

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?

Description:

- * 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.

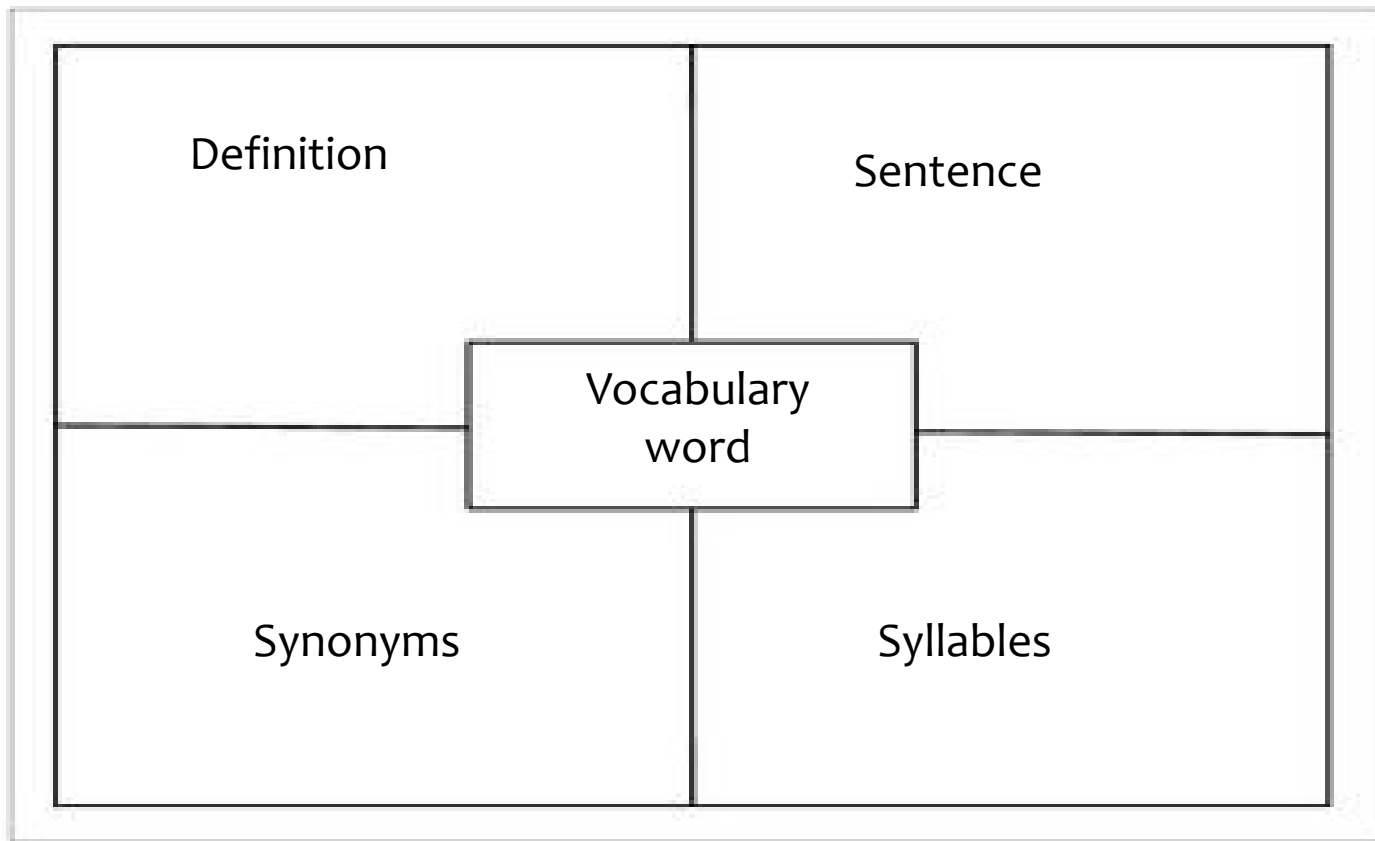
Introducing:

- * First Grade
- * Serena Spencer- Reading/Writing
- * Joy Frazier- Language Arts
- * Martha Jordan – Science/Social Studies
- * Denotrice Gary - Math

Reading and Writing Standards

- * 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.

