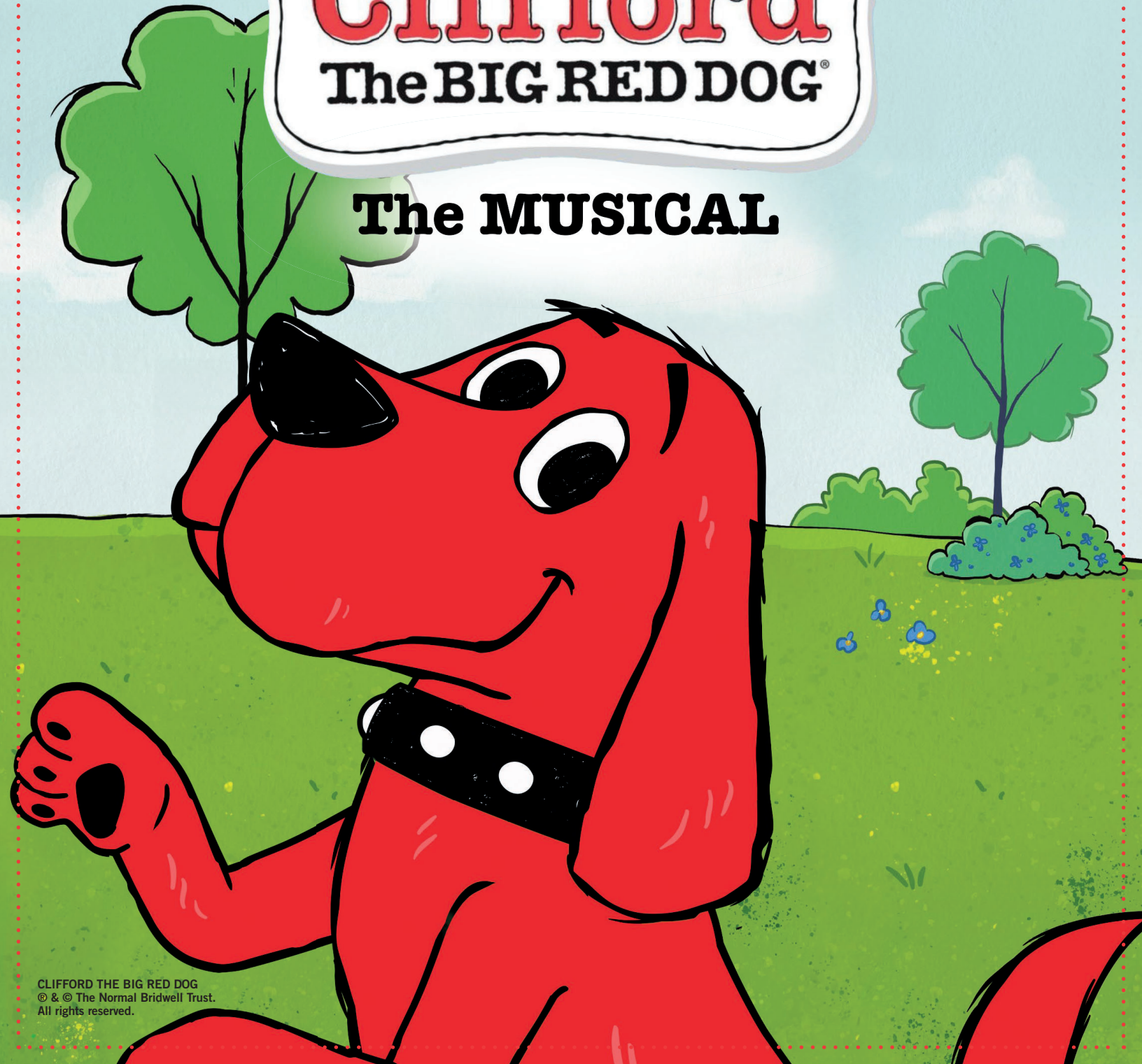


Clifford

The BIG RED DOG®

The MUSICAL



CLIFFORD THE BIG RED DOG
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School Matinee Performances



TEACHER RESOURCE GUIDE

Clifford The Big Red Dog: The Musical

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2012), English/Language Arts (2017), Fine Arts (2024), Mathematics (2017), (Science 2018) and Social & Emotional Learning (2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted Jeanine Tesch in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



COMING TO THE THEATER

This discussion and attendance at an in-person School Matinee Performance addresses the following Fine Arts Ohio Learning Standards for Drama: K.1RE, K.2RE, K.5RE, 1.1RE, 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE

Preparing for a Theater Experience

A visit to Playhouse Square is an exciting live theater experience. For many students, this may be their first time seeing a show. Before the field trip, discuss how attending a live performance of a musical or play differs from watching a movie, television show or sporting event, and encourage students to share any experiences at live performances.

Cleveland is home to a vibrant arts community with professional and community theaters throughout the region. **Have any students already attended a show at Playhouse Square, another theater or school?**

Here are a few important things to know before attending the performance:

• Arrival

- Plan to **arrive 20-30 minutes before the performance begins** to allow time for check-in procedures. A Plan Your Visit email is sent to the coordinating teacher with specific details, prior to the visit.
- For safety, all guests must pass through OpenGate metal detectors upon entry. Bags and large personal items may be subject to search, so guests are encouraged to bring only essential items.
- Upon bus arrival, Playhouse Square staff will greet groups at their bus on the street.
- Those arriving on foot or in personal vehicles should proceed directly to the theater.
- Schools will be escorted to their seats by a RedCoat volunteer.
- When the house lights dim, it is time to focus attention on the stage. A Playhouse Square staff member will share a few reminders before introducing the performers.

• Rules to Remember

- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- Food, beverages and gum are not permitted during school matinee performances.
- Photography, video recording and audio recording are not permitted.
- Theaters are designed to carry sound throughout the space. Even a quiet whisper can be heard by others in the audience and by the performers on stage. Remaining quiet helps everyone enjoy the show.

• Dismissal

- At the conclusion of the performance, groups should **remain seated** until dismissal instructions are provided by a Playhouse Square staff member.
- Before leaving the theater, take a moment to check seats and the surrounding area for any personal belongings.

COMPLIMENTARY AMENITIES AVAILABLE:

- ◆ Access to educational materials available on playhousesquare.org/eduresources.
- ◆ Accessible seating options (Please contact the field trip team ahead of the performance so we can seat groups accordingly).
- ◆ Assisted listening devices available in each theater's House Manager office.
- ◆ RedCoat ushers to assist with wheelchair escorting upon arrival, if needed.
- ◆ Fidget toys, headphones or sunglasses available upon request.
- ◆ Wheelchair accessible restrooms and drinking fountains on the main floor of each theater.
- ◆ Designated quiet areas with tents and sensory-friendly aids.
- ◆ Sign language interpreted performances (Usually on Wednesdays at 10 a.m., but please contact the field trip team to confirm).

