



# The Day Tech Took Over

**Book band: Gold**

What appears to be a normal day at school is disrupted by Shinoy suddenly becoming extra smart. He's also extra mean. Toby is worried, and uses Shinoy's phone to call the Chaos Crew. Bug identifies Shinoy's new 'smart watch' as evil S.N.A.I.R. tech. Shinoy realises how cruel he has been, and takes off the watch, which Bug destroys.

## 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 Tech Took Over*

### Tune in

Show children the front cover of the book and ask them to read the title.

**Ask:** What do you think this story might be about?

Draw attention to the Shinoy and the Chaos Crew logo and check whether children are familiar with the series. If they are, ask them to tell you about other books in the series they have read.

Explain that you are going to read the first few pages of the book and that you will be concentrating on reading the dialogue with expression.

Read pages 3 to 7. Use the meaning and punctuation to help you to read the dialogue with expression. Try using different voices for the different characters.

Ask children to tell you what they thought about your reading.

Discuss what techniques they noticed you using.

### Heads together

Ask children to read pages 3 to 7, concentrating on reading the dialogue with expression. Remind them to try and use some of the techniques that you used.

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

### Wrap up

Ask children whose reading was particularly expressive to demonstrate how they read certain pieces of dialogue.

**Ask** the following questions:

- Why do you think it is important to read with expression?
- Why do you think Shinoy is suddenly finding Maths easy?

## Vocabulary boost session

### You will need

- Multiple copies of Collins Big Cat *The Day Tech Took Over*

### Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
relieved	If you are relieved, you are happy because something unpleasant isn't happening.	I was relieved when it stopped raining.	Tell me about something you would be relieved about.
snapped	If you snapped, you spoke sharply to someone.	'Don't touch that!' the lady in the shop snapped.	Tell me what you have snapped at someone about.
stomped	If you stomped, you walked off heavily because you were cross.	When he was shown a red card, the football player stomped off the pitch.	Tell me about a time you have stomped.

### Tune in

Ask children to remind you what happened in pages 3 to 7.

Read pages 8 to 11, briefly explaining the meaning of the focus words as you read them. Use the information in the Vocabulary table above to help you.

**Ask** the following questions:

- Who was relieved when it was breaktime? (*everyone*)
- Who snapped? (*Shinoy*)
- Who stomped? (*Shinoy*)
- Why do you think everyone was relieved when breaktime came?
- How do you think Shinoy was feeling when he snapped at Toby and stomped off?

### Heads together

Use the 'Tell me' prompts in the Vocabulary table to develop children's understanding of the focus words. You may wish to demonstrate the kinds of responses

that you are expecting. Encourage children to ask questions about each other's responses.

Ask children to show you a relieved face.

Ask them to show you what snapping sounds like and what stomping looks like.

### Wrap up

Ask children to briefly summarise what happened in pages 8 to 11.

**Ask** the following questions:

- How do you think Toby is feeling?
- What do you think he is going to do?

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 Tech Took Over*
- Multiple copies of Resource sheet: Quiz

Ask children to read pages 12 to 15 aloud to their Reading Partner, concentrating on using expression when reading dialogue. They can take turns to read a page each. They can then tell each other what

they did well and what they could focus on doing better.

Ask children to read pages 16 to 21. As a group, they can hot-seat Toby about how he felt at different points in the story.

Children can use Resource sheet: Quiz to revisit the story and develop their scanning skills by looking for specific information.

# Resource sheet



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

## Quiz

1. What is the name of the head teacher?

\_\_\_\_\_

2. How long did it take Leonardo da Vinci to paint Mona Lisa's mouth, according to Shinoy?

\_\_\_\_\_

3. What did Toby take from Shinoy's rucksack?

\_\_\_\_\_

4. What did Toby say when he handed back Shinoy's watch?

\_\_\_\_\_

5. What did Bug point at the watch?

\_\_\_\_\_



## Quiz answers

1. Mr Amriti

2. 12 years

3. Shinoy's mobile phone

4. It's not mine to break.

5. a finger of her Chaos Crew Quantum Gauntlet