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A Teacher's Guide

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How To Use This Guide

This classroom guide for *The Best Day Ever* is designed for students in preschool through third grade. Teachers can choose activities based on their classroom's needs and abilities.

It offers activities to help teachers integrate *The Best Day Ever* into English/Language Arts (ELA), Math, Science, and Social Studies curricula.

All activities were created in conjunction with relevant Common Core content standards in ELA, Math, Science, and Social Studies.

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English Language Arts

Reading Comprehension

Before you read or listen to Best Day Ever, look at the cover and take a silent “picture walk” through the story.

- As I turn the pages I want you to think about what this story might be about.

After the “picture walk” is complete, instruct students to turn to an elbow partner and discuss their predictions. (2 mins)

Ask 3-4 students to share their predictions whole group and record answers on chart paper

- Now we are going to read the story and see if our predictions were correct.

The following questions can be asked as you read the book:

- Who are the main character(s)?
- What is the main problem?
- What does Williams machine do? How do you know?
- How does William try to solve his problem?
- Why is William unable to solve his problem on his own?
- How does Anna help William?
- What happens at the end of the story? How has William changed?

Let's talk about the people who made Best Day Ever

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

At the end of the story, review the students' original predictions and ask if they were correct. If not, ask them to explain how their predictions differed from what actually happened.

Character Traits

On chart paper or a Smart Board write the words “Character Traits.” As an option, you can also draw a line down the middle to distinguish between positive/good and negative/bad traits.

- When we talk about character traits we use adjectives, or describing words to describe the character. If I wanted to describe myself I could use the following adjectives: silly, funny, and hard-working. My evidence is you have seen me act silly and be funny and you see how hard I work to make fun activities for you. What are some words we can use to describe characters?

Add the answers to list. Support students by reminding them of different characters from other stories the class has read. Encourage them to use words to describe the characters.

- When we assign a character trait we have to have evidence. Remember the evidence I gave you evidence for my character traits.

Choose either a student or a character that was mentioned from a story. Allow students time to discuss possible character traits and evidence with an elbow partner (2 min). Whole group, show a bubble map to describe the student/character and give evidence. Repeat with a different student/character. Pass out two bubble maps.

- With your partner I want you to discuss William from the story. What kind of person is he? What is your evidence? With a partner you are going to fill out the bubble map for William.

Give students time to discuss with their partners and fill out bubble map. Choose a few to share with the whole group.

- On the last bubble sheet, you are going to describe Anna. Use the one for William as a guide. You are doing this one independently.

Allow students time to complete the 2nd bubble sheet independently.



Writing

Book Review

*This lesson requires Oreo cookies. If you prefer not to use the actual cookies a picture will work just as well as a reference.

Hold up an OREO cookie. (Or show a picture if you would rather not use sweets) Ask students if they know what type of cookie it is.

- Raise your hand if you like Oreos. Most people do. But did you know that Oreos can help us become better writers? *I'm going to give you each and Oreo.* Put it on the side of your desk and I'll explain how they can make us better writers later. (Pass out Oreos) Can anyone tell me what an opinion is? (Allow for student response)
- An opinion is a statement or judgment about something
- People have different opinions
- Opinions should be supported by reasons
- Reasons should be supported by examples
- When writing your opinions you should use linking words to connect your reasons and examples

Ask students a series of opinion questions. After they give their opinion require that they give a reason and an example to support it. (i.e. Math is the hardest subject. It's hard because you have to work with big numbers. Last week we had to add all the way to the hundreds place and it took forever or vanilla ice cream is the best. It's the best because it smells good. Everybody in my family likes vanilla ice cream.)

- Today we are going to use our Oreos to help us write a book review that gives our opinion of Best Day Ever. The word Oreo helps us organize our writing. (show OREO graphic organizer)
- O= Opinion
- R=Reason
- E=Examples
- O=Opinion
- The cookie helps us remember too. The top part is your opinion, your reason and examples are the filling in the middle and the bottom part is where you restate your opinion.

Refer back to the examples discussed at the beginning of class. Hold the cookie as you restate the opinions the students shared. Point to the top when stating the opinion, the filling when giving the reasons and the examples, and the bottom when you restate the opinion.

