

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

**Language Arts
Grade 1**

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Daily Lesson Plan

Lesson One

I. Suggested Time – 30 – 45 minutes

II. State and County Outcomes

1.3.5 Comprehension and Interpretation of Informational Text*

- * State a purpose for reading (MLO. R. 2.1.3, MLO .R. 3.1.1) and identify who would use the text, MLO.R. 3.1.4)
- * Relate prior knowledge and experience to literal and inferential information found in text (MLO. R. 1.3.3, MLO.R. 2.3.1, MLO .R. 3.3.1)
- * Summarize the text (MLO. R. 2.1.1)
- * Extract appropriate and significant information from text, including problems and solutions, major points (MLO. R. 1.1.3, MLO. R. 2.1.4.), and identify central ideas in the text, (MLO R.3.1.3)

1.3.6 Evaluation of Informational Text*

- * Explain the connections between illustrations and text and how they support the text (MLO. R. 3.2.7)

1.3.7 Reading Fluency

- * Read story passages silently and aloud with fluency and accuracy aloud with appropriate intonation and expression

III. Technology Outcomes or Skills

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

IV. Performance Objectives

- Students will be able to read for literary experience after making predictions from the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*
- Students will be able to identify and discuss the story elements after reading the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*

- Students will be able to complete a story map in a small group after viewing the video of the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

V. Resources Needed

- ✓ Book and Video – *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- ✓ Story Maps

VI. Directions for Teachers

A. Readiness Activity

- The teacher will begin the lesson with a personal story regarding an experience that created a bad day complete with details of the result.
- Students will then be given an opportunity to think, pair and share with a partner of a time or experience they had that created a bad day.
- The class will have an opportunity to share a few of the stories and compile the information on a graphic organizer of a single topic – BAD DAY

B. Procedures

1. Readiness activity
2. Introduce the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Voist to the students. Summarizing the main idea by relating the story to the readiness activity the students just completed.
3. Complete a picture walk with the students for them to gather a prediction regarding what they think the story may contain. Noting the important story elements for a focus.
4. Read the story to the students allowing them to enjoy the humor and the personal identification with the main character.
5. Discuss what really happened in the story with the students.
6. Divide the students into small groups and assign them one of the story elements. Students will work cooperatively to write and illustrate their story element.
7. Students will share their work with the class.
8. Students will view the video version of the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.
9. Students will complete a story map independently as seatwork or homework (as time allows).

C. Directions for Students

See Procedures

D. Links to Prior Knowledge

- ◆ Personal experiences to having a bad day
- ◆ Consequences – definition

E. Assessment

- ❖ On going
- ❖ Individual and cooperative story map

Daily Lesson Plan

Lesson Two

I. Suggested Time – 30 – 45 minutes

II. State and County Outcomes -

3.3.1 Organization and Focus

Group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1)

1.3.5 Comprehension and Interpretation of Informational Text*

Distinguish between cause and effect, and fact and opinion, (MLO. R. 2.2.5)

Reorganize information from the text into different forms (charts, drawings, or graphic organizers), (MLO. R. 2.2.4, MLO.R.3.2.2.)

Restate information from the text (MLO. R. 3.2.1.)

1.3.7 Evaluation of Informational Text*

Explain the connections between illustrations and text and how they support the text (MLO. R. 3.2.7)

III. Technology Outcomes or Skills

IV. Performance Objectives

1. Students will be able to read for literary experience from the story Alexander and the Terrible, Horrible, No Good, Very Bad Day to identify the cause and effect.
2. Students will be able to retell the story Alexander and the Terrible, Horrible, No Good, Very Bad Day using story boards.
3. Students will be able to use a graphic organizer to identify the causes and the effect in the story Alexander and the Terrible, Horrible, No Good , Very Bad Day.

V. Resources Needed

- ✓ Story Boards
- ✓ Graphic Organizer

VI. Directions for Teachers

A. Readiness Activity

- Students will begin the lesson reviewing the key story elements from the prior lesson.

- Students will then be given a story board and asked to help retell the story in their own words. Students will have to organize themselves in the correct sequential order of the story.

