



# I Love Clifford

① Colour the picture. 



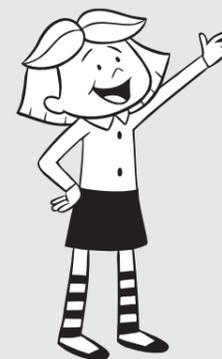
②  Sing the song.

③ Do the actions.

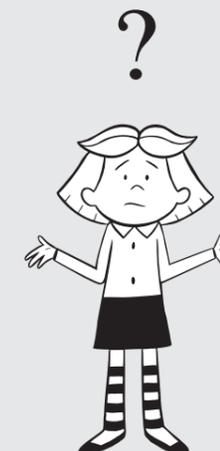
Move Together!



I love Clifford,  
yes, I do.

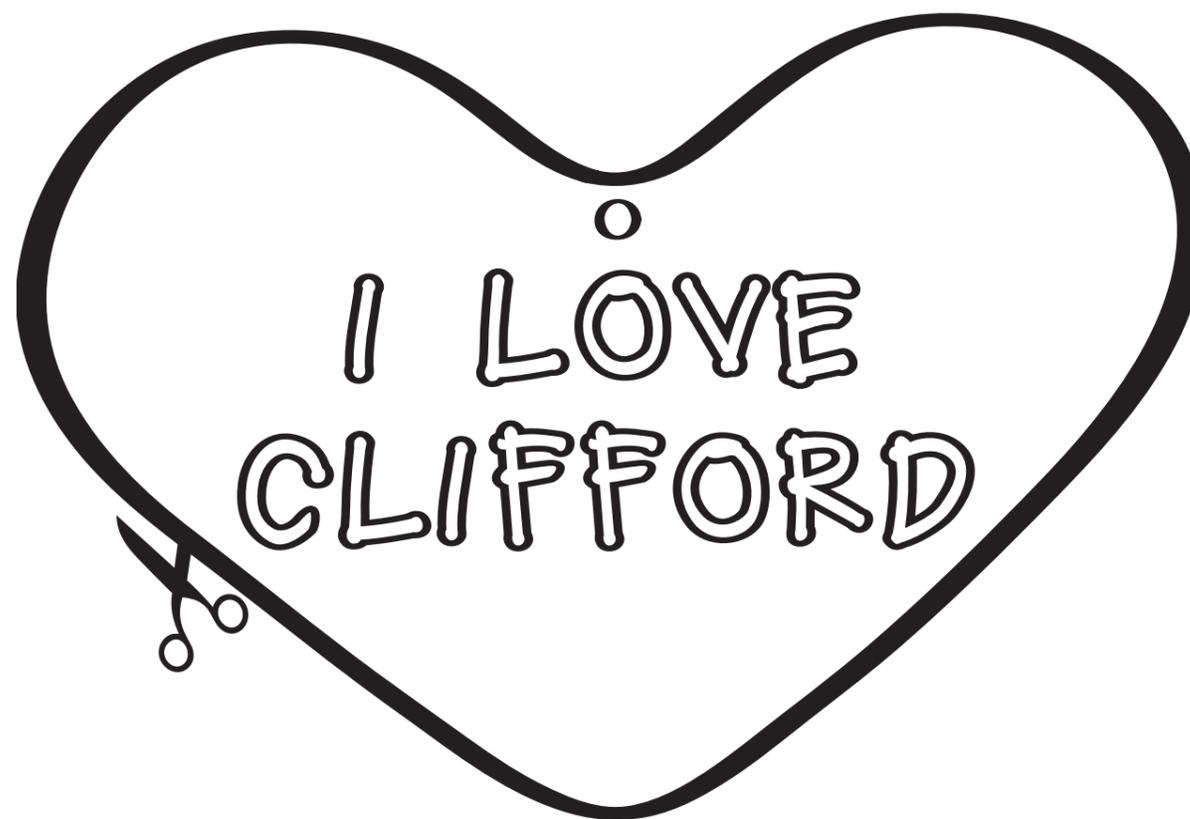


You'll love  
Clifford too.



