



CLIFFORD THE BIG RED DOG™ - LIVE!

Applause Series CURRICULUM GUIDE
CIVIC CENTER OF GREATER DES MOINES

February 23-24, 2012

Clifford THE BIG RED DOG™



Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Clifford the Big Red Dog—Live!* Mention Clifford to just about any child, parent, grandparent, or anyone in between and you are almost guaranteed to bring a smile to their face. That's because Clifford has been delighting children and the people who care for them for 50 years. When Norman Bridwell created the loveable red dog in 1963 few could have predicted how enormously popular the story would become, leading to the creation of more than 70 books, a children's television show, and more — including this brand new musical starring Clifford and the rest of the Birdwell Island gang. It is our hope that through this production your students will discover the magic of live theater and develop even BIGGER appetites for reading.

We thank you for sharing this very special experience with your students and hope that this study guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and assessment activities. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to "pick and choose" material and ideas from the study guide to meet your class's unique needs.

See you at the theater,

Civic Center Education Team

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This study guide was compiled and written by Karoline Myers; edited by Michelle McDonald and Eric Olmscheid.
Partially adapted from the *Clifford the Big Red Dog Pre/Post-Show Activity Guide* from Scholastic.

ABOUT THE CIVIC CENTER



The Civic Center of Greater Des Moines is a cultural landmark of central Iowa and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities. The Civic Center has achieved a national reputation for excellence as a performing arts center and belongs to several national organizations, including The Broadway League, the Independent Presenters Network, International Performing Arts for Youth, and Theater for Young Audiences/USA.

Five performing arts series currently comprise the season—the Willis Broadway Series, Prairie Meadows Temple Theater Series, Wellmark Blue Cross and Blue Shield Family Series, the Dance Series, and the Applause Series. The Civic Center is also the performance home for the Des Moines Symphony and Stage West.

The Civic Center is a private, nonprofit organization and is an important part of central Iowa's cultural community. Through its education programs, the Civic Center strives to engage patrons in arts experiences that extend beyond the stage. Master classes bring professional and local artists together to share their art form and craft, while pre-performance lectures and post-performance Q&A sessions with company members offer ticket holders the opportunity to explore each show as a living, evolving piece of art.

Through the Applause Series—curriculum-connected performances for school audiences—students are encouraged to discover the rich, diverse world of performing arts. During the 2011-2012 season, the Civic Center will welcome more than 45,000 students and educators to 13 professional productions for young audiences.

Want an inside look? Request a tour.

Group tours can be arranged for performance and non-performance dates for groups grades 3 and above.

Call 515-246-2355 or visit CivicCenter.org/education to check on availability or book your visit.

DID YOU KNOW?

More than 250,000 patrons visit the Civic Center each year.

The Civic Center opened in 1979.

The Civic Center has three theater spaces:

- *Main Hall, 2744 seats*
- *Stoner Studio, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Main Hall.

Nollen Plaza, situated just west of the Civic Center, is a park and amphitheater that is also part of the Civic Center complex. The space features the Brenton Waterfall and Reflection Pool and the Crusoe Umbrella sculpture.

The Applause Series started in 1996. You are joining us for our 16th season of school performances.

GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- * What kind of live performance is this (a play, a musical, a dance, a concert, etc.)?
- * What is the mood of the performance? Is the subject matter serious or lighthearted?
- * What is the mood of the performers? Are they happy and smiling or somber and reserved?
- * Are the performers encouraging the audience to clap to the music or move to the beat?
- * Are there natural breaks in the performance where applause seems appropriate?

