



Mission: Rogue T-rex

Book band: Lime

Much to the family's amazement, there's a baby T-rex in the garden. Shinoy calls on the Chaos Crew and Salama and Bug arrive, explaining that the dinosaur has slipped through a Time Flaw. The evil S.N.A.I.R. is trying to control dinosaurs to do his bidding, in an attempt to control the world. Shinoy eventually establishes thought contact with the dinosaur and persuades him to return back through the Time Flaw.

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: Rogue T-rex*
- Flipchart or whiteboard
- A4 whiteboards and pens

Tune in

Ask children to explore the front cover of the book. Discuss any other Shinoy and the Chaos Crew books that they have read.

Ask: What do you think might happen in this story?

Encourage them to justify their predictions.

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

Ask: How does this help you to predict what might happen in the story?

Focus on the fact that this is a graphic novel.

Ask the following questions:

- What can you tell me about graphic novels?
- What features do you expect to find in this book?

List children's responses on the flipchart or whiteboard.

Explain that, as they read the book, they should look out for the features they have identified and list them on their A4 whiteboards.

Ask children to turn to page 2.

Read the text at the top of the page and give children time to explore the characters.

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

Ask children to read page 3 quietly to themselves.

Ask the following questions:

- Which order did you read the panels in?

- Which order did you read the speech bubbles in?
- What information does the text in the blue box give us? (*the setting of the story*)

Establish that, in a graphic novel, the story is told mainly through speech and thought bubbles and that the reader has to read the illustrations to find clues about what is happening and how characters are feeling and interacting.

Read pages 4 and 5 aloud, using different voices for each character.

Ask the following questions:

- What did you read in the illustrations that you weren't told in the speech bubbles?
- Have you spotted any of the features that we listed earlier?

Give children time to list the features on their whiteboards.

Heads together

Ask children to read pages 6 to 9 quietly to themselves, using different voices for the characters and reading the illustrations for clues.

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

Remind them to add any graphic novel features to the list on their whiteboards.

Wrap up

Give children feedback on their reading.

Ask the following questions:

- What has happened so far in the story?
- What did you read from the illustrations that you weren't told in the text?
- What other graphic novel features have you spotted?

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *Mission: Rogue T-rex*
- Flipchart or whiteboard
- A4 whiteboards and pens

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
control	If you control something, you are able to make it do what you want.	I would like to be able to control my puppy's behaviour.	Tell me about something that you would like to be able to control.
capture	If you capture something, you catch it.	I would like to capture an alien so that I could talk to it about life in outer space.	Tell me about something that you would like to capture and why.
persuade	If you persuade someone to do something, you make them do it by giving them good reasons.	I once persuaded my mum to take us to the theme park for the day, even though it was raining.	Tell me about a time when you persuaded someone to do something.

Tune in

Ask the following questions:

- What do you know about graphic novels?
- What has happened in the story 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 has happened in this part of the story?
- Who is trying to control the T-rex? (*S.N.A.I.R.*)
- Why do Shinoy and the Chaos Crew want to capture the T-rex?

On the flipchart or whiteboard, write up the focus words and example sentences. Ask children to read them and revisit the meanings of the words.

Heads together

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

the focus words, and ask questions to deepen their understanding.

Tell children they have to persuade you to let them have a lesson outdoors. Carry out a role play in which they use their persuasive skills.

Wrap up

Ask the following questions:

- What has happened in the story so far?
- Have you spotted any more graphic novel features that you can add to your lists?

Challenge children to develop their own example sentences that include the focus words. They can write these on their A4 whiteboards and hold them up once they have finished. Use this as an opportunity to check their understanding of the focus words.

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: Rogue T-rex*
- Reading Journals
- Multiple copies of resource sheet: Book talk

Ask children to read pages 14 to 19 quietly to themselves. Reading Partners discuss what Shinoy and the T-rex are thinking, then record their ideas in their Reading Journals.

Ask children to read pages 20 to 23. They can then answer these questions:

- How do you feel about the baby T-rex?
- Which members of the Chaos Crew feature in this part of the story? (*Bug and Salama*)
- On page 23, who is Shinoy saying sorry to and why?

Children can read pages 24 to 29 and use Resource sheet: Book talk to record their thoughts and discuss the book.



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
