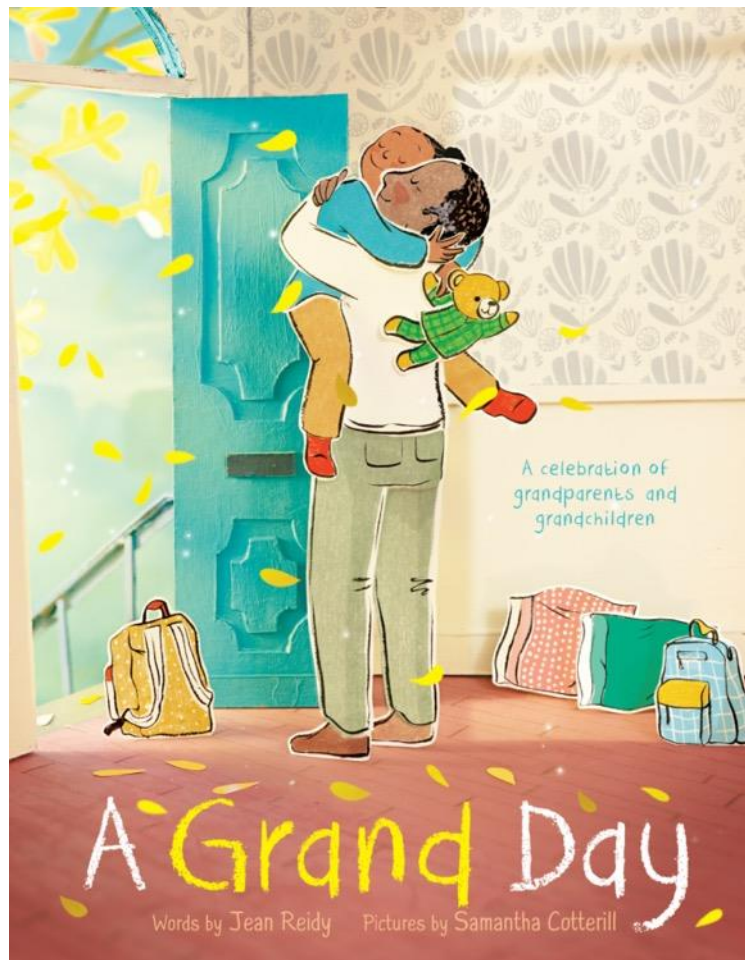


# A Grand Day

A celebration of grandparents and grandchildren

A teacher's guide created by Marcie Colleen  
based upon the picture book  
words by Jean Reidy and pictures by Samantha Cotterill

★ Including Storytime Activities! ★



Published by  
Paula Wiseman Books  
Simon & Schuster

**Jean Reidy**  
**Author, *A Grand Day***

Jean Reidy's bestselling and award-winning picture books have earned their spots as favorites among readers and listeners of all ages and from all over the world. She is honored to be a three-time winner of the Colorado Book Award, a Parent's Choice Gold Award Winner, a Charlotte Zolotow Honor winner and recognized on "Best of" lists by School Library Journal, the New York Times, NPR and Amazon. Jean writes from her home in Chicago where she lives just a short walk from her neighborhood library ... which she visits nearly every day.



**Samantha Cotterill**

**Illustrator, *A Grand Day***

Samantha Cotterill has written and illustrated many popular books for children, including the Little Senses series. *The Wall Street Journal* praised her "fabulously fun artwork" in *Jinx and the Doom Fight Crime!* by Lisa Mantchev and called it an "exuberant picture book." She also illustrated *Just Add Glitter* by Angela DiTerlizzi, which *The New York Times* called "a sparkle of genius." Samantha lives with her family in upstate New York. Learn more at [SamanthaCotterill.com](http://SamanthaCotterill.com).

**Marcie Colleen**  
**Curriculum Writer**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

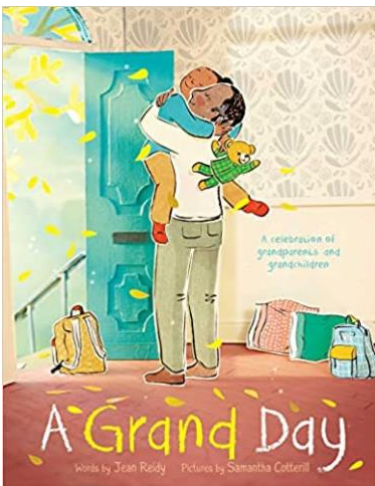
## How to Use This Guide

This classroom guide for *A Grand Day* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *A Grand Day* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

## Book Information



**A Grand Day**

**Age Range: 4 – 8 years**

**Grade Level: Preschool – 3**

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**Celebrate the special bond between grandparents and grandchildren with this charming picture book with stunning diorama illustrations.**

*A million kisses! Hugs! Hooray!  
Our grand day begins this way.*

Whether planting a garden, having a picnic, or baking, any day spent together is sure to be *grand*.

