



A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 2ND



Wilfrid Gordon McDonald Partridge
Written by Mem Fox

Illustrated by Julie Vivas

WILFRID GORDON MCDONALD PARTRIDGE

WRITTEN BY MEM FOX
ILLUSTRATED BY JULIE VIVAS

Watch the video of actor
Bradley Whitford
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Wilfrid lives next to a retirement home, and his favorite old person is 96-year-old Miss Nancy. Everyone says Miss Nancy has lost her memory, and despite the fact that Wilfrid doesn't even know what a memory is, by accident he helps her find it.

THEMES IN THE STORY

Friendship, Compassion, Memories

READING AND WRITING

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ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1st and 2nd grades but can be adapted to 3rd grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing:

- What happens when people get old?
- What is memory? Share happy and sad memories and how they make us feel.
- What does it mean when someone has “lost their memory?” Discuss the literal verses non-literal meaning of phrase.
- Introduce the title and tell students that it’s about a little boy named Wilfrid who tries to help his good friend find her memory.
- Ask students to make a prediction about how he might accomplish this task.

DURING VIEWING

Focus: Character’s Feelings and Making Predictions

Standards: CCSS.SL.1.2, CCSS.SL.2.2

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure: Stop the story at appropriate parts and use the Think-Pair-Share to answer:

- What is Wilfrid’s relationship with the people in the nursing home?
- Why is Miss Nancy Wilfrid’s favorite person in the nursing home?
- Why does each person give Wilfrid a different answer to his question, “What’s a memory?”
- As each item for the memory box is presented ask: Why do you think Wilfrid chooses this item for the memory box? (shell – memories are long ago; puppet- memories makes you laugh; medal- memories make you cry; football – memories are “precious as gold”; warm egg – memories are warm)
- How do you think Miss Nancy feels at the end of the story?

AFTER VIEWING

Standards: CCSS.RL.1.3, CCSS.RL.1.7, CCSS.RL.2.3, CCSS.RL.2.7

Objective: Students will compare and contrast two characters from the story.

Materials: Compare and contrast Venn diagram ( Google It!)
Class size Venn diagram
Chart paper or whiteboard

Procedure:

Step 1: Whole class: Make a list of characteristics that describe Wilfrid. Then make a list of characteristics that describe Miss Nancy.

- Step 4:** Tell students they are going to use a Venn diagram to identify similarities and differences between the two characters.
- Step 5:** Explain how to complete the Venn diagram.
- Step 6:** Model how to complete the Venn diagram using the class diagram. Have students fill in their diagram. (Wilfrid: Young boy/Miss Nancy: Old lady/Both: Humans)
- Step 7:** Students can complete the activity with a partner or independently.
- Step 8:** Share responses and fill in class diagram with student responses.

READING RESPONSE

- Standards:** CCSS.RL.1.1, CCSS.RL.2.1
- Objective:** Students will answer the prompt using at least two details from text to support the response.
- Reading Prompts:** How does Wilfrid help Miss Nancy find her memory? Use details from the story to support your response.

WRITING - INFORMATION REPORT

- Standards:** CCSS.W.1.1, CCSS.W.2.1
- Objective:** Students will write an opinion piece using grade appropriate sentence structure and spelling.
- Writing Prompt:** Tell about a favorite memory. How do you feel when you think about this memory?
- Materials:** Writing tools
- Procedure:**
- Step 1:** Discuss the different ideas the characters had about answering Wilfrid’s question, “What is a Memory?”.
 - Step 2:** Ask students to think about a special memory and how it made them feel. Share memories.
 - Step 3:** Use the Writing Process to complete.
- Extend It:** Have students bring in and share an object that reminds them of this memory (i.e. a special cup from your childhood; a special picture of a special trip). Have them prepare a short presentation telling why this object is significant in reminding them of the event.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE AND MATH – SHORT TERM MEMORY EXPERIMENT AND COLLECTING DATA USING A FREQUENCY TABLE

OBJECTIVE —

Students learn that short term memory can be increased by chunking information. Students use the scientific method to perform an experiment. Students record and analyze results using a frequency table.

MATERIALS —

Chart paper
Timer
Graph paper
Science journal or sheet
Word lists (See below)

Teacher Prep:

1. Create word lists and copy (1 per student)
2. On Chart Paper:
 - Write key terms and definitions.
 - **Memory** – process that our brain uses to acquire, store, and retrieve information.
 - **Short-term memory** - the information we are currently aware of; memory that is brief, if not rehearsed.
 - **Chunking** – taking pieces of information and grouping them into larger units.
 - Write Scientific questions, leaving room for student responses.

Scientific Questions:

On average, how many words on a list can a person remember after 2 minutes?

Can chunking help people to remember more words?

- Make Frequency Tables: Random List and Related List

RANDOM WORDS —

two	leg	sell	ring	last
apple	talk	low	bell	mom
say	fire	we	away	top
red	dog	hat	find	you
care	five	will	lip	slap

RELATED WORDS —

dog	cat	bird	fish	cow
red	blue	green	orange	yellow
arm	leg	lip	ear	eye
talk	say	slap	hop	jump
hat	coat	boots	mittens	scarf

PROCEDURE —

- Step 1: Define and discuss key terms.
- Step 2: Divide students into pairs.
- Step 3: Present Scientific questions.

- Step 4:** Explain to students that they are going to use the Scientific Method to perform a memory experiment to answer the questions. They will be shown two different word lists, each with 25 words. For each list, they will have 2 minutes to memorize the words. After two minutes they will write the words they remember on the back of the list. Partners will exchange lists, circle the words remembered, count and write the total on top of list.
- Step 5:** Explain hypothesis (if necessary) and have each pair discuss and form a hypothesis for each question. Record in journal or sheet.
- Step 6:** Distribute the random word list first. Before distributing, explain to students that they should keep the list turned over on their desk until you give the signal to begin.
- Step 7:** Give the signal and start the timer. (2 minutes)
- Step 8:** At the end of 2 minutes, students turn the list over and write any words they remember.
- Step 9:** Partners exchange their lists, circle the words remembered, count, and write the total on top of page.
- Step 10:** Distribute the related word list and repeat the process.

ANALYZE THE DATA —

- Step 1:** Survey students results and record on frequency charts: Random List and Related List.
- Step 2:** Discuss data and draw a conclusion: Pair-Share strategy
- Step 3:** Write a conclusion. Students should conclude that memory is increased when we chunk, or group information.

ART — MEMORY COLLAGE

OBJECTIVE —

Students collect or draw pictures that represent each answer to Wilfrid’s question, “What is a memory? Pictures should reflect memories are long ago; memories make you laugh; memories make you cry; memories are warm; memories are precious as gold.

MATERIALS —

Magazines or other printed materials
Large white paper
Glue

Teacher Prep:

- Collect magazines and other printed material with pictures
- Make a chart: **What is a memory?**
 - Memories are long ago.
 - Memories make you laugh.
 - Memories make you cry.
 - Memories give a warm feeling inside.
 - Memories are precious as gold.

PROCEDURE —

- Step 1:** Explain collage as an art form. A collage is a piece of art made by gluing various materials, such as pictures, photographs, pieces of paper or pieces of fabric onto a backing.
- Step 2:** Show students examples of collages. (🔍 **Google It!**)

- Step 3:** Remind students that Wilfrid was given different answers to his questions. Show and discuss chart.
- Step 4:** Explain activity to students. Discuss ideas for pictures that might be used to represent each definition of memory.
- Step 5:** Distribute materials.
- Step 6:** After students have completed the art form, provide an opportunity for them to explain their artwork to the class.

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The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

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The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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