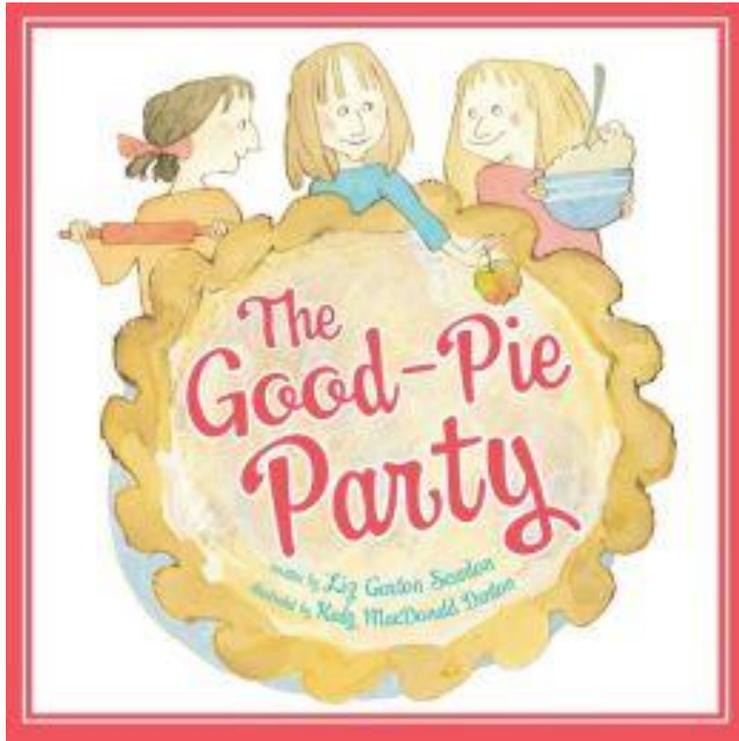


A Core Curriculum State Standards & Texas Essential  
Knowledge and Skills Aligned Discussion & Activity  
Guide and Readers' Theatre Script for

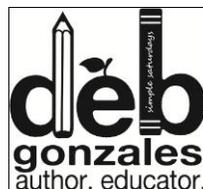


Written by Liz Garton Scanlon

Illustrated by Kady MacDonalD Denton

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Guide Created by Debbie Gonzales



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## A Pre-Reading Chat – Meet the Author and Illustrator

### Consider the cover of the book:

- The story title is *The Good-Pie Party*. What do you think the book is going to be about?
- Define the word ‘party.’
- Who are the girls featured in the illustration on the front cover?
- Tell what they are doing in the illustration.
- What role do you think they will play in the story?
- How do the girls feel about each other?
- How do these girls feel about pie? How do you know?

### Meet the Author – Liz Garton Scanlon:

- What tools do authors use to tell stories?
- Is it possible to paint pictures with words? How so?
- On her website, Liz Garton Scanlon says that she writes books for children because it makes her happy. How about you? Does writing stories make you happy?
- Ms. Garton Scanlon lists authors and illustrators that she admires. How about you? Are there authors and illustrators that you like? List them.
- To find out more about author Liz Garton Scanlon access her website [HERE](#).

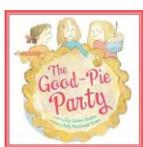


### Meet the illustrator – Kady Macdonald Denton:

- What tools do illustrators use to tell stories?
- Do pictures need words to help tell stories? How so?
- Ms. Macdonald Denton has illustrated many, many books some of which are read by children all around the world. How about you? Would you rather illustrate stories or write them? Or both? Explain your answer.
- Where do you think Ms. Macdonald Denton gets ideas for her illustrations?
- Click [HERE](#) to see Kady’s art studio and to access a video featuring her sketching techniques. Perhaps you’d like to try to draw something similar.



**Reference:** "Seven Questions Over Breakfast with Kady MacDonald Denton." *Seven Impossible Things Before Breakfast*. Web. 24 Mar. 2014. <<http://blaine.org/sevenimpossiblethings/?p=2163>>.



