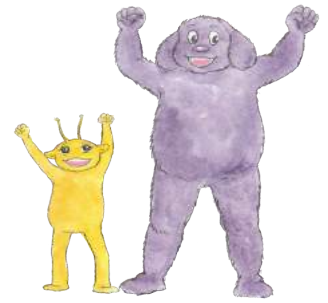




Tilly and Torg's Easy-As-Pie Literacy Center Resource Pack



Tilly and Torg

New Kids at School

by Connie Goyette Crawley

illustrations by Lilith Valebali

About The Book

Every morning, Tilly and Torg watch the neighborhood kids climb into a big, noisy yellow box. They watch the box roll away, wait for it to come back in the afternoon, and watch the kids hop out. One day, bursting with curiosity, Tilly and Torg follow the kids into the box.

When the "box" rolls to a stop at an elementary school, the adventure begins! What will Tilly and Torg's day be like? Will they make new friends? What happens at math time? And most importantly, will there be crunched bugs for lunch?

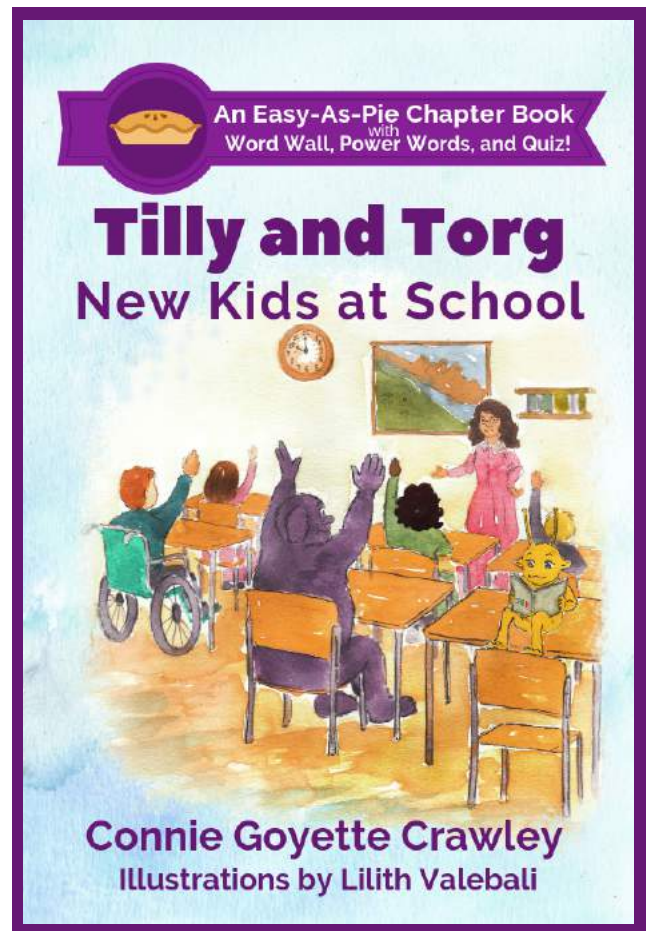
A perfect book to get the school year
off to a monster of a start!

Common Core Connection



Check out these activities
aligned to Common Core
State Standards!

3DLight
Publications



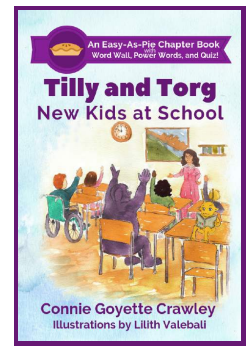
Get *Tilly and Torg - New Kids at School* here:

https://www.amazon.com/Tilly-Torg-New-Kids-School/dp/0998661465/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1566323132&sr=8-2
or at your favorite bookstore.

Hardcover: 978-1-7338537-2-9

Paperback: 978-0-9986614-6-9

Also available in e-book format
and coming soon to Audible!



To Get Started:

1. Before reading, discuss the PreReading Questions with your students. Resource Pack page 12.
2. Introduce students to the words they'll meet in the story with the Power Words and Word Wall in the back of the book. Or use the words cards in the Resource Pack pages 27-50.
3. Read *Tilly and Torg - New Kids at School* to the class, read it with your small groups, or have students read it independently.
4. After reading, discuss the Comprehension/Discussion questions. Resource Pack page 12, **We recommend that you have 2-3 copies on hand for students to use in the literacy centers.** You can get *Tilly and Torg - New Kids at School* here: https://www.amazon.com/Tilly-Torg-New-Kids-School/dp/0998661465/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1566323132&sr=8-2 or at your favorite bookstore.



Set Up Your Literacy Centers

Center 1: Buddy Reading



Center 2: Sequencing Activity



Center 3: Retell the Story



Center 4: Write Your Own Silly Tilly (and Torg) Book

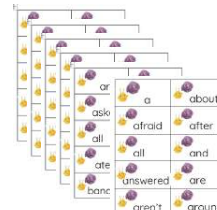


Center 5: Dear Author...



Center 6: Monster Flash Cards

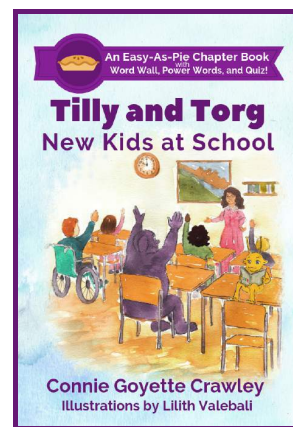
- a. Make a sentence.
- b. ABC order
- c. Quiz-a- Buddy
- d. Memory Game:



Be sure to check out our teacher-led activities!

Resource pack pages 9-11!

Center 1: Buddy Reading



Student Directions:

1. Sit **EEKK** with your buddy. (**E**lbow to **E**lbow - **K**nee to **K**nee)
2. Take turns reading - page by page or chapter by chapter.
3. Be sure to listen to your partner when they read.
4. After you've read the book, take turns asking each other questions from the quiz in the back of the book or make up your own questions.



