

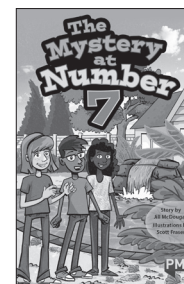
# The Mystery at Number 7

PM Level 26

Emerald

**Text Type** Narrative (Imaginative)

**Running Words** 2381



## Preparing for Guided Reading

### Prior knowledge

- Discuss some of the best-known conventions of mystery stories (e.g. a main character who leads the investigation, discovery of the mystery, false clues along the way).

### Orientation to the text

- In this story, Abby and her friends Bec and Charlie are intrigued by the new neighbour in Abby's street. They are particularly surprised when they see her in a mermaid costume, swimming in her pool and singing a song. They soon learn that the new neighbour, Miranda, is an actor, preparing to play a mermaid in scenes that are going to be filmed in the backyard.

## Building the Balanced Reader

### Grammatical conventions

- Talk about some of the asides that Abby makes along the way, and how these add humour and colour to the story, e.g. *Trust Charlie to think of food* (p. 8); *Just call me genius!* (p. 14); *No surprise there!* (p. 31)

### Vocabulary

#### Key vocabulary

*detective, emergency, impossible, interview, invitation, mermaid, microphone, mission, mystery, notebook, shimmering, thoughtfully, transformed, waterfall*

### Spelling

- Discuss words with potentially confusing spellings, such as *warthog*. Do students think this word could be broken into two words, or hyphenated?
- Talk about the word *initials* and the unusual sound the *t* makes – more like *sh* than a *t* sound.

### Visual literacy

- Ask students to look at the note on p. 5. Discuss how the handwriting shows some of the conventions of record-keeping at meetings.
- After reading the story, have students comment on the newspaper illustration on p. 32. What shows us that Miranda is more used to being photographed than the children are?

## Focusing on the book – guided reading

- Discuss with students some of the investigative techniques Abby might have learned from reading mystery books. Do they think these will help her to solve any mysteries she comes across in the story?
- Ask, *Why do you think Abby regards the mystery at Number 7 as an emergency?*
- After reading p. 8, pause and have students offer thoughts as to what might be going on at Number 7.
- Ask students why they think Miranda keeps singing her song, even though she knows the children are watching her from the tree house.
- After reading p. 17, have students guess what the reporters might want to talk to Miranda about during the interview.
- Have students offer thoughts about why Miranda's house is completely empty. Is it possible that she's not actually living there all the time?
- After reading the note on p. 24, ask students what they think Miranda will tell them at the afternoon tea.
- When they finish reading the story, ask students if they guessed correctly about what Miranda was doing at Number 7.

## Comprehension

- Why was the gang surprised when they peered through the glass door at the front of Number 7? (*Literal*)
- Why did the TV crew include the man with the microphone? (*Inferential*)
- Why are movies usually filmed in situations that are as natural as possible? (*Applied Knowledge*)

## Follow-up activities

- Have students write another verse of the song for Miranda to sing in her movie.
- Ask students to think up another setting for a movie that could be filmed in the backyard. What costume would Miranda wear to match this new setting?

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## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

• \_\_\_\_\_

## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

• \_\_\_\_\_

## Guided Reading Notes

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