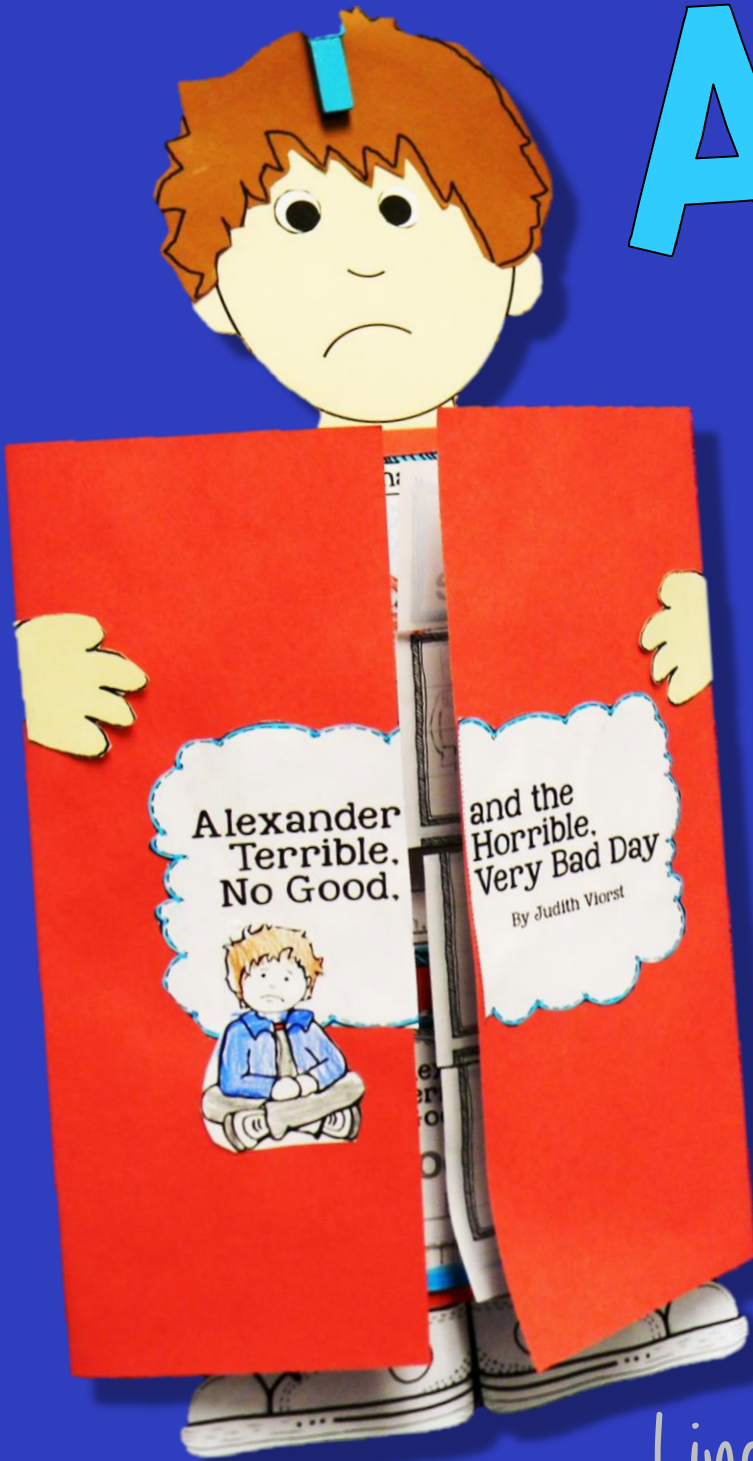


ALEXANDER

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



- Teaching PowerPoint
- reading
- writing
- language
- centers

Linda Kamp

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

CAUSE	EFFECT
Why something happens	What happens
Alexander went to sleep with gum in his mouth.	Alexander woke up with gum in his hair.
The shoe store was out of the shoes Alexander wanted.	Alexander got plain white shoes and was very unhappy.
Alexander didn't get to sit by the window in the car.	Alexander was squished in the backseat.
Philip said that Alexander was only his third best friend.	Alexander told Philip, "I hope you sit on a tack!"
Alexander's mom forgot to pack dessert in his lunch.	Alexander had no dessert at lunchtime.
Alexander has a cavity.	Alexander has to go back to the dentist.