Kdg: CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

1st: CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

2nd: CCSS.ELA-LITERACY.RL.2.6

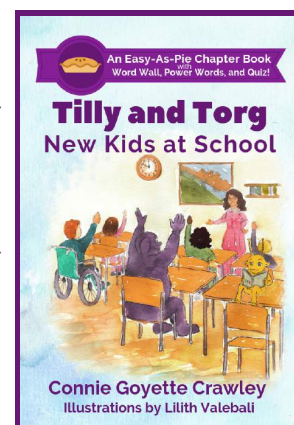
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

3rd: CCSS.ELA-LITERACY.RF.3.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

See also: CCSS.ELA-LITERACY.RL.K.4 CCSS.ELA-LITERACY.RF.K.4 CCSS.ELA-LITERACY.SL.K.2 CCSS.ELA-LITERACY.RL.1.1 CCSS.ELA-LITERACY.RL.1.10
CCSS.ELA-LITERACY.RF.1.3 CCSS.ELA-LITERACY.RF.1.4 CCSS.ELA-LITERACY.RL.2.1 CCSS.ELA-LITERACY.RF.2.3.D CCSS.ELA-LITERACY.RF.2.4
CCSS.ELA-LITERACY.RL.3.1 CCSS.ELA-LITERACY.RF.3.3.I

Center 2: What Happened First?



Directions:

1. Print the sequencing cards on card stock. (Resource Pack pages 13-14.)
Optional: Attach magnet or flannel to the back of each picture and place this center near a magnet board, file cabinet, or flannel board.
2. Students arrange the pictures in the order the events happened in the story and then retell the story to a partner.
Optional: Write a sentence about each picture.
3. Suggest that students try rearranging the pictures to make a different story.



CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.2.5

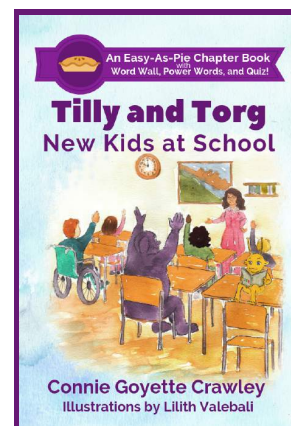
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

See also: CCSS.ELA-LITERACY.RL.K.2 CCSS.ELA-LITERACY.RL.2.7 CCSS.ELA-LITERACY.W.K.2 CCSS.ELA-LITERACY.W.K.3

Center 3: Retell the Story



Teacher Directions:

1. Print the characters on card stock, cut them out and mount on craft sticks.
(Resource Pack pages 15 - 16.)
2. Six scenes are available in the Resource Pack pages 17 - 22. Select scenes to print on regular paper. Attach each scene to the inside of a file folder to make a stand-up background for the characters (and a neat place to store the activity!)
3. Students retell the story. Encourage them to make up their own ending!



CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.2.3

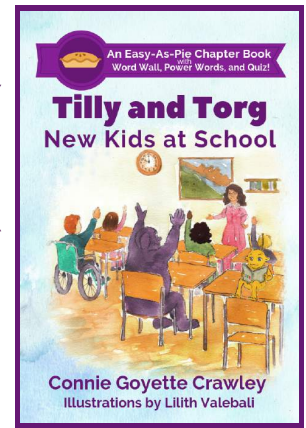
Describe how characters in a story respond to major events and challenges.

Also see: CCSS.ELA-LITERACY.RL.K.2 CCSS.ELA-LITERACY.RL.1.3 CCSS.ELA-LITERACY.RL.1.7

Center 4: Write Your Own Silly Tilly (and Torg) Book



Glue the picture for page 6 here.	Glue the picture for page 5 here.	Glue the picture for page 4 here.	Glue the picture for page 3 here.
Front Cover		Glue the picture for page 1 here.	Glue the picture for page 2 here.
Choose a picture for your book's cover. Then write the title of the book and your name.			
by			
Back Cover			



Directions:

1. Print the 6-page book template and the picture card sheet for each student from Resource Pack pages 23 - 25.
2. Students select a card for the cover of their book and 6 cards to tell the story. They'll plan their story by arranging the cards in a line.
3. Partners tell the story to one another.
4. Students glue their pictures on the template in the correct order and then write the story on the lines on the template.
5. Assist students with assembling their books. Directions:
<https://studylib.net/doc/18175943/make-a-six-page-book-out-of-one-sheet-of-paper->



CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.W.1.3

Write narratives recounting two or more sequenced events, include details regarding what happened, use temporal words to signal event order, and provide sense of closure.

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-LITERACY.W.3.3.A

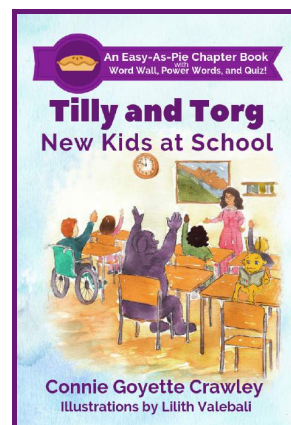
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Also see: CCSS.ELA-LITERACY.W.1.5 CCSS.ELA-LITERACY.W.2.1 CCSS.ELA-LITERACY.W.3.3.B CCSS.ELA-LITERACY.W.3.3.C



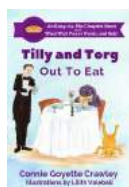
Center 5: Dear Author

All letters
will receive
a reply!



Directions:

1. Print the letter template (Resource Pack page 26) or use your own paper.
2. Ask students to think about what they'd like to tell the author - and some questions they would like to ask.
3. Mail the letters to Connie Goyette Crawley
P.O. Box 276
Brooks, GA 30205



Check out Tilly and Torg's
other Easy-As_Pie chapter books
at your favorite bookstore!

Standards



Connection

.CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author).

