



Tara Binns Big Idea Engineer

Book band: Ruby

When Tara Binns opens up her costume box, she is transported to a fantasy world where she is an engineer in a car factory! Tara enjoys using her creativity to solve problems and prevent a disaster.

Skills focus

- 2a Give/explain the meaning of words in context
- 2b Retrieve and record information/identify key details from fiction and non-fiction
- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- Reading aloud with fluency and expression

Guided reading session

Skills focus

- 2b Retrieve and record information/identify key details from fiction and non-fiction
- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- Reading aloud with fluency and expression

You will need

- Multiple copies of Collins Big Cat *Tara Binns Big Idea Engineer*
- Flipchart or whiteboard
- Reading Journals

Tune in

Ask children, working with their Reading Partner, to look closely at the cover of the book to find out as much as they can about the content.

Ask: Have you read any other books about Tara Binns? If so, what do you remember about them?

Check their understanding of the word 'engineer' and what the job involves.

Ask: Why do you think the title is *Big Idea Engineer*? What do you think Tara might do in the story?

Read pages 2 and 3 aloud, using punctuation and meaning to help you read with expression.

Ask children to discuss, with their Reading Partners, how they think Tara is feeling. Take feedback, encouraging children to support their responses by referring to the text.

Heads together

Ask children to read Chapter 2 (pages 4 to 9) quietly to themselves. Move around the group, asking individuals to 'turn up the volume' so that you can hear them. Comment positively on use of appropriate expression.

Wrap up

Challenge children to quickly scan Chapter 2 for the answers to the following questions.

Ask:

- What colour were Tara's overalls? (*navy*)
- Where was she? (*in a car factory*)
- Why did an engineer check each car? (*to make sure that it was perfect*)
- Why do you think that the car was speeding towards the wall?

Check children realise that the answers to the first three questions can be found in the text, but the final question requires them to make inferences.

Independent reading sessions

Skills focus

- 2b Retrieve and record information/identify key details from fiction and non-fiction
- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- Reading aloud with fluency and expression

You will need

- Multiple copies of Collins Big Cat *Tara Binns Big Idea Engineer*
- Reading Journals



You are reading *Tara Binns Big Idea Engineer*.

In your group, talk about what has happened so far.

Read Chapter 3 (pages 10 to 17) to yourself.

Work with your Reading Partner to answer these questions. Write the answers in your Reading Journal.

- What did Tara trip over?
- What are the names of the chief safety engineers?
- What is the name of the driver of the car?
- On page 13, Tara says: “But you shouldn’t be worried about me! What about the driver of that car?” What does this tell you about her?

Which question did you have to make inferences for?



You are reading *Tara Binns Big Idea Engineer*.

Talk with your Reading Partner about what has happened so far.

Read Chapter 4 (pages 18 to 25) aloud with your Reading Partner, taking it in turns to read a page each. Use as much expression as you can.

Answer these questions, writing the answers in your Reading Journal.

- What did Tara call her first invention?
- What job do the sensors do?
- What did Ayesha think about Tara’s invention?
- What do you think about the invention?

Discuss your answers with your Reading Partner. Where did you find the answers to the questions?



You are reading *Tara Binns Big Idea Engineer*.

Talk with your Reading Partner about what has happened so far.

Read Chapter 5 (pages 26 to 33) to yourself.

Work with your Reading Partner to answer these questions. Write the answers in your Reading Journal.

- Why did Ortez go to get another car?
- Why does Tara say: “Does he mean something strange is going on?”
- Why do you think everyone is worried about the leaking brake fluid?
- Why do you think the foreman says the production line will be held up?

Discuss your answers with your Reading Partner. Where did you find the answers to the questions? Did you have to make any inferences?



You are reading *Tara Binns Big Idea Engineer*.

In your group, talk about what has happened so far.

Read Chapter 6 (pages 34 to 39) to yourself.

Work with your Reading Partner to answer these questions. Write the answers in your Reading Journal.

- Why do you think the robot was splitting the brake pipe?
- Why does Tara think she has to warn Ortez not to drive the car?
- What has Tara proved in this chapter?
- Who do you think is speaking at the end of the chapter? How do you know?

You have had to make inferences to answer some of the questions.

Discuss what you do when you make inferences. As a group, write an explanation in your Reading Journals of what you think making inferences means.

Vocabulary boost session

Skills focus

- 2a Give/explain the meaning of words in context

You will need

- Multiple copies of Collins Big Cat *Tara Binns Big Idea Engineer*
- Reading Journals
- Individual whiteboards and pens

Vocabulary table

Focus word	Brief explanation	Example sentence	Definition
deflate	the air comes out	If the bike's tyres deflate, riding it will feel very bumpy.	If you deflate something, you let the air out.
halt	stop	When the car ran out of fuel, it slowly came to a halt.	If something comes to a halt, it stops moving.
serious	worried	The newsreader looked serious as she announced the accident.	If someone looks serious, they are worried about something.
faulty	not working properly	I knew the TV was faulty when I couldn't see a picture.	If something is faulty, it isn't working properly.
investigation	search	The police investigation found that the car had been stolen.	An investigation is a careful search to find out what happened or why something happened.

Tune in

Read chapters 7 and 8 (pages 40 to 45) aloud to children, briefly explaining the meaning of the focus words. You can draw on the information in the vocabulary table above if you wish.

Check children's understanding of some of the focus words.

Ask:

- Why do you think Ortez looked serious on page 40?
- Why did the car have faulty brakes? (*The robot had split the brake pipes.*)
- Why does Ayesha say that there will have to be an investigation? (*because the faulty car was parked in the test area*)

Go through the vocabulary boost process, writing up the focus words, example sentences and definitions. Give children time to record this information in their Reading Journals.

Heads together

Carry out a 'Three things ...' activity based on the focus words, asking children to write their responses on individual whiteboards:

- Name three things you could deflate.
- Name three things that would make you come to a halt.
- Name three things that would make you look serious.
- Name three things that could be faulty.
- Name three reasons why someone might carry out an investigation.

Challenge some children to justify their responses.

Wrap up

Ask children, working with their Reading Partners, to use the illustrations on pages 46 and 47 to explain how Tara solved these two problems. Challenge them to use as many of the focus words as they can in their explanations.

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.