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Activity Guide

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Alexander y el Día Terrible, Horrible, Espantoso, Horroroso

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ABOUT THE STORY

When he goes to sleep with chewing gum in his mouth and wakes up the next morning with it in his hair, Alexander knows it's going to be a bad day. As the day progresses, it gets even worse when he doesn't find a dessert in his lunch bag but the dentist does find a cavity in his teeth. Although Alexander spends the day contemplating a better life in Australia, his mother reassures him that "some days are just like that" no matter where you live.

ABOUT THE AUTHOR

One of the nation's most popular authors, Judith Viorst captivates both adults and children with her ability to capture the humor in everyday life. She has written many books for children, including *Alexander Who Used to be Rich Last Sunday*—also available as a Readalong in Spanish from Live Oak Media. Ms. Viorst lives with her family in Washington, D.C.

ABOUT THE ILLUSTRATOR

Ray Cruz grew up in New York City and has been drawing since he was five years old. In addition to his work as an illustrator, he has had extensive experience in the design of textiles and graphic art. He has traveled widely throughout the United States, Mexico, Canada and Europe.

INTRODUCING THE STORY

Ask the group if they have ever had a bad day, one that made them wish they were someplace else. Discuss this. Introduce Alexander as a boy who has had a day in which everything seems to go wrong, making him want to live in Australia.

READING ACTIVITIES

Comprehension/Thinking Skills

- "When did Alexander know it was going to be a bad day?"
- "Why did his teacher like Paul's drawings better than Alexander's?"
- "What did Alexander see on television to annoy him?"
- "Why did he dislike his pajamas?"
- "When he went to sleep, did Alexander still believe that he would be better off in Australia?"

Vocabulary

As you read aloud the following words from the story, have the group raise their fingers to correspond with the number of syllables in each word.

terrible	horrible	espantoso
horroroso	puerta	y
dije	enfangado	demasiado
poner	television	dibujo

CROSS-CURRICULAR ACTIVITIES

Language Arts: Accent Marks

Write the following words on the board and ask what they have in common (an accent mark). Define the accent mark as a sign that tells the reader which syllable should be stressed when pronouncing the word in which it appears. Call on students to demonstrate the role of the accent mark by pronouncing one of the words aloud. Have the person reading the word come to the board and underline the syllable he or she has just stressed.

dieciseís	mudaré	jabón
día	llorón	ésa
también	próxima	patín