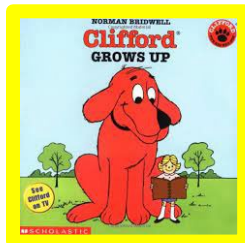


Extended Literacy Guide

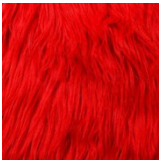







Book title: Clifford Grows Up

Author: Norman Birdwell

Grade level: PreK-2

Brief plot synopsis: Emily Elizabeth reminisces on Clifford’s puppy days.

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Red fur or felt</p> 	<p>To represent Clifford</p>	<p><u>Motor:</u> Student can feel the red fur to associate it with Clifford.</p> <p><u>Academic:</u> Student can work on color identification. Educator can guide student to “touch red” and describe the texture.</p> <p><u>Visual:</u> Student can view red fur on a black background.</p>
<p>One small and one big dog collar</p> 	<p>To represent Clifford as an adult dog and a puppy.</p>	<p><u>Motor:</u> When Clifford appears as an adult dog, student can feel or reach for the large collar. When Clifford appears as a puppy and to compare how small he is, student can touch/reach for the small collar.</p> <p><u>Academic:</u> Student can practice “big” and “small” concepts, reaching for and identifying each individually.</p> <p><u>Auditory:</u> Student can listen to the tags on a collar being jingled. If educator desires, a large and small bell can be placed on each and sound can be compared and related to size.</p> <p><u>Visual:</u> Student can view each collar individually on a black background.</p>

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
Snow or ice 	When Clifford is a puppy in the snow, to represent the winter activities they did together.	<p><u>Motor</u>: Student can reach for/feel the snow/ice with their hands or feet for short periods of time.</p> <p><u>Academic</u>: Student can identify concepts such as “cold” or “wet”. Student can identify which season is cold or has snow.</p> <p><u>Communication</u>: Student can communicate whether or not they like snow/ice, what it feels like, or what activities you can do in the snow.</p>
Feather 	To represent when Clifford was a puppy in the spring/summer.	<p><u>Motor/Academic</u>: Student can reach for/feel the feather. Student can identify concepts such as “soft” and explore with its texture. Student can also indicate what season is associated with birds.</p> <p><u>Visual</u>: Student can track the feather on a contrasted background.</p> <p><u>Communication</u>: Student can communicate what the feather feels like.</p>
Leaves 	To represent when Clifford was a puppy in the fall.	<p><u>Motor/Academic</u>: Student can reach for/feel the feather. Student can identify concepts such as “crunchy, smooth, rough” etc. Student can work on color recognition with different colored leaves. Student can associate the leaves with the fall season, i.e.; student has leaves and feathers and must pick the object that represents fall.</p> <p>Academic:</p> <p><u>Auditory</u>: Student can listen to the leaves crunching.</p> <p><u>Visual</u>: Student can view different colored leaves on a black background.</p>
Shiny wrapping paper and/or bows/bells. 	To represent Clifford’s first Christmas.	<p><u>Moto/Auditory</u>: Student can feel/reach for the wrapping paper or bows and listen to them crinkle. Student can make the bells ring.</p> <p><u>Academic</u>: Student can identify which holiday or season is associated with presents.</p> <p><u>Visual</u>: Student can view the shiny wrapping paper or bows on a black background.</p>