Education Hotline: 216-348-7909

Email: schoolprograms@playhousesquare.org

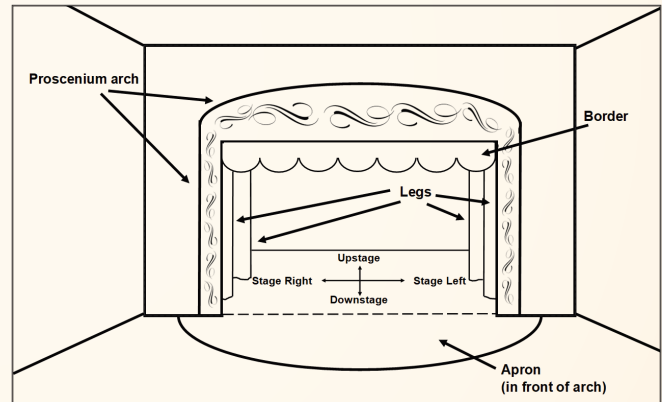


Parts of a Theater

Theater is both a place *and* a thing. It involves creating, producing and performing shows, and it can happen almost anywhere, from a school auditorium to an outdoor stage or a grand historic theater. Many Playhouse Square School Matinee Performances take place in the Mimi Ohio Theatre, a beautiful venue that is more than 100 years old and seats more than 1,000 guests.

Theaters come in many shapes and sizes, including thrust stages, amphitheaters and black box theaters. One of the most common designs is the proscenium theater, which features a large arch framing the stage. The Mimi Ohio Theatre is an example of this style. The diagram to the right highlights key parts of a theater and performance space.

An exact paper model of the Mimi Ohio Theatre is available on the Resources page, should it be helpful. Assemble it individually or as a class to explore the parts of a theater and create a miniature stage for imaginative performances.



Theater Vocabulary

Before attending the show, review the terms below with students. Challenge them to identify as many theater elements as possible during their visit. These terms may also appear throughout the pre-show and post-show activities in this guide.

actor – a person who pretends to be someone else in a play or movie

apron – the part of the stage that sticks out in front of the curtain and is closer to the audience

backdrop – a large painted picture behind the actors that shows where the story takes place

backstage – the area behind the stage where actors and crew get ready and the audience cannot see

blackout – when all the stage lights go dark

blocking – the planned movements actors make on stage during a performance

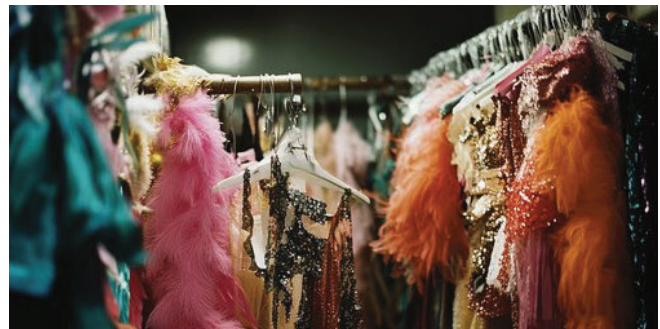
borders and legs – curtains or panels that frame the stage and help hide backstage areas from the audience

cast – a group of actors in a play

character – a person in a play or movie played by an actor

choreography – planned dance moves or movements performed by actors

chorus – a group of singers and dancers in a play or musical



costumes the clothes actors wear on stage

crew – the people who work behind the scenes to help make the show happen

cyclorama – a large, curved backdrop at the back of the stage, often used as a sky or background

director – the person who leads the show and helps the actors

house – the part of the theater where the audience sits

house manager – the person who helps make sure audience members have a safe and enjoyable experience at the theater (usually wearing business attire and a house manager nametag)

main rag (main curtain) – a large curtain that separates the stage from the audience before the show begins

playwright – a person who writes plays, including the story, characters, dialogue and stage directions



props objects actors use on stage during a performance

proscenium – an arch that frames the opening between the stage and the audience

scene – one part of a play that takes place in a certain place or time

set – the scenery, furniture and other items that create the world of the play

stage directions – instructions that tell actors where to move or stand on stage

stage manager – the person who helps everything run smoothly backstage during a performance (usually wearing all black clothing and a headset)



ushers (RedCoats) friendly helpers who welcome guests and show them to their seats

Talking About the Show

Use these questions as conversation starters with students:

- Who is your favorite character? Why?
- How do the characters solve their problems?
- How do the costumes help tell the story?
- What do you notice about the set?
- How do the lights make you feel?
- What sounds or songs stand out to you?
- Which part of the show is the funniest, happiest or most exciting?
- What message do you think the story is teaching us?
- What is something new you learned?
- What is one question you still have about the story after the show ends?



ABOUT THE SHOW

Everyone's favorite Big Red Dog, Clifford – bounds onto the stage in a brand-new musical comedy adventure that celebrates friendship, imagination and the magic of unconditional love! Emily Elizabeth absolutely adores her new puppy - the tiny red runt of the litter. But when her GIANT love makes Clifford grow into a GIANT, the family must trade their cramped city apartment for a home on Birdwell Island – where folks aren't so sure about a house-sized, playful pup. Worried his colossal clumsiness is keeping Emily Elizabeth from making friends, Clifford wishes he never grew so big - and it works! He enjoys a fur-tastic small-dog-sized day... until his adventurous BFF and her new island friends get stuck in a place from which only a BIG red dog can save them. *Clifford The Big Red Dog: The Musical* is full of extra-large laughs, joy and love – the paw-fect show for Clifford's growing young fans – and nostalgic grown-ups who remember him too.

About the Company

TheaterWorksUSA's mission is to create exceptional, transformative theatrical experiences that are accessible to young and family audiences in diverse communities throughout New York City and North America. TWUSA believes that access to art – and theater in particular

– is vital for youth programming to address the disproportionate accessibility of art for young people across the country. Now more than ever, TheaterWorks not only entertains but creates experiences that bring audiences together by encouraging compassion, inclusivity and anti-racism, and inspiring young people by giving them a reason to look up with optimism and hope. For nearly six decades they have been a trailblazer in the not-for-profit theater industry with a repertoire of over 140 literature and history-based plays and musicals. Having served over 100 million children, educators and families, TWUSA continues to play a leading role in the rise of theater for young audiences as an art form.

