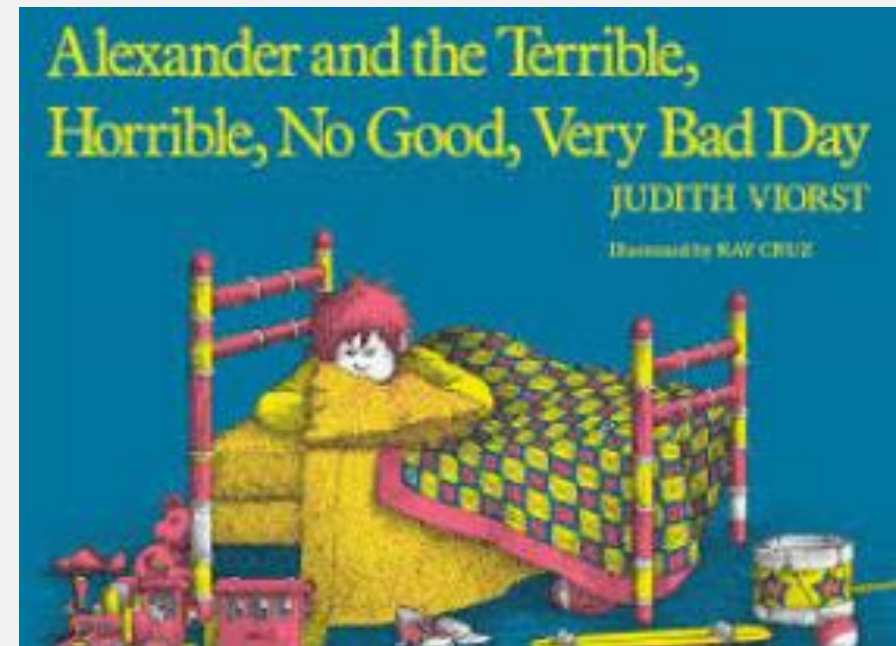


ALEXANDER AND THE TERRIBLE,
HORRIBLE, NO GOOD, VERY BAD DAY,
WEEK 13 DAYS 3, 4 & 5

Continuing from Week 12

TASKS FOR DAYS 3, 4 & 5

1. Story time
2. Letter writing
3. Writing
4. Fun – time extra activity



STORY TIME

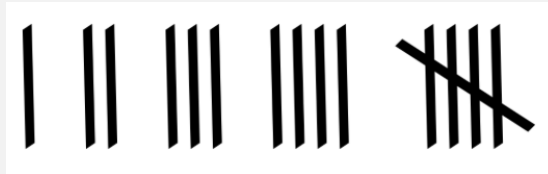
Just how many bad things happen to Alexander on his terrible day?

- Watch carefully as you listen one last time to his story and note on the *Terrible Moments Tally Chart* the number of disasters he has.

<https://www.youtube.com/watch?v=w6HhKlpp7ok&t=117s>

TALLY CHART

- Make a vertical mark for each terrible thing that happens.
- When you have made four parallel marks the fifth disaster is shown as a diagonal mark across the first four so that you have bundles of five.



- Keep going until the end of the story reading.
- Work out the total number of terrible moments.
- You can count in fives for each whole bundle and then add on any remaining single marks.

LETTER WRITING

Alexander lives in America. His Mum has arranged for you to be his British pen pal.

- Read *Alexander's Mum's Letter*, where she explains that he has been a bit grumpy recently.

You will find this on the class learning home page.

LETTER WRITING

- Write Alexander a letter back, advising him on how he could cheer himself up.
- Use correct layout and 'letter language' for your reply to Alexander.

SUCCESS STEPS

the sender's address?

the date?

an appropriate greeting?

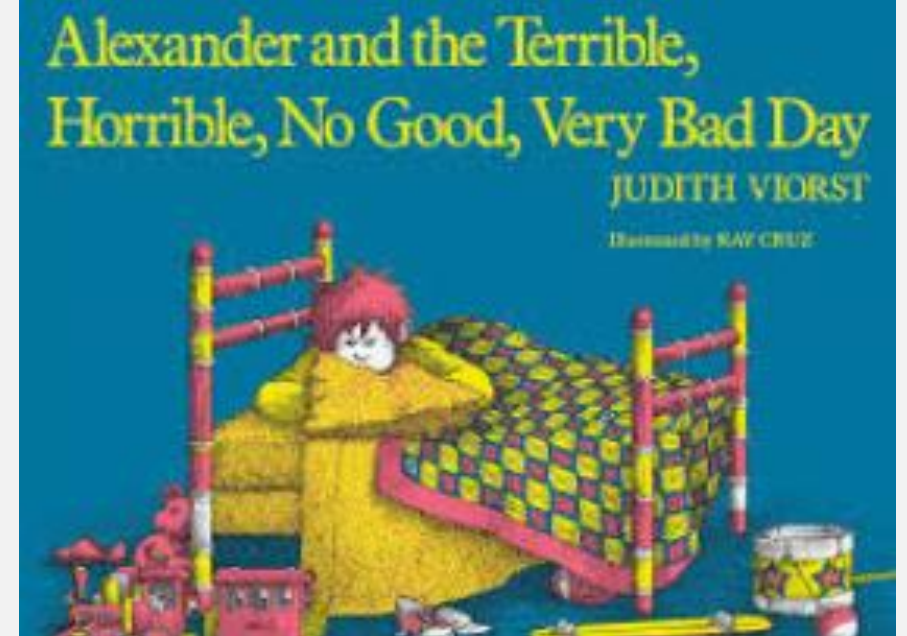
an introduction?

chatty, informal expressions
and style?

a conclusion?

a complimentary close?

the sender's name or
signature?



WRITING

You are going to write a conversation between Alexander and Mrs Dickens.

- Read *Writing a Conversation* carefully.



WRITING A CONVERSATION

How to punctuate dialogue

When writing a conversation, we put the words that characters say inside **speech marks** (sometimes called **inverted commas**).

“Good morning, Alexander”

If the words spoken are not a question or an exclamation, we put a **comma** after the spoken words and before the second speech mark.

“Good morning, Alexander,”

If the spoken words are a **question**, or are **exclaimed**, we use a question mark or exclamation mark instead of the comma.

“Is it a good morning Alexander?”

We use a **reporting clause** to show who is speaking, which ends with a full stop.

“Good morning, Alexander,” said Mrs Dickens.

We can **add more detail** to the reporting clause to show how, when or where the speaker was when they spoke.

“Good morning, Alexander,” said Mrs Dickens rather wearily.

You always start a **new line for a new speaker**.

“Good morning, Alexander,” said Mrs Dickens rather wearily.

“Good morning, Mrs Dickens!” grumped Alexander sulkily.

FUN-TIME EXTRA

- Alexander drew an invisible castle when he was at school. Reveal what Alexander's castle looks like when it's not invisible and write a paragraph describing it in detail.

