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

Theme: How bad can it get?
This unit will focus on some of the problems that causes Alexander to have such a terrible, horrible, no good, very bad day. Students will do activities in Reading, Language Arts, Math, Science, Social Studies, Art, and Writing.
Introducing:

* First Grade
* Serena Spencer- Reading/Writing
* Joy Frazier- Language Arts
* Martha Jordan – Science/Social Studies
* Denotrice Gary - Math
• **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

• **RL.1.3** Describe characters, settings, and major events in a story, using key details.

• **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

• **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Vocabulary – After completing a picture walk of the book with the students, TTW go over important words from the story. TTW read sentences from the story with each word. TSW hold up vocabulary word that is called. TSW give their definition of the vocabulary word. TSW give a sentence, a synonym, and break the words into syllables using a four squared chart.
Cause and Effect- TTW use an anchor chart to go over cause and effect relationships. TSW match the cause to the effect with the teacher. After reading the story, TTW identify a cause and TSW tell the effect.

Reteach- Read the cause and have students match the effect.
Enrichment- TSW read the cause and write their own effect.
Story Elements: TTW teach story elements using an anchor chart. After reading the story, TSW fill in the chart with the teacher.

Reteach- Reread the story. Ask questions about the story. Use pictures to identify the story elements.

Enrichment- Have students write sentences to tell about each story element.
Retelling: TTW use an anchor chart to go over five finger retelling. After reading the story, TSW fill in the Five Finger Retelling chart with the teacher. TSW work with a partner to retell the story.

Reteach- Reread the story with the teacher. Use retelling sticks to help retell parts of a story.

Enrichment- TSW add a different ending to the story.
Writing a narrative: TTW use an anchor chart to go over personal narratives. After reading the story, TSW write a narrative on having a bad day. TSW use a four square chart to brainstorm ideas. TSW use a pre-graphic organizer to write their sentences. TSW write their drafts and do a peer check. TSW rewrite final drafts and share.
Language Arts

L.1. 1.f- Use Frequently occurring adjectives.
Adjectives describe!
The Adjective Song

Describe, describe,
Describe a noun
Using adjectives.
Color, number, shape and size
Can tell about a noun

Describe, describe,
Describe a noun
Using adjectives.
Feeling words like glad and sad
Can tell about a noun.

each, round, colorful
bright, smooth, small
Awesome Adjectives that Describe Me

- Kind
- Tall
- Fast
- Blue eyes
- Long hair
- Avery

Ellie
Describe what’s in the bag.

Students will use sense of smell, touch, and hearing to describe an unknown object.
Re-teaching

Adjectives describe!

Directions: Match the adjective to the noun.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>cloud</td>
</tr>
<tr>
<td>heavy</td>
<td>turtle</td>
</tr>
<tr>
<td>freezing</td>
<td>car</td>
</tr>
<tr>
<td>slow</td>
<td>dump truck</td>
</tr>
<tr>
<td>straight</td>
<td>ball</td>
</tr>
<tr>
<td>thin</td>
<td>fish</td>
</tr>
<tr>
<td>unshaped</td>
<td>fish</td>
</tr>
<tr>
<td>round</td>
<td>fish</td>
</tr>
</tbody>
</table>
Character Map of Alexander

What do you know about the character?

Describe the character using adjectives:
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Draw a picture of the main character:

What is your favorite thing about this character?

Name: ________________________

Made by: Mrs. Lemons
Social Studies
SS.2 Understanding everyday life in different times and places

Alexander and the Terrible, Horrible, No Good, Very Bad Day
Throughout the story Alexander mentioned moving to Australia so the children will explore Australia to experience their culture and the way that they live.
INTERESTING FACTS ABOUT AUSTRALIA
FLAG/THINGS TO SEE
What do they eat there?

- Lamingtons
- Fish 'n' chips by the beach
- Barbecued snags
Science

L.1 Sort word into categories to gain a sense of the concept that the categories represent.
What’s in your Tummy?

Throughout the story Alexander was found eating either breakfast, lunch, or dinner. From this I was inspired to introduce the children to the five food groups.
Five Food Groups

Food Pyramid for Kids

Balanced meals provide children with nutrients (vitamins and energy) to grow healthy and strong.

Grains | Vegetables | Fruits | Milk | Meat & Beans
The children will categorize each food according to the group and label each group.
OBJECTIVES

1.MD.4
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

1.OA5
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
ALEXANDER’S MATH WORD PROBLEMS

Name______________________________ Date____________________

STORY PROBLEMS

1. Alexander went to school in the car pool 12 days in January. He went to school on the bus 8 days. How many more days did Alexander go in the car pool?

2. Alexander got 1 pair of new white tennis shoes. He already had 3 green pair and 2 gray pair at home. How many pairs of shoes does Alexander have now?

3. Alexander shared a messy room with his brothers. His brothers had 9 toys on the floor and Alexander had 7. How many toys were on the floor in all?

4. Mom took Alexander and his brother to pick up Dad at his office. Alexander’s elbow knocked over 18 stacks of paper. He picked up 5. How many didn’t he pick up?
Strategies for Solving Math Problems

Use your fingers

Count out loud

Draw a picture

Doodle

Write a number model

123 + 56

Touch Math

Use tallies

5 + 5 = 10
5 + 6 = 11

6 + 2 = 3
20 + 35 = 55
GRAPHS!!!! GRAPHs!!!! GRAPHs!!!!!!
Graphs...

- *Pictograph*
  - Favorite Subject:
    - Reading: 3.3.3
    - Math: 3.3.3
    - Science: 4.4.4
    - English: 5.5.5
  - Two diagrams:

- *Bar Graph*
  - Favorite Colors:
    - Orange, Green, Red, Blue

- *Pie Chart*
- *Coordinate Graph*

- *Help us organize data*
- *Help us find out*
# Addition and Subtraction Worksheet

## Addition and Subtraction Situations

<table>
<thead>
<tr>
<th>Result Unknown</th>
<th>Change Unknown</th>
<th>Start Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take from</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Whole Unknown | Both Parts Unknown | Part Unknown

## Difference Unknown | Bigger Unknown | Smaller Unknown

| Compare          |               |              |

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**m&m's Bar Graph**

Directions: First, sort your m&m's and complete the tally chart. Then, place your m&m's on the graph by color. Next, answer the questions about the graph. Last, enjoy your m&m's!

<table>
<thead>
<tr>
<th>color</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>III</td>
</tr>
<tr>
<td>orange</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td>III</td>
</tr>
<tr>
<td>green</td>
<td>III</td>
</tr>
<tr>
<td>blue</td>
<td>I I I</td>
</tr>
<tr>
<td>brown</td>
<td>III</td>
</tr>
</tbody>
</table>

- Which color did you have the most? blue
- How many greens and blues did you have? $4 + 6 = 10$
- What is the difference between the blue and the yellow? $6 - 3 = 3$
- Explain why the color you have the most of has the longest bar. I have more blue than any other color.
- Write and solve a word problem using the information in your graph.

What is the difference between the blue and the green m&m's? $6 - 4 = 2$
After reading the story, the students will answer questions according to the shoes they like the most.

SHOE 1       SHOE 2       SHOE 3
blue          red          green

1. According to the graph, which color of shoes does the children like the most in all? __________
2. In category 2, which color did the children like the most? __________________
3. According to category 1 and category 3, which color did the children like the least? __________
4. Category 4 has the most in which color? __________