



# The Day of Time Travel

**Book band: Lime**

When Shinoy, Toby and Myra are taking part in a clean-up operation on the beach, Milo finds a Time Travel Transporter and disappears. Salama gives them another machine to track Milo, and the three friends set off to follow him. They travel through various periods in history and eventually find Milo in a Viking boat. They manage to get back to the present and discover Salama and Harry have been enjoying themselves on the beach.

## 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 Time Travel*

### Tune in

Show children the front page of the book and read the title.

**Ask:** What do you know about time travel?

Check that children understand that it involves moving backwards and forwards in time so that they have that context before reading the story.

Draw attention to the Shinoy and the Chaos Crew logo.

**Ask** the following questions:

- Have you read any other books in this series?
- What were they about?

Read the back cover blurb.

**Ask:** What clues are there in the blurb about the setting and plot?

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

Explain that you are going to read Chapter 1, focusing on using expression when you read the dialogue. Ask children to follow as you read.

Read pages 3 to 9, using the speech verbs and the meaning to help you read with expression. Try to use different voices for the characters.

Ask children to give you some feedback on your reading.

**Ask** the following questions:

- Is there anything I could have done better?
- What will you try to do when you read aloud?

### Heads together

Ask children to read Chapter 1, concentrating on using expression, particularly when reading the dialogue.

As they read, move around the group, asking individual children to 'turn up the volume' so that you can hear them read. Comment positively on expressive reading and offer suggestions as to how children can improve their reading aloud.

### Wrap up

Ask some children to demonstrate reading particular dialogue to the rest of the group.

**Ask** the following questions:

- What helped you to read with expression?
- What has happened in this first chapter?
- How do you think Shinoy felt when Milo disappeared?
- What are Shinoy, Toby and Myra going to do next?
- Do you think they will find Milo?

## Vocabulary boost session

### You will need

- Multiple copies of Collins Big Cat *The Day of Time Travel*

### Vocabulary table

| Focus word | Child-friendly explanation                                                 | Example sentence                                              | Tell me...                                                  |
|------------|----------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|
| yelped     | If you yelped, you gave a short cry because you were surprised or in pain. | The dog yelped and ran under the table.                       | Tell me about something that would make you yelp.           |
| panted     | If you panted, you breathed quickly because you were out of breath.        | The girl panted as she drew closer to the finishing line.     | Tell me about something that would make you pant.           |
| commanded  | If you commanded someone, you told them to do something.                   | The bus driver commanded that the passengers get off the bus. | Tell me about a time you commanded someone to do something. |

### Tune in

Ask children to remind you what has happened so far in the book.

Establish that, at the end of Chapter 1, Shinoy, Toby and Myra were about to travel in time to track Shinoy's dog Milo.

Read Chapter 2, briefly explaining the meaning of the focus words as you read them. Use the information in the Vocabulary table to help you.

**Ask** the following questions:

- Why did Shinoy yelp? (*because an axe was thrown at him*)
- Why do you think someone threw an axe?
- Why did Toby pant? (*because he had been running*)
- Who commanded? (*Salama*)
- What do the three focus words have in common? (*They are all used as speech verbs.*)

### Heads together

Use the 'Tell me' prompts in the Vocabulary table to develop children's understanding of the meaning of the focus words. If necessary, model the kind of responses you are expecting.

Encourage children to ask questions about each other's responses.

Challenge the children to show you what yelping, panting and commanding sound like.

### Wrap up

Ask children to summarise what has happened in Chapter 2.

**Ask:** What do you think happened at the end of the chapter?

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 Time Travel*
- Paper and pencils
- Multiple copies of Resource sheet: Quiz

Ask children to read Chapter 3 aloud to their Reading Partner, concentrating on reading the dialogue with expression. They can take turns to read a page each. They can then tell each other one good thing

about their reading and one thing that could be better.

Ask children to read pages 22 to 29. They can then work with their Reading Partner, draw a timeline, and note down the main events in the story on the timeline.

Children can use Resource sheet: Quiz to revisit the story and develop their scanning skills.

# Resource sheet



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

## Quiz

1. What was the Roman settlement in Flat Hill called?

\_\_\_\_\_

2. Why did Harry get a free ice cream?

\_\_\_\_\_

3. Who do Shinoy and Toby think the people in the wooden boats are?

\_\_\_\_\_

4. Who does Harry say built the T3?

\_\_\_\_\_

5. What does Salama say she and Harry have spent the afternoon doing?

\_\_\_\_\_



## Quiz answers

1. Planus Collis
2. because he looked adorable
3. Vikings
4. S.N.A.I.R.
5. paddling, making sandcastles and eating ice cream