



# Read Aloud: *Matthew and Tilly*

Standard Connection:  
 ELA.RL.PK4.1-4,6,7,10  
 ELA.SL.PK4.1-4,6  
 ELA.L.PK4.1,1c,4,6

### Enduring Understanding(s):

- A friend is someone we care for and want to spend time with. Friends like to do things together and enjoy each other’s company.
- Friends may have conflicts that can cause complex feelings. Usually, friends work together to resolve these problems; a possible solution may be to spend time apart.

### Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?
- How do you maintain your sense of self while compromising and collaborating when necessary?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Matthew and Tilly</i></li> <li>• vocabulary word picture cards</li> </ul>	<p><b>brave:</b> not afraid</p> <p><b>cash register:</b> a machine that informs customers of the amount of money to pay for items</p> <p><b>customer:</b> a person who buys things</p> <p><b>rescue:</b> save from danger</p> <p><b>stomped:</b> walk with heavy or noisy steps</p> <p><b>together:</b> with each other</p> <p><b>Hide-and-Seek:</b> a game where people hide from someone who tries to find them</p>	<p><b>MATTHEW and TILLY</b>  <small>by REBECCA C. JONES        illustrated by BETH PECK</small></p>

First Read	
<p><b>Preparation: Set up materials</b></p>	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop understanding of main events</li> </ul>	<p><b>Show front cover. Underline the title, author, and illustrator with a finger as you read them.</b></p>
<p>“The title of this book is <i>Matthew and Tilly</i>. The author, the person who wrote the story, is Rebecca Jones. The person who made the pictures, the illustrator, is Beth Peck.”</p>	

“Matthew and Tilly are friends who like to do things <b>together.</b> ”	p. 1
“ <b>Hide-and-Seek</b> is a game where people hide, and someone else tries to find them.”	p. 3
“‘ <i>When business was slow</i> ’ means that Matthew and Tilly were trying to sell lemonade, but they had no <b>customers</b> - somebody who might buy their lemonade.”	p. 4
“Matthew and Tilly are playing hopscotch. We saw a hopscotch in <i>A Letter to Amy.</i> ”	p. 4
“Matthew and Tilly used a stepladder to <b>rescue</b> the kitten - they saved it from danger.”	pp. 8-9 Children respond.
“Matthew and Tilly were <b>brave</b> - they were not afraid - to climb up and <b>rescue</b> the kitten from the tree.”	p. 10
“‘ <i>Get sick of each other</i> ’ means that you don’t want to be with somebody for a while.”	p. 12
“Matthew <b>stomped</b> upstairs. He walked really loudly and banged his feet on the stairs. How was Matthew feeling? How can you tell?”	pp. 16-17 Children respond.
“Matthew is pretending to work at a store. He has his <b>cash register</b> to keep the money, but he has no <b>customers</b> . There’s nobody to buy anything at his store.”	
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• How did Tilly feel when Matthew broke her crayon? How do you know?</li> <li>• What did Matthew and Tilly do together when they were being friendly?</li> </ul>	

## Second Read

### Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

<p>“We read this book the other day, so you know the title is... <i>Matthew and Tilly.</i>”</p>	<p><b>Pause before you read the title so that children can chime in. Underline the title with your finger as you read it.</b></p>
<p>“How were Matthew and Tilly playing <b>together</b> on these pages?”</p>	<p><b>pp. 2-3 Children respond.</b></p>
<p>“How were they being friends on these pages?”</p>	<p><b>pp. 4-5 Children respond.</b></p>
<p>“What did they do that was <b>brave</b> on these pages?”</p>	<p><b>pp. 8-9 Children respond.</b></p>
<p>“What did they do with the money the lady gave them?”</p>	<p><b>pp. 10-11 Children respond.</b></p>
<p>“What happened when Matthew and Tilly were coloring <b>together</b>?”</p>	<p><b>pp. 12-13 Children respond.</b></p>
<p>“How did Tilly feel when her crayon broke? How do you know?”</p>	<p><b>p. 13 Children respond.</b></p>
<p>“After they argued, what did Matthew do? What did Tilly do?”</p>	<p><b>p. 15 Children respond.</b></p>
<p>“How did Matthew and Tilly stop being angry at each other?”</p>	<p><b>pp. 16-23 Children respond.</b></p>

### Discussion Question(s):

- How is playing with a friend similar to or different from playing by yourself?
- Are Matthew and Tilly still friends even when they're not playing together? Why or why not?

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- Why did Matthew and Tilly decide not to play with each other?
- How is Matthew and Tilly's misunderstanding similar to or different from Peter and Amy's misunderstanding?

## 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 scene 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 Question(s):

- What kinds of things could Matthew and Tilly do as friends at school?
- How are your friends at home similar to or different from your friends at school?