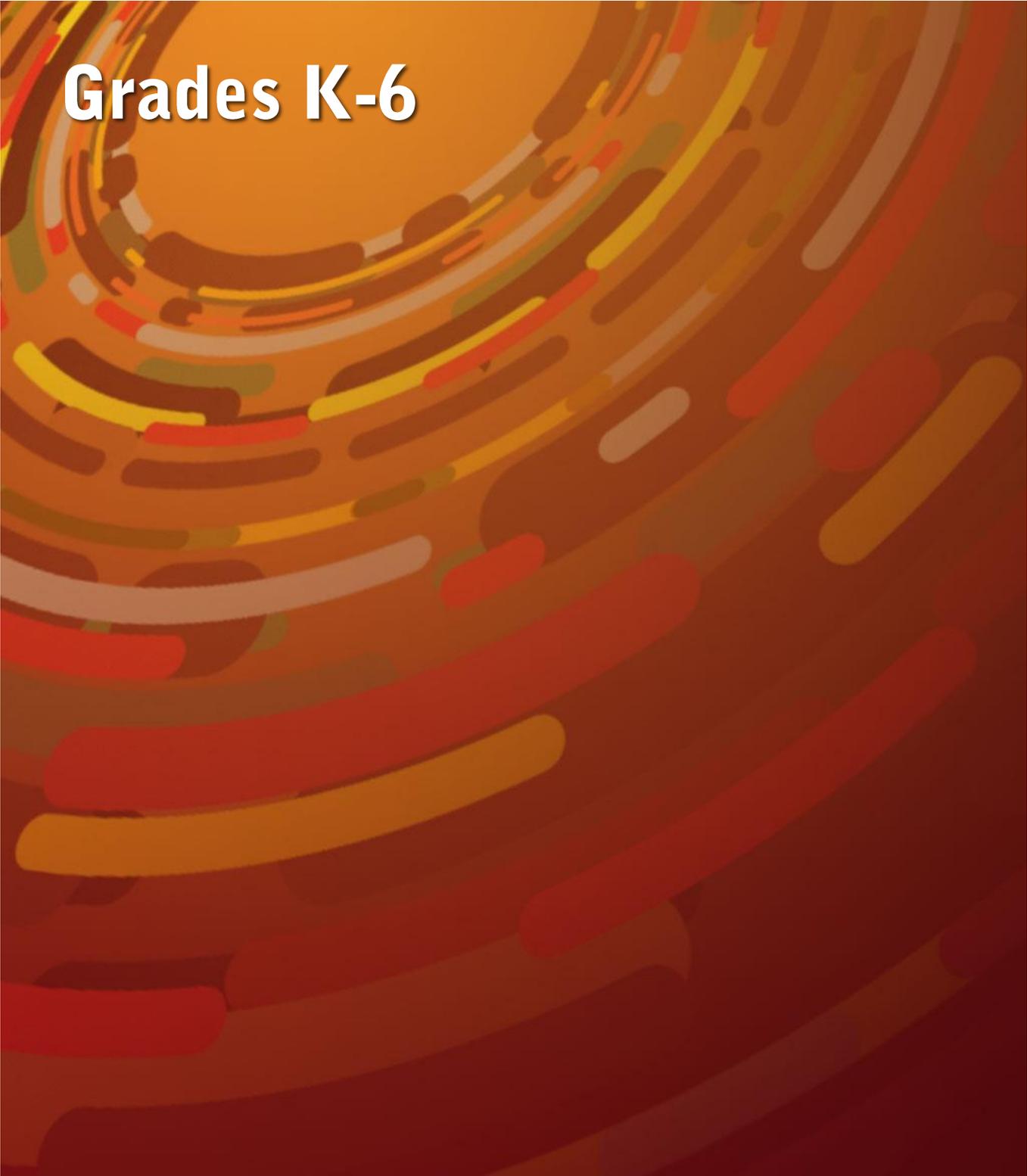


# Meeting Common Core Standards with Wixie®

**Grades K-6**



## What is Wixie?

Wixie is a cloud-based tool students can use to write, record their voice, paint pictures, and tell stories. Wixie provides an engaging way for students to explore and respond to curriculum topics related to the Common Core Standards.

Students can add text to a Wixie page to practice their writing, draw ideas from their imagination using the paint tools, record narration for stories, and more. Student work is online and can be shared immediately through a URL as well as printed as booklets, comics, and more.

## Finding Wixie Activities

Many of the ideas in this guide use specific activities that come with Wixie. To find the activity:

1. Log in to your teacher account.
2. Click the Activities tab.
3. In the search field, enter the name of the activity and press the Enter key.

Some ideas will ask you to create your own activity to assign to students. Instructions will be provided to create this activity.

This guide is provided by:

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## Contents

Using Wixie with Kindergarten Students .....	4
Language Arts.....	5
Mathematics .....	16
Using Wixie with First-Grade Students .....	23
Language Arts.....	24
Mathematics .....	41
Using Wixie with Second-Grade Students.....	49
Language Arts.....	50
Mathematics .....	62
Using Wixie with Third-Grade Students .....	69
Language Arts.....	70
Mathematics .....	85
Using Wixie with Fourth-Grade Students.....	92
Language Arts.....	93
Mathematics .....	108
Using Wixie with Fifth-Grade Students .....	119
Language Arts.....	120
Mathematics .....	134
Using Wixie with Sixth-Grade Students.....	142
Language Arts.....	143
Mathematics .....	160
Appendix .....	167
Assign Activities by Common Core Standard .....	167
Assign Common Core Standards to Student Work.....	169

# Using Wixie with Kindergarten Students

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Kindergarten students are building foundations for a life of learning. They need lots of direction and assistance, and learning is mainly accomplished through exploration and play. Wixie provides a fun way to build early learning foundations.

As you explore some of the ideas in this guide, think of the students in your class. Which ones will respond if allowed to explore content in this way? Wixie allows you to assign different activities to different students, so you can more easily adjust the content and work to meet individual student learning needs.

Don't forget time to explore and play in Wixie so students can explore wherever their interests lead. Passion for learning is one of the most important things to teach at this age!

# Language Arts

## Reading: Literature

### LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

#### I Remember

Read a simple story, like the Three Little Pigs, to your students. Talk as a whole group about the story. What do they remember? Ask questions about who, what, and when to prompt their thinking.

Have each student use the text and paint tools in Wixie to design a page about what they remember from the story. Have them print their page to post on a corkboard to help students remember the story.

#### Wixie Activity:

Book



### LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

#### Create an eBook Library

Read a story to your students. Talk about the characters plot and setting. Review key details like character, setting and events. In a whole group setting, ask the students to share what happens in the beginning, middle, and end of the story. Assign each student a story at their reading level.

Let students know that they will be creating an electronic version of their assigned book to share with the rest of the class. To help them prepare for the project, have each student complete the Begin and End activity so you can evaluate their comprehension and work on misconceptions.

When the beginning middle and end are complete, have students use the Booklet activity to create a 4-page story. The first page should be the cover and the other pages the content from their beginning, middle, and end activity.

You may want to have a parent, aide, or older school buddy type a sentence that describes each page. Students can use the paint tools to illustrate each page.

Create links to each eBook on your classroom web site. You can print their work as foldable booklets they can take home and share with their families. You could also print the booklets as postcards (4 to a page), cut the pages into individual pieces, and have the students practice sequencing using each other's stories.

#### Wixie Activities:

Begin and End

Booklet



### LITERACY.RL.K.3

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

#### Key Ideas

As you read aloud to students or share a favorite class book, you naturally ask students, “What will happen next?” or “What will this character do now?” After reading as a class, have students individually relate what they learned from listening to or reading a story on their own by completing the Key Ideas activity.

You can also use Wixie to create your own activities and you may want to create a template, or customize this activity to include images for characters, setting, and event information specific to the story. For example, if add clip art of characters, setting, and graphics to represent events in the story, save the activity and assign it to students so they simply have to click and drag to sort the graphics into the correct boxes.

#### Wixie Activity:

Key Ideas

#### Key Ideas

Describe the key ideas in a story you are reading or writing.

 Characters	 Events	 Setting
Double-click	Double-click	Double-click

### LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

#### New Vocabulary

When you are reading to the class and encounter a word students may not know, ask them to guess at its meaning. Collect new vocabulary on the board or somewhere all students can see. Encourage students to share or copy words they are reading that they do not know.

At the end of the week, look at all of the new words you have found. Have students choose a word from the list and write a definition. Then have them type (with a buddy or assistant) this definition on a Wixie page and draw a picture that supports or explains their definition.

Create a literature dictionary on your site with a link from each word and its Wixie definition.



## LITERACY.RL.K.9

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

### Main Character Comparison

After students have read two stories, discuss the main character in each of the stories. How are they alike and how are they different? Explain to your students how they can use a Venn diagram to help them compare two things.

Have students write or draw 4 things that are different about each character (2 in each box) and at least one way they are similar in the middle.

You could also have your students compare themselves to the main character in a story using the Main Character Comparison activity in the Language Arts>Reading>Literature folder in the Activities. This helps students build reading for meaning and descriptive writing skills as well as self-awareness.

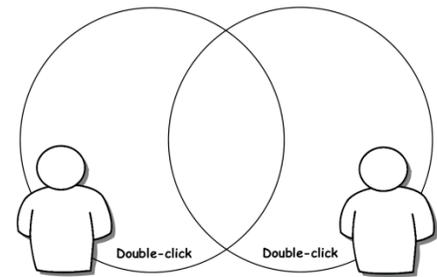
#### Wixie Activity:

Compare Characters K-2

*Customize the activity by adding the name of one main character in the circle on the left and the other main character in the circle on the right.*

#### Compare Characters

Draw pictures and type text to describe how the characters are the same and different.



## Reading: Informational Text

### LITERACY.RI.K.1

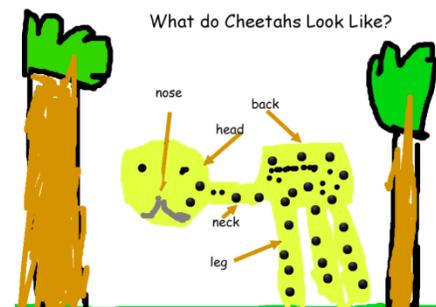
With prompting and support, ask and answer questions about key details in a text.

#### Elements of Nonfiction

Many young students lack appreciation for nonfiction and do not find it exciting. But once they understand how to read nonfiction, they are less tentative and can quickly become independent researchers. Find and share a nonfiction book about an animal you are studying in class. Show students how they can use pictures, captions, picture labels, and bold text to find information.

Have students create a page in Wixie that shares their favorite fact about this animal. Student pages should utilize one of the features of non-fiction (text features like bold, size, and color or images, labels and captions) to make it easier for someone to find information on their page.

When student pages are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. When all of the pages are complete, print out the class version of the book or project it for the class to see and discuss. You may also want to print the project for each student so they can take home and share a nonfiction book that they helped to author.



## LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

### Explore Main Idea

Have your students think about the main idea as an umbrella that covers all of the content but is all held together at one crucial point. Share a couple of different nonfiction books for early readers with your students. Look at the cover picture and title. What is the main idea? Now explore the titles, pictures, and text inside the book. How are they organized?

Assign a non-fiction book you have read or give students a few choices appropriate to their reading level. Have students add text, use the paint tools, and add stickers to describe the main idea as well as key details that support it.

You can also assign the Main Idea Umbrella to help them collect information on a nonfiction topic they will be exploring in a writing workshop. Have students create a page that illustrates the main idea using clip art, the text tool, and the paint tools.