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- * Leave all food, drinks, and chewing gum at school or on the bus.
- * Cameras, recording devices, and personal listening devices are not permitted in the theater.
- * Turn off and put away all cell phones, pagers, and other electronic devices before the performance begins.
- * Do not text during the performance.
- * Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- * When the house lights dim, the performance is about to begin. Please stop talking at this time.
- * **Talk before and after the performance only.** Remember, the theater is designed to amplify sound, so the other audience members and the performers on stage can hear your voice!
- * Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- * Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage — they will let you know what is appropriate.
- * Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



**Thank you for choosing the Applause Series at the Civic Center of Greater Des Moines.
Below are tips for organizing a safe and successful field trip to the Civic Center.**

ORGANIZING YOUR FIELD TRIP

- * Please include all students, teachers, and chaperones in your ticket request.
- * After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail**.
- * Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- * The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- * Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- * Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- * Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- * All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

DIRECTIONS AND PARKING

- * Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3rd Street and 2nd Avenue. Turn onto 3rd Street and head south.
- * Police officers are stationed at the corner of 3rd and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- * Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- * Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with the Civic Center Education staff.

ARRIVAL TO THE CIVIC CENTER

- * When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. You may enter the building through the East or West lobbies; a Civic Center staff member may be stationed outside the building to direct you.
- * Civic Center staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- * Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign a group's specific location in the hall.
- * We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- * Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.
- * As a reminder, children under the age of three are not permitted in the theater for Applause performances.

IN THE THEATER

- * In case of a medical emergency, please notify the nearest usher. A medical assistant is on duty for all Main Hall performances.
- * We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- * Following the performance, groups may exit the theater and proceed to their bus(es) upon dismissal by Civic Center staff.
- * If an item is lost at the Civic Center, please see an usher or contact us after the performance at 515.246.2355.

QUESTIONS?

Please contact the Education department at 515.246.2355 or education@civiccenter.org.
Thank you!

ABOUT THE PERFORMANCE



Clifford the Big Red Dog—Live is a brand new musical created in honor of the 50th anniversary of Norman Bridwell's *Clifford* book series. The musical is based on original characters created by Bridwell, the scholastic book series, and the scholastic television show which airs on public television. Throughout the musical, Clifford's experiences demonstrate his BIG IDEAS:

- Share
- Play Fair
- Have Respect
- Work Together
- Be Responsible
- Believe in Yourself
- Be Truthful
- Be Kind
- Be a Good Friend

Run Time: 65 minutes

SYNOPSIS

It's Christmas in the city, and all Emily Elizabeth really wants is a dog. Convincing her parents that she is responsible enough for a pet, the Howard family picks out the runt of the litter — Clifford!

Soon, however, Emily Elizabeth's big love for Clifford has helped him grow into a dog much too large for the city. The Howards decide it's time to move to Birdwell Island where they will find lots of fresh air and open space perfect for their new pet.

Once on Birdwell Island, both Clifford and Emily Elizabeth set out to make new friends. Although many of the islanders welcome them, not everyone is happy to see them come. Can Emily Elizabeth and Clifford convince their new neighbors that having a dog like Clifford around is something special and not a nuisance?

As you watch...

Notice the use of puppets to represent the dogs. What do the puppets look like? How do the puppeteers show what the dogs' are thinking, feeling, and doing?

THE CHARACTERS:

The Howard Family

Emily Elizabeth
Mom
Dad

The Dogs

Clifford
T Bone
Cleo
Mac

Friends and Neighbors

Miss Carrington
Charley
Mr. Partland
Jetta

SONGS:

- "All I Want for Christmas is a Dog"
- "On Birdwell Island"
- "A Friend Like You"
- "Show and Tell"
- "Just a Little Love"

ABOUT THE AUTHOR AND ILLUSTRATOR



Clifford and his friends are the creation of author and illustrator Norman Bridwell. Learn more about Bridwell's childhood and how he came to create the beloved big red dog.

CHILDHOOD

Norman Bridwell grew up in Kokomo, Indiana. As a child, he was constantly drawing. Few would have guessed that his drawings and writings would someday delight millions of children, parents, and teachers. "I always liked to draw," Bridwell shares with children when he visits schools, "but I was never considered very good. In school there was always someone better than me; the art teacher always liked their work better than mine. Teachers didn't like my writing either." Despite their doubts, Bridwell continued to do what he loved.

After high school, Bridwell went on to study art at the John Herron Art Institute in Indianapolis and Cooper Union in New York City.

