

Parenting Education Lesson Plan for *Clifford's Sports Day*

Name of Activity: Learning About Safety with Clifford

Students Participating; size of group: Family members, any size group from one to several

Lesson Goal: Parents will learn how to engage their child in discussing events in the storybook presented, and to help their child remember the safety message in the book.

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

a) Suggest appropriate questions and statements that will help their children pay attention to and personally connect with the story, *Clifford's Sports Day*.

b) Support their children's literacy learning by suggesting when they could remind their children to play safely like Clifford did in the story.

Environmental Adaptations, Time & Materials Needed:

The following activities can be conducted in the home or in a group setting. No particular room arrangements are needed.

The activities will take approximately 20 minutes depending on students. The following materials will be needed:

- Copies of *Clifford's Sports Day* for leader and for each family.
- Chalk board or other surface for writing students' suggestions.

Procedure/Description of the Activity:

1. Read through the book once, while participants follow along.
2. Tell students that it is important to talk about stories as you read to children so that they will keep paying attention, and to help them make a connection between what they are reading and their daily lives. Model a couple of statements/questions yourself: "Do you think that Clifford can jump over all those hurdles?" "I would love to have Clifford on my team!"
3. Read back through the book, asking parents to suggest comments and questions on every couple of pages. Praise their attempts, writing down three or four of the comments that might work for anyone. Try to get a response from each student.
4. Focus on and discuss Clifford's heroic action at the end of the story, and point out that this is an important thing to talk about when they read the book with their children. Tell parents that we can remind children to think of a storybook character's actions to help guide their behavior. Ask each participant to suggest a good time for reminding a child to think about Clifford, and play safely like he did. Praise their appropriate ideas.
5. Remind parents that their children may enjoy talking about other aspects of the story, too. Even when we have preplanned some things to talk about, we need to be watch for aspects of stories that appeal to our particular children. For example some children love laughing at Clifford's mishaps and guessing what he will do next!

Assessment:

For Informal Assessment

Objective	Participant's Names	Comments
a) suggest appropriate questions and statements that will help their children pay attention to and personally connect with the story, <i>Clifford's Sports Day</i> .		
b) support children's literacy learning by suggesting when they could remind their children to play safely like Clifford did in the story.		

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: Send copies of the book, *Clifford's Sports Day*, home with each family so that they can read and discuss the book with their children.

Literacy Area(s)* Addressed:

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|---|--|---|
| <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 type="checkbox"/> <i>Phonemic Awareness</i> | <input type="checkbox"/> <i>Types of Text</i> |
| <input type="checkbox"/> <i>Letters and Words</i> | <input type="checkbox"/> <i>Vocabulary</i> | <input type="checkbox"/> <i>Knowledge of Print</i> |
| <input checked="" 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*