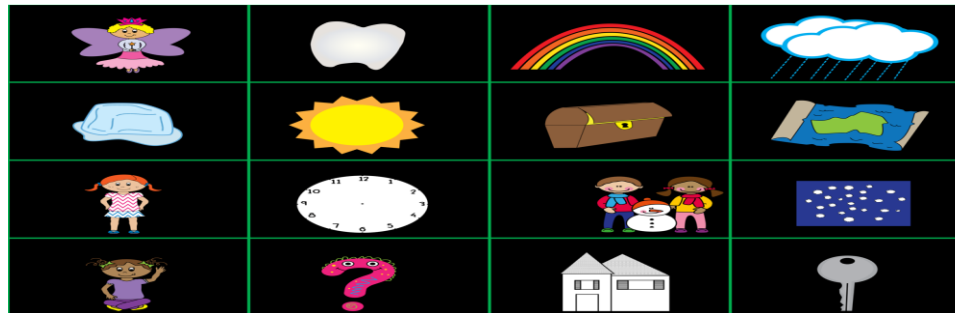
Vocabulary – After completing a picture walk of the book with the students, TTW go over important words from the story. TTW read sentences from the story with each word. TSW hold up vocabulary word that is called. TSW give their definition of the vocabulary word. TSW give a sentence, a synonym, and break 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.



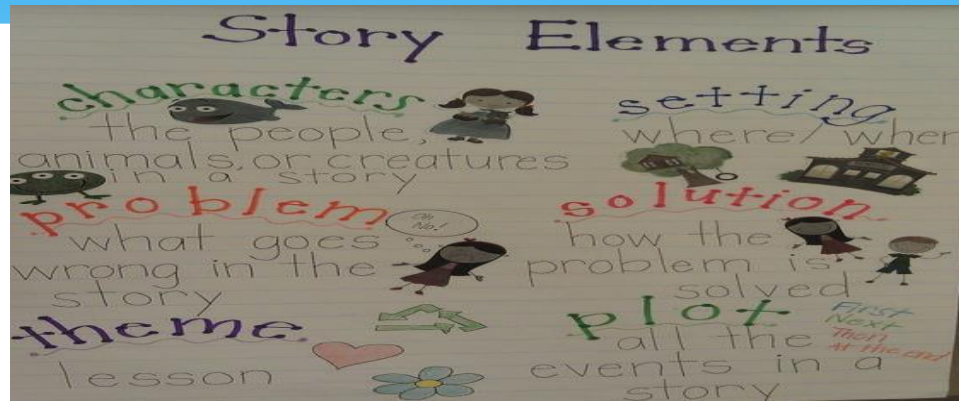
List the causes and effects of Alexander's terrible, horrible, no good, very bad day.

Cause		Effect
	<p>Alexander had a very bad day!</p>	

Story Elements: TTW teach story elements using an anchor chart. After reading the story, TSW fill in the chart with the teacher.

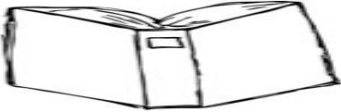
Reteach- Reread the story. Ask questions about the story. Use pictures to identify the story elements.

Enrichment- Have students write sentences to tell about each story element.



Story Elements Name _____

Book Title: _____

Setting			Characters
Problem			Solution
Beginning	Middle	end	
favorite part			

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.



