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Treasures

1st - 6th Grade
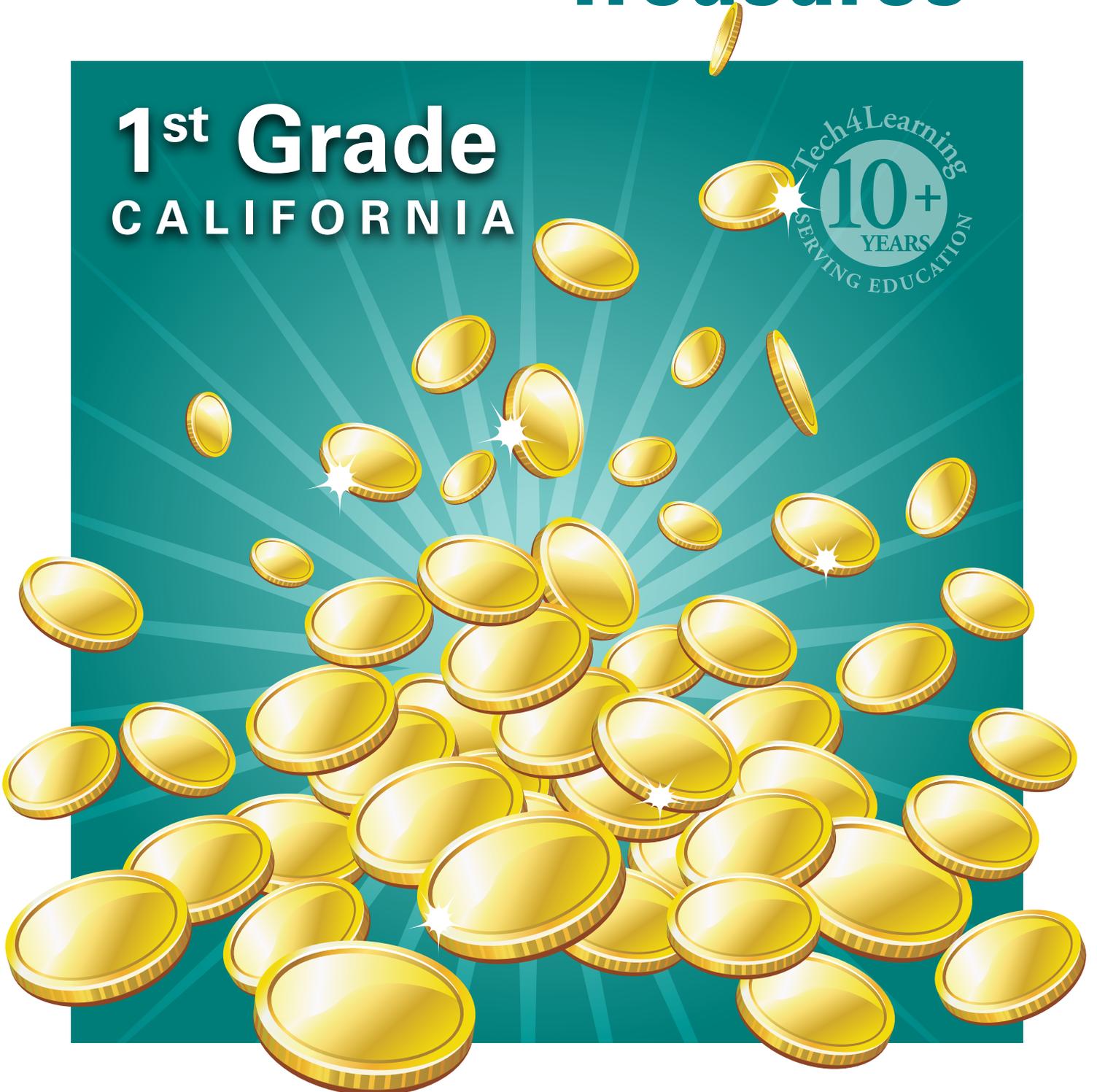### CALIFORNIA

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Enhancing

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Treasures

1st Grade
CALIFORNIA

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Engaging Digital-Age Learners in Reading – Grade 1

Digital-age learners need a modern approach that combines high-level thinking, powerful communication, and modern creative technologies. Integrating technology into a reading program helps to bridge students' digital lives outside of school and the time they spend in the classroom. The creative use of technology can help you engage students in your Treasures reading program.

This document contains ideas for extending activities for each unit using technology. Each extension provides ideas for the tool to use and the type of product students will create.

What are Pixie and Wixie?

Pixie and Wixie are creativity tools that students can use to write, paint pictures, and tell stories. They provide a fun way for students to explore and respond to curriculum topics related to the Common Core Standards. Pixie is software you install on a computer; Wixie is an online tool you access with a browser or tablet app.

Both Pixie and Wixie include hundreds of existing activity templates. To open the activities in Pixie, click the Project button, choose Activities, and navigate the folders, such as Templates. To use activities in Wixie, log in as a teacher, locate an activity, and assign it to students in your class.

Using Pixie or Wixie with First-Grade Students

In first grade, students are learning to read or strengthening emerging. They are beginning use words and pictures to tell stories about what they are learning. Pixie and Wixie provides an opportunity to support their exploration and respond to what they find.

Table of Contents

Grade 1 - Unit 1: All About Us

What makes you special?

Research Project: All About Me

Make an "All About Me" book. You can draw your family and friends and your favorite things. You can even include your name and address, your age, and other facts about you. Students will: • Use the All About Me activity template to create a book. • Type their name and draw a picture on page 1. • Use the paint tools to draw a picture of their family on page 2. • Add stickers to other pages to show things they like. • Print the booklet. • Use construction paper and markers to create a cover.	**Create:** Book **Teacher thoughts:** Discuss features or print. Explore the cover, author name, illustrator name and page numbers.

Change Collage

Discuss with your students things in nature that change. You might ask students if things change during different months of the year (seasons) or days of the week (weather). You may want to ask if anyone has a pet at home. How long have they had it? Has it looked and behaved the same way for as long as they can remember? Students can add images from the library and Pics4Learning to create a collage of images that represent change in nature. Print the pages or export the images to use on your classroom web site. Display the final images and have each student present their collages and explanations to the class.	**Create:** Collage **Teacher thoughts:** Be sure to ask lots of questions of each student to draw out the reason for their choice of images. Collect the final digital images students export into a "Changes in Nature" slideshow you can showcase at a school assembly.

Character Counts Awards

Have students think about something nice that a classmate has done. Maybe they made someone feel better who was having a rough day, maybe they stood up to a bully. Maybe they gave up their place in line. Have students choose a classmate and complete the Achievements activity in Social Studies>Community to honor them. Help students type a single thank you sentence onto a page and then use Pixie and Wixie's paint tools to illustrate the card. Print and have them deliver the note with a parent, family member, or caregiver.	**Create:** Award **Teacher thoughts:** You can model this by using the certificates in the Teacher Templates folder to give awards to your students for working hard, taking risks, and practicing.

Grade 1 - Unit 2: Our Families, Our Neighbors

How do families and neighbors help one another?

Research Project: Neighborhood Mural

Make a neighborhood mural. Draw neighborhood places on the mural. Then draw a person who helps you. Cut out the person. Paste your person on the mural.

Students will:
- Work together to brainstorm places in a neighborhood.
- Use the paint tools to paint a picture of one place.
- Print and add to the neighborhood mural.
- Brainstorm a list of community helpers.
- Use the web cam to capture their picture.
- Use the paint tools to draw a community helper.
- Print and cut out both images and add to the mural.

Create: Mural

Teacher thoughts:
Hang butcher paper on the wall to make room for your neighborhood or if you prefer students to interact create a space on your floor and tape the paper down.

You may want to brainstorm places and people and then assign students to illustrate different things. There are also lots of clip art images in People>Careers.

My Neighborhood

What does it mean to live in a neighborhood? What does your neighborhood look like? What is your favorite part of your neighborhood?

Students use the paint tools to draw a map of their street, including at least 4 buildings.

Print the maps and have students share them with peers and describe the feature they have included.

Create: Map

Teacher thoughts:
Talk to your students about the meaning of neighbor. What makes a good neighbor? What makes a bad neighbor?

Thank You Neighbor!

How do neighbors help each other? See if they can come up with their own ideas about being a good neighbor before sharing too many examples.

Have students think about something nice that a neighbor has done. Help them type a single thank you sentence onto a page and then use Pixie and Wixie's paint tools to illustrate the card. Print and have them deliver the note with a parent, family member, or caregiver.

Create: Thank you note

Teacher thoughts:
If your students are having problems coming up with ideas, ask them if they have ever brought in the mail, taken out the trash, or walked the dog for one of their neighbors.

Grade 1 - Unit 3: Have Fun!

How can we have fun?

Research Project: Team Work Script

Think about the teams in the stories you are reading. Then pick a scene from one of the stories that shows teamwork. Act out the scene as a team with a partner or small group. Students will: • Create a page to represent action in the scene. • Record narration to describe what characters said. • Have their teacher or a parent aide type the text on the page. • Add or paint images to illustrate the action.	**Create:** Illustrated Script
	Teacher thoughts: Print the project to use as a guide for practicing and presenting the play.

Today We Learned

There are lots of goals you have as a teacher each day. So at the end of the school day, open the Today We Learned template in front of the class and work together to list the skills and knowledge gained each day. The idea is to celebrate your accomplishments, setting an atmosphere of fun and festivity in your classroom! Do this every day for a week or two before parent night for a great slide you can share during conference time. As students ability grows, you can have them draw pictures and add clip art to better explain the facts and skills you have listed.	**Create:** Poster or slide show
	Teacher thoughts: Parents will appreciate this reminder as they ask their students what they learned that day at home. You may also want to print them out for students to take home as they learn how to share their day with their families.

Friendship Awards

Work with students to brainstorm a large list of the characteristics of a good friend, like sharing, listening, helping, playing, smiling, thanking, etc. During this unit, have students choose a classmate for a daily class friend award. Use the Achievements activity in Social Studies>Community to honor them. Work together to write a sentence describing them as well as three specific reasons why they won the award. Print and give to each day's honoree!	**Create:** Award
	Teacher thoughts: You can model this by using the certificates in the Teacher Templates folder to give awards to your students for working hard, taking risks, and practicing.

Grade 1 - Unit 4: Let's Team Up

How do teams work together?

Research Project: Team Work Script

Think about the teams in the stories you are reading. Then pick a scene from one of the stories that shows teamwork. Act out the scene as a team with a partner or small group.

Students will:
- Create a page to represent action in the scene.
- Record narration to describe what characters said.
- Have their teacher or a parent aide type the text on the page.
- Add or paint images to illustrate the action.

Create: Illustrated Script

Teacher thoughts:
Print the project to use as a guide for practicing and presenting the play.

'I Can Teach You' Ads

What do you love to do? If you are enthusiastic about playing soccer, you might make a great coach! What skills can you teach others?

Students choose one thing they are good at and enjoying doing. They can use the paint tools to create a picture of themselves doing the activity as well as add text that shares what other people can learn from them.

Print the ads and display them around school.

Create: Advertisement

Teacher thoughts:
Use this activity to celebrate the diverse abilities in the class.

Help students learn to promote themselves and their talents.

Friendship Promise

Everyone is good at something! Rather than asking students what they are good at, see if they can identify something that other students are good at. Similar to the "I can teach you" ads which celebrate student ability, these put responsibility on each student to share their gifts!

Students choose one thing they are good at that they agree to share with someone else in the class this month. Have them use the paint tools in Pixie or Wixie to create a picture of themselves doing the activity.

Work with each student to add and complete the sentence, "I will…" on the page, such as, "I will teach Sarah how to draw a butterfly."

Outcome: Promise page

Teacher thoughts:
If students create two pages, consider printing them as a table tent. You can display it standing up

Grade 1 - Unit 5: Nature Watch

What can we learn about the world of nature?

Research Project: Animal Poster

Is there a plant or animal you would like to learn about? Choose a plant or animal you find interesting. Find out as much as you can about it. Write down what you have learned. Share your report with the class. Students will: • Brainstorm a list of animals. • Choose a favorite animal and find out more about it. • Add text boxes to a Pixie page to add the animal name and two to three facts about how it lives. • Use the Paint tools or Stickers to add illustrations. • Print and post in your classroom.	**Create:** Poster **Teacher thoughts:** Encourage students to choose an animal from one of the Unit's texts. Work with your school's librarian to locate informational texts appropriate for the reading level of your students.