Alexander had a very bad day.

A smaller version of the boy from the first image, holding a book that says 'Alexander had a very bad day.' He is wearing white sneakers.

TEACHING POWER POINT

6 ENGAGING LESSONS

ALEXANDER

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



Reading,
Writing &
Language
Lessons

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- Cause & effect
- Verb tenses
- Using adjectives
- Synonyms & antonyms
- Summarizing
- Writing a personal narrative

Aligned to **Common Core State Standards** for Grades 1-3

EACH LESSON INCLUDES:

- Detailed, scripted lesson plan
- PowerPoint lesson
- Vocabulary
- Turn & talk questions
- Literacy center
- Written responses that are added to the culminating Alexander booklet
- Whole group chart activity

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

CAUSE
Why something happens

EFFECT
What happens

Alexander went to sleep with gum in his mouth.

The shoe store was out of the shoes Alexander wanted.

Alexander didn't get to sit by the window in the car.

Philip said that Alexander was only his third best friend.

Alexander's mom forgot to pack dessert in his lunch.

Alexander woke up with gum in his hair.

Alexander got plain white shoes and was very unhappy.

Alexander was squashed in the backseat.

Alexander told Philip, "I hope you sit on a tack."

Alexander had no dessert at lunchtime.

Alexander's mother made him fall in the bathtub.

Alexander went to bed with gum in his mouth.

Alexander was upset at lunch time.

Mrs. Gibson let the other kids have the seats by the windows.

His mother forgot the dessert.

Alexander started to cry.

Cause
The cause is telling why it happens.

Effect
The effect is telling what happens.

What is CAUSE & EFFECT?

A **cause** is an action or event that makes something happen.

cause **effect**

TALK ABOUT IT

LESSON 1

Talk with your partner about some of the causes and effects of Alexander's terrible day.

WRITE ABOUT IT

LESSON 1

Think about what happened to Alexander in the story.

Write some causes and the effects that happen during Alexander's terrible day.

ALEXANDER and the Terrible, Horrible, No Good, Very Bad Day Teacher Guide

Day 2: Lesson 1: Determining Cause & Effect

Learning Targets:

RI.2.1, RI.2.2, RI.2.3 I can set key events happen in a story by identifying causes and effects.
RI.3.1, RI.3.2, RI.3.3 I can answer questions about key details in a text.
I can give logical evidence of causes and effects in a story.

LESSON:

1. Set the purpose for the lesson by introducing the learning targets. Yesterday we made a list of all of the terrible things that happened during Alexander's horrible day. Today we are going to look a little deeper into the story and determine what caused all of those things to happen. We are going to look for causes and effects.

MATERIALS:

copy of the book
scripted PowerPoint
graphic organizer
sticky notes
class set of cause & effect writing templates
caption 2x3x6

2. Project Lesson 2: Determining Cause & Effect in the PowerPoint and work through the mini lesson on cause & effect.

3. Pair students for the Turn and Talk activity in the PowerPoint. Allow 3-5 minutes for partners to discuss the question.

4. Introduce the class anchor chart. Ask students to think about the things that happened to Alexander, (the effects) and what caused them. Record the causes and the effects separately on sticky notes to add to the class chart.

5. Project the Write About It slide and ask students to write causes and effects from the story in the graphic organizer that will later be added to their Alexander booklets.

INDEPENDENT PRACTICE:

Choose one of the additional cause & effect printables for students to write about and illustrate a specific cause-effect, or use the flip book version.

Cause & Effect

Use the causes and effects of Alexander's terrible, horrible no good, very bad day.

Cause **Effect**

Alexander had a very bad day!

SAMPLE LESSON



Cause


The cause is telling why it happens.

Effect



The effect is telling what happens.


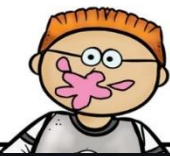
What is CAUSE & EFFECT?



A **cause** is an action or event that makes something else (the **effect**) happen.


The cause happens first.
The cause explains why something happened.

The effect happens after the cause.
The effect explains what happened as a result of the cause.

