



A Terrible, No Good, Very Bad Day

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History
Grades K-2



Introduction

Have you ever had a terrible day? A day where right when you stepped out of bed nothing seemed to go right? In this writing prompt, students will write about a day they've had, or a day that would be, terrible.

Learning Objectives

[CCSS.ELA-Literacy.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.

Materials Needed

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- Writing paper

Procedure

1. Ask students if they have ever had a day that didn't go very well. Maybe it started right at breakfast when their mom was out of your favorite cereal. Or maybe something bad happened on the bus, and they just couldn't cheer themselves up for the rest of the day.
2. Tell students that Alexander had a day like that. Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Point out temporal words, as that will be a focus later.
3. Tell students that today they are going to write about a day they've had that didn't go so well. Tell students that the target goal is not only writing about their day, but using temporal words. Create a list on the board for students to refer back to (first, next, last, on Sunday, a while ago, yesterday, recently, then, later, etc.).
4. Give students time to brainstorm. If a student is really struggling, tell them they can make up a day that would be very bad and horrible.

Evaluation

Checklist for Assessment:

- Student included 3+ temporal words
- Student used capitals and periods
- Student's writing made sense.