Amazing Animal Alliterations

Introduce students to alliteration through nursery rhymes and tongue twisters like "Peter Piper picked a peck of pickled peppers…" Begin by assign letters to students based on academic ability. Have students choose an animal that begins with this letter and select a verb to match that starts with the same letter. Add adjectives and adverbs to complete an alliterative sentence like "Dirty dogs dig in dandelions." Have students type the sentence into a text box on Pixie page. Then, have them click the Record button on the Options panel to add voice narration. Have them use the tools on the Paint panel to add illustrations.	**Create:** Class book **Teacher thoughts:** Have students Share their projects and then import them into one file. In Pixie, export the project as html or video to share with the class. In Wixie, simply open the URL to watch or embed the project on the school web site.

Animal Riddles

Kids love jokes and riddles! Have each student create a two page animal riddle as a fun format for an informational text research project. Page 1 will be the text of the riddle and page 2 will be an illustration of the animal. The riddle should contain four sentences: 1. Sentence 1: how the animal looks 2. Sentence 2: what the animal eats 3. Sentence 3: where the animal can be found 4. Sentence 4: a unique fact or distinguishing characteristic Print the projects as table tents. Have students place the printed projects on their desks and encourage students move around the room to read and guess at other students' riddles.	**Create:** Table tent **Teacher thoughts:** Introduce your students to animal riddles by reading ABC Animal Riddles (rhyming verse) by Susan Joyce or If Not for the Cat (haiku) by Jack Prelutsky.

Grade 1 - Unit 6: Adventures

What kind of adventures can we have today?

Research Project: Compare Stories

As you learn about adventures, think of an adventure you have had. How was it like the adventures you are reading about? Choose one of the stories you read. Then write about how your adventure was like the one in the story. Students will: • Use the Compare Stories activity template. • Add text to name both stories. • Add clip art and paint pictures to show characters and events. • Print their pages to share with the rest of the class.	**Create:** Venn Diagram **Teacher thoughts:** Work with your students to complete a Venn Diagram comparing other stories you have read, so they are familiar with how a Venn Diagram is used to compare.

Classroom Adventures

What qualities does a great adventurer need? Students might easily come up with descriptions like "brave" and "strong." Encourage them to think about things like "map skills" and "good thinking" too. You may want to bring in a microscope or map or other tools an explorer might use. Use the web cam feature to capture an image of each student. Then search the library for hat to find an adventurer hat they can wear. Print these out to hang on a bulletin board or put on their desks when you need them to think like an adventurer! You can also open the Wanted Poster template to document the features of a great explorer.	**Create:** Wanted Poster & Decorations **Teacher thoughts:** Share adventure stories like The Polar Express by Chris Van Allsburg to get your students familiar with adventure stories.

Mistakes that work

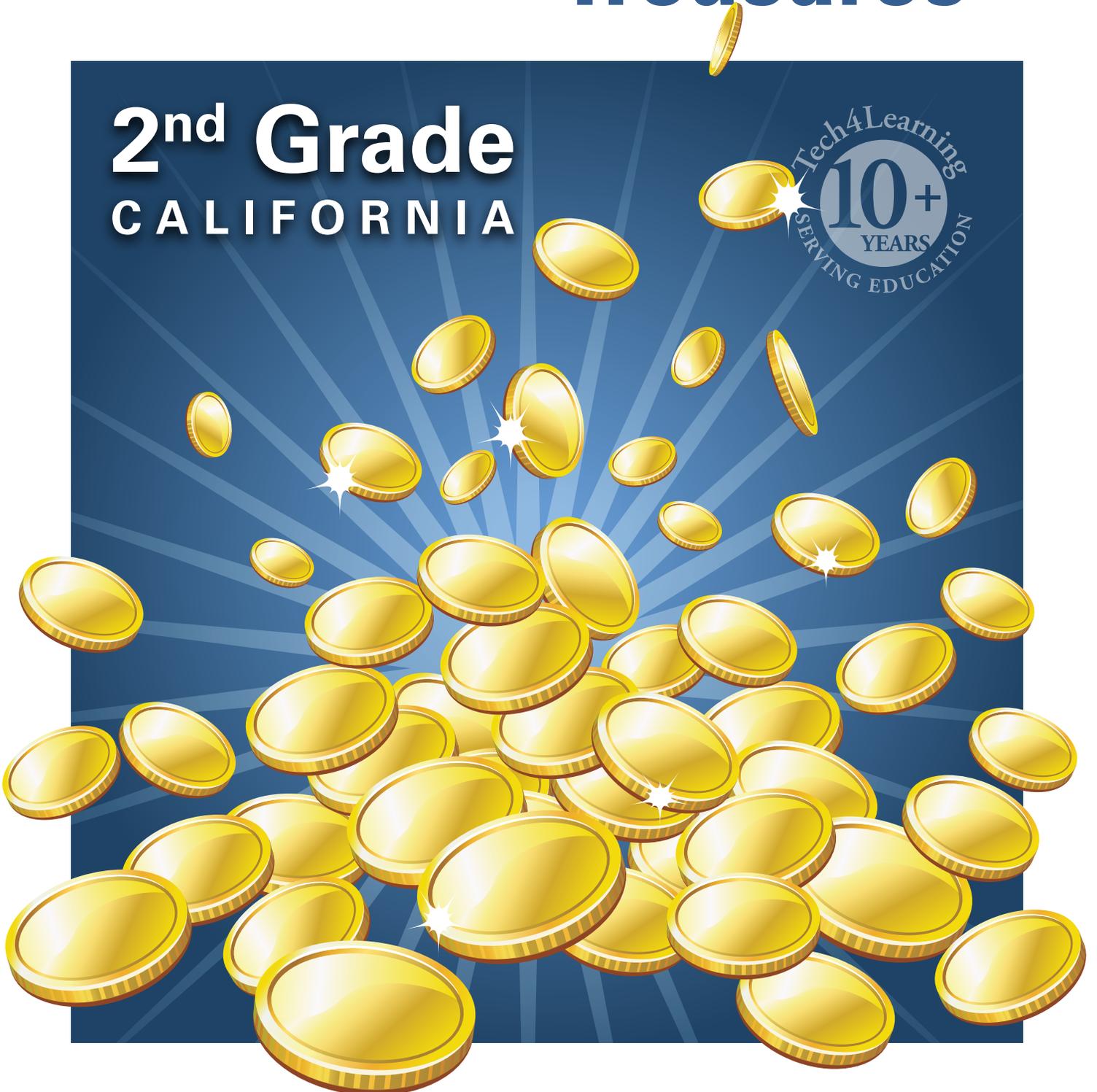|	
Read Mistakes That Worked by Charlotte Jones which includes fun stories about Silly Putty, Popsicles, and more. Give students a collection of cardboard boxes, buttons, string, glue, and tape. Have them create a model for an invention that would make class better. Take a picture of each of their inventions. Import each picture onto a page in Pixie or Wixie and have each student record narration to describe their invention and how it will help others. Share the collection as a slide show with the class.	**Create:** Invention **Teacher thoughts:** Simply taking pictures and having students record narration about their work is a great way to get them started reflecting on their learning!

Enhancing

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2nd Grade
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Engaging Digital-Age Learners in Reading - Grade 2

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Using Pixie or Wixie with Second-Grade Students

In second grade, students' abilities with language, writing, reading, and math are emerging and blossoming. They can increasingly explore and think about the world independently. Pixie and Wixie provides an opportunity to support their exploration and respond to what they find.

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Grade 2 - Unit 1: Friends and Family

Essential Question: What are the qualities of a good friend?

Research Project: Biography Poster

Throughout this unit, you will gather information about different kinds of friends. Choose one of your friends or family members to focus your research on, and create a Biography Poster about this person.

Students will:
- Choose a friend or family member and interview them about their life.
- Rotate the canvas to Portrait orientation.
- Add text boxes that share information about this person's life.
- Add stickers and use the paint tools to add appropriate illustrations.
- Print their posters and share a copy with their interviewee.

Create: Biography Poster

Teacher thoughts:
Discuss what types of information a biographical poster should include.

Share examples of biographical posters you have at school.

How Our Family Helps

Your city needs more volunteers and citizens working to make a difference in the community. To help the city council encourage families to make a difference in the community, ask students to create a video or slideshow that highlights how their family helps others.

Students can share their stories by combining text and images with voice narration on multiple pages. In Pixie, students can export the project as a video to play for the class or to share online. In Wixie, students can simply open the URL to watch the documentary or embed the project in a class web site.

Create: Video or Slideshow

Teacher thoughts:
Brainstorm with your class different ways to help a community, such as volunteering for a non-profit, sharing a home with other family members, bringing food to the homebound, taking out a neighbor's garbage, etc.

Write a letter

For centuries, people have used letters to communicate with others, sharing ideas and thoughts. Have students bring in examples of letters they have gotten in the mail or via email. Discuss the elements of a letter with your students, such as address, salutation, body, and closing.

Students can use the Friendly Letter template to write a nice note to a classmate. Encourage students to share something they like about the recipient or compliment a classmate on something they have accomplished recently. Students can decorate the page with stickers from the library or illustrations they create with the paint tools.

Print the letters, address envelopes, and distribute letters to one another.

Create: Friendly Letter

Teacher thoughts:
Discuss how postal addresses and email addresses route information to the correct place. Work with the class to devise your own way to address letters to get to different students in the class.

Writing friendly letters and thank you notes to soldiers, local community members (police officers, EMTs, firemen), or senior citizens is a great way to connect student work inside school with the community.

Grade 2 - Unit 2: Community Heroes

Essential Question: What heroes live in your community?

Research Project: My Hero

Throughout the unit, you will gather information about community heroes. Choose one type of hero to focus your research on, and create a dramatic play that shows and tells about that hero's work. Students will: • Conduct research on a person and write a play that demonstrates how they are a hero. • Create a page for each scene in the play. • Add text to describe the location as well as lines for each character. • Add or paint images to illustrate the actions in each scene. • Print the project to use as a guide for practicing and presenting the play.	**Create:** Dramatic Story **Teacher thoughts:** Let students know how directors use a storyboard to map out a story in a visual way before creating a movie. Share examples of the programs you receive when watching a play. Discuss the elements the class might include in their books.

Hero Trading Cards

Ask students who they consider a hero, such as a firefighter or doctor, a special uncle, or a sports star. What makes this person a hero? Work to create a list of characteristics that describe heroic behavior. Students then choose their favorite hero and create a trading card that shows why this person is a hero. Students can create two pages in Pixie. The first page (the front of the card) can be a picture of the person. The second page (the back of card) should include information about the person and what makes their actions heroic. Print each file in trading card, postcard, or comic form with the same file on multiple pages. Cut out the cards and trade with the class!	**Create:** Trading Cards **Teacher thoughts:** Can students understand the difference between a celebrity and a hero? What are the qualities of a hero? If you don't want students to cut and glue the cards, combine pictures and text on one page to create single-sided trading cards.

Wanted: Heroes

Heroes can be found in our school, at home, and even at the grocery store. Have students choose a place where heroes can be found and create a Wanted poster for a hero for this place. For example, "Wanted: Classroom Hero." Use the Wanted Poster activity in the Templates folder to make the process easier. Students can draw or add a picture of their hero and type words to describe them and their behavior in the Known aliases, Last Seen, Runs with, and Favorite saying fields.	**Create:** Wanted Poster **Teacher thoughts:** What are the qualities of a hero? Do these qualities differ depending on the type of hero? What is a playground hero? A school hero? A family hero?

Grade 2 - Unit 3: Let's Create

Essential Question: How do people express their ideas and emotions in creative ways?

Research Project: Express Your Passion

Throughout this unit, you will gather information about different ways that people express themselves creatively. Chose the topic that interests you most and create a presentation in that form to give to your class.

Students will:
- Choose an idea or topic that interests them.
- Add text to describe it.
- Use paint tools and stickers to add images and illustrations.
- Print their project as a booklet, comic, or postcard.
- Publish their project as a video or online story.
- Present their final product to the class and explain why they choose to share their ideas in this way.

Create: Presentation, poster, collage

Teacher thoughts:
Talk to students about different ways they can share their ideas with others:

- Booklets
- Postcards
- Trading cards
- Movies
- Online storybooks
- Presentations

Self-Portraits

Charles Thomas "Chuck" Close, the artist in the story Chuck Close, Up Close shares his struggles with several obstacles in his life while becoming a celebrated painter.

