



Something Else

Written by Kathryn Cave

Illustrated by Chris Riddell

1994 Viking (30 pages)

1995 and 2011 Puffin Books

NOVEL STUDY

Something Else by Kathryn Cave

SUMMARY

Something Else longs to be like everybody else but he is different. He tries hard to make friends and fit in but he feels like he doesn't belong. When something unexpectedly shows up at his house he doesn't know if he wants to be friends with him. He quickly realizes that the creature is just like him and a beautiful friendship unfolds.

CHARACTER REVIEW

Something Else

Creature

SEL THEMES IN THE BOOK

- Friendship
- Feelings

STUDY QUESTIONS

PAGES 6 AND 7

- How does it make you feel that **Something Else** lives here all alone with nothing to be friends with? Refer to the feeling face cards.
- Would you like to live somewhere like this?

PAGES 8 AND 9

- How do you think **Something Else** feels? Refer to the feeling face cards. As he is looking in the mirror this could be a good time to encourage children to make sad faces in the mirror to see how their facial expressions change. Another activity could be to pass a sad face around a circle, this activity encourages the children to look at the facial features of the child next to them and then mimic that for the next person to see.
- Are the other animals being good friends? Refer to the 'What friends do' poster.
- What should they do instead?

PAGES 10 AND 11

- **Something else tries hard to fit in and be like everyone else, should we change the way that we are to make friends?** This is a great opportunity to discuss/ do activities on things around similarities and differences. If you feel as though the children are too young to verbalise their similarities and differences the staff can do this for them. Simplify it by focusing on things that they are good at and enjoy doing in the setting – 'Daniel is excellent at building tall towers and Ellie creates amazing playdough animals. They both like to play in the sand.'

PAGES 12 AND 13

- If someone doesn't look like you or talk like you, is this a reason not to play with them?

PAGES 14 AND 15

- How do you think **Something Else** felt when they were saying these things to him? Use the feeling face cards and ask children to recall a time when they felt sad.

PAGES 16 AND 17

- Look at **Something Else's** face. Is he happy to see the creature on his doorstep?
- Why does he feel this way?

PAGES 18 AND 19

- **Something Else** has been trying hard to make friends but he doesn't seem happy that the creature has walked into his home. Why do you think that is?
- What do you think he should have said/ done instead? Refer to the 'What friends do' poster.



PAGES 20 AND 21

- **What does the creature mean when he says ‘you’re something else and I am too?’** Good time to discuss commonalities in the children. If you feel as though this is too advanced for the children in your setting the staff can verbalise it in a simple way – ‘Hannah and Jack, you both enjoy water play. Sam and Josh, you both enjoy giving out the snack’.

PAGES 22 AND 23

- **Who does the creature remind Something Else of?**
- **Is Something Else being kind?**
- **What could Something Else have done instead?**
- **When we have upset someone, what could we do?** Draw the children’s attention to the creature’s face. He is sad when Something Else didn’t accept him and Something Else felt sad when the other animals wouldn’t play with him. They both have feelings and both feel sad about the same thing – having no one to play with. Refer to the feelings face cards and use appropriate SEL language such as comfortable and uncomfortable feelings.

PAGES 24 AND 25

- **Why did Something Else do that?**

PAGES 26 AND 27

- **The book says, ‘they were different but they got along’. Are you different from your friends?** See if some of the children can recall answers from previous discussions.

PAGES 28 AND 29

- **The little boy looked very different from them but they still let him come in and were kind to him. Was that a nice thing to do?**