

# Magabala Books • Teacher Notes

## Deadly D & Justice Jones: The Search

Dave Hartley and Scott Prince



Teacher Notes prepared by Christina Wheeler

### OVERVIEW

This third instalment in the Deadly D series is another page-turning adventure story that sees Dylan and his loyal friend, Justice Jones, desperately trying to keep the secret of Deadly D from being revealed to the world. But is it time for Dylan to fess up to his mother about how he has been using his superhero powers? What will the Brisbane Broncos do if Deadly D doesn't return? And why are Dylan and Justice Jones being pursued by Socks and Jocks, two mysterious clowns who work for the villainous Ringmaster? Join the boys in a fantastic nail-biting orange-van ride as they uncover the dark secrets of the Big Top.

- Co-written by highly regarded Aboriginal Broncos rugby league star, Scott Prince
- Immediate appeal for reluctant readers, particularly boys
- Stems from authentic, well-grounded background of rugby league and education
- The third in the *Deadly D & Justice Jones* series
- Both authors are strong role models in their respective communities

### THEMES

- Trust
- Relationships
- Identity
- Courage
- Respect
- Indigenous culture

### AUDIENCE AND WRITING STYLE

*The Search* is the third book in the Deadly D and Justice Jones series. It is targeted at younger readers, aged 8-10 years. It is especially appropriate for reluctant or newly independent readers who have recently made the transition to chapter books, giving them encouragement and prompts to further engage them in the reading process. With its focus on the NRL and the Brisbane Broncos, it will particularly appeal to fans of Rugby League. The language is easily accessible and the chapters are short, enabling a feeling of success for readers. Humorous references to well-known Broncos players and the coach, Wayne Bennett, add further appeal.

### LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years 3-5

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.

### CULTURAL NOTES

- Kalkadoon people
- Relationships in Indigenous communities eg importance of grandparents/aunties and respect afforded to elders
- Learning wisdom and knowledge from land and time (p68/69)

For information about teaching Australian Indigenous content see [Teaching Indigenous content with Magabala Books](#).



## ABOUT THE AUTHORS



**Scott Prince**, from the Kalkadoon People in Mt Isa, has played for the Brisbane Broncos and captained the Jetstar Gold Coast Titans. He represented Australia and the Queensland State of Origin side. In 2005, he won a premiership while playing for the West Tigers. He writes a weekly column for the *Gold Coast Bulletin* under the title of 'The Prince Diaries'. Scott lives on the Gold Coast with his family.

**Dave Hartley** is a deputy principal at a primary school in Upper Coomera on the Gold Coast. He has taught across many year levels and was awarded 'Gold Coast Teacher of the Year' in 2009. David's people are Barunggam, the traditional people of the Darling Downs/Chinchilla region. He lives on the Gold Coast with his family.

## CLASSROOM IDEAS

### English

- Before reading *The Search*, briefly recap on the first two novels in the Deadly D and Justice Jones series (see Teacher Notes on the Magabala website):
  - *Making the Team*
  - *Rising Star*
- Share habits that good readers have to help encourage reluctant or newly independent readers. Examples may include:
  - Getting past the first 20-30 pages
  - Realising that the second half of a book is quicker to read than the first half, as once you know the characters, plot and conflict (which takes a lot of work at the start of a book), you become invested in the story – you care what happens to the protagonist.
  - Flicking through pages to see when the chapter ends
  - Feeling a sense of satisfaction when finishing a chapter
  - Speculating on the plot
  - Reading backwards and forwards through a text to check small details if necessary
  - Checking the progress of pages read by seeing how far through the book the bookmark is placed
  - Having short breaks but ensuring the book is picked up again
  - Reading daily to maintain momentum
  - Using 'dead' time to pick up a novel (eg waiting for a sibling's sports training to finish; waiting for a bus; reading on the train or in the car etc)
  - Setting a target number of pages to be read in each reading session/per day
  - Feeling a sense of achievement when finished reading a book
  - Enjoying what an author has done with their words; how have they managed to make you feel a certain way?
- You will notice as you flick through the book that there are pages in grey periodically throughout. Take a look at the first few, explaining to students that they are messages to the reader to encourage them to keep reading.
- Re-read the description of the two clowns, Socks and Jocks, on p17. Explore the language features used by the authors to create such vivid depictions of these clowns. Using Google Images, project some photos of clowns onto the board. As a class, brainstorm adjectival phrases to help describe these clowns. Use these ideas to write your own descriptions.
- Speculate on the role that Menzies Ten and his interest in Science might play in the plot. Discuss his invention of the 'poomerang' and 'bumzooka'. After completing *The Search*, reflect on these small plot points and how they unfold later in the book. Remember to include developments like this in your own writing.
- What does BIGTOP stand for? Discuss what Ringmaster is attempting to accomplish by stealing Deadly's DNA. Why is it important that this dangerous operation be stopped?
- Dylan learns a lesson about trust and honesty, particularly when his mother sends him to be with his Nanna. Discuss the importance of knowing when to tell an adult about a problem.