Students can use the paint tools to create a self-portrait reflecting upon the obstacles they have encountered in their lives. The self-portrait should express their personality through the use of colors and shapes.

Students should also add a page and write a short "about the artist" paragraph that explains obstacles in their life and how they overcame them.

Create: Painting or Collage

Teacher thoughts:
Discuss the purpose of an art gallery.

Have a class discussion on obstacles students encounter.

Life in the Second Grade

Ask students what it is like to be a second-grade student. Work together to create a list that shows the diversity of your class and their opinions. What is it like at home, at school, during lunch, or on the playground?

Have students choose one aspect from the list you brainstormed and create a page for a class book about life in second grade. Students should write several sentences and create and add images and illustrations that support their text.

Students should peer edit each other's creations and then print their pages to collect into a class book.

Create: Book

Teacher thoughts:
Talk with students about how to organize the book. Should it be organized by themes or type of writing? In alphabetical order? To tell a story?

You can also have students export their work to PDF or HTML to share from your class web site.

Grade 2 - Unit 4: Better Together

Essential Question: How is working together better than working alone?

Research Project: Team Work Script

Throughout the unit, you will gather information about different places where teamwork happens. Choose and then research one example of teamwork. Use your research to create a play with characters who work together to solve a problem. Students will: • Conduct research on one example of teamwork. • Create a page for each scene in the play. • Add text to describe the location as well as lines for each character. • Add or paint images to illustrate the actions in each scene. • Print the project to use as a guide for practicing and presenting the play.	**Create:** Illustrated Script **Teacher thoughts:** Let students know how directors use a storyboard to map out a story in a visual way before creating a movie. Share examples of the programs you receive when watching a play. Discuss the elements the class might include in their books.

Reaching Out

Students will conduct interviews to learn about ways other people have helped others. Students will use their notes from their interviews to compose articles that will be compiled into a class book. Students will: • Interview someone who works for a cause in the community. • Add text to a page to write about this person. • Add or draw images of the person in action helping others. • Print their page to collect into a class book. • Export a PDF of the page to add to an electronic book or web site.	**Create:** Class Book **Teacher thoughts:** Share some of the Chicken Soup stories as samples of feel-good stories. Contact local businesses and offer copies of the book as reading material in waiting areas. Include a page in each book explaining how others can volunteer and help out in the community.

The Greatest Team Member

Talk with your students about the qualities they feel make someone a great member on a team, like listening, working hard, and being nice. Work as a class to come up with at least fifteen different qualities a great team member has. Have students create an award certificate for the Greatest Team Member. This award should indicate the three qualities they think are most important. Ask students to share why they choose these qualities over other ones. Have students print a copy of the award and give it to a person they have worked with in the past who has these qualities.	**Create:** award **Teacher thoughts:** Share examples of awards with your student. Talk about how awards have: • a place for the recipient's name, • a place for the name and signature of the person giving the award, and • information about the award.

Grade 2 - Unit 5: Growing and Changing

Essential Question: How do animals and plants change as they grow?

Research Project: From Seed to Plant

Throughout the unit, you will gather information about plants and animals. Choose one animal or plant. Research that topic and then use your notes to create a Life Cycle Booklet for that plant or animal. Students will: • Create a plant growth booklet. • Take pictures of the seed and growing plant with a digital camera. • Choose 4 pictures from the process. • Add the pictures to 4 different pages. • Type text about each stage. • Print the project as a booklet.	**Create:** Booklet **Teacher thoughts:** Discuss the different stages of plant growth. Include information on what plants need to grow strong and healthy and tips for taking care of plants.

Change Collage

Discuss with your students things in nature that change. You might ask students if things change during different months of the year (seasons) or days of the week (weather). You may want to ask if anyone has a pet at home. How long have they had it? Has it looked and behaved the same way for as long as they can remember? Students can add images from the library and Pics4Learning to create a collage of images that represent change in nature. Print the pages or export the images to use on your classroom web site. Display the final images and have each student present their collages and explanations to the class.	**Create:** Collage **Teacher thoughts:** Be sure to ask lots of questions of each student to draw out the reason for their choice of images. Collect the final digital images students export into a "Changes in Nature" slideshow you can showcase at a school assembly.

Plant Comics

Brainstorm the various ways you can make a plant healthy or sick. Is it possible to over water? To provide too much sunlight? Create a comic about a plant that did not grow so well. Why not? What was missing? How could the plant have been saved? Add four pages to a project. On each page use the paint tools to illustrate the plant character and action. Add a text box and change it into a thought bubble to show the plant's thoughts. Print the file with four pages per sheet to create a four-panel comic.	**Create:** Comic **Teacher thoughts:** Talk about perspective. Have students write about the growth of the seed from its perspective. How is this different than sharing factual information? Cut out the comic panels, exchange with other students and have them work to put them in the correct order.

Grade 2 - Unit 6: The World Around Us

Essential Question: How do we learn about nature?

Research Project: Nonfiction Books

Throughout this unit, you will gather information about natural resources and the environment. Choose one topic to focus your research on, such as a way to help the planet or the features of a habitat. Create a nonfiction picture book that describes your topic.

Students will:
- Choose an animal, plant, or natural resource to learn more about.
- Write facts about their topic.
- Change font style and size to make information easier to find.
- Add images and illustrations that support the text.
- Print their work to share or publish online.

Create: Report/Presentation

Teacher thoughts:
Explore the features of nonfiction text with your students, so they know how to use labels, photographs, maps, illustrations, headings, and font styles to help their reader find the information they are looking for.

Animal Interviews

Partner students together and ask each team to choose an animal they are interested in learning more about. Students should research their animals using informational texts found in your school library. Have students take notes on facts about this animal and where it lives and write out questions and answers for the interview.

Students can use the Paint tools to create illustrated pages that highlight information in each question and answer. They can then record the question and answer on each page.

In Pixie, export the project as a video to play for the class and share online. In Wixie, simply open the URL to watch it or embed the project in a class web site.

Create: Interview

Teacher thoughts:
Work with your school's librarian to locate informational texts appropriate for the reading level of your students.

Watch interviews with your students and talk about the elements involved. What makes for a great interview? Good questions? Good answers?

My Teacher is Ms. Owl!

What would your class be like if your teacher was an owl? Or a python? What would they teach you? Would you learn to hunt? Sleep all day? What would your classroom look like? Would it have trees or a swamp?

Start the discussion by talking with your class about one of the animals in your text, such as a chipmunk or jelly. What is important to them? Brainstorm together how these animals might want the classroom to be.

Have students use the paint tools to draw a picture of what their classroom would look like if this animal was the teacher. Have them write a paragraph that starts with: "If an (animal) was our teacher, our classroom would…"

Display student work on a bulletin board or combine it into a class book.

Outcome: Document

Teacher thoughts:
If students create two pages, consider printing them as a table tent. You can display it standing up or glue the two halves together for easy sharing.
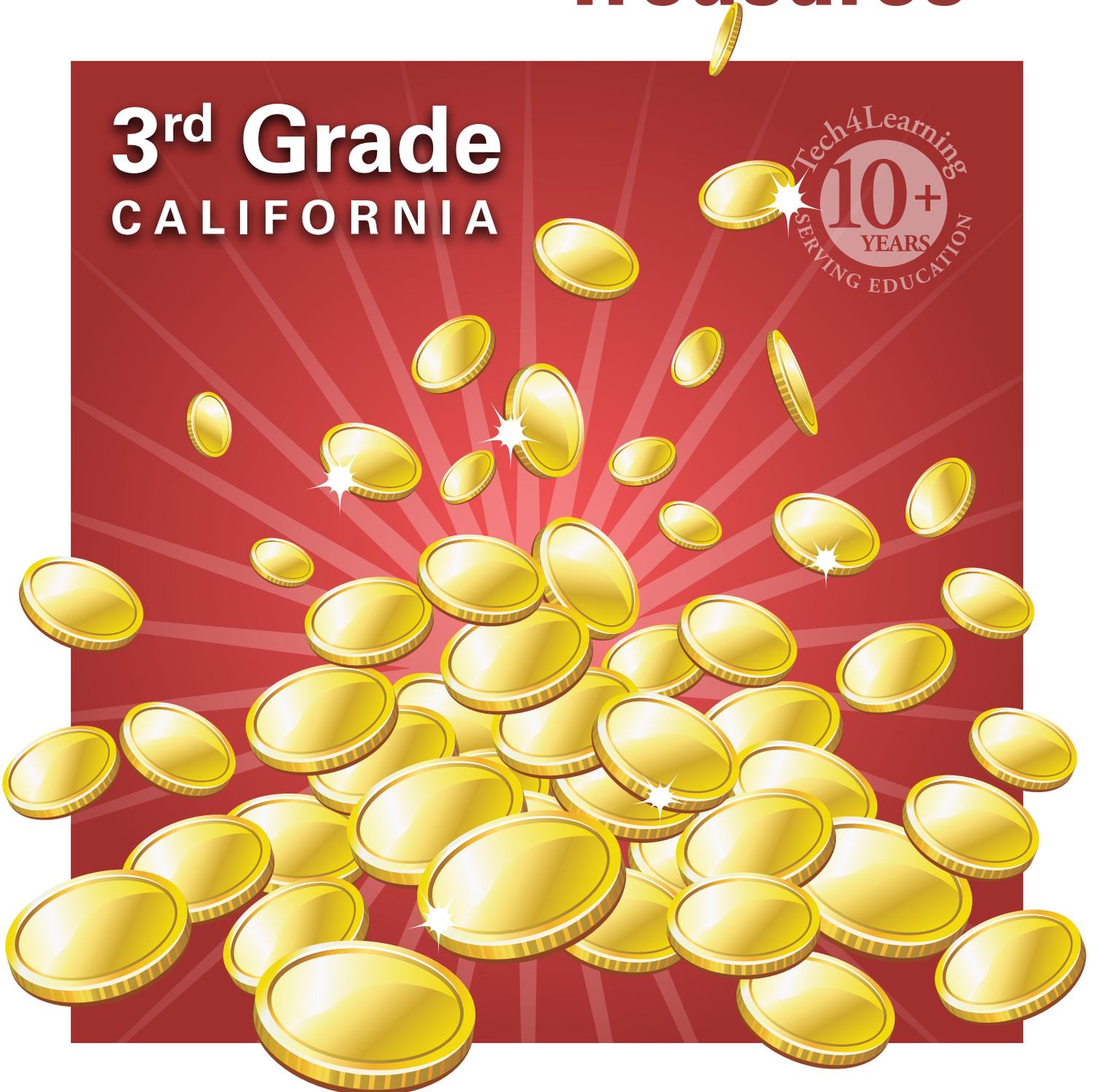
Import students pages into one book by having them Share their projects. Then, click the Project button, choose Export, and select HTML to create a book you can publish to your school site.

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Enhancing

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3rd Grade
CALIFORNIA

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Engaging Digital Age Learners in Reading - Grade 3

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Using Pixie or Wixie with Third-Grade Students

In third grade, a student's ability to read, write, do math, and explore the worlds of science and history is expanding rapidly. Their work with Pixie or Wixie is growing more sophisticated as their writing and drawing includes more detail and complexity. Respond to student work in the same way – with more detail and complexity and ask them lots of questions about their work.

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Grade 3 - Unit 1: Let's Learn

Essential Question: Why is learning important?

Research Project: Learning About My World

In this unit, you will read about ways to learn and why learning is important. Choose something that you would like to learn more about. Research and write as much as you can about this topic. Write about what makes this topic interesting to you.

Students will:
- Use the tri-fold brochure activity template.
- Include factual information about the topic.
- Share their opinion about the topic.
- Include images that help explain facts and opinions.
- Print brochures to share.

Create: Brochure

Teacher thoughts:
Celebrate student work during an open house or even mini-conference for others to come in and learn about the topics your students are passionate about.

When I Went to School

Students will learn about people's educational experiences by conducting interviews. Students will use their notes from their interviews to compose articles that will be compiled into a class book.

Students will interview family, friends, and/or neighbors about their memories of school. Encourage students to interview older people to give them a different perspective.

Student can then use Pixie or Wixie to create a page with textual information about this person's educational experiences. They can use the Paint tools to illustrate a scene they have shared. Print each student's page and collect into a class book or export a PDF or HTML version to add to an electronic book or web site.

Create: Class Book

Teacher thoughts:
Talk to students about the questions they might ask an interviewee. Encourage them to find and interview people who completed college as well as people who completed training as part of a trade.

