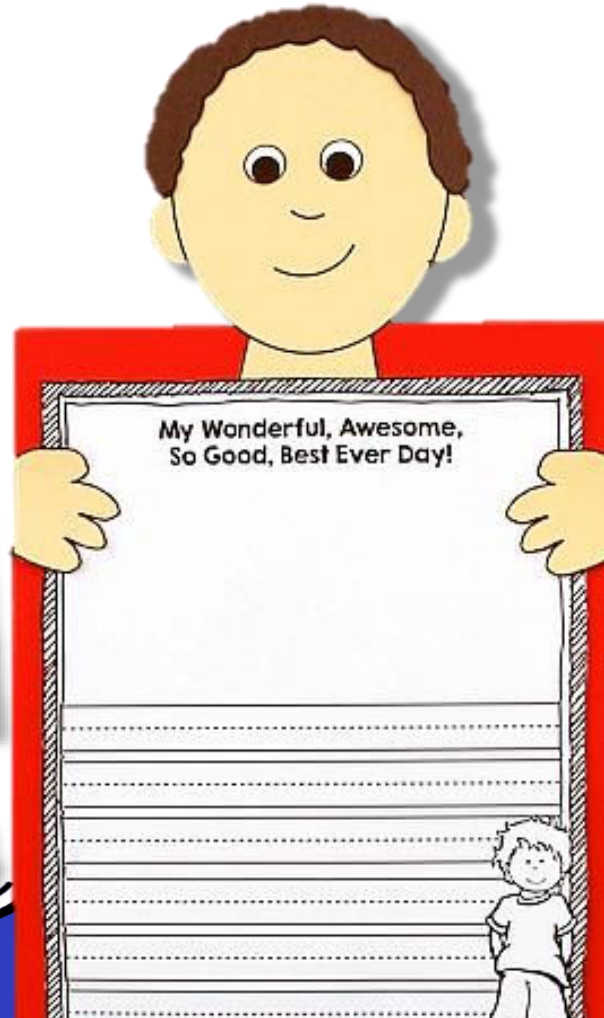


# ALEXANDER

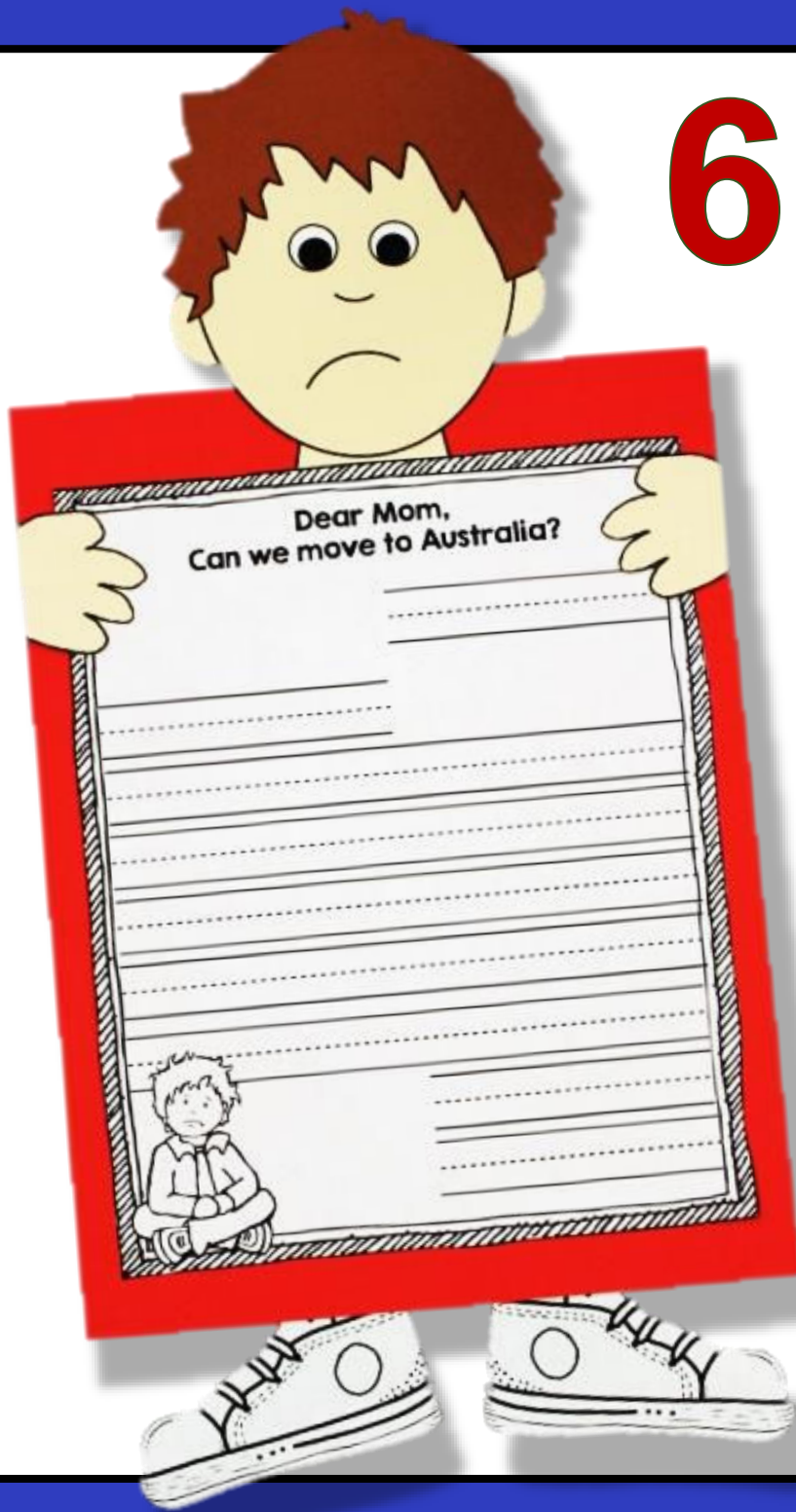
& the Terrible, Horrible, No Good, Very Bad Day

