



# Daniel's Good Day

Written and Illustrated by Micha Archer

Follow Daniel through his neighborhood as he encounters the world and has a good day. Charming collages and heartfelt text create a feeling of community and belonging that inspires readers to look at their neighborhoods through Daniel's eyes and have joy-filled days.

## READ

**Before:** Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *what do you think this story is about?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

I wonder how that little boy is feeling?

**During:** Encourage the children to comment on the illustrations, ask questions and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

### Rare Words

- neighborhood - people living near one another
- steady - not shaking or moving
- gardener - a person who plants
- newsstand - a place where newspapers and magazine are sold, a small store
- humming - to make a low continuous sound
- perfect - exactly right

**After:** Discuss the story. Ask questions...

- Who does Daniel know in his neighborhood?
- What makes a good day for Mrs. Sanchez?
- Why does Emma need a steady wind to have a good day?
- What does the bus driver like to hear people say?
- How does Daniel help his Grandma have a good day?
- What makes a perfect day for Daniel?
- What makes a perfect day for you?



**DO**

## **Make Neighborhood Map**

### **Materials:**

**Markers**

**Crayons**

**Paper (large sheets are fun)**

Ask students to think about their neighborhood and their favorite people and places to go. Have the students create a map of their neighborhood including these places. It does not need to be perfect or accurate, just a representation of their vision of the neighborhood. Places to suggest: school, library, fire station, police station, donut shop, grocery store or market, bus stop, favorite neighbor's house, biggest tree, post office, pond or swimming pool, playground.



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