In Pixie, export the project as HTML and post it to your web site or K12Share account. In Wixie, simply distribute the project URL.

Study Tips

Most of us learn through a mix of visual, auditory, and tactile modes. Ask each of your students to name things that help them learn. Write their different responses on the board.

Students can use Wixie or Pixie to create a page with their best study tip. Students can use the text tool to name the strategy and describe how to use it and add stickers or use the Paint tools to add supporting illustrations.

Print the file in trading card, postcard, or comic form with the same file on multiple pages. Cut out the cards and trade with the class!

Create: Trading Cards

Teacher thoughts:
Teach a topic using the three different modalities of learning - audio, visual and kinesthetic. Talk with your class about your own preference for teaching and learning.

If you don't want to print on both sides of a page or cut out the cards and glue together, combine pictures and text on one page and leave the back of the card blank.

Grade 3 - Unit 2: Neighborhood and Communities		
Essential Question: How do community members work together?		

Research Project: Community Members

In this unit, you will read about how people help their communities. Research your community. Write about its history and the people who have helped it to grow. Students will: - Research the event and write an article with: - An imaginative title that catches viewer interest. - An engaging article that combines facts and opinions. - Rotate the canvas and add text and visuals to support the article. - Print the article to share in a class magazine.	**Create:** Article **Teacher thoughts:** Have students who finish early work together to design a magazine cover. Have students create ads for products and services found in their community.

Great Job!

Students will choose jobs in the community to research and explore using a variety of methods. Then students will share what they learned with the class. Have each student choose a job in the community to learn more about. Have them begin by conducting research about this job and answer questions like: - Do they wear a uniform? - Do they drive a special vehicle? - Do they need special training? - Where is this job done? In an office? Outside? Have students rotate the Pixie or Wixie canvas to a portrait orientation and add text boxes and images to tell others about this job. Have student print the file in trading card, postcard, or comic form with the same file on multiple pages. Cut out the cards and trade with the class!	**Create:** Trading Cards **Teacher thoughts:** Have students combine pictures and text on one page so you don't have to try to print on both sides or cut out and glue together.

Local Heroes

Students will create a page for an issue of *My Town* magazine, focusing on a person they believe is a hero within their neighborhood or community. Student pages should include a catchy title along with 3 paragraphs that describe who this person is, what they have done to support the community, and what makes them a hero. Students should draw images with the paint tools or add clip art from the Library to support the themes and content in their writing. Print the pages to combine into a class book or export PDFs for easy electronic distribution.	**Create:** Article **Teacher thoughts:** What do students need to know about the elements of a magazine? What do students need to know about writing an article?

Grade 3 - Unit 3: Express Yourself

Essential Question: How do writers and artists express themselves?

Research Project: About the Author

In this unit, you will learn about ways artists and writers express themselves. Research the author of a book you have read or the artist of a piece of art you like. Write about what inspired the artist or author. Write about the time and place in which they lived. Find out as many interesting facts as you can.

Students will:
- Choose an author they want to learn more about.
- Conduct research about their life.
- Create a trading card with images and factual information about this person's life and work.
- Print the project with multiple copies per page, cut out, and trade with the rest of the class.

Create: Author trading cards

Teacher thoughts:
Have students bring in different examples of trading cards and discuss the information they include.

Print additional trading cards to distribute in the library as bookmarks.

Pay It Forward Podcasts

Introduce what it means to "pay it forward" and have students create a page for a class slide show or individual podcasts about ways students can pay it forward.

Each student should brainstorm one action they can do to "pay it forward" with their friends, neighbors, family, or community. Have students write, illustrate, and narrate their "pay it forward" page.

Combine student work to create a podcast or slide show. Share it at a school assembly or on morning video announcements.

Create: Podcast, Video or Slide Show

Teacher thoughts:
Collect student Pixie files or have them share their projects and import them into one file. In Pixie, export the project as a video or podcast to play for the class and share online. In Wixie, simply open the URL to watch or embed the project in a class web site.

Write a letter

For centuries, people have used letters to communicate with others, sharing ideas and thoughts. Have students bring in examples of letters they have gotten in the mail or via email. Discuss the elements of a letter with your students, such as address, salutation, body, and closing.

Students can use the Friendly Letter template to write a nice note to a classmate. Encourage students to share something they like about the recipient or compliment a classmate on something they have accomplished recently. Student can decorate the page with stickers from the library or illustrations they create with the paint tools.

Print the letters, address envelopes, and distribute letters to one another.

Create: Friendly Letter

Teacher thoughts:
Discuss how postal addresses and email addresses route information to the correct place. Work with the class to devise your own way to address letters to get to different students in the class.

Write friendly letters and thank you notes to soldiers, local community members (police officers, EMTs, firemen), or senior citizens to connect with the community.

Grade 3 - Unit 4: Our Teams

Essential Question: What makes a strong team?

Research Project: Meeting Goals

Throughout the unit, you will learn about what can get done when people work as a team. Do some research. Find out about a team that worked together to accomplish something important. Write about the team. What did they accomplish? How did they work together to accomplish their goal?

Students will:
- Add four pages to a project.
- Use clip art images and painted artwork to:
  o Introduce the event.
  o Show how the teamwork helped meet goals.
  o Conclude with a reflection on success.
- Change text boxes into speech bubbles to show dialogue.
- Print the file with four or six pages per sheet to create a comic.

Create: Comic

Teacher thoughts:
Discuss ways comic authors convey the meaning between panels. How do they condense or summarize? How do you know that action has occurred or time has passed between two panels?

Wanted: A Great Teammate

Talk with your students about the last time they worked or played on a team. What attributes make a good team member? As a class, brainstorm a list of traits that help a team achieve success.

Students can use the Wanted Poster template to discuss the attributes they think are most important. For example:
- Name might be the attribute they think is most important.
- Aliases could be similar behaviors.
- Last seen could be an example of the attribute in action.
- Runs with can be attributes that goes hand in hand with it.

Print the posters and hang the posters around the school.

Create: Wanted Poster

Teacher thoughts:
How is your class like a team? Are they a strong team or a weak team? What could they do to improve their team?

Ask if any parents are managers where they work. Ask them to share their experience with the students. They may also want to hang student-created posters at their work place.

Together or Alone?

After reading the books in this unit, talk with students about teamwork. When does it help to work solo and when might working as a team be in the best interest of the project?

Assign student teams a project. Have each team create a presentation that explores what might happen if that particular project was done alone and what might happen if the project was done as a team. Pages and slides should include benefits and the drawbacks of each approach.

In Pixie, export the project as a video to present or share online. In Wixie, open or link to the URL to watch or embed the project in a class web site.

Create: Presentation

Teacher thoughts:
Make sure to give a balance of projects that are best for solo and teamwork approaches.

Grade 3 - Unit 5: Amazing Animals

Essential Question: What makes each animal unique?

Research Project: Those Amazing Animals

Throughout the unit, you will read about unique animals. Think of an animal with a unique quality or adaptation that you would like to learn more about. Do research to find out what makes this animal special. Write a report about this unique animal.

Students will:
- Research an animal to find out what makes it unique.
- Add pages for each quality or adaptation.
- Use the text tool to add facts to the project.
- Use images from the Library and Pics4Learning.
- Display the project as visual support for their oral presentation.

Create: Presentation Report

Teacher thoughts:
In Pixie, view the projects as a slide show. In Wixie, open the URL to watch the presentation.

Nature Travel Guide

Many people visit the Lonely Planet web site to gain valuable information on a location prior to visiting. Have each student in your class choose a place that includes amazing natural features and write a travel guide for this spot that nature lovers or adventure travelers could use to identify and learn facts about travel destinations.

Students can create pages that include text descriptions of climate and unique natural features as well as persuasive text to encourage someone to visit. Students can add images they find on the Web or Pics4Learning.com and use the paint tools to add color and other design elements.

Create: Travel Guide

Teacher thoughts:
Bring in examples of travel brochures or ask students to find them at home or in local tourist destinations and restaurants. Share the Lonely Planet web site.

In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, simply distribute the project URL.

Saving Wild Horses

Students will create a persuasive video or slide show to share online to support the work of the National Wild Horse Association. Student videos should identify the issues, explain the animals' ecosystems and food chains, persuade an audience to care about the issue, and outline specifics on how to help.

Students can share their story by combining text and images with voice narration on multiple pages. In Pixie, students can export the project as a video or podcast to play for the class and share online. In Wixie, students can simply open the URL to watch the documentary or embed the project in a class web site.

Create: Video on Slide Show

Teacher thoughts:
Discuss the meaning of feral. How does preserving wild horses, work animals who became feral, differ from saving endangered species?

You may want to make feral species the focus of the project. Some student teams might focus on the negative effects of feral pigs as well as the need to spay and neuter pets.

Grade 3 - Unit 6: Storytellers

Essential Question: What makes a good story?

Research Project: The Origins of a Classic

Throughout the unit, you will read different types of stories. Think of a classic story that you would like to research. Do research to find the tale's origin and learn more about how it has changed over time. Students will: • Research the origins and history of a common story or fairy tale. • Use the paint tools and stickers to create a design for the front of the postcard showing something others may not know about the story. • Add text to the back side to describe something surprising they learned. • Print the pages as a table tent, then fold, glue, and share them.	**Create:** Postcard **Teacher thoughts:** Be sure to ask lots of questions of each student to draw out the reasoning behind their choice of images.

Oscar Time

Students create a storyboard for a movie trailer for an unusual experience they have had or the plot of a favorite book that they would like to make into a movie. The storyboards will include a clear depiction of the story elements such as conflict, resolution, and plot elements. Have students begin by using the "Diagram the Plot" activity to organize their story. When the action sequence is complete, have them translate each part of the plot into a scene on the Storyboard template, using the text tool to add basic information about location and action and the paint tools to illustrate the action. The storyboard should clearly demonstrate how they will convey events and actions in their movie trailer. Print the storyboards and present their movie trailer pitch to the class.	**Create:** Storyboard **Teacher thoughts:** Talk to your students about movie trailers they have seen. Are trailers simple summaries of movies? Why or why not? Talk about the audience for different movies. Is a trailer (or movie) written differently depending on who will watch it? Ask your students if a movie trailer has ever convinced them to see – or skip – a movie. What made them choose yes or no?

