

ENRICHMENT GUIDE



SCHOOL DATES

April 8 – May 14, 2010

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preparing for the play

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A Note to Teachers and Parents

Dear Teachers and Parents,

Every once in a while, we all have bad days, and sometimes it can seem like the bad day can last forever! Alexander's bad day starts right when he wakes up in the morning, and doesn't end until he's ready to go to bed at night. However, Alexander realizes that even though he did have a terrible, horrible, no good, very bad day, that this day too shall pass, and tomorrow is a new day with a new start...and it probably won't be so bad.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage or the enclosed student worksheets— please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,

Julia Magnasco
Education Director
414-267-2971

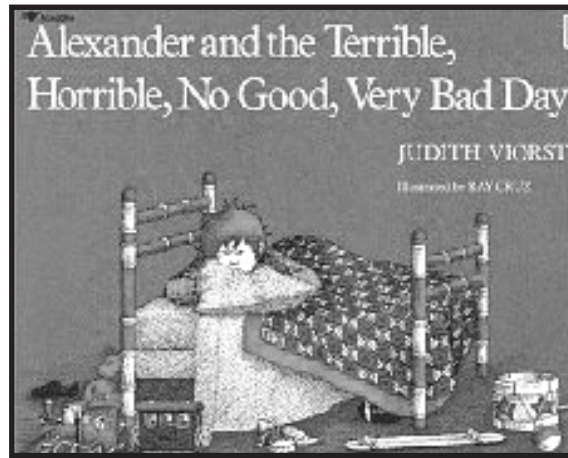
First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.

Setting the Stage: Synopsis

Dear Alexander, other kids just like you have had terrible, horrible, no good, very bad days too! Although Alexander admits he is not perfect—he doesn't always like to brush, and sometimes he forgets to flush—if he ruled the world, Alexander would make sure bad days didn't happen.



Alexander's terrible, horrible, no good, very bad day begins when he wakes up late for school. His brothers are already eating breakfast and teasing Alexander when their mother goes into Alexander's room to wake him up. Alexander bolts up from bed, wondering where the gum he went to sleep chewing went. As he searches for the gum, he finds it stuck in his hair! His morning gets worse, as Alexander trips on his skateboard while on his way to the bathroom, and then he accidentally drops his sweater in the sink while the faucet is running. When Alexander finally gets to the breakfast table, his brothers are bragging about the prizes they found in their cereal box. Alexander looks and looks for the prize in his box, but he doesn't find any prize—all he finds in his cereal box is cereal!

Alexander's morning doesn't get any better when he is made to sit in the middle seat on the way to school. He tells the mother driving carpool that he gets sick when has to sit in the middle, but no one seems to care! Finally, Alexander is at school. Alexander's teacher begins the day by asking the students to share the pictures they were supposed to draw for homework the night before. Albert draws a picture of his family and Paul draws a really great picture of a sailboat. When Alexander gives his picture to the teacher, all she sees is a blank piece of paper. The teacher assumes Alexander didn't do his homework. Alexander tries to explain to her that he drew a picture of an invisible castle, but the teacher does not appreciate this justification. The school day gets worse when Alexander is called on to count to twenty, and he misses the number sixteen. When

it is time for music class, everyone praises Paul for his singing, but no one wants to sing with Alexander because they do not think he can sing very well. Finally Albert is made to sing with Alexander, but he is not very happy about this. Lunchtime doesn't get any better for Alexander. First, his mother forgets to pack Alexander a dessert,

and all his friends have really great desserts in their lunches. At recess, Alexander's friends Philip, Albert, and Paul, don't want to play with Alexander. Although Alexander keeps trying to play with his friends, they exclude him from their games. Alexander finally asks his friends why they are being so mean to him, and Paul responds by telling Alexander that he used to be his best friend, but now he's his third best friend and, therefore, doesn't want to play with Alexander. Alexander is so upset, he wishes he could just run away to Australia!