PUBLISHING

In 1962, Bridwell decided to put together a portfolio of drawings and visit children's book publishers. Now married and with an infant daughter – Emily – he was hoping to make some extra money by illustrating books.

Bridwell visited more than a dozen publishing houses with no luck. One editor went so far as to tell him that his art was just not good enough and that she didn't think anybody would want him to illustrate a book for them. Remarkably, however, she also made a suggestion that led to his greatest success.

One of the drawings Bridwell shared with the editor was a sketch of a baby girl and a horse-sized bloodhound (a type of dog). "There might be a story in this," she told Bridwell and advised him to write a story to go along with it.

ABOVE: Norman Bridwell signs copies of one of his Clifford books for young readers at event hosted by Scholastic in May 2011. Image courtesy of Insider Images.

THE BIG RED DOG

Bridwell immediately decided to take her advice, but decided to make the dog even bigger and more of an "all-around" dog like the one he had wanted as a boy, one that he could ride and who would be a fun companion. Within a few days, he had created a little book about a girl and her dog.

Soon, Bridwell dropped off his drawings and manuscript at Scholastic, not expecting anything to happen with the little story. Instead, three weeks later, he received word that Scholastic wanted to publish *Clifford the Big Red Dog*. Since then, more than 70 books about Clifford have been published.

Today, there are more than 126 million copies of Bridwell's books in print and his stories have been translated into 13 languages.

VOCABULARY



TM Norman Bridwell. © Scholastic Entertainment Inc. All rights reserved.



anchor: a heavy object attached to a ship that keeps the ship in place when it is thrown overboard.

adventure: an unusual or exciting experience. The Howards have an adventure when they move from the city to Birdwell Island.

bird's eye view: a phrase that means to be able to see from above as if you were flying like a bird.

Clifford is so tall that he has a bird's eye view of what is happening on the ground.



A photo of downtown Des Moines taken from the air like a bird's eye view.
Image courtesy of bestofiowa.com.

canine: a dog. Mr. Partland often calls Clifford a canine.

city: a town of large size and importance. Des Moines is one example of a city in Iowa.

fish and chips: fish fillets and

French fries. Charley's dad owns a restaurant that serves fish and chips.



Image courtesy of wizardrecipes.com.

frail: delicate or weak. When Clifford is a puppy, he is so small that Mrs. Howard warns Emily Elizabeth to be careful because he is *frail*.

island: a land mass that is entirely surrounded by water.



Image courtesy of sostadium.blogspot.com.



A litter of Dalmatian puppies with their mother.
The smallest puppy born in his litter.

litter: babies all born to a mother animal at the same time. Clifford was

mistake: an accident that may happen because of a poor decision or carelessness. When you make a mistake, it is important to tell the truth.

ocean: the entire body of salt water that covers the earth's surface.



An ocean wave.

one-of-a-kind: unique. Clifford is one-of-a-kind because there are no other dogs like him.

riptide: a rise and fall of ocean water that is very strong. Clifford saves his friend Mac when he is pulled out into the ocean by a riptide.

runt: the smallest animal in a litter.



Image courtesy of stanleyseagull.blogspot.com.

seagull: a type of gull (bird) that lives on the coast near water. T Bone imagines the sound of seagulls when he thinks about relaxing on the beach.

THE PEOPLE BEHIND THE MUSICAL



There are many jobs in the theater. From the people who develop the show to the performers you see on stage, it takes a lot of effort and teamwork to bring a story to the stage.

Think about the many jobs in the theater by reviewing the following information about all the people who work to create the musical about Clifford and his friends.

AUTHOR

Some musicals and plays are inspired by books. The musical you will see is based on the characters in Norman Bridwell's *Clifford* book series.

WRITER OF THE STAGE ADAPTATION

A play based on a book has to be adapted for the stage. The writer must take the story from the book and figure out what to keep, take out, or add to make the story work for the stage.

