



Technology-Connected Activity Plan

Title:	Alexander and the Terrible, Horrible, No Good, Very Bad Day: Who's Responsible?
Grade Levels:	🖥️ Second Grade
Curriculum Areas:	🖥️ English Language Arts
Measurable Objectives:	<p>🖥️ TSW write a letter from story character's point of view that demonstrates understanding of the character's personality traits.</p> <p>🖥️ TSW formulate a logical argument citing textual evidence.</p>
Common Core Standards:	<p>🖥️ LA.2.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>🖥️ LA.2.CCSS.ELA-Literacy.CCRA.R.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.</p> <p>🖥️ LA.2.CCSS.ELA-Literacy.CCRA.R.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>🖥️ LA.2.CCSS.ELA-Literacy.CCRA.SL1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>🖥️ LA.2.CCSS.ELA-Literacy.RL.2.3 - [Grade Level Standard] - Describe how characters in a story respond to major events and challenges.</p> <p>🖥️ LA.2.CCSS.ELA-Literacy.RL.2.6 - [Grade Level Standard] - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
Webb's DOK Level and Evidence that it is on that level:	<p>🖥️ DOK Level 3</p> <p>Students will write a letter from a character's point of view supporting ideas with details and examples, debate, infer and analyze characters' point of view, and use evidence to generate logical argument for viewpoints.</p>
Technology Connection:	<p>🖥️ Espresso Video "Tayla Lives in Australia" Part 1: http://content.espressoeducation.com/espresso/modules/ey_opena_door/video_files/video_australia.html</p> <p>🖥️ Espresso Video "Tayla Lives in Australia" Part 2: http://content.espressoeducation.com/espresso/modules/ey_opena_door/video_files/video_australia.html#st-mv2</p> <p>🖥️ World Book Kids: http://www.worldbookonline.com/kids/search?st1=Australia</p> <p>🖥️ YouTube (digital read aloud of story) http://www.youtube.com/watch?v=GOGv3Cptb7I</p>
Assessment:	🖥️ Point of View Character Letter
Procedures:	🖥️ The activities in this lesson should follow lessons in which students have read <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> , asked and answered questions about the

	<p>key details. (DOK Level 1) Prior lessons would also include developing understanding of character traits and comparing/contrasting feeling and character traits. (DOK Level 2)</p> <p> I DO: TTW read <i>Alexander</i> book speaking in "different voices" for the different characters. TTW ask, "Is Alexander responsible for his terrible day? Explain using evidence from the text." TTW model responding/explaining from point of view of Alexander citing example of evidence from the text.</p> <p> WE DO: TT/TSW discuss whether Alexander is responsible for his terrible day, building on each other's ideas and presenting own ideas clearly and persuasively using discussion stem, "I agree/disagree because ..."</p> <p> YOU DO: TSW write a persuasive letter from the point of view of a character in the text and using logical arguments citing evidence on who was responsible for Alexander's terrible day. (DOK Level 3)</p> <p> DI Activities: TSW complete one or more of the following:</p> <ul style="list-style-type: none"> • TSW read or view <u>Alexander, Who Used to Be Rich Last Sunday</u> and poem "The Terrible, Wonderful Day by Helen Moore. TSW analyze how the different texts support or oppose Alexander's point of view. TSW support ideas with details/examples from text. • TSW research Australia using World Book Kids. Using information from research and conclusions drawn about Alexander's character traits, orally debate how his day in Australia would be/or not be better than his "terrible, horrible, no good very bad day" in America. • TSW view Espresso videos "Tayla Lives in Australia". TSW create a storyboard, play, poster, or Power Point presentation of "Alexander's Terrible, Horrible, and No Good Very Bad in Australia". <p> Time Frame: 1-2 weeks</p>
Materials:	<p> <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst</p> <p> <u>Alexander Who Used to Be Rich Last Sunday</u> by Judith Viorst</p> <p> Poem "The Terrible, Horrible Day" by Helen Moore</p> <p> Parts of a letter chart/checklists</p>
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