

Unit 2

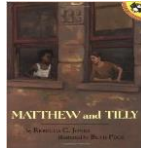


Week 2

## Matthew & Tilly Read Aloud

### Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1-3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1-2  
ELA.RL.LTC.PS.1



### Materials:

- *Matthew and Tilly*
- vocabulary word picture cards

### Vocabulary:

- **disagreement:** fight/argument
- **brave:** not afraid
- **cash register**
- **customer:** a person who buys things
- **rescue:** save from danger
- **stomp:** walk with heavy or noisy steps
- **together:** with each other
- **hide-and-seek:** a game where people hide from someone who tries to find them
- **accident:** didn't mean to do something

**Preparation:** Set up materials.

### First Read:

Children will

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher(s) will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking..."

“The title of this book is *Matthew and Tilly*. The author, the person who wrote the story, is Rebecca Jones. The person who made the pictures, the illustrator, is Beth Peck.”

“This is a little boy named Matthew, and this is a little girl named Tilly. They live in the same city neighborhood and they are really good friends. But something happens one day that makes Matthew and Tilly mad at each other. They have a **disagreement**, or a fight, and stop playing together. Let’s read and find out what made them mad and whether their friendship was **ruined** forever.”

“**Hide-and-Seek** -a game where people hide and someone else tries to find them.”

“ ‘*When business was slow...*’ Matthew and Tilly were trying to sell lemonade, but they had no **customers**, people who wanted to buy their lemonade, so they played sidewalk games while they waited for a **customer** to come.”

“Matthew and Tilly used a **stepladder** to **rescue**, or save, the kitten who was stuck up high in a tree from danger.”

...‘Bubble gum machine’...

“Matthew and Tilly were **brave**--they were not afraid--to climb up and **rescue** the kitten from the tree.

“ ‘*...Get sick of each other*’ they don’t want to be with each other for a little while.”

“Matthew **stomped** upstairs....

“Matthew is pretending to work at a store. He has his **cash register** to keep the money, but he has no **customers**. There’s nobody to buy anything at his store.”

*Show cover, underlining the title and point to author’s and illustrator’s name*

*Introduce the main character and the story problem, using the illustrations on the cover. Point to Matthew and Tilly.*

*p.2 point*

*pgs. 4 & 5 point to lemonade, Comment after reading text.*

*pgs. 8 & 9 Point to ladder*

*p. 10 - Point to machine.*

*Flip back to page 9, point to illustration.*

*p. 12 Comprehension Aside.*

*p. 16 Model.*

*pgs. 20-21 Point to items while reading.*

“...numbers and **squares**. She drew them really big, with lots of **squiggly** lines...”

*pgs. 22 & 23 Trace and make motion on page with finger while reading.*

**Discussion Questions(s):**

- How did Tilly feel when Matthew broke her crayon? How do you know?
- Why did they call each other names like “stinky and mean”?

**Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher(s) will:

- continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- explain feelings or thoughts of secondary characters.
- deepen the comprehension of primary characters, story problem, etc.
- model analytical thinking.

“We read this book once before and we remember the title....”

“We remember that Matthew and Tilly are really good friends and do lots of things together. We also remember that they have a disagreement, they get upset with each other. Let’s read the story once more.

“ ‘..played sidewalk games...’ We remember Matthew and Tilly were selling lemonade, but when they had no **customers**--no one who wanted to buy their lemonade, they would play **sidewalk games**, games that they could make on the sidewalk, like **hopscotch** while they waited for customers.

““The lady gave them money....’ The lady was

*Hold up the book and show the cover.  
Take the responses the children give and read and underline the title again.*

*pgs. 4 & 5 Comprehension Aside.*

*Point.*

*p. 10 After reading, flip back to pgs. 8 & 9 to*

very thankful that they climbed the ladder and **rescued** -saved- her kitten from a tree, so she gave them money that they could put into the bubble gum machines and buy some bubble gum to thank them.

“..He didn’t mean to...” Sometimes when we are using crayons if we push down too hard the crayon can break by **accident**. Matthew didn’t mean to break it, it was an **accident**.”

““You broke my crayon....’ Tilly was feeling very angry that her crayon got broken, and they said some really unkind words to each other.”

““Matthew stomped up the stairs...’ It looks like he is not feeling very good about their **disagreement** and the words that were said.”

““...And playing store wasn’t much fun...’ He’s feeling a little lonely, he has no one to play with and sometimes it’s not as fun to play alone.”