- With your elbow partner you are going to share your opinion of Best Day Ever. Did you like it? Did you love it? Did you think it was just ok? Did you dislike it? Turn to your partners, tell your opinion, your reason, your examples, and restate your opinion. Point to the parts of your cookie while you share.

Allow students time to share opinions with partners. When they are done sharing they can eat their cookie.

- I am going to give you an Oreo cookie graphic organizer. You are going to fill it in with the opinion, reason, and example you shared with your partner. Once your organizer is done you will get lined paper and write your review.

Students should get a graphic organizer. Once they have successfully completed the graphic organizer, on lined paper they should write a one-paragraph review of Best Day Ever.

Thank You Letter

- In Best Day Ever Anna helped William reach his goal of having the most fun ever. As we saw in the story William is very polite. He would like to write a letter to Anna telling her how much he enjoyed the day and thanking her for helping him.

Give a copy of sequence of events graphic organizer to each student.

- With your elbow partner discuss the order of the events that happened in the story. What did they try first, second, third, etc.?

Give students time to talk in pairs. Share our some responses with the whole group. As a class, decide which events to put in the graphic organizer and model filling it in. Ask students to circle the event that looks like the most fun. Tell them they are going to pretend to be William and write a letter to Anna telling her which activity he enjoyed the most and thanking her for helping him have the most fun ever. Give students time to work independently and share out letters when they are done.



Math

Word Problems

For younger students, the use of pictures or manipulatives might be needed to figure out word problems. Use the problems below as inspiration to write your own, based on Best Day Ever.

1. William tried bouncing to have the most fun ever. He bounced 3 times and he liked it so he bounced 3 more times. How many times did William bounce in all?
($3 + 3 = ?$)
2. Anna was watching William bounce and she felt he wasn't doing it correctly, so she got on the trampoline to show him the right way to bounce. Anna bounced 5 times, but William was looking at his list and did not see her. Anna had to bounce 3 more times. How many times did Anna bounce in all?
($5 + 3 = ?$)
3. Because there was only one trampoline, Anna and William took turns bouncing. Before lunch Anna bounced 9 times. William bounced 7 times. How many more times did Anna bounce than William?
($9 - 7 = ?$)
4. After lunch William and Anna bounced some more. Anna bounced 5 times and took a break. William began to enjoy himself and bounced an amazing 10 times. How many more times did William bounce than Anna?
($10 - 5 = ?$)



Graphing

***This lesson requires Skittles. If you opt not to use candy, bags of colored buttons or marbles can be substituted.**

Post a blank graph to the blackboard or smart board. Tell students you are going to ask them a question but you do not want them to answer yet. Ask the students the following: If you had to choose between hamburgers, pizza, or chicken nuggets, which would be your favorite food? Tell students to only choose one of those foods as a favorite.

Ask students who chose hamburger raise their hands. Count how many students and then graph that number by coloring in the squares that correspond on the graph paper. Count out loud as you color in each square. Explain that each block represents one student that raised their hand.

Next, ask who chose pizza. Count the number of hands. Ask students how many boxes should be colored in on the graph where pizza is labeled. Students should understand it is the same number as the hands raised.

Next, ask who chose chicken nuggets. Have students decide how many boxes should be colored in. Now tell the students that everyone has voted and identify the total number of students in the class. How many boxes should be colored in in total? Count to make sure everyone voted.

Explain to students that the giant fairy queen from Best Day Ever tooted and caused a candy avalanche. It will be their job to count how many pieces of candy fell during the avalanche and graph the colors. Give each student a small ziplock bag with a hand full of Skittles in each bag and graph paper. Explain that each candy represents a box on the graph and each color is a separate bar just like pizza, hamburger, and chicken nuggets were separate bars. Have students work independently to create their graphs using floors that correspond to the candy colors.



Measuring

Tell students they are going to make their own Space Toe from Best Day Ever and use it to measure objects around the room.

- “What does it mean to measure something?”

Instruct students to discuss their answer with an elbow partner.

Hold up a ruler and tell the students that it is 12 inches long. Explain that 12 inches is called one foot.

- “Do you think your foot is less or more than the length of a ruler?”

Take a few answers. Hand out rulers and construction paper to the students. Have them trace, decorate and cut out their space toe. Instruct students to use the ruler to measure their space toe. Make a quick bar graph on the board that show how long the students feet are.

- “Does anyone have a foot that is as long as the ruler?”