Date _____ Name _____

5-Finger Retell

Title

Events

Beginning

Middle

End

Setting

Problem

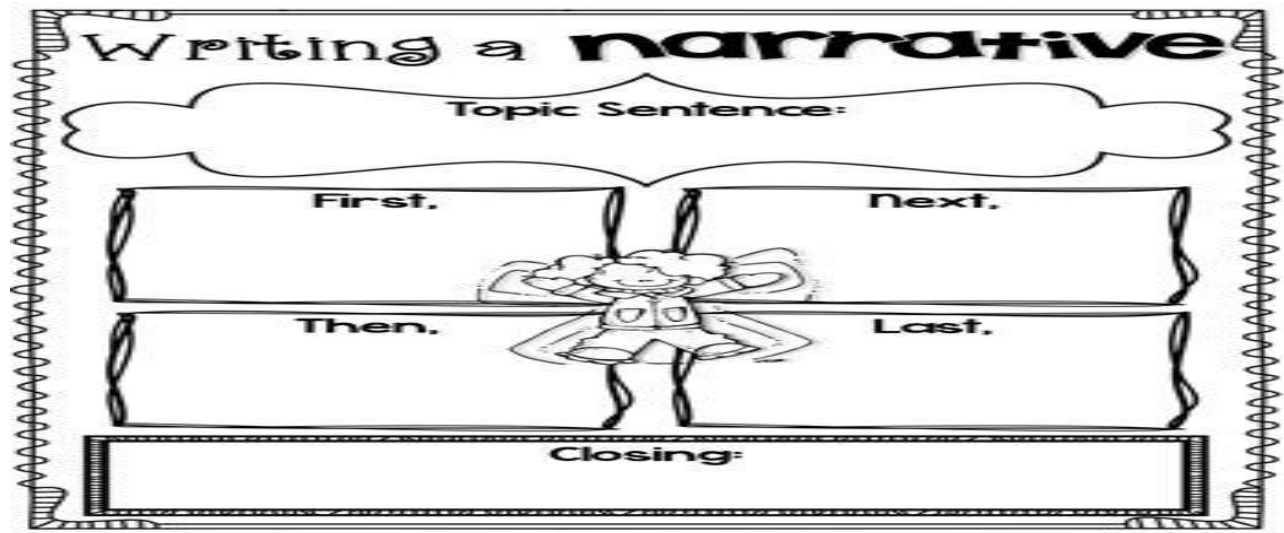
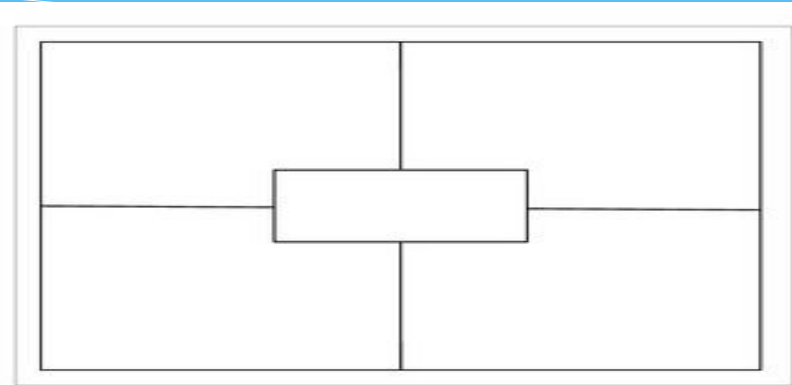
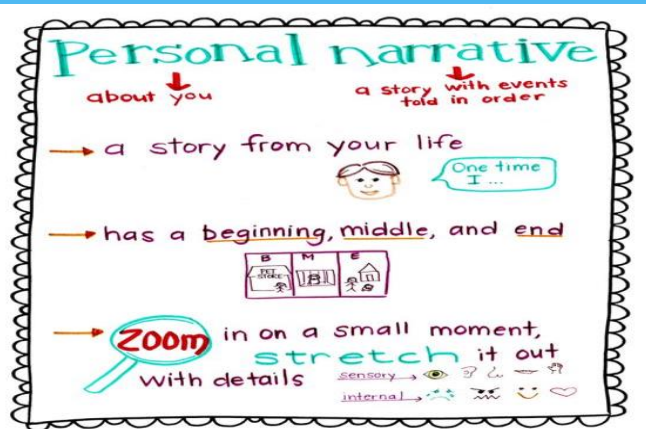
Solution