#### Wixie Activity:

Main Idea Umbrella



## LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

### Vocabulary Supports

As you read to the class or when students are reading independently, have students raise their hand to let you know they are not familiar with a word they encounter. Write the word down on a card for each student. When it is appropriate, encourage students to ask the rest of the class if anyone can help share the meaning of the word.

Have students build a trading card for a new vocabulary word they have encountered. Students can type the word at the top of the page and add text to define the new word. Ask students to draw a picture of the word to help others remember the meaning. You may also want to ask a parent, or buddy, to copy the sentence they are reading that includes the word or help them use it in a new sentence.

Have each student print the activity in Postcard style (4 to a page) and distribute cards to the class as vocabulary postcards or trading cards.

#### Wixie Activity:

Vocabulary (green)

<b>Vocabulary</b> Double-click here to add text
<b>Definition</b> Double-click here to add text
<b>Used in a sentence</b> Double-click here to add text
<b>Picture</b>

## Writing

### LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

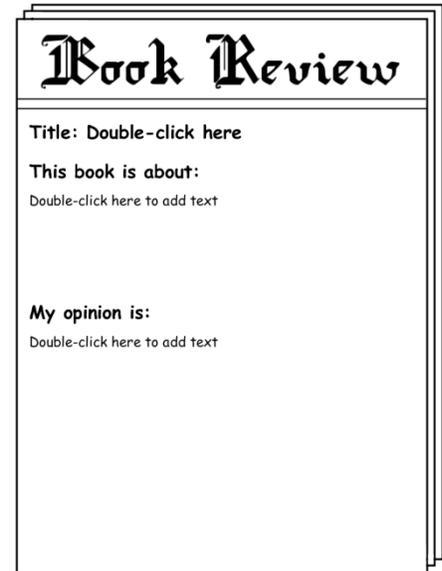
### Book Review

Have students choose one of the books they have read and enjoyed to share with other students. In Wixie, have each student complete the Book Review activity, typing the title, a one-sentence summary, and their opinion about the book. Have them illustrate their favorite part of the book.

You can also have students create a page that illustrates the main idea using clip art, the text tool, and the paint tools.

#### Wixie Activity:

Book Review



### LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### Welcome to Our Classroom

After students have been in class a couple of weeks, have students help you create a tour of your classroom that shows important features and how they are used. As a class, brainstorm the different parts of your room, such as the reading corner, desk groups, pencil sharpener, etc. Walk around the room and take pictures of each place students have identified, or if students are using tablets, have them take pictures and add them from the camera roll.

Have students type or record a simple sentence about each area. You may want to start with a repetition (“At the reading corner, we ...”). Aides or older students can help students complete their sentences and record their voices.

You can follow the same process to create handbooks for classroom procedures. Have students create Wixie projects to show the procedures for checking out a library book, paying for lunch, signing in to a computer, arriving at school in the morning, and what to do before leaving in the afternoon.

#### Wixie Activity:

*Create a new Wixie project with photos of the different parts of your classroom and assign this project to your students.*



### LITERACY.W.K.3

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

#### Beginning, Middle, and End

After visiting the library, computer lab, or special class like art, talk with your students about what happened. How did it begin? What did they do? How did it end? Brainstorm a list of things that occurred and then work as a class to put them in order. Have students use the text and paint tool on the activity to describe what happened at the beginning, middle, and end.

As students get more sophisticated, have them retell an important or recent event that happened at home using the Begin and End book activity. In this activity, they will write, illustrate, and narrate an event by dividing it into actions that occurred in the beginning, middle, and end.

As an extension, talk with students about the steps in a process, such as getting ready to go to school. Assign the Flowchart activity (Activities>Templates>Graphic Organizers>Flowchart) and have students type out each step in the process.

#### Wixie Activity:

Begin and End

#### Beginning, Middle, and End

Draw a picture and write a sentence to show what happens in the beginning, middle, and end of a story.

Beginning	Middle	End
Double-click here to add text	Double-click here to add text	Double-click here to add text
		

### LITERACY.W.K.6

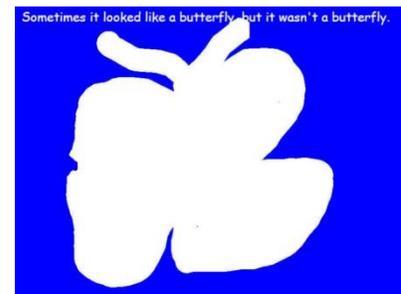
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Our Version

Read a story that follows a repetitive pattern, such as “In the Tall, Tall Grass” by Denise Fleming. Talk to students about the repetition and let them know your class will be making their own version of this book. Then, tell students they will create their own version of the story by changing the noun and verb of the sentence. For example, “In the blue, blue water, a fish swam.”

Have each student create a page in Wixie that includes their completed sentence and an illustration to match. If your computers or tablets have cameras or web cams, have students capture their faces as well.

When students are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. When all of the pages are complete, print out the class version of the book or project it for the class to see and read aloud.



[View a sample student project](#)

### LITERACY.W.K.7

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

#### Our Favorite Author

After reading many books to your students, ask them to talk about their favorite author. You may want to remind them of names like Laura Numeroff, Dr. Seuss, or Shel Silverstein. Divide students into groups based on their favorite authors, or divide them into teams and have them choose after grouping. Have each team find, list, and explore other titles by this author. What makes this author good? Are they funny? Do they use rhyming words really well?

Once teams have discussed things that make this author great, have each student use Wixie to create an advertisement for this author. Students can create an illustration of the author with the paint tools, and use the text tools or record feature to introduce other students to this author. Students can create additional pages to talk about books by this author, illustrating an important scene and narrating why they liked it.

Create a favorite authors page on your classroom web site with links to individual student projects. Share this resource with parents and the librarian as a resource to help kids find more books they want to read.

**Dr. Seuss**

**Green Eggs and Ham**



Yertle the Turtle

"I love the part when he throws the fish."  
Josh

**The Cat in the Hat**



"As I hop on the ball!  
But that is not all."

### LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Our Class Field Trip

Field trips are one of the most enjoyable and memorable events of the school year. They offer a great opportunity for students to recall what they saw or experienced. After returning from a field trip, have students recall the experience using Wixie. Be sure to capture images from the field trip students can use to describe their experience.

Have students open the file and add captions to the photos using the text tools or share a description using the recording feature. Ask students to arrange the photos, either for meaningful storytelling or to sequence events. Show students how to delete pages from the storyboard that they don't want to use.

You could also have each student create a page from scratch in Wixie that includes a sentence and illustration that answers a question like, "What was your favorite part of the field trip?" or "What will you always remember about this field trip?"

#### Wixie Activity:

Create a new Wixie project with photos of the field trip and assign this project to your students.



## Speaking and Listening

### LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

#### My Favorite Relative

**Barbara Fairchild, Tuscarora School District, Mercersberg, PA**

*“I wanted to find a meaningful project to highlight my first graders’ accomplishments in writing, and since we were studying a Language Arts unit on families, I suggested that the students write about a very familiar topic, relatives. The response and excitement was immediate and overwhelming. My students made an instant connection with the topic. It was a familiar topic, and their interest was evident.*

*My students were excited to get started and immediately chose a favorite relative. As the students prepared to write first drafts, one asked, “Why can’t we do this with computers?” The chorus of approval from his peers had us all heading for the computer lab.*

*As the project progressed, students’ excitement grew! The students began to converse and share ideas with one another instead of coming to me. They were complimenting and encouraging one another. I simply sat back and watched in amazement. I noted that the students were passionate about what they were writing and drawing. Their passion for the project led to even more suggestions and requests, which in turn led to a deeper learning.*

*We shared the digital stories online and at a classroom event. The expressions and pride on the students’ faces were priceless. One father began to cry when he learned that he was his son’s hero. My students were connected, excited, motivated, inquisitive, and left first grade with memories that will last a lifetime.”*

My favorite relative is my little sister Reagan.



### LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

#### Paint and Tell

Show and tell is an opportunity for students to speak to their peers with the prompting of something they have chosen as important. The object they choose to share helps them focus their descriptions and stories and will often prompt additional questions from the audience.

To encourage more detail and more questions, have students in your class use Wixie to paint pictures of their favorite topic or important events from home. Print out the student pictures and have the students talk about them during show and tell. Use the content of the picture as prompts for more descriptions and sharing. Encourage your students to also use the pictures to formulate questions.

I play soccer in the park.



## Language

### LITERACY.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Writing with Capitals and Periods

Have students use the Sentence Strip activity, or simply add text to a blank page and write a sentence using sight words. Have students underline the capital letter at the beginning of the sentence and circle the punctuation at the end. You may even want to have them use green at the beginning to signal start and red at the end to signal stop, the same way the capital letter signals the start of a new sentence and the period signals the end.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Writing Folder, and select the Sentence Strip activity. Click the Assign button to assign the activity to students.

Because it combines text and pictures and supports multiple formats for publishing, Wixie is an engaging way to get students to write. Try printing out student stories as booklets they can fold and share, or publishing science cycles as comic strips. Asking students to publish and share their work and have others read it will encourage them to use and help them understand the need for writing conventions.

#### Sentence Strip

Type your sentence in the box at the bottom. Use the paint tools to create a picture about the sentence.

Double-click here to add text

### LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

#### Trading Cards – Verbs are opposites too

Read a simple book of opposites, like Sandra Boynton's *Opposites, What's Up Duck* by Tad Hills, or Eric Carle's *Opposites*. Kindergarteners will likely be familiar with most of these opposite adjectives. Work with your class to come up with a list of more opposites. Anytime you encounter a word students may not be familiar with, provide an explanation and ask students what they might draw if they were to make a picture of this word.

Finding opposites that are verbs is a bit harder. Share a few verb opposite sets you think students will know, such as sleep/wake up, remember/forget, and break/fix. Develop a list of these verbs as a class. Have each student choose one set of verb opposites and create a page in Wixie that includes both verbs and an illustration for each one. Print each student page in postcard or trading card size, cut out and share!



## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### It's ABC, As Easy As 1-2-3!

Students will explore initial sounds through the creation of a classroom ABC book.

#### Task

Now that you have been studying the alphabet and have become alphabet experts, it is time for you to help teach the alphabet to someone else. In this project, your class will create an electronic ABC book with letters, pictures, and sounds!

#### Engage

You have probably been sharing books on the alphabet like **Chicka, Chicka, Boom, Boom** and Dr. Seuss's **ABC**. These help make learning and using the alphabet fun and help students begin thinking about how letters associate with sounds and words.

Once students have developed some expertise with the alphabet, let them know that they will be creating a book to teach other students. Share the A to Z book in the online resources and then read Chris Van Allsburg's book, **The Z was Zapped**.

Explain to the class that to finish your Classroom ABC book, each student will be responsible for one letter of the alphabet (or more if your class size is small). Allow the students to choose their letter, or assign them based on student ability.

#### Create

Have students create a page in Wixie and add images from the Stickers library of additional objects that begin with this letter. Show students how to open different folders and how to add a sticker to their page. Save their letter file.

Have each student record a sentence about their letter and things that begin with the letter. Save their letter file and have students make the project public so you can import it into a class project.

#### Share

Once all of the files have been shared via the Projects button, you need to combine them together. Create a new project with a title page.

Use the Import Pages function to add in each student's file. When all pages have been inserted you can click the storyboard view from the View options on the bottom left of Wixie. Here you can rearrange the pages to place in



[View a sample student project](#)

alphabetical order.

Share the Wixie project URL with students and their families.