## WRITING CRAFTS



Linda Kamp

# 6 WRITING PROMPTS



- Opinion Writing
- Expository Writing
- Personal Narrative
- Persuasive Writing
- Friendly Letter
- Writing from a character's point of view
- Rewrite the Story

# BOY & GIRL CRAFT TEMPLATES

with  
planning pages  
graphic organizers  
publishing paper



# TEACHER NOTES

## for each type of writing

### Teacher's Notes

Using the prompts

### Personal Narrative Writing



With the personal narrative prompt students use a variation of the book title to write about their most wonderful, awesome...

Good, Very Bad Day students to engage in descriptive paragraphs related to literature, character's point of

ent typ... ing an... cludes... (hap... perso... nk pla... organ... lishing... he pro... ass int...

### Persuasive Writing

With this prompt students write a letter from Alexander's point of view to persuade his parents to move to Australia. As an alternative you could use this premise to...

### Alexander Page Topper Craft

You will need per student:  
 1- 4 x 12 piece of red paper  
 1 set of eyes on white paper  
 1 hair template on brown paper  
 1 head template on aqua/blue paper



### Opinion Writing

This prompt offers an opportunity for great discussion about social skills and facing problems rather than avoiding them (by going to Australia). It also creates an opportunity to teach perspective and to guide students toward identifying how big a problem really is



When using this with my class I began by taking an opinion poll. I gave each student a sticky note and asked, "Will moving to Australia solve Alexander's problems?" I asked each student to think about their opinion on this and write yes or no on the sticky note as well as a brief reason for their opinion. Students then used these reasons as a starting point, or as their topic sentence, for their opinion writing piece.

**Math Extension:** We used this chart later during our math block to compare and discuss data. Using the data we generated with our opinions, we organized it into a tally table, bar graph, pictograph and line plot.

### Expository Writing

For the expository prompt, How Can Alexander Have a Good Day?, students write a how-to paragraph explaining how Alexander can turn his day around and change it from bad to a very good one.

The prewriting organizer for students to brainstorm ways Alexander can change the way his day goes. Students might have students draw a line to divide the bubble organizer and choose specific events to address and write in the top half of the "bubble". In the bottom half students write how Alexander can do or how he can react differently to these events. Students then use the planning page to plan their topic sentence, explain the steps with details and plan their conclusion.

Use the publishing paper for students to write their final draft to add to the craft. Additional pages for longer writing can be found on pages 53-54.

**Optional Activity:** Have individual students or small groups create a timeline, flow map or flow chart on butcher paper showing Alexander's day from the time he wakes up until he goes to bed. Students can add comments, observations, or drawings to each entry on the timeline about how Alexander can react to the event differently to prevent the situations from happening and make his day better.

