

An Academic Standards-Aligned Discussion &
Activity Guide for Grades PK-2

PIE IS FOR SHARING

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Illustrated by Jason Chin

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*It starts off round, and you can slice it into as many pieces as
you want. What else can be shared? A ball, of course. A book? A tree?*

What about time?

*You're invited to a glorious Fourth of July picnic, where you'll learn
all about sharing, the good things along with the bad.*

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debbiegonzales.com



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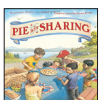
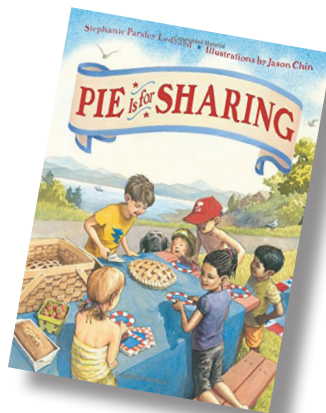
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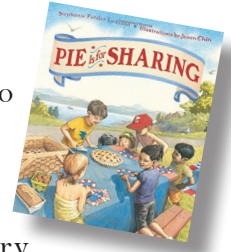
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Pre-Reading Discussion Questions

Consider the scene depicted on the front cover of the book:

- Describe the action taking place in this illustration. What are children about to do?
- Describe the setting. List the clues that reveal the time of year in which this story occurs.
- Though there are other types of food on the picnic table, explain why the cherry pie seems to be the most interesting dessert of all.
- Consider the title of the book. What does it mean to *share*? Tell of a time that you shared something as wonderful as a cherry pie.



Consider the scene depicted on the back cover of the book:

- Explain the action in this illustration. Tell what the boy and the dog are doing.
- The word *thoughtful* means caring, considerate, and unselfish. Determine if the boy in the illustration is being thoughtful. How so?
- Is a person being thoughtful if they share something? How so?
- Predict what you think this story is going to be about.



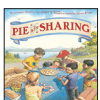
Meet the author – Stephanie Parsley Ledyard:

- On her website, Ms. Ledyard says that she felt like a “kind of *not-smart*” student the 1st and 2nd grades because learning to read was a challenge for her. How about you? Is reading an easy or a hard thing for you to do? Explain your answer.
- Things seemed to come together for Ms. Ledyard in the 3rd grade. Her teacher, Mrs. Thompson was very nice. She helped young Ms. Ledyard learn to read better and to develop a love for writing poetry. Consider how Ms. Thompson’s influence inspired Ms. Ledyard to become an author and poet today!
- To learn more about author Stephanie Parsley Ledyard access her website at stephanieleyard.com.



Meet the illustrator – Jason Chin:

- After Mr. Chin completed his college studies in illustration, Mr. Chin got a job at a children’s bookstore in New York City. Consider how Mr. Chin’s college experience prepared him to sell books written and illustrated for children.
- Mr. Chin has written and illustrated a number of award-winning picture books, most of which have to do with the natural world. Examine the scenery depicted on the front cover of the book. Notice how natural and realistic the illustrations of lake and mountain scenery seem to be.
- View sample of illustrator Jason Chin’s artwork by accessing his website at jasonchin.net.



Post-Reading Discussion Questions

Pie is for sharing

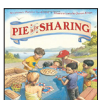
- Study the illustrations preceding the one depicting the family's arrival at the park. Predict how the family feels about joining the others at the park.
- Identify the two special treats that are packed inside the picnic basket.
- Notice the connection between the young girl and the dog in the earlier illustrations. Describe how they feel about one another. How do you know?
- What is the story being told in the park arrival illustration? Who are these people and what are they about to do?

Almost.

- Describe the action taking place in this illustration.
- Explain why there was no pie left for the little girl. Predict how she might feel about missing out on a piece of cherry pie.
- Where did all of the other children go? Explain why she and her dog are the only ones gathered by the picnic table.
- The girl seems to be a great deal younger and smaller than the other children. Discuss how being the youngest in a larger group can be a disadvantage.
- What do you think this little girl wants? Tell why she cannot have it.

Hard to share: your best friend

- Observe how the girl and the dog relate to the other children in the previous illustrations. Notice where she and her dog are situated, in relation to her older brother and cousins. Consider how the little girl is different than the others.
- The word *best* means special, most excellent, and terrific. What does it mean to have a best friend? Identify ways that the dog and the girl are special, most excellent, and terrific friends.
- What is happening in this illustration? Explain why the dog is left the little girl behind. Predict how the little girl must've felt when her dog and the others left her alone on the beach.



