

About *ENID STRANGE*

Enid has never fit in with kids her age. They don't speak the way she does, and they never get accused of cheating by teachers who refuse to believe Enid, and not an adult, writes at such an adult level. They're not like Enid at all. And they also can't see the faeries. They don't know how the faeries interfere with peoples' lives – not the way Enid and her mother do.

So, Enid is writing a book on how to see the faeries. But she doesn't know if she can get it written before the faeries completely ruin her life. If only she can trap one ...

Enid Strange is a hilarious story told from the point of view of an eleven-year-old girl who, encouraged by her mother, believes faeries are real.

About MEGHAN ROSE ALLEN

Meghan Rose Allen writes stories for young readers and adults, and has had her work published in numerous literary journals across Canada. Born in Peterborough, Ontario, she has lived in Calgary, Ottawa, and Halifax, and currently lives in Sackville, New Brunswick. *Enid Strange* is her debut novel.

Curriculum

Grade 5, 6 Health and Physical Education (Making Connections for Healthy Living)

Grade 5, 6, 7, 8 Language (Reading, Writing)

Student Objectives

After reading *Enid Strange*, students should be able to:

Grade 5-6:

- Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers
- Apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
- Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details

Grade 7-8:

- Develop and explain interpretations of texts, using stated and implied ideas from the texts to support their interpretations
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

Getting Started

1. Discuss the difference between fiction and fact, considering biases and misinformation.
2. Discuss family dynamics and blended families.

Chapter-Specific Questions

1. Why does Mrs. Estabrooks accuse Enid's mother of writing her paper? (Chapter 2)
2. Enid's vocabulary is advanced for her age. What do you do when you read a word you don't know? (Chapter 2)
3. Enid's mother considers the faeries to be household pests, comparing them to mice and ants. Have you had to deal with household pests? How did you deal with them? (Chapter 3)
4. Why do you think Amber dislikes Enid? (Chapter 5)
5. Should Enid have told her mother about the faerie she saw in her bedroom? (Chapter 6)
6. How does Enid handle her confrontation with Amber? Are there other strategies she could have taken? (Chapter 8)
7. Enid is upset that her mother read her notebook. How did she handle her anger? What could she have done differently? (Chapter 10)
8. Enid has conversations with herself, usually when she is mad or stressed. How do you cope with anger or fear? (Chapter 11)
9. Why do you think Enid writes a letter to Mrs. Delavecchio's son Lem? Have you ever written someone a letter? (Chapter 12)
10. How does Dr. Holden's presence change Enid's relationship with her mother? (Chapters 14, 17, 18)
11. How has Enid and Amber's relationship changed now that Enid knows Dr. Holden is her father? (Chapter 16)
12. How does the power-outage affect Enid's plans? (Chapters 19, 20)
13. Which does Enid rely on more: science or magic? (Chapters 21, 24)
14. What reasons does Enid's mother give for wanting to exchange Enid for a changeling? Is she justified? (Chapter 24)
15. Enid claims that Mrs. Delavecchio is her friend. What evidence does she give, and what other evidence can you find to support her claim? (Chapter 24)
16. What do you think happened to Amber at the end of the novel? (Chapter 29, Epilogue)

Discussion Questions

- Discuss Enid's relationships with her family and the people in town. What strategies could Enid use to make friends?
- Evaluate Enid as a reliable source and discuss the events of the story from another character's perspective (i.e. Mrs. Delavecchio, Amber, Margery). How does changing perspectives change the story?
- Discuss the technical language in *Enid Strange* (i.e. steganography, active vs. inactive, quantum observation, hypotheses, photons, the Davenport model, photosynthesis). How did students deal with terms and/or words they didn't understand? How does this technical language influence the tone of the novel?