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

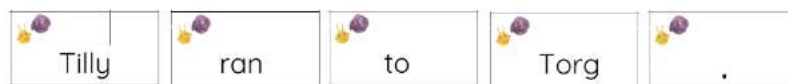
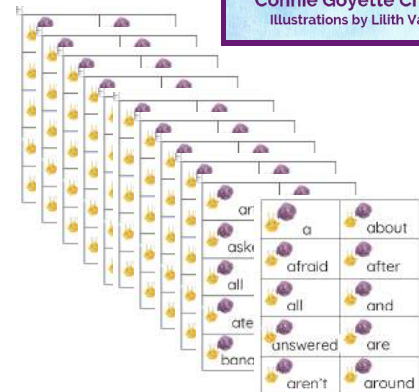
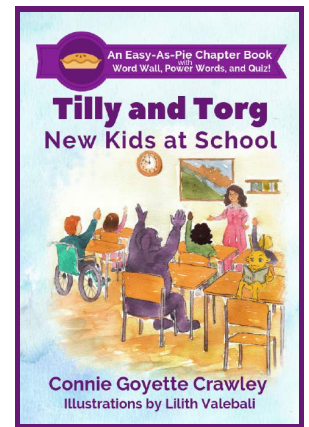
CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

See also: CCSS.ELA-LITERACY.RL.K.6 CCSS.ELA-LITERACY.W.1.1 CCSS.ELA-LITERACY.W.2.5 CCSS.ELA-LITERACY.L.3.2.B
CCSS.ELA-LITERACY.W.3.4 CCSS.ELA-LITERACY.W.3.5

Center 6: Monster Flash Cards

Your resource pack includes flash cards for all of the words found in *Tilly and Torg - New Kids at School*. Print and cut out the flash cards on card stock, and then select the cards to place in your literacy centers so that students aren't overwhelmed by too many choices. Resource Pack pages 28 - 51.



Try these flash card activities!

1. Make a sentence.
2. ABC order
3. Quiz-A-Buddy
4. Memory Game: (Need 2 sets of cards for each group.) Students place cards face down. Students take turns to flip over two cards looking for a match. If they find a match, they keep the cards. If not, they are flipped back down for the next person to try.



CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.RF.1.1.A

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences.

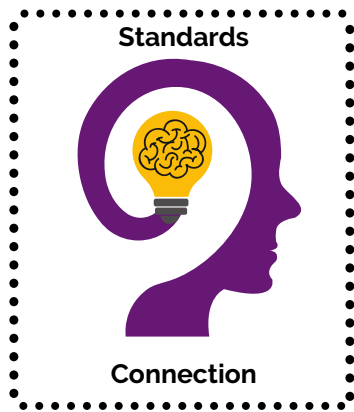
CCSS.ELA-LITERACY.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

See also: CCSS.ELA-LITERACY.RF.K.1.B CCSS.ELA-LITERACY.L.K.1.E CCSS.ELA-LITERACY.L.K.2.B CCSS.ELA-LITERACY.RF.1.3
CCSS.ELA-LITERACY.RF.2.3.F CCSS.ELA-LITERACY.RF.3.3.D CCSS.ELA-LITERACY.RL.3.4

Teacher-Led Activity

Compare and Contrast



Reading: Literature:

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Integration of knowledge and ideas.

Check out this printable!
Resource Pack page 27.

After reading *Tilly and Torg - New Kids at School*, discuss the character traits that Tilly and Torg displayed in the story. Ask students to share ways in which they are similar to Tilly and Torg. Which character did students identify the most closely with?

Next, discuss ways in which Tilly and Torg are similar to each other and ways in which they're different. Encourage students to think beyond just the way that the characters look - to also think about their personalities. Students may compare Tilly to a younger sibling - or may compare Torg to a parent or older sibling.

Use the Venn diagram on page 3 in large or small groups, or distribute to students to work on individually.

Compare and Contrast

Name _____ Date _____

Compare and contrast Tilly and Torg.

- Write at least two details or character traits that are just about Tilly.
- Write at least two details character traits that are just about Torg.
- Write at least two details or traits that Tilly and Torg share.

The first one has been done for you.

Think about it...

Which monster is the most like you?
On the back of this paper, write at least two character traits that you have in common with Tilly or Torg.



Teacher-Led Activity

What Happens Next?

Write Chapter 7 of
Tilly and Torg - New Kids at School



Reading: Literature:

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Discuss the ending of *Tilly and Torg - New Kids at School* with your students. Did Tilly and Torg enjoy their first day of school? Do your students think that the two monsters will go back the next day?

Discussion points:

- Would Tilly and Torg go back to the same school?
- Would they be in Miss Witt's class again?
- Could they be put in different classes?
- Would Tilly bring crunched bugs for lunch? (What would the kids think of THAT?)
- Would Tilly lose her lunchbox again?
- What new things might Tilly and Torg discover at school?
- What would happen if the class went on a field trip?
- What would the principal think of Tilly and Torg?

After sharing ideas, ask students to make a storyboard by folding a sheet of paper into quarters. After unfolding the paper, they'll write or draw in each of the 4 boxes a scene of what will happen in their Chapter 7.

After planning their chapter, students will write the new chapter. Reminds students that they can use the Power Words and Word Wall in the back of the book to help with spelling.

For younger groups, students will plan the chapter, but then will tell their chapter story to the group. The teacher will choose which of their chapters to write out as a shared writing activity.

Collaborative Group Activity

Make Tilly and Torg's Yellow Box



Reading: Literature:

CCSS.ELA-LITERACY.RL.K.9

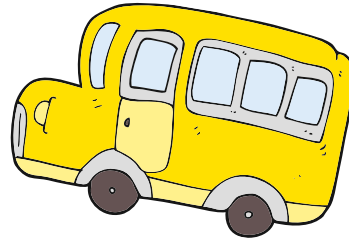
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.



In this collaborative activity, students will work together to plan and create a school box bus.

After reading *Tilly and Torg - New Kids at School*, discuss why Tilly and Torg might have thought that the neighborhood kids climbed in a box every morning.

Tell students that they'll have a chance to work in a group to create a bus for Tilly and Torg.

Materials:

- shoeboxes (or other small empty boxes)
- construction paper, bulletin board paper, and scrap paper
- glue
- tape
- paint
- empty toilet paper or paper towel tubes

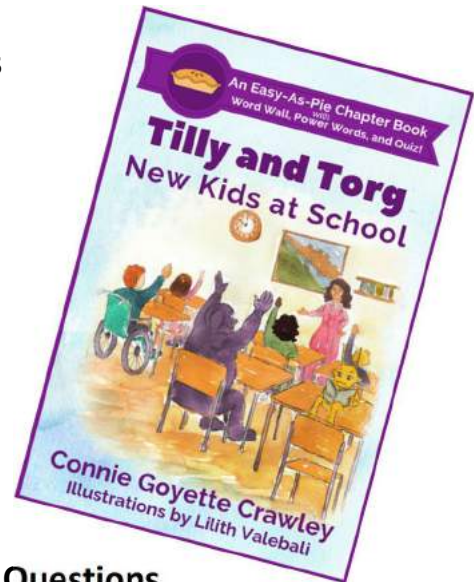
Divide students into small groups of 4-6 students.