*If you are hurt,
it helps to share a hug
and some bandages*

- Who is the boy comforting the little girl after her fall?
- Notice that all of the other children and the dog are rushing back down the beach toward the little girl. Explain why they are in such a hurry. What is so important to them?
- Predict how the little girl must've have felt being surrounded by the older children.
- Explain how the little girl has changed, as a result of taking such a bad fall.
- Discuss how a bad situation actually turned out very good for the little girl and the others.
- Is the dog still her very best friend? Explain your answer.

Many can share one light.

- Notice how the radiance of the sparklers glows equally on all of the children. Determine how the light is shared by all.
- Study the expressions of the children. Describe how they feel about the sparkling light. Tell how they feel about being together.
- Notice that the little girl is included in the circle of children. What has changed to make this happen for her.
- Explore ways that sharing the light of the sparklers can be similar to sharing friendship with one another. Discuss how the children in the illustration are demonstrating this.

Just like pie.

- Consider how, like the sparklers, the families seated on the lawn share the light of the fireworks.
- Observe the little girl in this illustration. Identify how things have changed for her.
- If the light of the sparklers represent sharing friendship, then what do you think sharing the big light of bright fireworks can represent?
- Explain the importance of sharing. Tell how the act of sharing benefits everyone.



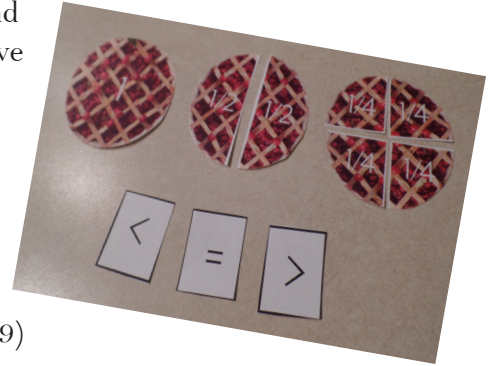
Cherry Pie Fraction Fun

It starts out round.

Then...

You can slice it into as many pieces as you wish.

Objective: To explore the equivalency of circles partitioned into two and four equal shares, describing the whole as two halves and four fourths and recognizing that equal shares of identical wholes need not have the same shape.

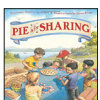
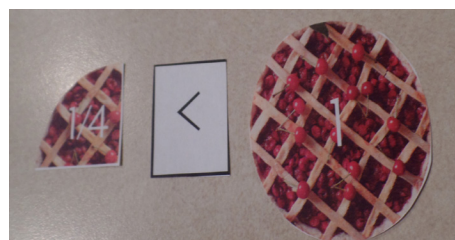
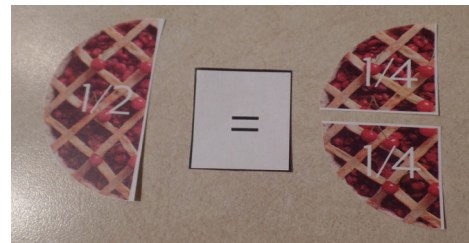
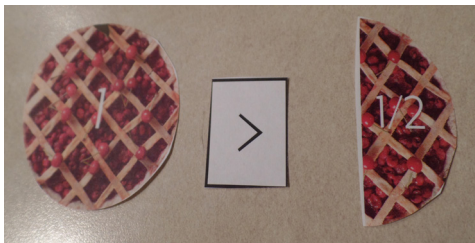


Materials:

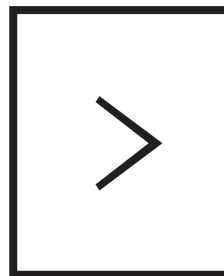
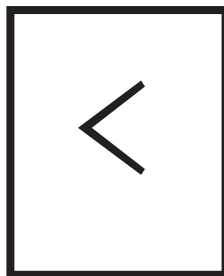
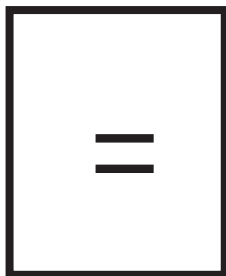
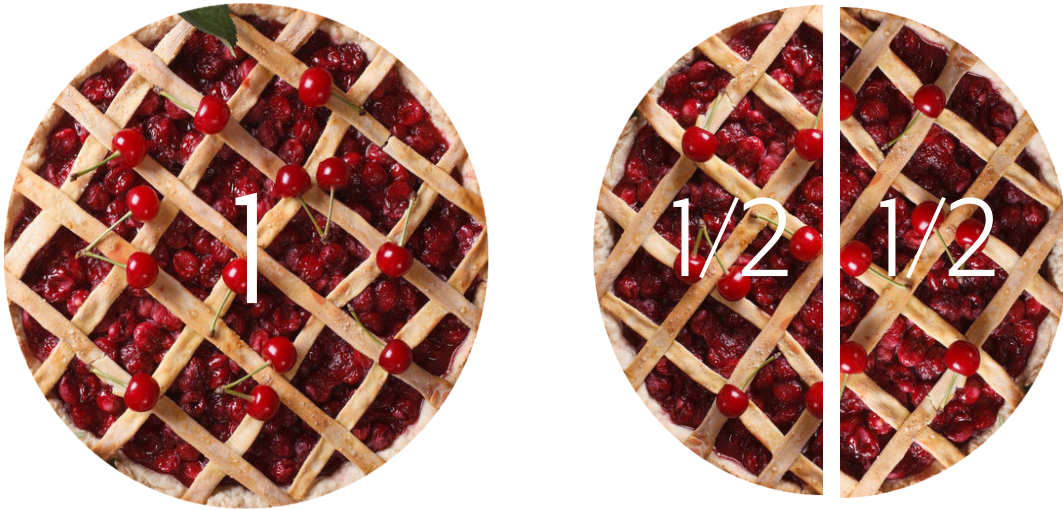
- Pie Slices and Equivalency Symbols (Guide, pg. 7)
- Cherry Pie Fraction Fun Worksheet (Guide, pg. 8)
- Cherry Pie Fraction Fun Worksheet Answers (Guide, pg. 9)
- Scissors
- Pencil

Procedure:

- Print **Pie Slices and Equivalency Symbols**. Use scissors to trim around borders of pie slices and equivalency symbols.
- Explore various equivalency combinations. Compare the fraction pieces to discover which one are greater than, less than, or equal to one another. Use the correct equivalency symbol to designate each association.
- Print the **Cherry Pie Fraction Fun Worksheet**. Use fraction pieces and equivalency symbols to discover the correct association.
- Use Cherry Pie Fraction Fun Worksheet Answers to verify answer.



Pie Slices & Equivalency Symbols



Cherry Pie Fraction Fun Worksheet

$$\frac{1}{2} \square \frac{2}{4} \quad \frac{2}{2} \square 1$$

$$\frac{2}{4} \square 1 \quad \frac{1}{4} \square \frac{1}{2}$$

$$1 \square \frac{2}{4} \quad \frac{1}{4} \square \frac{2}{2}$$

$$1 \square \frac{4}{4} \quad \frac{3}{4} \square \frac{1}{2}$$



Cherry Pie Fraction Answers

$$1/2 \boxed{=} 2/4 \quad 2/2 \boxed{=} 1$$

$$2/4 \boxed{<} 1 \quad 1/4 \boxed{<} 1/2$$

$$1 \boxed{>} 2/4 \quad 1/4 \boxed{<} 2/2$$

$$1 \boxed{=} 4/4 \quad 3/4 \boxed{>} 1/2$$



Sharing a Bird Necklace

*A tree is always shared
even when you think it is yours
alone.*

Objective: To connect with nature through the creation of a simple craft.

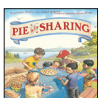
Materials:

- *Pie is for Sharing*, the book
- Cheerios (or some other circle-shaped cereal)
- A 12 inch long piece of string
- A tree branch
- A small piece of tape (optional)



Procedure:

- Consider the illustration depicting a boy resting on a tree limb reading a book. Discuss the experience of sharing the tree in this secret way. Anticipate what it would be like if the boy had something special to share with the robin sitting in her nest – something like a bird necklace!
- String Cheerios on the string. (Note: Should the end of the string become frayed, create a tip by wrapping a small bit of tape around the end.)
- Once the desired amount of Cheerios have been strung on the string, tie the ends together.
- Hang completed bird necklace on a tree limb.
- Watch and wait for the birds to discover it!



