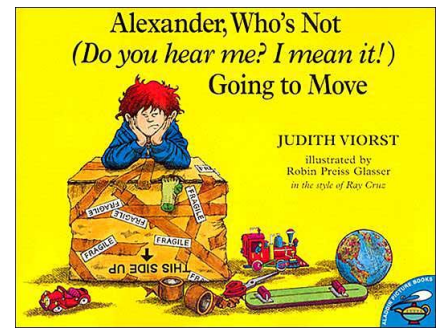


Alexander, Who's Not (Do you hear me? I Mean it!) Going to Move

Written by: Judith Viorst

Alexander struggles with the idea of his family moving. After unsuccessfully brainstorming how he can stay behind, Alexander goes through the process of moving but insists he will NEVER do it again!



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - Before reading, ask students, “Have you ever moved to a new house? School? City? How did you feel? Were you excited/ nervous/ sad/ curious? If you haven’t moved before, what do you think it would feel like to move into a new house, start a new school, or live in a new city? Today we are going to read a story about a boy who is moving to a new home in a new city and will be going to a new school. ”
- **Use text features:**
 - P. 3 – “Notice the phrase, ‘DO YOU HEAR ME? I MEAN IT!’ is in all capital letters. Why do you think the author used all capital letters? ”
 - P. 4 – “On this page the word *they* is written in a different way. This is called italics. An author sometimes uses italics to put a special emphasis on certain words. I am going to read this sentence again and listen to how it sounds when I read it. Think about why the author would use italics for this word.”
 - P. 14 & 28 – All Capital letters are used again (reference back to P.3 and why the author used all caps.)
 - P. 24 – “Look at Alexander’s mom reading the paper. Let’s read the headline on the newspaper (Read headline). What does that mean? What do you think Alexander is thinking at this point?”
 - P. 28 – “Read the box. The last option has an X next to it. What does it say? What does that tell you about the ending of the story?”

Accuracy:

- **Recognize words at sight:**
 - Many basic sight words are used in this story, and some are repeated often. Select words to highlight appropriate for your grade level/ the ability level of your students.
- **Trade a word/ guess a word that makes sense:**
 - This strategy can be modeled for children many times throughout this story.
- **Use beginning and ending sounds:**
 - When coming across words that could prove to be challenging for some students, stop and model how a good reader uses the beginning and ending sounds to help decode a word.

Fluency:

- **Adjust and apply different reading rates to match text:**
 - This story is an excellent choice for using this strategy. The author adds extra punctuation to show the choppy/ slow mood of the character and to help the reader know the rate/ tone of the text. See examples below:
 - P. 4 – “Never. Not ever. No way. Uh uh. N. O.”
 - P. 15 – “I’m saying good-bye – but it won’t be my last.”
- **Voracious reading:**
 - This text is a favorite of students of various levels and abilities. There are also other books with Alexander, the character from this story. Encourage students to reread this story along with reading other stories about Alexander.

Expand Vocabulary:

- **Tune into interesting words and use new vocabulary in speaking and writing:**
 - Pull out and discuss interesting words in this text such as: compass, thousand, transplant, lonesome, immature, and mature.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.