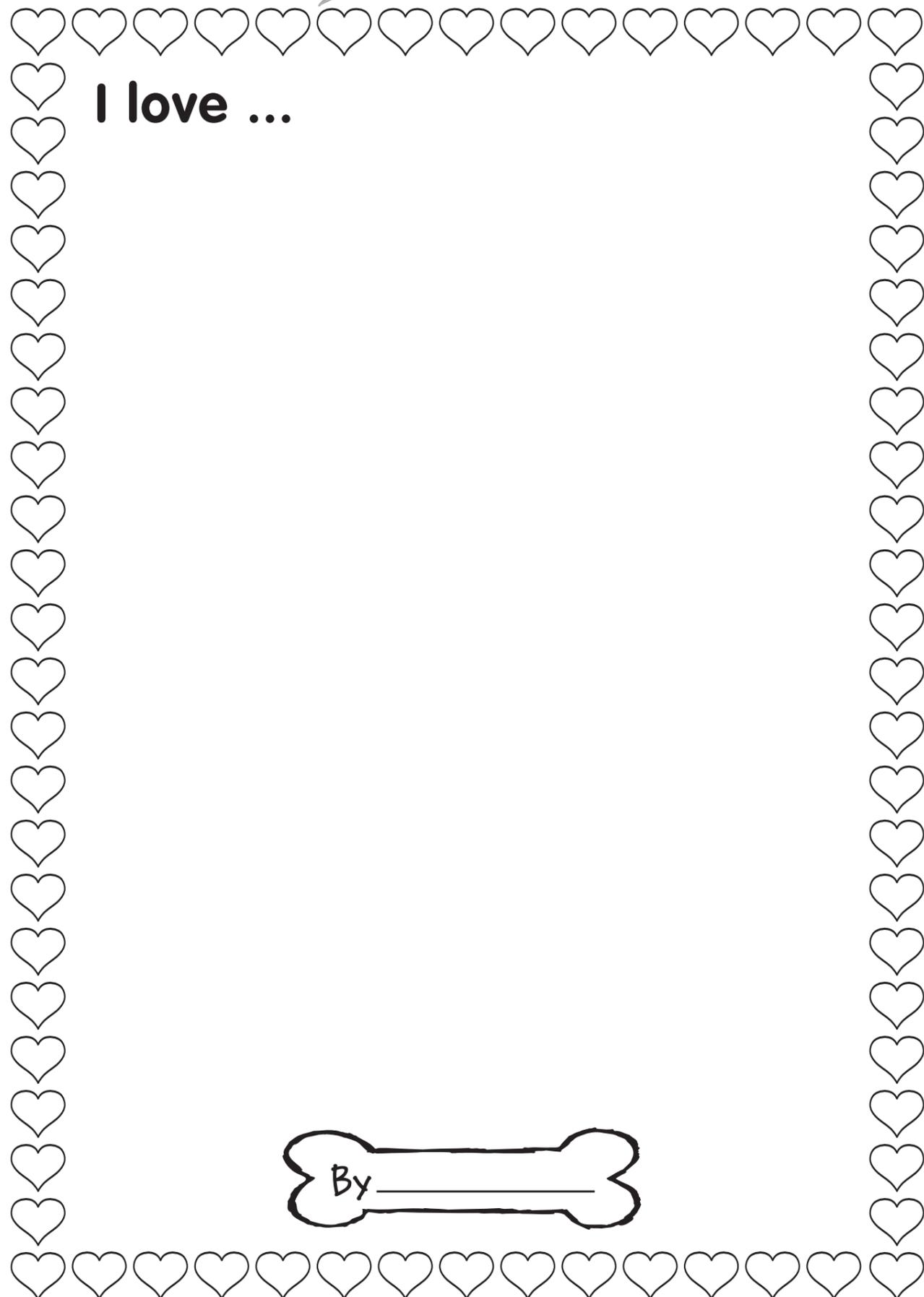
Does he  
love you?

④ Make a badge.



5 Draw a picture. 

I love ...



Teacher's Notes



I love Clifford, yes, I do.  
I love Clifford, yes, I do.  
I love Clifford, so will you.  
You'll love Clifford too.

Does he love you?  
Yes, he does.  
Does he love you?  
Yes, he does.  
How do you know?  
How do you know?  
Clifford told me so.

Does he love you?  
Yes, he does.  
Does he love you?  
Yes, he does.  
How do you know?  
How do you know?  
Clifford told me so.

1 Colour the picture.

Give each child a copy of the picture on page 4. Point to Clifford and say his name. Read aloud the title of the song and ask who loves Clifford (*the girl*). Point to and name what's in the picture: *Clifford, girl, hearts, kennel, grass, fence, flowers, bushes*. Note: do not expect the children to learn this vocabulary. All they need to know at this stage is how to say, *Clifford*. Show them the cover of this book and talk about what colours they can use to colour their picture e.g. *Clifford is red, the girl is wearing pink* etc. They can then colour the picture, while you play the song on the CD to familiarise them with the tune and the words.

2 Sing the song.

After the children have listened to the song a few times, talk about what it means using actions or translations. Sing it together with the children on the recording. Then sing it together with the music-only track. Divide the children into two groups to sing the different parts of the song.

3 Do the actions.

Move as you sing. Follow the movements on page 5 or make up some of your own movements. Personalize the song. Use the children's names instead of *Clifford* (remember to use *he/she* as appropriate). You can also use other people's names such as *my mummy, daddy, teacher* etc.

