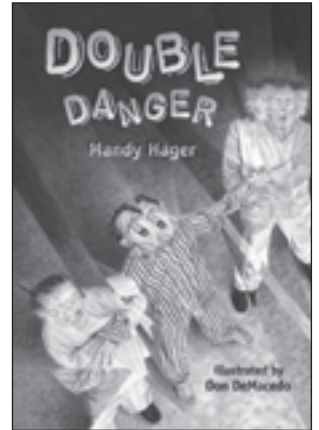


Double Danger

by Mandy Hager

illustrated by Don DeMacedo



Book Summary

One night, after waking from a nightmare, Alex surfs the net and finds out about a mythical monster that imitates people. As Alex attempts to rid himself of the monster, he discovers a lot about his past.

Features of the Book

- Third person point of view
- The use of adjectives – *creepy, chaotic, tattered*
- The use of italics, pauses, and short sentences for effect
- Illustrations that enhance the writer's style
- The foreword and afterword
- The use of definitions in the text
- The underlying theme of danger

Purpose

Double Danger can be used to introduce and reinforce the following skills:

- S** analysing characters' feelings and actions;
- S** relating ideas and events in a story to students' own experiences;
- S** understanding how text features create an atmosphere;
- S** making predictions based on new knowledge.

The Guided Reading Lesson

- S** Analysing characters' feelings and actions
- S** Relating ideas and events in a story to students' own experiences

Introducing the text

Ask the students to think of experiences when they have been afraid.

- *What were you afraid of?*
- *How would you describe your feelings?*
- *Once the fear had passed, what did you think about the thing you were afraid of?*

Look at the cover of the book together and discuss the title and illustration.

- *What does the title make you think of?*
- *What is happening in the illustration?*
- *How do you think the boy in the centre of the illustration is feeling?*

Read the back cover blurb together.

- *Does this help you to understand the title and illustration?*
- *Why do you think the picture is split in two?*

Ask the students to flick through the book and look at the chapter headings.

- *What do you think the feeling of this story is going to be?*
- *Can you predict what is going to happen?*

Make a list of the students' predictions and refer back to these at the end of the reading.

Reading and discussing the text

Ask the students to read the first chapter independently. As they read, they could think about the following question:

- Which words and phrases make us think that Alex is afraid?

After the reading, discuss the students' suggestions as a group. Some suggestions might be:

- Alex sat bolt upright
- his heart was racing
- the same horrible feeling
- spooky flicker
- the little hairs on the back of his neck almost rustled as they sprang alert.

Ask the students to compare these with their own feelings of fear.

- Have you had these feelings? Do you understand how Alex is feeling?

Ask the students to think about the description of Alex's nightmare.

- How has the author separated the nightmare from Alex's real life?

Discuss the use of italics to achieve this effect.

Now ask the students to read to the end of chapter 3, page 15, where Alex is thinking about the doppelgänger and the magazine picture.

- What do you think Alex is thinking?
- What do you think the clue is?
- What do you think he will do?

The students can now read to the end of page 27.

- How do you think Alex is feeling as he opens the door and walks into the school?
- How would you feel if it were you?
- Have you ever felt like this?
- What do you think he is going to find?

The students can now finish the book independently. As they read, they could think about the following question:

- At what point did the mood of the story change?

Read the last paragraph in italics on page 48 aloud to the students.

- How has Alex's nightmare changed?
- Why do you think that is?
- Did you enjoy this story?
- Which part did you like best? Why?

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Analysing characters' feelings and actions

Discuss Alex's journey through the story.

- What happened that led Alex to make the choices he made?

Ask the students to plot Alex's journey on a time line, beginning with his nightmare. Make sure they include the cause, the decision, and the feelings surrounding each stepping stone on his journey.

Discuss the students' work.

- Did Alex make wise decisions?
- Which decisions did you not agree with?
- How would you have reacted differently?


S Understanding how text features create an atmosphere

- What makes this book exciting and full of suspense?

Ask the students to look through the book in pairs and make a list of the adjectives that add to the suspense of the story (spooky, chaotic, horrible, faceless, painful, desperate).

- What other features of the story add to the effect?

Some suggestions might be short sentences or sentences with unfinished endings ("There had to be something ..."; "And if he found him ..."; "Please, not this time ...") or pauses ("It scared him ... reminded him of ... No, don't think of it").

 Encourage the students to use the ideas presented here to write their own suspenseful short story, using Alex's nightmare from page 3 as the starter.

S Making predictions based on new knowledge

There are areas of Alex's life that will change as a result of meeting Gareth. Ask the students to complete the blackline master on page 79 to show what they think Alex's next steps and their outcomes will be.