

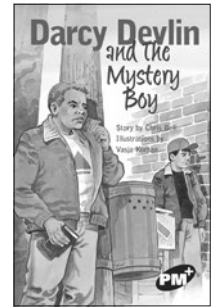
Darcy Devlin and the Mystery Boy

PM Level 29

Sapphire

Text Type Narrative

Running Words 2627



Preparing for Guided Reading

Orientation to the text

- Darcy Devlin is an amateur private investigator. One day, he sees a boy acting strangely, and decides to follow him. He discovers the boy, Tai, is living alone while his grandmother is in hospital. Tai does not know which hospital his grandmother is in, and is afraid he will be taken away if the authorities find out he is alone. Darcy uses his investigative skills to track down Tai's grandmother.

Prior knowledge

- Explain to students that the main character in this book, Darcy, is a keen private investigator. Discuss the qualities and materials Darcy may need to be a good private investigator. How would he avoid being conspicuous?

Building the Balanced Reader

Grammatical Conventions

- Locate third-person pronouns used in the text, e.g. *he, they, her, it*. Note these refer to other people or things.
- Identify strong action verbs and adverbs that serve to increase the pace of the text, e.g. *dodged, skittish, frantically*.
- Have students locate adverbs used in the text, e.g. *slowly, finally, slightly, eventually*. Look at how the letter pattern changes, e.g. add *ly* or drop the *y* and add *ily*.

Vocabulary

Key Vocabulary

amateur, appendix, clenching, concealed, confidential, deduced, dodged, electric, fascinated, fleeting, frantically, innocently, investigator, rickety, scooted, seemingly, shattered, skittish, sleuth, strut, superior, suspicious, tremendous, undisturbed, warily

Spelling

- Read the first page to students and locate words with the *eu* letter pattern – *amateur* and *sleuth*.
- Locate words in the text that contain the letters *ou*, e.g. *double, younger, mouthfuls, out*. Discuss the different sounds made by these letters and group the words accordingly.

Visual Literacy

- In the illustration on p. 31, note the evidence that indicates Tai is in hospital, e.g. drip, name band on wrist.

Focusing on the Story – Guided Reading

- Ask students to read to the end of Chapter 2 after setting the focus questions:
What was it about Tai that caught Darcy's attention?
Is Darcy a good investigator? Does Tai realise that he is being followed?
- Ask students to read to the end of p. 24 after setting the focus questions:
Why does Darcy use the words classified information? What impression may this give Tai?
Why is Tai so quick to invite Darcy into his home?
- Encourage students to record notes about what Darcy might add to his notebook.
- Share students' responses to the focus questions, then discuss the following:
Are Darcy's investigations legitimate or is he being a busybody?
Are Darcy's conclusions reasonable? Why?
Darcy "reads between the lines" and makes assumptions about Tai's behaviour. Make a list of all the possible reasons for Tai's behaviour.
- Share students responses to the focus questions, then discuss the following:
Do you think that Darcy is overly suspicious? Explain.
Who do you think was at the door? Should Tai have answered it? Why?

Comprehension

- What is Darcy's purpose in leaving bags of food for Tai? (*Literal*)
- How do the shopkeepers in the area view Tai? (*Inferential*)
- Who do you think should have been responsible for Tai during this time? (*Applied Knowledge*)

Follow-up Activities

- Discuss other occasions when plans need to be put in place to care for a family member, e.g. Who will care for pets when the family goes on holidays?

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Learning Intentions

- We are learning to understand a range of concepts that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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Success Criteria

- I can identify and discuss concepts that occur in the text.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up