

# Detective Evie

Evie is only six but she has a good memory for numbers. When she and Nonna are nearly knocked over by a blue car on a crossing, Evie remembers the number plate. Then she hears about a blue car seen speeding away from a burglary at a sports shop. Evie starts to put two and two together.



## Reading strategy

### Listening to yourself as you read

- To track and enjoy the story
- To self-correct if the text doesn't make sense
- To self-correct if the text doesn't sound right

### Comprehension focus

- Identifying the author's purpose

## Fluency focus

- Adjusting the pace, volume and expression to suit the reading situation

## Genre focus

- Newspaper report

## Day 1: Before reading

- Introduce *Detective Evie* by discussing the cover and reading the title together.
- Encourage students to share what they know about detectives. Record their comments on a chart headed "What we know about detectives". Discuss the importance of drawing on prior knowledge to make predictions about the text.
- Read and discuss the blurb and engage students in predicting the story. They write their predictions on sticky notes. Allow time for them to share and compare their predictions with a partner and the group.
- Introduce the reading strategy by discussing the importance of listening to yourself when you read and model how listening helps you to:
  - track and enjoy the story
  - self-correct if the text doesn't make sense or doesn't sound right.
- Students practise applying the strategy by rereading the blurb independently.

## During reading

- Read the Chapter 1 title and discuss its relevance to the story.
- Read the opening of Chapter 1 to students, then choral read it together. Add to the chart any new information that might be relevant about detectives.
- Identify the voice of the story by asking: Who is telling this story? Allow students to justify their opinions and encourage them to use excerpts from the text to support their answers. (Check on page 4 to see who the story is told by.)
- Pose questions to help students make connections with the text and reflect on what happened and the relationships between the characters. Ask: What does "Up here!" mean on page 5? Who was Nonna talking to when she shouted on page 9? What was her reaction to the speeding car? How did Evie react?

- Talk about Evie's role in the story so far, then identify the significant events and the main idea of the chapter. Ask: What message do you think the author is trying to convey?
- Have students check their original predictions about the story and record a different prediction or refine their original thoughts.
- Read the opening of Chapter 2 to students. Encourage students to carry on reading independently. Model how to read pages 14-15. Students echo read the pages.

## After reading

- Introduce Worksheet A and model how students should make entries for Chapters 1 and 2.
- Allow time for students to share and compare their work.

## Fluency focus

Read *Thieves Aced by Six-Year-Old* or *Detective Evie Rap* to students. Discuss how readers need to use their voices when reading to an audience. Have students read *Thieves Aced by Six-Year-Old*. They practise adjusting their pace, volume and expression to suit the reading situation.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- variant graphemes for /s/
- past tense -ed suffix
- syllables
- hyphenated words
- possessive apostrophe

### Activity 1 Variant graphemes for /s/

Write and spell the word *officer* together. Identify the sound of the letter c. (/s/) Invite students to brainstorm other words with c sounding like /s/, e.g. *cell*, *cent*. They look for more words in the text and record them as a list. (*aced*, *ice*, *magnificent*, *noticed*) Read the words together. Find words with /s/ spelt sc, st, ce, se, e.g. *glimpses*, *sci-fi*, *listening*, *aced*, *circled*, *worse*, *else*. Underline the letters that represent /s/. Say the words.

### Activity 2 Past tense -ed suffix

Write the following words on the board: *finished*, *looked*. Identify the common element (-ed) and discuss its meaning in each word by breaking the words into smaller parts, e.g. finish + ed = finished. (-ed makes the past tense of a verb, meaning the action happened at a prior time) Review the term *suffix* and locate words in the text ending with the suffix -ed, e.g. *wanted*, *walked*, *barked*, *counted*. Have students copy the list. Repeat for the suffix -ing - present continuous verb, meaning the action is happening now, e.g. *listening*, *speeding*.

### Activity 3 Syllables

Define the term *syllable* and model how to break written words into syllables using one- (news), two- (re/port), three- (rem/em/ber) and four-syllable (re/mem/ber/ing) words from the text. Explain that the strategy helps readers spell and pronounce unfamiliar words. Find words in the text with one, two, three and four syllables. Students group them in terms of number of syllables.

### Activity 4 Hyphenated words

Find words in the text with hyphens and say what they mean, e.g. *car-boot sale*, *sports-goods thieves*. Think of other examples. Discuss the meaning of *getaway car* (which has no hyphen). Find the dash on pages 16 (The number plate I knew I'd never forget – EAF 777.) and 20 (I knew what I had to do – nothing.). What does the dash mean? (Pause, like a comma.)

