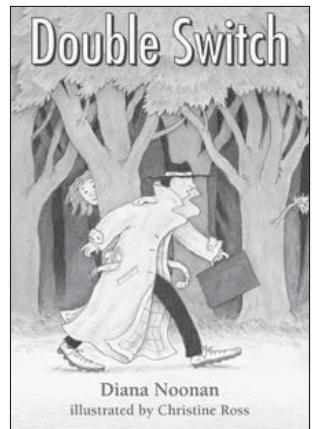


# Double Switch

by Diana Noonan

illustrated by Christine Ross



## Book Summary

Jordan Blake looks like a spy because of his gangly frame, his long, thin nose, and his mother's insistence that he wear a long coat and a hat. He unwittingly becomes involved in a spy ring and finds himself in the wrong place at the wrong time. Throughout the story, Jordan is pursued by an unwanted admirer, Marcia, whose continual attention proves to be his salvation.

## Features of the Book

- The structure and language of a mystery novel
- Compound words – *briefcase, everywhere, homework, bookshelves, handcuffs, sugarplum, footsteps*
- The punchy, humorous style of prose
- Text supported by illustrations of key actions
- Figures of speech – *almost jumped out of his skin; catch your death of cold; ran like lightning*
- The use of irony – the man waving at Jordan and Marcia's unwelcome attention

## Purpose

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

- using prediction to promote discussion;
- identifying the author's intention;
- using inference to draw conclusions;
- exploring the story's narrative structure;
- working with compound words and suffixes;
- mapping the story line.

## The Guided Reading Lesson

- Using prediction to promote discussion
- Identifying the author's intention
- Using inference to draw conclusions

## Introducing the text

Encourage the students to predict the theme of the story by discussing the title and illustration on the cover. During the lesson, you could introduce a range of vocabulary often associated with mystery or spy novels.

- *What does the way this person is dressed suggest about the story?*
- *Where have you seen people dressed like this before?*
- *Who do you think the person peering from behind the tree is? Why do you think that?*
- *What does the title tell you about the story?*

Record the students' responses on the board for later reference.

Now look at the text on the back cover together.

- *What can we learn about the main character?*
- *Why might he be trying to hide from Marcia Maddigan?*
- *What might be in the briefcase?*

Encourage the students to discuss the possible answers to these questions in light of what they know about mystery stories and their discussion about the cover and the story's title.

Look together at the title page.

- *What can you tell from this illustration? (that the briefcase plays an important part in the story)*
- *Do you think that is Jordan's hand?*

## Reading and discussing the text

Ask the students to read the first two chapters independently. Focus on the motivation and traits of the two main characters. Ask the students to think about the following question as they read:

- How does Jordan deal with Marcia's constant attention?

When the students have finished reading, discuss the problem that has been introduced:

- What else could Jordan do to avoid Marcia?
- Why do you think she keeps following him?
- What do you think is going to happen at Café Snoop?

Now ask the students to read to the end of chapter 4 independently.

- What has happened? Can you predict how the plot will develop from here?

Ask the students to read the rest of the story independently and then to compare their predictions with the actual ending. Note the irony that Marcia's unwanted attention actually saves Jordan from serious trouble.

- What were the problems that Jordan faced in the park?
- What did Marcia do to prove that Jordan wasn't Agent X?

Explore the effect that Marcia may have had on Jordan by helping to "save" him.

- What do you think Jordan will think about Marcia now? Will he be nicer to Marcia from now on?

Discuss the ways in which the characters develop throughout the story.

- Why do you think the author created Jordan's character as "unfortunate"?
- Would the story have the same feeling if Jordan were an "ace" detective?

Share the students' responses. Ask them to justify their choices from the text.



## 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 Exploring a story's narrative structure

>To help build an understanding of the structure of narrative, ask the students to use the blackline master on page 65 to list the actions, feelings, and motives of the characters.

For example:

1. Jordan
  - He doesn't want to talk to Marcia.
  - He doesn't like her; she's not his "type."
  - He goes to great lengths to avoid her.
2. Marcia
  - Marcia is fascinated by Jordan.
  - She shadows him to the library and down the road.
  - She wants him to come to her party.
3. The Café Snoop customer
4. The police officer

Using the students' responses, create a response graph to show the highs and the lows in the story.

### S Working with compound words and suffixes

Ask the students to find examples of compound words, for example: briefcase, everywhere, homework, bookshelves, handcuffs, sugarplum, footsteps.

- How do the two words combine to make a new meaning?

For further word analysis, there are many examples of suffixes in the text: -ing and -ed endings indicate tense and the -ly endings denote adverbs.

### S Mapping the story line

Ask the students to skim-read the story again and make a list of the main events. They can then retell the story orally, using the main events as prompts.

The students could map the story line for the book using the blackline master on page 65. Encourage them to share and discuss their work and reread the story for enjoyment.