

# WALLACE'S LISTS

## Wallace's Lists

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Ages: 4-8

Themes: *Fears, Friendship, Creativity, Organization, Conflict Resolution*

## SUMMARY

Wallace's life is run by lists. He has lists of the clothes in his closet, lists of funny sounding words, and daily *To Do* lists. When Wallace meets his new neighbor, Albert, he is both intrigued and nervous. Albert goes on adventures, takes risks, and lives without lists. One rainy day, Albert sets off on an ill-fated adventure and Wallace sets out to help him – without a list. Through his friendship with Albert, Wallace's world opens up and his lists become shorter, and ultimately more meaningful.

## OBJECTIVES

- Students will analyze the pros and cons of making lists to complete tasks.
- Students will make text-to-self connections.
- Students will analyze the changes in Wallace from the beginning of the story to the end of the story.

## BEFORE VIEWING ACTIVITIES

Brainstorm with students about different times and reasons that people make lists. **Guiding questions:**

- What activities do people use lists for?
- How are lists helpful?
- What different kinds of lists can you think of?

Make a list of students' ideas. Ask students how the list of their ideas may be helpful. Then, challenge students to think of times when making a list may not be helpful. Write down these ideas as well. Hang the list in the classroom to revisit after watching/ listening to the program.

Discuss friendship with students. Ask students if they have ever had a friend who has motivated them to do something that they had never done before. Have students share their experiences with a partner. Then, have each partner share the story told to him/her by the other student with the class. Tell students that they are going to watch/listen to a story about someone who encourages his friend to try new things.

## AFTER VIEWING ACTIVITIES

Revisit the ideas that students came up with about lists. Ask:

- How did making lists help Wallace?
- How did they hold him back?

Record students' ideas on paper. Then, have students make some lists of their own.

**Examples:**

- Activities I Enjoy
- My Favorite Foods
- Places I Have Visited
- Books I Have Read

Have students share their lists with each other. What can they learn about each other from their lists? How are their lists similar to Wallace's lists? How are they different? Display students' lists next to their pictures in order help them learn more about each other.

Use a T-chart to contrast how Wallace changed from the beginning of the story to the end of the story. Label one side of the T-chart "Wallace in the beginning" and the other side "Wallace at the end". **Guiding questions:**

- How can you describe Wallace at the beginning of the story?
- What are some adjectives that you can use?
- How does Wallace use his lists at the beginning of the story?

- Who are Wallace's friends at the beginning of the story?
- How does Albert push Wallace to change?
- What kinds of lists does Wallace make at the end of the story?
- What are some adjectives you can use to describe Wallace at the end?

Have students continue the adventures of Albert and Wallace, in a comic strip form. First, students can illustrate the stages of the next adventure that Albert and Wallace go on. Provide them with paper that is broken into boxes, like a comic strip. Number the boxes to aid students in sequencing. After students have drawn the illustrations, have them tell the story orally to a partner. Then, students can add character dialogue or thoughts, or write a one-sentence caption for each picture. Students should color their comic strips. These can be displayed on a classroom bulletin board, or in a special library of student work.

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