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## Discussion Questions

### The Word Wall – Matching Emotions

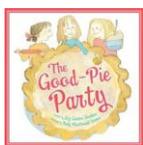
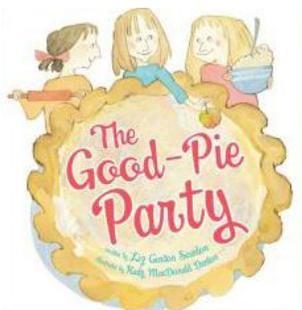
**Objective:** To ask and answer questions about key details of the story through the use of a word wall – an organized collection of words and pictures – through which students can clarify understanding of illustrations and of the text.

#### Materials:

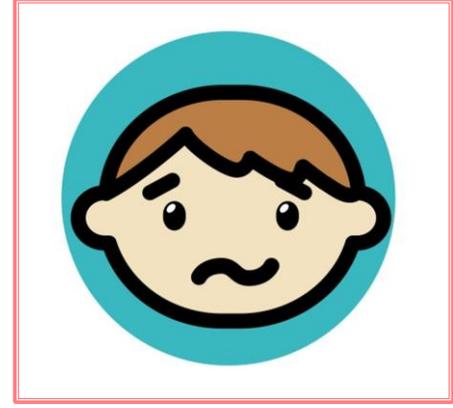
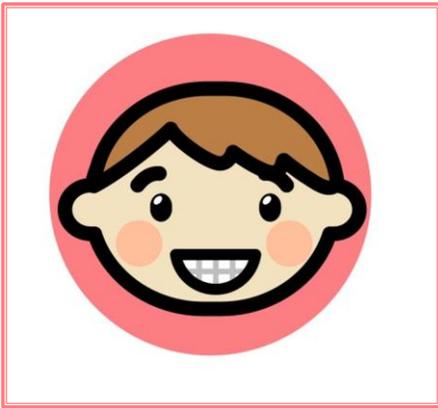
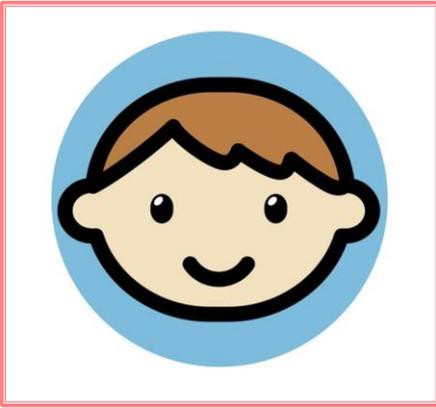
- Cardstock
- Scissors
- Emotion Picture Cards (pg. 5)
- Emotion Word Wall Cards (pg. 5-6)
- Discussion Questions (pg. 7-8)

#### Procedure:

- Print Emotion Cards and Word Wall cards on cardstock.
- Using scissors, trim around the cards' borders.
- Sort through the cards with students. Encourage students to personally connect with the emotions represented on the cards.
  - Identify the feelings behind the Emotion Picture Cards.
  - Read the words printed on the Emotion Word Wall cards.
- Post Emotion Cards and Word Wall cards on a display board or lay them out on a table near students.
- Use the cards to confirm understanding of the emotional tone represented in the Discussion Questions by asking the student to choose the picture or word that best matches the characters' mood.



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sad

silly



worried

happy

lonely

angry



## Discussion Questions



*Posy Peyton doesn't want to move.  
She doesn't want to pack her books  
or take down her bird feeder  
or undecorate her secret clubhouse.*

*And she really doesn't want to say good-bye.*

- Choose an Emotion Picture or Word Card to match Posy's feelings about moving.
- How is her emotion expressed in the illustration?
- How is her emotion expressed in the words of the story?
- Describe how Megan and Mae feel. How do you know?
- Tell why Posy feels the way she does.
- What does Posy want?
- What is keeping her from getting what she wants?
- Tell of a time that you felt the same way that Posy does in this scene.

*Back inside the house, every room is boxed up but the kitchen.*

*"There's nothing to do but bake," sighs Posy.*

*"Pie?" asks Megan.*

*"We'll help," says Mae.*



- Study the illustration featuring Posy, Megan, and Mae surrounded by boxes in the kitchen area of the house. Choose an Emotion Picture or Word Card to match Posy's feelings.
- How is her emotion expressed in the illustration?
- How is her emotion expressed in the words of the story?
- Describe how Megan and Mae feel. How do you know?
- When you feel unhappy, does working on a project make you feel better? How so?



