

# Clifford the Big Red Dog

by Norman Bridwell

Simplicity, playfulness, easy-to-read text and familiar characters all create a world about a larger-than-life dog, his beloved owner and all the wonderful and funny adventures they share.



## 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 would you do if you owned Clifford?* 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 Emily Elizabeth got on Clifford's back?

### 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.

### After:

Discuss the story. Ask questions...

- Who did Clifford belong to?
- What color was Clifford?
- What games did Emily Elizabeth like to play with Clifford?
- Did Clifford play hide-and-seek very well? Why?
- What kind of tricks did Clifford know?
- What were some of his bad habits?
- Why don't they visit the zoo anymore?
- Why wasn't it easy to keep Clifford?
- How was Clifford helpful?
- Did Emily Elizabeth want to keep Clifford?

## Do

### What Would You Do with Clifford?

Hand out the *What Would You Do with Clifford* sheet and have the children draw a picture of something they would do if they owned Clifford? When the children are finished illustrating their ideas, dictate (in their exact words) their description about their picture.

### Extra Activity

If desired, after collecting all the children's pages, laminate each page and combine them into one book. Present the book to the class by reading each page, and leave the book in the class library so each child can have the chance to read a book they helped create.

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My Name: \_\_\_\_\_

# What Would You Do with Clifford?

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