After school, Alexander and his brothers go to the dentist. His brothers have great check-ups with no cavities. But the dentist finds a cavity in Alexander's mouth, which makes Alexander very upset. On the way out of the dentist's office, Alexander trips and falls into a puddle of mud, and his brothers laugh at him. Alexander is so mad at his brothers that he starts to fight with them, and when Alexander's mother sees him fighting with his brothers, Alexander gets yelled at by Mom.

Alexander thinks he can shake his bad mood when his family goes to the shoe store to get some cool new shoes. His brothers both tell the shoe salesman which shoes they want, and he proceeds to get them for the boys. However, when Alexander tells the shoe salesman which shoes he wants, the shoe salesman comes back to tell Alexander they don't have those shoes in his size. They also don't have Alexander's second, third, fourth, or fifth choice in shoes available in his size. So Alexander is left with having to get plain white sneaker-



Setting the Stage: Synopsis

ers, which he really doesn't like! Alexander mumbles under his breath that they can make him buy the shoes, but they can't make him wear them!

On their way home, Alexander and his family stop at their Dad's office to pick him up. Inside the office, Alexander is excited to see all the office supplies, especially the copy machine! Although Alexander knows the copy machine is off limits, he decides to just try to make a few copies for fun. But before Alexander knows it, the copy machine is out of control and paper copies are flying everywhere! When Alexander's father sees what is going on, he is very disappointed in Alexander, and scolds him for his behavior. However, this does not stop Alexander from getting into more trouble by playing around with everything Dad has in his briefcase. By the end of their short trip to the office, Alexander's dad is really frustrated with Alexander, and he asks for them to not pick him up from the office again.

Back at home, Alexander's night is just as terrible as his day had been. They have lima beans for dinner, there is kissing on television, and Alexander had to wear his railroad pajamas to

bed...and he hates his railroad pajamas! As Alexander gets ready for bed, his brothers taunt him, and Alexander jumps into bed worried that tomorrow will be an equally horrible day. As Alexander's mother tucks him into bed, she listens to his account of his day and she assures him that sometimes we have days like this, but that tomorrow will probably be better... and that no matter what, she loves him and will always be there for him. This reassurance makes Alexander's feel much better, and suddenly his night doesn't seem so terrible, horrible, no good, or very bad. ●



About the Author and Playwright

Taken from: <http://www.kennedy-center.org/programs/family/alexander/author.html>



Judith Viorst is the author of several works of fiction and non-fiction for children as well as adults. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, her most famous children's book, was first published in 1972 and has since sold over two million copies. Ms. Viorst received a B.A. in History from Rutgers University, and she is also a graduate of the Washington Psychoanalytic Institute where she is a research affiliate. She began her career as a poet and has since completed six collections of poems for adults. Her first novel for adults, *Murdering Mr. Monti*, was published in 1994 and her most recent work of non-fiction, *Imperfect Control*, was published in January 1998. Ms. Viorst's children's books include *The Tenth Good Thing About Barney*, *The Alphabet From Z to A*, and the *Alexander...* stories: *Alexander, Who Used to be Rich Last Sunday*, *Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move*, and *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Ms. Viorst lectures widely on a variety of topics, ranging from the subjects of loss and control to children's literature. She resides in Washington, D.C. with her husband Milton, a political writer. They have three sons, Anthony, Nicholas and Alexander, and two perfect grandchildren, Miranda and Brandeis.



Recommended Reading

Other books by Judith Viorst

- *Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move*
- *Absolutely, Positively Alexander*
- *Alexander, Who Used to Be Rich Last Sunday*
- *My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Demons, Monsters, Fiends, Goblins or Things*
- *If I Were in Charge of the World and Other Worries: Poems for Children and their Parents*
- *Sunday Morning*
- *The Tenth Good Thing About Barney*
- *I'll Fix Anthony*
- *Sad Underwear and Other Complications: More Poems for Children and Their Parents*
- *Earrings!*
- *Nobody Here but Me*
- *Rosie and Michael*
- *The Good-bye Book*
- *Just in Case*
- *Lulu and the Brontosaurus*
- *The Alphabet From Z to A: (With Much Confusion on the Way)*

Other recommended books...