Groups will come up with a plan on how they will decorate their box. with a selection of shoebox. Ask groups to

Prereading Questions

Look at the cover of *Tilly and Torg: New Kids At School*:

1. What is happening in the picture?
2. What do you think this book is about?
3. What do you think will happen in this story?
4. Where does the story take place?
5. Is this book fiction or nonfiction?



Comprehension and Discussion Questions

1. What did Tilly and Torg see every morning when they looked out their kitchen window?
2. Why do you think Tilly and Torg thought they were seeing a big yellow box?
3. What did Tilly take with her on the bus?
4. Why do you think Torg takes the *Monster Rule Book For Living With People* with him wherever he goes?
5. How do you think Tilly and Torg felt when they got off the bus and walked into the school?
6. Why did the little girl take them to her class? How do you think this made Tilly and Torg feel? Would you have taken them to your class?

7. How do you think Miss Witt felt when she saw her new students?



8. When Miss Witt told Tilly and Torg that it was time to go to the lunch room, what did Tilly think the lunch room would be like?

9. In what ways are Tilly and Torg alike?

In what ways are they different?

10. Have you ever been a new kid at school? If so, how did you feel?



Bonus : What could you do to help a new student on their first day at school?



Sequencing Activity

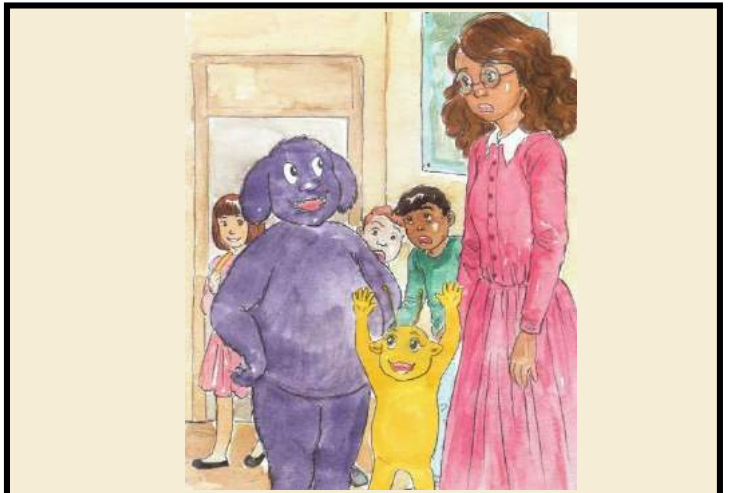
1. Print the sequencing cards on card stock.

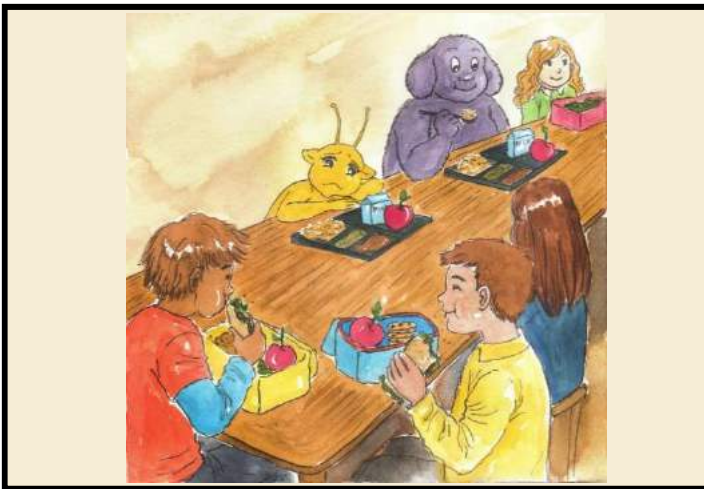
Optional: Attach magnet or flannel to the back of each picture and place this center near a magnet board, file cabinet, or flannel board.

2. Students will arrange the pictures in the order the events happened in the story and then retell the story to a partner.

Optional: Write a sentence about each picture.

