

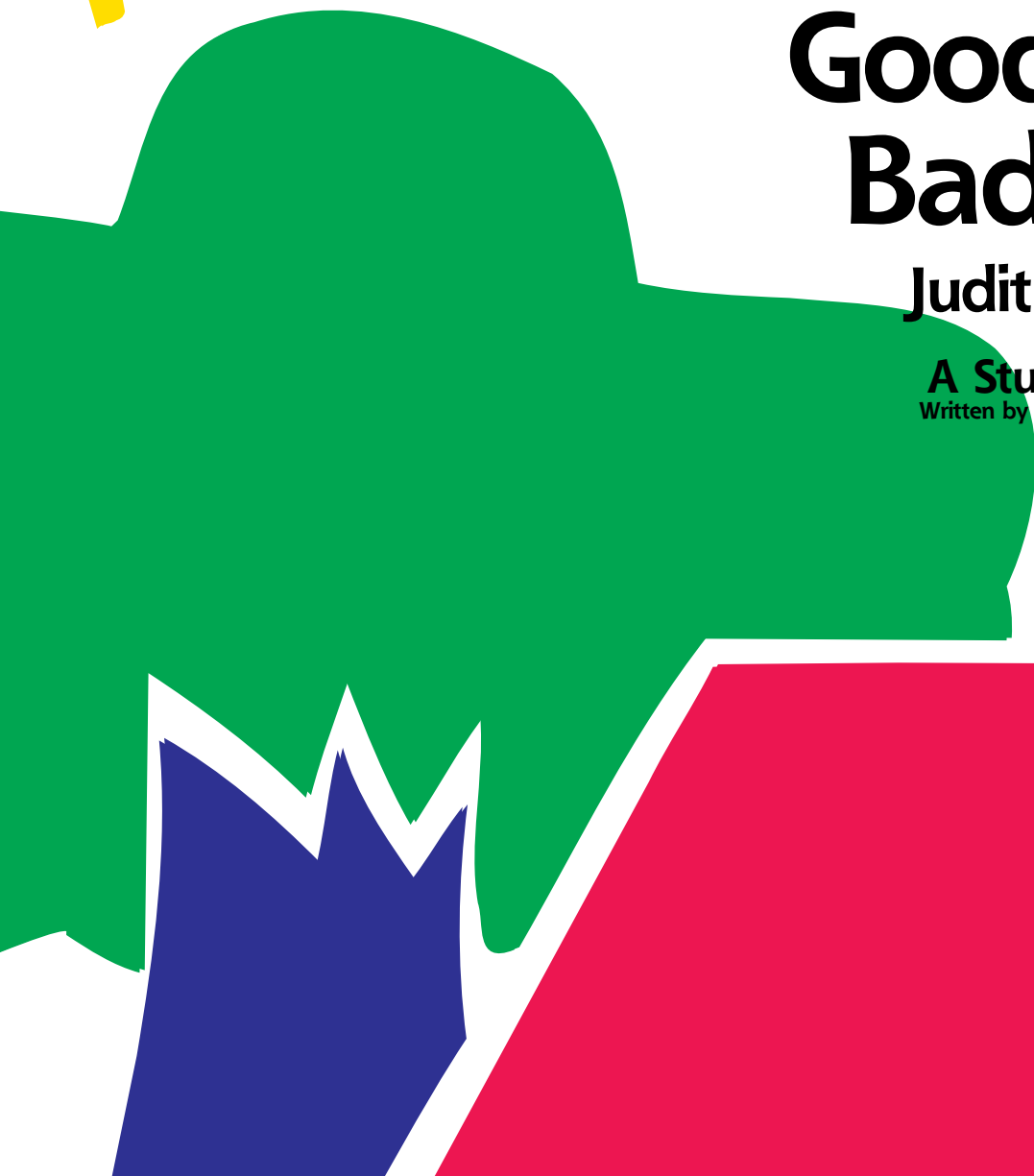


**Little  
Novel·Ties**

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

**Judith Viorst**

**A Study Guide**  
Written by Garrett Christopher



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## FOR THE TEACHER

This reproducible **Little Novel-Ties** study guide consists of activities to use in conjunction with the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. The picture book and its corresponding guide can become an important element in your guided reading program. The guide contains a synopsis; background information on the author; suggested pre-reading activities; exercises that focus on vocabulary, visual literacy, story comprehension, and critical thinking skills; and extension activities that link the story to other curriculum areas.

## SUGGESTIONS FOR USING ACTIVITIES

### Pre-Reading Activities – Before You Read

These activities are designed to activate children’s prior knowledge and build concepts or background information. They will motivate children to read and help them to understand the story better. Children can discuss answers to the questions with a partner, in a small cooperative learning group, or with the entire class.

### Word Study – About the Same

Drawing on the title of the book for examples, this page presents brief instructional material on synonyms. Children are asked to identify synonyms for underlined words presented within the context of sentences.

### Understanding the Story – Story Questions, Picture Questions

The story questions include a number of literal, inferential, and evaluative questions that help children focus on major story elements. The picture questions help children draw inferences from the illustrations.

**BEFORE YOU READ**



1. Read the book title. Then look at the picture on the cover. Who do you think this story is about?
2. What words in the title tell about Alexander's day? What clues do these words give you about the story?
3. Have you ever had a terrible day? Make a list of the things that went wrong. Share your list with a partner. Are any of the same things on both lists?
4. Draw two pictures. Show what could happen on a great day. Then show what might happen on a bad day.



**Great Day**



**Bad Day**

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## STORY QUESTIONS

1. Why is Alexander sure his day is off to a bad start even before breakfast?
2. What happens to Alexander at the breakfast table?
3. What do you think Alexander really means when he says he thinks he'll move to Australia? Why do you think he picks Australia?
4. Why do you think Mrs. Dickens likes Paul's picture better than Alexander's picture?
5. How do you think Alexander feels after talking with Paul? Explain your answer.
6. Why does Alexander feel cheated at lunchtime?
7. Imagine you are Alexander's dentist. What advice would you give him?
8. Why do Alexander's parents get upset with him?
9. Think about all the things that happen to Alexander on his terrible day. In your opinion, which is the worst? Tell why.
10. Alexander's mom says that some days are like the one Alexander has just had. Do you agree? Explain your answer.