- *Cloudy With a Chance of Meatballs* by Judith Barrett
- *Harold and the Purple Crayon* by Crockett Johnson
- *Where the Wild Things Are* by Maurice Sendak
- *Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business* by Esphyr Slobodkina
- *Animals Should Definitely Not Wear Clothing* by Judith Barrett
- *Miss Nelson Is Missing!* by Harry Allard
- *Tikki Tikki Tembo* by Arlene Mosel
- *Leo the Late Bloomer* by Robert Kraus



Pre-Show Questions

1. Have you ever had a really bad day? What happened that day? How did it feel? Is there anything you could have done to avoid the bad day? What did you do to feel better?
2. Can you tell when other people are having a bad day? How? Brainstorm some things you can do to help other people when they are having a bad day.
3. Alexander's friends are not always nice to him – they tell Alexander they don't want to play with him and they leave him out when they are playing games. Why isn't this the way friends should treat each other? How should good friends treat one another?



A letter to Alexander

Language Arts Student Worksheet

Dear Alexander,

When I went to get my allergy shot I stubbed my toe by accident. On my way back from the allergy doctor two quarters fell out of the hole I have in my jacket. The barber gave me the ugliest haircut you ever saw in your life. This has been a terrible, horrible day.

Sincerely,
Kimmy

Dear Alexander,

They said if I didn't finish my oatmeal this morning I wasn't getting any dessert tonight. I didn't think they'd remember. They did. I didn't think I'd care THAT MUCH. I did. So everybody else had strawberry short-cake, and I had a terrible, I had a horrible, I had a no good, I had a very bad day.

Sincerely,
Patrick

Have you ever received a letter? Who was it from? How did you know? How was it written? What did it say?

In the space below, write a letter to Alexander, just like his friends do in ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY. Write a friendly letter to Alexander telling him about a bad day you once had, or share some advice with Alexander on what he can do to turn a bad day into a much better day.

(Date)

(Greeting)

Body

(Closing)

(Signature)



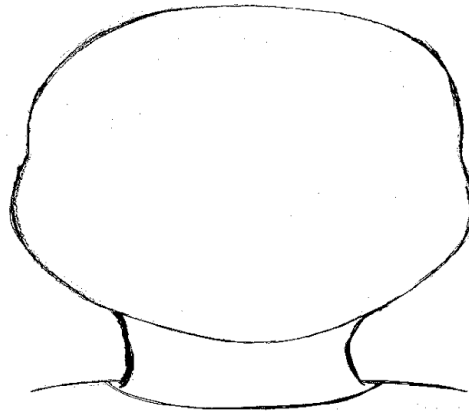
This is How I Feel

Social and Emotional Wellness Student Worksheet

Adapted from: The Web Portal For Educators (www.teach-nology.com) © Penny Harbin. All rights reserved.

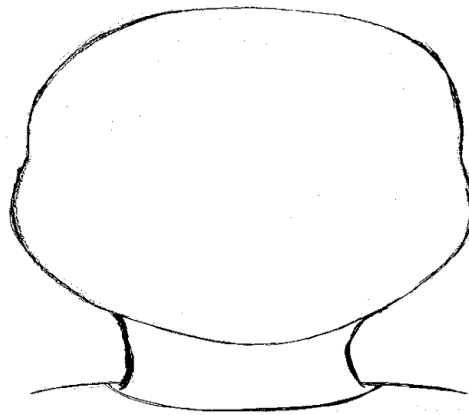
Getting gum stuck in his hair makes Alexander angry, so does not being Paul's best friend anymore, not finding a prize in the cereal box, and getting picked on by his older brothers. But getting tucked into bed and sung to by his mom makes Alexander feel much better.

This is how I look when I feel **ANGRY**



I am angry when...

This is how I look when I feel **HAPPY**



I am happy when...