Learn more at twusa.org



What is a Puppet?



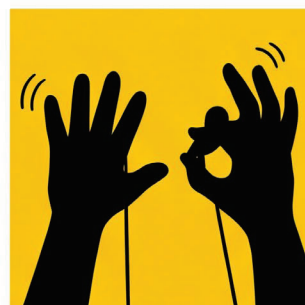
PUPPETS
CAN MOVE,
TALK,
DANCE
AND SHOW
FEELINGS.



A **puppet** is a figure
moved by a performer
using hands, strings,
rods or tools.



*Puppets are
used to act
out stories and
entertain an
audience.*



A person who
controls a puppet is
called a **puppeteer**.
Puppeteers are
performers who
practice moving the
puppet's body, head
and mouth so the
character feels alive.

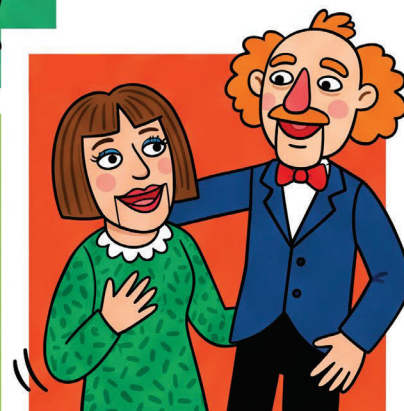


PUPPETS CAN
LOOK LIKE
PEOPLE, ANIMALS,
CREATURES
OR IMAGINARY
CHARACTERS.

Puppets have
been used for
**thousands of
years** in many
places around the
world, including
ancient Egypt,
Greece, China,
India and Japan.
Long ago, people
used puppets to
tell stories, share
traditions and
perform for their
communities.



TODAY, PUPPETS
ARE USED IN
CLASSROOMS,
THEATERS,
MOVIES AND FOR
STORYTELLING.



KEY TERMS & EVENTS

Grades PreK-K

big – very large

city – a place where many people live and work

grow – to get bigger or taller

help – to do something kind for someone

island – land with water all around it

leash – a strap or rope used to keep a pet close

lighthouse – a tall building with a bright light to help boats

protect – to keep someone or something safe

puppy – a baby dog

tricks – fun things an animal learns to do

Grades 1-3

behavior – the way someone acts

care – to be kind and help someone or something

community – a place where people live and work together

consequence – what happens because of a choice or action

different – not the same

friendship – being kind and caring with a friend

giant – someone or something that is very big

problem – something that needs to be fixed

respect – being kind and treating others well

responsibility – a job or task you are supposed to do

solution – an answer that fixes a problem

trust – believing someone will do the right thing



Photo by Jeremy Daniel. L-R, Jimmy Henderson, Chrissa Weir

VOCABULARY CARDS FOR EARLY LEARNERS



leash



help



island



lighthouse



puppy



tricks

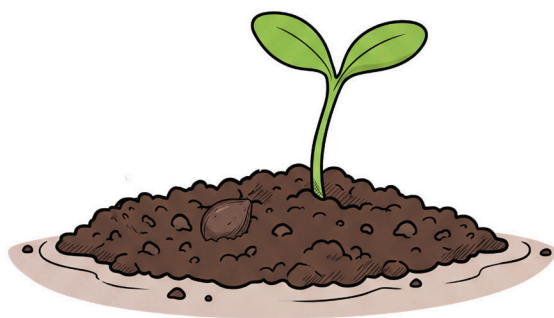
VOCABULARY CARDS FOR EARLY LEARNERS



big



city



grow



protect

■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades PreK-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: AL.1.b, LL.1.a, LL.1.b, LL.1.c

English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4

Fine Arts: Music: K.3PE, 1.3PE, 2.3PE, 3.3PE

Science: K.LS.1, K.LS.2, 1.LS.1



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. In this video, join Molly and AJ as they learn the word of the day, discover fun facts about dogs and lead a positive affirmation song.

More Fun Facts

Dogs

- Dogs can hear sounds that people cannot hear
- Puppies are born with their eyes closed
- Dogs use their tails to help communicate how they feel
- Some dogs have jobs, like helping people or finding lost items
- Some dogs have floppy ears, while others have pointy ears

Things That Are Unique

- Giraffes have unique spot patterns
- Ladybugs can have different numbers of spots
- Butterflies have beautiful wing patterns, and no two are exactly the same
- Dolphins have unique whistles that work like names

Additional Term

unique – special, different and one of a kind

Vocab Challenge (Grades PreK-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: CO.1.a, LL.1.a, LL.1.b, LL.1.d

English/Language Arts: L.K.4, L.K.5, L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5

Grades PreK-K

This is a vocabulary detective game to be played after reviewing the Key Terms on page 9 with the students. To prepare, print the picture cards on pages 10-11 and the scenario cards on pages 14-15. Read a *Clifford* picture book of choice to the students.

Explain that the class will become “detectives” and use what they know about the vocabulary words to solve different Clifford-themed scenarios. Read one scenario card aloud at a time and encourage students to think about which vocabulary word best matches the situation. Students should raise their hands to discuss their ideas and then choose the vocabulary word (looking at the picture cards as options to choose from) they believe is correct. Be sure to have them explain WHY they chose that answer. Continue discussing each scenario card, encouraging students to use context clues that they already know about each word to support their answers.

ANSWER KEY

1. big
2. city
3. grow
4. help
5. island
6. leash
7. lighthouse
8. protect
9. puppy
10. tricks

Grades 1-3

Begin by reviewing the Key Terms from page 9 with the students. Consider reading a *Clifford* picture book of choice to them. Split the class into small groups. Print the Key Terms list and the scenario cards on pages 16-17 so there are enough copies for each group to receive one list and at least one scenario card.

Explain that good readers use clues to understand new words. Give each group 1 or 2 Clifford inspired scenario cards. As a group, students should discuss their thinking, use context clues from the scenario, and explain why they chose that word as the answer. Through discussion and collaboration, students should deepen their understanding of vocabulary while making connections to important themes from the story, including friendship, respect, responsibility, trust and being a helpful member of a community.

If time allows, students can make up their own scenarios to quiz their classmates about the vocabulary words.

ANSWER KEY

1. care – Clifford helps a friend feel better
2. giant – Clifford is very large
3. problem – the fence needs to be fixed
4. consequence – something happens because of Clifford’s action
5. trust – friends believe Clifford will do the right thing
6. respect – Clifford treats others kindly
7. friendship – friends care about and support each other
8. responsibility – Clifford completes tasks he is expected to do
9. community – people and pets work together in a shared place
10. different – Clifford is not the same as others
11. behavior – Clifford’s actions show how he acts
12. solution – friends find an answer to fix the problem

Grades PreK-K Vocabulary Scenario Cards

SCENARIO CARD 1

Clifford is so tall that he can see over the houses!