*"Wait!" says Posy. "Good pie! Good pie is better than good-bye!"  
Mom laughs. So do Megan and Mae.*

- Study the illustration featuring Posy, Megan, Mae, and Mom busily baking a pie. Choose an Emotion Picture or Word Card to match Posy's feelings.



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- How is her emotion expressed in the illustration? Describe her body language.
- How is her emotion expressed in the words of the story?
- Describe how Megan and Mae feel. What is their body language expressing?
- Tell how Posy has changed from the beginning of the book. Why is she changing?



*As the sun sinks, Posy's dad asks if she'd like to make a toast.  
"Good friends!" answers everyone.  
"To good friends," Posy calls.*

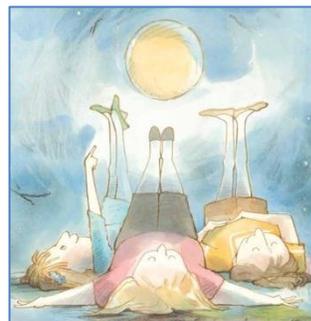
- Study the illustration featuring Posy and the people attending the Good-Pie party. Choose an Emotion Picture or Word Card to match Posy's feelings.
- How is her emotion expressed in the illustration? Describe her body language.
- How is her emotion expressed in the words of the story?
- Who are the people attending the party? Where did they come from?
- How do the people attending the party feel about Posy? How do you know?
- Choose an Emotion Picture or Word Card to match the people at party's feelings.

*When everyone leaves, the girls stretch out on the grass  
and stare at the lopsided moon.*

*"Look," says Posy, "even the sky brought a pie."*

*"That's one we can always share," says Megan.*

*"Even when you move away," says Mae.*

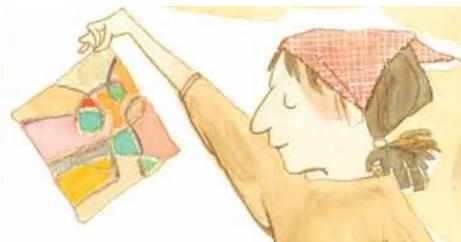


- Study the illustration featuring Posy, Megan, and Mae lying on their backs looking up at the moon. Choose an Emotion Picture or Word Card to match Posy's feelings.
- How is her emotion expressed in the illustration? Describe her body language.
- How is her emotion expressed in the words of the story?
- Choose an Emotion Picture or Word Card to match Megan and Mae's mood.
- Tell how and why Posy's mood has changed.
- Why is it that, even though she still has to move, she seems more content about it?
- Explain how friendship helped Posy to feel better.
- How about you? Do your friends help you feel better when things are sad? Do you help your friends feel better sometimes, too?



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## Jig-Saw Scribble Picture

*“My mom says we should count our lucky stars we’re such good friends,” says Mae, unpinning pictures from the wall.*

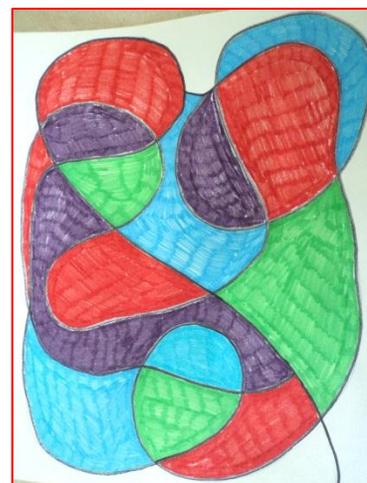
**Objective:** To deepen the connection between illustrations and the story in a creative, artistic manner.

