

Writing Pattern Frame

based on

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

by Judith Viorst

*For the purpose of teaching children to organize their writing, we took the liberty of "borrowing" some sentences from Viorst's book. Once children become confident in their writing they should move away from borrowed text and create their own original sentences.

Objectives – Students will organize their writing using a circular text structure. Students will use a mentor text to create their own story. Students will write a narrative story.

Read aloud – Alexander, and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Text to Self Connections – Students discuss events which occurred on their own "bad days".

Text Structure – Analyze and discuss the organizational pattern Viorst uses in her story. This story uses a circular text structure (it begins and ends in the same place).

Model Writing – Model writing a story using Viorst's story pattern and your own events. Title it, "Mrs. (or Miss / Mr.) ___ Terrible, Horrible, No Good, Very Bad Day."

Writing Process – Students will draft, revise, and edit their own versions using Viorst's story pattern.

Assess with a Rubric

5 - Excellent	4 – Very Good	3 - Good	2 – Needs Improvement	1 – Incomplete/ Unacceptable
Story follows text pattern. Story includes relevant details. Story has a logical sequence of events. Appropriate capitalization, punctuation, and spelling are applied.	All criteria for excellent met most of the time.	All criteria for excellent met some of the time. Writing is developing.	Criteria not met. Writing is emerging.	Criteria not met. Writing is incomplete and / or unacceptable.

and the
Terrible,
Horrible,
No Good,
Very Bad Day

_____ and the Terrible, Horrible, No Good, Very Bad Day

I woke up this morning and _____

My mother said, “_____

_____”

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

_____ and the Terrible, Horrible, No Good, Very Bad Day

At breakfast, _____

My father said, “ _____

_____”

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

_____ and the Terrible, Horrible, No Good, Very Bad Day

On the way to school _____

My brother said, “ _____

_____”

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

_____ and the Terrible, Horrible, No Good, Very Bad Day

At school _____

My teacher said, “_____

_____”

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

_____ and the Terrible, Horrible, No Good, Very Bad Day

During lunch _____

My friend said, “ _____

_____”

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

_____ and the Terrible, Horrible, No Good, Very Bad Day

After school _____

My sister said, “_____

_____”

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

_____ and the Terrible, Horrible, No Good, Very Bad Day

At dinner time _____

My mother said, “ _____

_____”

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

_____ and the Terrible, Horrible, No Good, Very Bad Day

When I went to bed _____

I'm having a terrible, horrible, no good, very bad day! I wish I could move to

_____.

My mother said, " _____

_____ "

I guess some days are just like that. Even in _____.