List the causes and effects of Alexander's terrible, horrible no good, very bad day.

Cause	Effect
→	←
→	←
→	←
→	←



Alexander had a very bad day!


The shoe store was sold out of the shoes that Alexander bought.

Alexander went to bed with gum in his mouth.

He woke up with

and the Horrible, Very Bad Day

By Judith Viorst



Cause

The cause is telling why it happens.

Effect

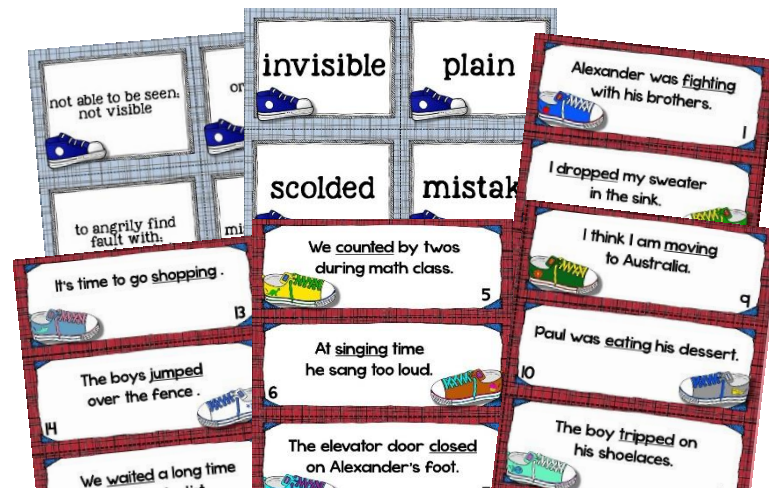


The effect is telling what happens.

CAUSE & EFFECT

5 SKILL CENTERS

Verb tenses
Vocabulary
Sequencing
Cause & effect
Syllables



LITERACY CENTERS

Blackline versions included

PERSONAL NARRATIVE

Writing project

PowerPoint lessons guide students through each step of the writing process.

What is a **PERSONAL NARRATIVE**?

Personal means about you.

How can I write a **PERSONAL NARRATIVE**?

These steps will help you write a personal narrative.

1. Brainstorm

Think about:

- good memories

How can I write a **PERSONAL NARRATIVE**?

Finalize Your Story

Final copy of your story. Add your title. Draw an illustration.

How can I write a **PERSONAL NARRATIVE**?

3. Write an Introduction

Think about your topic.

How can I write a **PERSONAL NARRATIVE**?

5. Write a Closing

A closing is the very end of your story. It is sometimes called a "wrap up".

How can I write a **PERSONAL NARRATIVE**?

6. Revise Your Story

We revise our writing to make sure it makes sense. We revise a story:

- Add descriptive words
- Add more details
- Remove boring words
- Change boring words to more interesting words

7. Edit Your Story

Editing is writing better by fixing mistakes so other people can read it.

LESSON 6

Writing a Personal Narrative

For:

Opening Sentence

First & detail

Make a plan:

First	Then
-------	------

and the Wonderful. Awesome. So Good. Best Ever Day!