Follow all kinds of family configurations as grandparents and grandchildren celebrate togetherness: baking, exploring, gardening, and all of life's joyful moments. This rhyming, warmhearted picture book captures the unique bond between grandparents and grandchildren in every kind of family!

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# English Language Arts

## **Reading Comprehension**

Before reading *A Grand Day*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

Describe the cover illustration.

- o Who do you see?
- o Choose two words to describe the illustration. Explain your answer using evidence from the illustration.
- o How does this illustration make you feel?
- o How do you think the characters in the picture are feeling? What do you think they are thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- This is a book about the special times grandchildren share with their grandparents. What are some of the activities they do together? Explain them in your own words.

Let's talk about the people who made *A Grand Day*.

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

Now, let's look closely at the illustrations.

- Samantha Cotterill's illustrations are diorama-style. Check out some of the following details that she includes. Can you find:
  - o A red umbrella
  - o Two cardinals
  - o A blue rake
  - o Two pumpkins
  - o A can of pumpkin puree
  - o Blue turtles

- A dog in a sweater
- The number 10
- A dollhouse
- A bowl of popcorn
- Blue dining chairs
- S'mores
- A stuffed lion
- A flower pillow

## Writing Activities

### ***A Grand Day* Character Study**

How someone acts can tell readers a lot about who the character is.

Read *A Grand Day*. Scene by scene, record your thoughts regarding character, in a chart like the one below.

<b>Text</b>	<b>What does the grandparent do? How would you describe them?</b>	<b>What does the grandchild do? How would you describe them?</b>
Example: <i>Backpack. Pillow. Blanket. Bear. Ring the doorbell. Hide. "Who's there?"</i>	Peeking out the window. They are smiling. They are excited to see their grandchildren.	Hiding behind a tree. Giggling. Being silly.
<i>A million kisses! Hugs! Hooray! Our grand day begins this way.</i>	They hug their grandchildren tightly. They are happy.	They jump into their grandparents' arms. They are happy to see them.

After gathering information regarding the grandparent and grandchild characters, use the scenarios below to write a new scene for *A Grand Day*. What would the grandparents and grandchildren do in one of the following situations?

- The grandchild is sick in bed.
- Grandparents and their grandchildren go shopping.
- Grandparents and their grandchildren take a vacation.

## My Grand Day

Imagine that you have an invitation to visit a grandparent.

Create a fictional story about what you do when you first get there, what you eat, and what special things you will do together.

Remember all stories need to have a beginning (arriving), a middle (time spent together), and an ending (saying goodbye).

*Optional:* Create the story together as a class.

## Memory Story

Think about a memory you have of spending time with someone who is or was special to you, just like the grandparents in *A Grand Day*.

- Who is the special person?
- What happened in that favorite memory?
- How does the memory make you feel now?

Write your memory like a story with a beginning, middle, and end.

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
Introduction of your special person. Describe them and who they are to you.	Describe, in detail, a memory you have of a time you spent with this special person.  <ol style="list-style-type: none"><li>1. When was this?</li><li>2. Where were you?</li><li>3. Was anyone else there?</li><li>4. What happened?</li><li>5. How did it make you feel at the time?</li></ol> Use your five senses and other descriptive language, when possible, to make the story come alive.	Thinking back on the memory, how does it make you feel?  What was the best part of the memory?

Share your story with that special person or people who knew that special person.

## A Grand Thank You

It is always nice to formally thank someone who does something nice for you.

Using the events from *A Grand Day* as inspiration, write a thank you letter to your own grandparent or pretend that you are one of the children in the book and write a letter to a grandparent you see there.

The letter should include

- a brief re-cap of what the grandparent means to you and what you have learned from them. Maybe even include a few memories.
- a thank you
- a closing

## Speaking and Listening Activities

Picture books are written to be read aloud. Here are some ways to bring *A Grand Day* to life in the classroom and have fun with speaking and listening skills.