### Materials:

- Paper
- Black marker
- 3 or 4 different colored markers, crayons, or colored pencils
- Pencil

### Procedure:

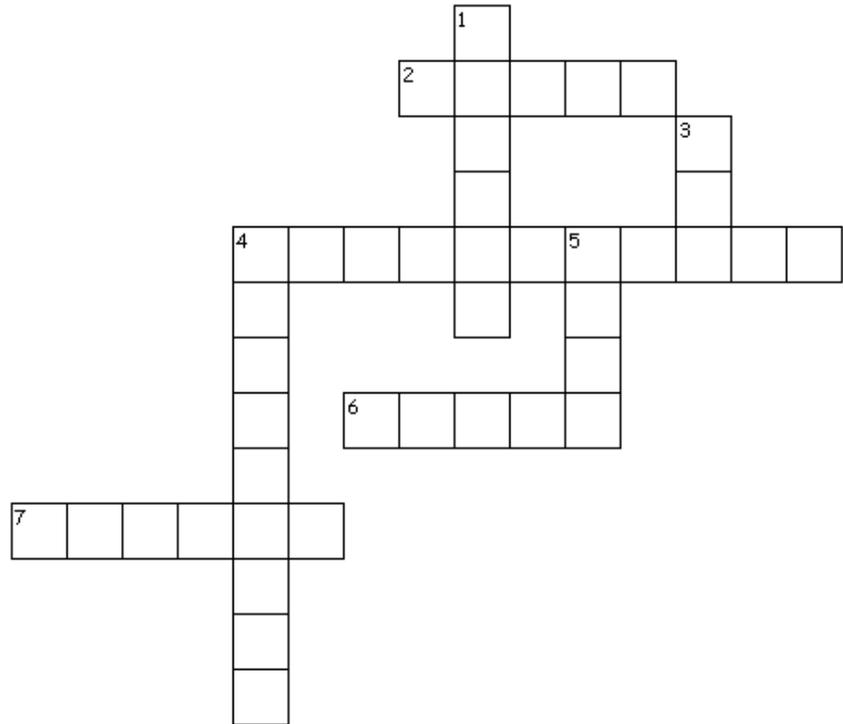
- Look closely at the illustration featuring Megan removing a picture from Posy’s wall. Notice the shapes and colors of the picture she is holding in her hand.
- To create a picture like this one, with a pencil, free-draw a pattern of loopy lines.
  - Let the lines cross one another.
  - Take care to create fairly large blank spaces.
  - Fill the page with the loopy lines.
- Using the black marker, trace over your pencil sketched lines.
- To color your spaces, choose 3 or 4 different colors and follow these instructions.
  - Begin with one space. Color it completely.
  - Choose another color and fill in the space next to your original space.
  - Fill in the rest of the spaces with your selected colors making sure that no original colored space borders the other. Each space must be bordered with a different color.



A Jig-Saw Scribble Picture



## Equivalence Crossword



### Across

2. 4 cups equals one \_\_\_\_\_
4. 1/3 cup equals 2 \_\_\_\_\_
6. \_\_\_\_\_ ounces equals 1 cup
7. 4 quarts equal one \_\_\_\_\_

### Down

1. 1 pound equals 16 \_\_\_\_\_
3. 1 quart equals \_\_\_\_\_ pints
4. 1 tablespoon equals 3 \_\_\_\_\_
5. 2 cups equals 1 \_\_\_\_\_

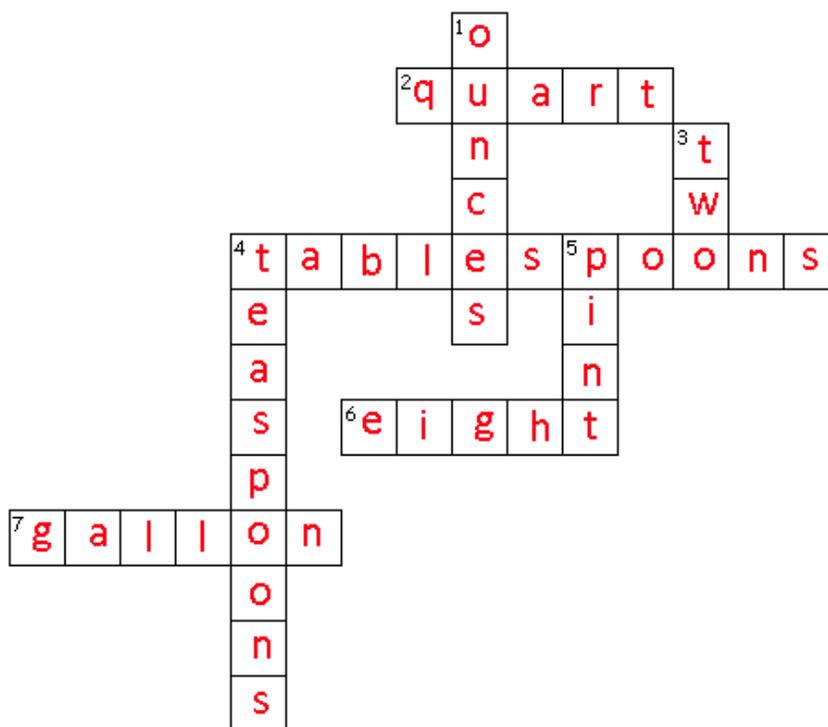
Reference: "Granny's Everyday Hints." *Grannys Everyday Hints*. Web. 17 Mar. 2014. <<http://grannyshints.com/>>.