### Writing From the Character's Point of View

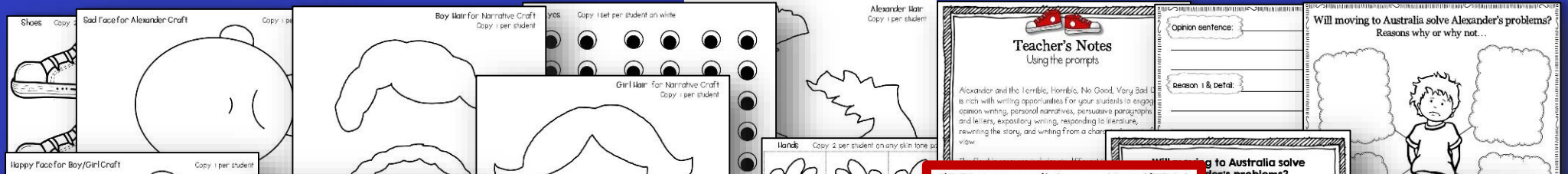
Students use the prompt "I Knew It Was One of Those Days..." to write a "fictional" story from Alexander's point of view. Students can use the prompt to explain how they, as Alexander, were going to be "one of those days".

Students include their own commentary and observations about Alexander, to add to their story. Use the planning page for students to plan their writing or use the blank version on pg. 51 to have students write their story. Use transition words. Use the publishing paper for students to attach to the craft!

### Rewrite the Story

Using the title, Alexander and the Wonderful, Awesome, So Good, Best Ever Day students rewrite the story to give Alexander the best day ever! Use the following prewriting page for students to brainstorm events they would have happen in their story and the planning page to organize their writing. Use the publishing paper for final drafts to include with the craft. Additional publishing paper for longer writing can be found on pgs. 53-54.

**Optional Prewriting Activity:** Have students make a T-Chart in their journals and list some specific things that Alexander does during the day on the left. (Example: Wakes up, goes to art class, eats lunch with his friends, goes to the dentist, gets new shoes, eats dinner.) On the right have students write how they would change the bad things that happen in the original story during each of the times they listed in their T-Chart and turn them into good things that make up a wonderful, awesome, so good, best ever day.



**Alexander Page Topper Craft**

You will need per student:  
 1 1/2 x 11 sheet of red paper  
 1 set of eyes on white paper  
 1 hair template on brown paper  
 1 hand template on tan or blue paper  
 1 set of feet on white paper  
 1 set of shoes on white paper  
 1 writing template

**Opinion Writing**

The prompt offers an opportunity for great discussion about social skills and facing problems rather than avoiding them. (By going to Australia it also creates an opportunity to teach perspective and to guide students toward identifying how big a problem really is.)

**ALEXANDER**  
 & the Terrible, Horrible, No Good, Very Bad Day  
**WRITING CRAFT**

Opening Sentence: \_\_\_\_\_

First & Detail: \_\_\_\_\_

Next & Detail: \_\_\_\_\_

**How can Alexander have a better day?**

**How can Alexander have a better day?**

**Expository Writing**

With the expository prompt, 'How Can Alexander Have A Better Day?', students write a how-to paragraph explaining how Alexander can have a better day.

1. Use the prewriting organizer for students to brainstorm and record ideas. Alexander can change the way he does so.

Opening Sentence: \_\_\_\_\_

First: \_\_\_\_\_

**I Knew It Was Going To Be One of Those Days.....**

**I Knew It Was Going To Be One of Those Days.....**

**Writing From the Character's Point of View**

Students use the prompt "I Knew It Was Going To Be One of Those Days..." to write a "fictional narrative" from Alexander's point of view. Students can recount events from the story to explain how they, as Alexander, knew it was going to be "one of those days." Students can also include their own commentary and observations, as Alexander, to add to their story. Use the following planning page for students to plan their writing or use the additional blank version on pg. 51 to have students write their own transition words. Use the publishing paper for final draft to attach to the craft.

Opening Sentence: \_\_\_\_\_

Beginning & Detail: \_\_\_\_\_

**Alexander and the Wonderful, Awesome, So Good, Best Ever Day!**

Opening Sentence: \_\_\_\_\_

**Rewrite the Story**

Using the title, Alexander and the Wonderful, Awesome, So Good, Best Ever Day students rewrite the story to give Alexander the best day ever! Use the following prewriting page for students to brainstorm events they would have happen in their story and the planning page to organize their writing. Use the publishing paper for final draft to include with the craft. Additional publishing paper for larger writing can be found on page 53-54.