Share the ABC book in its interactive form on a classroom web site or present it from a local computer. Have students discuss the page they created and share how they chose each sticker to match the letter.

### Assessment

By the time you start this project, you will have already introduced each letter of the alphabet. Creating an alphabet book will require students to apply what they know about a letter.

Your first opportunity to assess comprehension is with their choice of a picture for their cool letter. As students look for art and stickers with the same initial sound, ask them about their choices to help determine comprehension and identify misconceptions. Each student's voice narration about their choices will provide insight into oral proficiency and reading fluency.

### Common Core Standards

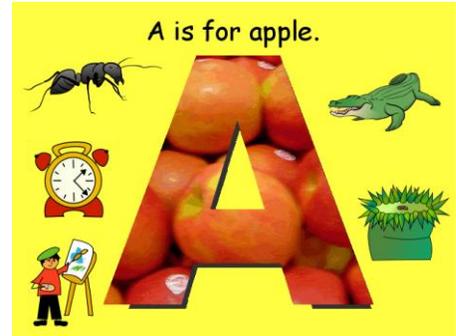
**W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.



# Mathematics

## Counting & Cardinality

CONTENT.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

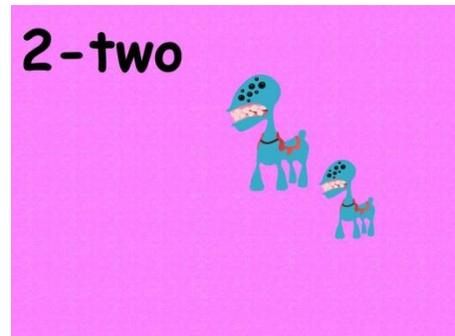
### Counting Book

**David Floyd, St. Mary of the Mills School, Washington, DC**

“I like to use the counting activity templates as a first project with Kindergarten students since some students are very good with a mouse, and others have no computer experience at all.

After opening a counting book activity, each student chose a sticker from the library and then drags the correct number of that sticker to their page. Each student completes this process for the numbers one through ten. Once the students finish their ten pages, I help them record each page by saying “One dog”, “Two horses”... and choose background music and transitions for their project. When the process is complete, I upload each student’s work to my wiki page for the parents to view. Parents love seeing and hearing their students work online.”

*You can find a lesson plan at the end of this guide for a similar counting book.*



CONTENT.K.CC.B.5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

### Match Numbers

Have students assign a number to each item in a group and provide the total number of items. Practice matching numbers and quantities by drawing lines to match the number with a group of objects with the same value.

After students complete the Match Numbers activity on their own, have them create pages in a new project for the numbers 6-10. Add groups of objects for the numbers 6-10 by typing the numbers and dragging stickers from the Library to represent the number.

Read **The Very Hungry Caterpillar** by Eric Carle. Talk about how the caterpillar ate one food item the first day, two the next, and so on. Have students create their own “Very Hungry” book and write day by day what it eats with the number getting larger each day. Have students type the correct number in a sentence and use the stickers to add the correct number of an object.

### Wixie Activity:

Match Numbers

**Match the Numbers**  
Draw a line to match the number with the object.

1	
2	
3	
4	
5	

## Operations & Algebraic Thinking

CONTENT.K.OA.A.3

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

### Decomposing Numbers

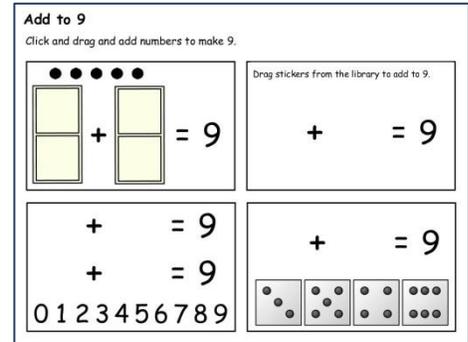
Decomposing numbers refers to the ability of students to break numbers apart and form equivalent representations. When determining place value, one decomposes numbers into tens and ones. In Kindergarten, decomposing numbers below ten involves understanding that 9 can be  $4+5$ ,  $6+3$ ,  $7+2$ , and even  $6+2+1$ .

To help students think about the numbers that can be added to create a number, assign the Add to 9 activity. Have students choose how they might want to represent this using dominoes, numbers, dice, or other images. Continue to explore ways to decompose and compose the number nine.

Ask students confident about number facts for values to ten to create a “Facts about the Number X” book, creating different pages that show the ways to add to get to this number. Encourage them to use facts, but also objects, symbols, and drawing. Also encourage them into record narration. Link to their projects from your classroom web site.

#### Wixie Activity:

Add to 9



## Number & Operations in Base Ten

CONTENT.K.NBT.A.1

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

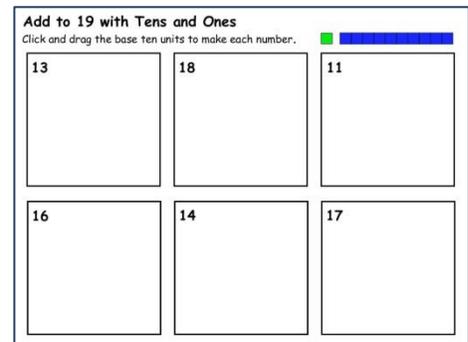
### Add to 19

Our fingers make it easy to represent ten, but numbers to 20 aren't as easy. Place students in teams of two, call out a number between 11 and 19, and have one student hold up all 10 fingers to represent the tens while the other student holds up one to nine fingers to represent the ones.

Show the Add to 19 activity to the class and show students how the bar for Tens is composed of ten ones. As a class, add blocks to show the value of one of the numbers. Assign the Add to 19 activity to assess for understanding.

#### Wixie Activity:

Add to 19



## Measurement & Data

### CONTENT.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

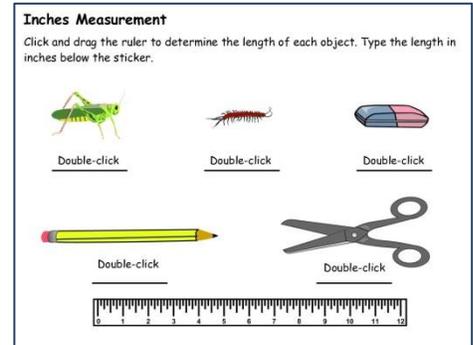
### Measure to Compare

Distribute rulers to your students. Ask them how they can use this to measure objects in the room. Have students measure three objects they find on and in their desks. They might find pencils, books, stickers, flashcards, and so on. Have them put the objects on their desk in order from top to bottom from smallest to biggest.

Have students use the virtual ruler to measure the objects in the Measure – Inches activity (or Measure-Centimeters if you are outside the US). Ask students to tell you which object is the smallest and which is the biggest. Find a pencil, eraser, and scissors in your classroom and compare them to the ones in the activity. Which is larger, which is smaller? How can students be sure? Measure!

#### Wixie Activity:

Measure



### CONTENT.K.MD.A.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

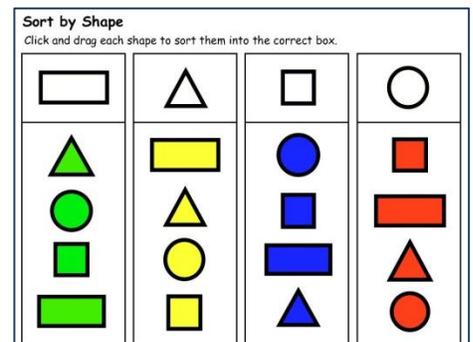
### Sort the Shapes

You can help your students to recognize common characteristics so they can begin to organize and understand data. Assign the Sort by Shape (or Sort by Color) activity to assess for understanding.

Give each student in your class an attribute like “blue” or “round.” Have them collect objects with this attribute from around your classroom or bring in objects from home. Collect the objects on their table or desks and capture a photo of them in Wixie. If you are using tablets, have them capture the image on the built in camera. Have students type a sentence or use the record feature to explain the common attribute the objects share.

#### Wixie Activity:

Sort by Shape



# Geometry

## CONTENT.K.G.A.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

### Shapes Around Us

Ask students to name shapes in their environment. For example, the flag in the front of the school is a rectangle; the yield sign is a triangle... Ask students to look around your classroom to find objects in your classroom that are, or contain, a particular shape like a circle or square. Assign the Find Shapes activity and ask students to drag the shapes onto the images and use the handles to resize.

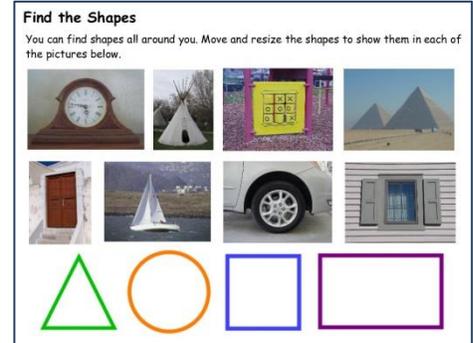
Take a class walk around the room or school looking for additional shapes in the environment. If students have iPads or tablets, have them capture images using the camera and add to Wixie from the camera roll. If you are using a digital camera, capture images of the shapes the class finds.

*Create a Wixie projects and add the photos of the shapes you found. Assign this project to your students as an activity.*

Have your students identify the shape in each picture. Ask them to add text or record narration to describe where it is using position words like on top of, next to, and so on. Then, let the students use the paintbrush or line tool to paint the shape on each page.

#### Wixie Activities:

Find Shapes



## CONTENT.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

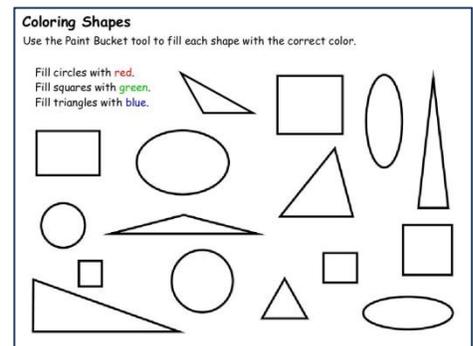
### My Life as a Triangle

As an assessment of student understanding, have each student color and print the Color Shape activity. In this activity, students identify circles, squares and triangles by filling them in with the correct color.

As a more open-ended and individual assessment, challenge students to draw a picture (of anything they want) using only one shape. For example, ask them to create a self portrait drawn entire with triangles.

#### Wixie Activity:

Color Shapes



**CONTENT.K.G.A.3**

Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

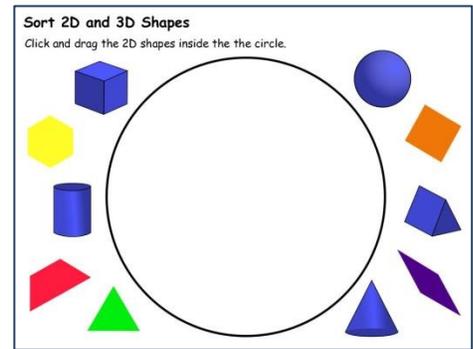
**Ideas in 3D**

As an assessment of student understanding, have each student color and print the 2D and 3D Shapes activity. In this activity, students drag two-dimensional shapes into a circle, while leaving three-dimensional shapes outside.

Wixie also contains templates for printing, cutting, and folding three-dimensional shapes. Assign students the Cube template and draw a different picture on each side (Activities>Math>Templates). Then, have students print out their work, cut along the edges, fold, and paste to make a cube. Students can make cubes that include six different pieces of information about a topic you are studying in the classroom, such as important elements of a holiday, types of transportation, or facts about an animal.

