

The  
Early Years Count  
**Literacy**  
Connection



**What's New,  
Daniel?**

Written and Illustrated by  
Micha Archer

*Preschool edition*

**Overview of Book**

When Daniel's Grandpa asks, "What's new?" Daniel is not sure so he goes to check. What is new? A lot!

Genre: Picture

**Vocabulary**

Books are a rich source of words new to children. Here are some words from *What's New, Daniel?* Love to introduce in your classroom:

cattails  
unfurling

polliwog  
shed

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

**Connecting with the  
HighScope Curriculum**

**COR Advantage**

Language, Literacy and  
Communication item M  
*(Listening and  
comprehension)*  
Item Q  
*(Book enjoyment and  
knowledge)*

Science & Technology  
Item DD  
*(Natural and physical world)*

Social Studies Item FF  
*(Knowledge of self and  
others)*

**Reading Tips**

Ask the children if they have been to a park. Listen to all comments. Let them know the characters in the story are walking in a park that is in the middle of a big city, but there are a lot of different things there. Stop often and ask the children about the animals Daniel sees, or what Daniel is doing. Talk about growing. "Look! Daniel has a loose tooth and he is showing the snake! That is new- and the snake shed his skin so he can grow." Ask questions about what children may know about the animals. Take time for children to share experiences about their Grandpa or Grandma.

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

### Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Collect cattails for the children to examine and take apart for **Small Group Time**.

Play a “sound of the woodlands” or “sounds at the pond” CD for **Rest Time**. Listen for the red winged blackbird call, frogs and ducks.

Be one of the many animals Daniel sees in the book for **transitions**. Who can slither like the shiny snake? Who can swim like a polliwog?

### Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Add “Fly Butterfly” by Bonnie Bader and “In The Tall, Tall Grass” by Denise Fleming to the **Book Area**.

Have playdough and shredded newspaper to the **Art Area**. Encourage the children make birds and squirrels nests.

Have photos of animal parents and babies in the **Toy Area** for children to explore and match. Have all the animals depicted in the story.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *What’s New, Daniel?*:

What’s new with you?

What part of Daniel’s time at the park was your favorite?

What would you say if you were face to face with a shiny snake?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
**The Family Connection:**

website—  
[www.famconn.org](http://www.famconn.org)

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### @ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *What’s New, Daniel?* with their child. Here’s a sample message you can send:

While reading this book with your child, stop often to look at and talk about the pictures and what Daniel is doing. Ask questions like, “How did the rock get there in the first place?” and, “How did the butterfly fly all that way?” Talk about growing and ask, “Daniel shows his loose tooth to the snake. Why do people lose teeth?” Take a walk in a park at different times of the year to get to know it. Take time to just listen- what birds are there? What is the wind sounding like? Notice changes and help your child take notice and be excited- like Daniel! Then ask, “What’s new?”