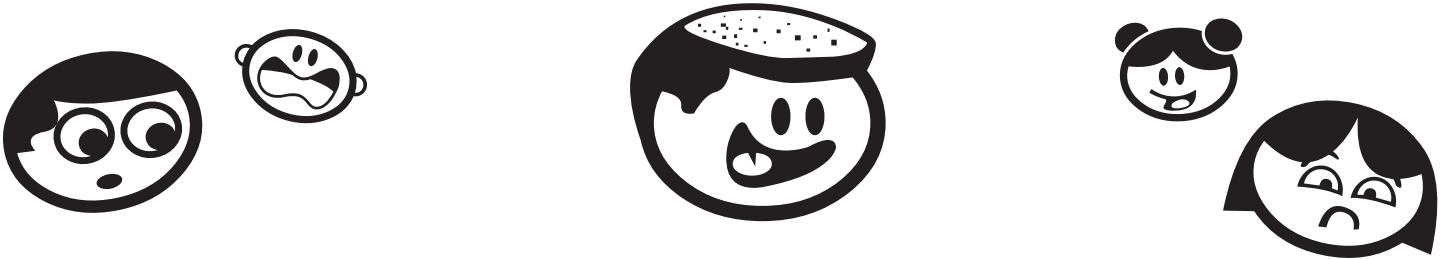


The Power to Change

Social and Emotional Wellness Classroom Activity

Adapted from: Copyright Elkind+Sweet Communications / Live Wire Media. Reprinted by permission. Copied from www.GoodCharacter.com.

The purpose of this activity is to help young people understand that there are things they can do to change the way they are feeling.



Activity

1. Begin by drawing a table on the board, one side titled "This is the way I feel" and the other side titled "This is the way I want to feel." Write the following feeling ideas on the board in the respective category:

a. This is the way I feel:

I am feeling bored.
I am feeling fidgety and anxious.
I am feeling afraid.
I am feeling sad.
I am feeling angry.
I am feeling nervous.

This is the way I want to feel:

I would like to feel enthusiastic.
I would like to feel calmer.
I would like to feel secure.
I would like to feel happier.
I would like to feel more peaceful.
I would like to feel more confident.

2. Begin by going through the "This is the way I feel" list, and ask students to share examples of what makes them feel this way.
3. Next have the class brainstorm ways of making each of the changes in feelings listed in the table.
 - a. Write the students' ideas on the board next to the "This is the way I want to feel" column.
4. Provide each student with a sheet of drawing paper and instruct them to fold the paper down the middle (hamburger style), making two even sides.
5. Ask the students to look at the chart on the board and choose one feeling from the list, along with its counterpart.
6. On the bottom of the right side of the paper, have students write their "This is the way I feel" statement. In the remaining space, students should draw a picture corresponding to that statement.
7. On the bottom of the left side of the paper, have students write their "This is the way I want to feel" statement. In the remaining space, students should draw a picture of the characters in their picture involved in an action that is helping them change their original negative feeling into a positive feeling.
8. If time permits, allow students to share their pictures with the class, and explain how they are choosing to change the way they feel.



Fast Facts About Australia

Geography/Social Studies Classroom Information

Taken from: http://www.atozteacherstuff.com/pdf.htm?australia_facts.pdf, http://www.proteacher.com/cgi-bin/outside/site.cgi?id=14241&external=http://www.education-world.com/a_lesson/lesson200.shtml&original=http://www.proteacher.com/090070.shtml&title=Australia:%20Lessons%20About%20the%20Land%20Down%20Under

Down Under. Down Under.
They call Australia Down Under
Because it's upside down -Alexander



Official Name: Commonwealth of Australia

Nickname: Land Down Under

Population: 19,169,083 (2000 estimate)

Area: 2,966,150 sq. mi

Primary Language: English

Government: Parliamentary Democracy

Capital City: Canberra

Largest City: Sydney

Currency: Australian Dollar

Natural Wonder: Great Barrier Reef

Land: Australia is the only country that is also a continent. Australia is the smallest continent in the world and the sixth-largest country in land area.

