



I Love Clifford

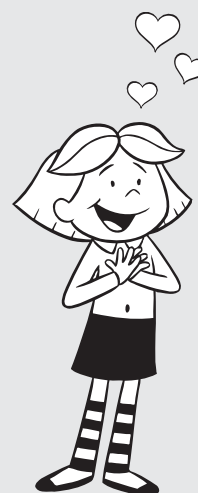
① Colour the picture. 



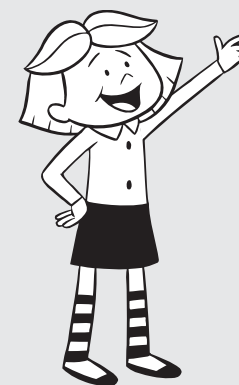
②  Sing the song.

③ Do the actions.

Move Together!



I love Clifford,
yes, I do.



You'll love
Clifford too.



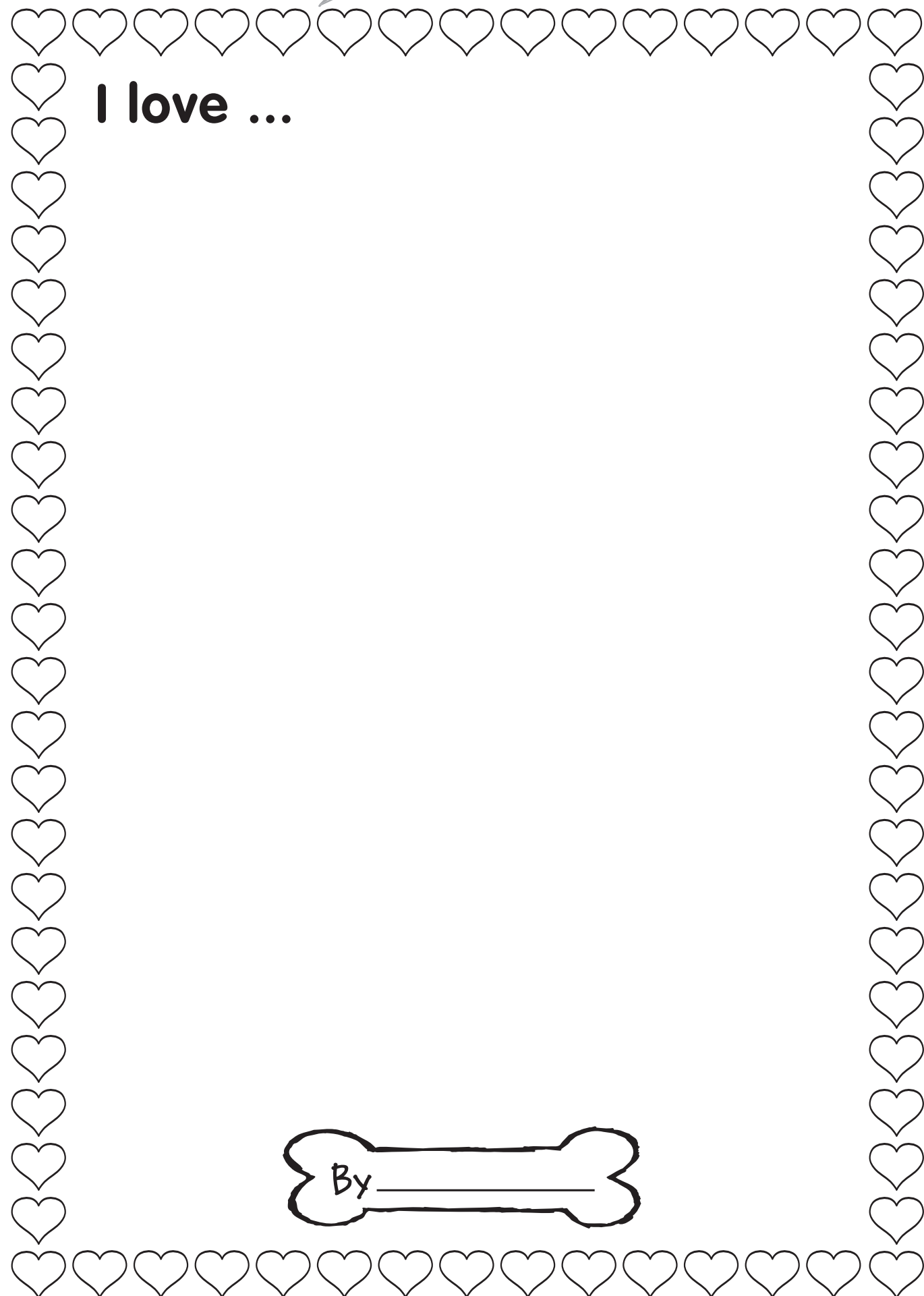
Does he
love you?

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*.