new worlds reading

1st Grade

TEACHER READING GUIDE

Clifford the Big Red Dog

written and illustrated by Norman Bridwell

Essential Question: How does identifying a character's actions help the reader describe the character?

BOOK SNAPSHOT

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

Text Type: Literary

Genre: Fantasy

Themes/Topics: Friendship, Pets

Lexile: 370L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work   **ELA.1.F.1.3 (c)** Decode and encode regularly spelled one-syllable words.

Vocabulary   **ELA.1.V.1.1** Use grade-level academic vocabulary. (Tier 2)

Comprehension   **ELA.1.R.1.1** Identify and describe the main story elements in a story.

BUILDING BACKGROUND

Display the front cover of *Clifford the Big Red Dog*. Use the following prompts to build excitement for reading the text:

- What do you notice about Clifford's size?
  - Do you think he is bigger than a car? A house?
- Have you ever seen a red dog?
  - What color dogs do you normally see?
- Do you think it would be easy or hard to take care of Clifford? Why?

As you read the text, revisit students' predictions.

STUDENT LEARNING TARGETS

Today I am: identifying Clifford's actions.

So that I can: describe Clifford.

UF | **Lastinger Center for Learning** | **UNIVERSITY *of* FLORIDA**

WORD WORK – DECODE AND ENCODE REGULARLY SPELLED ONE-SYLLABLE WORDS

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
  c. Decode and encode regularly spelled one-syllable words.
ELA.1.F.1.2: Demonstrate phonological awareness.
  a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.

Students will **decode** and **encode** regularly spelled one-syllable words using **Elkonin boxes**. Model and provide opportunities for practice using whiteboards or paper. Say to students:

- "I will sound out the word *them.* As I sound it out, hold up a finger for each sound I say."
- "Ready? /th/ /ĕ/ /m/." Hold up a finger for each sound as you say it. (Be sure that as you face the students, they will see your fingers held up in the same left-to-right direction as reading.)
- "There are three sounds in *them*, so I will draw three boxes." Draw three connected boxes on the board.
- "What is the first sound in *them*? /th/ /ĕ/ /m/."
- "The first sound in *them* is /th/. The letters *t–h* make the sound /th/. Because *t–h* together make one sound, /th/, I will write both letters in the first box." Write *th* in the first box.
- "What is the second sound in *them*? /th/ /ĕ/ /m/."
- "The middle sound in *them* is /ĕ/. The letter *e* makes the sound /ĕ/." Write the letter *e* in the second box.
- "What is the last sound in *them*? /th/ /ĕ/ /m/."
- "The last sound in *them* is /m/. The letter *m* makes the sound /m/." Write the letter *m* in the third box.
- "I will write the word underneath the boxes so that it looks like a real word." Write *them* underneath the boxes.
- "Now, blend the sounds together. *Them.*"

Continue to decode and encode regularly spelled one-syllable words from the book:

red (on multiple pages)	**fun** (p. 8)	**tent** (p. 13)	**sit** (p. 14)

> **Did You Know?**
> **Elkonin boxes** were developed by Russian psychologist D.B. Elkonin (1963) as a method to teach phoneme segmentation by moving markers into boxes on a piece of paper. Research has shown that Elkonin boxes, also called *sound boxes*, are a great tool for teaching phoneme segmentation and beginning decoding skills.

th	e	m

them

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.
Examples of Tier 2 vocabulary words for this text are:

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

mistakes (p. 10): If something or someone makes a **mistake**, they do something they were not supposed to do. Clifford is a helpful dog, but sometimes he makes **mistakes**.

habits (p. 15): **Habits** describe something you do often. Clifford is not perfect; he has some bad **habits**.

beg (p. 14): When something or someone **begs**, they ask for something they really want. One of the tricks Clifford can do is sit up and **beg**.

spotted (p. 28): Something or someone that is **spotted** has many small round marks on them. There were black, white, brown, and **spotted** dogs in the dog show.

Vocabulary Extension Activity
Engage students in a thumbs-up, thumbs-down activity to reinforce their understanding of the vocabulary. Ask students to indicate if the vocabulary word makes sense in the sentence with a thumbs-up or thumbs-down.
- For example:
  - I made a **mistake** by forgetting to turn in my homework. (thumbs-up)
  - The stripes on the zebra make it **spotted**. (thumbs-down)

ELA.1.R.1.1: Identify and describe the main story elements in a story.
- **Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.**

ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and sense of closure.

Before:

Students will identify Clifford's actions to describe Clifford and to better understand the story.
- Introduce the purpose.
  - A character's **actions** describe what the character does.
- In *Clifford the Big Red Dog*, Clifford does many things. Some actions are helpful, and some are not helpful.
- Brainstorm actions that would make Clifford helpful or not helpful.

During:

Recreate the T-chart below on the board or chart paper. As you read *Clifford the Big Red Dog*, identify Clifford's actions, and use the actions to describe Clifford as helpful or not helpful.

Clifford is helpful because...	Clifford is not helpful because...
• He plays hide-and-seek.	• He bites a policeman's baton.

- **I Do:** Think aloud about one of Clifford's actions and whether it makes him helpful or not helpful. Model the reasoning for your decision.
  - For example, read p. 11. Say to students:
    - "An action Clifford does is play hide-and-seek. I think that makes him helpful because he can play with Emily when she is lonely."
    - Discuss if students agree or disagree with your reasoning.

- **We Do:** Guide students in identifying Clifford's actions and explaining how the actions describe him. Record students' responses in the T-chart.
  - Use the following prompts to support students' thinking:
    - What is Clifford doing?
    - Clifford is _____ (action). Do you think this action makes Clifford helpful or not helpful? Why?

After:

- Model forming a complete thought with the sentence stems below.
- Students will decide if they would keep Clifford or not and complete one of the following sentence stems:
  - I would keep Clifford because _____. He is helpful because _____.
  - I would not keep Clifford because_____. He is not helpful because _____.
- Ask students to draw a picture for the sentences they created.
- For example:

> I would keep Clifford because <u>he is helpful</u>.
>
> He is helpful because <u>he plays hide-and-seek.</u>
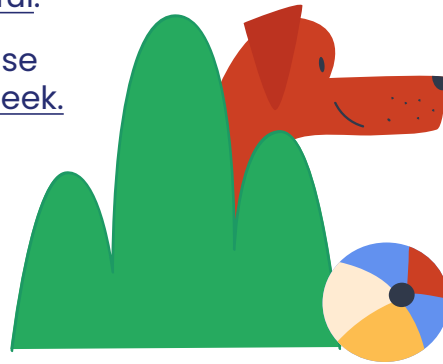
Paired Text Suggestion

Paired texts are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired texts allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text *Clifford the Big Red Dog* pairs well with the New Worlds Reading Initiative book *Harlem Grown: How One Big Idea Transformed a Neighborhood* by Tony Hillery to support Florida's ELA B.E.S.T. benchmark
ELA.1.R.3.1: Interpreting Figurative Language.

Both texts have descriptive words and phrases that can be used to explain how descriptive words add meaning to the text.