DIRECTOR

The director tells the actors where to go on stage and how to interpret their characters. The director makes sure everyone is doing a good job telling the story.

ACTORS

Actors are all of the people who you see on the stage. They work together as a team to rehearse the play, memorize their lines, and learn their songs.

PUPPETEERS

The dog characters in the musical are represented with puppets. The puppeteers manipulate the puppets so that the audience understands what each dog is doing or feeling.

SET DESIGNER

The set designer creates the world where the actors tell the story. The set designer imagines and draws all of the pieces that you see on the stage and figures out how the stage changes from scene to scene.

COSTUME DESIGNER

The costume designer imagines the clothes and costumes that the actors wear to help them become the characters.

COMPOSER

The composer writes all of the music for the show. This includes the songs that the actors sing as well as the instrumental music that sets the tone for each scene.

BACKSTAGE CREW

You may not see them, but there are lots of people backstage who build and operate the scenery, costumes, props, lights, and sound during the performance.

THE AUDIENCE

That's right! There can be no performance without you, the audience. The role of the audience is unique because you experience the show with the performers and backstage crew. You are a collaborator in the performance and it is important to learn your role so you can join all the people who work to create the production.

Discussion Questions for Before the Show

1. What is theater? What is the difference between live theatre and a movie or television?
2. Imagine you are an actor on stage. What kind of part would you like to play?
3. How would you like the audience to respond to your performance?

CANINE HELPERS

Clifford is a loveable dog whose BIG IDEAS include Be Responsible and Work Together. Did you know that in addition to making great companions, many dogs have important jobs? Dogs are good workers because they can be trained to be responsible and to work together with people as part of a team .

Read on to learn more about some of the amazing jobs that dogs can do!

Service Dogs

Imagine if you couldn't turn on a light or open the refrigerator. Life might be very frustrating. You would have to depend on other people all the time. Instead, some people with physical disabilities find special helpers in a "service dog."

Service dogs can be specially trained to help people with daily activities. Service dogs may be trained to serve as "eyes" for the blind and "ears" for the deaf. They may be trained to open and close doors, switch lights on and off, pick up dropped objects, and even pull wheelchairs!



Labradors are one of the most common types of dogs to be trained as seeing-eye-dogs.

Detective Dogs

A dog's nose has 20 times more sniffing cells than a human's – which makes their noses great for powerful sniffing. Dogs may learn to smell bombs, drugs, and money to help police in their work.

Dogs can also be trained to smell when fruits, vegetables, meats and other food from foreign countries may be carrying insects or diseases. If authorities find the infected food in time, they can prevent crops, animals, and people in the United States from becoming sick.



A Labrador retriever helps law enforcement sniff out illegal drugs.

Search-and-Rescue Dogs

Dogs can use their amazing sense of smell to rescue people by following the person's scent. Dogs have found missing hikers in mountains and are used to search through rubble, concrete, steel, and other debris after earthquakes or other disasters to find survivors who have been buried.



A German shepherd searches for a missing person.

Herding Dogs

Herding dogs help farmers and ranchers gather livestock such as sheep. A herding dog may drive the animals by barking, circling, or nipping at their heels. Other herding dogs may get the animals to follow just by giving them a silent stare.

In addition to gathering the livestock, herding dogs also provide protection by guarding the animals from predators or alerting the farmer or rancher to danger.



An Akbash herds sheep in Montana.

Hunting Dogs

Some dogs make good hunting buddies. They may, for example, help their owners hunt for ducks by remembering the location of the birds after they've been shot. At command, a hunting dog will retrieve the animal and bring it back to its owner.



Retrievers get their name because they make such great hunting dogs. They are excellent at *retrieving* the animal and bringing it back to their owner.

