

# What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

## 1. Story time

Just how many bad things happen to Alexander on his terrible day?

- Watch carefully as you listen one last time to his story and note on the *Terrible Moments Tally Chart* the number of disasters he has.

<https://www.youtube.com/watch?v=w6HhKlpp7ok&t=117s>

## 2. Letter writing

Alexander lives in America. His Mum has arranged for you to be his British pen pal.

- Read *Alexander's Mum's Letter*, where she explains that he has been a bit grumpy recently.
- On the *lined paper*, write Alexander a letter back, advising him on how he could cheer himself up.
- Use correct layout and 'letter language' for your reply to Alexander.

## 3. Writing

You are going to write a conversation between Alexander and Mrs Dickens.

- Read *Writing a Conversation* carefully.
- Write your conversation out on the *presentation paper* using your best, joined handwriting.

## Now try this Fun-Time Extra

- Alexander drew an invisible castle when he was at school. On *The Castle*, reveal what Alexander's castle looks like when it's not invisible and write a paragraph describing it in detail.

## Terrible Moments Tally Chart

1. Make a vertical mark for each terrible thing that happens.
2. When you have made four parallel marks the fifth disaster is shown as a diagonal mark across the first four so that you have bundles of five.



3. Keep going until the end of the story reading.
4. Work out the total number of terrible moments.
5. You can count in fives for each whole bundle and then add on any remaining single marks.

**Total number of disasters:**

2185, Benjamin Franklin Drive  
Denver  
Colorado  
USA

19 June 2020

Dear Pen Pal,

It is so nice that you have agreed to be my son Alexander's British pen pal!  
Thank you very much indeed.

Right now he needs a pen pal more than ever, as he has been having a succession of what he likes to call 'terrible, horrible, no good, very bad days'! What this really means is that he is feeling sorry for himself, as not everything has been going his way. His brothers and his Dad and I have tried very hard to cheer him up and Mrs Dickens and his friends at school have also done their best, but now everyone is starting to run out of patience with Alexander as he will not stop moaning and groaning.

Please, would you write him a pen pal letter trying to encourage him, and suggest a few things that he could do to make his life more cheerful and fun?

I would be hugely grateful to you if you could do this.

With very best wishes,

Thelma Cobb, Alexander's Mum



## Writing a conversation



### How to punctuate dialogue

When writing a conversation, we put the words that characters say inside **speech marks** (sometimes called **inverted commas**).

*“Good morning, Alexander”*

If the words spoken are not a question or an exclamation, we put a **comma** after the spoken words and before the second speech mark.

*“Good morning, Alexander,”*

If the spoken words are a **question**, or are **exclaimed**, we use a question mark or exclamation mark instead of the comma.

*“Is it a good morning Alexander?”*

We use a **reporting clause** to show who is speaking, which ends with a full stop.

*“Good morning, Alexander,” said Mrs Dickens.*

We can **add more detail** to the reporting clause to show how, when or where the speaker was when they spoke.

*“Good morning, Alexander,” said Mrs Dickens rather wearily.*

You always start a **new line for a new speaker**.

*“Good morning, Alexander,” said Mrs Dickens rather wearily.*

*“Good morning, Mrs Dickens!” grumped Alexander sulkily.*

## Alexander and Mrs Dickens's Conversation



A large rectangular area with a decorative orange and black zigzag border, containing 20 horizontal lines for writing.