Tell students they will be measuring height of their desk, and chair, pencil, math book, and their elbow partner, both in ft. and their own feet.

Model how to measure the whiteboard and the teacher desk in ft. and your own feet. Write the length of the whiteboard as follows “___ ft. and ___ human feet”. If the length of the whiteboard isn’t an even number of feet write the length in feet and inches. If the length isn’t an even number of human feet, round up/down to the nearest foot.

Have students take out a blank piece of paper and fold it down the middle. On the right side write “Feet” and on the left side write “My Feet”. Have the students record the length of the objects mentioned previously in both feet and human feet.

End class by having students discuss why they did not get the same answers with they measured using human feet.



Science

Habitats

Anna rides seahorses and rescues starfish in Best Day Ever. Seahorses and starfish each live in similar habitats. Ask students if they know what a habitat is?

(Watch the habitat video here from study.com <https://study.com/academy/lesson/types-of-habitats-for-living-things-lesson-for-kids.html>)

Show a picture of a seahorse and a starfish and share the following information about seahorses and starfish that describe how the animal's body parts help them to survive in their habitat.

- A seahorse can change the color of its body to blend into its surroundings.
- A seahorse's long nose helps them find food.
- A seahorse has excellent eyesight to avoid predators.
- A starfish has bony skin so it is tough to eat.
- The colors on a starfish helps it blend in.

Explain to students that all animals have a habitat and they all have special body parts or structures that help them survive in their habitat. There were 4 other animals in the pictures of Best Day Ever (dog, frog, chicken and penguins). With a partner you are going to choose an animal, and research their habitat and how their body helps them survive in their habitat.

At this point, you can either have the students work in teams to research their animal on the internet or you can have some materials available for each group (i.e. books, magazines, printed internet articles) Have the following questions posted to guide student research:

- Where does the animal live?
- What is the body covering?
- What kind of teeth do you see? Does it look like a predator or prey?
- What type of food, water, and shelter does your animal need?
- How does your animal survive in this habitat?
- Does your animal have any special structures or body parts that help them to survive?

Students should create a poster and a short summary of their animal that answers these questions.

Experiment

This lesson requires there to be 6 small cups/containers available for every group of three students with sample aromas inside and blind folds. Suggestions include:

- *Lemon slice*
- *Coffee grounds*
- *Black pepper*
- *Onion*
- *Baby powder*
- *Cinnamon*
- *Cilantro*
- *Hot sauce*
- *Coco powder*
- *Toothpaste*

William conducted different mini experiments to try and figure out how to have the most fun ever. Ask class if they know what an experiment is. Take guesses. Watch the video below (<https://www.youtube.com/watch?v=qAJ8IF4HI20>)

We are going to do an experiment to see if being able to see makes our sense of smell better or worse. Label the containers 1-6. And give each student a recording sheet.

In each group there will be a blindfolded sniffer (A), a sniffer that can see (B) and a recorder (C)



1. For the first round sniffer B has his head down.
2. The recorder gives each container to sniffer A, allows the sniffer to smell the container for 5 seconds and records the guesses.
3. When sniffer A has smelled all 6 containers he puts his head down and the recorder then gives the containers one at a time to Sniffer B (who is NOT blindfolded) and records guesses.
4. When sniffer B is done all three students look at recording sheet. Where did the sniffers agree? Where did they disagree?
5. Teacher shares the correct scents. Who got more correct? Sniffer A or sniffer B? Did being blindfolded make a difference? Did the results match your prediction at the beginning of the experiment?

Social Studies

Map Making

* Prior to this lesson, create a map of the classroom complete with all of the features you want the students to include in their maps. Share the map with the class and ask the students to come up and identify all of the different features. Share with them features that their maps must include and share the rubric you will use to grade the finished maps.

Anna describes 3 different scenarios while she is showing William how to have the most fun ever. Motorcycle jumping on page 9, Big Rock Candy Mountain on page 11, and the Intergalactic Space Toe on page 13.

Tell students that today they are going to be cartographers. A cartographer is a person who studies and makes maps.

- We are going to be mapmakers today and design models of the lands that Anna and William have their adventures. I would like you to turn to your elbow partner and discuss what you know about maps.

