

# Week 1

## Lesson 1: Let's read to see what is happening

Book: *Clifford Goes to Dog School*, by Norman Bridwell

### Before and During Reading: Print Knowledge

**Learning Objective 1:** To recognize that print carries meaning and to distinguish print from pictures.

1. Introduce the title. You could say: *The title of the book tells us the name of the story.*
2. Read the title of the book and point to each word: *The title of our book is Clifford Goes to Dog School.* (Point to each word separately and run your finger under the word as you read it.) As you read it again, have one or two children come up and point to each word in the title of the book.
3. On the first page, point to the print and explain its function. You could say: *Here are the words that tell us what is happening. Let's read the words to find out what is happening.*
4. On every page, point to the words as you read them.
5. On the last page, ask an individual child to come up to the book by saying: *Can you show me the words on this page?* You may repeat this for a few children.

### After Reading: Vocabulary

**Learning Objective 2:** To understand and use words for unfamiliar actions (verbs).

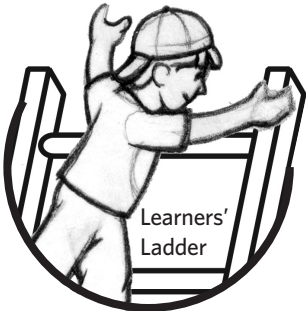
**Target Words:** begging, heeling, walking, shaking, sitting

1. Tell the children: *Let's talk about all the things that Clifford did in this book.* Turn to the beginning of the book and open to the first page.
2. Show the children each page and ask: *What is Clifford doing?* Allow individual children to provide their own responses, but follow these with model responses that use the target words. For example, on the first page, you might say: *Clifford is **begging** for food. **Begging** is what an animal does when he wants something, like food. You can see by the picture he wants the food. What is he doing here?* (Give children a chance to answer.) Repeat their answer or say again: *He is **begging** for food.* Be sure to model each target word and its meaning

### Materials

**Book:**  
*Clifford Goes to Dog School*, by Norman Bridwell

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Don't forget to take a look at the Learners' Ladder for ideas about adapting the Vocabulary activity to diverse learners.

# Read It Again! Learners' Ladder

## Lesson 1: Let's read to see what is happening

### Scaffolding Strategies

Use the **reasoning strategy** to help children consider the meaning of the target verbs.

### Scaffolding Examples

Example 1:  
Teacher: *Rochelle, how do you know when an animal, like a dog, is **begging** for something?*

Example 2:  
Teacher: *Why is it important to teach dogs to **heel**?*



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For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reduce choices strategy** to help children learn the meaning of target vocabulary words.

Example 1:  
Teacher: *Jim, let's think about when Clifford is **heeling** in this book. Look on this page- is Clifford walking or heeling?*

Example 2:  
Teacher: *Let's think about some things a dog would **beg** for. Do you think a dog would beg for food? for a toy? for a bath?*