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## Equivalence Crossword Answers



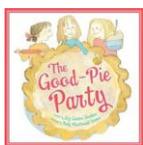
## Across

- 4 cups equals one \_\_\_\_\_
- 1/3 cup equals 2 \_\_\_\_\_
- \_\_\_\_\_ ounces equals 1 cup
- 4 quarts equal one \_\_\_\_\_

## Down

- 1 pound equals 16 \_\_\_\_\_
- 1 quart equals \_\_\_\_\_ pints
- 1 tablespoon equals 3 \_\_\_\_\_
- 2 cups equals 1 \_\_\_\_\_

Reference: "Granny's Everyday Hints." *Grannys Everyday Hints*. Web. 17 Mar. 2014. <<http://grannyshints.com/>>.



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## Teeny -Tiny Good Pie Party Apple Pies

*So the girls roll out dough and push it into a deep glass pan.  
They peel apples and sprinkle them with cinnamon and cloves.  
They crimp the edges of the pale white crust.*

### Materials:

- Large round cookie cutter
- Rolling pin
- Muffin tin
- Medium bowl
- Paring knife
- Measuring spoons



### Ingredients:

- 1 refrigerated pie crust (from 15-oz box) softened as directed on box
- 2 apples, finely chopped (about 1/4-inch pieces)
- 2 tablespoons sugar
- 1 tablespoon All-purpose flour
- ½ teaspoon ground cinnamon
- 1 teaspoon vanilla

### Baking Instructions:

- Heat oven to 425°F.
- Remove crust from pouch; unroll on work surface.
- Using large round cookie cutter, cut out rounds.
- Gather up any scraps; reroll with rolling pin and cut out more rounds to make a total of 10.
- Press each crust round into ungreased regular-sized muffing cup.
- In medium bowl, stir together apples, sugar, flour, cinnamon, and vanilla.
- Divide mixture evenly among crust-lined muffin cups.
- Bake 18 to 20 minutes or until crusts are golden brown and mixture is bubbly.
- Cool completely in pan for about 30 minutes.
- With knife, loosen edges; remove mini Good Pie pies from muffin cups.

*Enjoy!*

Reference: "Pillsbury." *Mini Apple Pies recipe from .com*. Web. 18 Mar. 2014. <<http://www.pillsbury.com/recipes/mini-apple-pies/d4b31ad3-7816-4971-a3f5-37eca7e017f7>>.



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## Good-Pie Party Pie Sensory Simile Poems

*“Lucky us,” says Posy as the stars start to shine.*

*“Lucky us,” say Megan and Mae.*



**Objective:** To express thoughts and feelings in a detailed and sensory manner through the creative use of similes, as well as acting as both author and illustrator in a project.

**Materials:**

- Pencil
- Markers
- Good Bye Pie Sensory Simile Poem Worksheet (pg. 14)

**Procedure:**

- Define a simile as being a figure of speech that is used to make a description more vivid and memorable. Similes are comparisons of one thing with another thing of a different kind and are great fun to write!
- Choose an emotion or a state of being, like *lucky*.
- Read the sample poem below noting the sensory images for the state of being lucky.
- Using sensory imagery, fill the blanks in the Good- Pie Sensory Poem Worksheet.
- Encourage the child to illustrate their poem in the space provided on the worksheet.