B. Procedures

1. Complete the readiness activity of retelling the story using the story boards (Xerox copies of the pages in the story).
2. Students will then discuss the definitions of the terms – cause and effect.
 - Cause – the “things” or “actions” that happen to the character in the story.
 - Effect – the “reactions” or “what happens” to the character.
3. Students will use a graphic organizer to identify the effect first: “It was a terrible, no good, very bad day.”
4. Students will use the text to identify the numerous cause that Alexander experienced.
5. Students will complete one graphic organizer as a class. Then students will be asked to complete a second graphic organizer independently to identify the causes. The effect stays the same.

C. Directions for Students

See Teacher Directions

D. Links to Prior Knowledge

- Students will have to have read the story “Alexander and the Terrible, Horrible, No Good, Very Bad Day.”
- Students will have to be familiar with retelling in a sequential order.

E. Assessment

- ❖ Students will be assessed on the completion of the graphic organizer and the identification of the causes found in the story.

Daily Lesson Plan

Lesson Three

I. Suggested Time – 45 – 60 minutes

II. State and County Outcomes

- Extract appropriate and significant information from text, including problems and solutions, major points (MLO. R. 1.1.3, MLO. R. 2.1.4.), and identify central ideas in the text, (MLO R.3.1.3)
- Distinguish between cause and effect, and fact and opinion, (MLO. R. 2.2.5)
- Interpret information from diagrams, charts, and graphs (MLO. R.2.2.1, MLO.R. 3.2.3)
- reorganize information from the text into different forms (charts, drawings, or graphic organizers),
(MLO. R. 2.2.4, MLO.R.3.2.2.)

III. Technology Outcomes or Skills

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

IV. Performance Objectives

1. Students will be able to use the software program “KIDspiration” or “Inspiration” to organize the causes and effect from the story Alexander and the Terrible, Horrible, No Good, Very Bad Day into a technology oriented graphic organizer.

V. Resources Needed

- ✓ Software – Kidspiration or Inspiration
- ✓ Personal Computers/Printers
- ✓ Graphic organizer – handout (completed)

VI. Directions for Teachers

A. Readiness Activity

- Students will be introduced to the Kidspiration or Inspiration program in the computer lab.
- Students will view the preview the animated introduction about the program.

B. Procedures

1. Students will log onto the computer with their partner.
2. Students will complete the Readiness Activity.
3. Students will be led through the program using their completed graphic organizer from the previous lesson.
4. Students will identify the topic – the effect: “*It was a terrible, horrible, no good very bad day.*”
5. Students will enter in the causes that Alexander experienced using their graphic organizer completed in the previous lesson.
6. Students will print their groups copy upon completion of the assignment.

C. Directions for Students

- See Teacher Directions

D. Links to Prior Knowledge

- Students need to have read the story “Alexander and the Terrible, Horrible, No Good, Very Bad Day.”
- Students need to be familiar with a personal computer.
- Students need to be familiar with reading a graphic organizer.
- Students must be familiar with cause and effect in a story.

E. Assessment

- ❖ Students will be assessed on the completion of the technology oriented graphic organizer in the printed copy form.

Daily Lesson Plan

Lesson Four

I. Suggested Time – 30 – 45 minutes

II. State and County Outcomes

- 3.3.1 Organization and Focus
- group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1)
- develop a topic sentence and supporting sentences (MLO.W. 1.2, MLO.W.2.2, MLO.W.3.2)
- use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3)
- 3.3.3 Revision and Evaluation of Writing
- improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5)
- provide an oral or written explanation of decisions about the topic, use of words, and/or details
- prepare writing for publication by purposefully using drawings, legible handwriting (cursive or manuscript), labeling, and graphics (electronic or traditional)

III. Technology Outcomes or Skills

- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

IV. Performance Objectives

- Students will be able to identify one cause and one effect from the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to write complete sentences.
- Students will be able to illustrate their cause and effect sentences using details from the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

- Students will be expected to work cooperatively in groups to complete the assignment.

V. Resources Needed

- ✓ Books: Alexander and the Terrible, Horrible, No, Good, Very Bad Day
- ✓ Drawing and writing paper
- ✓ Partners

VI. Directions for Teachers

A. Readiness Activity

Students will begin by reading and identifying all the causes and effects of Alexander's day. The class will work together to display on the board. Students will then pair up with a partner to discuss their top 2 choices and how they could act it out.