3. Suggest that students try rearranging the pictures to make a different story.





Character Cut-Outs



Tilly



Torg



Miss Witt



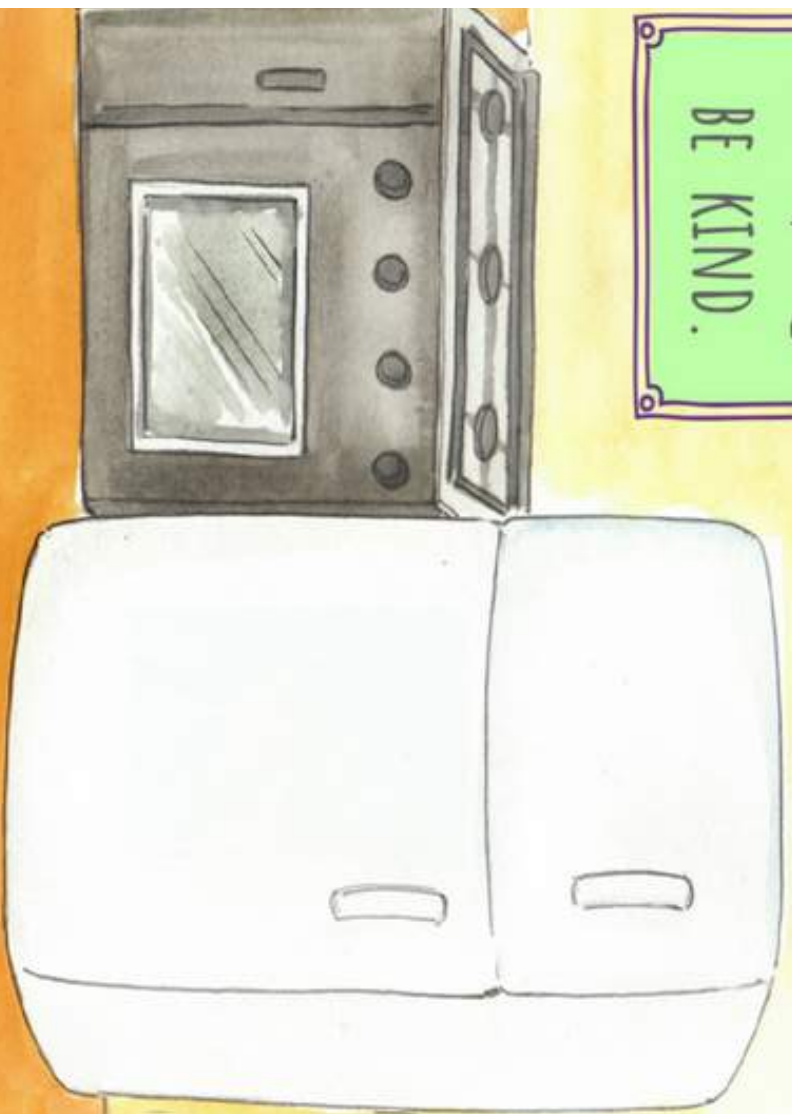
Jack

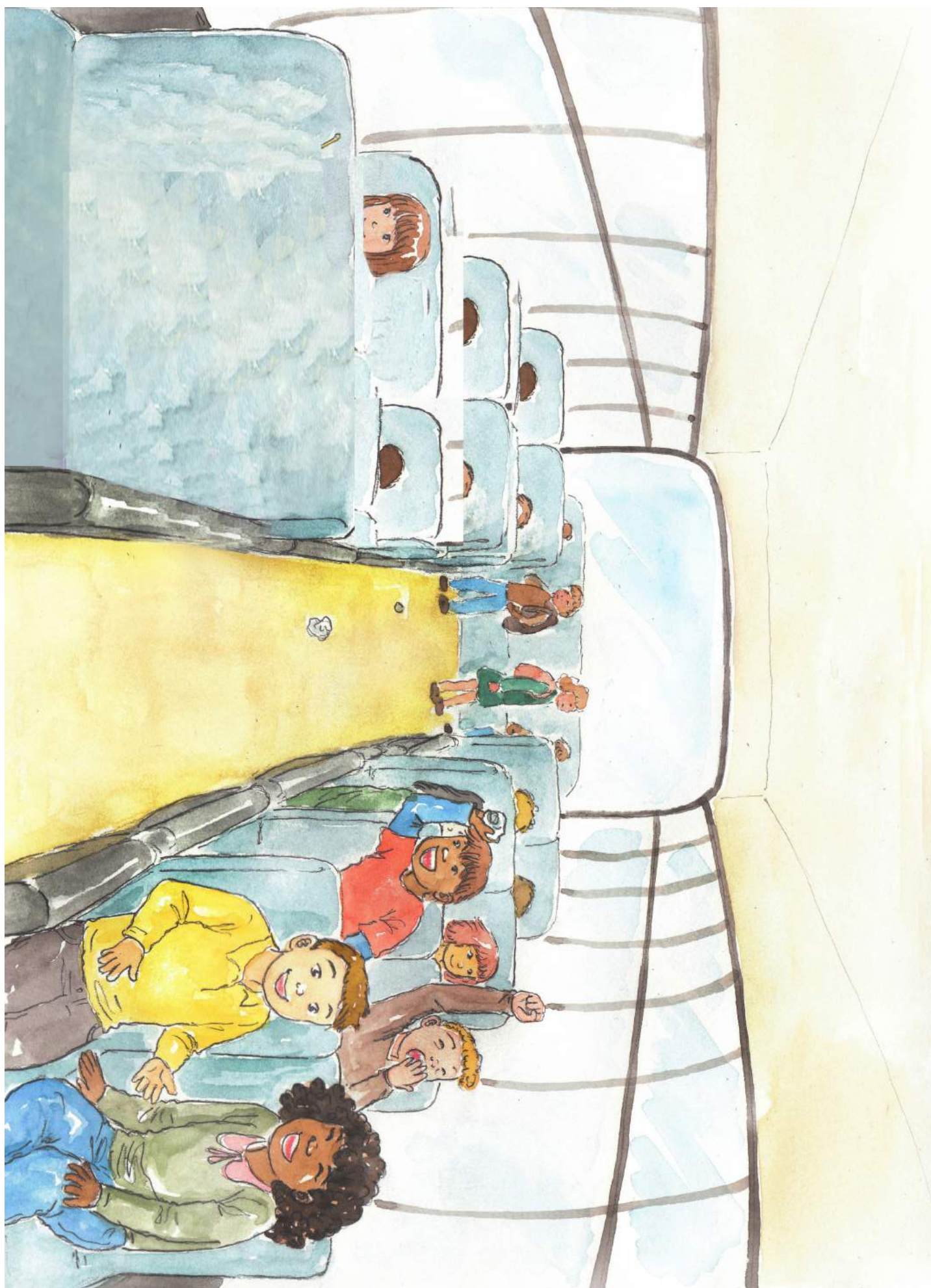


