

Interactive Literacy Lesson Plan for *Clifford's Sports Day*

Name of Activity: Create Your Perfect Dog!

Students Participating; size of group:
Group of 5-10 or larger

Lesson Goal: Children will connect and extend the reading of a story about Clifford, to imagining dogs that they would like to have. Their parents will support these extensions by assisting the children as they describe, draw, read and write.

Learning Objectives/Skills: The learners will be able to:

a) Increase their oral language skills (children) by understanding and using these personality words to describe the dogs that they imagine: frightened, sleepy, happy, sad, angry, and surprised.

b) Increase their emergent reading skills (children) by recognizing or attempting to recognize the printed personality words by using picture cues and the sounds of beginning letters.

c) Increase their emergent writing skills (children) by drawing, coloring and dictating descriptions of the dogs they have imagined. They may do the drawing on their own or they can cut and paste individual parts from the [dog personality pictures](#).

d) Support children's emergent reading and writing (parents) by engaging their children in meaningful conversation, helping them understand and read new words, and encouraging them to draw, write and color.

Environmental Adaptations, Time & Materials Needed:

The following activities can be adapted to most situations, however children and families will need table or desk space for drawing, coloring, and perhaps cutting and pasting.

The activities will take approximately 25 to 30 minutes depending on students. The following materials will be needed:

- A big poster listing personality words with pictures of dog expressions, made from the [dog personality pictures](#).
- Papers for children to draw on and to write about the perfect dogs they have imagined.
- Optional, for children who have difficulty drawing: copies of [how to draw dogs](#), or pre-cut dog parts (heads, feet) from the [dog personality pictures](#).
- Enough materials so that each child can make a picture of the perfect dog she has imagined (paper for drawing and pasting their dog parts on, scissors, glue, crayons)
- *Clifford's Sports Day* or another book about a dog.
- Crayons and copies of the [song sheet for Bingo](#) for each child.

Procedure/Description of the Activity:

1. Gather children and seat them for story time and read *Clifford's Sports Day* or another story about a dog. (Suggestion: Other Clifford books, *Good Dog, Carl* by Alexandra Day, or one from the resources list). After the story, talk with children and families about the personality traits of the dog in the book.
2. Explain that dogs have personalities, just like people do! Refer to the personality words listed on the poster, telling children that this is how some people describe their dogs. Read each word, and explain what a dog that would be like (e.g., a sad dog would like lots of attention, a frightened dog might need to sit in your lap during car rides). Ask children to imagine a dog that would be just perfect for them. Ask them what kind of personality their perfect [dog](#) would have, what size it would be, what color coat, etc.
3. Tell children that they will get to create these perfect dogs. Ask them to talk with their families and decide what their perfect [dog](#) will be like. Encourage them to use some of the new personality words they just learned.
4. (Optional) If children are likely to have difficulty drawing their own dogs, you might want to cut out dog heads and feet from the dog drawings so that they can glue parts of their choice on their drawings.
5. Take children and parents to tables where materials are laid out for making their dogs. Circulate and support their work. When the children finish with their pictures, ask them if they would like their parents to help them write their dogs' names and something about their personalities on the pictures. Remember to praise their literacy skills specifically.
6. As children and families finish, invite them to come back to the group area and share their pictures. Praise everyone's efforts. Again, encourage the use of the new vocabulary as children talk about the dogs they have created.
7. Begin wrap-up by passing out song sheet for Bingo, and encouraging everyone to sing along. Point out that the children can read some of the words to the song, so encourage them to point as they sing. Pass out crayons so that children can color the pictures as parents and group leaders talk. Discuss the effectiveness of the activity to encourage children's learning new words, attempting to read and write. Praise parents for their participation and for supporting their children's literacy.

Assessment:

For Informal Assessment

Objective	Participant's Names										Comments	
	/ / / / / / / / / / / /											
<p>a) Increase oral language skills (children) by understanding and using these personality words to describe the dogs that they imagine: frightened, sleepy, happy, sad, angry, and surprised.</p>												
<p>b) Increase emergent reading skills (children) by recognizing or attempting to recognize the printed personality words, by using picture cues and beginning letters.</p>												
<p>c) Increase emergent writing skills (children) by drawing, coloring and dictating descriptions about the dogs they have imagined. They may do the drawing on their own; or they can cut and paste individual parts.</p>												
<p>d) Support children's emergent reading and writing (parents) by engaging their children in meaningful conversation, helping them understand and read new words, and encouraging them to draw, write and color.</p>												

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home Ideas: Encourage children and families to hang up the pictures of their perfect dogs at home. Encourage parents to join their children in drawing and writing at home at other times: drawing pictures and writing names of family members, writing a thank you note, making a picture and sign for their bedroom door.

Literacy Area(s)* Addressed (check all that apply):

<input checked="" type="checkbox"/>	<i>The Power and Pleasure of Literacy</i>	<input type="checkbox"/>	<i>The Literate Environment</i>	<input checked="" type="checkbox"/>	<i>Language Development</i>
<input type="checkbox"/>	<i>Phonological Awareness</i>	<input checked="" type="checkbox"/>	<i>Phonemic Awareness</i>	<input type="checkbox"/>	<i>Types of Text</i>
<input checked="" type="checkbox"/>	<i>Letters and Words</i>	<input checked="" type="checkbox"/>	<i>Vocabulary</i>	<input checked="" type="checkbox"/>	<i>Knowledge of Print</i>
<input type="checkbox"/>	<i>Building Knowledge & Comprehension</i>	<input checked="" type="checkbox"/>	<i>Reading Comprehension</i>	<input type="checkbox"/>	<i>Motivation</i>
<input type="checkbox"/>	<i>Fluency</i>	<input type="checkbox"/>	<i>Multiple Literacy</i>		

* from National Center for Family Literacy's *Building Strong Readers and Learning to Read and Write*