Tall Tale eBooks

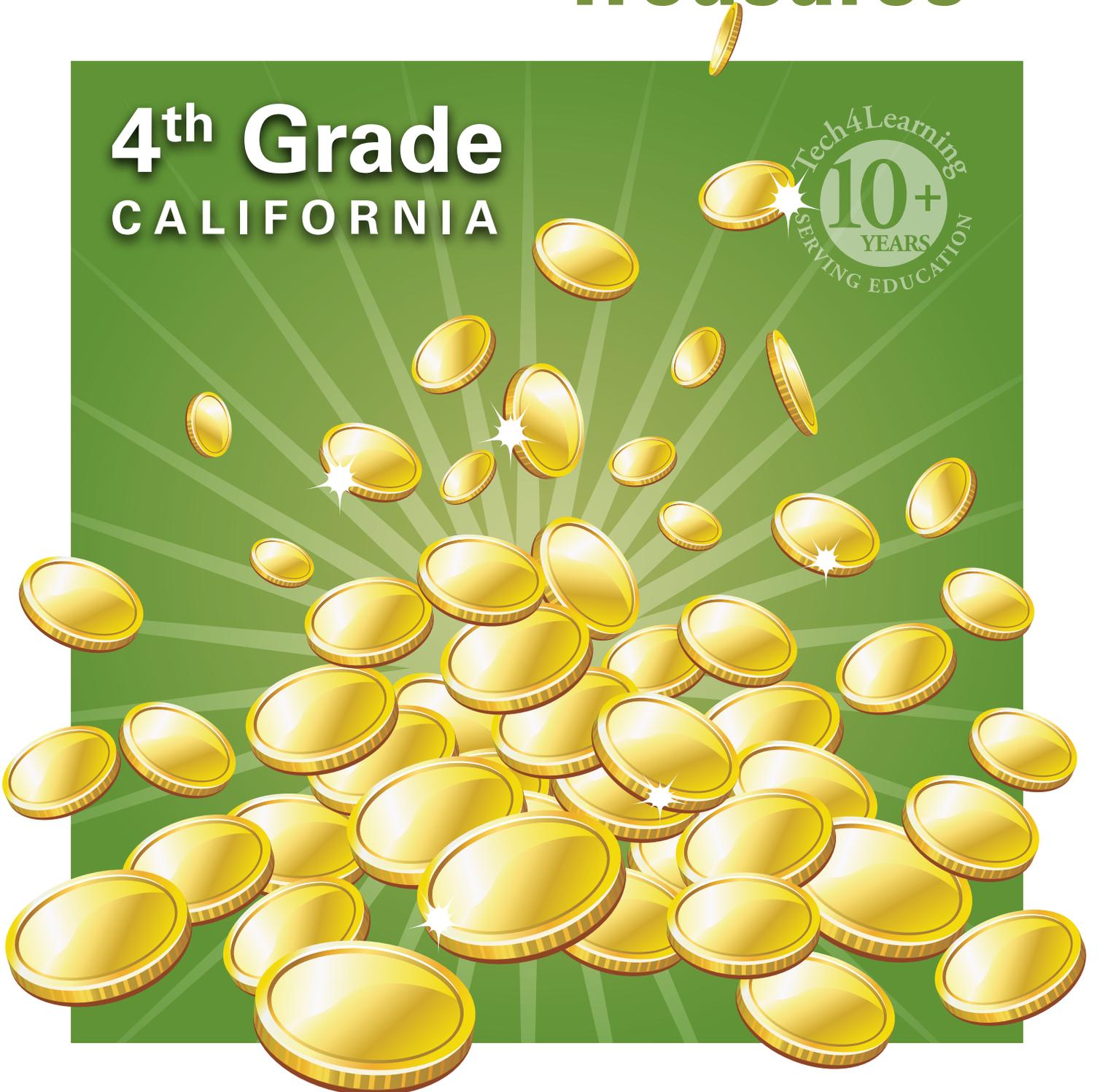|	
A tall tale is a kind of folk tale in which characters with exaggerated qualities and abilities perform fantastic feats that couldn't happen in the real world. A tall tale is usually humorous and might have some real-life elements that make it more believable. Have students imagine examples, like a basketball player who can make a basket from a mile away, a snail that can run faster than a speeding train, an elephant that can stretch its trunk to reach the moon, or a child who wakes up every day speaking a different language. Students will write and illustrate a tall tale about a character that has an unbelievable talent. Students can create their story by combining text and images with voice narration on multiple pages.	**Create:** eBook **Teacher thoughts:** What do students need to know about writing a tall tale? You can find a complete tall tale lesson online at: http://bit.ly/tall_tale In Pixie, export the project as HTML to share online. In Wixie, simply open the URL to watch or embed on the class web site.

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Engaging Digital-Age Learners in Reading - Grade 4

Digital-age learners need a modern approach that combines high-level thinking, powerful communication, and modern creative technologies. Integrating technology into a reading program helps to bridge students' digital lives outside of school and the time they spend in the classroom. The creative use of technology can help you engage students in the Treasures reading program.

This document contains ideas for extending activities for each unit using technology. Each extension provides ideas for the tool to use and the type of product students will create.

What are Pixie and Wixie?

Pixie and Wixie are creativity tools that students can use to write, paint pictures, and tell stories. They provide a fun way for students to explore and respond to curriculum topics related to the Common Core Standards. Pixie is software you install on a computer; Wixie is an online tool you access with a browser or tablet app.

Both Pixie and Wixie include hundreds of existing activity templates. To open the activities in Pixie, click the Project button, choose Activities, and navigate the folders, such as Templates. To use activities in Wixie, log in as a teacher, locate an activity, and assign it to students in your class.

Using Pixie or Wixie with Fourth Grade Students

In fourth grade, a student's ability and understanding are growing rapidly. Expanding curiosity and the ability to find answers on their own allow students to be more independent learners. While encouraging this independent learning, be sure to remain involved in their work and offer ideas, suggestions, and lots of praise.

Table of Contents

Grade 4 - Unit 1: Growing Up

Essential Question: What experiences can cause a person to change?

Research Project: It Was Life-Changing

Throughout the unit, you will be gathering information on people who have gone through life-changing experiences. Choose one person to focus your research on, and then create a short biography. This person can be famous, historical, or someone close to you. Use photos or other graphic aids to illustrate your biography.

Students will:
- Choose someone they want to learn more about.
- Conduct research about their life, stories, and inspiration.
- Create a presentation with images and textual information about this person's life.
- Present their research to the rest of the class.

Create: Biographical Presentation

Teacher thoughts:
Discuss what biographical information student work should include. Share examples of biographical posters you have at school, as well as watch a short biographical video such as one from A&E Biography. www.biography.com

Share student work in the media center to educate others about the author's found there.

Characters with Character

Many individuals encounter obstacles throughout their life, but are still successful. Students research an individual they admire and create a documentary showing how this person overcame their obstacles.

Students should begin by researching the person and writing a documentary script. Students can create pages that include titles, key descriptions, rich visual displays, and narration to demonstrate how the subject's accomplishments affect and inspire others.

In Pixie, export the project as a video to present or share online. In Wixie, open or link to the URL to watch or embed the project in a class web site.

Create: Documentary

Teacher thoughts:
What do students need to know about documentaries?

Have a class discussion on obstacles students face today.

My Moment

Students will interview parents, neighbors, or other community members about a moment that changed their lives and create a "My Moment" scrapbook for that person.

Have each students design a four-page project that includes textual details about the event, photos, images, and/or drawings that capture the moment, and captions that quote personal stories. If you are planning to share the scrapbooks electronically, have students add narration to each page.

Print the project as a booklet or create an electronic version you can share. In Pixie, export the project as HTML to share online. In Wixie, open or link to the URL to watch or embed the project in a class web site.

Create: Memory Book

Teacher thoughts:
Share with students your own experience of change. Encourage students to share something that changed themselves. At their young life it could be an event as simple as realizing they liked a food, a weather phenomenon, or the birth of a brother or sister. Be prepared for the student that shares the loss of a loved one or something equally as personal.

Grade 4 - Unit 2: Making a Difference

Essential Question: How do people make a difference in their communities?

Research Project: Solving Community Problems

In this unit, you will gather information about community projects that were set up by people like you. Choose a project that would be important for your community. Research different resources that would help complete this project. Find out how other communities handled the same kind of project. Students will: • Use the tri-fold brochure activity template. • Include factual information about the topic. • Share their opinion about the topic. • Include images that help explain facts and opinions. • Print brochures to share.	**Create:** Brochure **Teacher thoughts:** Celebrate student work during an open house or even mini-conference to encourage others to become involved in the community projects.

Did You Know?

Students will create trading cards on famous people who strive to help others, like Selena Gomez working as a UNICEF Ambassador or Kevin Costner working as an inventor. Students can create two pages in Pixie. The first page (the front of the card) should include the words "Did You Know?" along with a picture of the person. The second page (the back of the card) should include information about the person and how they work to make the world a better place. Print the file in trading card, postcard, or comic form with the same file on multiple pages. Cut out the cards and trade with the class!	**Create:** Trading Cards **Teacher thoughts:** If you don't want to print on both sides of a page or cut out the cards and glue together, combine pictures and text on one page and leave the back of the card blank.

Local Heroes

Students will create a page for an issue of *My Town* magazine, focusing on a person they believe is a hero within their neighborhood or community. Student pages should include a catchy title along with 3 paragraphs that describe who this person is, what they have done to support the community, and what makes them a hero. Students should draw images with the paint tools or add clip art from the Library to support the themes and content in their writing. Print the pages to combine into a class book or export PDFs for easy electronic distribution.	**Create:** Article **Teacher thoughts:** What do students need to know about the elements of a magazine? What do students need to know about writing an article?

Grade 4 - Unit 3: The Power of Words

Essential Question: How can words be powerful?

Research Project: Famous Speeches

For this unit you will create a piece of writing or a speech that tells about something that is important. Your audience should know the topic is important to you, too. Research people who have made famous speeches. Write about one of them and tell how that person inspired your writing.

Students will:
- Conduct research on a topic that is important to them.
- Create a page for each argument they want to make in their speech.
- Write the main idea they will speak about as well as supporting facts.
- Add or paint images to illustrate the emotions they want to convey.
- Print the storyboard to use as a guide for delivering their speech.

Create: Illustrated Script

Teacher thoughts:
Let students know how directors use a storyboard to map out a story in a visual way before creating a movie. Talk about using the storyboard model as notes for their speech

Change Agents

Students investigate a change agent from history and create a comic to share the story, including events, reactions, and outcomes.

Students should add four pages to a project and use clip art images and painted artwork to illustrate events in each panel. Students can change text boxes into speech bubbles to show dialogue.

Print the file with four or six pages per sheet to create a comic.

Create: Comic

Teacher thoughts:
What makes someone a change agent?

Discuss ways comic authors convey meaning between panels. How do they condense or summarize? How do you know action occurred between two images?

Field Trip Guide

Students will create a pamphlet for a local attraction to distribute as a Field Trip planner for teachers. Brainstorm a list of attractions in your area. Choose one as a model and work with students to brainstorm things that can be learned at this location. Have students choose their own local attraction and repeat the process on their own to publish a brochure.

Students can use the Brochure template to create a tri-fold brochure. They can add text to share location, cost, the educational value of the trip, options for different programs, and any additional benefits. Students can include images and quotes to engage the reader and help convince them to use this attraction as a field trip opportunity.

Create: Pamphlet

Teacher thoughts:
You might encourage students to think of things their attraction helps students learn in the areas of English, math, science, social studies, art, music, and physical education.

Ask the education department of the venue(s) your students choose to help pick a winning pamphlet. They may even want to print the projects to share with others.

Grade 4 - Unit 4: Working Together

Essential Question: Why do people work in teams?

Research Project: Success Through Teamwork

Throughout the unit, you will be gathering information about projects that were successful because of teamwork. Choose one project to focus your research on and create a process booklet. A process booklet shows how something develops, from beginning to end. Use graphic aids in your booklet.
 	
Students will:
• Create a four-page project.
• Add text, clip art images, and painted artwork to:
   ○ Introduce the project.
   ○ Show how the teamwork helped meet goals.
   ○ Conclude with a reflection on success.
• Print the file as a booklet, then fold and share.
	Create: Booklet
	
	Teacher thoughts:
	To capture student voice and narration, share the projects electronically. In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL.

Wanted: A Great Teammate

Talk with your students about the last time they worked or played on a team. What attributes make a good team member? As a class, brainstorm a list of traits that help a team achieve success. Students can use the Wanted Poster template to discuss the attributes they think are most important. For example: • Name might be the attribute they think is most important. • Aliases could be similar behaviors. • Last seen could be an example of the attribute in action. Print the posters and hang the posters around the school.	**Create:** Wanted Poster **Teacher thoughts:** How is your class like a team? Are they a strong team or a weak team? What could they do to improve their team? Ask if any parents are managers where they work. Ask them to share their experience with the students. They may also want to hang student-created posters at their work place.

Together or Alone?

After reading the books in this unit, talk with students about teamwork. When does it help to work solo and when might working as a team be in the best interest of the project. Assign student teams a project. Have each team create a presentation that explores what might happen if that particular project was done alone and what might happen if the project was done as a team. Pages and slides should include benefits and the drawbacks or each approach. In Pixie, export the project as a video to present or share online. In Wixie, open or link to the URL to watch or embed the project in a class web site.	**Create:** Presentation **Teacher thoughts:** Make sure to give a balance of projects that are best for solo and teamwork approaches.

Grade 4 - Unit 5: Habitats

Essential Question: What makes a habitat unique?

Research Project: Informational Posters

Throughout the unit, you will be gathering information about natural habitats and what makes them unique. Choose one habitat to focus your research on and create a poster about that habitat. Use illustrations and photographs in your poster. Students will: • Choose a habitat they want to learn more about. • Create posters about this habitat in Pixie or Wixie by rotating the canvas and using the paint, image, and text tools. • Print the posters or export the files as PDF to make them easy to share. • Present their posters and research to the rest of the class.	**Create:** Poster **Teacher thoughts:** Check with local print shops to see if they can help turn student printed products into full-size posters you can display at school and in the community.