““..And a sidewalk game wasn’t much fun without another player.’ Tilly is feeling lonely too. Neither of them have anyone to play with and aren’t having as much fun by **themselves**-being alone.”

*refer to the Lady’s kitten being rescued.*

*p.10 Point to bubble gum machines.*

*p. 12 Comprehension Aside.*

*pgs. 14 & 15 Comment after reading.*

*p. 16 Comprehension Aside.*

*p. 18 Comprehension Aside.*

*p. 20 Comprehension Aside.*

### **Discussion Questions(s):**

- Why do you think Matthew and Tilly missed each other so much when they were playing alone?
- Are Matthew and Tilly still friends even when they’re not playing together? Why or why not?

### **Third Read:**

Children will:

- Reconstruct parts of the story.
- practice saying and using story-related vocabulary words.
- recall main events and characters in the story when prompted.

Teacher(s) will:

- Jointly reconstruct the story with children.

- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this story twice and today we are going to talk about and tell the story together.”

*Hold up the book and show the cover.  
Underline and state the title*

“We remember.....”  
“They also.....”

*Use phrases such as “We remember...” or “We notice” or “What is happening here?” while pointing to the action on the pages.  
Comments will mostly be in response to what the children say.*

“And the lady was so thankful that they rescued her cat that she gave them something....”

*p. 1 - Pause, read if children to not contribute.*

*pgs. 2 - 9 Turn pages as children share things that Matthew & Tilly did together. Point to parts of the illustration for non verbal cues & reminders and filling in blanks where information is missing.*

“Sometimes, though, Matthew and Tilly got sick of each other. One day....”

*p. 10 Use prompt as needed.*

*p. 11 Read - lingering on the word **brave** to encourage children to chime in.*

“How was Tilly feeling about her crayon breaking?”

*p. 12 read first sentence (if needed)  
Respond to children.*

*pgs. 14 & 15 use prompt if needed with children*

“ And Tilly.....”  
“We remember...”

*p. 16 Model stomping; Prompt if needed.*

*p. 18 Respond to children’s comments and highlight that they are both alone.*

“But he didn’t have a customer. And playing store wasn’t much fun without a customer.”

*p. 20 Prompt if needed. Read last section if needed.*

***Discussion Questions(s):***

- Why do you think Matthew and Tilly got tired of each other?
- How is Matthew and Tilly's misunderstanding similar to or different from Peter and Amy's misunderstanding?
- Have you ever had a disagreement with a friend? Tell me about it.

***Fourth Read***

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one (or more) scene(s) to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

***Discussion Questions(s):***

- Did you ever have a disagreement (a fight) with a friend? Tell us about it.
- How are you and your friends similar to, or different from Matthew and Tilly?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children that you have a new way to dismiss them by color today. Have a small box of crayons. Hold up one crayon at a time and say:</p> <p>“If you are wearing something purple like the purple crayon that Matthew broke by accident, you may...”</p> <p>“If you are wearing blue, like this crayon, you may...”</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>-vocabulary support (color names)</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc)</li> <li>-repeated exposure to well-formed sentences (“If you are wearing...”)</li> </ul>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them by using the first <u>sound</u> in their first name. Use <u>sounds</u> from the story Matthew and Tilly.</p> <p>Start by using the first sounds in the names Matthew and Tilly, ie., /M/ and /T/. If no child has a name that starts with /M/ or /T/ you may comment on that. Then use the sounds of key words:</p> <p>“If your name begins with the sound /k/ like kitten, you may...”</p> <p>“If your name begins with the sound /r/, like rescue you may...”</p> <p>“If your name begins with /ch/, like chew you may...”</p> <p>Continue with beginning sounds with other story vocabulary words.</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>- beginning sounds</li> <li>- vocabulary support</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>- repeated exposure to well-formed sentence</li> </ul>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss children by calling them three at a time. If there are three children in the classroom that all begin with the same letter call them first.</p> <p>“Adam, Amira, and Aiden , 1, 2, 3 friends who all begin with the letter A. You may....”</p> <p>“Elisa, Gavin and Amy - 1,2,3 friends may....”</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>- numeracy concepts</li> <li>- possible letter ID</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>- repeated exposure to well-formed sentence</li> </ul>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them today by describing parts of their clothing.</p> <p>“If you are wearing stripes, you may get ready to....”</p> <p>“If you are wearing clothing with a pocket, you may....”</p> <p>“If you are wearing a long sleeved shirt you may....”</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>- vocabulary support (clothing item names)</li> <li>- category labels (clothing, colors)</li> </ul>