocabulary boost session

You will need

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

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
glowing	If something is glowing, it is lit up.	I could see a light glowing in the distance.	Tell me about something that you have seen glowing.
properly	If you did something properly, you did it really well.	I looked after my dog properly when he was poorly.	Tell me about something you did properly.
perfect	If you say something is perfect, you mean it is absolutely right.	I think my new bike is perfect.	Tell me about something you think is perfect.

Tune in

Ask children to remind you what sort of book this is.

Ask the following questions:

- What can you tell me about graphic novels?
- What is the story about?
- What has happened so far?

Read pages 6 to 9, briefly explaining the meanings of the focus words. You may wish to use the information in the Vocabulary table above to help you.

Ask children to look at page 6 and to identify which are speech bubbles and which are thought bubbles.

Ask them to turn to page 8. Point to the blue box at the top of the page and discuss what information this is giving.

Establish that this isn't a speech bubble but is telling the reader about the setting.

Ask the following questions:

- What do you think Shinoy is doing on page 9?

- What did you work out from the pictures that you weren't told in the words?

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

Ask children to read these and then revisit the explanations of the focus words.

Heads together

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

As they respond, ask questions to deepen this understanding.

Wrap up

Ask children to create, on their A4 whiteboards, their own sentences that contain the focus words. They can hold them up so that you can check that they have used the focus words appropriately.

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 *Mission: Lunar Launch*
- Reading Journals
- Multiple copies of resource sheet: Book talk

Ask children to practise reading pages 10 to 13, using clues in the illustrations to help them to read with appropriate expression. As a group, they can discuss what has happened in this part of story and what they worked out from the pictures.

Ask children to read pages 14 to 17 and to record in their Reading Journals the characters that feature in this part of the story. They can then each take on the role of one of the characters and rehearse a reading of pages 14 to 17.

Ask children to read pages 18 to 21. They can then use Resource sheet: Book talk to record their thoughts about, and responses to, the story. As a group, they can carry out a Book talk activity, using their notes to support their contributions to the discussion.



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
