

Alexander, Who's Not Not Not Not Not Not Going to Move

Study Guide
by Cayle Townsend

"My home is not a place, it is people." Lois McMaster

*"Home is where your family is, where you're with the people who love you best of all."
Alexander's Mom*

Alexander is having ANOTHER bad day! His family is moving - 1000 miles away. How can he leave his best friend Paul, his great sitter Rachel, his soccer team or his carpool? Alexander insists that he is not, not, not, not, not, not going to move - can he live with his neighbors or alone in a tent? This musical tale follows Alexander as he deals with the next challenge in growing up.

Instructional Focus: The focus of this study guide is reading and writing, theatre, visual arts and music. It was written with the Colorado Model Standards and differentiation in mind. Specific Standards are listed below:

Colorado Model Content Standards:

Reading and Writing will be symbolized by



- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write and speak for a variety of purposes and audiences.
- Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing.
- Standard 5: Students read to locate, select and make use of relevant information.

Theatre will be symbolized by



- Standard 2: Students understand and apply the creative process to fundamental skills of acting, playwriting and directing.

Visual Arts will be symbolized by



- Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Math will be symbolized by



- Standard 2: Students use algebraic methods to explore, model and describe patterns in functions involving numbers, shapes, data and graphs in problem solving situations.

Geography will be symbolized by



- Standard 1: Students know how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.

Before the Performance

Before coming to the Arvada Center, you may want to engage your student's interest with one of the following activities:

1. Read *Alexander Who's Not (Do You Hear Me? I Mean It!) Going to Move* by Judith Viorst. Tell your students that the musical they are going to see is based on this book. This means that the performance is not exactly like the book. Encourage your students to look for similarities and differences while they're at the performance.
2. Discuss moving with your class. Who has moved with their families? What is it like to move? What changes had to be made? What are some difficulties? What are some good things about moving? What emotions might be felt when moving? Make a list of these emotions and save them for use after the performance.
3. Talk about the meaning of home and house. A home is where you feel you belong; a house is the place where you live. Draw an outline of two houses on large pieces of butcher paper. Write home on the top of one, house on the other. Brainstorm words to describe each and list on the outline. Have students complete the sentence starter *Home is where ...* and compile into class book or poem.
4. Introduce a few of these theatre terms with your class. Discuss them, and then look for them while at the Arvada Center.

ACTING AREA: The space on the stage where the actors move in full view of the audience

BLOCKING: Arranging where the actors will move during the performance

DOWNLIGHT: A light from directly above the acting area.

STAGE LEFT/RIGHT: Left/ Right as seen from the actor's point of view on stage.

MARKING OUT: Putting tape on the floor of the rehearsal space to show where the scenery, furniture and other props on the stage belong.

HOUSE :
1) The audience ("How big is the house tonight ?")
2) The auditorium ("The house is now open, please do not cross the stage")

HOUSE LIGHTS : The auditorium lighting which is commonly faded out when the performance

For more theatre terms visit:

<http://sphs.spusd.net/stagepro/Theater101/glossary/index.html>

5. As members of the audience, you play an important part in the success of a theatrical performance. Please make clear to your students that the rules of attending a live theatre performance are different than watching television at home or a movie in a theatre.

We want you to laugh, cheer, clap and really enjoy your time at the Arvada Center, but there are a few rules that need to be followed. Please review the following theatre etiquette rules with your students prior to your visit:

- Food, drinks, candy and gum chewing are not permitted in the theatre.
- Do not talk, whisper, sing or hum during the performance.
- Keep feet on the floor, not on the seats.
- Performers appreciate enthusiastic applause, but not whistling or shouting.
- There are times when the audience will be invited to participate by repeating lines with Alexander. Remind your students to watch and listen carefully to know when to participate appropriately.

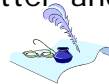
After the Performance

1. Alexander really does not want to move so he tries different things to avoid moving. One was moving in with his neighbors, one was to live in a tent by himself and one was to hide from his parents. Have students break into small groups and brainstorm other ways to avoid moving. Act them out for the rest of the class.