A Diary of a Good Day

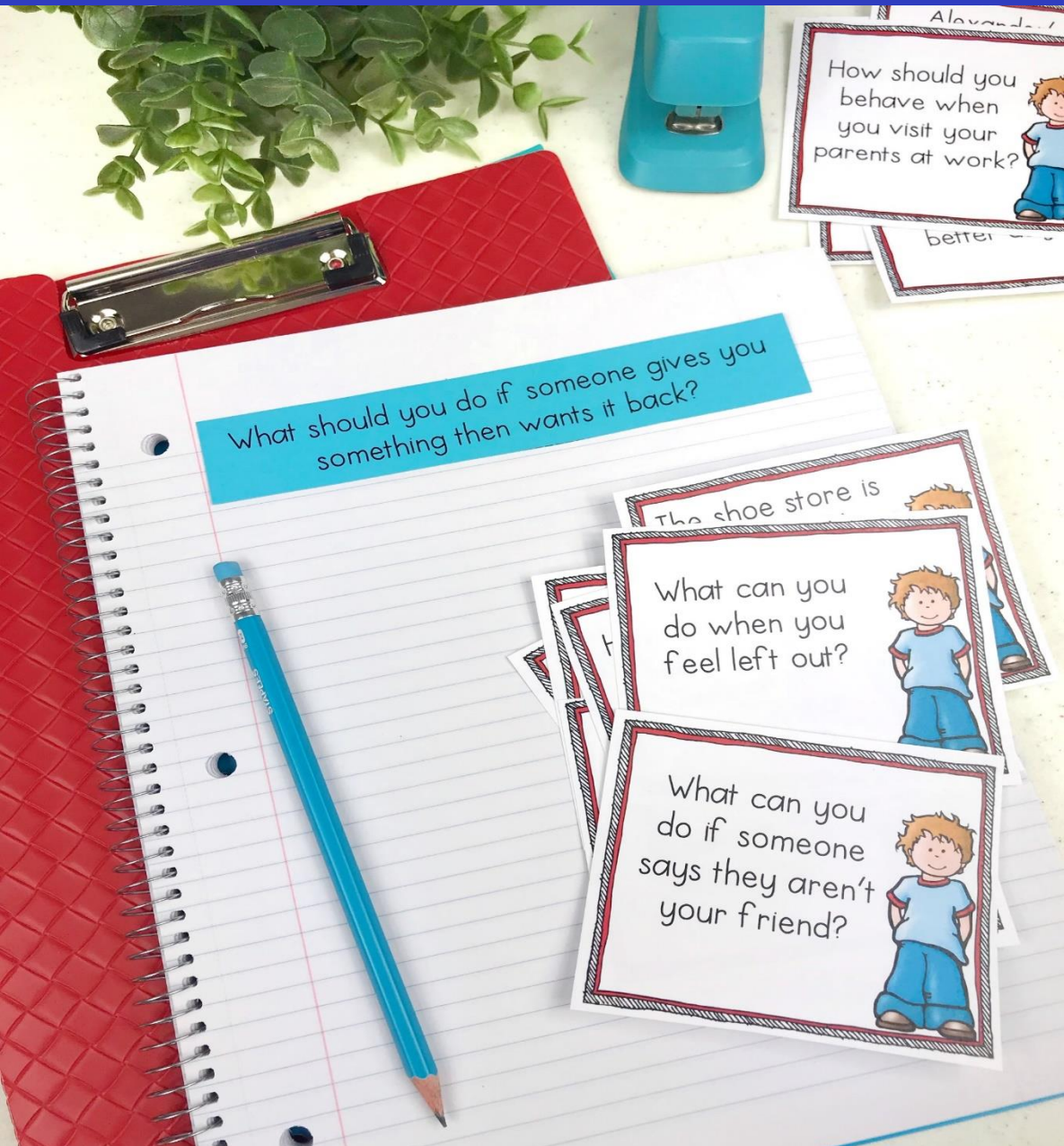
By _____

and the Wonderful. Awesome. So Good. Best Ever Day!