Sharing - A Sensory Poem

*Other things for sharing:
A jump rope,
your place in the middle,
a rhyme...*

Objective: To write a narrative free verse poem exploring metaphoric and sensory language.

Materials:

- *Pie is for Sharing*, the book
- The My Sharing Poem Template (Guide, pg. 12)
- Pencil
- Markers

Procedure:

- Use metaphoric language to discuss the act of sharing. Lead a discussion encouraging students to consider how the act of sharing smells and tastes. Ask them what sharing looks like, sounds like, and feels like.
- Distribute the **My Sharing Poem** template. Instruct students to write and illustrate a sensory poem on the topic of what sharing means to them. (Consider the example sensory poem below for inspiration.)
- Have students *share* their work with the class.

Daisies

Daisies smell like *my mother's perfume.*

Daisies sound like *the whispering breeze.*

Daisies taste like *sunshine.*

Daisies look like *pats of butter.*

Daisies feel like *yellow velvet.*



My Sharing Poem

Sharing smells like _____

Sharing sounds like _____

Sharing tastes like _____

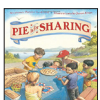
Sharing looks like _____

Sharing feels like _____



Educational Standards Alignments
Common Core State Standards:

English Language Arts Standards » Reading: Literature		Discussion Questions	Fraction Fun	Bird Necklace	Sharing Poem
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓		✓	✓
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.	✓		✓	✓
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓		✓	
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	✓			
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	✓		✓	
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	✓		✓	
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓		✓	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓		✓	
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	✓			✓
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓		✓	
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	✓		✓	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓		✓	
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	✓		✓	
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.	✓		✓	



		Discussion Questions	Fraction Fun	Bird Necklace	Sharing Poem
English Language Arts Standards » Reading: Foundational Skills					
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	✓			✓
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓			✓
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓			✓
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	✓			✓
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓			✓
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓			✓
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓			✓
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				✓
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.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				✓
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.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				✓
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				✓
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.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				✓



English Language Arts Standards » Speaking & Listening		Discussion Questions	Fraction Fun	Bird Necklace	Sharing Poem
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓			✓
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓		✓	✓
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.				✓
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓		✓	✓
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓		✓	✓
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				✓
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓		✓	✓
Standards for Mathematical Practice: Geometry					
CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		✓		
CCSS.Math.Content.2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		✓		



Texas Essential Knowledge & Skills:

		Discussion Questions	Fraction Fun	Bird Necklace	Sharing Poem
110.2. English Language Arts and Reading, Kindergarten					
110.2.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	✓		✓	✓
110.2.b.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	✓		✓	✓
110.2.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	✓		✓	✓
110.2.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	✓		✓	✓
110.2.b.5	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	✓		✓	✓
110.2.b.6	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	✓		✓	✓
110.2.b.7	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	✓		✓	✓
110.2.b.9	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	✓		✓	✓
110.2.b.10	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	✓		✓	✓
110.2.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	✓		✓	✓
110.3. English Language Arts and Reading, 1st Grade					
110.3.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	✓		✓	✓
110.3.b.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	✓		✓	✓
110.3.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	✓		✓	✓



		Discussion Questions	Fraction Fun	Bird Necklace	Sharing Poem
110.3.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	✓		✓	✓
110.3.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	✓		✓	✓
110.3.b.6	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	✓		✓	✓
110.3.b.7	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	✓		✓	✓
110.3.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	✓		✓	✓
110.3.b.10	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	✓		✓	✓
110.3.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	✓		✓	✓
110.4. English Language Arts and Reading, 2nd Grade					
110.4.b.1	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	✓		✓	✓
110.4.b.2	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	✓		✓	✓
110.4.b.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	✓		✓	✓
110.4.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	✓		✓	✓
110.4.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	✓		✓	✓
110.4.b.6	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	✓		✓	✓



		Discussion Questions	Fraction Fun	Bird Necklace	Sharing Poem
110.4.b.7	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	✓		✓	✓
110.4.b.9	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	✓		✓	✓
110.4.b.10	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	✓		✓	✓
110.4.b.11	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	✓		✓	✓
111.4. Implementation of Texas Essential Knowledge and Skills for Mathematics, 2nd Grade					
111.4.b.3	Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole		✓		