### Lucky

**Lucky is red like the skin of a shiny apple.**

**Lucky is sweet like sugar, cloves, and cinnamon.**

**Lucky is yummy like a freshly baked homemade pie.**

**Lucky is loud like people laughing at a party.**

**Lucky is happy like spending time with good friends.**



## *Good-Pie Party* Sensory Simile Poem Worksheet

---

### Emotion or state of being

	is		like	
Emotion or state of being		a color		Simile—can be an action, an object, or an experience
	is		like	
Emotion or state of being		a taste		Simile—can be an action, an object, or an experience
	is		like	
Emotion or state of being		a smell		Simile—can be an action, an object, or an experience
	is		like	
Emotion or state of being		a sound		Simile—can be an action, an object, or an experience
	is		like	
Emotion or state of being		a feeling		Simile—can be an action, an object, or an experience



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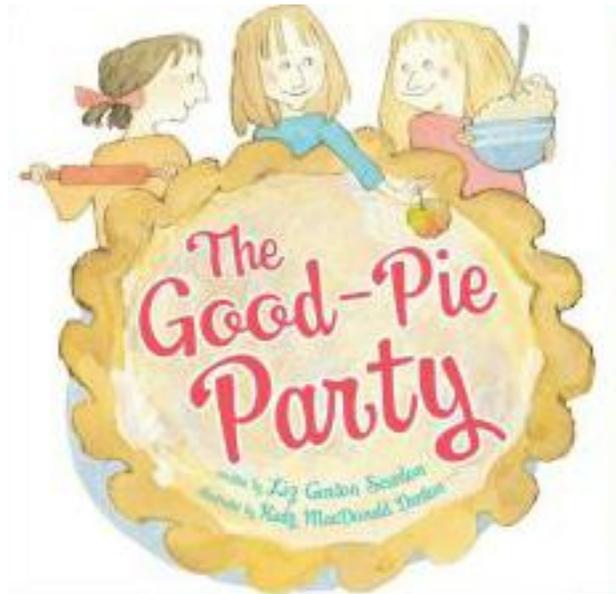


## Good Pie Party Readers' Theatre Script

### Promotional Poster

*Print and share!*

## Presenting a Readers' Theatre Performance of



Where?

---

Date?

---

Time?

---

*You are invited to attend a performance celebrating  
moonlight, friendship, and ...pie!*



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## The Good-Pie Party – The Play

### Cast List

Narrator 1

Narrator 2

Narrator 3

Posy Peyton

Megan

Mae

Mom

Dad

Friends and neighbors

~ ~ ~ ~ ~ ~ ~ ~

### Act I

Narrator 1	Posy Peyton doesn't want to move.
Posy	(Frowning, feeling sad)
Megan	(Worried, concerned)
Mae	(Worried, concerned)
Narrator 1	She doesn't want to pack her books or take down her bird feeder or undecorate her secret clubhouse. And she really doesn't want to say good-bye.
Posy	(Pouts and shakes her head)



Megan (On knees getting in pyramid position) My mom says we should enjoy the time we have.

Mae (Moves next to Megan's in pyramid position)

Posy (Sad face) You can't even make a pyramid without three people. (Climbs on Mae's back.)

Narrator 1 Later in the day, the Megan and Mae helped Posy pack up her room.

Mae (Removing a picture from a wall) My mom says we should count our lucky stars we're such good friends.

Posy We might as well call them *unlucky* stars now. (Abruptly closes a curtain) My mom says we should have a good-bye party.

Megan But then we'd have...

Mae ...to say...

Megan & Mae ...good-bye! (Both wearing sad faces)

Posy I know...That's what I mean.



## Act II

Narrator 2	Back inside the house, every room is boxed up but the kitchen.
Posy	(Sighs deeply) There's nothing to do but bake.
Megan	Pie?
Mae	We'll help!
Narrator 2	So the girls roll out dough and push it into a deep glass pan.
Posy, Megan & Mae	(Pantomime rolling out pie dough)
Narrator 2	They peel apples and sprinkle them with cinnamon and cloves.
Posy, Megan & Mae	(Pantomime sprinkling spices)
Narrator 2	They crimp the edges of the pale white crust.
Posy, Megan & Mae	(Pantomime crimping crust)
Mom	It smells delicious in here!
Narrator 2	Posy answers...
Posy	Humph.
Narrator 2	Even though she's feeling a little bit better already.
Megan	We're making pie.
Mae	Hot, sweet, good pie.
Posy	Wait! (Excitedly with arms in the air) Good pie! Good pie is <i>better</i> than good-bye!
Megan, Mae & Mom	(Laugh and smile)
Posy	What about a good-pie party, Mom?
Mom	I <i>like</i> that idea!
Narrator 2	As it turns out, everyone does.