B. Procedures

1. Students will complete the readiness activity.
2. Students will then work with their partner to choose one of the causes to Alexander's day.
3. Students will then use a think, pair and share model to brainstorm the details they need to put into a picture to represent the cause.
4. Students will be asked to write their cause in a complete sentence using the model: Alexander did.
5. Students will then be asked to relate it to the effect- "Alexander had a terrible, horrible, no good, very bad day." They will put this in a complete sentence and illustrate the sentence.

C. Directions for Students

See Teacher Directions

D. Links to Prior Knowledge

- Students have to have read the story Alexander and the Terrible, Horrible, No Good Very Bad Day.
- Students must have prior knowledge of the terms cause and effect.
- Students must be able to write a complete sentence.
- Students must be able to illustrate their writing.

E. Assessment

Students will be assessed on their group work and completion of the assignment.

Daily Lesson Plan

Lesson Five

I. Suggested Time – 45-60 minutes

II. State and County Outcomes –

- **3.3.3 Revision and Evaluation of Writing**
- improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5)
- provide an oral or written explanation of decisions about the topic, use of words, and/or details
- prepare writing for publication by purposefully using drawings, legible handwriting (cursive or manuscript), labeling, and graphics (electronic or traditional)
- **1.3.5 Comprehension and Interpretation of Informational Text***
- Distinguish between cause and effect, and fact and opinion, (MLO. R. 2.2.5)

III. Technology Outcomes or Skills

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
- Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

IV. Performance Objectives

- Students will be able to use the software program Paint to illustrate a cause from the story Alexander and the Terrible, Horrible, No Good, Very Bad Day.
- Students will be able to identify a cause and an effect with a partner from the story Alexander and the Terrible, horrible, No Good, Very Bad Day.

V. Resources Needed –

- ✓ Software Paint program
- ✓ Personal Computers
- ✓ Story Boards
- ✓ Sentences

VI. Directions for Teachers

A. Readiness Activity

Students will begin the lesson by exploring the software program Paint.

B. Procedures

- Students will be instructed on the basics of the software program Paint.
- Students will then have an opportunity to explore the program components while recreating their cause in technology format.
- Students will link their picture to the main effect: “It was a terrible, horrible, no good, very bad day” with the help of the teacher.

C. Directions for Students

See teacher direction

D. Links to Prior Knowledge

- Students need to have read the story Alexander and the Terrible, Horrible, No Good, Very Bad Day.
- Students need to have an understanding of personal computers.
- Students need to be able to identify cause and effect.
- Students need to be able to write a complete sentence.

E. Assessment

Students will be assessed on the completion of their assignment.

Rubric

	4	3	2	1
	4 of cups	3 of cups	2 of cups	1 of cups
Content	All sentences are related to the same topic.	Some sentences are related to the topic.	Few sentences are related to the topic.	No sentences are related to the topic.
Usage	All sentences make sense.	Some sentences make sense.	Few sentences make sense.	No sentences make sense.
Punctuation	Always uses capitals and periods.	Sometimes uses capitals and periods.	Occasionally uses capitals and periods.	Never uses capitals and periods.
Spelling	All first grade appropriate words are spelled correctly.	Some first grade appropriate words are spelled correctly.	Few first grade words are spelled correctly.	No first grade appropriate words are spelled correctly.

Rubric

	4	3	2	1
	4 of Project	3 of Project	2 of Project	1 of Project
Cause and Effect Identification	All causes are directly related to the effect.	Some causes are directly related to the effect.	Few causes are related to the effect.	No causes are related to the effect.
Creativity	All pictorial representations make sense.	Some pictorial representations make sense.	Few pictorial representation make sense.	No pictorial to representations make sense.
Technology	Always uses the correct procedures in the lab.	Sometimes uses correct procedures in the lab.	Occasionally uses correct procedures in the lab.	Never uses correct procedures in the lab.
Cooperative Groups	All attempts are made to follow	Some attempt is made to	Few attempts are made to	No attempt is made to follow

	group work rules.	follow group work rules.	follow group work rules.	group work rules.
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