What is Clifford?

Answer: _____

SCENARIO CARD 2

Emily Elizabeth and Clifford walk where there are lots of houses, cars, stores, and people.

What do they walk? In the...

Answer: _____

SCENARIO CARD 3

Every year Clifford gets a little taller and bigger.

What does Clifford do?

Answer: _____

SCENARIO CARD 4

Clifford picks up a toy for his friend who cannot reach it.

What action does Clifford do?

Answer: _____

SCENARIO CARD 5

Clifford visits a piece of land with water all around it.

Where did he visit? An...

Answer: _____

SCENARIO CARD 6

Emily Elizabeth holds a long strap while walking Clifford so he stays close to her.

What does Emily Elizabeth hold? A...

Answer: _____

Grades PreK-K Vocabulary Scenario Cards

SCENARIO CARD 7

At the beach, Clifford sees a tall building with a bright light that helps boats find their way.

What does he see? A...

Answer: _____

SCENARIO CARD 8

Clifford stands in front of his little friend to keep them safe from danger.

How does he help?

Answer: Clifford _____s
his friends.

SCENARIO CARD 9

Clifford was once a tiny baby dog before he grew so big.

What did Clifford used to be? A...

Answer: _____

SCENARIO CARD 10

Clifford can sit, shake, roll over, and fetch a ball. These are fun things he has learned to do.

What did he learn how to do?

Answer: _____

Grades 1-3 Vocabulary Scenario Cards

SCENARIO CARD 1

Clifford sees his friend feeling sad at the park. He sits beside them, listens, and helps them feel better.

Answer: _____

Why? _____

SCENARIO CARD 2

Clifford is much larger than the other dogs in the neighborhood.

Answer: _____

Why? _____

SCENARIO CARD 3

Clifford knocks over a fence while playing.

Answer: _____

Why? _____

SCENARIO CARD 4

Clifford accidentally breaks something, so he must help repair it. He learns to be more careful next time.

Answer: _____

Why? _____

SCENARIO CARD 5

Clifford's friends know they can count on him because he is always honest.

Answer: _____

Why? _____

SCENARIO CARD 6

Clifford shows he is listening, uses kind words, and treats everyone politely.

Answer: _____

Why? _____

Grades 1-3 Vocabulary Scenario Cards

SCENARIO CARD 7

Clifford and Emily Elizabeth are best buddies. They both care about each other.

Answer: _____

Why? _____

SCENARIO CARD 8

Clifford helps take care of his toys, follows rules, and completes the jobs he is expected to do.

Answer: _____

Why? _____

SCENARIO CARD 9

Clifford lives in a neighborhood where a group of people and pets work together, help one another, and care about each other.

Answer: _____

Why? _____

SCENARIO CARD 10

Clifford is very big, but he learns that being special is what his friends appreciate about him.

Answer: _____

Why? _____

SCENARIO CARD 11

Clifford chooses actions like sharing his toys and playing gently with others. He wants to be a good dog.

Answer: _____

Why? _____

SCENARIO CARD 12

At first, Clifford and his friends cannot decide how to solve a disagreement during playtime. They talk together and find a way that works for everyone.

Answer: _____

Why? _____

Get Ready With Clifford

(Grades K-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.K.1, SL.K.2, SL.K.3, SL.1.1, SL.1.2, SL.1.3, SL.2.1, SL.2.2, SL.2.3, SL.3.1, SL.3.2, SL.3.3, SL.3.4

Mathematics: K.MD.1, K.MD.2, 1.MD.3, 1.MD.4, 2.MD.7, 2.MD.10, 3.MD.1a, 3.MD.3

Begin by reading or listening to *Clifford the Big Red Dog* (September 2021 Edition) aloud to the class. The book and a video read aloud are cited in Resources on pg. 29. As students listen, encourage them to notice the things Clifford does during his day and discuss why pets need routines and responsibilities to stay healthy, safe and happy. Younger students may respond orally, point to pictures or share ideas with a partner, while older students may explain their thinking aloud using details from the story.

Have students use the Planning Clifford's Day worksheet on pg. 19 to check off activities they imagine Clifford does each day. They should complete only Part 1.

Once students understand the idea of a daily routine, introduce the concept of **elapsed time**, or how much time passes during an activity. Using a classroom or demonstration clock, model a few examples. Show the start time, end time and the number of minutes that have passed. For example, Clifford may start eating breakfast at 8:00 a.m. and finish at 8:10 a.m. Guide students in counting forward to determine the elapsed time. Younger students may focus on sequencing activities in order and identifying whether they happen in the morning, afternoon or evening if elapsed time is too advanced.

Next, have students work with a partner or small group to complete Part 2 (on pg.20) of the Planning Clifford's Day worksheet. Using the activities they selected in Part 1, students should create a daily schedule for Clifford by assigning a start time, end time and an amount of elapsed time for each activity. They should also explain why each activity is important to a routine. Students should record their responses directly on the worksheet. Encourage neat, organized work.

When finished, pairs or groups should present the Clifford schedule they created to the rest of the class. Students may use the presentation checklist on pg. 21 to help them prepare and remember key presentation expectations.



Planning Clifford's Day

Name: _____

Part 1: Brainstorm Clifford's Daily Routine

What are some things Clifford needs to do every day?

- ☐ Wake up
- ☐ Eat breakfast
- ☐ Drink water
- ☐ Go for a walk
- ☐ Play
- ☐ Learn or read
- ☐ Spend time with Emily Elizabeth
- ☐ Rest
- ☐ Eat dinner
- ☐ Go to bed

Other Ideas:



Part 2: Plan Clifford's Daily Schedule

Activity	Why is this activity important to Clifford's routine?	Start Time	End Time	Elapsed Time
Example: Eat Breakfast	Gives Clifford energy	8:00AM	8:20AM	20 minutes
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				



Presentation Checklist

- ☐ My activities are in the correct order.
- ☐ I showed the start and end times.
- ☐ I calculated the elapsed time correctly.
- ☐ I described Clifford's daily tasks.
- ☐ I explained why each activity is important.
- ☐ I used neat handwriting and formatting.
- ☐ I practiced before presenting.