Location: Australia is located in the Southern Hemisphere between the Pacific Ocean and the Indian Ocean. The island continent's closest neighbors are Indonesia, New Guinea, and New Zealand. People often call Australia the "land down under" because it lies south of the equator.

Climate: Australia's climate is generally arid to semiarid, temperate in the south and east and tropical in the north. Much of the interior of the country, called the outback, is dry and desert-like. Most Australians live along the coasts in a few large cities. Australia is in the Southern Hemisphere, so the seasons are opposite of seasons in the Northern Hemisphere. In Sydney, temperatures range from 64 to 79 degrees Fahrenheit in January and from 46 to 61 degrees Fahrenheit in July.

Environment: Australia is home to such unique animals as the kangaroo, the koala, and the dingo, a kind of dog. Off the northeastern coast of Australia, the Great Barrier Reef provides homes for thousands of species of marine life.

History: The first known inhabitants of Australia were Aborigines, who are believed to have migrated to the continent about 40,000 years ago. In 1788, England sent its first shipload of prisoners to Australia, establishing the continent as a penal colony. In 1901, Australia became a British commonwealth.



An Alexander Book Box

Language Arts Classroom Activity

Adapted from: <http://www.franklincollege.edu/pwp/cmahaffey/LitUnit.pdf>

A book box contains key objects from a story being read. These objects can act as good visual aids for many different types of learners. Boxes should be colorful and should accompany the story.

Materials:

- One shoe box (or similar size box with a lid) for each child
- Construction paper
- Scissors
- Crayons and markers
- Glue sticks
- Five or more key items from the story (students will collect or make replicas of these items to place in the box).



Activity

1. This activity should be done after reading the story or attending the performance of ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY.
2. Discuss with students the story of Alexander. Sequence the events in the story and write this sequence on the board. After doing this, ask students to brainstorm a list of items they could use to represent each of these events in the story.
 - a. For example: a piece of bubble gum can represent Alexander waking up with gum in his hair; a picture of a plain white tennis shoe can represent Alexander's trip to the shoe store; a map of Australia can represent Alexander wanting to move to Australia.
3. Share with students that they are going to be creating a book box for the story of ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY. First, allow students time to decorate the outside of their box.
 - a. The outside of the box must include the name of the story, and should be decorated to appropriately represent the story and the main character of the story.
4. Next, allow students to choose five events from the story they want to incorporate in their book box, and select a suitable item to represent each event. Students can choose items that were brainstormed by the class, or select new events and items they wish to highlight.
5. Once the boxes are complete, place students into small groups to share their boxes and the content of the boxes with.



Music in the Classroom

Music Classroom Activity

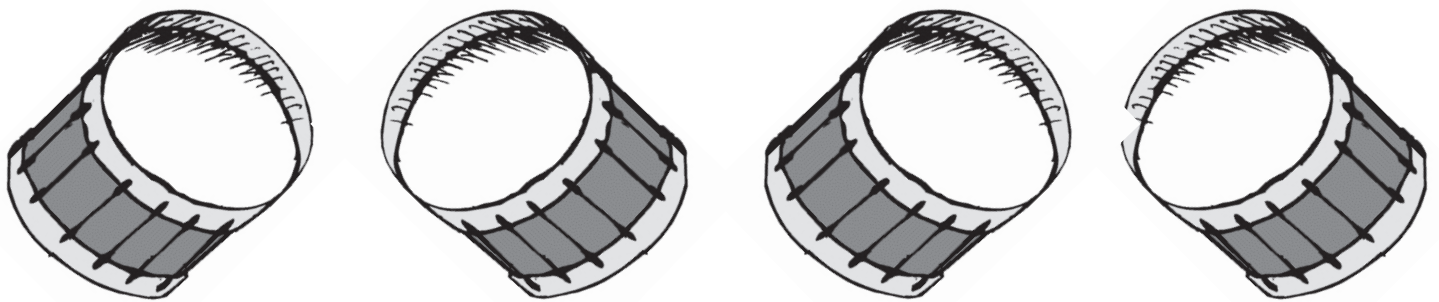
Taken from: Carol Wilmar; <http://www.lessonplanspage.com/MusicRhythmCanonActivityK5.htm>

All right, class. Let's hear the songs you picked to sing at the school concert.
—Mrs. Dickens

This activity helps children learn to keep a 4/4 rhythm and is a good introduction to canon and part-singing.