**Wixie Activity:**

2D and 3D Shapes



**CONTENT.K.G.A.5**

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

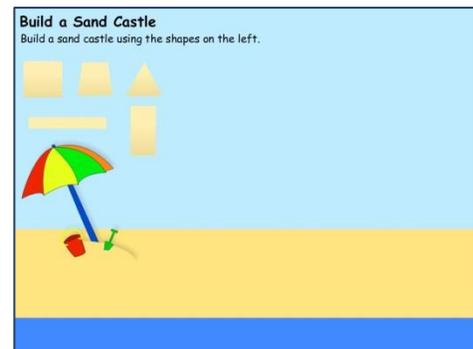
**Make It with Shapes**

Open the Shapes Around Us activity and project it so the entire class can see it. Work together to build the house out of the existing shapes. Add another page and model how you can paint a balloon using the circle shape and a triangle. Create a car out of a couple of rectangles and circles. Ask your students if they can find objects that include multiple shapes in your classroom.

Challenge your students to build a sandcastle from the different shapes. Assign the Sand Castle activity and have each student design their own version. You may want to link to final student images so students can see other students’ ideas and modify their designs.

**Wixie Activity:**

Sandcastle



## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### The 13 Days of Halloween

Students will practice counting through the creation of a Halloween (or any holiday!) counting book.

#### Task

Goblins are coming, witches are getting out their brooms, and black cats are ready to cross your path. It must be close to Halloween!

As part of a Halloween celebration, practice your counting skills and create a 13 days of Halloween project. You will create one page showing a Halloween object “my goblin gave to me”. Your teacher will put all of the class pages together for a complete presentation.

#### Engage

Read the story *The Two Little Witches* by Harriet Ziefert and Simms Taback to help students practice their counting skills, experience a repetitive story form, and get them thinking about characters associated with Halloween.

After reading this story, tell the students that their class is going to create a “13 Days of Halloween” project. Ask them if anyone knows the “12 Days of Christmas” carol. Play it so they can all remember or experience it for the first time. If you don’t have a copy, you can find many free versions of this old English carol online.

Explain to students that they will each create a page that includes a specific number of Halloween characters based on the song. For example, “On the fifth day of Halloween, my goblin gave to me 5 witches.” Assign each student a specific number or a template with all thirteen!

#### Create

Demonstrate how to add objects to a page, type text, and record their voice. You might also ask them to create their own pictures using paint tools. You can also create a template each student can use so they only have to type in the name of the object.

Have each student choose the Halloween object they wish to count on their page. Have a parent, aide, or school buddy work with each student at a center in your classroom to develop their page, or have the entire class work on their pages at the same time in the computer lab. Make sure everyone is aware of the Halloween folder of images in the Holidays folder in the Stickers library.



[Click the picture to view a student sample](#)

## Share

Combine student work into a class book. Share the book in its interactive form on a classroom web site or present it from a local computer. You could also print copies of each student's page as trading cards or comics. Have students cut them out, trade them, and then work to put them in the correct sequence to make their own set of Halloween cards to take home.

## Assessment

This fun project is designed to apply basic counting and number sense. At a glance you can assess student ability. Printing out pages at small size so students can order and organize provides additional opportunity to evaluate number sense.

## Common Core Standards

**K.CC.1.** Count to 100 by ones and by tens.

**K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**K.CC.4.** Understand the relationship between numbers and quantities; connect counting to cardinality.

**K.CC.5.** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

# Using Wixie with First-Grade Students

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First-grade students are learning to read, strengthening existing literacy skills, and learning to do basic mathematical calculations. They are learning to use words, pictures, and math concepts as they explore their world. At this foundational stage of learning, Wixie provides an opportunity for students to create products that reflect what they are learning in the classroom and are unique to their abilities and passions.

Wixie is also the perfect canvas for free play on the computer. Play is a powerful way for students to learn about the world. Rather than passively consuming computer games, Wixie encourages students to actively create artwork, stories, diagrams, designs, and more.

# Language Arts

## Reading: Literature

LITERACY.RL.1.1

Ask and answer questions about key details in a text.

### Five W's

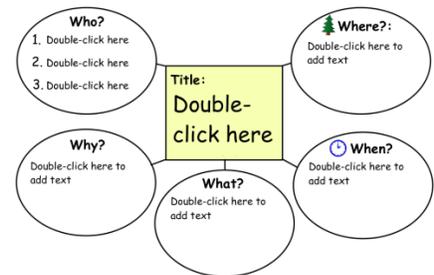
Read a favorite, or familiar, story to your class. Then, open the 5 W's activity and project it where students can see it. Write the title of the story in the middle and ask the students to help identify who, when, where, what, and how.

Ask students to choose their favorite scene from the story. Have students click the Add Page button on the toolbar to add a blank page to the file and recreate the scene. What could they draw in the background to indicate where and when? What can they add as clip art or draw with the paint tools to show who and what?

### Wixie Activity:

5Ws

Five W's



LITERACY.RL.1.2

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

### Retell a Story

Read a story to your students. Have each student create three pages in Wixie and use the paint tools and stickers to illustrate characters and events in the story. Have them partner with a parent, aide, or older school buddy to type a sentence that describes each page. If you add a title page and the student's name, you can print these stories as foldable booklets to share with the class.

To add a level of excitement to this project, students can create electronic versions of their stories. Have students use the Record feature to narrate each page in their story, then link to the final project online as a resource to support struggling readers, engage students in the content you are learning, or as a review for a missed class.

As their comprehension abilities grow, you can ask students to organize by beginning, middle, and end. If you print each story as a comic, you can cut the page into individual pieces and have the students practice sequencing the story.



### LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

#### Key Ideas

As you read aloud to students or share a favorite class book, you naturally ask students “What will happen next?” or “What will this character do?” After reading as a class, have students individually relate what they learned from listening to or reading a story on their own using the Key Ideas activity.

At the beginning of the year, you may want to create a template, or customize this activity to include images for characters, setting, and event information specific to the story. For example, if add clip art of characters, setting, and graphics to represent events in the story, save the activity and assign it to students so they simply have to click and drag to sort the graphics into the correct boxes.

#### Wixie Activity:

Key Ideas

#### Key Ideas

Describe the key ideas in a story you are reading or writing.

 Characters	 Events	 Setting
Double-click	Double-click	Double-click

### LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### Sensory Writing

Ask your students to name the five senses and give examples of things they can see, touch, hear, smell, and taste. Talk about how writers use the five senses to bring a story alive. Read a book that utilizes strong descriptions from the five senses like “Come on Rain” by Karen Hesse or “Night in the Country” by Cynthia Rylant.

Have students complete the 5 Senses activity, using sense-related adjectives to describe the objects.

Explore other books that include language that calls on the five senses.

Have students find a phrase they like and type it onto a page in a blank Wixie project. Have them draw a picture to support the phrase and record their voice to describe how they felt when they read this part of the book.

When student pages are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. When all of the pages are complete, print out a class senses book or project it for the class to see and discuss.

#### Wixie Activity:

5 Senses

#### 5 Senses Adjectives

Using your 5 senses, type adjectives which describe each each noun. Keep in mind that some adjectives may not apply to each sense.

Nouns					
	Double-click here				
	Double-click here				
	Double-click here				
	Double-click here				

LITERACY.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

### Compare Fiction and Nonfiction

Ask your students if they can help you decide how to determine if something is fiction or nonfiction. Remind them fiction is a make-believe story that is not real, while nonfiction is true information that gives you facts to explain something.

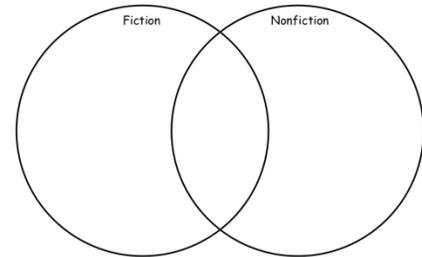
Give groups of students 8-10 books to sort into piles that are fiction and nonfiction. After teams have sorted the books, ask each team member to complete the Fiction and Nonfiction activity to write and draw about ways they told the difference between the two kinds of books.

**Wixie Activity:**

Fiction and Nonfiction

**Fiction vs Nonfiction**

Use the diagram to compare a fiction and nonfiction story. Type the differences in the part of the circle that is separate and type similarities in the part that overlaps.



LITERACY.RL.1.7

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

### Pictures Tell a Story

Students enjoy reading when they have success. Even before they can decode the words in a story, they can comprehend the meaning using pictures. To support their desire to read independently and boost comprehension, share a new picture book with your class and do a “picture walk.” Assign the Key Ideas activity and have students write about what they know about characters, setting, and events using only the pictures in the book.

Print each student’s activity. Then, read the story as a group. Ask students to share how the actual story compared to what they interpreted based on the illustrations. How close were the students’ guesses to the actual characters, setting, and events in the story?

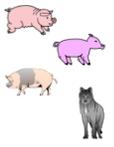
Find a part that students didn’t interpret correctly based on the pictures. Ask students what the illustrator could have done to better help them understand. As an extension, ask students to go back to Wixie to develop their own illustrations for this passage and record their voice describing how their picture supports and reflects the text.

**Wixie Activity:**

Key Ideas

**Key Ideas**

Describe the key ideas in a story you are reading or writing.

 Characters	 Events	 Setting
3 pigs 1 wolf 	wolf blows straw house down wolf blows stick house down wolf can't blow brick house down pigs have party in brick house	woods straw house stick house brick house

LITERACY.RL.1.9

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

**Main Character Comparison**

After students have read two stories, discuss the main character in each of the stories. How are they alike and how are they different? Explain to your students how they can use a Venn diagram to help them compare two things.

Have students write or draw 4 things that are different about each character (2 in each box) and at least one way they are similar in the middle.

You could also have your students compare themselves to the main character in a story using the Main Character Comparison activity in the Language Arts>Reading>Literature folder in the Activities. This helps students build reading for meaning and descriptive writing skills as well as self-awareness.

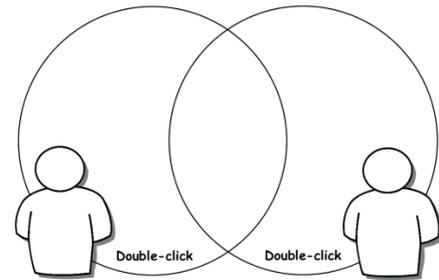
**Wixie Activity:**

Compare Characters K-2

*Customize the activity by adding the name of one main character in the circle on the left and the other main character in the circle on the right.*

**Compare Characters**

Draw pictures and type text to describe how the characters are the same and different.



# Reading: Informational Text

LITERACY.RI.1.1

Ask and answer questions about key details in a text.

## Facts and Key Ideas

Choose a topic you want to explore with your students. This could be based on the animal or place you are studying this month, such as Pandas or China. Explore books, web sites, and other resources about the topic as a class. Assign the Take Notes activity to help students list information and facts they have found in their reading.

As an extension, ask each student to create an illustrated fact page for this topic after reading their own “just right” nonfiction books. Have each student choose one important fact on the topic and use the Text tool to type the fact and the Paint tools to create a supporting illustration.

When student pages are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. When all of the pages are complete, create a link for parents and community to read the class book online, or print a copy of the fact book to share in class or in the school library.

### Wixie Activity:

Take Notes

Topic/Title: Double-click	
Main Ideas: Double-click	Notes: Double-click
Main Idea of Section: Double-click	
Summary: Double-click	

Use this activity to help you take notes.

LITERACY.RI.1.1

Identify the main topic and retell key details of a text.

