

GIVE ME TWENTY

A READING-READINESS CHALLENGE FROM THE PIZZA HUT® BOOKIT!® PROGRAM

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

by Judith Viorst

There are some days that you just KNOW are going to cause trouble. And for Alexander, today, is that day. After waking up with gum in his hair, things go from bad to worse. With black and white illustrations, humor and silly situations, children discover that sometimes things are not as bad as they might seem.

Read

Before:

Before you read:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *Have you ever had a terrible day? What happened and how did you make things better?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- *I wonder why Alexander looks so sad?*

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*:

- tripped: when someone stumbles or takes a misstep
- mistake: an error in action or opinion
- Corvette Sting Ray: a type of sports car manufactured by Chevrolet
- agent: a person who does business and gets information in secret
- code ring: a piece of jewelry that helps decode a secret message
- Australia: the continent in the eastern hemisphere
- carsick: when someone has motion sickness while riding in an automobile
- sailboat: a boat that is propelled by wind and uses a sail
- invisible: impossible to see
- jelly roll: a thin sheet of cake that is spread with jelly and then rolled up
- dentist: a person who cares for people's teeth
- elevator: a machine used for carrying people and things to different levels in a building
- scolded: when someone criticizes or talks to someone in an angry way

After:

Discuss the story. Ask questions...

- What happened to Alexander's gum after he woke up?
- Describe all that happened to Alexander in the morning.
- What did Alexander and his brothers eat for breakfast?
- What did Nick and Anthony find in their cereal boxes?
- Where does Alexander want to move to?
- Who was able to sit by the window while driving with Mrs. Gibson?
- Why doesn't Alexander want to sit in the middle?
- Can you list everything that happened to Alexander while he was at school?
- Why was Alexander upset during lunchtime?
- Where did Alexander and his family go after school? What happened?
- Why did Alexander get into trouble? Why did his brothers call him a crybaby?
- What color of sneakers did Alexander want? Which pair of shoes did he actually buy?
- Alexander's family visited his father at work. What did Alexander forget?
- Did Alexander like everything he ate for supper? What didn't he want to eat?
- Why was bath time such a terrible time for Alexander?
- Describe the boys' bedroom. Why was Alexander upset?

Do

Putting Things in Order

You will need: *Alexander Sequential Cards*, construction paper, glue, scissors, markers/crayons

After reading the story, hand each student the sequential cards, construction paper, glue and markers/crayons. Allow enough time for coloring and cutting of each card. Next, instruct the students to lay out the cards in the correct sequential order. While the students are working, reread the story several times to assist with the placement of the cards. Next, check each student's work and once correct have the students glue each card onto the construction paper. Finally, have the students retell the story by using their cards.

Alexander Sequential Cards

