



# Read Aloud Transcript

Language Arts IA Module 4 Phonics of the Week: Short i

## Clifford the Big Red Dog

By: Norman Bridwell

### Objectives:

- Students will make predictions.
- Students will listen for and identify words with the short i sound.
- Students will identify order of events as they take place from beginning to end.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about a dog named Clifford. How many of you have dogs at home?</i>
Pause to call on a student to hear their answer, then point to the title of the book and say:	<i>The title of this book is <u>Clifford the Big Red Dog</u>.</i>
Point to the name of the author of the book and say:	<i>The author is Norman Bridwell. Who can tell me the job of the author of a story? <b>Answer: The author writes the words.</b></i>
Hold up the cover of the book and say:	<i>Let's look at the cover of this book. The title is Clifford the Big Red Dog. What is something you notice about Clifford that could be different than your dog?</i>
Call on a few students to hear their answers, when someone says the dog is big, ask the students if Clifford looks bigger than any dog they have seen? Next, hold up the cover so that the students can see the picture.	<i>Before reading the story, let's make a prediction. A prediction is when you make a guess about something based on clues you see. When you look at the cover of this book, what do you think this story is going to be about?</i>

Call on a few students to hear their predictions. Next, set a focus for the story by saying:

*This week we have been learning about the short i vowel sound. The short i sound is /i/ like in igloo. As we read the story, listen for words that have the short i sound. When you hear a word with the short i sound in it, stick your thumb up so that I can see that you heard the word. You can put your thumb down after the word is read. When we are done, we will review the short i words we heard.*

### During Reading

Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, if you hear any words with the short i sound as I read, stick your thumb up and then put it down after the word is read.</i>
Read the first page. Ask students the following:	<i>What short i words did you hear in the story? <b>Answer: Emily and Elizabeth</b></i>
Ask the students if any of their names have the short i sound in them.	<i>Does your name have a short i sound in it? Remember the short i sound is /i/ like an igloo, not /i/ like ice cube.</i>
Keep reading the book. Continue to ask the students to find the words with the short i on each page as you go. When you get to page 6 ask:	<i>Does the name Clifford have a short i sound? The name Clifford does have the short i sound. Let's keep reading and figure out what is so special about this big red dog named Clifford.</i>
Read page 8 and then say:	<i>Let's make a prediction. What kind of games do you think Clifford and Emily will play?</i>
Call on a few students to hear their predictions and then say:	<i>Those are great predictions! Let's keep reading to find out if any of your predictions are true!</i>

<p>Keep reading to look for short i words. After reading page 10, if one of the predictions on games Emily and Clifford play was to fetch a stick, acknowledge the students for making a good prediction. Then ask the students:</p>	<p><i>If you have a dog, what kind of games do you like to play with it? (Give students time to answer)</i></p>
<p>Keep reading for short i words. After reading page 11 say:</p>	<p><i>Let's make another prediction. What kind of mistakes do you think Clifford makes?</i></p>
<p>Call on a few students to hear their predictions, and then say:</p>	<p><i>Those are great predictions! Let's keep reading to find out if any of your predictions are true!</i></p>
<p>Continue reading and look for words with the short i sound, after reading page 17 ask:</p>	<p><i>What kind of tricks can your dog do? (Give students time to answer.)</i></p>
<p>Continue reading and look for words with the short i sound. After reading page 25 ask:</p>	<p><i>Does your dog ever do bad things like dig up flowers or chase cars? (Give students time to answer.)</i></p>
<p>Continue reading and look for words with the short i sound. When the story is finished, ask the students the following question:</p>	<p><i>Would you like to have a big dog like Clifford?</i></p>

After Reading	
Directions	Teacher Script
<p>After finishing the story, complete the Clifford the Big Red Dog sequence of events interactive activity with the students. They will be ordering the events of the story using the ordering interactive. Say to the students:</p>	<p><i>A sequence of events lists the things that happen in the story in order from beginning to end.</i></p>

<p>Pull up the activity link so that the students can see it.</p>	<p><i>I am going to post a link to this activity for you to complete on this story. You are going see pictures of events from the story. Click on each event and drag it to place it in the right order. You will place the event that happened first at the top, then the second one below it, then the third and finally the last event at the bottom.</i></p>
<p>Pull up the activity link so that the students can see it.</p>	<p><i>I am going to post a link to this activity for you to complete on this story. You are going see pictures of events from the story. Click on each event and drag it to place it in the right order. You will place the event that happened first at the top, then the second one below it, then the third and finally the last event at the bottom.</i></p>
<p>Demonstrate how to click and move each event on the interactive, but do not put them in the right order. Post the link to the ordering interactive in the meeting chat box. If needed, show the students how to find the link in the chat.</p>	<p><i>I just posted the link to the chat. Click on the link and put the events of the story in the correct order. Remember you will place the event that happened first at the top, then the second one below it, then the third and finally the last event at the bottom. Once you have this completed, put your thumb up so that I can see you are finished.</i></p>
<p>Give students a few minutes to complete the interactive on their own, then display the interactive and discuss the answers with the students.</p>	<p><i>Let's look at the interactive together. What did you put as the first event of the story? <b>Answer: picture of a dog playing fetch.</b></i></p>
<p>After the students answer, click and drag the picture of the dog playing games to the top, then say:</p>	<p><i>What did you put for the second event in the story? <b>Answer: picture of dog camping.</b></i></p>

<p>After the students answer, click and drag the object that shows the picture of the dog camping and place it in second place.</p>	<p><i>What comes next? Answer: picture of dog chasing a car.</i></p>
<p>After the students answer, click and drag the picture of the dog chasing the car and put it below the picture of the dog camping.</p>	<p><i>Finally, what comes last? Answer: picture of the dog getting a bath.</i></p>
<p>After the students answer, drag the final picture of the dog getting a bath to the bottom of the order of event.</p>	<p><i>You did a great job identifying what order the events of the story took place!</i></p>