4 Make a badge

Ask the children to listen and repeat after you, *I love Clifford, yes, I do*. Add, *Does he love you? Yes, he does*. Go around in a circle with each child taking a turn to say the sentence, and to ask and answer the question. Encourage them to do little actions as they say the words (follow the movements on page 5 or let the

children make up their own). Then give each child a copy of the heart template on page 5 (you may wish to enlarge it and copy it onto card rather than paper). Demonstrate how to cut it out. Children can then cut out, colour and decorate their badges. Help each child to fasten the badge onto his/her chest with a safety pin.

5 Draw a picture.

Say, *I love \_\_\_* (say one of the children's names). Go around the circle and help each child to say the sentence, substituting the name of someone sitting next to him/her. Introduce other words and say e.g. *I love my mummy/daddy/dog/cat/teacher* etc. Help the children to say sentences with these words. Ask, *Does \_\_\_ love you?* (substitute the name of someone). Elicit *Yes, he/she does*. Then give the children a copy of the activity sheet on page 6. Ask them to draw a picture of someone they love. Move around while they are doing this and ask whom they have drawn and help them to write their names, if necessary.

Other activities.

Practise asking questions and giving short answers. Say: *I love \_\_\_*. *Do you love \_\_\_?* (substitute a name). Model the answer, *Yes, I do*. Ask each child the question, using a different name, and help them to answer correctly. Also model the rising intonation of yes/no questions and the falling intonation of answers. Listen to and sing the song again. Ask the children which words sound the same (rhyme) - *do/you/too, know/so*. Do they know any other English words that rhyme with these words? You will probably need to help them with this. If necessary, say aloud these words and ask which ones rhyme with, e.g. *do/you/too: moo, love, does, blue*.



# He's a Big Red Dog

① Colour the picture. 



②  Say the chant.

③ Do the actions.

Move Together!

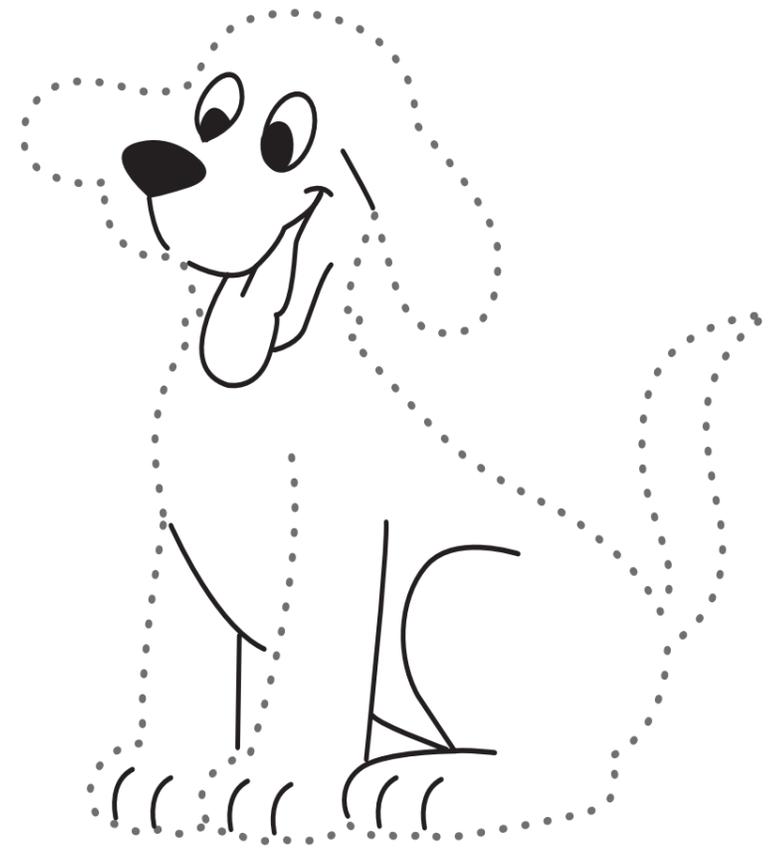


He's a big dog.

