

The Bad Day

Primary Objectives

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

Children interpret meaning from books by listening to a story, looking at its pictures, and relating that information to their own prior experiences. Encouraging your child to share this information as she connects stories to herself is an excellent way to promote language and literacy skills.

Materials

Book: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

What You Do

1. Talk with your child about what it means to have a bad day. Introduce the book title and talk about the illustration on the cover. *Have you ever had a really bad day? What was it like? This book is about a boy named Alexander who has a terrible, horrible, no good, very bad day.*
2. Read the book with your child using expression, gestures, and changes in tone as you read.
3. Allow her time to look at the pictures on each page and talk about what she sees. Encourage her to join in each time you say a terrible, horrible, no good, very bad day.
4. Prompt your child to talk about the text and pictures by asking open-ended questions during the story. *How can you tell if someone is having a bad day? What sounds might she make? What might her face look like?*
5. Listen carefully to your child's responses, allowing her time to talk about her own experiences.
6. Encourage your child to think of a bad day she has had and what she did to feel better. *Have you ever had a bad day like Alexander's? What did you do to help yourself feel better? How could you help someone who is having a really bad day?*