Activity

1. Have students sit in a circle.
2. Begin a 4/4 rhythm by gently slapping hands on thighs.
3. Once the rhythm has been established, the facilitator should then say: "I WENT to the JUNgle and I HEARD a funny NOISE."
4. Going round the circle, each student should make a jungle noise, one at a time, and keep making it while subsequent children add their own noises.
5. After each new noise is introduced, the facilitator says the phrase again.
 - a. Younger or more self-conscious children can work in pairs or groups.
 - b. Older children can contribute their own ideas to the theme of the activity: "I Went to the Farm and I Heard a Funny Noise."
6. Rhythm instruments can replace the thigh-slapping once the children master the concept.
7. The activity is more challenging than it may seem, because children can get confused or lose the tempo in the cacophony! However, once they get the hang of it, the resulting "songs" can sound very good!



Day of Kindness

Social and Emotional Wellness/Language Arts Classroom Activity

Taken from: http://portal.sfusd.edu/data/school_health/ES_Lesson_Plan.pdf

*You used to be my best friend. Now Philip is my best friend.
And Albert is my next best friend. And you – well, you're
only my third best friend. – Paul*



Materials

- Attached story sheet

Activity:

1. Ask students the following questions:
 - a. When you are in class, on the bus, at recess or in the cafeteria, what have you seen someone do to another student that makes the student feel good?
 - b. What have you seen someone do to another student that makes the student feel bad?
2. Next, share with students that sometimes when someone does something to make someone feel bad, that person is being a bully. Bullies hurt people by calling them names, by hitting them or kicking them, or by telling them they don't want to be friends with them.
3. Tell students that today is "A Day of Kindness." Together, we are going to try to make this a place where there are no bullies and where there is kindness and respect for everyone.
4. Read the following scenarios out loud to students. Have students raise their thumbs if someone was being kind in the scenario and put their thumbs down if someone was being a bully. Invite discussion if appropriate.
 - a. At recess Jessica showed Ming how to jump rope.
 - b. Joy told Shamika that she was not her friend and that she didn't want to play with her.
 - c. Kevin called Sean "stupid" because Sean wouldn't share his carrots.
 - d. Leslie helped Matt when he fell down at recess.
 - e. Toby called Benjamin a baby because he did not know how to tie his shoes.
 - f. Flora took turns sharing the ball at recess while shooting baskets.
 - g. Ronald took cuts in the lunch line and tried to take Amara's lunch.
5. Invite students to draw and then write about a time when they were kind at school. Use story sheet attached.
6. Place all of the finished kindness story sheets into a class book entitled *I Am Kind At School*, and allow students to read through all the kindness stories.



Kindness Story Sheet

Social and Emotional Wellness/Language Arts Classroom Activity

Taken from: http://portal.sfusd.edu/data/school_health/ES_Lesson_Plan.pdf

Name_____

I am kind at school when_____

In the space below, draw a picture of the time you were kind at school:



Grow a Lima Bean

Science Classroom Activity

Adapted from: <http://www.lessonplanspage.com/ScienceNowIKnowAllAboutSeedsK1.htm>

There were lima beans for dinner and I hate limas. EECCH!!! -Alexander



Materials Needed

- Ziplock snack bags
- Lima bean seeds
- Paper towels
- Spray bottle containing water
- Scotch tape

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Activity

1. Begin by exploring with students how seeds grow into plants, and what plants need to grow.
2. Next, share with students that we will be planting lima bean seeds and watching them grow.
3. Provide students with a wet paper towel and a Ziplock bag. Have students place four seeds on the paper towel, put the paper towel in the Ziplock bag, and then seal the bag. Tape the bags in the window.
4. Have the children speculate about what will happen to their seeds and then draw their predictions on a piece of paper.
 - a. Ask students what they think will happen to their seed over the course of the week, and what they think the seeds will look like on Monday, after the weekend?
5. Continue these observations of the seeds over the next week to watch the seeds sprout.



