

Clifford The Big Red Dog

Family Storybook Event & OWLS Workshop

Read

The children and adults will engage in an interactive read aloud of *Clifford Counts Bubbles* by Norman Bridewell.

Ask children what they notice about the cover of the book. Take a picture walk and ask questions to engage in discussion. (Eg. What do you think this book might be about? What makes you think that?)

As you read the story, encourage children to count the bubbles with you. Provide visual models of topics in story as needed to prompt language and understanding. (Eg. Bubbles, Cat, Rabbit, Mice, Numbers) Encourage children to make predictions as you read about what animal or how many bubbles might be on the next page. As an option, children could actively take part in the storytelling by acting out counting. You might give a child a headband with cat ears and blow one bubble to them, another child could wear rabbit ears and you could blow two bubbles to them, encouraging all families to count.

Think

After reading, the children and their families will think a little deeper about the story and connect to their own schema or experiences.

Next, ask children where they have seen bubbles. They might first share a time where they played with bubbles as Clifford did in the story. Encourage them to make a connection to other places they have seen bubbles that weren't a toy. If needed, provide visual models to guide children to connect to their schema that they have seen bubbles in the kitchen and bathroom. You might show a washcloth, dish, soap or

Materials

Clifford Counts Bubbles by Norman Bridewell

Bubble Solution:

6 Cups Water, 1 Cup Dish Soap, 1/4 Cup Corn Syrup

Plastic Container (Holds Bubble Solution)

Gloves or Mittens

Bubble Wands or Pipe Cleaners to Make Wands

Chart Paper (Recording Bubble Tests)

Various Kitchen Utensils

Optional Items:

Props for Retelling: Cat, Rabbit, Butterfly, Bee, 5 Mice

Plastic Test Tubes (Families can take home bubbles)

1

EDUCATORS WILL

model reading a story, asking questions, and guide discovery process by modeling wonderings and making observations.

2

CHILDREN WILL

help tell the story and count along with Clifford. Then, explore how to make and create bubbles using various tools. They will also be able to count their bubbles.

3

FAMILIES WILL

engage in a read aloud and test a wondering question together creating bubbles. They will also explore seeing there are many different ways to enjoy a story.



photograph of these rooms. Share with children that you can make your own very strong bubbles using ingredients you have at home. Using the bubble solution recipe to the right make a large batch of bubbles as a group. After bubbles are made share the wondering, “I wonder what we can use to blow bubbles.” Invite a couple of children to come up and help you test various items from the kitchen, sharing predictions before they test. (Whisk, Various Kitchen Utensils, Large Wands) Let the children attempt to catch bubbles and notice what happens. Model the statement “I notice the bubbles pop every time we touch them” and the wondering, “I wonder if what might happen if I used my glove to catch them.” Show children how you can catch and bounce the bubbles on your glove. Count how many times you can bounce the bubbles before they drop or pop.

Explore (OWLS Workshop)

Extend the literacy lesson into a scientific investigation using wondering. (OWLS = Observe, Wonder, Learn, Share)

Describe the times at the tables: bubble solution, wands, gloves and possibly kitchen utensils. Say, I wonder how we could play with those, invite children to share ideas. If no one shares an idea, model the wondering, “I’m wondering if you can catch bubbles on your mitten or glove or if they will pop.” or “I’m wondering what other utensils might be good for blowing bubbles.” Children could also use the props and their bubble wand to retell the story. Encourage families to use their materials to play and explore together.

During the OWLS Workshop Clifford will also come out to meet children and families. Tell the children that he loves bubbles and loves when he shares their wonderings or what they noticed. So, if they want to show him how they can count their bubbles they catch on their glove, or want to show him something they’ve found that works really well for blowing bubbles, he would love to see it when they come up to have their photo taken with him.

Kentucky Early Childhood Standards: (Birth-Three)

Communication- Standard 3: Demonstrates interest and engages in early literacy activities. Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.

Cognitive- Standard 1: Explores the environment to gain information.

(Three-Four)

English/Language Arts- Standard 3: Demonstrates general skills and strategies of the reading process. Benchmark 3.6: Tells and retells a story.

Science- Standard 1: Demonstrates scientific ways of thinking and working with wonder and curiosity. Benchmark 1.3: Uses a variety of tools to explore their environment. (e.g., play with an egg-beater to make bubbles. Approaches to Learning: Initiative and Curiosity)

Math- Standard 1: Demonstrates general skills and uses concepts of mathematics. Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.

This OWLS Workshop was developed using strategies found in our Little Learners Video Series.

To learn more about how our videos, please visit our website at www.littlelearnersbigideas.org