Be Like Clifford (Grades PreK-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: AL.2.a, CO.3.a, CO.4.a, CR.2.a, LL.1.a, LL.1.b, LL.1.c, LL.1.d

English/Language Arts: SL.K.1, SL.K.2, SL.K.3, SL.1.1, SL.1.2, SL.1.3, SL.2.1, SL.2.2, SL.2.3, SL.3.1, SL.3.2, SL.3.3

Fine Arts: Drama: K.2CO, K.3CO, 1.2CO, 1.3CO, 2.2CO, 2.4CO, 3.4CO, 3.6CO; Music: K.1CO, K.2CO, K.3CO, 1.1CO, 1.2CO, 1.3CO, 2.1CO, 2.2CO, 2.3CO, 3.1CO, 3.2CO, 3.3CO

Social & Emotional Learning: A1.1.a, A1.2.a, A1.1.b, A1.2.b

Clifford is a character who represents a true example of kindness and loyalty. Based on what students already know about this character (such as the reading from prior activities) discuss Clifford's actions and how he shows important character traits. Guide students in identifying examples of Clifford being a good friend, such as helping others, showing care, including others and making kind choices. Perhaps students may think about their own pets and how they are loyal or friendly.

Pick a few prompts from the list below and start a class discussion:

Discussion Prompts:

1. A new student joins Clifford's class. They are sitting alone at lunch because they do not know anyone yet.
 - How can Clifford and his friends make the student feel included?
 - What words or actions show friendship?
2. A student makes fun of Clifford because he is very large and different from the other dogs.
 - How can Clifford's friends respond in a kind and brave way?
 - How can they show respect for differences?
3. Clifford accidentally breaks a friend's toy while playing. His friend becomes upset.
 - What should Clifford do?
 - How can he take responsibility and repair the friendship?
4. A friend is afraid to try something new because they think they might fail.
 - How can Clifford help them feel confident?
 - What encouraging words could he say?
5. Clifford and his friends have a big project to complete, but everyone wants to do a different job.
 - How can they work together?
 - What does teamwork look like?
6. Clifford notices that a friend is having a difficult day and seems unhappy.
 - What could Clifford do to show he cares?
 - How can small acts of kindness make someone's day better?
7. Clifford wants to play outside, but he knows he needs to complete his responsibilities first.
 - What choice should Clifford make?
 - How does being responsible show care for others?
8. Clifford sees someone being treated unfairly but feels nervous about speaking up.
 - What could Clifford do to show courage?
 - How can someone be brave while still being kind?

After the discussion, students should continue exploring Clifford's positive character traits through music and movement. To help get creativity flowing, listen to songs on the 'Clifford Musical Tribute' YouTube video posted in Resources on pg. 29.

As a class, create and sing a simple friendship song using the tune of "If You're Happy and You Know It." Begin by brainstorming character traits that make someone a good friend, such as kindness, responsibility, teamwork, bravery or helpfulness. Invite students to contribute words, ideas or lyric suggestions.

Together, create at least one verse about being a good friend. As students sing about each character trait, they should add a matching movement, such as clapping, stomping, patting their knees or acting out the behavior being described. For example, students might mime/pretend to help a friend clean up toys while singing about being helpful.

Post-Show Extension for Older Students: After seeing the show, have students work in small groups to create an additional verse based on a positive character trait they observed Clifford to have in the show. Groups should identify a trait, write lyrics that demonstrate it, choose a matching action or movement and perform their verse for the class.



■ POST-SHOW ACTIVITIES

My Opinion Is... (Grades PreK-3)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning & Development: AL.1.b, AL.1.c, CO.1.a, CO.2.a, CR.2.a, LL.1.c, LL.1.d

English/Language Arts: W.K.1, W.K.5, W.K.6, W.1.1, W.1.5, W.1.6, W.2.1, W.2.5, W.2.6, W.3.1, W.3.5, W.3.6

Social & Emotional Learning: B1.1.a, B1.2.a, B3.1.a, B3.2.a, B2.1.b, B2.2.b, B2.3.b

Clifford is a BIG deal! He seems like the perfect pet, but what does the class think? Review the topics below with the students. Feel free to copy these onto the board or chart paper for students to reference while writing.

Opinion Writing Includes:

- **My opinion** – what I think or believe about a topic
- **Reasons** – why I think that way
- **Details** – examples that explain my reasons
- **Closing statement** – a final sentence that shares my opinion again

Sentence Starters:

- I think Clifford would/would not make a great pet because...
- My opinion is...
- I believe...
- One reason is...
- Another reason is...
- For example, _____.
- This shows...
- That is why I think _____ is _____.

Remember:

- Say what you think
- Tell why you think it
- Give examples
- Use words from the story to support your ideas

Grades PreK-K

Ask students the question, “Would Clifford make a good pet?” Create a class chart with two columns: Yes and No. Ask them to think about details from the story. Was Clifford kind? Helpful? Fun? Were there any challenges that came from his size? As students share their ideas, record their responses on the chart.

After the discussion, pass out lined paper to each student. On it, students should choose whether they think

Clifford would or would not make a good pet. Then, they should draw a picture to show their opinion and dictate or write one reason. When finished, invite students to share their work with a partner or the class and display the completed worksheets under the matching column on the class chart.

Grades 1-3

Ask students the question, “Would Clifford make a good pet?” Begin with a class discussion and create a chart listing reasons Clifford would make a good pet and reasons he might not. Encourage students to support their ideas with details from the story.

Review “Opinion Writing Includes” and “Sentence Starters” above. Model a short response for the class. For example: “I think Clifford would make a great pet because he is kind and helpful. In the story, he helps other people when they need him.”

Next, have students plan their writing. Give students a blank sheet of paper and have them divide it into four sections labeled Opinion, Reason 1, Reason 2, and Details/Examples. They should fill in each section with evidence.

Once planning is complete, students should use their organizer to write an opinion paragraph on lined paper. Remind them to state their opinion, explain their reasons, include story details and end with a sentence that restates their opinion.

After writing, students should reread their work to edit and double check that all the evidence from their planning chart is included in their writing. To conclude, invite students to share their writing with a partner, small group or the class and discuss the different opinions they heard.

Big Red Retell (Grades PreK-3)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Early Learning & Development: AL.1.a, AL.1.b, AL.1.c, CO.1.a, CO.2.a, CO.3.a, LL.1.a, LL.1.b, LL.1.c, LL.1.d, LL.1.e

English/Language Arts: RL.K.1, RL.K.2, RL.K.3, RL.1.3, RL.2.3, RL.3.3

Fine Arts: Drama: K.1CR, K.2CR, 1.1CR, 1.2CR, 2.1CR, 2.2CR, 3.1CR, 3.2CR

Grades PreK-K

Re-read the *Clifford the Big Red Dog* picture book (Sept. 2021 Edition) to the class. As students listen, encourage them to pay attention to what Clifford *does* throughout the story. What are his actions?