Standard 2

2. Why would Alexander not want to move? Discuss different reasons Alexander may not have wanted to move. You may want to refer back to the list of emotions you made before the performance. Which emotions did Alexander feel? Why would your students not want to move? Record responses on a chart. Pretend you are Alexander's friend. Write him a letter and try to help him feel better about moving.



Standard 2 & 4

3. Find a new friend for Alexander! Brainstorm ideas for traits of a good friend. You may want to read your class the book Alexander, Who's Not (Do You Hear Me? I Mean It!) Going To Move and have your students listen for clues to what Alexander looks for in a friend. Design and create a wanted poster or newspaper want ad for a new friend for Alexander. Display the posters/ads around the room and have students respond to the displays by writing a letter describing their own friendly attributes.



Standard 2 & 4

4. Alexander and his family are going to be moving 1000 miles away. How big is 1000 miles? Start by creating a model of how big 1000 is. Using $\frac{1}{2}$ " graph paper, have students color 10 x 10 grids. Cut them out and glue them together to create 1000. How long is 1000 inches? Use 1" graph paper and make a strip 1000 squares long. How long is one mile? Get a local map and figure out what is 1 mile from your school. Get out a map and using the scale find out what is 1000 miles from your school.

Standard 2



Standard 1



5. Pick a city (or several cities) approximately 1000 miles away from your school. Have students research this new city. Use the internet to request travel brochures from this city. What would make someone want to move to this city? Students could create posters with their information, or using this information, present a persuasive argument to the class persuading them to move to this new city.



Standard 2



Standards 1, 2, 4 & 5

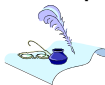
6. What will people say about you after you've moved? Fold a piece of paper in fourths and write 4 things you'd like to be remembered for. On another sheet of paper, write 4 things you'd remember about a classmate after they've moved.

Standard 2 & 4



7. Alexander uses the word NOT many times in this performance. How else can he say this? Put on your thinking caps and brainstorm different ways to say no. Use a thesaurus, and then use adding machine tape or strips of construction paper to create a word chain (like a Christmas paper chain) of ways to say no.

Standard 2 & 4



8. Drawing on your students personal experiences and feelings about their own homes, have students write a cinquain poem about their home. Create a word web to record students' ideas about their home and what unique characteristics make it special to them. For a final draft copy cinquain on lined paper and attach to inside of Home, Sweet Home form. (see appendix for examples of poem and web)

Family Page

Alexander and his brother will probably need some activities to keep them busy in the car. Here are some ideas to keep your children busy in the car:

CAR SCAVENGER HUNT

Keeping track of family trips is a cinch with this picture-perfect car game.

HOW TO PLAY:

1. Hand your kids a pack of index cards and ask them to write or draw pictures of 50 things they might see on a trip.
2. Bring the cards on road trips for scavenger hunts when players try to match what they see with the cards.
3. For double duty, start the activity while on the road. Kids can draw cards of things they actually see while driving. Then they can exchange packets with each other for the trip back. Likewise, they can draw two of each sighted object and play a game of Memory.

RAINDROP RACE

Each player traces the course of a raindrop down the window. The first drop to reach the bottom wins.

GUESS MOBILE

Name a guess master--the person who poses a guessing challenge. He or she could ask passengers to guess the color of the next passing car, or how long before you get to the next town. Or, with three clues, what it is that someone else sees (similar to I Spy in the Car).

THE BEST OF THE LICENSE PLATE GAME

Instead of the same old license plate game, try this version. Challenge older kids to make phrases out of the letters in license plates. For example, EYP 908 can become Eat Your Peas. Or have younger kids search for their ABCs by playing a mobile game of 21. Ask your kids to each pick a license plate, add the numbers, and see who comes closest to 21 without going over.

BILLBOARD POETRY

You might have backseat poets--and not even know it. Inspire their creative talent by playing this fun car game.

HOW TO PLAY:

1. Take turns picking out four words from road signs.
2. Give the words to the other players who have 1 minute to turn the words into a four line, rhyming poem using one word per line.
3. After several rounds, have a poetry reading. Listeners can snap their fingers to applaud their favorite pieces.