Characters

Events

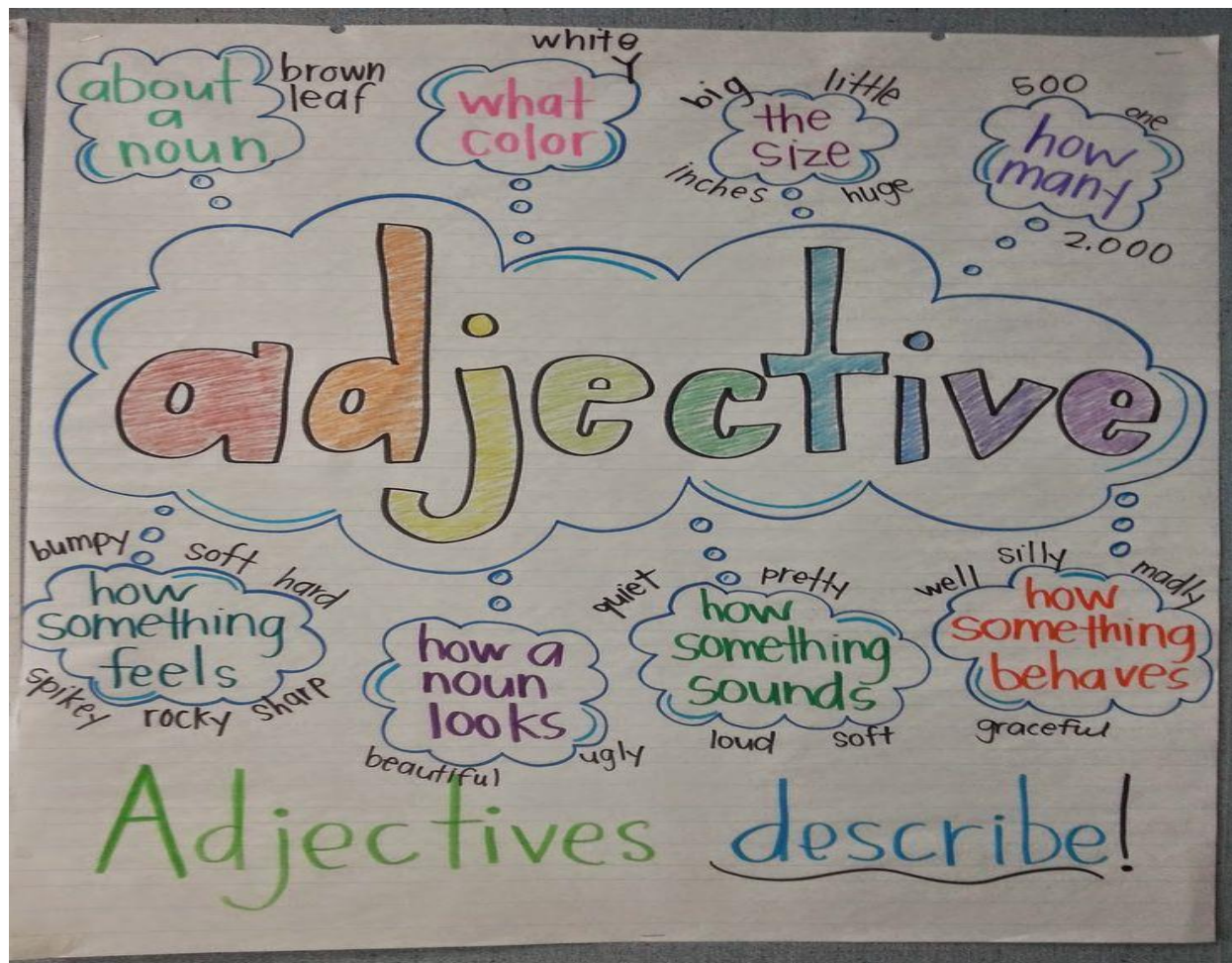
Solution

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.



The Adjective Song

to the tune of "Row, Row, Row Your Boat"

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.

several
round
colorful



bright
smooth
small



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.

Adjective

Noun

fast



heavy



freezing

slow



straight



thirsty



colorful



round



Enrichment

Adjectives

Adjectives give more details about a noun or pronoun.



Color	Number	Smells	Size	Taste
black	one	fresh	big	bitter
blue	two	funky	enormous	cold
brown	three	musty	huge	hot
gray	four	stinky	large	sour
green	five		little	sweet
orange	six		short	tangy
pink	seven		skinny	
purple	eight		small	
red	nine		tiny	
white	ten			
yellow	few			
many				
Texture	Sound	Weather	Shape	
bumpy	loud	clear	circle	
fuzzy	quiet	dry	heart	
sharp	soft	foggy	oval	
slimy		hazy	rectangle	
smooth		snowy	square	
soft		windy	star	
squishy			triangle	

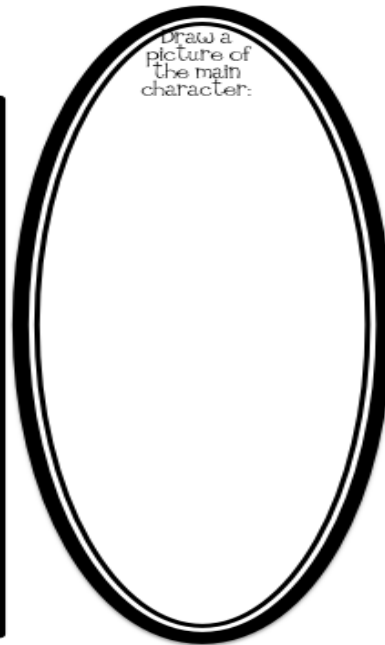
Character Map of Alexander

What do you know about the character?