After reading, explain that good readers can retell a story by sharing what happened at the beginning, middle and end. Together as a class, look back at the story and discuss the most important events. What happened first? What happened in the middle? How did the story end?

Put a story map (template available on the next page) on the board and work together as a class to place key events in the correct order. Encourage students to use the words beginning, middle, and end as they share their ideas.

Next, divide the class into three groups. Assign each group the beginning, middle, or end of the story. Have groups pose to create a frozen tableau, or picture, showing their assigned part of the story. Invite the rest of the class to describe what they see and put them in order of events in the story.

To conclude, have students work together to orally retell the story using the words beginning, middle and end. Encourage them to think about the “pictures” they made to be sure they include the most important events from each part of the story.

Grades 1-3

Begin by asking students about the Clifford performance. What was their favorite part? Which moments stood out most? Together as a class, discuss what happened from the beginning of the story to the end. Explain that good audience members can retell a story by remembering the most important things that happened. As students share ideas, create a class story map (template available on the next page) that includes the characters, setting, problem, solution and major events. Discuss how each event leads to the next and helps move the story forward.

Next, students should create a human story map. Assign small groups different events from the performance and have them arrange themselves in the order the events occurred. Review the sequence together and retell the story as a class from beginning to end.

Afterward, talk about the characters in the performance. Remind students to describe Clifford and the other characters using character traits. Encourage them to support their ideas with examples from the story. Record responses on the board.

Working with a partner, have student take turns retelling the full story of the the show. Encourage them to include the characters, setting, problem, solution and major events in the correct order. As students share, prompt them to explain how Clifford’s actions and character traits influenced the events of the story or helped solve the problem. Invite volunteers to share their retellings with the class. Discuss how different students may focus on different details while still including the most important parts of the story.

Story Map

CLIMAX
(Most exciting part)

RISING ACTION
Events leading up to the most
exciting part (problem)

FALLING ACTION
Events leading up to the end of
the story

RESOLUTION
End of the story (solution)

INTRODUCTION

Beginning of the story

BEGINNING

MIDDLE

END

Clifford's Vocabulary Collar (Grades K-3)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Early Learning & Development: CO.1.a, LL.1.a, LL.1.b, LL.1.d

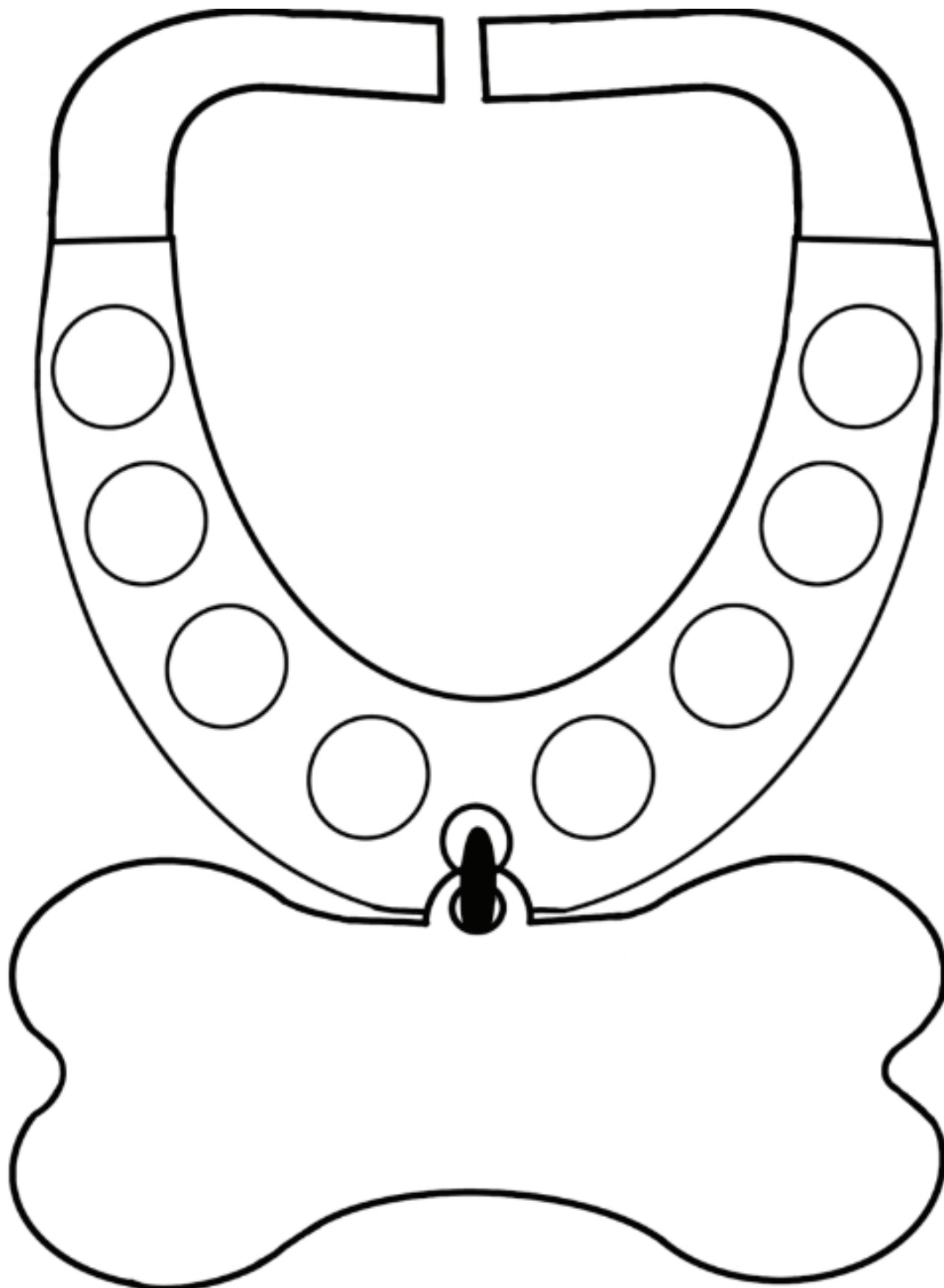
English/Language Arts: L.K.4, L.K.5, L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5

Fine Arts: Visual Arts: K.1CO, K.3PE, 1.2CR, 1.3CR, 2.3CR, 3.2PE

As a fun post-show wrap-up activity, review the vocabulary introduced in Key Terms & Events on pg. 9 again. Invite each student to choose one vocabulary word from the list that stands out to them. On the next page, print the dog collar coloring sheet for students to design a new collar for Clifford to wear. Have students write their chosen word on the dog bone shaped tag and decorate the collar with colors, symbols and pictures that help bring the meaning of the word to life. As they create, encourage them to think about what their word looks like, feels like or reminds them of.