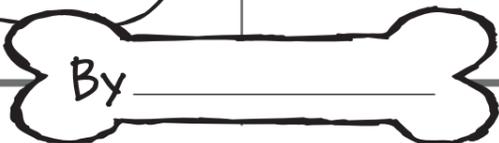
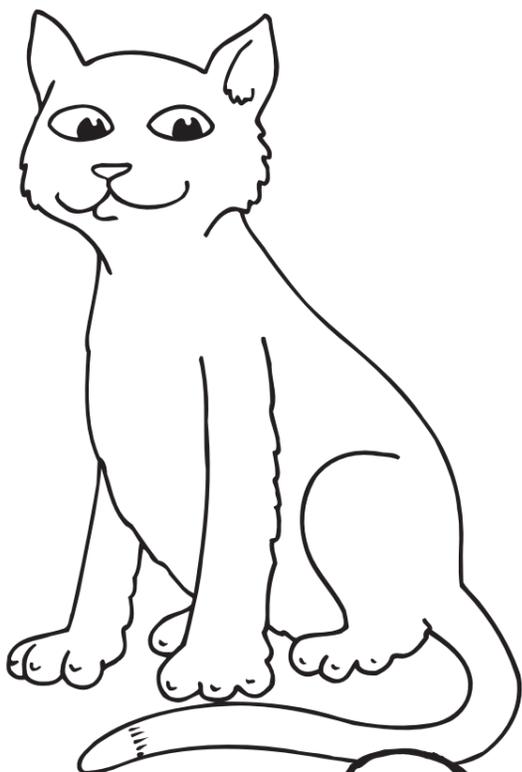
He's a big, beautiful, red dog.

He's a great big, beautiful dog.

④ Join the dots.



5 Colour and draw. 



Teacher's Notes



He's a dog.  
He's a big dog.

Is he big?  
Yes, he is.

He's a dog.  
He's a big dog.

Is he red?  
Yes, he is.

He's a big, red dog.  
He's a big, red dog.

Is he beautiful?  
Yes, he is. He's a great big, beautiful dog.

He's a big, beautiful, red dog.  
He's a great big, beautiful dog.

He's a great big, beautiful, red dog.  
He's a great big, beautiful dog.

1 Colour the picture.

Give each child a copy of the picture on page 8. Point to Clifford, read aloud the title of the chant and ask the children: *Who is the big, red dog? (Clifford)*. Point to and name the other things in the picture: *two small dogs, a bone, grass, flowers, trees*. Talk about what Clifford and the other dogs are doing (*They are digging for a bone.*) Note: do not expect the children to learn this vocabulary. At this stage, all they need to know is: *big, red dog*. They can then colour the picture, while you play the chant on the CD to familiarise them with the rhythm and the words.

2 Say the chant.

After you have let the children listen to the chant a few times, explain what it means using pictures, actions or translation. Say it together with the children on the recording. Then say it together with the music-only track. Divide the children into two groups to say the different parts of the chant. Encourage them to emphasise the describing words (adjectives) when they say the chant – as on the track (*big, red, beautiful*, etc).

3 Do the actions.

Move as you say the chant. Follow the movements on page 9 or make up some of your own movements. Encourage the children to clap at the end of every second line and after the questions (as on the track).

Change the words of the chant. Make up new variations to describe other pet animals, e.g. 1. *He's a small, white mouse. He's a small, beautiful, white mouse. He's a really small, beautiful mouse.* 2. *She's a large, black cat. She's a large, beautiful black cat. She's a very large, beautiful cat.* 3. *He's a little, blue bird. He's a little, beautiful blue bird. He's a tiny little, beautiful blue bird.*

4 Join the dots

Say the following sentences one at a time and emphasise the words in **bold** (as on the track): He's a **dog**. He's a **big** dog. He's a big, **red** dog. He's a big, **beautiful**, red dog. He's a **great**, big, beautiful dog. Encourage the children to listen and to repeat each sentence after you, emphasising the words in bold.

Note: in English, stress is placed on words that carry important or new information. Do not expect the children to understand how stress works, though. At this stage it is just important for them to imitate the stress and to know which words to emphasise when saying the chant.

Then give each child a copy of the dot-to-dot activity on page 9 to complete and colour. (You may wish to enlarge this.)

5 Colour and draw.

Ask questions about Clifford: *Is he big? Is he red? Is he beautiful?* Model the answer: *Yes, he is*. Ask each child a question and help him/her to answer. Then ask questions about other pet animals (these may be the variations you used for the chant in exercise 3 or the children's own pets) e.g. *Is he small? Is he white? Is he beautiful?* Help the children to answer correctly (*Yes, he is.* or *No, he isn't.*). After that, give them a copy of the activity sheet on page 10. Explain the instruction: They must colour in the different animals and then draw a picture of another animal in the last block. This animal should be a different size and a different colour from the others e.g. *A little, blue bird*. Move around while they are doing this and ask them to describe what they have drawn and write the last description for them.

Other activities.

Collect an assortment of items, which vary in size and colour e.g. *a big, green book; a small, yellow crayon; a little, red pencil*, etc. Put them in a bag and show them to the children one at a time. Describe each item and ask questions such as, *Is it small? Is it yellow?* Help them to respond by saying, *Yes, it is.* or *No, it isn't.* You can add words to describe qualities too, if you wish (*beautiful, lovely, really*, etc.). Display the items in the classroom and encourage the children to talk about the items in their own time.

Practise the sound of the contraction *he's* (he is). Demonstrate how to pronounce other contractions too, such as *she's* (she is) and *it's* (it is).