### Activity 5 Possessive apostrophe

Write the words *Sam's sports shop* on the board. Discuss the apostrophe and what it means. (The sports shop belongs to Sam.) Find other examples in the text to list and discuss, e.g. *Nonna's delicious pasta*, *Nonna's ice cream*, *Nonna's car*.

## Day 2: Before reading

- Review the reading strategy by covering some words in the statements on the “What we know about detectives” chart. Ask students to predict the missing words as they read the statements aloud.
- Record predictions and tell students they were able to make good predictions because they were listening to themselves and drawing on their prior knowledge of what detectives or the police do, as they read.
- Allow time for students to share their revised predictions about the story, then read the Chapter 3 title together.
- Have students share related personal experiences and their connections with the text so far.

## During reading

- Discuss the Chapter 3 title and who it might be about. Read the opening of Chapter 3 to students, then choral read it together. Stop at appropriate places to discuss Evie's thoughts and what she does to help herself remember details. Discuss: Why is there a dash on page 16? (It indicates a pause or that something important is following.)
- Repeat the process for Chapter 4. At the end of the chapter invite students to add information to the “What we know about detectives” chart.

## After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to draw on prior knowledge to complete the task.

# The rap: rhythm, rhyme and repetition

## Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read important words automatically

## Activity 1 Introduce the rap

Read *Detective Evie Rap* with students. Volunteers read the rap independently.

## Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

## Activity 3 Identify rhyme

Analyse each verse and the refrain to identify the pattern. Note any deviations and discuss. Identify the words at the end of the second line and the last line of each verse. Identify the words that rhyme and the words that don't. Have students choose a set of rhymes and write a verse using the same pattern as the original. They perform their verse as part of a group performance.

## Activity 4 Identify rhythm

Identify the way that syllables work to establish a rhythm. Show how the rhythm is established when the last two lines are read as one. Brainstorm for other phrases with a similar rhythm that could be introduced. Have students practise adjusting the pace, volume and expression of their voices to add another dimension to the sound pattern.

## Activity 5 Publish a rap

Have each student produce their own rap about one aspect of being a detective. They use a computer and add graphics to their rap. Students jointly publish their raps as one book along with other details about remembering things. Identify the cover features of books that are made up of collections of stories. Have students include all of these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by discussing how listening when reading helps readers stop and self-correct when the text doesn't sound right.
- Model how to use excerpts from the text when talking about features of the story. Ask students to describe their favourite part of the story so far.
- Involve students in checking predictions and making any final additions or changes. Remind students about how making predictions and connections with the text helps the reader.

## During reading

- Read the opening of Chapter 5 to students, then they form pairs and take turns to read the rest of it. Discuss the ending in light of students' predictions and allow time for them to confirm or negate their predictions.
- Identify the significant events in the chapter. Discuss the chapter title and what it means.
- Invite students to identify unfamiliar words in the text, e.g. *equipment, burglars, racket, grateful, mention*.

## After reading

- Students complete their connections with the text for Chapter 5 on Worksheet A and discuss what message the author is trying to convey.

## Become a Newspaper Reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. Reports are written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to read *Thieves Aced by Six-Year-Old* and identify the purpose of each paragraph.
- Model how to get started by brainstorming three possible headlines for their newspaper report. Then involve students in jointly constructing an opening sentence for two of the headlines. They use Worksheet B to enter their work.
- Read the quotes included in *Thieves Aced by Six-Year-Old* and work backwards to identify some of the questions that may have been asked of Evie. Help students to begin work by modelling how to compose a question to Evie. They conduct an imaginary interview.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a graphic. Students could add a map of where Evie saw the car. Students could compose extended labels for the map. Remind them to use the illustrations from the book to help them with their graphics.
- Brainstorm a list of things students know about bystanders helping police with their enquiries and discuss how that information could be used to compose a paragraph.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements and questions and answers.

# Detective Evie

## Worksheet A Identifying the author's purpose

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

What connections can you make with the story?

### Chapter 1: My Amazing Memory

List three things you know that help to memorise details.

### Chapter 2: The News Report

What was Evie thinking about when Nonna was talking about the ice creams?

### Chapter 3: What Do I Do?

Give two reasons why it was easy for Evie to remember the number plate of the speeding car.

### Chapter 4: The Car-Boot Sale

What would you want to buy at a car-boot sale?

### Chapter 5: Put Two and Two Together

How do you think Evie felt when she was thanked by the officer?

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## Worksheet B Reading and writing a newspaper report

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

Make up three headlines for your report. Add an opening sentence for one headline.

Conduct an imaginary interview with Evie. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another comment to the report.