Emma

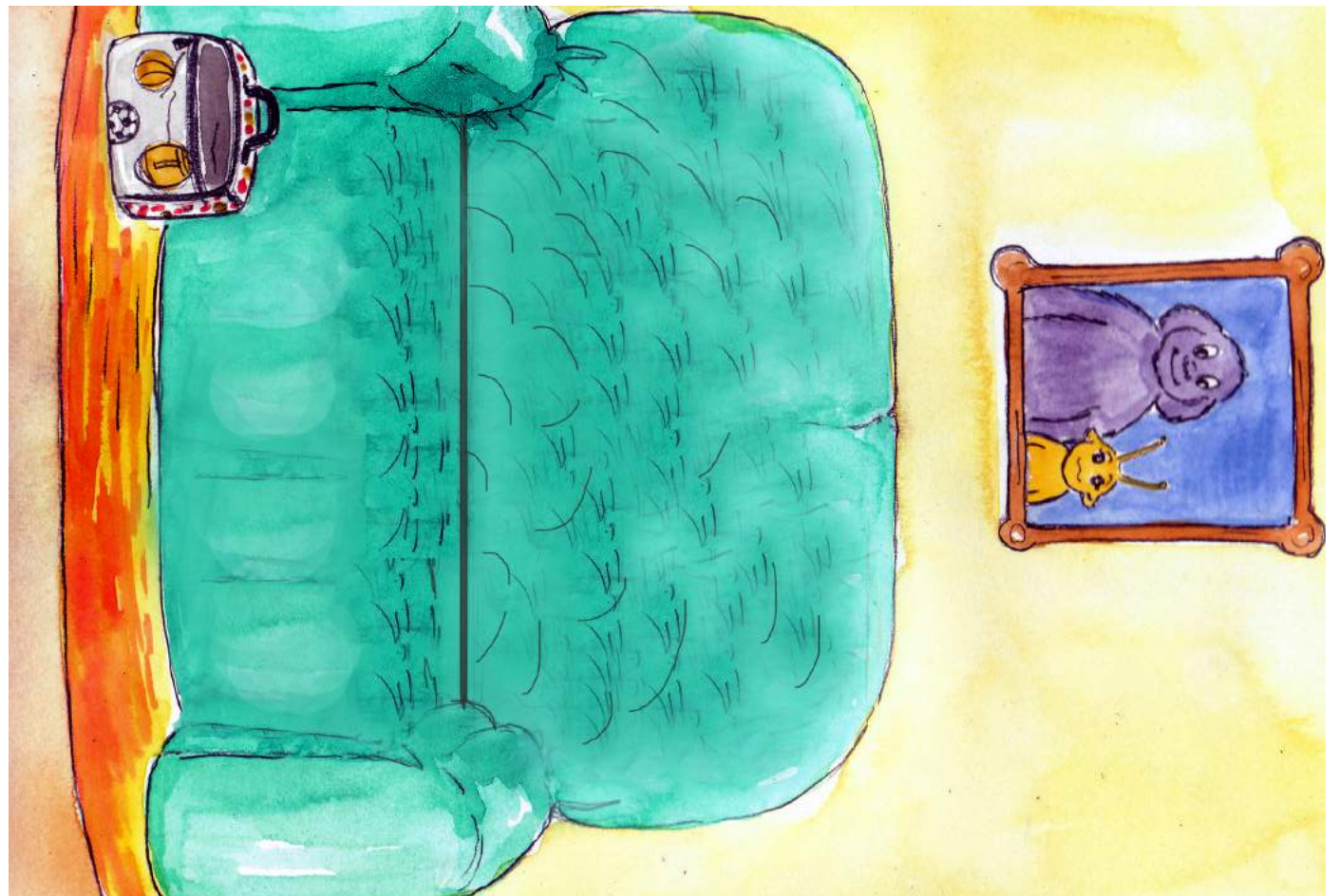


In a world
where you can
be anything
BE KIND.

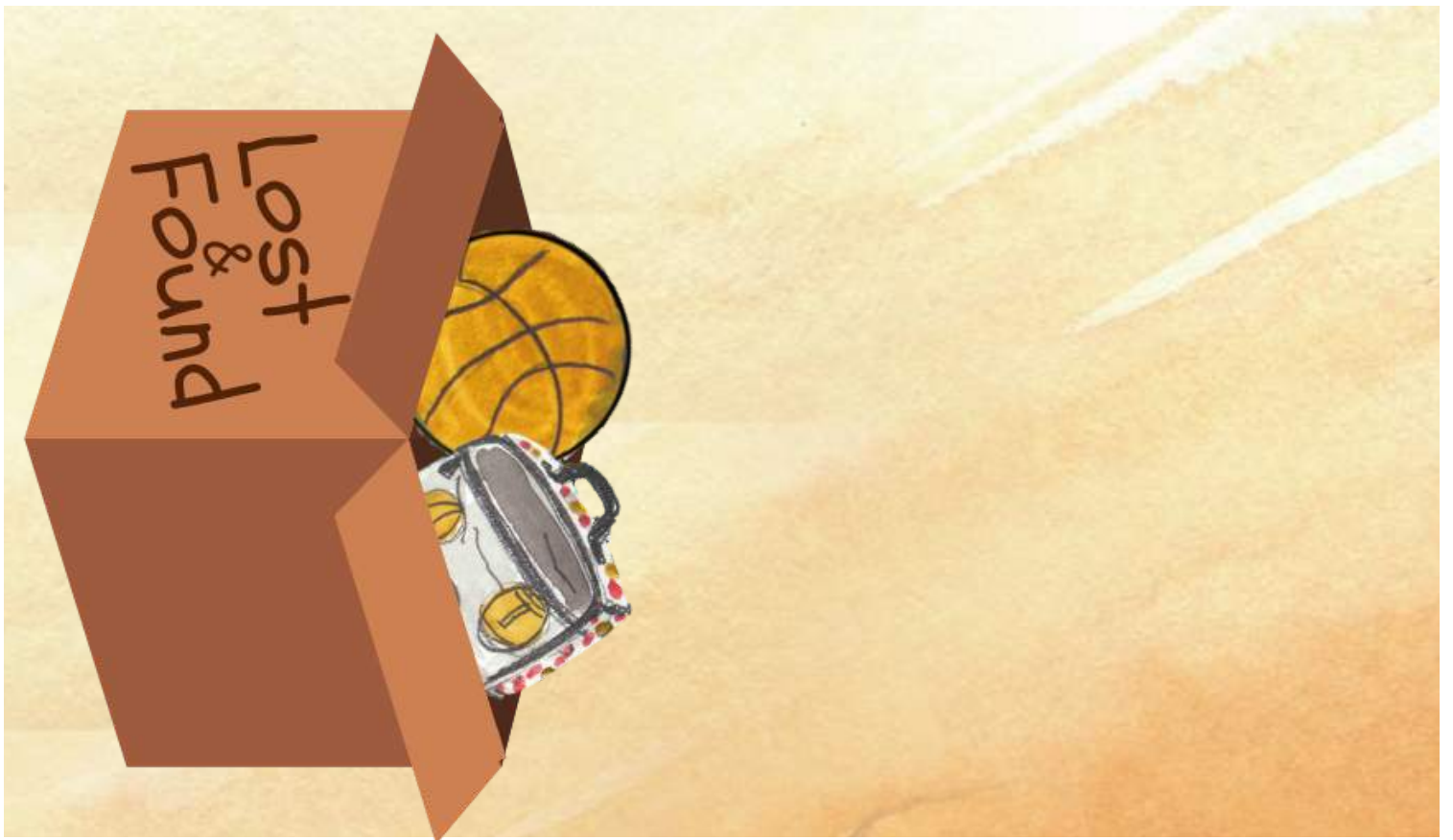
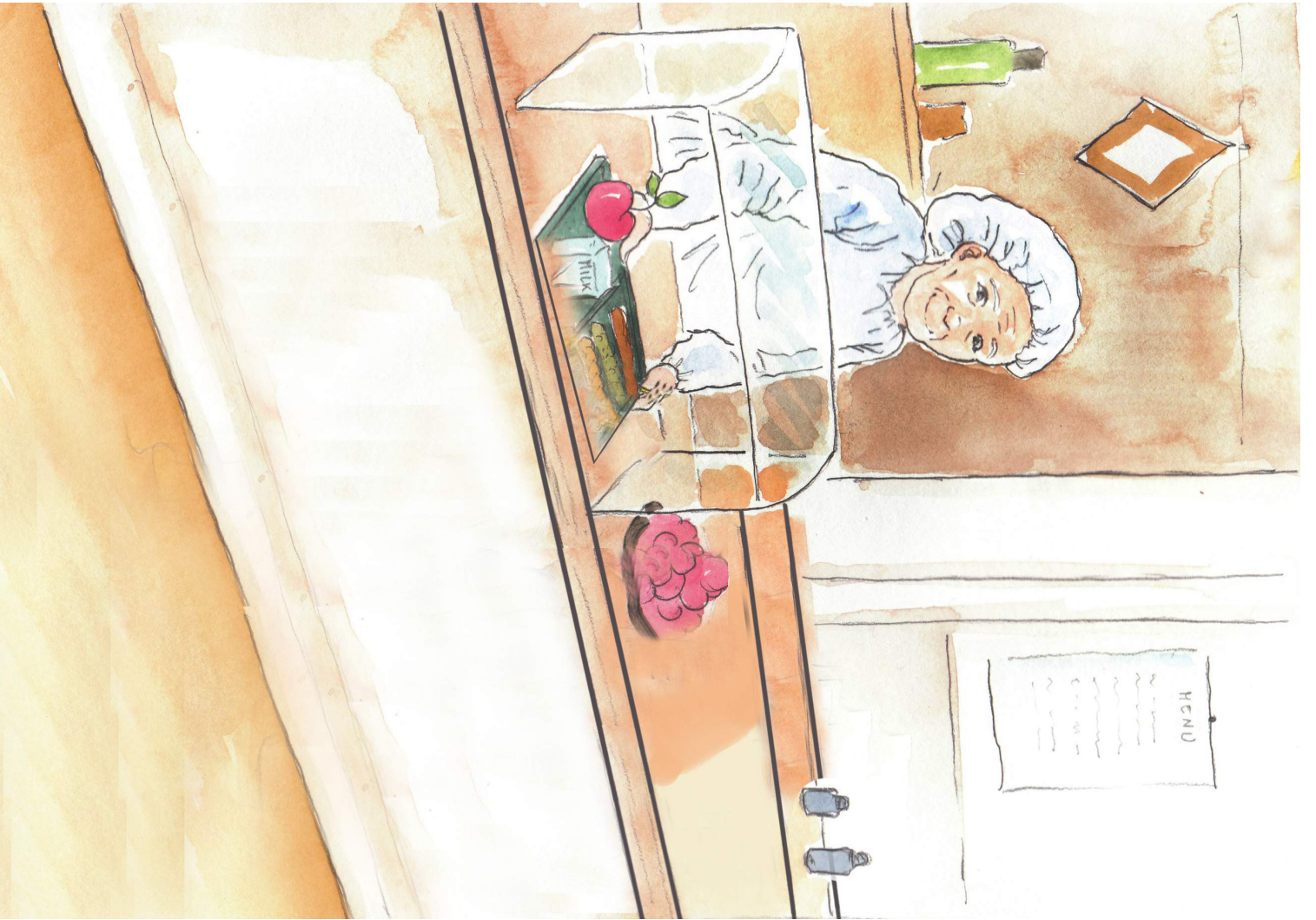