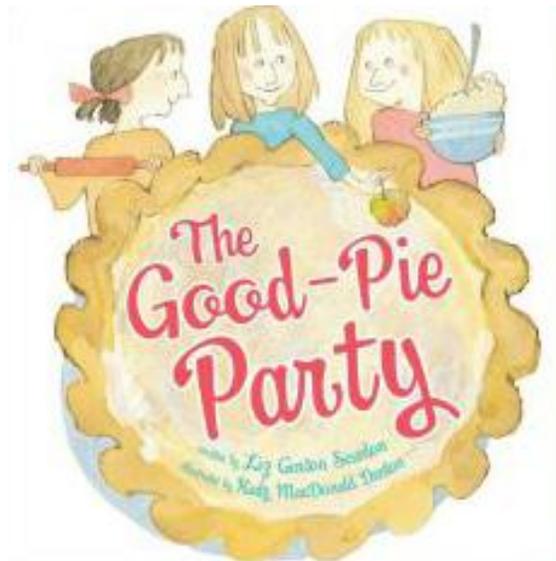
## Act III

Narrator 3	So the girls make plans and invitations, one by one.
Dad	(Reading a newspaper) Don't forget the Youngs.
Mom	Or Ms. McMalley.
Posy	Or Roman.
Megan	Or Lucy.
Mae	Or Jane.
Narrator 3	The list grows and grows, and the next afternoon everyone arrives with lawn chairs and cameras . .
Neighbors	(Enter the stage pantomiming carrying pie pans and party items)
Narrator 3	. . . and pie upon pie upon pie.  Posy spoons out whipping cream. Megan and Mae pour lemonade.
Neighbors & Posy	(Build a pyramid together with Posy at the top)
Narrator 3	All the kids make a huge pyramid.  As the sun began to sink, Posy's dad asks...
Dad	Posy. Would you like to make a toast?
Posy	(Lifting a paper cup) To good friends.
Entire cast	(Happily) Good friends!
Posy	(Looks to Megan and Mae sadly) And good-pie.
Megan & Mae	(Looking to Posy sadly) Good-pie.
Narrator 3	When everyone leaves, the girls link arms together and stare at the lopsided moon.



Posy	(Point to the sky) Look, even the sky brought a pie.
Megan	That's one we can always share.
Mae	Even when you move away.
Posy	(Smiling, peacefully) Lucky us.
Megan & Mae	Lucky us.
Narrator 1, 2 & 3	And, under the light of the lopsided moon...
Posy, Megan and Mae	(Hug)
Narrator 1, 2 & 3	...the three girls thanked their lucky stars and stayed best friends forever after, even from afar.

## *The End*

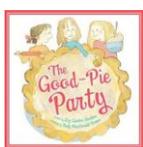


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## Core Curriculum State Standards Alignment

## English Language Arts Standards » Reading: Literature

		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
RL.K.1	With prompting and support, ask and answer questions about key details in a text	✓				
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓				✓
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.	✓				
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear	✓	✓			
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓				
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓				
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓			
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓				



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### English Language Arts Standards » Writing

		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				✓	
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				✓	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				✓	

### English Language Arts Standards » Speaking & Listening

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.	✓				✓
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.	✓				✓
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓		✓	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓				✓
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.	✓	✓	✓	✓	✓
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓				✓

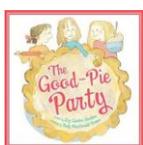


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**English Language Arts Standards »Speaking & Listening (cont.)**

		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓				
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		✓		✓	
SL.1.6	Produce complete sentences when appropriate to task and situation.	✓			✓	✓
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.	✓				✓
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓				✓
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓			✓	



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## Texas Essential Knowledge and Skills Alignment