Name: _____

Describe the character using adjectives:

1. _____
2. _____
3. _____
4. _____
5. _____



What is your favorite thing about this character?

made by: Mrs. Lemons

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large red speech bubble is centered on the page, containing the text.

Social Studies

SS.2 Understanding everyday life in different times and places

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Throughout the story Alexander mentioned moving to Australia so the children will explore Australia to experience their culture and the way that they live.

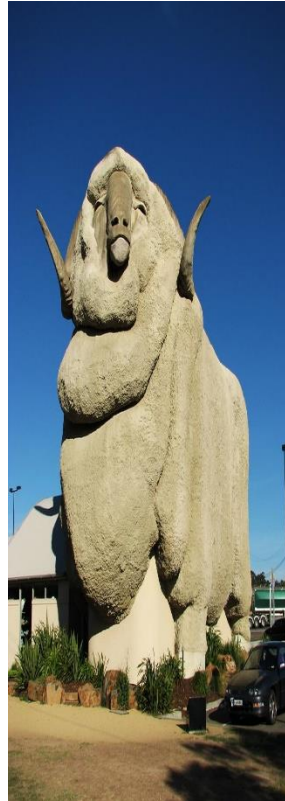
EXPLORING AUSTRALIA



INTERESTING
FACTS ABOUT
AUSTRALIA



FLAG/THINGS
TO SEE



What do they
eat there?



Fish 'n' chips by the beach



Barbecued snags



Lamingtons

Science

L.1 Sort word into categories to gain a sense of the concept that the categories represent.

What's in your
Tummy?



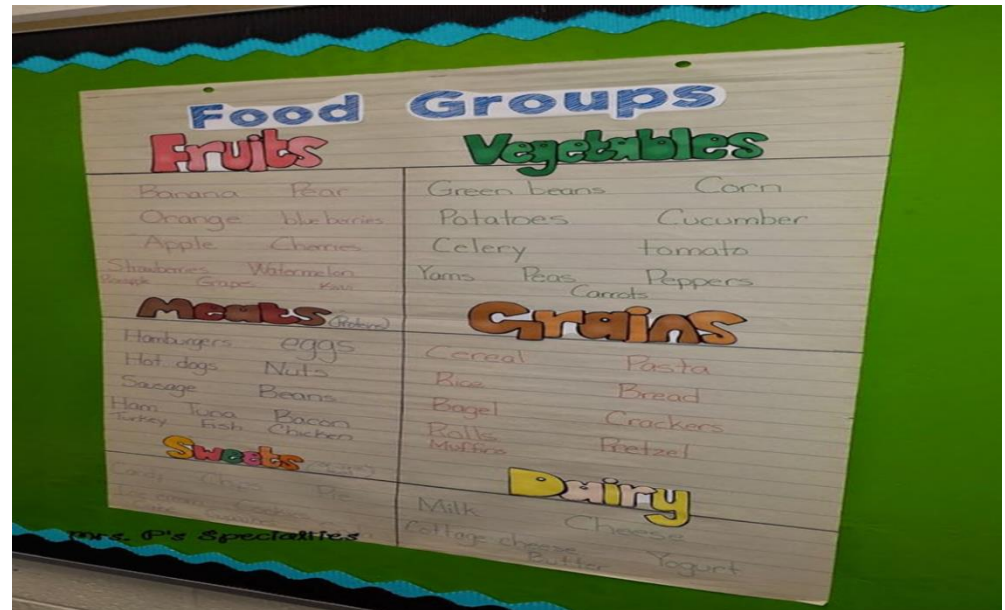
found eating either breakfast, lunch, or dinner. From this I was inspired to introduce the children to the five food groups.