- Why does Dylan's mum say 'I'm not angry...but I'm disappointed' (p45). What is the difference? Do you agree that Dylan took his secret too far? What would you have done in Dylan's situation?
- From whose point of view is this story told? Does it vary? Discuss the role that point of view plays in telling stories.
- Locate Mt Isa on a map of Queensland or Australia. View the city on Google Earth and compare it with the description on p53. Choose another town or city with a contrasting landscape such as Port Douglas or Darwin and write a description of it.
- Dylan's mum sends him to Mt Isa for some 'tough love'. Discuss the importance of 'tough love'. What do you learn from 'tough love? Write a reflection to share a time when you were given 'tough love' from your parents. What does Dylan learn from this experience?
- What role does Nanna play in *The Search*? Why is it important to include a strong female role-model in the text? Why do the authors ensure readers learn that she was good at boxing, rodeo, cricket and football as a youngster?
- What role do grandparents and elders play in indigenous culture? Use evidence from the text to support your ideas.
- Discuss Nanna's comment that 'everything happens for a reason, boy' (p68). Reflect on a time that this rang true for you or a family member.
- Describe the relationship between Dylan and Nanna. Why does he say he can 'feel her wisdom and knowledge - the kind of stuff you can only learn from this great lady' (p68/69)? What have you learnt from your own grandparents?
- Find examples from the text that reveal the themes of respect and trust.
- What is it about Wayne Bennett's coaching style that earns him so much respect? What does he say to his players that is admirable when coaching? What can you learn from someone like Wayne Bennett?
- Consider the advice given to Dylan by his father to 'always remember who you are and where you come from' and to 'inspire our people' (p133).
- Why is this such good advice? Write a journal entry about 'Who you are and where you come from'. Why is having a sense of identity so important?
- Dylan realises that he's been telling himself that he can't really do things that he actually can. Discuss the impact that positive self-talk can have on achieving successful outcomes.
- Create a story graph that shows the main events in the plot of *The Search*. When and how have the authors created tension?
- Take notice of the hooks at the end of each chapter. How do these hooks entice you to read on to the next chapter?
- In small groups, invent your own 'Menzi's Ten' style creation that could be useful to Deadly D and Justice Jones in future adventures.
- What did you like about reading *The Search*? How does this book engage for you as a reader?
- Discuss the authors' use of figurative language throughout the text. How does it contribute to the reading experience? Examples include:
  - My heart leaps into my throat p16
  - Pedalling like a cyclist with an echidna down his pants p16
  - My legs feel like jelly p16
  - Catching me off guard like a Dave Taylor grubber kick p33
  - She's staring at me so hard, she could hypnotise a water buffalo p34
  - Her wrinkled brown skin looks ancient against my soft hands p68
- Analyse the use of quotation marks to signal dialogue in *The Search*. Practise using quotation marks in your own story writing.
- How are the Deadly D and Justice Jones stories similar to other stories such as *The Incredible Hulk*? How is it different?
- In small groups, devise a plot for the next book in the Deadly D and Justice Jones series. Invent new villains and ways in which the boys can overcome challenges they face. Write the first chapter of this new book.



- Re-read the newspaper article written on p14/15 about the disappearance of Deadly D. Discuss the generic features of newspaper articles. Choose an event from *The Search* on which to write your own newspaper article.
- Edit your own work before swapping with a friend to peer edit. Use a common editing key to ensure that feedback is easily understood.
- Research more about the Kalkadoon people at the following website:  
<http://cherneesutton.com.au/kalkadoon-history.html>

## APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	English
3	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">ACELT1594</a>)</li> <li>• Develop criteria for establishing personal preferences for literature (<a href="#">ACELT1598</a>)</li> <li>• Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the <a href="#">narrative</a> (<a href="#">ACELT1599</a>)</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Identify the <a href="#">point of view</a> in a <a href="#">text</a> and suggest alternative points of <a href="#">view</a> (<a href="#">ACELY1675</a>)</li> <li>• <a href="#">Listen</a> to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (<a href="#">ACELY1676</a>)</li> <li>• Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (<a href="#">ACELY1792</a>)</li> <li>• Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (<a href="#">ACELY1683</a>)</li> </ul>
4	<p><b>Language</b></p> <p>Understand that <a href="#">Standard Australian English</a> is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (<a href="#">ACELA1487</a>)</p> <p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (<a href="#">ACELA1492</a>)</p> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Make connections between the ways different authors may represent similar storylines, ideas and relationships (<a href="#">ACELT1602</a>)</li> <li>• Discuss literary experiences with others, sharing responses and expressing a <a href="#">point of view</a> (<a href="#">ACELT1603</a>)</li> <li>• Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (<a href="#">ACELT1605</a>)</li> <li>• <a href="#">Create</a> literary texts by developing storylines, characters and settings (<a href="#">ACELT1794</a>)</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Re-read and edit for meaning by adding, deleting or moving words or <a href="#">word</a> groups to improve content and structure (<a href="#">ACELY1695</a>)</li> </ul>
5	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Create</a> literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (<a href="#">ACELT1612</a>)</li> <li>• <a href="#">Create</a> literary texts that experiment with structures, ideas and <a href="#">stylistic features</a> of selected authors (<a href="#">ACELT1798</a>)</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Navigate and <a href="#">read</a> texts for specific purposes applying appropriate <a href="#">text processing strategies</a>, for example predicting and confirming, monitoring meaning, skimming and <a href="#">scanning</a> (<a href="#">ACELY1702</a>)</li> <li>• Re-read and edit student's own and others' work using agreed criteria for <a href="#">text</a> structures and <a href="#">language features</a> (<a href="#">ACELY1705</a>)</li> </ul>
<p><b>Cross curriculum priorities</b></p> <p>Aboriginal and Torres Strait Islander histories and cultures</p>	
<p><b>General Capabilities</b></p> <p>Literacy, Intercultural understanding</p>	