The Power of Persuasion

Watch sample public service announcements. How long are they? What are they designed to do? Work together to determine what makes an effective public service announcement. Then, ask students to create a public service announcement focused on the protection of an endangered animal. Have students work in teams, choose the animal they are passionate about protecting, and use the text, paint, image, and recording tools to create the scenes for a PSA. PSAs should clearly identify the issues, describe the animal's habitat, persuade the audience to care about the issue, and outline specifics on how to help. Share student PSAs on your school's video announcements and work with a local-access cable company to air them.	**Create:** Public Service Announcement **Teacher thoughts:** What do students need to know about a PSA? You might also choose to focus on one particular species and create an entire media campaign with postcards, brochures, online information, and more. Then, work as a class to engage students, teachers, and parents to raise money to donate to an organization that supports this species.

Our Great National Parks

The National Parks have been around since the late 1700s and were officially organized by Woodrow Wilson in the 1900s. Create an advertising campaign for a National Park in the United States that shares information to persuade visitors to visit the park during a vacation. Include activities, facilities available, and what makes this park special. Students can combine the text options, clip art, paint tools, Pics4Learning images, and voice narration to create a variety of materials to advertise their park. Products could include posters, postcards, video or slide show advertisements, brochures, booklets, and even online travel guides.	**Create:** Media Products **Teacher thoughts:** Have students transform their marketing materials into a trade show booth and host a summer travel ideas conference. Invite families from your school to learn what the various national parks have to offer.

Grade 4 - Unit 6: Problem Solving

Essential Question: How do we solve problems?

Research Project: Problems and Solutions

Throughout the unit, you will be gathering information about various types of problems and their solutions. Choose one problem and solution to focus your research on. Use graphic aids to create a booklet explaining the problem and solution.

Students will:
- Create a four-page project.
- Add text, clip art images, and painted artwork to:
  - Introduce the problem.
  - Show how the problem was solved.
  - Conclude with lessons learned.
- Print the file as a booklet, then fold and share.

Create: Booklet

Teacher thoughts:
To capture student voice and narration, share the projects electronically. In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL.

Changes

Students will research problems that affect their community. They will then write articles that outline the problems, the people involved, ideas that have been tried, and potential solutions.

Student teams should use the Internet and local newspapers to conduct research on problems facing their community. Students should work together to develop a newspaper article that includes a catchy title, a written article describing the finding(s), and images that support the story.

Print student articles to combine them into a class book or export PDFs for easy electronic distribution. Present student research and ideas to your local chamber of commerce or city council representative.

Create: Newspaper Article

Teacher thoughts:
What type of changes have recently taken place in your community? Who led these changes? Were they politically motivated? Was it a good change or a bad change?

Inventions that Help

Students invent machines or systems that address problems they face in daily life, creating designs and advertisements to promote them.

Students will plan an invention and use the paint tools in Pixie and Wixie to draw their design. Students can add pages to the project to create an advertisement for the invention they will use to promote it to other students.

Their presentation should include information on the invention, such as what problem it solves, how it will be produced, and its benefits. Add audio to the slides to create a video advertisement. In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL.

Create: Design, Advertisement

Teacher thoughts:
Work as a class to list problems they have personally encountered.

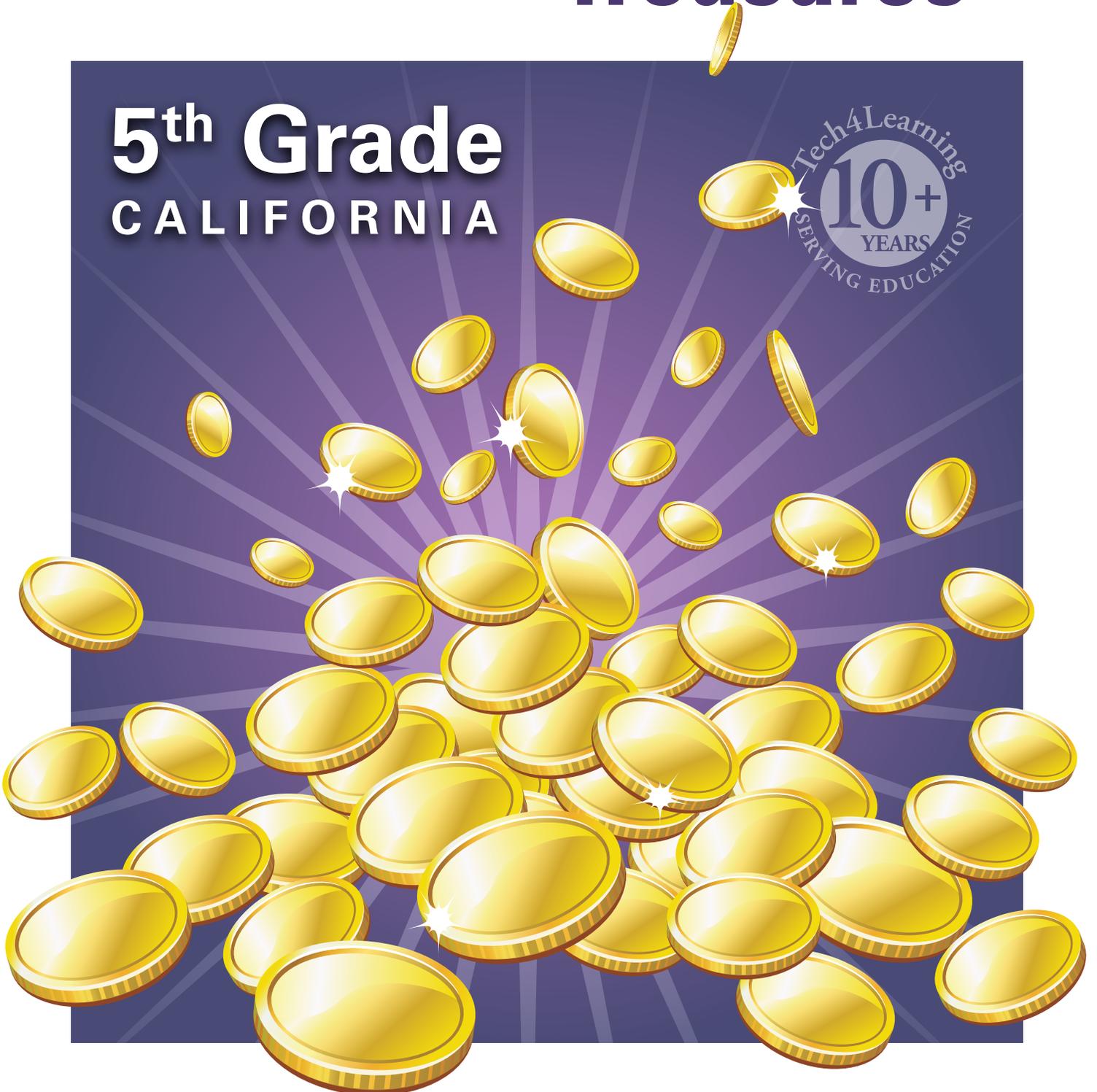You may want to focus on using simple machines to "power" the inventions.

Great sample invention video at:
http://bit.ly/invent-ad

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Using Pixie or Wixie with Fifth-Grade Students

In fifth grade, students are transitioning from thinking like a child to thinking like an adult. They are capable of dealing with conflict and complexity, and should be asked to create products for use by other people that challenge their abilities. Work in Pixie and Wixie should involve lots of writing and creativity as they explore the new boundaries of their thinking.

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Grade 5 - Unit 1: Taking a Stand

Essential Question: Why do people take action to support what they believe in?

Research Project: Take a Stand

Throughout the unit, you will be gathering information about injustices that have made people speak up or take action. Research a cause that a person or group has chosen to take a stand. Focus your research on and create a pamphlet about it. Students will: • Use the tri-fold brochure activity template. • Include textual information about the cause. • Share their opinion, and the opinions of others, about the cause. • Include images that help explain people's feelings and participation. • Print brochures to share.	**Create:** Brochure **Teacher thoughts:** Host a Take Action Day where students share their brochures and learning to encourage others to become involved in the community.

20th Century Revolutionaries

20th Century Revolutionaries

Who is the most influential revolutionary of the 20th Century? As a class, brainstorm a list of people from the 20th century that qualify as revolutionaries. Have students form teams around their favorite revolutionary and work together to share the beliefs and accomplishments of this person, persuading others that they are worthy of the "most influential" title. Students can combine text, clip art, paint tools, Pics4Learning images, and voice narration to create a variety of promotional materials for their nominee. Products could include posters, postcards, video or slide show advertisements, brochures, booklets, and web pages.	**Create:** Campaign Media **Teacher thoughts** What qualifies someone as a revolutionary? Discuss how someone might be revolutionary in the fields of music, business, and art. How do revolutions in these areas influence our broader culture?

Did You Know?

Students will create trading cards on famous people who strive to help others, like Selena Gomez working as a UNICEF Ambassador or Kevin Costner working as an inventor. Students can create two pages in Pixie. The first page (the front of the card) should include the words "Did You Know?" along with a picture of the person. The second page (the back of the card) should include information about the person and how they work to make the world a better place. Print the file in trading card, postcard, or comic form with the same file on multiple pages. Cut out the cards and trade with the class!	**Create:** Trading Cards **Teacher thoughts:** If you don't want to print on both sides of a page or cut out the cards and glue together, combine pictures and text on one page and leave the back of the card blank.

Grade 5 - Unit 2: The American West

Essential Question: How did the American West change during our country's early years?

Research Project: The American West

Throughout the unit, you will be gathering information about the American West. Research an important event that shaped the American West. Write an article explaining why that event was important. Students will: • Research the event and write an article with: ○ An imaginative title that catches viewer interest. ○ An engaging article that combines facts and opinions. • Rotate the canvas and add text and visuals to support the article. • Print the article to share in a class magazine.	**Create:** Article **Teacher thoughts:** Have students who finish early work together to design a magazine cover. Have students create ads for products that would be needed during a move west.

Journey Scrapbooks

Students will work in teams to create a scrapbook for someone who crossed the plains to move out West. These people survived great hardships as they traveled through untamed territory in covered wagons and further trials as they carved out new lives in a new place. Student teams will design a scrapbook that includes textual details about the journey, photos and images that capture important events, and captions that quote personal stories and emotions. If you intend to share the scrapbook in digital form on a web site or CD, students can add narration or sound effects to each page. Print the project to share with your class or other classes. In Pixie, export the project as HTML to share online. In Wixie, simply open or link to the URL to watch or embed the project in a class web site.	**Create:** Scrapbook **Teacher thoughts:** Brainstorm different times people immigrated to America. Most students know about the Mayflower… what about the thousands of people who crossed the Atlantic at the turn of the 20th century? How can a digital scrapbook be different than a traditional print version? Discuss how the use of multimedia elements can change the impact of a scrapbook.

Let Me Tell You About… Native Americans

Today's students are surrounded by information. One of the best ways to help them learn to find and use information in text resources is to have them create their own. In this project, students write, illustrate, and share an informational children's book about a Native American tribe. Student teams begin by researching a tribe that interests them. Students can add text and titles and change the color and size of the text as well as create captions and labels. Students can add photos they find online or in the Photos folder in the Library, or create illustrations with the paint tools. Print each page and bind them together into a book you can share in the school media center. To create a digital resource in Pixie, export the project as HTML to share online. In Wixie, simply link to the project URL.	**Create:** Informational Book **Teacher thoughts:** Work with your media specialist to find appropriate informational texts for research and sample stories. Ask your media specialist to identify ages and reading levels with the fewest available Native American research resources and have students write for that level.

Grade 5 - Unit 3: Using Your Wits

Essential Question: How can you use your intelligence to outwit others?

Research Project: Creative Problem Solving

In this unit, you will learn about using your wits to solve problems. Research a person or group of people who used their intelligence to solve a problem in a creative way.

Students will:
- Create a four-page project.
- Add text, clip art images, and painted artwork to:
  - Introduce the problem.
  - Show how the problem was solved.
  - Conclude with lessons learned.
- Print the file as a booklet, then fold and share.

Create: Booklet

Teacher thoughts:
To capture student voice and narration, share the projects electronically. In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL.

Our Own Folk Tale

Remind students of a fable or fairytale they have read where the main character outwitted someone and scored a victory. You could also share a story from **The People Who Could Fly: Black American Folktales**, which offers many great tales from animal points of view or even stories of how slaves outwitted their master for freedom.

Divide the class into small teams. Have them brainstorm ideas for their own fable about an animal or person outwitting another. Students can use the Storyboard template to map out what will happen in each part of the story.

Each team member should create a page for the story by combining text and images with voice narration on multiple pages.

Create: Fable Movie

Teacher thoughts:
Ask parents or community members to share stories from their culture.