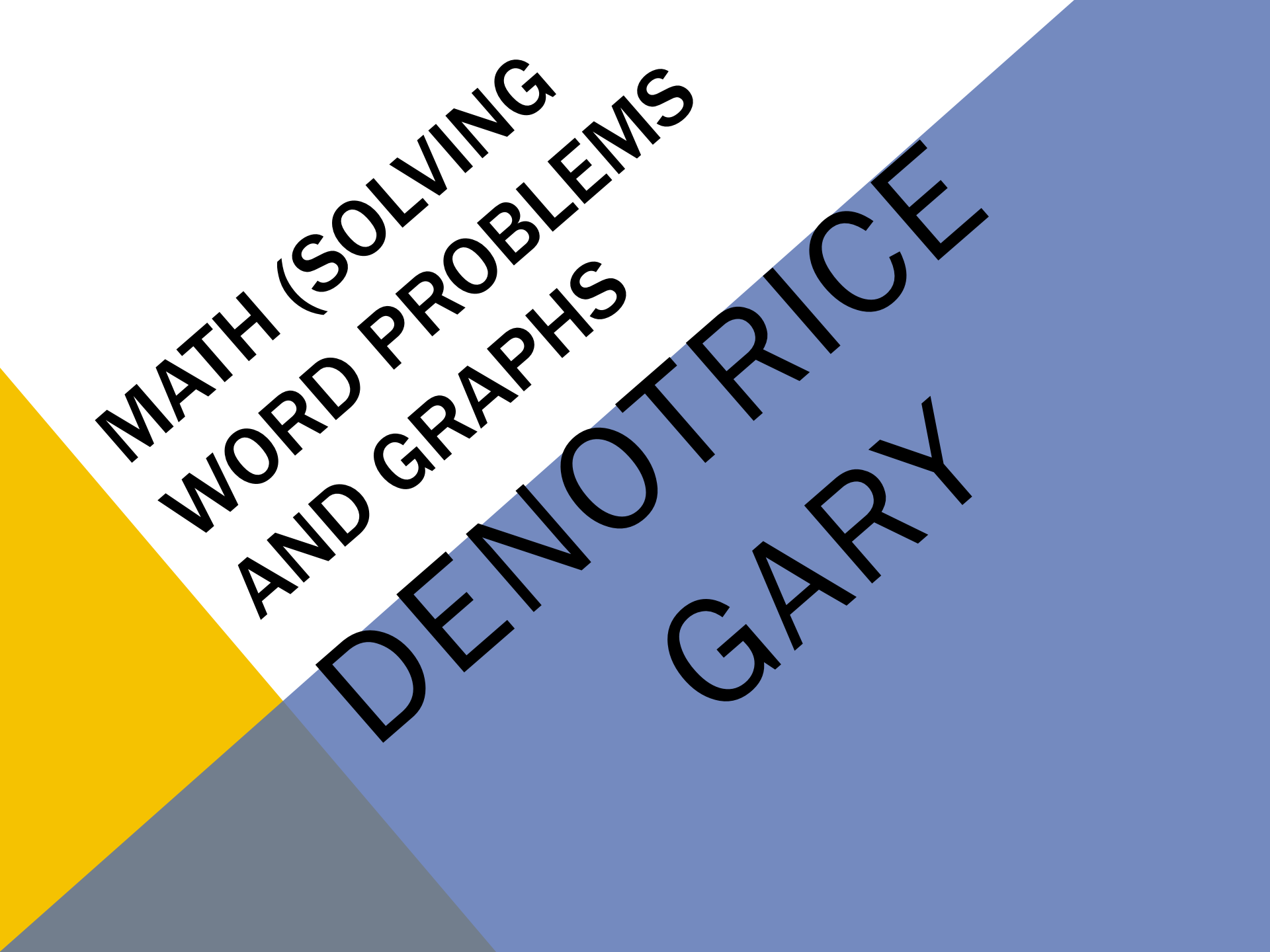


Five Food Groups



The children will categorize each food according to the group and label each group.