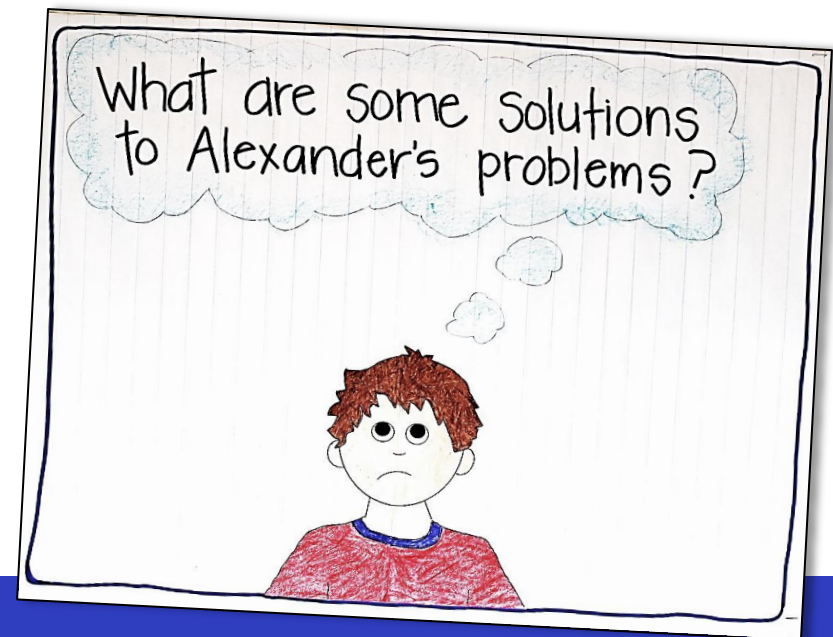
A Diary of a Good Day

By _____

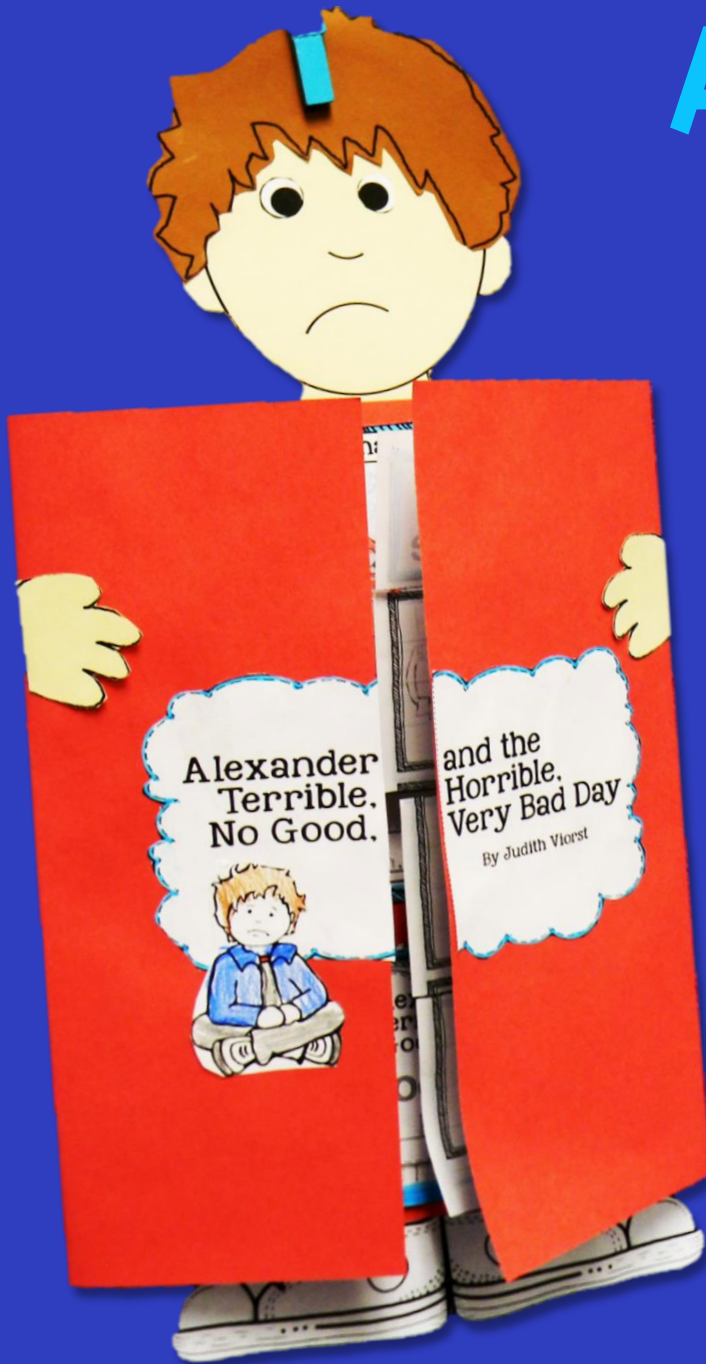
SOCIAL SKILLS ACTIVITIES



- Whole group lesson & chart
- Partner discussion cards
- Journal writing prompts



ALEXANDER BOOKLET



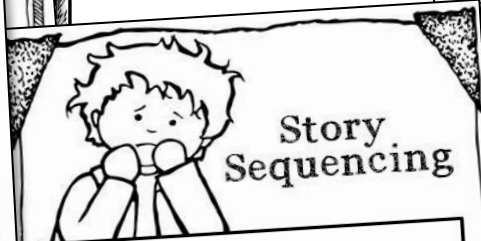
Students respond to each lesson in a culminating booklet.