**Optional Prewriting Activity:** Have students make a T-Chart in their journals and list some specific things that Alexander does during the day on the left. (Example: Wakes up, goes to an class, eats lunch with his friends, goes to the dentist, gets new shoes, eats dinner.) On the right have students write how they would change the bad things that happen in the original story during each of the times they listed in their T-Chart and turn them into good things that make up a wonderful, awesome, so good, best ever day.

Opening Sentence: \_\_\_\_\_

**Alexander and the Wonderful, Awesome, So Good, Best Ever Day!**

Opening Sentence: \_\_\_\_\_

**Persuasive Writing**

With this prompt students write a letter from Alexander's point of view to persuade his parents to move to Australia. As an alternative you could use the premise to have your students write a persuasive paragraph by using the planning page on pg. 34 and one of the additional writing templates on page 51-56. Use the publishing paper for final drafts to include with the craft!

**Prewriting Activities:** Use the following organizer page to have students write a list of good reasons. From Alexander's point of view, to move to Australia. Make a class chart to record some of their reasons.

**Bulletin Board Display:** Display your class chart as well as students' lists alongside the completed writing crafts to show the learning process.

Opening Sentence: \_\_\_\_\_

**Dear Mom, Can we move to Australia?**

**My Wonderful, Awesome, So Good, Best Ever Day!**

Opening Sentence: \_\_\_\_\_

**My Wonderful, Awesome, So Good, Best Ever Day!**

**My Wonderful, Awesome, So Good, Best Ever Day!**

Opening Sentence: \_\_\_\_\_

**Personal Narrative Writing**

The personal narrative prewriter students use a variation of the book to write about their most wonderful, awesome, so good, best ever day. You may also wish to use one of the additional planning and writing pages and the boy/girl craft templates to write your own personal narrative for a greater writing project or bulletin board display.

Students can use the additional writing paper for their final draft.

Opening Sentence: \_\_\_\_\_

Opening Sentence: \_\_\_\_\_

Opening Sentence: \_\_\_\_\_

Opening Sentence: \_\_\_\_\_

Opening Sentence: \_\_\_\_\_

Opening Sentence: \_\_\_\_\_

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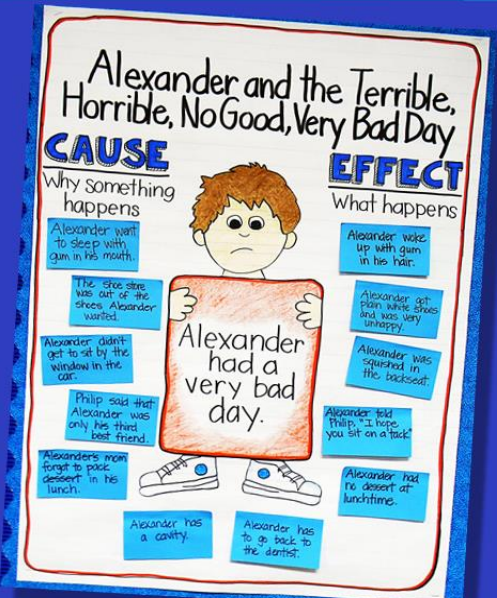
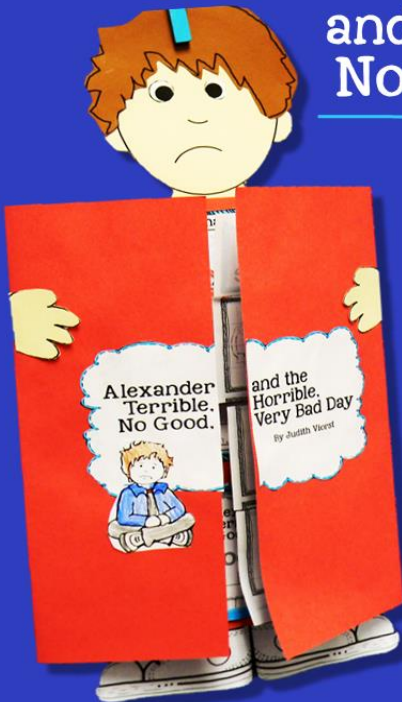
Opening Sentence: \_\_\_\_\_

This writing craft is included in:  
Alexander and the Terrible, Horrible,  
No Good, Very Bad Day **BOOK STUDY**

Linda Kamp

# ALEXANDER

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



● Book Study & Teaching PowerPoint ●

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the book study