Students can use Pixie's collaboration features to work together. Use the Send button in Wixie to have students share their work and collect it into one file.

Using My Smarts

Students will interview parents, neighbors, or other community members about a moment that changed their lives and create a "My Smarts" scrapbook for that person.

Have each student design a four-page project that includes textual details about the event, photos, images, and/or drawings that capture the moment, and captions that quote personal stories. Students can also add narration or sound effects to each page if you will share electronically.

Print the project as a booklet or create an electronic version to capture narration. In Pixie, export the project as HTML to share online. In Wixie, open or link to the URL to watch or embed the project in a class web site.

Create: Memory Book

Teacher thoughts:
Share with students your own experience outwitting someone. Was it catching "Santa" in the act or your sibling taking something from your room? Share how humor can be used to help engage the reader.

Grade 5 - Unit 4: Team Up to Survive

Essential Question: How can teamwork help in a difficult situation?

Research Project: We Survived

Throughout the unit, you will be gathering information about teaming up to survive. Choose one incident where people had to team up to survive and create a multi-media presentation about it. Students will: • Choose an incident they want to learn more about. • Conduct research to learn what happened. • Create a presentation with images, textual information, and voice narration describing the event. • Present their docudrama to the rest of the class.	**Create:** Docudrama **Teacher thoughts:** In Pixie, view the projects as a slide show. In Wixie, open the URL to watch the presentation. Share the projects from your web site. In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL.

We've Got to Change

Investigate the various ways the class can help the community, such as a clean-up day, working at a food bank, and other ideas your students suggest. Have student teams present a proposal for a project the entire class should complete this year. Students can add text for imaginative titles and descriptions and images, artwork to support textual information, and narration that provides information and engages the viewer. Presentations should include details about the area of need, what the students will need to know before participating, and why this cause is most deserving of the class's help.	**Create:** Presentation **Teacher thoughts:** Encourage students to talk about the changes in their community in the last 5 years and in the last 100 years. Should all of the changes be considered progress? In Pixie, view the projects as a slide show. In Wixie, open the URL to watch the presentation.

Raise Your Voice

Work together to determine a topic or issue the class feels passionately about. Have individual students conduct research on the topic and report back to the class with their findings. Share examples of media products, like ads and brochures, that students can use to spread their message. Group students together to work as a team to design posters, write and read aloud stories or poems, create artwork, develop public service announcements, and build presentations to communicate their ideas. Print student work and publish electronic versions to your class web site to share with the community and world. Engage students, teachers, and parents to raise money to donate to an organization that supports your cause.	**Create:** Media Products **Teacher thoughts:** Are there any special causes going on in the community or the world that impact your students? Can you find public places, outside of school, for students to display their "voices?" Check with local print shops to see if they can help turn student printed products into full-size posters to use around the community.

Grade 5 - Unit 5: Investigations

Essential Question: How do scientists learn about the natural world?

Research Project: Become a Scientist

Throughout the unit, you will be reading about scientists who study the natural world. Decide which science selection interests you most. Then do research to find out more about the scientists who study this part of the natural world. Find out how people get into this field of science and what their most recent discoveries are.

Students will:
- Choose a scientist they want to learn more about.
- Conduct research about the work they are involved in.
- Create a presentation with images and textual information about this scientific field.
- Present their research to the rest of the class.

Create: Presentation

Teacher thoughts:
Share student work in the media center to educate others about potential careers in the field of science.

Have students transform the information in their booklets into a trade show booth and host a science event. Invite families from your school to learn more about careers in science.

Natural Connection

Students create dioramas to illustrate how people affect nature and how nature affects people. For the presentation, student use their dioramas to share information about the connections between people and nature and how each affects the other.

Students can use the paint tools and Library images to create, print, and install a background scene for the diorama. Then use the same tools to create objects and animals that are found in this habitat, both native and non-native. Print and glue the artwork onto cardboard and place in the diorama.

Create: Diorama and Presentation

Teacher thoughts:
Combine student artwork on the computer with text, titles, and narration to create a presentation to share how nature and people impact each other.

In Pixie, view the projects as a slide show. In Wixie, open the URL to watch the presentation.

Nature Travel Guide

Many people visit the Lonely Planet web site to gain valuable information on a location prior to visiting it. Have each student in your class choose a place with amazing natural features and write a travel guide nature lovers and adventure travelers can use to decide where they want to visit and what they will do there.

Students can create pages that include text descriptions of climate and natural features as well as persuasive text to encourage someone to visit. Students can add images they find on the Web or Pics4Learning.com and use the paint tools to add color and other design elements.

Create: Travel Guide

Teacher thoughts:
Share examples of travel brochures as well as travel web sites such as:
www.lonelyplanet.com

In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL.

Grade 5 - Unit 6: Changes

Essential Question: What events can help you change the way you think?

Research Project: Think Again

Throughout the unit, you will be reading about people who change their point of view about something. Research a person who experienced something that caused him or her to support a new way of thinking. Write about that person and what caused the change in his or her way of thinking.	**Create:** Presentation
Students will: • Choose someone they want to learn more about. • Conduct research about their life, stories, and inspiration. • Create a presentation with images and textual information about the event that changed their thinking. • Present their research to the rest of the class.	**Teacher thoughts:** In Pixie, view the projects as a slide show. In Wixie, open the URL to watch the presentation. Print student work in booklet form to create a Think Again collection for your classroom or media center.

What It Takes

Work as a class to brainstorm characteristics of a person who "goes the distance." Have students interview people outside the class and get quotes on what "going the distance" means to them. Continue discussing and debating these important character traits. Have students rotate the Pixie or Wixie canvas and use the paint, image, and text tools to design a poster portrays one of the traits that help us go the distance, such as courage or patience. Print the posters or export the files as PDFs for easy sharing. Have students present their posters to the class, describing how they have illustrated a single trait.	**Create:** Poster **Teacher thoughts:** Check with local print shops to see if they can help turn some of the posters into full-size posters to use around the community. You could also have students use the Wanted Poster template to help them focus on a particular trait and articulate benefits through aliases and last seen locations.

Postcard for Change

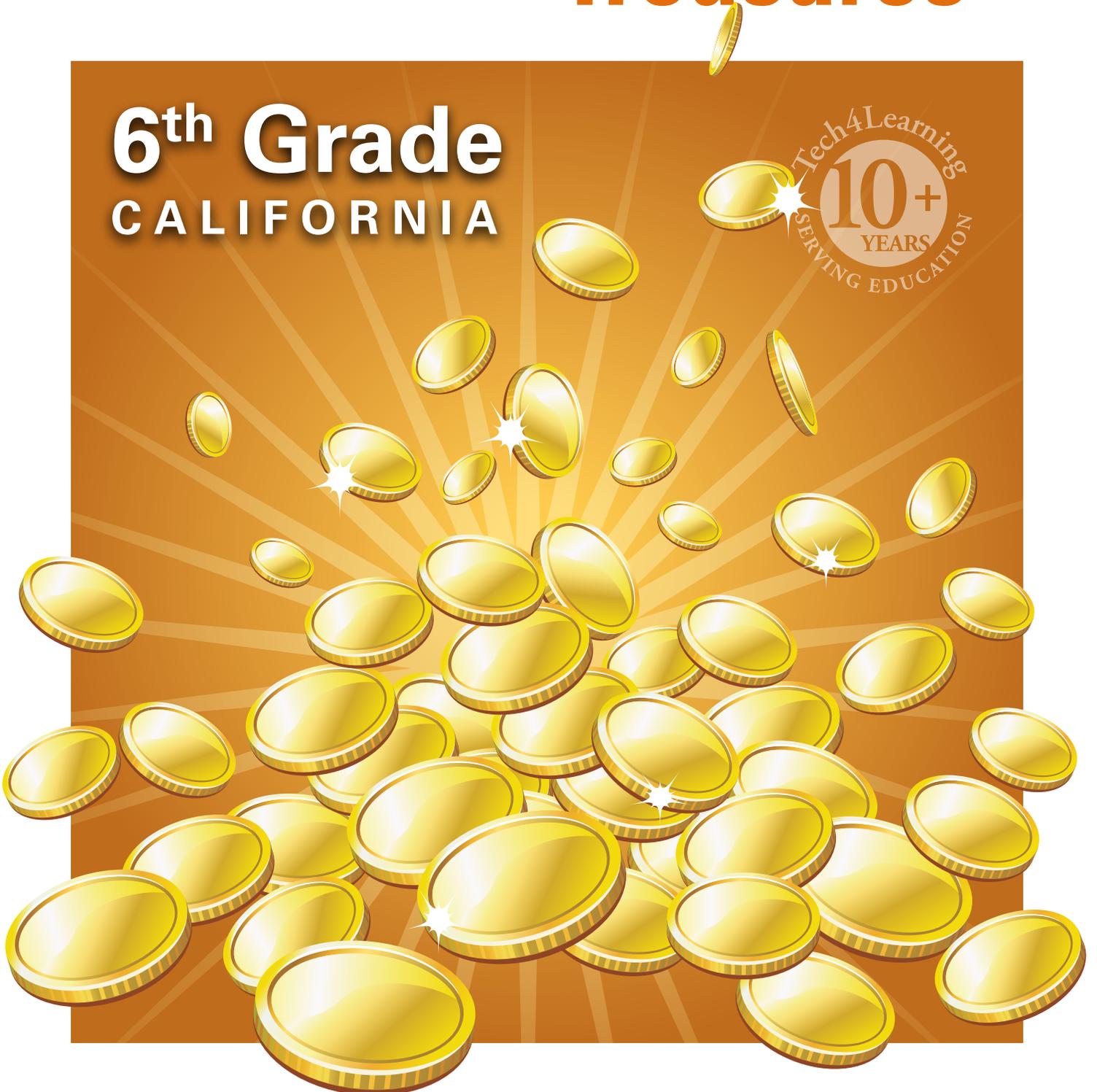|	
Ask your students if they are involved in any charities in your community. Share stories of charities that have been founded by students. Have students research a local charity, learning how it started, who it benefits, and how others can support it. Students can combine text, painted artwork, photographs, and images from the Library to create a front for the card that shows a scene of the charity in action. Students can add a second page and write information about the charity and how to find out more. Print the postcards and donate them to the charity. They can place the postcards around the community as a free tool for friends to reach out to others while learning more about charities in their community.	**Create:** Postcard **Teacher thoughts:** Consider charities such as "stuffed animals for hospitals", "Christmas Angels", or any of the other charities in the community. Consider having a guest speaker come in and share information about a local charity. Create a stand offering the "free" postcard to say hello to a friend, and at the same time sharing about the charity.

Enhancing

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Engaging Digital Age Learners in Reading - Grade 6

Digital age learners need a modern approach that combines high-level thinking, powerful communication and modern creative technologies. Integrating technology into a reading program helps to bridge the disconnect between students digital life outside of school and the classroom. The creative use of technology can help you engage students in your existing Houghton Mifflin Harcourt Journeys reading program.

This document contains ideas for extending activities for each unit using technology. Each extension provides ideas for the tool to use and the type of product students will create.

What are Pixie and Wixie?

Pixie and Wixie are creativity tools that students can use to write, paint pictures, and tell stories. They provide a fun way for students to explore and respond to curriculum topics related to the Common Core Standards. Pixie is software you install on a computer and Wixie is an online tool you access through a browser or app.

Using Pixie or Wixie with Sixth-Grade Students

In sixth grade, students are transitioning from thinking like a child to thinking like an adult. They are capable of dealing with conflict and complexity, and should be asked to create products for use by other people that challenge their abilities. Work in Pixie should involve lots of writing and creativity as they explore the new boundaries of their thinking.

Table of Contents

Grade 6 - Unit 1: Our Stories

Essential Question: Why do people write?

Research Project: Author Biographies

Throughout the unit, you will be reading about the many ways people express themselves through their stories. As you read you will gather information about writers and their stories. Think of an author whose stories have inspired, informed, or entertained you. Use research strategies to find out more about the author's stories, life, and inspiration. You will create a presentation of your project at the end of the unit.

Students will:
- Choose an author they want to learn more about.
- Conduct research about their life, stories, and inspiration.
- Create a presentation with images and textual information about this person's life.
- Present their research to the rest of the class.

Create: Biographical Presentation

Teacher thoughts:
Discuss what biographical information student work should include. Share examples of biographical posters you have at school, as well as watch a short biographical video such as one from A&E Biography. www.biography.com

Share student work in the media center to educate others about the author's found there.