**MATH (SOLVING
WORD PROBLEMS
AND GRAPHS**

**DENOTRICE
GARY**

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

1 2 3 4 5 6

Touch Math

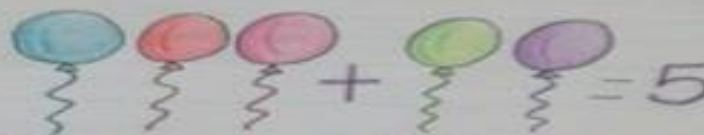
tens	ones
5	2
6	3



$$\begin{array}{l} 5+5=10 \\ 50 \dots \\ 5+6=11 \end{array}$$

Count out loud

|||| |||| |||| || Tallies



Draw a Picture

$$\begin{array}{r} 216 \\ -17 \\ \hline 9 \end{array}$$

doodle



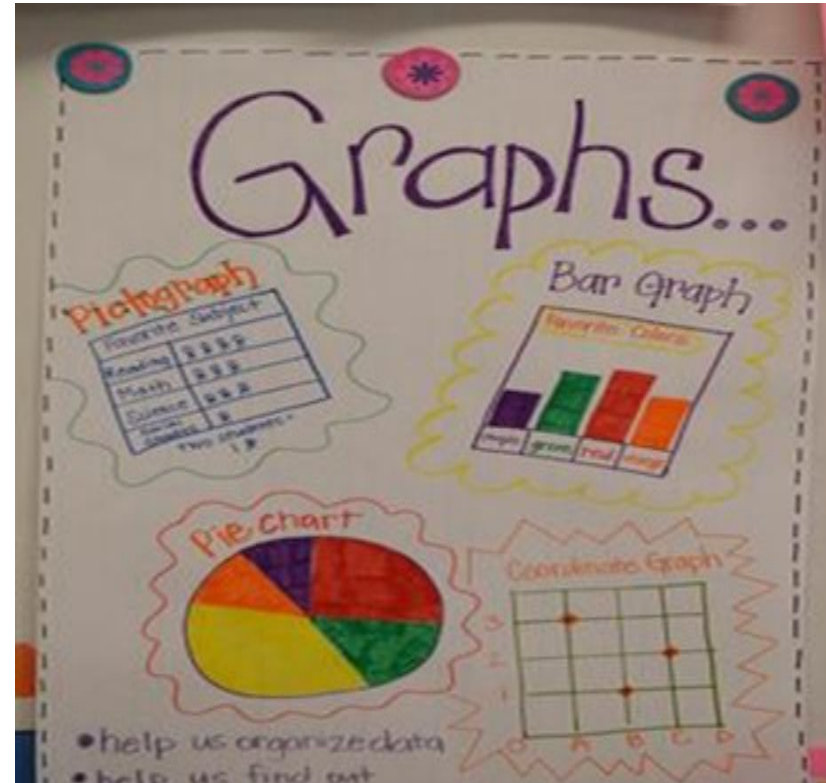
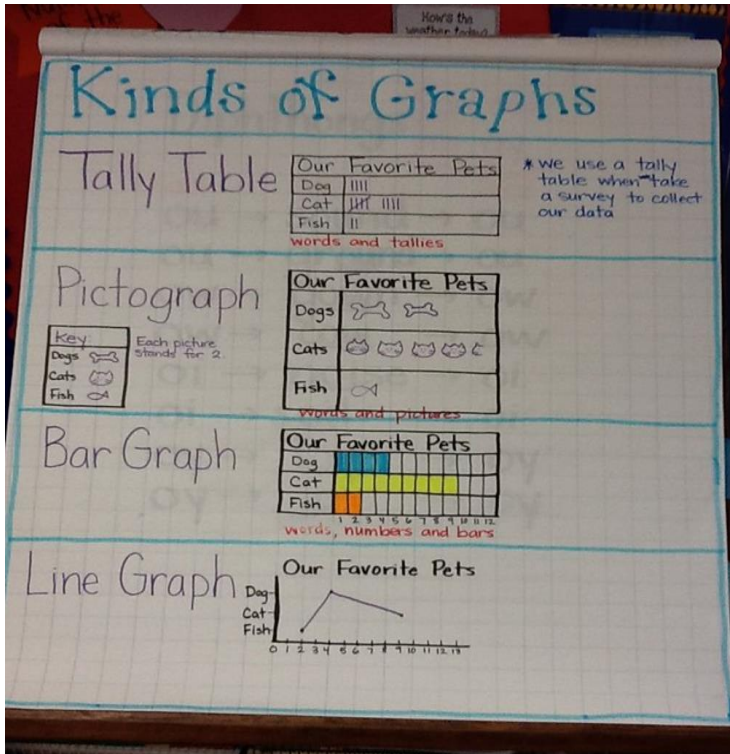
$$6+2=3$$

draw a number line

Write a number model

$$\begin{array}{c} 20 + 35 = 55 \end{array}$$

GRAPHS!!!! GRAPHS!!!! GRAPHS!!!!!!