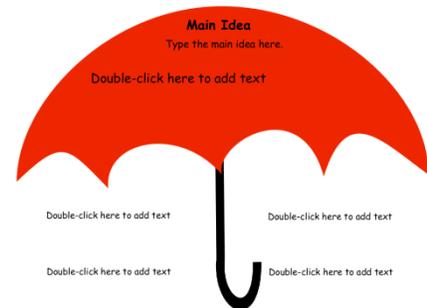
## Explore Main Idea

Have your students think about the main idea as an umbrella that covers all of the content and holds it together. Share a couple of different nonfiction books for early readers with your students. Look at the cover picture and title. What is the main idea? Now explore the titles, pictures, and text inside the book. How are they organized? Assign the Main Idea Umbrella activity and ask students to work individually to add text and use the paint tools to describe the main idea as well as key details for one of the books you have shared.

You might also assign students the Main Idea Umbrella activity for a nonfiction topic they will be exploring in their writing. This will help them collect information for their writing. You can also have students create a page that illustrates the main idea using clip art, the text tool, and the paint tools.

### Wixie Activity:

Main Idea Umbrella



### LITERACY.RI.1.1

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Venn Diagram

Read and share informational texts on a historic time period, like the Revolutionary War. Have students identify important people at the time, such as Ben Franklin, Thomas Jefferson, and George Washington. Read more texts about these people. Assign the Venn Diagram activity and ask students to work on identifying similarities, differences, and connections between two of these people.

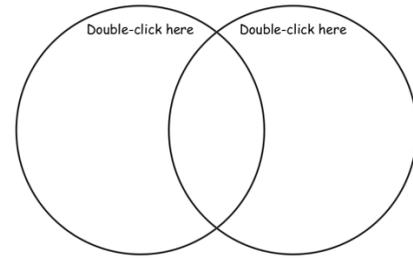
You can use a similar process to learn and analyze information about George Washington and Abraham Lincoln around the Presidents' Day holiday.

#### Wixie Activity:

Venn 2

#### Compare with a Venn Diagram

Add pictures and text to show how the topics are different in the parts of the circle that do not overlap. Show how they are same in the space where they intersect.



### LITERACY.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

#### Vocabulary Supports

As you read to the class or as students are reading independently, have them raise their hands to let you know they encounter an unfamiliar word. Have them ask the rest of the class if anyone can help share the meaning of the word. Work together to define the word. You may want to copy the sentence they are reading that includes the word or ask advanced students if they can help you use it in a new sentence. Collect the new words on a wall or bulletin board in your classroom.

At the end of the week or unit, give each student one of the words on the wall. Have student complete the Vocabulary activity, including a definition and original sentence that uses the word and provides a context clue to its meaning. Ask students to draw a picture of the word to help others remember the meaning. Print the pages in Postcard style (4 to a page) and distribute them to the class as vocabulary postcards or trading cards.

#### Wixie Activity:

Vocabulary (green)

#### Vocabulary

Double-click here to add text

#### Definition

Double-click here to add text

#### Used in a sentence

Double-click here to add text

#### Picture

### LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

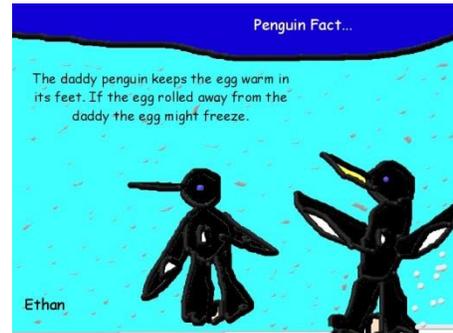
## Elements of Nonfiction

Many young students are not interested in or excited by nonfiction writing. Once they understand how to read nonfiction, however, they are less afraid and can quickly become independent researchers. Find and share a nonfiction book about an animal you are studying in class. Show students how they can use pictures, captions, picture labels, and bold text to find information.

Have students create a page in Wixie that shares information about a favorite animal. Have them utilize one of the elements you discussed (bold text, labels, captions) to make it easier for someone to find the information on their page.

When student pages are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project and project it for the class to see.

As each page displays, have each student share what is the most important information on their page and the strategy they used to find it. Print a copy of the project for each student so they can take home and share a nonfiction book that they helped author.



### LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas

## Presenting! Three Things About

Select a nonfiction book about an unfamiliar animal, place, or historic event. Show the cover of the book to your students. What can they tell about the topic from the picture picture(s) on the cover? Page through the book or pass it around so that students can look at the individual pages. Ask the students which pages in the book look the most interesting. Have a few of the stronger readers read the text on these pages.

Have students use Wixie to write about three things about the animal, place, or event based on the pictures they see and the text students read. Ask students to print their pages to create a class collection of facts about the animal, place, or event.

### Wixie Activity:

Background-Theater



LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Information Display**

Read and share two different texts about a topic with your students. Let your students know you want them to compare the two books. Have students record their comparisons using a Venn diagram. Students will likely first come up with differences in content between the two books.

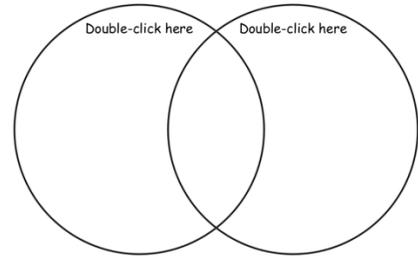
To help students compare the style and delivery, ask them to vote on which book was their favorite or the one they liked the best. Ask students to share the reasoning behind their choice. Were the pictures better in one of them? Did one have a better cover? Is this difference noted on their Venn diagram? Give students a chance to compare the books again to ensure that it compares content and style.

**Wixie Activity:**

Venn 2

**Compare with a Venn Diagram**

Add pictures and text to show how the topics are different in the parts of the circle that do not overlap. Show how they are same in the space where they intersect.



## Reading: Foundational Skills

LITERACY.RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

### Alphabetic Principle

Wixie contains a wealth of activities on alphabetic principle. You can assign different activities to different students depending on what you want to evaluate and want students to practice. For example, the Blends activity uses clip art to support students as they drag beginning and ending sounds to complete words.

As student gain proficiency, create a class ABC book on a topic. For example, students creating an ABC book for school might choose A for author, B for backpack, etc.

#### Wixie Activity:

*Assign any of the activities in the Alphabetic Principle folder.*

#### Beginning and Ending Sounds

Click and drag the correct beginning and ending sounds to match the picture.

									
clo	sh	c	sh	ips					
									
ale	te	mo	ca	m					
wh	ip	fi	sh	th	ch	an	at	nt	ck

## Writing

### LITERACY.W.1.1

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

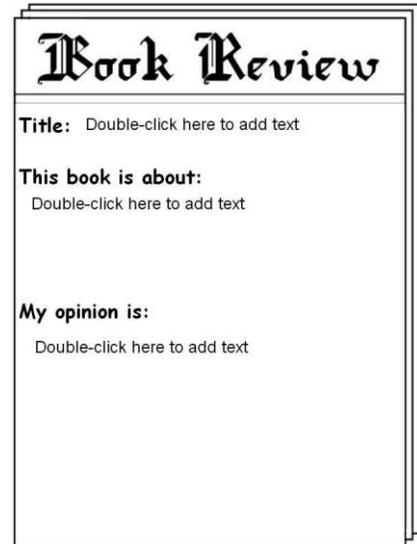
#### Book Review

Have students choose one the books they have read and enjoyed to review for other students. Have each student open the Book Review template. Have them type a sentence about the book as well as their opinion about it and use the paint tools to illustrate their favorite part.

Link to student reviews from your classroom or media center web page to help students find more books they want to read. You can also ask students to print or share their final pages to combine into a class book review resource. Print out the pages in postcard (four to a page) or comic (six to a page) style, laminate them, and share them with other students at your school to help them choose books when they visit the school library.

#### Wixie Activity:

Book Review (grades K-2)



The image shows a template for a book review. It has a decorative border and the title "Book Review" in a stylized font. Below the title, there are three sections for text entry, each with a "Double-click here to add text" prompt:

- Title:** Double-click here to add text
- This book is about:** Double-click here to add text
- My opinion is:** Double-click here to add text

### LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Welcome to Our Classroom

After students have been in class a couple of weeks, have students help you create a tour of your classroom that shows important features and how they are used. As a class, brainstorm the different parts of your room, such as the reading corner, desk groups, pencil sharpener, etc. Walk around the room and take pictures of each place students have identified, or if students are using tablets, have them take pictures and add it from the camera roll.

Have students type or record a simple sentence about each area. You may want to start with a repetition ( At the reading corner, we ...). Aides or older students can help students complete sentences and record their voices.

You can follow the same process to create handbooks for classroom procedures. Have students create Wixie projects to show the procedures for checking out library books, paying for lunch, signing in to a computer, and arriving at school in the morning.

#### Wixie Activity:

*Create a new Wixie project with photos of the different parts of your classroom and assign this project to your students.*



### LITERACY.W.1.3

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

### Beginning, Middle, and End

After visiting the library, computer lab, or special class like art, talk with your students about what happened. How did it begin? What did they do? How did it end? Brainstorm a list of things that occurred and then work as a class to put them in order. Have students use the text and paint tool on the activity to describe what happened at the beginning, middle, and end.

As students get more sophisticated, have them retell an important or recent event that happened at home using the Begin and End book activity. In this activity, they will write, illustrate, and narrate an event by dividing it into actions that occurred in the beginning, middle, and end.

As an extension, talk with students about the steps in a process, such as getting ready to go to school. Assign the Flowchart activity (Activities>Templates>Graphic Organizers>Flowchart) and have students type out each step in the process.

#### Wixie Activity:

Begin and End

#### Beginning, Middle, and End

Draw a picture and write a sentence to show what happens in the beginning, middle, and end of a story.

Beginning	Middle	End
Double-click here to add text	Double-click here to add text	Double-click here to add text

### LITERACY.W.1.5

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

### Our Class Field Trip

As you head out on a field trip, take pictures throughout using a digital camera, or if students are using tablets, have them take pictures so they can easily add them from the camera roll.

You could ask students to type and/or record a simple sentence about what happened on the trip when each picture was taken. You could also keep the pictures out of order and ask students to put them in the correct sequence.

After students complete the first draft, have them look at the details in the picture. What colors do they see? Can they remember any special sounds they heard at that time? Ask them to go back and add details to their text.

Print student pages in booklet form or send the project URL to parents to share your class trip with the families of your students.

#### Wixie Activity:

Create a new Wixie project with photos of the field trip and assign this project to your students.



The blacksmith hammered the hot metal. It is noisy as he pounds with his hammer.

### LITERACY.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Our Version

Read a story that follows a repetitive pattern, such as “Mary Wore Her Red Dress” by Merle Peek. Talk to students about the repetition and let them know your class will be making their own version of this book. Then, tell students they will create their own version of the story by changing the noun and verb of the sentence. For example, “Mary wore her pink dress, pink dress. Mary wore her pink dress all day long.”

Have each student create a page in Wixie that includes their completed sentence and an illustration to match. If your computers or tablets have cameras or web cams, have students capture their faces as well.

When students are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. When all of the pages are complete, print out the class version of the book or project it for the class to see and read aloud.



Hannah wore her pink dress, pink dress, pink dress. Hannah wore her pink dress all day long.

### LITERACY.W.1.7

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

#### Create a Flow Chart

“How to make a peanut butter sandwich” is probably getting old for you! To make learning more authentic, brainstorm events and procedures at school. What should you do if the fire alarm goes off? How do you check out a book from the school library? How do you find your bus after school? Discuss different ways students can find out these answers, including books, experts, visual displays, and posters.

Ask students to choose a procedure they will teach to others. Have each student use the Flow Chart activity to write the necessary steps and decorate it with clip art stickers and painted illustrations to create posters or instruction sheets. Students can even record narration to explain the steps.

