

Strange Things by Claire Violet

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link																										
<p>Ask the children to find the places in the story where the author uses sensory words and the sounds of language to enhance the readers' enjoyment.</p> <p>Example: page 9 "sharp little nails scratch, scratch, scratching at the window"</p>	<p>Suffix: /ness/= state of act of</p> <p>starting with <u>darkness</u> on page 7, discuss the meaning of the suffix /ness/ and brainstorm additional words using this suffix.</p> <p>dark, darkness lazy, laziness happy, happiness</p> <p>Include some non-examples for children as well to consider:</p> <p>witness harness</p> <p>Source: <u>Phonics They Use, Words for Reading and Writing</u> by Patricia M. Cunningham</p>	<p>See the Reading/Writing link suggestion</p>	<p>Try reading aloud passages using a "scary" voice to indicate the mood of the story.</p>	<p>How does the author convey the mood of this story? Why do you think the writer chose this mood for this story?</p> <p>How does the author create tension in the story?</p> <p>Where in this story did the writer create vivid pictures in your mind's eye?</p>	<p><u>Powerful Verbs</u> This writer includes many precise, "showing not telling" verbs for the children to find:</p> <table border="0"> <tr> <td>moaned</td> <td>huddled together</td> </tr> <tr> <td>cackled</td> <td>tiny feet creeping</td> </tr> <tr> <td>lighting candles</td> <td>teeny toes scampering</td> </tr> <tr> <td>grumbled</td> <td>scratching</td> </tr> <tr> <td>ground to a halt</td> <td>grawing</td> </tr> <tr> <td>loud knocking</td> <td>loomed in the doorway</td> </tr> <tr> <td>heavy footsteps stomping</td> <td></td> </tr> <tr> <td>held our breath</td> <td>yelped</td> </tr> <tr> <td>a loud voice bellowed</td> <td></td> </tr> <tr> <td>shouting from the cellar</td> <td></td> </tr> <tr> <td>creeping, crawling, nibbling, gnawing</td> <td></td> </tr> <tr> <td>screached</td> <td></td> </tr> <tr> <td>wailed</td> <td></td> </tr> </table> <p><u>Application:</u> Discuss the meanings of these verbs and the "pictures in your mind" they create. Children might look back in a writing piece and find a "tired" verb and consider replacing it with one of these more powerful verbs.</p>	moaned	huddled together	cackled	tiny feet creeping	lighting candles	teeny toes scampering	grumbled	scratching	ground to a halt	grawing	loud knocking	loomed in the doorway	heavy footsteps stomping		held our breath	yelped	a loud voice bellowed		shouting from the cellar		creeping, crawling, nibbling, gnawing		screached		wailed	
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Guided Reading Level: Fluent 1
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