Make It, Share It

Read how partners make and publish a digital page.

C.2.4 "With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB PART 1: READ AND MARK. Underline the two digital tools Mia and Jo used, and circle the words that tell where they posted their guide.

A Guide for New Readers

1. Our class wanted to help new students find books in the library. Mia and Jo planned a short guide. They asked the librarian which shelves held stories, facts, and poems. Then they chose three tips to share.

2. With their teacher, Mia opened a typing tool and wrote the tips. Jo used a drawing tool to make a small picture of a book. They checked the words together and made one hard word easier to read.

3. The teacher checked their page before it went online. She helped them post it on the class site, where families could read it. Now other readers could use Mia and Jo's guide to find a book.

2 ANSWER WITH EVIDENCE

Use the passage

1. PART 2: QUESTIONS. Which two digital tools did Mia and Jo use, and what did each tool add?

2. How did Mia and Jo work together to make their guide easier to read?

3. What did the teacher do before and when the guide was posted?

3 YOUR TURN

Your own words

PART 3: YOUR TURN. With your teacher's help, work with a partner to make a digital page: type two tips for keeping your desk tidy and add a picture with a drawing tool. Have your teacher check the page and help you publish it on your class site, then write your two tips and where you shared the page.

ANSWER KEY

Make It, Share It

GRADE 2 · C.2.4

PART 1 · READ AND MARK

PART 1: READ AND MARK. Underline the two digital tools Mia and Jo used, and circle the words that tell where they posted their guide. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	PART 2: QUESTIONS. Which two digital tools did Mia and Jo use, and what did each tool add?	**The typing tool added the tips. The drawing tool added a picture of a book.**
2	How did Mia and Jo work together to make their guide easier to read?	**They checked the words together and made one hard word easier to read.**
3	What did the teacher do before and when the guide was posted?	**She checked the page, then helped post it on the class site.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My partner and I typed: Put your pencils in a cup. Keep extra paper in a folder. We added a drawing of a neat desk. Our teacher checked our page and helped us publish it on our class site.

For Part 3, check that partners actually use a typing tool and a drawing tool to make a page, then publish it with teacher help. Accept different useful desk tips and pictures.