New Shoes!

Art Student Worksheet



Shoes.
Amazing shoes.
Awesome Shoes.
Good-looking shoes.
Hot-hot-hot-hot shoes.



When Alexander and his family go to the shoe store, they look at all sorts of different shoes: cowboy boots, sliver shoes, shoes with Velcro, shoes for the rain, and even dancing shoes. Alexander especially wants to get blue sneakers with red stripes.

In the space below, design your own pair of shoes and make them as colorful, flashy, slick, and fast as you want them to be! Shoes are hot-hot-hot!

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Going to the Dentist

Health/Science Classroom Activity

Taken directly from: <http://www.brainpopjr.com/health/teeth/goingtothedentist/grownups.weml>

I'm just looking around in your mouth, Alexander. Looking does not hurt. – Dr. Fields

• Checkup on the Checkup

Talk with students about what happens at a checkup. Have students describe what happens in detail, and use photographs from a book or website to supplement the discussion. What is the dentist's office like? Who did they meet with? What happened during the appointment? What tools were used? You may want students to write diary entries or draw pictures comics about the information shared or about what happened during their last dental experience.

• Tooth Decay

Remind your students that sugary snacks, sodas, and juices can cause teeth to decay, or break down and form cavities. Proper brushing and flossing can help protect teeth. But, what happens if you do not brush your teeth? As an experiment, pass around a piece of seashell, a small piece of chicken bone, or an egg and have students observe. They may want to take pictures, draw sketches, or take notes of their observations. Then place the item in a cup of juice or soda. Check on the sample over time. How did it change? Try the activity again using other liquids, such as soda, lemonade, grape juice, or water. Which substance damaged the sample the most? The least? How do substances affect people's teeth?



Property: Ownership, Respect and Responsibility

Social and Emotional Wellness Classroom Activity

Adapted from: Jeanne M. Jones, Shilling Elementary School, Pocatello, Indiana; <http://www.proteacher.com/cgi-bin/outside/site.cgi?id=6687&external=http://www.ccle.fourh.umn.edu/rules/pocatello2.html&original=http://www.proteacher.com/090035.shtml&title=Property:%20Ownership,%20Respect,%20and%20Responsibility>

ALEXANDER: What's this big thing?
FATHER: It's the new copying machine. And it's strictly hands off, okay?

Activity

1. Begin by having students brainstorm the names of objects in the classroom or on school grounds that belong to themselves, classmates, teacher, and school (everybody).
2. Discuss the following questions:
 - a. Does damage done to property "by accident" or "on purpose" make a difference? Does it make a difference on who damages the property? Personal property damaged by owner? Personal property damaged by another individual? Public (school or community) property damaged by individual(s)?
3. Draw a thermometer on the board and write multiples of 10 to 100 (beginning with zero) alongside the thermometer to indicate degree.
4. Write the statements below on slips of paper, and place a piece of scotch tape on the backside of the paper.
5. Inform students that you will be reading a number of different statements to them about respecting property. After reading the statement, discuss the situation with students. It will be the students' job to rank the severity of each situation by giving it a degree level. Place each situation on the thermometer degree level selected by the students.
 - a. Scribbling on the school hallways with crayon.
 - b. Smashing several jack-o-lanterns on a neighborhood street.
 - c. Writing your name on a paperback book that belongs to you.
 - d. Cutting your classmate's hair with school scissors.
 - e. While turning a page of a library book that you checked out, you rip it.
 - f. Throwing rocks through the windows of parked cars.
 - g. Pouring milk onto your neighbor's lunch tray while he/she is eating.
 - h. Trampling your neighbor's flower garden on a short-cut home.
 - i. Writing swear words with permanent marker on the bathroom walls in school.
 - j. Slashing school bus seats with a sharp object.
 - k. Breaking a teammate's bat after hitting a ball that was pitched to you during a recess softball game.
 - l. Carving one's initials with a jack-knife on a picnic table in a city park.
 - m. Climbing through an open library window after school hours and throwing all the books off the shelves as well as destroying some.
 - n. Breaking a friend's pencil lead on the pencil that he/she lent you.
 - o. Cutting a picture out of the school's encyclopedia for your book report.
6. Afterwards, discuss with students why it's important to respect property and other people's belongings. Brainstorm ways to help us show respect to objects and the environment we are in.



