

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

## STUDY GUIDE

Dear Teacher,

We have created the following study guide to help make your students' theater experience with **Alexander, Who's Not Not Not Not Not Not Going to Move** as meaningful as possible. For many, it will be their first time viewing a live theatrical production. We have learned that when teachers discuss the play with their students before and after the production, the experience is more significant and long-lasting. Our study guide provides pre and post production discussion topics, as well as a related activity sheet. These are just suggestions; please feel free to create your own activities and areas for discussion. We hope you and your class enjoy the show!

### Background

Our play is based on the book Alexander, Who's Not (Do you hear me? I mean it!) Going to Move by author Judith Viorst.

### The Story

- Alexander's father has a new job and his family must move 1000 miles away. His older brothers and parents have started packing but Alexander does not want to leave his friends, neighbors and town.
- Alexander thinks maybe he could live with his neighbors, so he visits the Baldwins, who have a dog, and the Rooneys, who have a lot of girls, but neither house is right for him. He even tries to hide in a barrel of pickles at the grocery.
- Alexander's mother suggests that he should say goodbye to all his special friends who give him live scores at oddslot many goodbye kisses and presents.
- Alexander finally realizes that his home is with his family and that the move won't be so bad when he gets a new dog his Dad has promised him.

### Before Seeing the Play

1. You may want to read some of the Alexander stories by Judith Viorst and review the plots and characters with your students.
2. Talk about the experience of seeing a play. Explain that some actors will be playing more than one part. There is even an actor who will portray a dog! Discuss how the audience will be able to tell when the actors change characters. Remind the class to be a polite and respectful audience so that everyone can enjoy the show.
3. Discuss what it means to leave your home. Ask if any students have had to change houses or schools. What was the most difficult part of moving? What do

you miss most from your old home? How would you feel if you had to leave your friends and school?

4. Have students share stories of their siblings. Does anyone have a brother or sister who teases them? Do they fight or get along? What makes your brother sister special?

### **After Seeing the Play**

1. Ask your students how the play was different from the Alexander books you read. How was it the same? Discuss the costumes, music and story. What was their favorite part? Who was their favorite character?
2. Discuss how Alexander changed from the beginning of the play to the end. Why did he change his mind about moving? What do you predict his life will be like at his new house?
3. Talk about what the students would miss in their neighborhood if they had to move. Who are the special people they know, what are some special places?

### **Activities**

#### **Journal Writing** (Common Core Standard W.K-5.3 Text Type & Purposes)

In the play, Alexander is very sad to leave his friends and neighbors. Have students write a journal entry using one of the following prompts:

- If I had to move, the thing(s) I would miss the most is/are...
- My favorite place in the neighborhood is...
- One time I had to say goodbye to my friend...

#### **Welcome Kit** (Common Core Standard W.K-5.4 and W.K-5.6 Production & Distribution of Writing)

How would it feel to move to a new town and go to a new school? How do new students feel when they come to your school? Have students brainstorm information about their neighborhood and school that would be helpful to a new student, i.e.: Where is the best pizza? What parks are nearby? Where is the library? Students can create a welcome “kit” for new students or design a brochure describing the neighborhood. If computers are available, the brochure can be designed using the ReadWriteThink website <http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html> Templates for brochures, newspapers and flyers are available for free.

#### **Friendship Poem** (NYS Common Core Standard RL.2-5.10 Range of Reading and Level of Text Complexity)

Create an acrostic poem by writing the word “friendship” along the left margin of a flip chart. Have students come up with words or phrases starting with each letter to create a class poem about Alexander or their own friends.

**Map It!** (Common Core Standard 2.M.1 Measurement & Data)

- Alexander’s family is moving 1000 miles away. How far is 1000 miles from your home? Using maps, divide students into groups and have them calculate what town is 1000 miles away from their hometown. (Make sure to use a ruler and map scale) If the class can be divided into 4 groups, have each group take a direction: north, south, east, and west. Use string and thumbtacks to measure from their hometown to a place 1000 miles away. Have older students research that location: Is it in another time zone? Do they speak another language? Do they have different customs? Is the weather different? Groups can collaborate on a presentation to share with the whole class. Maps can be displayed in the classroom.
- Create a map from your home to your school. Use the attached cut-outs and map template and add your own special places to create a neighborhood map.

**Personal Portrait** (Common Core Standard RL.1.3 Key Ideas and Details)

Alexander and his brothers sing a song with the line, “What will they say when you move away?” Have students think about how others would describe them if they moved away. What are the talents and traits they are known for? Have students create a character map (template on last page of this guide) illustrating their personality traits. They may draw a self-portrait in the center or create a design of their own choosing. Students can share their character map with the class and their classmates can add other (positive) traits they observe about their friends. Extension activity: students can create character map of their favorite characters from books they know and write a description of that character.

**Debate** (Common Core Standard SL.3.1 Comprehension and Collaboration, SL.3.4 Presentation and Knowledge of Ideas)

Divide students into two groups: One group will come up with reasons Alexander would give for **not** moving and the other group will list reasons Alexander’s family would give **for** moving. The teacher can moderate a debate between the sides while students use details from the play and book to support their positions.