Link to their final presentation URLs from your classroom web site to share these how-to’s with the rest of the school.

**Wixie Activity:**  
Flow Chart

#### Flowchart

Think about all the steps in the process. Write the first step in the process in the First box. Write the next steps in their own boxes.

Topic: Double-click here to add text
First: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Last: Double-click here to add text

### LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

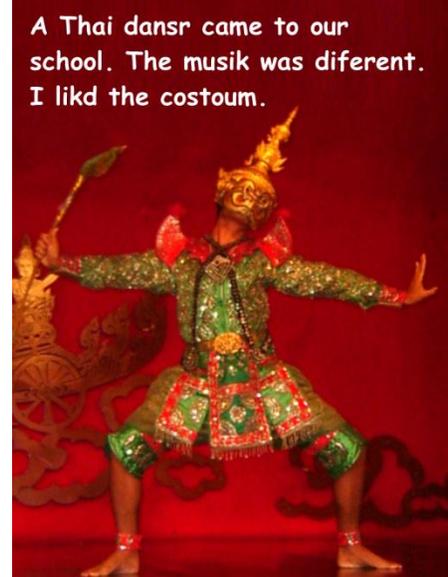
### Guest Appearance

The next time you have a special guest join your classroom, take pictures of their discussions, sharing, and student reactions. After the event, have students complete the Speaker Ideas activity to share what they learned. For example, student work could share how to be safe in the case of a fire, how to take care of their teeth, how to celebrate Cinco de Mayo, etc.

You could also import photos from the visit into a Wixie project in your teacher account and ask students to write a caption for each image. You could also have each student create a page in Wixie that includes a sentence and illustration that answers the question, “What will you always remember about this visitor?” If you have students Share their pages under the Wixie menu, you can import into one project and give URL with the guest presenter to show your thanks and with family and community to share student learning.

#### Wixie Activity:

Speaker Ideas



## Speaking & Listening

### LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

#### My Favorite Relative

**Barbara Fairchild, Tuscarora School District, Mercersburg, PA**

“I wanted to find a meaningful project to highlight my first graders’ accomplishments in writing, and since we were studying families, I suggested that the students write about a very familiar topic, relatives. The response and excitement was immediate and overwhelming and continued to grow when we added a “create with technology” component.

My students were excited to get started and immediately chose a favorite relative. It was a familiar topic, and their interest was evident. As the project progressed, students’ excitement grew! The students began to converse and share ideas with one another instead of coming to me. They were complimenting and encouraging one another. I simply sat back and watched in amazement. I noted that the students were passionate about what they were writing and drawing. Their passion for the project led to even more suggestions and requests, which in turn led to deeper learning.

We shared their stories online and at a classroom event. The expressions and pride on the students’ faces were priceless. A father began to cry when he learned he was his son’s hero. My students were connected, excited, motivated, inquisitive, and left with memories that will last a lifetime.”

My favorite relative is my little sister Reagan.



### LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### Sentence Strips

Have students write a sentence using sight words. Have students underline the capital letter at the beginning of the sentence and circle the punctuation at the end. You can have them use green at the beginning to signal start and red at the end to signal stop, the same way a capital letter signals the start of a new sentence and a period signals the end.

Combining text and pictures and providing many ways to publish their work makes Wixie an engaging way to encourage students to write. Try printing student stories as booklets they can fold and share and post links to their work from your classroom Web page. Asking students to publish and share their work for others to read will encourage them to use and help them understand the power of pictures and text for sharing their ideas.

#### Wixie Activity:

Sentence Strips



# Language

## LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### Choosing Words for Nuance

First grade students have a fairly large mental library of words they understand but a much smaller library of words they use in everyday speech. At this age, students are starting to understand that run and jog might not mean exactly the same kind of movement, but they might only use the word run as they are writing. Open the Cluster activity and project it for the class to see. Type, "Getting to School" In the large box in the center. It should be fairly easy for students to come up with different nouns and verbs like bus, car, ride, and walk.

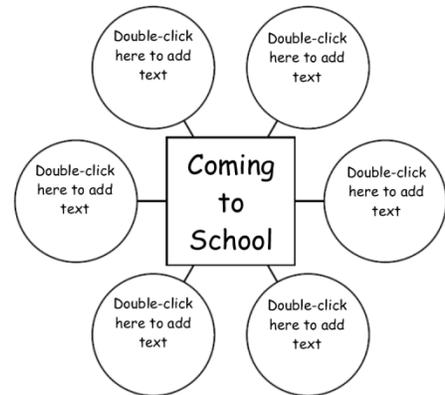
Assign each student a noun or verb that is appropriate to their reading level, such as "car" or "move." Challenge students to fill the outside six boxes with words they could use that mean the same thing or are more specific, like Corvette, van, SUV, hike, skip, jog, march, and run.

#### Wixie Activity:

Cluster

#### Cluster

Write the word you want to describe in the center bubble. Write details about the word in the bubbles connected to it. Use the five senses and Five W's to think of more details.



## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### How to Get Ready for School

Students will write how-to stories about getting ready for school and publish them to share with their families and to use at home. They will organize their ideas using a beginning, middle, and end organizer. They will then write and illustrate their stories using this template in the Pixie Activity Library. *This project provides a window into student home life so you can better get to know and understand your students.*

#### Engage

Read, or reread, **Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst. Focus on Alexander's problems as he gets ready for school. You may even choose to simply focus on this section or revisit it when students are preparing to write their own "Getting Ready for School" stories.

As a class, create a list of some of the things your students do when they get ready for school. You students may come up with ideas like brush teeth, eat breakfast, get dressed, and feed the dog. It may take a while to get students to come up with specific steps, but once a few ideas are on the list, it will be easier for students to come up with them on their own.

Using the class ideas as a foundation, have each student create the list the things they think should be included in a how-to get ready for school book. Have students use a beginning, middle, and end organizer to group together similar actions and establish a basic timeline.

If students are struggling with events and order, have them write ideas on sticky notes. This will make it easy to change order and group things together, before working on a more official organizer.

#### Create

Once the students have completed their organizer, have them write complete sentences for each part of the how-to book. What should happen first? Next? Last?

Talk to students about their writing to make sure they have included capital letters at the beginning and periods at the end. Ask them what they will draw on each page. Will their illustration support their writing? What can they add or change? How can they add to or change the picture?



Draw a picture and write a sentence to show what happens at the beginning of the story.

Have each student use the Begin and End Book activity to write and illustrate their story. Each page in the activity has a text box and room for a picture. You may want to have an older student buddy or aide help students type their stories. You may want to save this activity to your classroom computer(s) and add a shortcut they can use so they can begin working right away.

## Share

Have each student print their pages as a booklet using the Send button. This will print all four pages in the project on one sheet of paper students can folder into a small booklet they can share with peers and family.

You can also link to the URL for each student's how-to book from your classroom web site to create your own how-to library. This gives student work has a real world audience in your family and community.

## Common Core Standards

**RF.1.1.** Demonstrate understanding of the organization and basic features of print.

**W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**SL.1.6.** Produce complete sentences when appropriate to task and situation.

**L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Mathematics

## Operations & Algebraic Thinking

### CONTENT.1.OAA.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Decomposing Numbers

Decomposing numbers refers to the ability of students to break numbers apart and form equivalent representations. When determining place value, one decomposes numbers into tens and ones.

Decomposing numbers below ten involves understanding that 9 can be  $4+5$ ,  $6+3$ ,  $7+2$ , and even  $6+2+1$ . Ask your students if anyone knows of a way to add to 9. Let this student choose how they will represent numbers using dominoes, numbers, dice, or other images. Continue to explore ways to decompose and compose the number nine. To evaluate student understanding, assign the Add to 9 activity.

To extend their work, assign each student a number and ask them to create a “Facts about the Number X” presentation. Have students add and create pages that show different ways to add to get to their number. Encourage students to use fact along with objects, symbols, and drawing. Encourage them into include audio. Link to each student project from your classroom web site to share student work with parents and create a resource that students can use to practice number facts at home.

#### Wixie Activity:

Add to 9

**Add to 9**  
Click and drag and add numbers to make 9.

Drag stickers from the library to add to 9.

**CONTENT.1.OAA.2**

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**Adding 3 Numbers**

Word problems can be a struggle to master, but they are helpful for getting students to visualize equations and to see how math is applied in the world beyond the classroom. Open the Addition Word Problem activity and project it so the entire class can see it.

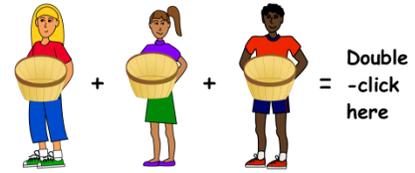
Have students choose objects from the Stickers library to add to the baskets in the activity. Have the class call out the equation you create. Then, work together to translate the equation into a word problem. You may want to start by giving each person a name and writing out the number and name of the objects before adding verbs and the rest of the story.

Wixie is great for creating visual representations of any equation or word problem. Share examples of word problems with your students, then have them create their own word problem riddles. Students can use the Wixie paint tools and stickers to show how many objects and the symbols for the operations. They can type numbers in a text object or use number stickers to show value. If students are exploring word problems around a holiday, encourage them to use objects and events from that holiday to connect to the world outside of the classroom.

**Wixie Activity:**  
Addition Word Problem

**Word Problem - Add Multiple Numbers**

Add objects from the stickers library to each persons basket. Then write a word problem that describes the equation.



Double-click here to add text

**CONTENT.1.OAA.5**

Relate counting to addition and subtraction.

**Skip Counting**

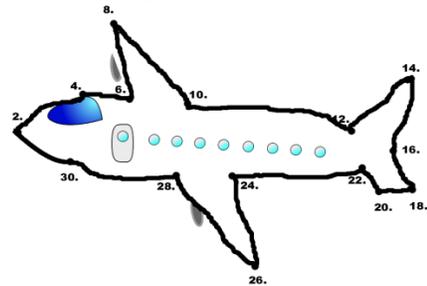
Two, four, six, eight! Who do we appreciate? Skip counting! Students usually know this cheer long before they are skip counting or adding by twos. Start off with this cheer and then practice skip counting to 20. Use the Count by Twos activity as an individual assessment to see how well your students can skip count to 20.

In addition to helping with multiplication, skip counting also helps us add faster. Demonstrate how to skip count on a clock to tell time by the hour AND minute. What other examples can the class come up with for using skip counting?

**Wixie Activity:**  
Count by Twos

**Airplane Dot-2-Dot - Count by 2's**

Use the Line tool or Paintbrush tool to connect the dots.



**CONTENT.1.OAA.7**

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

**Complete the Equation**

Understanding the meaning of equal – that everything on one side of the equals sign is balanced by everything on the other side – is the foundation for algebraic thinking. Locate at least 40 objects that are all the same size and weight, such as marbles, blocks, or dice. Using a balance scale, place objects on one side of the scale in two groups to represent the equation in front of the equals sign. For example, place a group of 3 blocks and a group of 4 blocks on one side of the scale. Ask a student to help you add the total number of blocks to the other side. Once you have success, have students group the second set of blocks differently (for example, a group of 2 and a group of 5). The scale will still balance since the total is the same on each side.

Have students open the Make Equal activity and work together to complete the first equation using objects on the balance scale in the classroom. Let students solve the second equation on their own, with the balance scale as a support. Then, see if they can complete the other equations on their own, and then share answers with the class.

**Wixie Activity:**

Make Equal

**Make Equal**

Directions - Click and drag the numbers and equations at the bottom to make equals.