Images courtesy of kidsnationalgeographic.com and science.howstuffworks.com

POST-SHOW DISCUSSION QUESTIONS



TM & © Scholastic Inc. CLIFFORD TM Norman Bridwell

Comprehension:

1. What time of year did the story start? How do you know? What holiday gave you that clue?
2. Why had Emily Elizabeth's mom and dad not let her get a dog before? What changed their minds?
3. What was Clifford like when the Howards first brought him home?
4. What happened when Clifford tried to explore the Howards' apartment?
5. Where did the Howards decide to move? Why did they need to find a new home that wasn't in the city?
6. What happened to Mr. Partland when Clifford sneezed? When Clifford was digging? How did Mr. Partland feel about that?
7. Who were the first friends that Clifford met on Birdwell Island? Were either of them nervous to meet such a big dog?
8. What did Charley share with his new friend Emily Elizabeth?
9. What did Emily Elizabeth and Clifford find on the beach when they were looking for something to take to Show-and-Tell?
10. Why did Jetta tell her dog Mac to stay away from the water?
11. What did Clifford do to save the day?

Setting:

1. At the beginning of the story, the Howard family lived in the city. What is a city like? What do you find in a city?
2. Some of the story takes place on the beach. What is a beach? What do you find there? What are some of the things you can do there?

Music:

1. Can you remember any of the songs in the show? If yes, did they remind you of any other songs you had heard before?
2. Who performed the different songs? What did the characters do during the different songs?

Friendship:

1. What does it mean to be a friend?
2. How can we show friendship to someone?
3. How does it feel to be in a new place where you don't have any friends yet? How can you make someone feel welcome who is new?

Neighbors:

1. Do you have any neighbors that live near you? Do you ever talk to them?
2. What does it mean to be a good neighbor?

ASSESSMENT ACTIVITIES, pg. 1



shop4

1) WRITE A LETTER

Goal: To reflect on the performance experience and to practice writing skills.

When: After the performance.

Explanation: After the show, students will write letters to the *Clifford* performers or to Civic Center donors whose support keeps Applause tickets accessibly priced for school groups.

Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussion questions to guide the conversation:

What was the show about?
What parts of the show were most exciting?
Which character did you enjoy the most? Why?
What BIG IDEAS did the characters show?
What did the characters learn?

2. Next, invite students to write a letter to the performers or to Civic Center donors.

Letter Starter #1:

Dear *Clifford* performers,

My favorite part of the show was...
While watching your show I felt... because ...
I have drawn a picture of the scene when...
If I could be in your show, I would play the
part of ... because ...

Letter Starter #2:

Dear Civic Center Donors,

Thank you for helping my class go to the Civic Center to see *Clifford the Big Red Dog*. My favorite part of the show was... While watching the show I felt... because ... I have drawn a picture of the scene when... This experience was special because ...

3. After writing the letter, students can illustrate a scene from the performance.
4. Last, mail the letters to us and we'll make sure they get to the right people.

Civic Center of Greater Des Moines,
Attn: Education Department
221 Walnut Street
Des Moines, IA 50309.

Follow-Up Discussion Questions:

1. What did you choose to share in your letter? Why?
2. How does receiving a letter make you feel?
3. How do you think the recipient of your letter will feel when he or she receives your letter? Why?
4. Why do you think the performers choose to make being an actor their career?
5. Why do you think people give money to help students go see performances?



ASSESSMENT ACTIVITIES, pg. 2



2) HELPING HANDS

Goal: To explore Clifford's BIG IDEA of Be Kind by exploring ways that we help one another.

When: After the performance

Explanation: In this activity, students will discuss ways that we show kindness to one another at home, school, and in the community. They will end by writing a thank you note to someone who helps them.

Activity:

1. Talk about ways that the characters in the show showed kindness to one another. Record students' examples of kindness from the show on the board or on a large sheet of paper.
2. Discuss with students that one of the ways that we show kindness to one another is by helping.
3. Create 3 large charts at the front of the room. Label each chart with a heading: home, school, community.
4. As a class, brainstorm who helps us in each place and how. Add student ideas to the appropriate charts.
5. Invite students to write a thank you note to someone who helps them or others. The person they write to can be someone they know (a parent or sibling at home, a friend or teacher at school) or someone they may not know personally (firefighters at the local fire station).
6. Provide students with art materials to decorate their thank you note.