Who Said It?

1. Hey, you comedians, can we please get a straight answer? Is your brother awake?
2. All I found in my breakfast cereal box was—breakfast cereal.
3. Well, that's too much imagination, Alexander. Much too much imagination.
4. A girl. You're going to sing a song about a girl?
5. You used to be my best friend. Now Philip is my best friend. And Albert is my next best friend. And you—well, you're only my third best friend.
6. I think I'll move to Australia.
7. I'm just looking around in your mouth, Alexander. Looking does not hurt.
8. Crybaby. Crybaby. You're a little crybaby.
9. I'm having a terrible, horrible, no good, very bad day.
10. Please, boys. How about a little please.
11. No high tops in your size. No orange in your size. Actually no colors in your size.
12. They made me buy plain old white ones—but they can't make me wear them.
13. I was careful as could be, except for my elbow.
14. It's nice of you, and your brothers, and mom to come pick me up at the office. But please...don't...pick...me...up...anymore.
15. My goodness, Alexander. My goodness. You have had a bad day.
16. Well, maybe tomorrow will be better. But today—today—it's been a terrible, horrible, no good, very bad day.
17. Some days are like that.

Post-Show Questions

1. During his very bad day Alexander talks often about leaving his home and going to Australia. Why does Alexander think that going to Australia will make things better? If things were going badly for you and you wanted to escape, where would you go?
2. After Alexander's terrible, horrible day, as Alexander is getting into bed, what does his mom say that makes him feel better? Why does this make him feel better? After having a bad day, who are the people in your family who help make you feel better?
3. During his day, Alexander encounters several people with different occupations: teacher, dentist, shoe salesman and businessman. Which of these careers would you most like to pursue and why? What other jobs would you like to try, and why?
4. Alexander's father warns him not to touch the copier and to be careful around the stack of books. Why does he give Alexander these instructions? What were the consequences of his ignoring his father? Have you ever failed to follow instructions? What happened as a result?



Who Said It? (Answers)

1. Hey, you comedians, can we please get a straight answer? Is your brother awake? **FATHER**
2. All I found in my breakfast cereal box was—breakfast cereal. **ALEXANDER**
3. Well, that's too much imagination, Alexander. Much too much imagination. **MRS. DICKENS**
4. A girl. You're going to sing a song about a girl? **ALEXANDER**
5. You used to be my best friend. Now Philip is my best friend. And Albert is my next best friend. And you—well, you're only my third best friend. **PAUL**
6. I think I'll move to Australia. **ALEXANDER**
7. I'm just looking around in your mouth, Alexander. Looking does not hurt. **DR. FIELDS**
8. Crybaby. Crybaby. You're a little crybaby. **NICK**
9. I'm having a terrible, horrible, no good, very bad day. **ALEXANDER**
10. Please, boys. How about a little please. **MOTHER**
11. No high tops in your size. No orange in your size. Actually no colors in your size. **SALESMAN**
12. They made me buy plain old white ones—but they can't make me wear them. **ALEXANDER**
13. I was careful as could be, except for my elbow. **ALEXANDER**
14. It's nice of you, and your brothers, and mom to come pick me up at the office. But please...don't...pick...me...up...anymore. **FATHER**
15. My goodness, Alexander. My goodness. You have had a bad day. **MOTHER**
16. Well, maybe tomorrow will be better. But today—today—it's been a terrible, horrible, no good, very bad day. **ALEXANDER**
17. Some days are like that. **MOTHER**

