



# Mission: Static Shocks

**Book band: Purple**

When Shinoy and his family are at the shopping centre, everyone starts to get notifications on their phones. Shinoy calls the Chaos Crew who discover that there is a surge in static electricity. They soon discover that S.N.A.I.R. is behind it all. Shinoy has a cunning plan and the people in the shopping centre soon get their own back on the evil villain.

## 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: Static Shocks*

### Tune in

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

Read the title and explore their understanding of what static shocks are.

Give children time to read the back cover.

Check children understand what speech bubbles are.

Draw attention to 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 top panel and then give children time to explore the characters below it.

Read page 3, trying to use different voices for the characters.

**Ask** the following questions:

- What information is given in the blue box at the top of the page? (*the setting of the story*)
- Who are the characters on this page? (*Mum, Shinoy, Myra and Dad*)

Discuss what readers are not told in a graphic novel that they are told in an ordinary story, for example, how a character is saying something, or how they are moving.

Ask children to turn to pages 4 and 5.

**Ask** the following questions:

- In which order would you read the panels on these pages? (*left to right, top to bottom*)
- In which order would you read the speech bubbles where there is more than one in a panel? (*left to right, top to bottom*)

Establish that panels and speech bubbles are read left to right and top to bottom.

Read page 4.

**Ask:** What can you work out from the pictures that you aren't told in words?

### Heads together

Ask children to read pages 5 to 7, trying to use different voices for the characters.

Encourage them to rehearse their reading a few times, using clues in the text and pictures to help them use appropriate expression.

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

### Wrap up

Give children feedback on their reading.

**Ask:** What were you able to work out from the pictures that you weren't told in words?

Encourage children to briefly summarise what has happened so far in the story.

Discuss how children are finding the experience of reading a graphic novel, exploring any challenges that they identify.

## Vocabulary boost session

### You will need

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

### Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
surge	A surge is a sudden increase in something.	There was a surge of water as the river broke its banks.	Tell me about something that you think could surge.
reaction	Your reaction is how you behave when something happens.	Mum's reaction when we splashed her with water was very funny.	Tell me what reaction you think you'd get if you told a joke to the class.
dithering	If you are dithering, you can't make up your mind.	I was dithering on the edge of the swimming pool because the water was very cold.	Tell me about something that you might be dithering about.

### Tune in

Ask children to remind you what kind of book this is and what has happened so far.

Ask them to turn to pages 8 and 9 and to read the top panel.

Discuss how they interpreted and read the first two speech bubbles.

Read pages 8 to 11 aloud, asking children to read extra information from the pictures.

As you read the focus words, give children a brief explanation of their meanings. 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?
- What did you work out from the pictures that you weren't told in words?
- What did Bug measure a surge in?  
(*static electricity*)
- What reaction did Bug get when she asked people to walk away from their phones?

- Who said 'enough dithering'? (*Ember*)

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

Ask children to read them and then 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.

As they respond, ask questions to deepen this understanding.

### Wrap up

Challenge children to write their own sentences containing the focus words on their whiteboards. They can hold them up once they have finished so that you can check that they have used the words accurately.

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: Static Shocks*
- Multiple copies of resource sheet: Book talk

Ask children to practise reading pages 12 to 15, trying to use different voices for the characters. They can then present their reading to the rest of the group. Children can discuss what has happened in this part of the story.

Ask children to read pages 16 and 17 as a group – with individual children taking on specific characters and one child acting as narrator by interpreting the illustrations.

Ask children to read pages 18 to 21. They can then record their ideas on Resource sheet: Book talk and hold a group discussion about their reactions to the story.



Name: \_\_\_\_\_

## Book talk

Title: \_\_\_\_\_

What I liked about the book

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What I didn't like about the book

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I have this question about the book

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The book reminds me of

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