Appendix

1. *Cinquain Poem Format*

- Line 1: Noun
- Line 2: 2 adjectives describing noun
- Line 3: 3 verbs showing the action of the noun
- Line 4: 4 word statement telling about the noun
- Line 5: Repeat noun or use a synonym for the noun

Dog
Loving, warm
Jumping, running, barking
Always loves me lots
Alex

Word Web Form

In oval, write your topic (home, Alex) and on the lines surrounding record thoughts about topic. Add lines as needed.



Alexander Word Search

M	T	R	E	W	Q	P	O	M	L	B	H	V	G	J	L	P	E	X	A
U	W	C	N	I	C	K	X	I	G	F	O	E	O	P	M	K	S	L	L
M	B	E	Y	U	I	O	P	L	C	F	M	W	M	I	O	H	I	D	E
L	A	L	E	S	F	E	S	E	T	I	E	O	L	Z	X	C	V	B	X
P	L	O	I	U	R	A	G	S	W	O	O	S	I	E	S	E	R	F	A
M	D	N	B	V	I	U	T	C	X	Z	S	D	F	G	H	J	K	L	N
O	W	I	U	Y	E	D	T	H	R	E	P	I	C	K	E	L	S	A	D
M	I	W	O	L	N	R	S	V	E	B	N	M	T	R	T	W	L	V	E
I	N	U	J	M	D	E	F	P	M	R	R	F	G	M	O	T	H	E	R
J	E	L	B	B	L	Y	S	A	O	I	O	R	V	O	Y	J	E	V	J
T	E	N	T	S	Y	E	A	U	T	G	T	O	N	V	O	R	H	U	C
A	S	U	B	C	S	S	K	L	H	Y	O	V	N	E	P	B	G	E	L
A	P	R	H	U	M	N	J	E	E	S	K	P	T	E	S	L	P	R	S
A	L	L	O	B	A	I	P	A	C	K	I	N	G	R	Y	L	L	A	H
P	G	B	M	O	R	A	P	P	L	E	S	I	E	N	I	W	S	S	O
I	O	D	E	K	K	P	O	N	E	T	H	O	U	S	A	N	D	I	T
L	O	P	L	R	E	B	S	O	A	R	V	A	D	A	O	P	L	T	W
L	D	I	N	O	T	H	E	T	R	R	A	C	H	E	L	I	T	T	K
G	W	H	O	S	E	N	O	T	G	O	I	N	G	T	O	G	O	E	V
F	I	S	E	Y	M	O	U	R	T	H	E	C	L	E	A	N	E	R	S

ALBERT
ALEXANDER
ANTHONY
ARVADA
AUDREY

BALDWIN
FATHER
FRIENDLYMARKET
HIDE
HOME

MILES
MOTHER
MOVE
NICK
NOT

ONETHOUSAND
PACKING
PAUL
PICKELS
RACHEL

ROONEY
SEYMOURTHECLEANERS
SITTER
SWOOSIE
TENT

Other words found:

Word Search Answers

								M			H							A	
			N	I	C	K		I			O							L	
	B							L			M				H	I	D	E	
	A				F			E			E							X	
	L				R	A		S	W	O	O	S	I	E				A	
	D				I	U	T											N	
	W				E	D		H			P	I	C	K	E	L	S	D	
	I				N	R			E									E	
	N				D	E		P		R				M	O	T	H	E	R
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T	E	N	T		Y			U				O		V					
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				R	E			O											T
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		S	E	Y	M	O	U	R	T	H	E	C	L	E	A	N	E	R	S

About the Study Guide Author:

Cayle Townsend is currently passionate about teaching gifted kindergarten at Hulstrom Options School. She has taught k-6 for the past 15 years and also presents at many gifted workshops in which she shares her passion for teaching and her creative techniques that make learning enjoyable and interesting for the kids. Cayle also has coached, mentored, and other wise shared her passion with other teachers and any one else who will listen. When she's not teaching, she likes to travel, read and spend time with her husband and two teenage daughters.