## **BIBLIOGRAPHY**

Judith Viorst is an award winning author of a fiction and non-fiction books for children and adults including the *Alexander* stories:

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*

*Alexander, Who Used to be Rich Last Sunday*

*Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move*

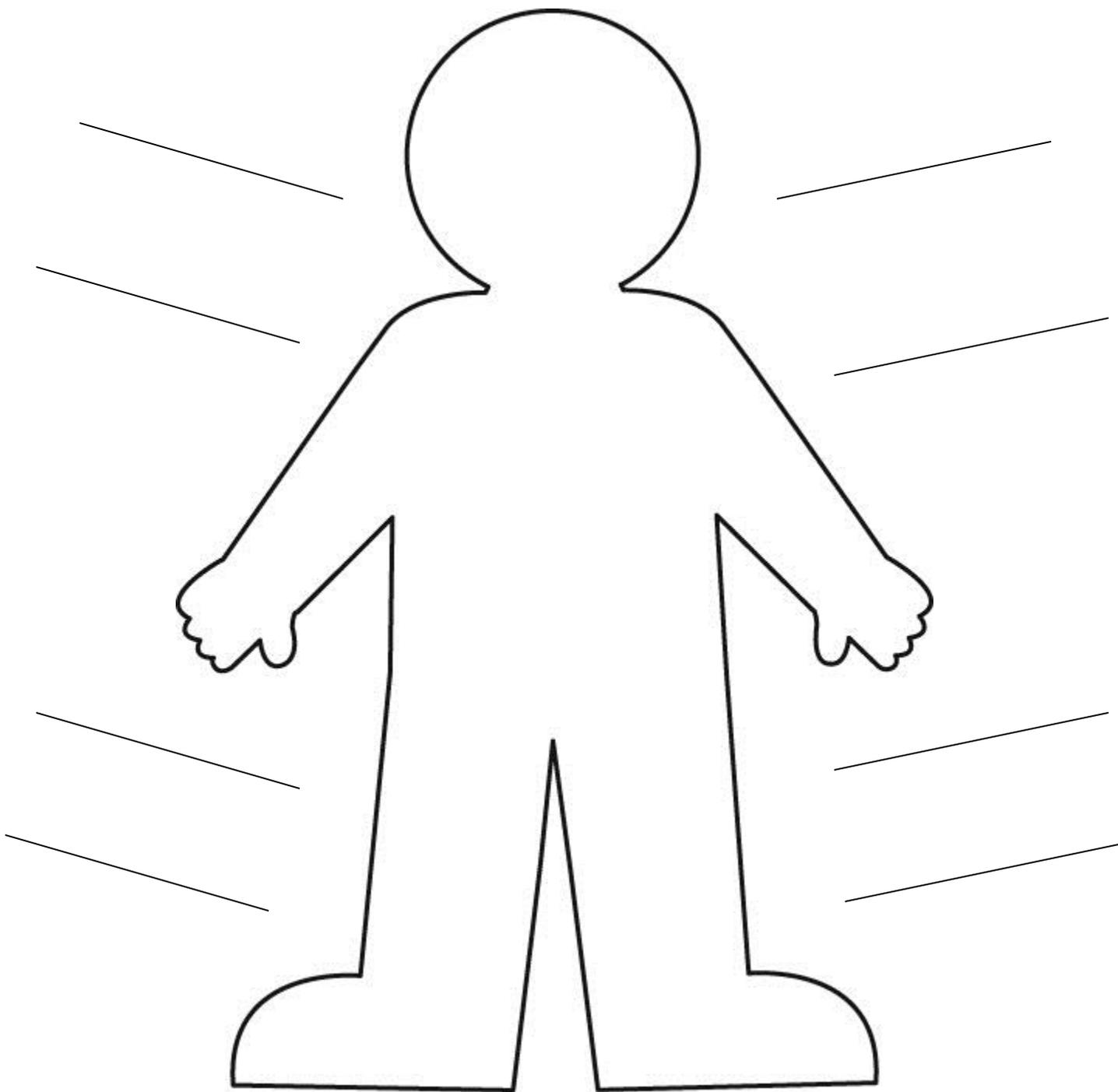
*Alexander, Who's Trying His Best to Be the Best Boy Ever*

### **Internet:**

Learn about author Judith Viorst

<http://authors.simonandschuster.com/Judith-Viorst/707395>

Character Map of \_\_\_\_\_  
How would people describe you? List some of your character traits.



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# CUT-N-PASTE MAP TO SCHOOL!

## GETTING TO SCHOOL



CAR



BIKE



FEET



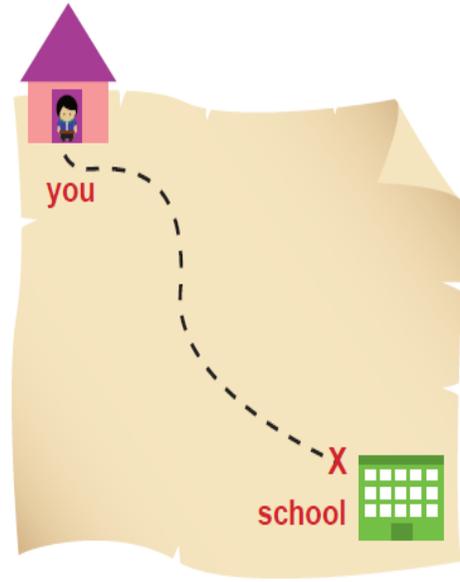
SUBWAY



SCOOTER



BUS



## INSTRUCTIONS

Have a parent or teacher help you draw a map from your house to your school! Use page 2 of this worksheet to start, or you can use a city map to help you draw your own. Then paste the cut-outs from this page into the map. How do you get to school? Show the best route on a bike, on foot and in a car.

**KEY**