Follow-up Discussion Questions:

1. How do we know that people care for us?
2. How do you feel when you help someone?
3. What other ways can you show kindness to someone?

3) WELCOME TO OUR TOWN

Goal: To understand what it is like to be new and to think about simple ways to welcome a new person.

When: After seeing the performance

Explanation: In this activity, students will imagine that Emily Elizabeth and Clifford are moving to their town and write them a special note welcoming them to their new home.

Activity:

1. Lead a short discussion about how Emily Elizabeth and Clifford were new to Birdwell Island. Ask students about how Emily Elizabeth and Clifford felt as they met their new neighbors and friends.
2. Invite students to imagine that they have moved to a new place. How would they feel? What types of things would make them feel welcome?
3. Explain to students that it can be frightening or lonely to be in a new place, but there are things that others can do to make us feel welcome.
4. Next, tell students that Emily Elizabeth and Clifford are moving to their town! Invite students to write a special welcome note to them. Students may write their own original notes or use the letter below as an outline.

Welcome to [town name], Emily Elizabeth and Clifford!

Being new can feel

To welcome you to [town name], I would like to spend the day with you.

On our day together we will visit

I will show you

I will introduce you to

I will share...

Your new friend,

Follow-up Discussion Questions:

1. Have you ever been new to a place? If so, how did you feel?
2. What sort of things can we do to welcome someone new?

ASSESSMENT ACTIVITIES, pg. 3



4) ACTING OUT A STORY

Goal: To use drama to convey the elements of character, setting, and plot in a story.

When: Before or after the performance

Explanation: In the musical, the actors took a story which was originally based on a series of book and acted it out. In this activity, students will explore the elements of character, setting, and plot using a *Clifford* book and use those elements to present the story through tableaux .

Tableau: a dramatic convention in which individuals use their bodies to create a “frozen picture” that expresses actions, locations, feelings or situations.

Activity:

1. Select a *Clifford* story and read it aloud to the class.
2. As a class, brainstorm the characters in the story and the different settings (locations) in the story.
3. As a class, determine the plot (events in order with a clear beginning middle and end).
4. Break up the story into small segments and assign each segment to a group of students.
5. Students must then create a tableau (frozen picture that tells a story) of their assigned moment in the story. Together, students may represent the characters, objects, or setting of their assigned moment.
6. All groups then present their tableau in front of the class in the order of the story.
7. Once a group is “frozen,” tap students on the shoulder one at a time. When a student has been tapped, they should “unfreeze” and share a sentence or two that describes who they are and what they are doing in the scene.

Follow-up Questions:

1. How would you describe your character? What in the story led you to that conclusion?
2. How was the story affected by the place it occurred? Would the story have been different if it took place on the beach? In outer space? How?
3. What happened at the beginning of the story? In the middle? At the end?
4. How did you feel while making your tableau?

5) GROWING BIG

Goal: To reflect on milestones in students’ lives as they grow and learn.

When: After the performance

Explanation: In this activity, students will explore how they have grown and create a “Growing Big” book.

Activity:

1. Remind students that Clifford grew big and that they are growing big too.
2. Ask students to brainstorm a list of things that they used to not be able to do on their own. (Example: tying their shoes.) How old were they when they learned how to do it for themselves?
3. Once students have generated a list, create a simple booklet that has one page for each year the student is in age. Title the book “Growing Big.”
4. Students should label each page with the corresponding number. 1, 2, 3, 4, 5, etc.
5. For each number, students should come up with something that they learned to do at that age. Have students write or dictate a sentence to describe.
6. Ask students to create an illustration that shows what they learned to do that year.

Follow-up Questions:

1. How do you know that you are growing big?
2. What does growing big mean to you? Is it just about size?
3. Do any of the things you learned how to do show that you are becoming more responsible?

Name: _____

EXPLORING CLIFFORD'S BIG IDEAS, pg. 1

It only takes a little to BE BIG! Being Big is about being Big-Hearted and having a Big Spirit. Being Big is something we should all do more often.

