



APA citation	Holder, E., & Judge, J. (2002). <i>Blue's Clues - Blue Takes You to School</i> . Paramount.
Number of pages	n/a
Illustrator's name	n/a
Genre	Non-print
Age range	3 and up
Brief summary	This episode of Blue's Clues captures the fears, anxieties, and fun of the first day of school. Blue and Joe accompany Periwinkle on his first day to school as the viewer learns that feeling both nervous and excited is perfectly normal. The show depicts common parts of the school day including circle time, cubbies, the teacher, friends, classroom chores, recess, and the occasional misunderstanding that can be easily resolved with the help of others.
Brief evaluation	13/18 Blue's Clues success is not surprising with its interactive nature and friendly characters. My only criticism of the show is the jumbled voices of the dogs. For an audience emerging into speech and vocabulary, I think the indecipherable speech of the canine characters is a bit problematic.

Criteria for Evaluation	0 Does not meet curriculum standards	1 Acceptable but not a first choice	2 Satisfactory	3 Right on target!
Plot	The plot is not interesting.	The plot holds the reader's attention and engages the reader.	The plot is intriguing and enjoyable.	The plot is engaging and provides a story line that invites the viewer to keep watching!
Issue/Theme	The issue/theme is not pertinent to and/or inappropriate for the intended age group.	The issue/theme is engaging but is not handled in an impressive manner and/or does not thoroughly address the issue/theme.	The story carefully and effectively addresses a critical issue/theme for the intended age group.	The story appropriately covers relevant matters and enables the reader to critically think about his/her position on the issue/theme.
Characters	The characters are undeveloped.	The reader gets a sense of the characters and is somewhat able to get inside their thoughts and motivation but character development could be stronger.	The characters are well-developed. The reader is able to understand their motivation and behavior.	The character development is strong. The reader is able to empathize with their situations, understand their actions and reactions, and critically think about how s/he would behave in the characters' situation.
Dialogue	The dialogue is not effective and does not flow.	The dialogue strengthens the story and character development but is, at times, misplaced and overused.	The use of dialogue is appropriate and effectively provides character attributes, motivation, and assists with story development.	The dialogue is strong and the author makes careful word choices, effectively telling the story while letting the story tell itself.
Style	The style is poor, the story line unclear. It is difficult to follow the progression of events.	The style and fluency is acceptable. The reader may be confused on occasion as to sequence of events.	The style is enjoyable and the story flows in a natural, coherent progression.	The story is told well and clearly relays critical information.
Reaction & Response	The story does not provide insight or provoke independent thought, opinions, or ideas.	The story causes the reader to think about the story, characters, and theme but may send conflicting messages that are too confusing for the intended age group.	The story effectively evokes a personal reaction to the story.	The story elicits some sort of a strong emotional reaction while provoking further contemplation of the theme and guiding the reader to independent thought.