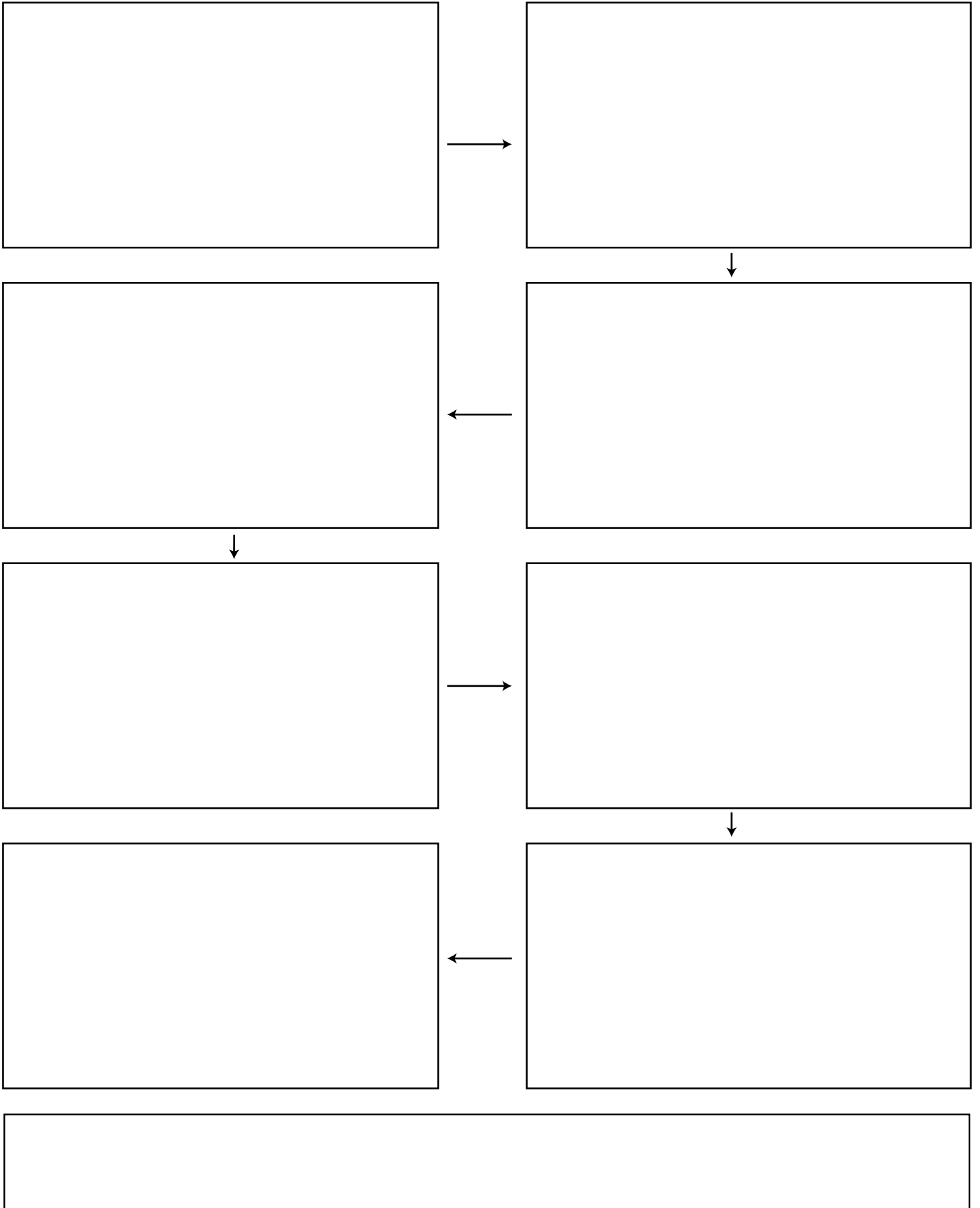
Allow students to talk and share with the whole group. Record responses on the board. Students should mention that all maps should include:

- A title
- A compass
- Symbols
- Map key

Explain that maps include both natural features like streets, houses, schools, and office buildings, etc. but it also includes natural features like lakes, rivers, and mountains. If you have not yet discussed natural landforms with the students this might be a good time to show the video below. https://www.youtube.com/watch?v=KWTDmg8OI_Y

Give students paper/poster board and crayons and markers. Tell students to close their eyes as you reread the scenarios Anna describes in Best Day Ever. Ask which description created the best mind movie? This is the description they should choose to create a map for. Reread the pages, give think time and have student share out which scenario they will map out. Allow time to create maps. Post rubric as a reminder of what to include.

