

# Book Notes

## Strange Things

Author Claire Voilet

Illustrator Susan Havice

16 pages ■ 289 words

Fountas and Pinnell Level L

Intervention Level 23



Strange Things

### SYNOPSIS

What could be causing strange things to happen throughout the house?

### WHAT THE BOOK OFFERS

- Realistic narrative fiction
- First person, told from the boy's perspective
- Strong problem/solution structure
- Illustrations convey mood and emotion
- Illustrations give clues to problem's cause
- Several characters
- Dialogue throughout
- Descriptions in detail
- More complex concept
- Ellipsis at story climax
- Inferential reading
- Layers of meaning
- Strong sequencing of time
- Additional genre - mouse poems

### POSSIBLE SKILLS EMPHASIS

- Coping with more characters and incidents
- Awareness of words used in sequencing
- Use of text to support meaning—italics, change in font size
- Quotation marks for sounds—"Slurp!"
- Dialogue with many characters
- Dialogue which develops the characters
- Use of various words - moaned, cackled, grumbled
- Wide variety of adjectives – often two adjectives per noun
- Use of commas

# Book Notes

## Strange Things (continued)

### INTRODUCING THE BOOK

*The boy and the cat in the cover illustration look scared. They still look scared on the title page. Does the title give you any clues? Why is the title in that type of font? Where does the story probably take place?*

### FOCUS OF INSTRUCTION

**Page 3:** *What do we know as readers, that the characters don't know yet? Wouldn't a cat get rid of mice in a house?*

**Page 6:** *What does the author want you to understand about the refrigerator, the TV, and the house lights? [Nod, nod, wink, wink with author]*

**Page 7:** *What do we know about the mom?*

**Page 10:** *How do you feel right now? What did you read that made you feel that way? Why is the author creating this mood?*

### FOLLOWING THE READING

- Research gremlins, boggarts, wee folk, and other creatures who “cause mischief” in people’s homes.
- Students may wish to discuss writing a short mystery.

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## Strange Things (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>I think mice are . . . because they . . . The strangest thing that happened in this story was . . .</i>
<b>USE YOUR MEMORY</b>	<i>Who was Norman in this story? Where does it tell you? What was the problem in this story? Was the problem solved? Was there a solution to the problem?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>How do you think the mice caused all the electrical problems? Do you think being an electrician is a good job or not? Why? Would you like to be an electrician someday? Why did the brother smile and say, "Cool," when everyone heard there were mice? What did he mean by that?</i>
<b>BE CREATIVE</b>	<i>This story is filled with CAUSE and EFFECT examples. For instance, on page 2, the CAUSE is: a book fell off the bookshelf. The EFFECT is: Norman, the scaredy-cat was frightened. Write the CAUSE and the EFFECT that you find on the following pages of this story: Page 3, Page 4, Page 5, Pages 6 and 7, Page 10, Page 13</i>
<b>VOCABULARY AGENT</b>	<i>Read the <b>Mouse Poems</b> on page 16 in this book. Then use all the words below in a poem you write about mice.</i> *Bam *creeping *spooky *scampering *Bang *frightened *Meow *ghosts *shadows *Boom