



# Mission: Submarine Scare

**Book band: White**

When Shinoy and his family go on a trip round a submarine, a pollution alert sounds and the family find themselves on a mission to track down a discharge into the ocean. Ember, Lazlo and Mustang Harry from the Chaos Crew join them. They soon discover that S.N.A.I.R. is behind the pollution and winch him on board. An enormous sea creature threatens to devour their submarine but S.N.A.I.R. suggests a solution and the submarine is saved. Although Shinoy and his chums are safe – S.N.A.I.R. slips through their fingers.

## 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: Submarine Scare*
- Flipchart or whiteboard

### Tune in

Ask children to look at the front cover of the book.

Discuss any other Shinoy and the Chaos Crew books they have read.

**Ask:** What can you tell me about the Chaos Crew?

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

Check children's knowledge of submarines and what they do.

**Ask:** What do you think might happen in the story?

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

**Ask:** Now what do you think might happen?

Explore children's knowledge of graphic novels.

Ask them to turn to page 2.

Read the text at the top of the page, then give children time to explore the characters below.

Read pages 3 to 5 aloud, using different voices for the characters.

**Ask** the following questions:

- What has happened in this opening part of the story?
- How is the story mainly told? (*through speech bubbles*)

Return to page 3, and ask the following questions:

- What information does the text in the blue boxes give us? (*the setting and what the characters are doing there*)
- What order do we read the panels and speech bubbles in a graphic novel? (*left to right, top to bottom*)

Establish that, when reading a graphic novel, it is important to read the illustrations as well as the text.

**Ask:** What do you think you learnt from the illustrations that added to your understanding?

With children, flick through pages 6 to 11 and, on the flipchart or whiteboard, list the characters who appear in this section of the story.

Allocate each character to a child in the group.

### Heads together

Ask children to read pages 6 to 11 quietly to themselves.

They can then reread the section, focussing on their character and practising reading with appropriate expression.

Encourage reading the illustrations to help them work out what is happening and how their character is feeling.

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

### Wrap up

Ask the group to read pages 6 to 11, with each child just reading their character's speech bubbles.

Give feedback on their interpretation of the story and their use of appropriate expression.

**Ask:** What has happened in this part of the story?

## Vocabulary boost session

### You will need

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

### Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
outrun	If you outrun something, you run faster than it.	I think I could outrun a paper bag blowing in the wind.	Tell me about something that you think you could outrun.
swift	If you say something is swift, you mean it is really fast.	I think I could eat my tea in a swift way.	Tell me about something that you think you could do in a swift way.
spooked	If someone is spooked by something, it means they are scared by it.	I've been spooked by shadows on my bedroom wall.	Tell me about something you have been spooked by.

### Tune in

**Ask** the following questions:

- What sort of book are you reading?
- What can you tell me about graphic novels?
- What has happened in the story so far?

Read pages 12 to 15, 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 did you read from the illustrations that wasn't in the text?
- What has happened in this part of the story?
- How do you think Shinoy is feeling?

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

Ask children to read them. Revisit the meanings of the words as they do so.

### Heads together

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

As they respond, ask questions to deepen their understanding.

### Wrap up

Challenge children to develop their own sentences that contain 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 how accurately they have used the 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: Submarine Scare*
- Multiple copies of Resource sheet: What's the story?
- Multiple copies of resource sheet: Book talk

Ask children to read pages 16 to 21. They can use Resource sheet: What's the story? to add speech and thought bubbles to the illustrations to add detail to what is happening at this point in the story.

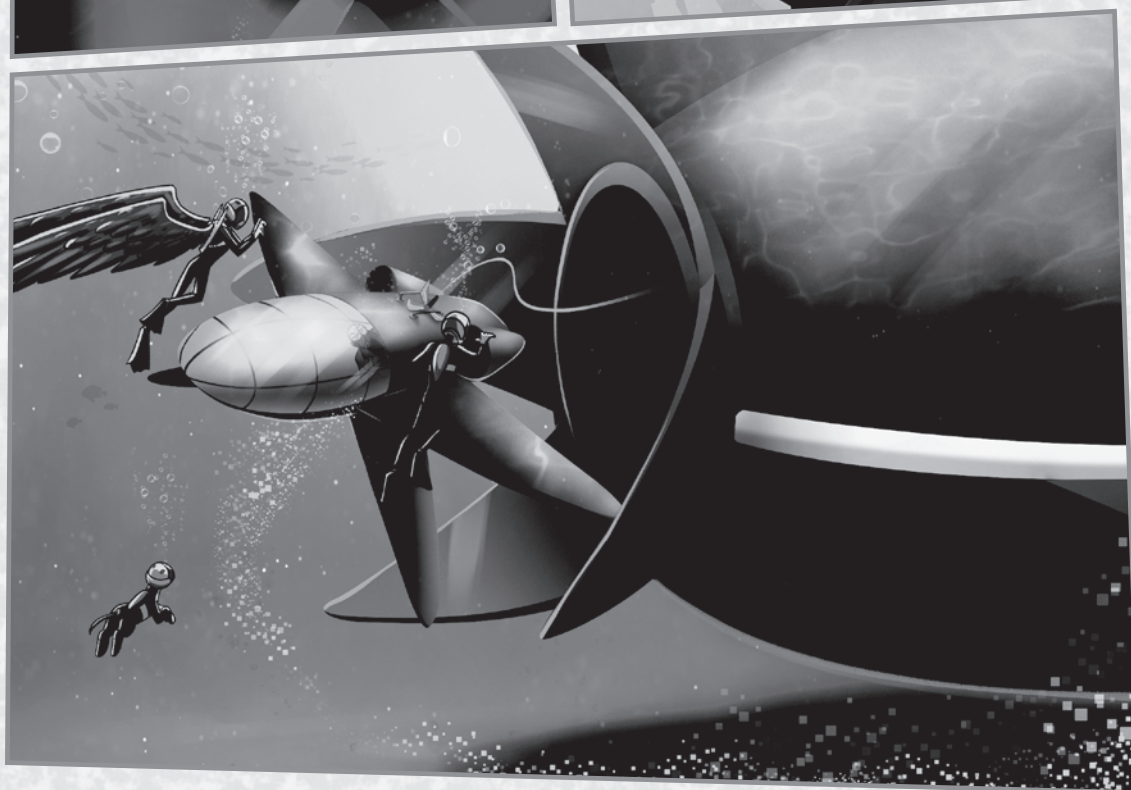
Ask children to flick through pages 22 to 25 and to make a list of the characters who appear in this section of the story. Working as a group, they can then allocate a character to each member of the group. Children can work individually to practise reading their character's speech bubbles. The group can then come together to read pages 22 to 25.

Ask children to read pages 26 to 29. They can use Resource sheet: Book talk to note down their thoughts and ideas about the story. As a group, they can hold a Book talk activity, referring to their notes to support the discussion.



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

## What's 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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