Display the completed creations around the classroom, let students wear them or allow them to have their plushies/stuffed animals wear them. If permitted, photos of the completed creations can be emailed to schoolprograms@playhousesquare.org to share with the Playhouse Square Education team.





RESOURCES

BOOKS



Clifford The Big Red Dog (September 2021, Scholastic),
by Norman Bridwell



Recommended reads curated by Cleveland Public Library

- *Curious George Joins the Team*, H. A. Rey
- *Strictly No Elephants*, by Lisa Mantchev
- *The Day the Crayons Quit*, by Drew Daywalt
- *The Pigeon HAS to Go to School!*, by Mo Willems
- *The Smart Cookie*, by Jory John



**CLEVELAND
PUBLIC
LIBRARY**

For more information,
visit CPL Youth Services
or go to cpl.org.

WEB



“Children’s Resources: How to Take Care of a Pet,”
Animal Medical Center, <https://www.amcny.org/wp-content/uploads/2020/04/How-to-Take-Care-of-a-Pet-FINAL.pdf>

“Clifford The Big Red Dog Read Aloud,” YouTube,
uploaded by Early Learning Adventures With Mrs. T,
<https://youtu.be/hearnl9fmjM?si=9h0EEFIY26J4yV4L>

“Clifford The Big Red Dog TV Theme Song,” YouTube,
uploaded by Clifford The Big Red Dog, https://youtu.be/pEcSpvQmLFw?si=_Em9562fYTXbwZj-

“Collection of Clifford Activities (English and Spanish),” *PBS Learning Media*, <https://ideastream.pbslearningmedia.org/resource/printable-activities-media-gallery/clifford-the-big-red-dog-activity-gallery/>

“‘Having a Friend Like You’ Song from Clifford The Big Red Dog A Really Big Musical Tribute,” YouTube, uploaded by Album Songs, <https://youtu.be/ayuQhbXq3e0?si=ey7aphRNn0QqXte9>

“Learn How to Care For Pets!,” YouTube, uploaded by Super Simple Play with Caitie!, <https://youtu.be/iLrW05LHMzI?si=zZYAQ9rJi24FzYPU>

“‘My Dog Clifford’ Song from *Clifford The Big Red Dog: The Musical*,” YouTube, uploaded by TheSamTsui, <https://youtu.be/V5k5a1VA0GU?si=oPFpGX4K9YFNU0vy>

“Ohio Theatre Letterbox” Activity

<https://playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf>

Visiting Playhouse Square Social Stories

For Schools and Groups.

<https://vimeo.com/228684472>

For Families and Homeschools.

<https://vimeo.com/228683843>

Classroom Connections Workshop Video

Clifford The Big Red Dog: The Musical Pre-Show
Workshop Video. Password: trick799
<https://vimeo.com/1223360655>

CURRICULUM STANDARDS INDEX

Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Get Ready With Clifford Big Red Retell	18 25
AL.1.b	Completes activities with increasingly complex steps.	PreK	Pre-Show Video Workshop Get Ready With Clifford My Opinion Is... Big Red Retell	12 18 24 25
AL.1.c	Persists in completing a task with increasing concentration.	PreK	Get Ready With Clifford Big Red Retell	18 25
AL.2.a	Develops a growth mindset.	PreK	Be Like Clifford	22
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Vocab Challenge My Opinion Is... Big Red Retell Clifford's Vocabulary Collar	13 24 25 27
CO.2.a	Demonstrates increasing ability to think symbolically.	PreK	Big Red Retell	25
CO.3.a	Uses increasingly complex strategies to solve problems.	PreK	Be Like Clifford Big Red Retell	22 25
CO.4.a	Develops ability to be flexible in own thinking and behavior.	PreK	Be Like Clifford	22
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Be Like Clifford My Opinion Is...	22 24
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Pre-Show Video Workshop Vocab Challenge Be Like Clifford Big Red Retell Clifford's Vocabulary Collar	12 13 22 25 27
LL.1.b	Develops and expands understanding of vocabulary and concepts	PreK	Pre-Show Video Workshop Vocab Challenge Be Like Clifford Big Red Retell Clifford's Vocabulary Collar	12 13 22 25 27
LL.1.c	Communicates using increasingly complex language.	PreK	Pre-Show Video Workshop Be Like Clifford My Opinion Is... Big Red Retell	12 22 24 25
LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Vocab Challenge Be Like Clifford My Opinion Is... Big Red Retell Clifford's Vocabulary Collar	13 22 24 25 27
LL.1.e	Develops comprehension of read-aloud text.	PreK	Big Red Retell	25

MA.3.b	Develops the ability to sort.	PreK	Get Ready With Clifford	18
MA.3.c	Develops understanding of patterns.	PreK	Get Ready With Clifford	18

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Pre-Show Video Workshop Vocab Challenge Clifford's Vocabulary Collar	12 13 27
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Vocab Challenge Clifford's Vocabulary Collar	13 27
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K	Big Red Retell	25
RL.K.2	With prompting and support, retell familiar stories, including key details.	K	Big Red Retell	25
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Big Red Retell	25
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Get Ready With Clifford Be Like Clifford	18 22
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	K	Get Ready With Clifford Be Like Clifford	18 22
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K	Get Ready With Clifford Be Like Clifford	18 22
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).	K	My Opinion Is...	24
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K	My Opinion Is...	24
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K	My Opinion Is...	24
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Pre-Show Video Workshop Vocab Challenge Clifford's Vocabulary Collar	12 13 27

L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Vocab Challenge Clifford's Vocabulary Collar	13 27
RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Big Red Retell	25
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Get Ready With Clifford Be Like Clifford	18 22
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	1	Get Ready With Clifford Be Like Clifford	18 22
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1	Get Ready With Clifford Be Like Clifford	18 22
W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	1	My Opinion Is...	24
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1	My Opinion Is...	24
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1	My Opinion Is...	24
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Pre-Show Video Workshop Vocab Challenge Clifford's Vocabulary Collar	12 13 27
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Vocab Challenge Clifford's Vocabulary Collar	13 27
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Big Red Retell	25
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Get Ready With Clifford Be Like Clifford	18 22
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	2	Get Ready With Clifford Be Like Clifford	18 22
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2	Get Ready With Clifford Be Like Clifford	18 22