$3 + 1 =$	$6 + 7 =$	$10 + 2 + 4 =$
-----------	-----------	----------------

$19 - 9 =$	$12 + 2 =$	$15 - 4 =$
------------	------------	------------

 +	=		 -		=
--	---	---	---	---	---

$9 + 7$   $8 - 4$   $15 -$   $12 - 1$     $5 + 5$   $5 + 9$

# Number & Operations in Base Ten

CONTENT.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

## Place Value

Skip counting and grouping objects helps us count, or add, faster. When we consider place value, two digit numbers aren't grouped randomly. The two digits always represent the number of groups of ten and the number of ones. For example, the number 36 represents three groups of ten, and 6 ones. Representing numbers as ones and groups of ten can make understanding place value easier. Work through the list of two-digit numbers on the Place Value activity with the entire class using an interactive whiteboard or projector.

When students get comfortable with the process, head to the computer lab and have students use the Base Ten stickers (Math>Base Ten) to create numbers you call out or assign. Students can also add stickers to the page and then compute the numbers they represent.

### Wixie Activity:

Place Value 1

### Place Value

Add stickers for tens and ones to show place value for the following numbers.

Number	Tens	Ones
14		
25		
33		
19		
21		

CONTENT.1.NBT.C.4

Add within 100 (refer to content standard for full text).

## Adding with Blocks

Grouping numbers together using ten as a base helps make adding and subtracting much quicker. After exploring base ten groupings using manipulatives, open various Base Ten activities in front of the class and work together to compose numbers in base ten groupings.

As students gain confidence, assign the Adding with Blocks activity. This activity includes integers already grouped by tens and ones. Then, assign the Base Ten Grouping activity, which requires student to regroup ones into tens, to assess for understanding.

To build understanding of grouping, share a real life problem from your school. For example, if your grade was going to go on a field trip, how many bus seats would you need? If classes have 24 students in each and there are three classes going, can you group tens together to more quickly estimate how many buses with 50 seats you will need?

### Wixie Activity:

Adding with Blocks

Base Ten Grouping

### Adding with Blocks

Type the correct answer to solve the addition

 +  =	<u>Double-click here</u>	 +  =	<u>Double-click here</u>
 +  =	<u>Double-click here</u>	 +  =	<u>Double-click here</u>
 +  =	<u>Double-click here</u>	 +  =	<u>Double-click here</u>

# Measurement & Data

CONTENT.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

## Tell Time

Direct students' attention to the clock. How many big numbers are on the clock? Have students point to the hour hand. Tell them that when the hour hand moves from one number to the next, one hour has passed. What can you do in an hour? Open the Tell Time activity in your teacher account so your class can view it. Ask students to help you determine the time shown on each clock.

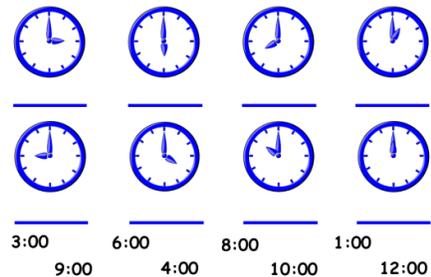
You can also have students use Wixie's paint and text tools to show and describe an event that happens at a certain time each day, such as going to sleep at 8pm. You might want to have students first add a clock with a specific time from the Stickers library (Objects>Clocks) and then have students draw a picture about what happens at that time of day, or draw a daily event and drag a clock to show the time it normally occurs.

### Wixie Activity:

Tell Time

### Telling Time by the Hour

Click and drag to match the time and the clock.



CONTENT.1.NBT.C.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

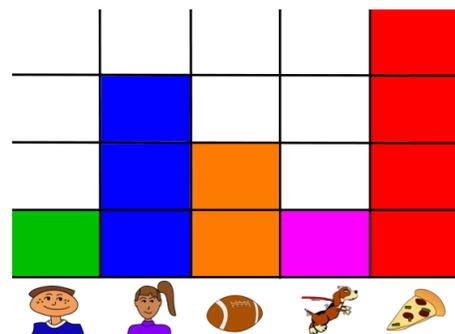
## Our First Graphs

Laura Spencer, Prospect Avenue Elementary, Santee, CA

“One of our biggest challenges with mathematics in the early grades is representing data in graphs. Since our students love working with pictures, we created a Wixie activity our 1st grade classes could use to learn how to make bar graphs.

Working with other students, students count how many of them are boys, how many are girls, which students like football, and which students have a dog. Then they add their own category in the 5th column and do the counting. Students tally their findings and fill each square in the graph to represent on student's answer.

Because we can change the stickers and table groups, each time is a unique experience. Kids fill in the squares with the Paint bucket tool to create their graphs, or use the stickers to create a pictograph. We also have students customize the graph to include their own objects, print it out, survey family and friends, and complete the graph as homework.”



# Geometry

## CONTENT.1.NBT.A.2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

### Shapes Around Us

Create a center in your classroom with wooden blocks. Give student a week or two to build and take pictures of their creations. Open the images you have taken and talk as a class about the shapes that you see. Open the Shapes Around Us Activity and ask students to call out (or come up and drag if you have an interactive whiteboard) where you should place each shape to build a house.

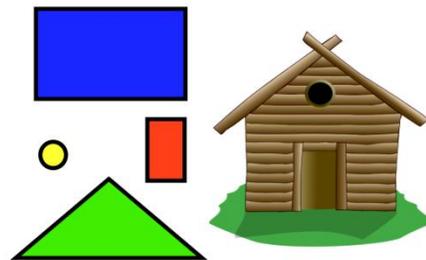
Then, have students use Wixie to draw their own imaginary cities using the Shapes tool. Challenge them to only create with the rectangle, circle, and triangle. For an even more advanced challenge, ask students to draw a self-portrait using only these tools – no eraser, paint bucket, line, or pencil tool. This also helps them see that they can layer shapes to create what they envision in their mind, helping them think geometrically. (see also “The Shape of Things” lesson plan)

#### Wixie Activity:

Shapes Around Us

#### Shapes Around Us

Drag the shapes onto the picture.



## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### The Shape of Things

After reading *The Shape of Things*, students will compose images from shapes, write a sentence to describe their composition, and create their own version of the book.

#### Task

The world around you is made of amazing shapes. The clock in your classroom is probably round, but the one by your bed may be a square or rectangle. In this project, you will think of the shapes in objects around you, draw a picture and complete a shape sentence to make your own version of the book.

#### Engage

Ask students to find shapes around your classroom. While the clock is probably round and the whiteboard is probably a rectangle, see if students find shapes that are part of a group of shapes. For example, your pencil sharpener will have a hole where you insert the pencil, but the entire shape of the sharpener may be a rectangle or oval. As students call out shapes, highlight ones that are part of a group of shapes, and challenge them to find groups of shapes in your classroom.

Read the story *The Shape of Things* by Dayle Ann Dodds and Julie Lacome. This rhythmic story showcases the basic shapes in common objects. As you read each page, have students look at the illustrations and name all of the shapes that they find. After reading this story, tell the students that they will work in small groups to create their very own *Shape of Things* book.

Group the students together to form small teams. Assign each student a basic shape like circle, square, triangle, rectangle, oval, and so on. Explain to students that each team member will create a page for the assign that includes an illustration made from a combination of shapes with their assigned shape as the base. Each student will then complete the following sentences:

A \_\_\_\_\_ (shape) is just a \_\_\_\_\_ (same shape) until you add \_\_\_\_\_ . Then it becomes a \_\_\_\_\_ !

For example: A circle is just a circle until you add a hole. Then it becomes a donut.



## Create

Demonstrate how to launch Pixie, use the Paint tools, and type text. Be sure to demonstrate how to use the shape tool to draw both shape outlines and filled shapes. You may want to create a template that already includes the sentences above, so that students simply have to illustrate and complete the sentences. Post the words for common shapes so that students can easily see how to spell them.

You can let students draw whatever shape they want, but some may find it easier to see a picture in a shape that you have assigned. In any case, have students start by drawing the main, or largest shape first. Then add details to transform it into a special character, object, or location.

Be sure to have each student record their voice reading their sentences. Encourage them to practice before recording for the final time, or to preview the sound and try again. Have students save their files to a team folder. If one student finishes first, have them create the title page.

## Share

Click the Pixie Project button and choose Import Pages to combine all individual student pages into one team project. Click the storyboard view from the View options to arrange the pages to share different shapes in the order you want them to appear.

Click the Projects button and Export the book to share with family, school, and community. Print a copy of the book so that students can read and share with their families. Export a copy as HTML so you can share an electronic version that includes each student reading their page. Publish this version to your classroom web site or present it from a local computer.

## Common Core Standards

**1.G.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

**1.G.2.** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

**RF.1.1.** Demonstrate understanding of the organization and basic features of print.

**RF.1.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**SL.1.6.** Produce complete sentences when appropriate to task and situation.

# Using Wixie with Second-Grade Students

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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. Wixie provides an opportunity to support their exploration of the world around them and respond to what they find.

Wixie is also the perfect canvas for free play on the computer. Play is a powerful way for children to learn about the world. Wixie encourages children to create... artwork, stories, diagrams, designs, and more.

# Language Arts

## Reading: Literature

### LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Five W's

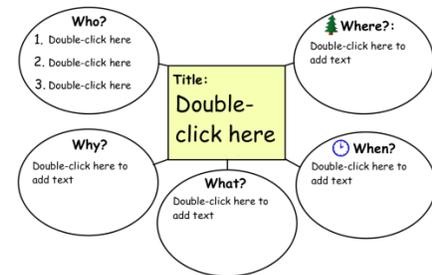
Read a favorite, or familiar, story to your class. Then, open the 5 W's activity so students can see it. Write the title of the story in the middle and ask the students to help identify who, when, where, what, and how.

Ask students to choose their favorite scene from the story. Then, add a blank page and work with the entire class to recreate the scene. What can you draw in the background to show the story's "where" and "when?" What can you add as clip art or draw with the paint tools to show "who" and "what?" Have students use Wixie to create their own story scenes.

#### Wixie Activity:

5Ws

Five W's



### LITERACY.RL.2.2

Recount stories from diverse cultures, and determine their central message, lesson, or moral.

#### And the Moral of the Story is...

Stories with a moral are designed to teach a lesson, but generally do so in a fun way that makes it easy to understand and remember. After reading a variety of stories with morals to your students, ask them to create and print booklets that retell the tale.

Have students type the title and use the text tools, paint tools, and stickers to retell events in the story. Have students Send the file to print these stories as foldable booklets to share with the class.

To add a level of excitement to this project, students can create electronic versions of their stories. Have students use the Record feature to narrate each page in their story, then link to the final project online as a resource to support struggling readers, engage students in the content you are learning, or as a review for a missed class.

As their comprehension abilities improve, ask students to organize by beginning, middle, and end. If you print each story as a comic, you can cut the page into pieces and have the students practice sequencing the story.

#### Wixie Activity:

Booklet



LITERACY.RL.2.3

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

What Would You Do?

After reading a story like one of the Magic Tree House books, ask the students to tell you about important events. Ask questions like: How did Jack respond? How did Annie respond? Were they the same? You might even ask: What would you have done?

Have the students begin by adding text, drawings, and stickers to the activity. Then, have them add a blank page to the file and write and draw what they would have done in the same situation.

Wixie Activity:

Character Response

Character Response

In the box on the left, draw and write what happened. In the box on the right, draw and write how the main character responded.

Two empty rectangular boxes for drawing and writing. Each box contains the text "Double-click here to add text".