EASiLY DiFFERENTIATE

with ADDiTiONAL BOOKLET OPTiONS



What are some solutions to Alexander's problems?



Opinion Writing

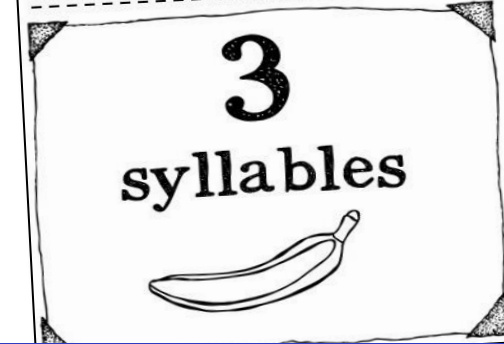
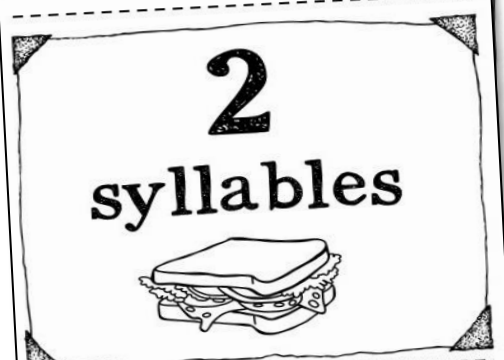
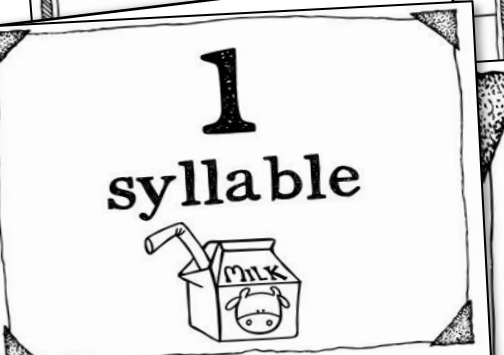
Will moving to Australia solve Alexander's problems?

These options enable you to:

Modify the amount of writing

Target your specific grade level literature standards

Provide extension activities



1

The teacher liked Paul's picture better.

Nick took back the pillow he gave Alexander.

Alexander had a cavity.

Alexander woke up with gum in his hair.

Alexander's bath was too hot.

There was no dessert in Alexander's lunch.

How-To Writing

How To Have A Good Day

CUSTOMiZE YOUR BOOKLETS


Cause


Effect


Story Summary

Alexander and the Terrible, Horrible, No Good, Very Bad Day
Vocabulary
 By _____

What are some solutions to Alexander's problems?

2 syllables


3 syllables


4 syllables


Alexander and the Terrible, Horrible, No Good, Very Bad Day
Vocabulary
 By _____

Story Summary

What are some solutions to Alexander's problems?

Cause


Story Sequencing


- The teacher liked Paul's picture better.
- Nick took back the pillow he gave Alexander.
- Alexander had a cavity.
- Alexander woke up with gum in his hair.
- Alexander's bath was too hot.
- There was no dessert in Alexander's lunch.


Story Sequencing

- The teacher liked Paul's picture better.
- Nick took back the pillow he gave Alexander.
- Alexander had a cavity.
- Alexander woke up with gum in his hair.
- Alexander's bath was too hot.
- There was no dessert in Alexander's lunch.

Will moving to Australia solve Alexander's problems?

1 syllable


2 syllables


3 syllables


to suit your students & grade level

SHORT ON TIME? Try this instead:



Skip making the booklet and use the activities

Teach the PowerPoint lessons, reading & language activities

Use the literacy centers for skills practice

Assess your students with the comprehension and vocabulary checks

BONUS WRITING CRAFTS!

6 WRITING PROMPTS BOY & GIRL CRAFTS

- Opinion
- Persuasive
- Expository
- Personal Narrative
- Rewriting the Story
- Writing from a Character's Point of View