Graphs...

Pictograph

Favorite Subject	
Reading	SSSS
Math	SSS
Science	SSS
Art	S
Sports	SS
Two squares = 10	

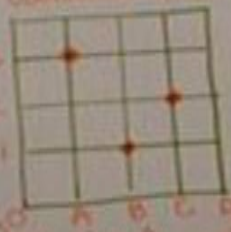
Bar Graph



Pie Chart



Coordinate Graph









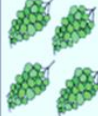














- help us organize data
- help us find out



ADDITION AND SUBTRACTION WORKSHEET

Addition and Subtraction Situations

	Result Unknown	Change Unknown	Start Unknown
Add to	 +  = <input type="text"/>	 + <input type="text"/> = 	<input type="text"/> +  = 
Take from	 -  = <input type="text"/>	 - <input type="text"/> = 	<input type="text"/> -  = 
	Whole Unknown	Both Parts Unknown	Part Unknown
Part/ Part/ Whole	 +  = <input type="text"/>	<input type="text"/> + <input type="text"/> = 	 + <input type="text"/> = 
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare	  ?	?  6	 ? 3

Name: _____ Date: _____

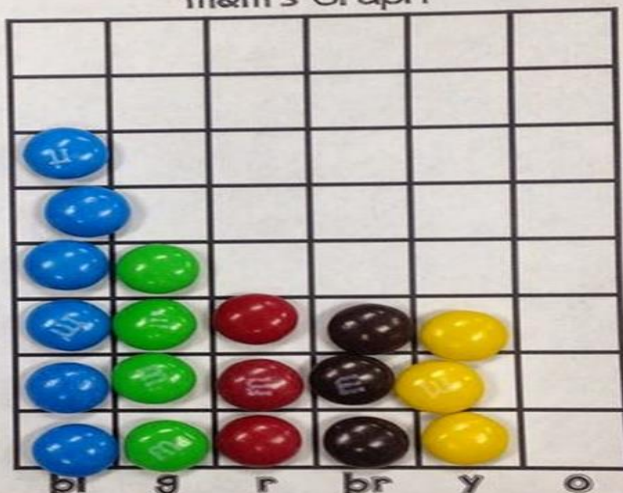
M&M's Bar Graph

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!

tally chart

color	total
red	III
orange	
yellow	III
green	IIII
blue	IIII I
brown	III

m&M's Graph



1. which color did you have the most? **blue**
2. How many greens and blues did you have? **$4 + 6 = 10$**
3. what is the difference between the blue and the yellow? **$6 - 3 = 3$**
4. Explain why the color you have the most of has the longest bar. **I have more blue than any other color.**
5. 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?

$$6 - 4 = 2$$

Name _____ Date _____

After reading the story, the students will answer questions according to the shoes they like the most.

Name _____ Date _____

SHOE 1

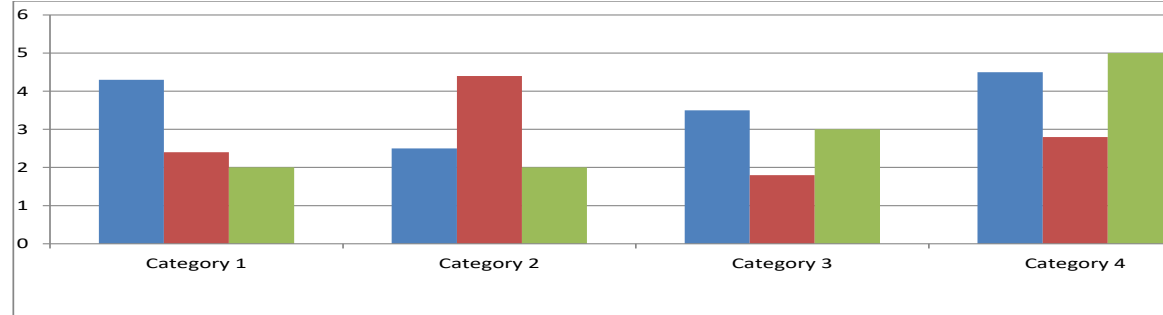
SHOE 2

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? _____