Kindergarten		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
110.11. b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.	✓			✓	
110.11. b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.	✓				✓
110.11.b.4.A	Predict what might happen next in text based on the cover, title, and illustrations.	✓				
110.11.b.4.B	Ask and respond to questions about texts read aloud.	✓				✓
110.11.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	✓				
110.11.b.6.A	Identify elements of a story including setting, character, and key events.	✓				✓
110.11.b.12	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	✓			✓	✓
110.11.b.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				✓	
110.11.b.14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	✓			✓	
110.11.b.14.B	Write short poems.				✓	
110.11.b.21	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	✓				✓
110.11.b.21.A	Listen attentively by facing speakers and asking questions to clarify information.	✓	✓	✓	✓	✓



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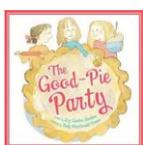


**Kindergarten (cont.)**

		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
110.11.b.22	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	✓				✓
110.11.b.23	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	✓				✓

**First Grade**

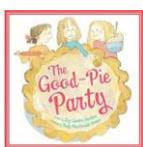
110.12.b.5	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	✓				✓
110.12.b.6	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.			✓		
110.12.b.7	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	✓				
110.12.b.9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	✓				
110.12.b.9.A	Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.	✓				✓
110.12.b.9.B	Describe characters in a story and the reasons for their actions and feelings.	✓				



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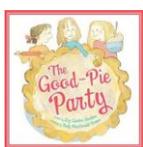
**First Grade (cont.)**

		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
110.12.b.16	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts	✓				
110.12.b.17	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				✓	
110.12.b.21	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.				✓	
110.12.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity .	✓				✓
110.12.b.28	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	✓			✓	
110.12.b.29	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	✓				✓
111.3.b.1.A	Apply mathematics to problems arising in everyday life, society, and the workplace.			✓		



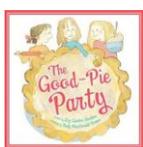
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Second Grade		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
110.13.b.3	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.	✓				✓
110.13.b.3.A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.	✓	✓			
110.13.b.3.B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	✓				
110.13.b.3.C	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	✓				✓
110.13.b.4	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.					✓
110.13.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	✓				
110.13.b.8	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.	✓				✓
110.13.b.17	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				✓	
110.13.b.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.				✓	
110.13.b.18.B	Write short poems that convey sensory details.				✓	

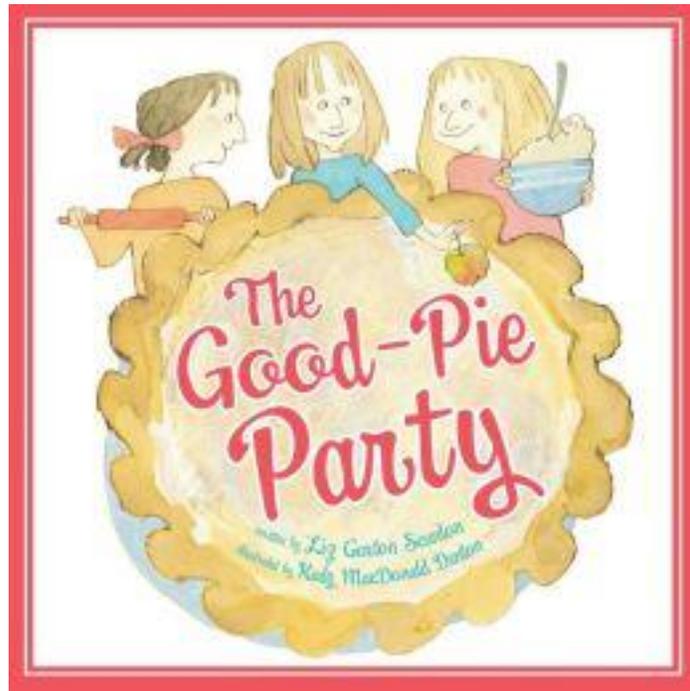


**Second Grade (cont.)**

		Pre-Reading & Discussion Questions	Jig-Saw Scribble Picture	Equivalence Crossword	Simile Poem	Readers' Theatre
110.13.b.22	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.				✓	
110.13.b.28	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	✓				✓
110.13.b.29	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	✓				✓
110.13.b.30	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.					✓
111.4.b.1	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding.			✓		
111.4.b.1.A	Apply mathematics to problems arising in everyday life, society, and the workplace.			✓		
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.			✓		
111.4.b.3.B	Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.			✓		



## Acknowledgments



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