CLIFFORD'S BE BIG! IDEAS:

- Share
- Play Fair
- Have Respect
- Work Together
- Be Responsible
- Believe in Yourself
- Be Truthful
- Be Kind
- Be a Good Friend

Share

Cleo was afraid to share her new ball, but she decides a new toy is even more fun when you SHARE with your friends!



What can you share with others?



Play Fair

Clifford, T-Bone and Cleo take turns playing follow the leader. When you PLAY FAIR and take turns, everyone has fun!

What are other ways you can play fair?

Name: _____

EXPLORING CLIFFORD'S BIG IDEAS, pg. 2



Have Respect

Good neighbors RESPECT each other.

Which characters showed respect during the musical? How?

I can show respect by...

Can you find the letters to the word NEIGHBOR hidden in the picture to the right?

Work Together

WORKING TOGETHER means cooperating with others and making sure that you are being fair. You can BE BIG and Work Together by taking turns while playing a game, coloring or any activity you do with friends.

What are some ways that you work together with your class or family?



Name: _____

EXPLORING CLIFFORD'S BIG IDEAS, pg. 3

Be Responsible

Knowing when to ask for help is an important part of being RESPONSIBLE.

Which characters were responsible during the musical? What did they do to demonstrate responsibility?

Ways I can be responsible:

1. _____
2. _____
3. _____
4. _____



Believe in Yourself

Clifford was worried about seeing the doctor for the first time. It's important to BELIEVE IN YOURSELF when you have new experiences. You can do it!

Write a letter to someone special about a time when you tried something new and believed in yourself.

Dear _____,

Name: _____

EXPLORING CLIFFORD'S BIG IDEAS, pg. 4



Be Truthful

Emily Elizabeth tells Clifford that she is not angry that the ball is broken. "Everyone makes mistakes," she says. "The important thing is to BE TRUTHFUL."

What was a mistake that a character made during the musical? Were they truthful about it?

Can you find the bone, collar, dog dish and leash hidden in this picture?

Be Kind

BEING KIND means being nice, gentle and always wanting to help. It's nice to be kind to other people when they are kind to you. You can BE BIG and KIND everyday by saying please and thank you.

What are some other ways that you can show kindness to people around you?

1. _____
2. _____
3. _____

Write 2 words that describe how you feel when someone is kind to you:

1. _____
2. _____



Name: _____

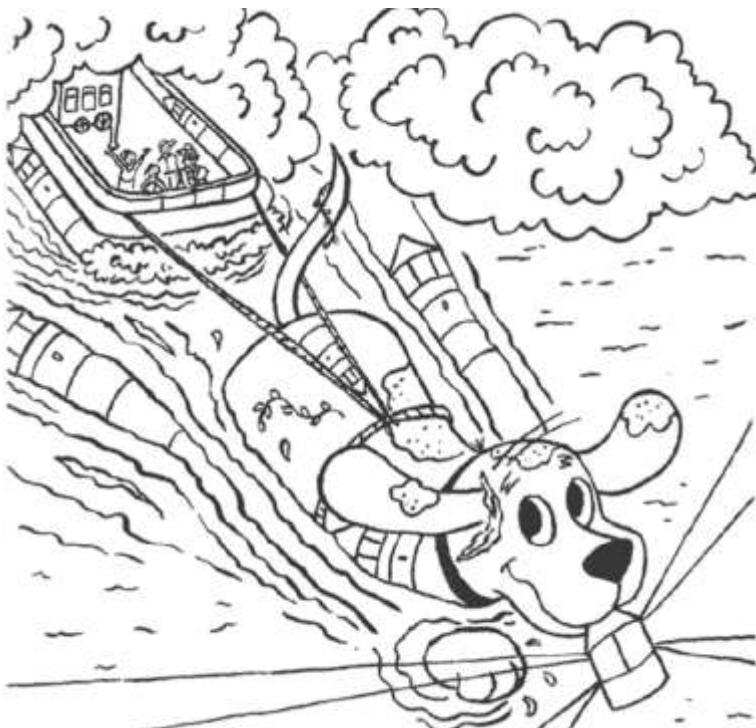
EXPLORING CLIFFORD'S BIG IDEAS, pg. 5

Be a Good Friend

BEING A GOOD FRIEND is hard work!
It takes trust, cooperation and
forgiveness.