### Mime★

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

### Drama

- Create a TV commercial to encourage people to read *A Grand Day*.





## **Language Activities**

### **It's Rhyme Time**

*A Grand Day* is written in rhyme. Here are some activities to help introduce rhyming to your class.

#### Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

#### "I Spy" ★

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

#### Fill in the Blank

Re-read *A Grand Day* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

*Backpack.*

*Pillow.*

*Blanket.*

*Bear.*

*Ring the doorbell.*

*Hide.*

"Who's \_\_\_\_\_?"

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

### Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

### **Create a GRAND Acrostic Poem** ★

*A Grand Day* is filled fun activities shared by grandparents and grandchildren.

Acrostics are a fun poetic form that anyone can write. They have just a few simple rules.

To begin with, an acrostic is a poem in which the first letters of each line spell out a word or phrase. The word or phrase can be a name, a thing, or whatever you like.

Usually, the first letter of each line is capitalized. This makes it easier to see the word spelled out vertically down the page.

Acrostics are easy to write because they don't need to rhyme, and you don't need to worry about the rhythm of the lines. Each line can be as long or as short as you want it to be.

To create an acrostic about a grandparent, follow these easy steps:

1. Write GRAND down *vertically*.
2. Brainstorm words or phrases that describe grandparents, taking inspiration from the grandparents in *A Grand Day*, as well as your own grandparents, if you have them.
3. Place your brainstormed words or phrases on the lines that begin with the same letters.
4. Fill in the rest of the lines to create a poem.

Decorate your poem with photos or drawings and hang it up somewhere to display.

## Exploring Verbs

*A Grand Day* is a wonderful book to teach action verbs because the grandparents and grandchildren in the illustrations are doing so many fun activities.

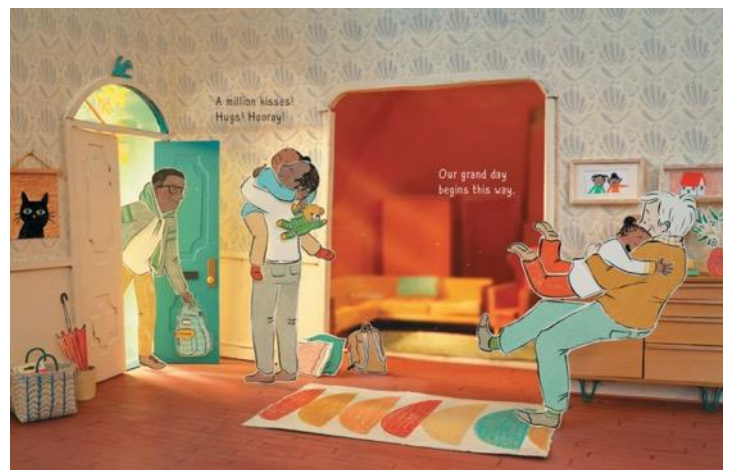
- Look closely at each illustration in the book and ask students what grandparents and grandchildren are actively doing. Have them answer using only ONE word (drawing, cooking, dancing, etc.).
- Explain that these action or “doing” words are called verbs.

## A Grand Time! ★

This game is a fun way to learn some action words. It is based on commands that the Teacher or Leader calls out while the kids move about the room.

Each command requires the kids to strike a certain pose or do a certain action.

It is best to introduce only a few of the commands at a time so kids do not get overwhelmed. After playing the game, kids can make up their own commands and actions based on the many action words in *A Grand Day*.



### Command

### Action

Hide	curl into a ball on the floor, as if hiding, until the command “Who’s there?” is given, then move about
Hooray	move around the space
Skip	two people link arms and skip
Drum	knock a rhythm on any surface
Cheer	Jump up and down
Dance	four students form a conga line
Slap high-fives	groups of three, share high-fives
Snug space	groups of five, clump close together and freeze until “Surprise!”
Grand’s house	with a partner, raise arms and form a house shape

# Math

## Word Problems

*For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in A Grand Day or any other book of study.*

The "Jelly toast..." illustration:

- 1) How many birds do you see?

On a piece of paper, draw 2 birds.