W.2.1	Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2	My Opinion Is...	24
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2	My Opinion Is...	24
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2	My Opinion Is...	24
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Pre-Show Video Workshop Vocab Challenge Clifford's Vocabulary Collar	12 13 27
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	3	Vocab Challenge Clifford's Vocabulary Collar	13 27
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	Big Red Retell	25
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Get Ready With Clifford Be Like Clifford	18 22
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3	Get Ready With Clifford Be Like Clifford	18 22
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3	Get Ready With Clifford Be Like Clifford	18 22
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3	Get Ready With Clifford	18
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	My Opinion Is...	24
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	3	My Opinion Is...	24
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.	3	My Opinion Is...	24

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CR	Demonstrate observations and listening skills in a theatrical context.	K	Big Red Retell	25
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	Coming to the Theater	25
K.2CO	Identify stories that are different from one another in dramatic play or a guided drama experience (process drama, story drama, creative drama).	K	Be Like Clifford	22
K.2CR	Imitate the characters seen in media presentations of stories and fairy tales.	K	Big Red Retell	25
K.2RE	Describe what a playwright does.	K	Coming to the Theater	4
K.3CO	Engage in dramatic experiences to explore concepts from other academic areas.	K	Be Like Clifford	22
K.5RE	Demonstrate ways an audience can show respect when watching a theatrical performance.	K	Coming to the Theater	4
1.1CR	Identify the beginning, middle and ending of stories and retell in proper sequence.	1	Big Red Retell	25
1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
1.2CO	Identify similarities and differences in stories from one's own community in a guided dramatic experience (process drama, story drama, creative drama).	1	Be Like Clifford	22
1.2CR	Use body and voice to imitate the characters seen in media presentations of stories, myths, and fairy tales.	1	Big Red Retell	25
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Be Like Clifford	22
2.1CR	Identify the plot and summarize the story.	2	Big Red Retell	25
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.2CO	Compare the same story across cultures while recognizing there are varied points of view.	2	Be Like Clifford	22
2.2CR	Create the movements and expressive voices for characters in stories, myths, and fairy tales from various time periods and cultures.	2	Big Red Retell	25
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Be Like Clifford	22
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4

3.1CR	Express a character's thoughts and feelings within the plot of a story.	3	Big Red Retell	25
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.2CR	Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.	3	Big Red Retell	25
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Be Like Clifford	22
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
3.6CO	Use problem-solving and communication skills to interpret a story.	3	Be Like Clifford	22

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.1CO	Experience how music communicates feelings, moods, images, and meaning.	K	Be Like Clifford	22
K.2CO	Attend a music performance demonstrating appropriate audience behavior for the context and style of music performed.	K	Be Like Clifford	22
K.3CO	Investigate concepts shared between music, other art forms, and other subject areas.	K	Be Like Clifford	22
K.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures.	K	Pre-Show Video Workshop	12
1.1CO	Explore how music communicates feelings, moods, images, and meaning.	1	Be Like Clifford	22
1.2CO	Attend music performances demonstrating appropriate audience behavior for the context and style of music performed.	1	Be Like Clifford	22
1.3CO	Connect concepts shared between music, other art forms, and other subject areas.	1	Be Like Clifford	22
1.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	1	Pre-Show Video Workshop	12
2.1CO	Identify how music communicates feelings, moods, images, and meaning.	2	Be Like Clifford	22
2.2CO	Attend and discuss music performances demonstrating appropriate audience behavior for the context and style of music performed.	2	Be Like Clifford	22

2.3CO	Compare and contrast grade-appropriate concepts shared between music and other subject areas.	2	Be Like Clifford	22
2.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	2	Pre-Show Video Workshop	12
3.1CO	Express how elements of music communicate feelings, moods, images, and meaning.	3	Be Like Clifford	22
3.2CO	Attend and describe music performances demonstrating appropriate audience behavior for the context and style of music performed.	3	Be Like Clifford	22
3.3CO	Compare and contrast the use of similarly named elements in music and other subject areas.	3	Be Like Clifford	22
3.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	3	Pre-Show Video Workshop	12

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art	K	Clifford's Vocabulary Collar	27
K.3PE	Communicate an idea using the elements of art.	K	Clifford's Vocabulary Collar	27
1.2CR	Explore materials to devise imagery and symbols.	1	Clifford's Vocabulary Collar	27
1.3CR	Experiment with various elements of art to communicate meaning.	1	Clifford's Vocabulary Collar	27
2.3CR	Investigate ways to organize elements of art to express meaning.	2	Clifford's Vocabulary Collar	27
3.2PE	Demonstrate expressive and purposeful use of materials and tools.	3	Clifford's Vocabulary Collar	27

Mathematics

Standard	Description	Grade	Activity	Page
K.MD.1	Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short.	K	Get Ready With Clifford	18
K.MD.2	Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.	K	Get Ready With Clifford	18
1.MD.3	Work with time and money. a. Tell and write time in hours and half-hours using analog and digital clocks. b. Identify pennies and dimes by name and value.	1	Get Ready With Clifford	18

1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1	Get Ready With Clifford	18
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2	Get Ready With Clifford	18
2.MD.10	Organize, represent, and interpret data with up to four categories; complete picture graphs when single -unit scales are provided; complete bar graphs when single -unit scales are provided; solve simple put -together, take -apart, and compare problems in a graph.	2	Get Ready With Clifford	18
3.MD.1a	Work with time and money. a. Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock.	3	Get Ready With Clifford	18
3.MD.3	Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step “how many more” and “how many less” problems using information presented in the scaled graphs. For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories.	3	Get Ready With Clifford	18

Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Pre-Show Video Workshop	12
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Pre-Show Video Workshop	12
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Pre-Show Video Workshop	12

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	Be Like Clifford	22
A1.2.a	Recognize emotions as natural and important	K-2	Be Like Clifford	22
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions	K-2	My Opinion Is...	24

B1.2.a	Describe verbal and nonverbal ways to express emotions in different settings	K-2	My Opinion Is...	24
B3.1.a	Describe a time when you kept trying in a challenging situation	K-2	My Opinion Is...	24
B3.2.a	Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	K-2	My Opinion Is...	24
A1.1.b	Identify a range of personal emotions	3-5	Be Like Clifford	22
A1.2.b	Identify that emotions are valid, even if others feel differently	3-5	Be Like Clifford	22
B2.1.b	Identify goals for academic success and personal growth	3-5	My Opinion Is...	24
B2.2.b	Identify school, family and community resources, with adult support, that may assist in achieving a goal	3-5	My Opinion Is...	24
B2.3.b	Plan steps needed to reach a short-term goal	3-5	My Opinion Is...	24