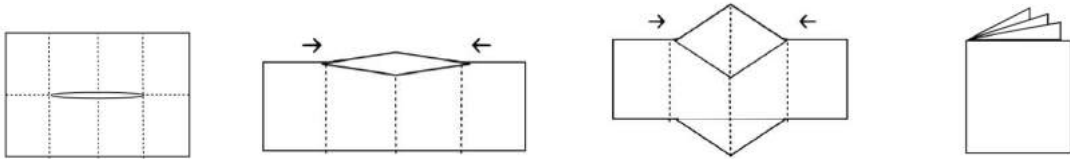


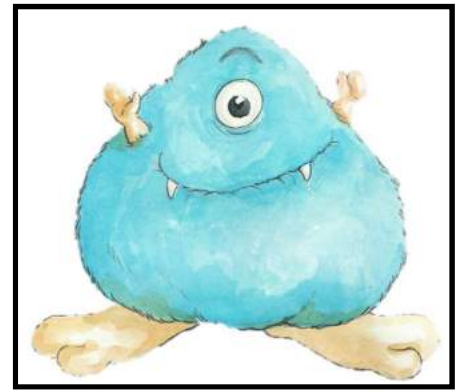
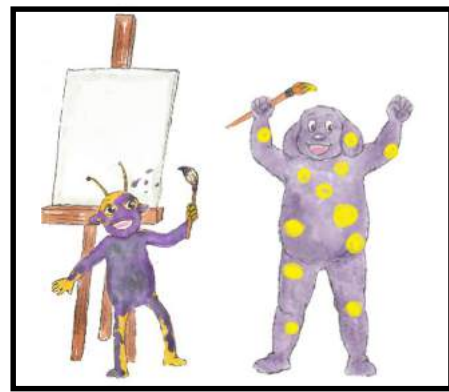
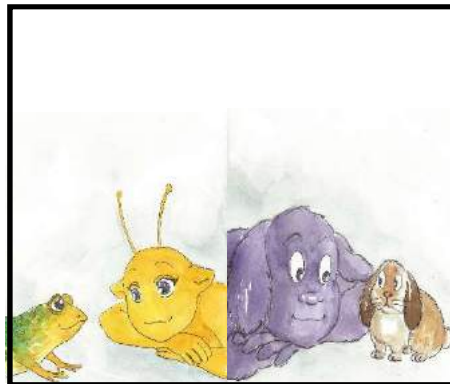