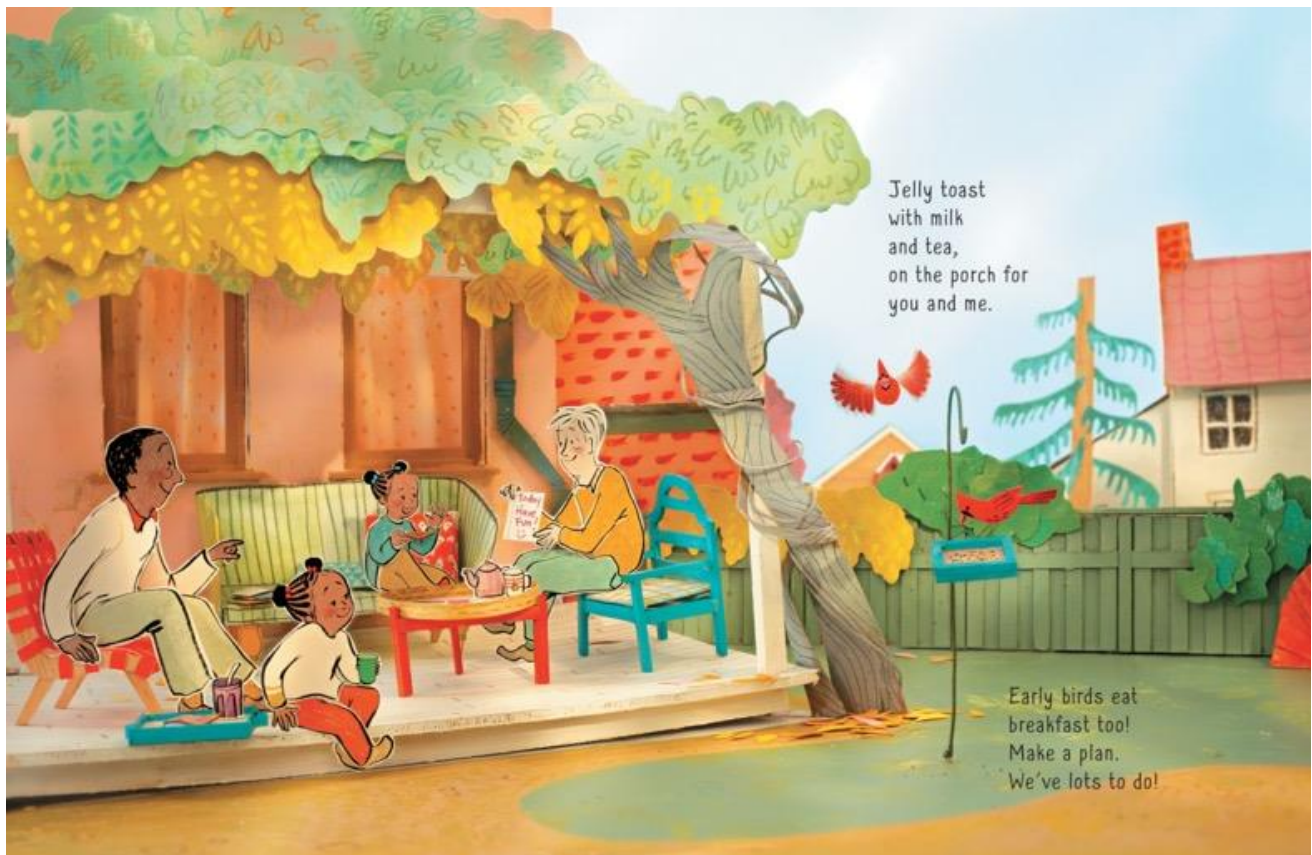
Draw 4 more birds.

How many birds are there now?

Write the equation:  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

What if two birds flew away? How many birds would you see?

Write the equation:  $\underline{\quad} - \underline{\quad} = \underline{\quad}$



The "Spread a picnic" illustration:

2) How many boats do you see?

On a piece of paper, draw 4 boats.

Draw 6 more boats

How many boats do you have?

Write the equation:  $\_\_\_ + \_\_\_ = \_\_\_$

What if 3 boats sailed away? How many boats would be left?

Write the equation:  $\_\_\_ - \_\_\_ = \_\_\_$



## Under Where? Spatial Sense ★

Look at the “our next grand day spread in *A Grand Day*.

Describe where the flowered pillow is.

[examples: on the blue chair, behind the books]

Describe where the boats are.

[example: in front of the blue guitar, next to the colored pencils, on the floor]

Describe where the bunny is.

[examples: in the top hat, on top of the blue stool, behind the plant, next to the rake]

Now find each item in the “our next grand day” spread, in the illustrations throughout the book and describe where they are located using spatial language.

