



The Day of the Scrambled Signs

Book band: Gold

Shinoy and Toby hear a news report that there are UFOs and monsters in the shopping centre. Having summoned Salama and Bug of the Chaos Crew, they head off to investigate. They discover that the one monster is actually a man in a teddy bear costume, and it was all fake news.

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 Scrambled Signs*
- Flipchart or whiteboard

Tune in

Show children the front cover of the book and establish whether they have read any of the other books in the Shinoy and the Chaos Crew series. If they have, discuss what happened in the stories.

Read the title and ask children what they think 'scrambled signs' might be. Establish that 'scrambled' can mean mixed up.

Read the back cover blurb.

Ask the following questions:

- Where is the story taking place? (*Flat Hill shopping centre*)
- Which member of Chaos Crew is in the story? (*Salama*)
- What happens in the story? (*UFOs and monsters are investigated.*)

Read page 2 and check that children understand the concept behind the story.

Explain that you are going to read the first part of the story aloud and that you are concentrating on reading with expression. Ask children to follow as you read.

Read pages 3 to 7.

Ask children for feedback on your reading.

Ask the following questions:

- What do you think I did well?
- What could I do better?

Establish that you used the meaning, punctuation and dialogue to help you read with expression.

Ask: What has happened so far in the story?

Encourage children to briefly outline the main events in chronological order.

List them on the flipchart or whiteboard.

Ask the following questions:

- Why do you think Mum thought the news about monsters and UFOs was fake news?
- Do you think there really are monsters and UFOs?

Heads together

Ask children to reread pages 3 to 7, focusing on reading with expression.

As they read, move around the group, asking individual children to 'turn up the volume' so that you can hear them. Note children who are reading with appropriate expression and those that are finding it challenging.

Wrap up

Feedback to children on their reading, asking children who read well to demonstrate their techniques. If necessary, demonstrate reading a page using a monotone and the same page using expression.

Ask the following questions:

- What did you notice about the two ways I read that page?
- Why do you think it is important to use expression when you read?

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *The Day of the Scrambled Signs*
- A4 whiteboards and pens
- Flipchart or whiteboard

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
deserted	If a place is deserted, it is empty.	When we went to the seaside, it was deserted because it was raining.	Tell me about a place you have been that was deserted.
confused	If you are confused, you don't know what's going on.	When we went to France on our holidays, I was confused because I couldn't understand what anyone was saying.	Tell me about a time when you have been confused.
evidence	Evidence is anything that makes you believe something is real.	I found evidence that my little brother had been in my bedroom.	Tell me about a time you have found evidence of something.

Tune in

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

Explain that you are going to read the next part of the story and you would like them to listen and to note down the main events on their whiteboards.

Read pages 8 to 11. As you read the focus words, briefly explain their meaning using the information in the Vocabulary table above.

Take feedback from the children, adding the main events they have identified to the list you started in the previous session.

Ask the following questions:

- What place was deserted? (*the shopping centre*)
- Who was confused? (*Salama*)
- What was there no evidence of? (*monsters*)

Heads together

Use the 'Tell me' prompts in the Vocabulary table to develop children's understanding of the focus words. If necessary, demonstrate the kind of responses you are looking for. Encourage children to ask questions about each other's responses.

Challenge children to show you what being confused looks like.

Wrap up

Ask the following questions:

- Why do you think Shinoy felt excited as they went towards the shopping centre?
- What do you think you would do if you heard there were monsters and UFOs in your local shopping centre?

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 Scrambled Signs*
- A4 whiteboards and pens
- Multiple copies of Resource sheet: Quiz

Ask children to read pages 12 to 15, concentrating on using expression. They can read to their Reading Partner, taking turns to read a page each. They can

then record the main events in this section, in order, on their A4 whiteboards.

Ask children to read pages 16 to 21, recording the main events, in order, on their A4 whiteboards. They can compare their list with that of their Reading Partner.

Children can use Resource sheet: Quiz to revisit the book and use their scanning skills to find particular information.

Resource sheet



Name: _____

Quiz

1. What colour are S.N.A.I.R.'s eyes?

2. What game were Shinoy and Toby playing?

3. What were people shouting as they ran down the street?

4. What drink did Mum make?

5. What did Salama and the monster crash into?



Quiz answers

1. red
2. Chaos Crew: Portals of Doom
3. MONSTERS!
4. hot chocolate
5. a floral display