Raise Your Voice

Student's voices are important and can have a powerful impact in your community. Work together to determine a topic or issue the class feels passionately about.

Have students design posters; write and read aloud stories or poems; print postcards, comics, and trading cards; create artwork; or present speeches to showcase their unique voices and communicate ideas.

Share printed products at local coffee shops, air videos and public service announcements on local access television, and collect student work into one area on your school website to promote their ideas and get the community involved in the work students want to accomplish.

Create: Media Products

Teacher thoughts:
Are there any special causes going on in the community or the world that impact your students? Can you find public places, outside of school, for students to display their "voices?"

Check with local print shops to see if they can help turn student printed products into full-size posters to use around the community.

Funny Family Comics

Do you have a funny uncle? Do unexpected things always happen to you or a sibling? Students choose an especially funny incident or event that happened in their family and create a comic strip to share it.

Students can add four pages to a project and use clip art images and painted artwork to illustrate events for each panel. Students can change text boxes into speech bubbles to show dialogue.

Print the file with four pages per sheet to create a 4-panel comic.

Create: Comic

Teacher thoughts:
Share examples of family-oriented newspaper comic strips. Explore how a comic shares a funny event or interaction in a series of panels.

Find and brainstorm ways to show setting and action with a minimal amount of room.

Grade 6 - Unit 2: Ancient Civilizations

Essential Question: How did people live long ago?

Research Project: Ancient Civilizations

Throughout the unit, you will be gathering information about different cultures of the past. Choose one culture to focus your research on and write a booklet about how people in that culture lived long ago. Students will: • Add text and images to a cover page to convey important information about the culture. • Add pages that use text and images to describe government, transportation, housing, dress, food, and entertainment. • Share final booklets on the classroom web site and in the media center.	**Create:** Booklet
	Teacher thoughts: In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL. Have students transform the information in their booklets into a trade show booth and host an ancient civilizations event. Invite families from your school to learn more about these cultures.

Archaeological Discoveries

Students have been hired to complete an article for an archaeology magazine that highlights the discovery of an important location or artifact. Students choose an ancient civilization that interests them and research the discoveries that have led us to what we know today about the culture of that era. Student pages should include a catchy title, a written article describing the finding(s), and images that support the story. Print the page and combine them into a class book or export PDFs for easy electronic distribution.	**Create:** Article
	Teacher thoughts: What do students need to know about the elements of a magazine? Visit Archaeology magazine online at: www.archaeology.org Have students create ads for products needed during an archaeological dig or by people from that culture and time.

Ancient Mythology

Many people are familiar with Greek gods and goddesses. To help share information about other ancient cultures, students create trading cards for the deities of an ancient culture from Japan, South America, India, China, or the Middle East. Students can create one or two pages that include images from the Internet and Library, artwork drawn with the paint tools, and text descriptions. Print the files in trading card, postcard, or comic form, cut out the cards, and trade with the class!	**Create:** Trading Cards
	Teacher thoughts: Combine pictures and text on one page so you don't have to try to print on both sides or cut out and glue together. If you are focusing on one culture and students each create one card, you can print with the same file on multiple pages so students can trade cards to make full sets.

Grade 6 - Unit 2: Ancient Civilizations

Essential Question: How did people live long ago?

Where in the World?

Students create a storyboard and brochure as advertisements for a tour package to visit an ancient civilization. Presentations will focus on giving details and information about the company and persuading customers to purchase the tour package.

Have each student, or small teams, research an ancient civilization and choose key places in that civilization people would want to visit. Combine text, images, and artwork to create a slide show to support the tour package presentation.

Students can also rotate the canvas and use the paint, image, and text tools to design a poster to advertise the tour. They can also use the brochure template to create a tri-fold brochure that includes details about the tour and highlights the sites participants will visit.

Create: Poster, Brochure, Presentation

Teacher thoughts:
Gather resources for different tours and vacations from local travel agents or travel web sites. Which tours do students gravitate towards and why? What can students learn about advertisements from these resources to make their brochures and presentations better?

Grade 6 - Unit 3: A Question of Values

Essential Question: What values are important to your culture?

Research Project: True to Our Values

In this unit, you will be learning about people who were true to their values. Choose a person from your culture to focus your research on and explain how you learned about values from this person.

Students will:
- Brainstorm people who have been true to the values of their culture.
- Choose a person and complete research on their life and values.
- Create posters about this person in Pixie or Wixie by rotating the canvas and using the paint, image, and text tools.
- Print the posters or export the files as PDF to make them easy to share.
- Present the poster summary about the person and explain how they conducted research – print, interview, video, etc.

Create: Poster and Presentation

Teacher thoughts:
You may need to provide students with a list of potential people they can research or assign homework that has students start research and submit 2-3 names.

Check with local print shops to see if they can help turn some of the posters into full-size posters to use around the community.

Celebrate Traditions

Students will create a web site of their family's ancestry and cultural heritage. They will ask family members about their cultural heritage and about traditions, symbols, and objects found in that heritage as well as consult books and web sites to find out more information.

Have students creates a web sites that includes a home page that captures the reader's attention. They should add photographs or artwork of symbols/objects that play an important role in their heritage. Students will find it easy to talk about and share traditions that their family celebrates.

Create: Web Site

Teacher thoughts:
If students in your class have more than one cultural heritage, encourage them to talk about these cultural differences and how they are negotiated in their family.

Family Traditions

Have students create videos that showcase their family's traditions. Have students interview family members about traditions that have been passed down from previous generations. Discuss how those traditions were established and how their family observes them now.

Students should develop an imaginative title that catches the interest of viewers. They should condense their notes and research into a 300-500 word compelling script. The introduction should capture the interest of viewers, provide helpful background detail, and state the purpose. They should share how the traditions were established and observed now and conclude with an explanation of how their own family traditions compare to their parents or other family members.

Create: Video or online slideshow

Teacher thoughts:
Have a class discussion on traditions.

What do students need to know about writing a script?

Celebrate by showing the videos at a family night celebration.

Grade 6 - Unit 4: Achieving Dreams

Essential Question: How can we help others achieve their dreams?

Research Project: Achieve Your Dreams with…

Throughout the unit, you will be learning about people who achieved their dreams with hard work and with the help of others. Focus your research on an organization that helps people reach their goals by helping them overcome challenges.

Students will:
- Brainstorm organizations that help people reach their dreams.
- Complete research using organization web sites and print materials.
- Interview people who work at or have benefitted from these organizations.
- Have students design "Achieve Your Dreams with…" posters in Pixie or Wixie by rotating the canvas and using the paint, image, and text tools.
- Print the posters or export the files as PDF to make them easy to share.

Create: Poster

Teacher thoughts:
Work with students to identify local organizations. Think about education, home ownership, fitness centers, etc.

Check with local print shops to see if they can help turn some of the posters into full-size posters to use around the community.

Our New Hero

It is admirable to overcome obstacles in your own life, but it is heroic to help someone else overcome obstacles of their own. Students can use the Character Traits activity to brainstorm the traits a person needs to overcome obstacles. Share students' work with the rest of the class to come up with the traits for a new superhero. Have students create comics that show how this hero overcomes, or helps someone else overcome, a common obstacle.

Students add four pages to a project and use clip art images and painted artwork to illustrate events in each panel. Students can change text boxes into speech bubbles to show dialogue. Print the file with four pages per sheet to create a 4-panel comic.

Create: Comics

Teacher thoughts:
Discuss ways comic authors convey the meaning between panels. How do they condense or summarize? How do you know that action has occurred or time has passed between two panels?

Positive Postcards

Everyone needs a little lift sometimes. A little inspiration and motivation can help us through difficult events. Students work together to think of stressful moments at school, such as an oral presentation, a big test, or important sports event. Students then design inspirational postcards to send to others at their school.

Students can combine text, painted artwork, photographs, and images from the Library to create the front of the card. Students can add a second page and write words of encouragement to a classmate, teacher, or someone in the school community. Print the pages as a table tent, fold, and glue to share with the rest of the class.

Create: Postcard

Teacher thoughts:
Share examples of motivational cards and posters you find in catalogs or online. You can find a good collection of inspiration quotes at:
http://www.inspirational-quotes.info/

Export the files to PDF so students can email the cards to friends who need a pick-me-up!

Grade 6 - Unit 5: Our Incredible Earth

Essential Question: How do extreme acts of nature affect the Earth?

Research Project: Natural Disasters Magazine

Throughout the unit, you will be gathering information about extreme acts of nature. Research a natural disaster that has affected the Earth and its resources. Write about its effects on nature and people.

Students will:
- Research the event and write an article with:
  - An imaginative title that catches viewer interest.
  - An engaging article that combines facts and opinions.
- Rotate the canvas and add text and visuals to support the article.
- Print the article to share in a class magazine.

Create: Article

Teacher thoughts:
Have students who finish early work together to design a magazine cover.

Have students create ads for products that would be needed during such a natural disaster.

Stormy Memories

Students will create a community scrapbook on the "Stormy Memories" of local residents. Interview parents, neighbors, or other community members about a major storm they experienced sometime in the past.

Have each student design a page that includes textual details about the storm, photos, images, and/or drawings that capture the moment, and captions that quote personal stories. Students can also add narration or sound effects to each page if you will share electronically

Print each page and combine into a class book. For a digital version, have students share their scrapbook pages and import them into one file. In Pixie, export the project as HTML to share online. In Wixie, simply open or link to the URL to watch or embed the project in a class web site.

Create: Scrapbook

Teacher thoughts:
Ask students to find out as many details as possible about the storm, including when it occurred, how people prepared for it, what damage it did, and how long it took to recover.

How can a digital scrapbook be different than a traditional scrapbook? Discuss how the use of multimedia elements can change the impact of a scrapbook.

Severe Weather Safety

Discuss types of severe weather, such as droughts, floods, tornados, and hurricanes. Have students create a public service announcement to educate the public on how to stay safe during severe weather.

Watch sample public service announcements. How long are they? What are they designed to do? Work together to determine what makes an effective public service announcement.

Have students work in teams, choose a type of severe weather, and use the text, paint, image, and recording tools to create the scenes for a PSA. Describe how the viewer can know if severe weather is coming. What should they do? Are there any preparations that can be made in case of this emergency? What should people be aware of after the weather has passed?

Create: Public Service Announcement

Teacher thoughts:
What do students need to know about a PSA?

Students should know common natural disasters such as drought, floods, tornados, and hurricanes.

Grade 6 - Unit 6: Rescue 9-1-1

Essential Question: How do people respond in desperate situations?

Research Project: Troubled Times

Throughout the unit, you will be gathering information about the ways in which people respond to difficult situations. Research an event in which people reacted and helped in a troubled or desperate situation. Write about the results of their efforts.

Students will:
- Add four pages to a project.
- Use clip art images and painted artwork to illustrate events.
- Change text boxes into speech bubbles to show dialogue.
- Print the file with four pages per sheet to create a 4-panel comic.

Create: Comic

Teacher thoughts:
Discuss ways comic authors convey the meaning between panels. How do they condense or summarize? How do you know that action has occurred or time has passed between two panels?

What It Takes

Students will create posters illustrating personality traits that help people "go the distance." Posters will focus on traits such as courage, honesty, or patience. Students will present their posters to the class, describing how they have illustrated a single trait.

Work as a class to brainstorm characteristics of a person who "goes the distance." Have students interview people outside the class and get quotes on what "going the distance" means to them. Continue discussing and debating these important character traits.

Have students rotate the Pixie or Wixie canvas and use the paint, image, and text tools to design a poster portrays one of the traits that help us go the distance. Print the posters or export the files as PDFs for easy sharing.

Create: Poster

Teacher thoughts:
Check with local print shops to see if they can help turn some of the posters into full-size posters to use around the community.

You could also have students use the Wanted Poster template to help them focus on a particular trait and articulate benefits through aliases and last seen locations.

Characters with Character

Many individuals encounter obstacles throughout their life, but are still successful. Students research an individual they admire and create a documentary showing how this person overcame their obstacles.

Students should begin by researching the person and writing a documentary script. Students can create pages that include titles, key descriptions, rich visual displays, and narration to demonstrate how the subject's accomplishments affect and inspire others.

In Pixie, export the project as a video to present or share online. In Wixie, open or link to the URL to watch or embed the project in a class web site.

Create: Documentary

Teacher thoughts:
What do students need to know about documentaries?

Have a class discussion on obstacles students face today.