Or have students pick another spread in *A Grand Day* and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

## Let's Go to Grand's House!

This activity provides a hands-on view of the planet for kids and explores distances between countries, cities, and towns around the world.

In addition to a world globe, you will need:

- Modeling clay
- Card stock
- Dot stickers
- Ruler
- Something to write with

Sometimes our grandparents and other family members live far away from us. Choose a starting point or "home" to place a dot sticker. Place more dots on various locations around the globe, representing people in our lives who live far away.

Make several strips with modelling clay by rubbing the clay between your palms or rolling the clay on a table with a palm.

Place each clay strip on the globe to link the starting point with one other dot. Link all the dots to the "home" dot with clay strips. This will take some trial and error rolling the clay to get the lengths just right!

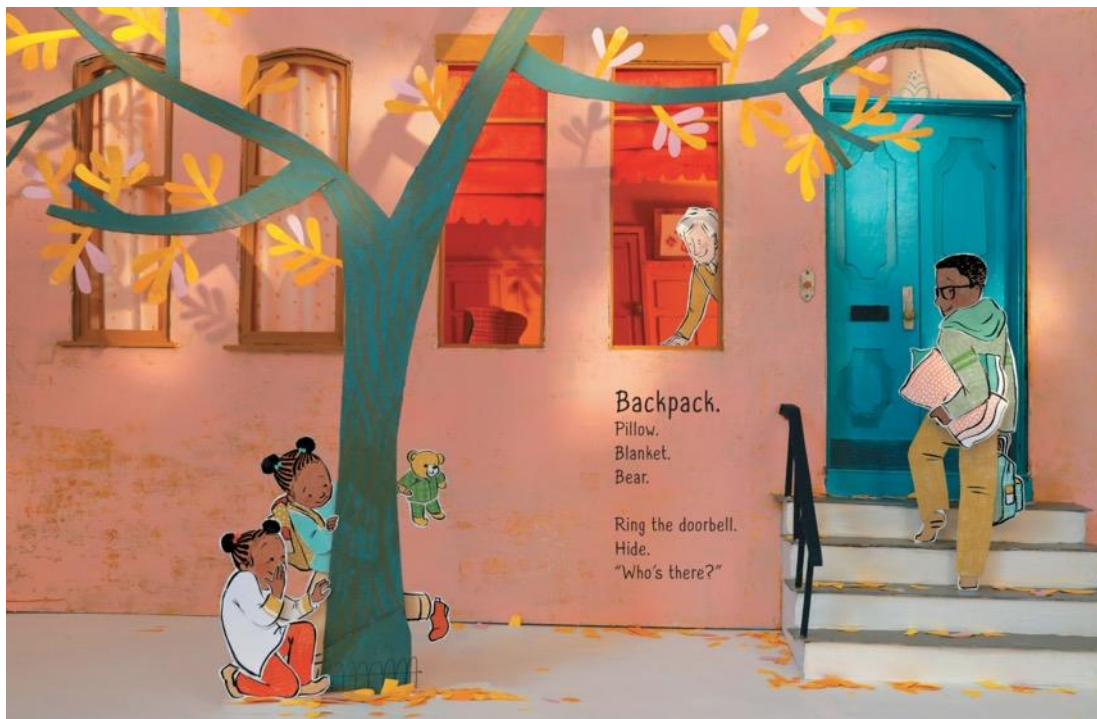
Observe the design of the modelling clay on the globe. The result will be hub-like with the various spokes.

Looking closely at the design, predict which loved one is farthest away from "home."

Carefully transfer the strips of modelling clay to a **simple graph** drawn on card stock. Be sure to label each one.

Once the clay is placed on the graph, compare each strip. Determine the shortest and longest distances.

Talk about how you might travel from one place to another (plane, train, etc.)



# Science

## **A Handy Family Tree**

Ever notice that some family members look or act like each other? Many of the grandchildren in *A Grand Day* share similarities with their grandparents. See how many you can find.

Some of the special traits about each one of us are “handed” down from our family members. These traits are *inherited* traits. Other traits are *learned* traits that you pick up from the environment you live in.

As a class, create a list of inherited traits and a list of learned traits to make sure everyone understands the difference.