Give an example of a time you
cooperated with a friend.

Why is being a good friend important?



Help Others

Emily Elizabeth is very proud of Clifford for
HELPING to bring the ferry safely back to
shore.

What did Clifford do to help his new friends
during the show?

What will you do today to help someone that
you know?

RESOURCES AND SOURCES

CLIFFORD STORIES

(Not a complete list. Check for more great Clifford stories at your library)

- Clifford, the Big Red Dog
- Clifford Gets a Job
- Clifford Takes a Trip
- Clifford's Halloween
- Clifford's Tricks
- Clifford, the Small Red Puppy
- Clifford's Riddles
- Clifford is a Star
- Clifford's ABC
- Clifford's Hanukkah
- Clifford's Family
- Clifford's Kitten
- Clifford and the Grouchy Neighbors
- Clifford at the Circus
- Clifford's Good Deeds
- Clifford's Pals
- Count on Clifford
- Clifford's Manners
- Clifford's Birthday Party
- Clifford's Puppy Days
- Where is Clifford?
- Clifford, We Love You
- Clifford's Animal Sounds
- Clifford's Bathtime
- Clifford's Bedtime
- Clifford's Peekaboo
- Clifford Counts Bubbles
- Clifford Follows His Nose
- Clifford's Noisy Day
- Clifford's Thanksgiving
- Clifford I Love You
- Clifford's First Christmas
- Clifford's Happy Easter
- Clifford's First Easter
- Clifford's First Halloween
- Clifford and the Big Storm
- Clifford's Sports Day
- Clifford's First Autumn
- Clifford's First Valentine's Day
- Clifford's Spring Clean-Up
- Clifford's First Snow Day
- Clifford and the Big Parade
- Clifford Keeps Cool
- Clifford Makes a Friend

CLASSROOM RESOURCES

BE BIG! at Scholastic.Com.

<http://www.scholastic.com/cliffordbebigr/index.htm>

A national campaign that invites all, both big and small, to raise awareness for how Clifford's Big Ideas can make the world a better place. Includes resources for students and teachers, and the BE BIG! Promise.

Clifford Magazine for PreK Students.

<http://www.scholastic.com/clifford/parentsteachers/teachers/magazine/index.htm>

Classroom magazine that teaches social development and important pre-academic skills. More information at:

Clifford the Big Red Dog™ at PBS Kids.

<http://pbskids.org/clifford/index-brd-flash.html>

Contains interactive games, video clips of how the Scholastic television series is created, and printables.

Clifford the Big Red Dog™ at Scholastic.Com.

<http://www.scholastic.com/clifford/>

Contains interactive games, art activities, and resources for parents and teachers to bring Clifford and friends' important lessons into your home and classroom.

"How to Love Your Dog." <http://loveyourdog.com/>

Child-friendly information on responsibilities of owning a dog.

"Pictures of Dogs with Jobs." National Geographic Kids.

A child-friendly photo essay on several dogs who perform important jobs.

<http://kids.nationalgeographic.com/kids/photos/dogs-with-jobs/>

STUDY GUIDE SOURCES

"Author: Norman Bridwell." KidsReads.com.

<http://www.kidsreads.com/authors/au-bridwell-norman.asp>

Clifford the Big Red Dog Pre/Post-Show Activity Guide from Scholastic.

Dictionary—Yahoo! Kids.

Kids. <http://kids.yahoo.com/reference/dictionary/english>

"Working Like a Dog." National Geographic Kids.

<http://magma.nationalgeographic.com/ngexplorer/0301/articles/mainarticle.html>