Sequence of Events



Name:

Oreo Opinion Writing



Opinion - Give your opinion.



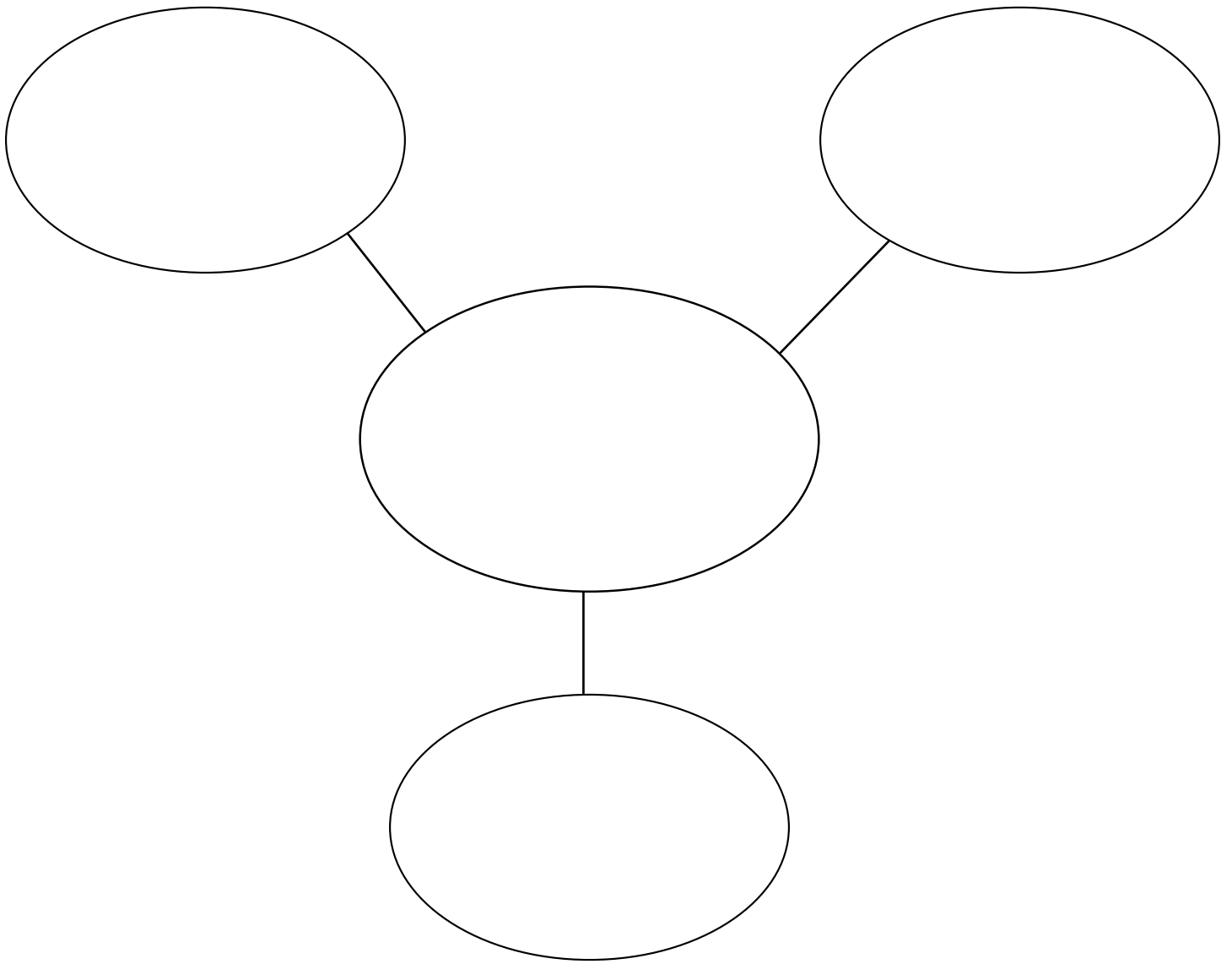
Reason - Your reason for your opinion.



Example - Give an example to support your opinion.



Opinion - Restate your opinion.



1)

2)

3)