To create their family trees each student will need:

- A piece of poster board or large piece of paper
- Colored construction paper
- Scissors
- Pens or markers
- Tape or glue

Instructions:

1. Interview a few of your family members, maybe everyone who lives in your house, and ask them what they have in common with other family members—both inherited traits like physical attributes and learned traits such as personality, hobbies, interests, likes, or dislikes, etc. Maybe even ask them to share photos and specific memories with you.
2. Then, trace your right and left hands onto a piece of colored construction paper.
3. Cut out the handprints.
4. On each finger of the left hand, list an inherited trait (physical characteristic), such as eye color, hair color, dimples, freckles, chin shape, etc you received from a family member. There is room for five inherited traits, one for each finger.





5. On each finger of the right hand, list a learned trait that you have acquired or learned from a family member based on personality, such as hobbies, interests, likes or dislikes, etc. There is room for five learned traits, one for each finger.
6. Next, as a class, draw a tree trunk onto a large piece of paper or poster board.
7. Glue or tape everyone's handprints above the trunk to form a tree with each student in the class represented.

## Social Studies

### **All About Me; All About My Family**

The first community we ever belong to is family.

This project allows students the opportunity to get to know one another and serves as an introduction to community.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait

I am called \_\_\_\_\_

My first and last name is \_\_\_\_\_

My address is \_\_\_\_\_

I live in \_\_\_\_\_ (the country, a city, etc.)

I live with \_\_\_\_\_

I am good at \_\_\_\_\_

- In addition to the page about themselves, additional pages should be created about other loved ones in the student's life. This is their community.

A portrait

I call them \_\_\_\_\_

Their first and last name is \_\_\_\_\_

They live in \_\_\_\_\_ (the country, a city, etc.)

They live with \_\_\_\_\_

They are good at \_\_\_\_\_

## **Finding Commonalities/Uniqueness**

The grandchildren and grandparents in *A Grand Day* share lots of things in common.

Finding what you have in common with other people is a good way to start a meaningful relationship. Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, you will have ten minutes to come up with a list of things in common. Completely obvious answers such as “we both have hair” or “we are both in \_\_\_\_\_ class” are not allowed!
- After ten minutes, switch to the other paper. You now have ten minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

## **My Miniature World**

Using the illustrations in *A Grand Day* as inspiration, have students build a diorama called “My Grand Day.”

Materials

Large shoebox or gift box

A variety of small boxes

Various art supplies (ie: construction paper, craft foam, gift wrap paper, acrylic paint, paint brush, glue, scissors, self-hardening clay, pipe cleaners, beads, sequins, craft punches, etc.

- Place the large shoe box or gift box on its side to turn into your diorama.
- Think of how you would like to spend a special day and create a scene of that day.
- Be creative and decorate your diorama with miniature objects. Create these objects using materials like self-hardening clay, paper, beads, pipe cleaners, or sequins.
- When you are finished, arrange and glue the objects in place around your diorama.
- Afterward, have students share their dioramas with the rest of the class.



## Additional Storytime and Grandparents Day Activities

### **Masterpieces Made Right Here** ★

Purchase a roll of chalkboard paper and have young readers illustrate chalk scenes of activities that they like to do or places where they like to go with their grandparents. Grandparents can join grandchildren in this activity, illustrating scenes together. If the weather cooperates and if you have access to a sidewalk, driveway or safe outdoor area to use as your “canvas,” consider creating the scenes outdoors.

### **Part of Me is Part of You** ★

On a piece of construction paper, using washable paint, have a grandparent create their handprint. Then in a different color of washable paint, have the grandchild create a handprint on top of and inside the grandparent’s or overlapping like “holding hands.” Caption the art “Family ties so strong and true. Part of me is part of you.” Add “Happy Grandparents Day” if applicable.

### **Clothespin Picture Magnets** ★

Paint or purchase colorful clothespins. Stick a strip of magnetic tape to one side. On business card stock, have young readers create a decorative label that reads “Part of me is part of you.” Tape or glue the artistic label to the other side of the clothespin.

Clip on a picture of the grandchild and grandparent together. Voila! You have a photo refrigerator magnet.

### 3-D Family Tree ★

Using colored construction and tissue paper, create a 3-D tree (like those in the story) with one side of the tree glued or taped to a piece of construction paper. Using various colors of tissue paper, either crushed or cut, to create the leaves. Caption the art "So glad you're on my family tree. Happy Grandparents Day!"

### Try a Two-Step, Maybe Ten ★

Engage grandparents and grandchildren in an intergenerational, celebratory dance such as the hokey pokey, a conga line, or a simple line dance. Trade-off having grandparents and grandchildren lead.

