

START Read Planning Template

For use with sophisticated storybooks: books with rich vocabulary that require critical thinking.

Gain children’s attention with a song or finger play that connects to story: Love, love, love your friends; Different as they seem; Playing, laughing, joking, helping; True friends are like a dream!

Story Title: Matthew and Tilly

Author: Rebecca C. Jones

State: 1st: Events	State: 2nd: Thoughts & Feelings	State: 3rd: Children Retell Story
<p>Purpose of Read: These friends are named Matthew and Tilly. One day they have an argument. I wonder what happens to make them quarrel. Let’s read and find out.</p>	<p>Purpose of Read: Matthew and Tilly are best friends, but one day they had an argument. I wonder how they felt when they quarreled. Let’s read and find out.</p>	<p>Purpose of Read: Now that you know the story so well, I would like you to help me tell it. We know Matthew and Tilly had an argument, but I wonder why they decided to make up. Let’ read and find out.</p>

Main Idea: Friends do not always get along, but true friends forgive each other and resolve their differences.

P.A.T. the Vocabulary (*point to pictures, act out words, and/or give child friendly definitions of tier two words*)

Teach

Pg.#	Point	Act	Tell
Pg. 1	Matthew and Tilly		
Pg. 4			Business- when you buy and sell things
Pg. 8	Kitten		Rescued- saved from danger
Pg. 10	Bubble gum machines		
Pg. 11			Brave- not scared
Pg. 12			Sick of each other- tired of being around one another
Pg. 15			Picky- hard to make happy
Pg. 16		Stomped	
Pg. 20	Cash register		Customer- a person who buys something
Pg. 23		Squiggly	
Pg. 25			Wondered- thought about

Focus Tier 2 Vocabulary: words may or may not be included in the story but are related and for use throughout your reads and throughout the day. Be sure to include these words in your “Think Alouds”:

- 1. Apologize-** to say you are sorry
- 2. Quarrel-** to argue and fight
- 3. Lonely-** sad to be by yourself
- 4. Encourage-** make someone feel good about what they are doing



Idea: As you plan to share your START read with your students, you can copy notes from this guide onto sticky notes and place on the back cover and inside your book. Or consider printing this document (one-sided) and cut and tape these notes directly into your book! Try using repositionable glue to turn your paper into a sticky note.

Pg.	1 st Read Think Alouds	Pg.	2 nd Read Think Alouds	3 rd Read Think Alouds
Pg. 11	I think Matthew and Tilly must be really good friends. They do a lot of fun things together and encourage one another.	Pg. 5	I notice how well Matthew and Tilly are playing together. It looks like they are having fun and encouraging each other.	Choose a few pages of the book that include significant events. Use the following scaffolds to elicit responses from the children in your class: What's happening here? How does _____ feel/think about that? Support the children in your class and verbally prompt them to use vocabulary previously modeled in the 1 st & 2 nd Reads. Insert pages # below to review. Pg. 5 Pg. 11 Pg. 15 Pg. 16 Pg. 19 Pg. 20 Pg. 23 Pg. 25
Pg. 15	Oh, no! Matthew and Tilly are best friends but now they are quarreling . This is a problem. I wonder what will happen.	Pg. 11	I notice how Matthew and Tilly are thinking about how they rescued the kitten. They care about each other and like remembering special times.	
Pg. 16	I am thinking that Matthew did not like Tilly calling him names. I bet that is why he stomps up the stairs. He must be angry.	Pg. 16	I bet Matthew feels angry that Tilly was calling him names while they were quarreling . He's probably thinking he'd rather play by himself.	
Pg. 20	Matthew put together a fun activity to play, but it doesn't look like he is enjoying it without his friend Tilly.	Pg. 19	I bet Tilly is thinking, "Matthew is so stinky and mean. He broke my favorite crayon and I don't want to play with him ever again."	
Pg. 23	I notice that Tilly drew the best sidewalk game ever, but it doesn't look like she is having fun. She seems lonely .	Pg. 20	Matthew looks so lonely . I'm thinking he misses playing with his friend Tilly.	
Pg. 25	Matthew and Tilly apologized to each other. I bet they want to play together and be friends again.	Pg. 23	I think Tilly looks lonely too. She probably thinking that hopscotch is boring with her friend Matthew.	
Pg.		Pg. 25	Matthew and Tilly apologized to one another. I'm thinking that they are excited to play together again.	



Ask	Ask a question at the end of the story that is related to the purpose for the read that you stated before reading.		
	Ask: 1 st Read	Ask: 2 nd Read	Ask: 3 rd Read
	Why did Matthew stomp up the stairs?	How did Matthew and Tilly feel when they quarreled?	Why did Tilly smile and Matthew apologize?
Respond	Scaffold children's responses by: <ul style="list-style-type: none"> Restating their responses in a more complex sentence Using proper grammar & syntax Modeling rich vocabulary Add more detail (tier 2 words from the story reads) 		
Main Idea	Friends do not always get along, but true friends forgive each other and resolve their differences.		
Tie	Create connections to the story all throughout day/week (intentional extension activities). <i>For Example:</i> Dramatic Play: Set up a cash register and items to purchase to allow students to play store and engage in imaginative play. Writing Center: Provide crayons and paper and encourage students to draw activities that they enjoy doing with their close friends. Write down what they tell you about their pictures. Outdoor Play: Let students use chalk to draw and play a game of hopscotch.		

Supports for Dual Language Learners	<p>Dual language learners comprehend and participate more when START reads are adapted. Learn more by checking out "When Reading Books with Dual Language Learners," a resource on Cox Campus.</p> <ul style="list-style-type: none"> Who will read/introduce the book in the home language prior to first read? When will you introduce the book in English in small groups? Which visuals do you need to pair with the focus words? How do you say these focus words in the home language? Props:
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