Write a Silly Tilly (and Torg) Story

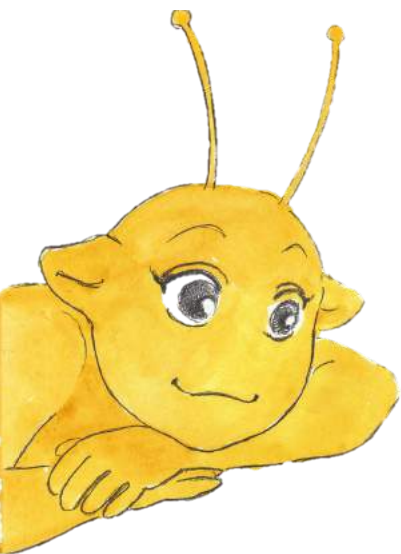
1. Print the 6-page book template and the picture card sheet for each student.
2. Students select a card for the cover of their book and 6 cards to tell the story. They'll plan their story by arranging the cards in a line.
3. Partners tell the story to one another.
4. Students glue their pictures on the template in the correct order and then write the story on the lines on the template.
5. Assist students with assembling their books.

Directions: <https://studylib.net/doc/18175943/make-a-six-page-book-out-of-one-sheet-of-paper->





<p>Glue the picture for page 6 here.</p>	<p>Glue the picture for page 5 here.</p>	<p>Glue the picture for page 4 here.</p>	<p>Glue the picture for page 3 here.</p>
	<p>Front Cover</p> <p>Choose a picture for your book's cover. Then write the title of the book and your name.</p>	<p>Glue the picture for page 1 here.</p>	<p>Glue the picture for page 2 here.</p>
<p>Back Cover - Write or draw about the author – YOU!</p>	<p>by</p>		



Compare and Contrast

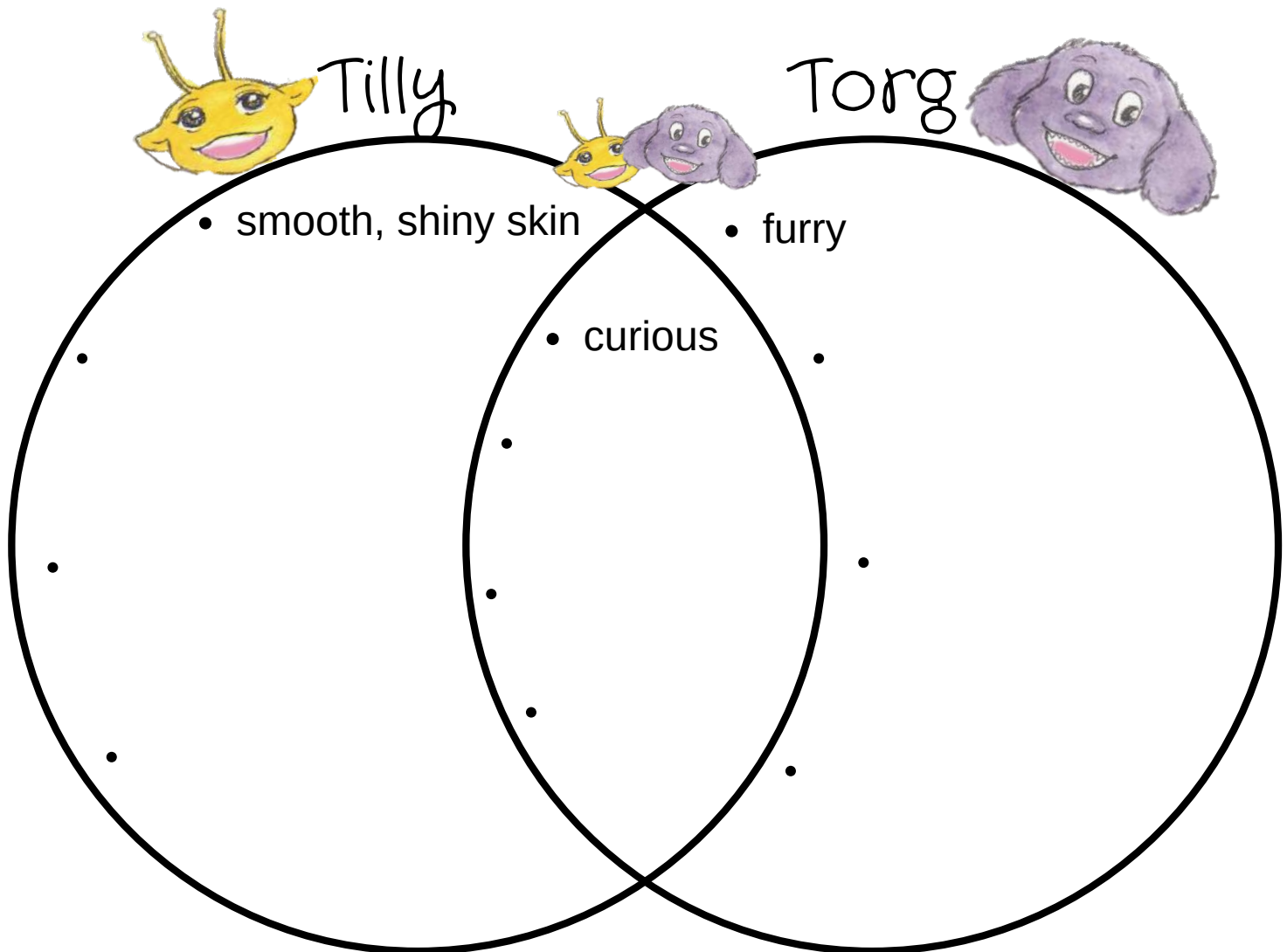
Name _____

Date _____

Compare and contrast Tilly and Torg.

- Write at least two details or character traits that are just about Tilly
- Write at least two details character traits that are just about Torg.
- Write at least two details or traits that Tilly and Torg share.

The first one has been done for you.



Think about it...

Which monster is the most like you?

On the back of this paper, write at least two character traits that you have in common with Tilly or Torg.



a



about



afraid



after



all



and



answered



are



aren't



around



art



as



asked



after



all



at



ate



back



banana



be



because



before



bell



big



board



book



both



box



boy



bugs



building



busy



but



called



can



children



chose



chuckled



class



climbed



come



could



cried



crunched



day



desks



did



do



does



doing



don't



door



down



early



end



every



everywhere



favorite



find



first



followed



for



found



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get



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silly



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surprised



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think



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