LITERACY.RL.2.5

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

Plot: Beginning, Key Event, and End

By now your students are probably comfortable thinking about a story in three blocks: the beginning, middle, and end. But the events in a story are actually structured a bit differently. Share a story that has an obvious key event.

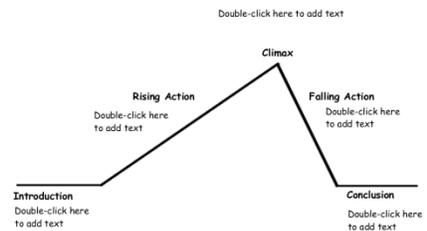
Open the Diagram the Plot activity and work as a class to identify the beginning, middle, and end. Explain how the beginning introduces the story and the end concludes it. Explain that there are often multiple events in the middle and ask them to help you identify the most important. When does it occur in the story? What page is it on? Is it in the exact middle? Encourage them to use their math skills to find out.

Wixie Activity:

Diagram the Plot

Diagram the Plot

Use this diagram to describe a story you have read or organize your own story.



### LITERACY.RL.2.7

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

## Pictures Tell a Story

Students enjoy reading when they have success. Before they can decode the words in a story, they can comprehend the meaning using pictures. To support their desire to read independently and boost comprehension, share a new picture book with your class and do a “picture walk.” Assign the Key Ideas activity and have students write what they know about characters, setting, and events using only the pictures in the book.

Print each student’s activity. Then, read the story as a group. Ask students to share how the actual story compared to what they interpreted based on the illustrations. How close were the students’ guesses to the actual characters, setting, and events in the story?

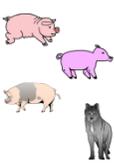
Find a part that students didn’t interpret correctly based on the pictures. Ask students what the illustrator could have done to better help them understand. As an extension, ask students to go back to Wixie to develop their own illustrations for this passage and record their voice describing how their picture supports and reflects the text.

### Wixie Activity:

Key Ideas

### Key Ideas

Describe the key ideas in a story you are reading or writing.

 Characters	 Events	 Setting
3 pigs 1 wolf 	wolf blows straw house down wolf blows stick house down wolf can't blow brick house down pigs have party in brick house	woods straw house stick house brick house

### LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

## Compare Stories

After students have read two versions of the same story (such as Cinderella), have them use the Compare Stories activity to identify similarities and differences.

Have students add text and pictures that show how each story is different in the parts of the circle that do not overlap. Then, ask them to brainstorm ways that the themes, settings, and plots are similar and write about or draw them in the place where the circles overlap.

You can also have your students compare themselves to the main character in a story using the Main Character Comparison activity. This helps students build reading for meaning and descriptive writing skills as well as develop self-awareness.

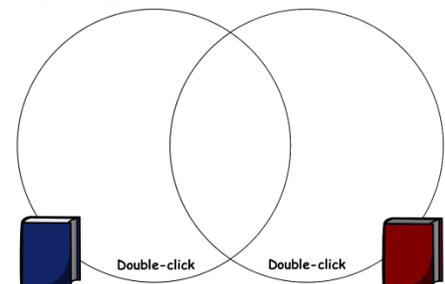
### Wixie Activity:

Compare Stories

Main Character Comparison

### Compare Stories

Draw pictures and type text to describe how the stories are the same and different.



## Reading: Informational Text

### LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Five W's

As you approach a holiday, such as the Fourth of July, Martin Luther King's birthday, or Presidents Day, ask your students to help you investigate the details of that holiday. Share several books and informational web sites that provide information about this person's life or events unique to that day in history. Utilize your media specialist or librarian to help you find books and web sites appropriate for your students' reading level.

Ask students to help you answer the key details of who, what, where, when, and how of different holidays. Students can use the 5 W's activity to compile their findings and then present them to the class.

#### Wixie Activity:

5Ws

#### Five W's

Reread your information about the topic. Fill in the Who, What, When, Where, How, and Why.

<b>Who was there?</b> Double-click here to add text
<b>What happened?</b> Double-click here to add text
<b>When did it happen?</b> Double-click here to add text
<b>Where did it happen?</b> Double-click here to add text
<b>How did it happen?</b> Double-click here to add text
<b>Why did it happen?</b> Double-click here to add text

### LITERACY.RI.2.2

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

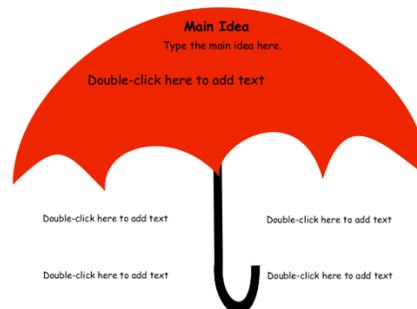
#### Explore Main Idea

Have your students think about the main idea as an umbrella that covers all of the content and holds it together. Share a couple of different nonfiction books for early readers with your students. Look at the cover picture and title. What is the main idea? Now explore the titles, pictures, and text inside the book. How are they organized? Assign the Main Idea Umbrella activity and ask students to work individually to add text and use the paint tools and stickers to describe the main idea as well as key details for one of the books you have shared.

You might also assign students the Main Idea Umbrella activity for a nonfiction topic they will be exploring in their writing. This will help them collect information for their writing. You can also have students create a page that illustrates the main idea using clip art, the text tool, and the paint tools.

#### Wixie Activity:

Main Idea Umbrella



#### LITERACY.RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

### Vocabulary Supports

As you read to the class or as students are reading independently, have them raise their hands to let you know they encounter an unfamiliar word. Have them ask the rest of the class if anyone can help share the meaning of the word. Work together to define the word. You may want to copy the sentence they are reading that includes the word or ask advanced students if they can help you use it in a new sentence. Collect the new words on a wall or bulletin board in your classroom.

At the end of the week or unit, give each student one of the words on the wall. Have student complete the Vocabulary activity, including a definition and original sentence that uses the word and provides a context clue to its meaning. Ask students to draw a picture of the word to help others remember the meaning. Print the pages in Postcard style (4 to a page) and distribute them to the class as vocabulary postcards or trading cards.

#### Wixie Activity:

Vocabulary (green)

#### Vocabulary

Double-click here to add text

#### Definition

Double-click here to add text

#### Used in a sentence

Double-click here to add text

Picture

#### LITERACY.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

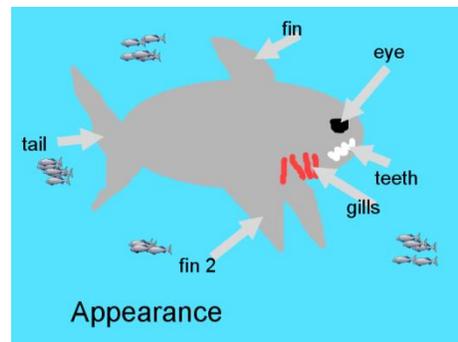
### Creating Non-Fiction Books

Sheila Buscemi , Valley Elementary School, Frederick, MD

*“When we were doing research projects, I noticed that my students were not making effective use of the features of non-fiction text to find the information they were seeking.*

*After discussing text features like table of contents, types of print, photographs, captions, close-ups, and labeling, I asked my student to create non-fiction animal reports that utilized the text features. They began by reading an assortment of non-fiction texts identifying the features. Students then selected an animal and used Pixie to develop their own non-fiction book to show their understanding of the animal’s characteristics, habitat, offspring, and amazing facts.*

*It was exciting to observe as they explored each tool, increasing their skills as they added to the creativity of the pictures in their project. The result was a collection of unique, colorful, high-quality nonfiction books.”*



LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic

### Information Display

Read and share two different texts about a topic with your students. Let your students know you want them to compare the two books. Have students record their comparisons using a Venn diagram. Students will likely first come up with differences in content between the two books.

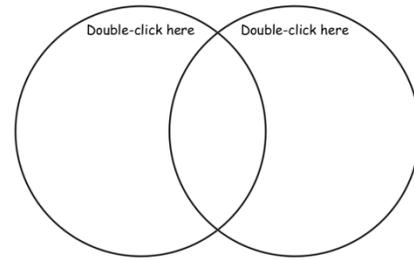
To help students compare the style and delivery, ask them to vote on which book was their favorite or the one they liked the best. Ask students to share the reasoning behind their choice. Were the pictures better in one of them? Did one have a better cover? Is this difference noted on their Venn diagram? Give students a chance to compare the books again to ensure that it compares content and style.

**Wixie Activity:**

Venn 2

**Compare with a Venn Diagram**

Add pictures and text to show how the topics are different in the parts of the circle that do not overlap. Show how they are same in the space where they intersect.



## Reading: Foundational Skills

LITERACY.RF.2.3

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

### Vowel Sounds

Remind students about how words are pronounced when they end in a “silent e.” Explore words that use the long *a* with a silent *e*, such as *date*, *mane*, *frame*.

Have students complete the Vowel Sounds activity to practice long and short vowel sounds. If time permits, have students add more words and illustrations to fill each block with long and short vowel sounds. Students can record themselves saying the words and practicing the vowel sounds. They can play back the recordings to hear themselves.

**Wixie Activity:**

Vowel Sounds

**Vowel Sounds**

Click and drag the stickers into the correct vowel sound box.

Long Vowel Sounds	Short Vowel Sounds



# Writing

## LITERACY.W.2.1

Write opinion pieces to introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

### Book Review

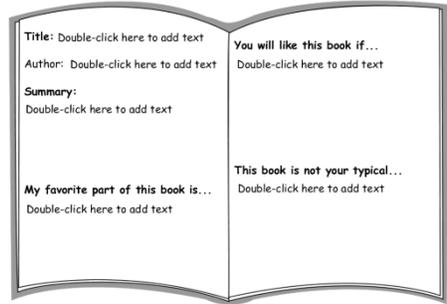
Have students choose one the books they have read and enjoyed to review for other students. Have each student open the Book Review template. Have them type a sentence about the book as well as their opinion about it and use the paint tools to illustrate their favorite part.

Link to student reviews from your classroom or media center web page to help students find more books they want to read. You can also ask students to print or share their final pages to combine into a class book review resource. Print out the pages in postcard (four to a page) or comic (six to a page) style, laminate them, and share them with other students at your school to help them choose books when they visit the school library.

#### Wixie Activity:

Book Review (K-2)

#### Book Review



Title: Double-click here to add text  
Author: Double-click here to add text  
Summary: Double-click here to add text  
My favorite part of this book is... Double-click here to add text  
You will like this book if... Double-click here to add text  
This book is not your typical... Double-click here to add text

## LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

### How to Make the Perfect Ice Cream Sundae

As students first learn how to write informative texts, you want to keep the focus on the structure of their writing, not the content. Choose something they already know, for example how to build an ice cream sundae.

Ask students to think about what types of things they like on an ice cream sundae. Have them use the Flow Chart activity to break down the process into steps someone else could use to make it.

Once students have had experience with a straightforward subject like a sundae, challenge them to create short how-to books on more sophisticated topics like how to find a book in the library, how to wash your hands, how to dress for winter, how to get somewhere, and so on.

When the order is complete, assign the Booklet activity and have students write in complete sentences using order words and design a 4 page instructional booklet. Have students print and share their booklets with peers and family or use them as resource guides in your classroom library.

#### Wixie Activity:

Flow Chart

Booklet

#### Flowchart

Think about all the steps in the process. Write the first step in the process in the First box. Write the next steps in their own boxes.

Topic: Double-click here to add text
First: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Last: Double-click here to add text

### LITERACY.W.2.3

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

### Beginning, Middle, and End

After visiting the library, computer lab, or special class like art, talk with your students about what happened. How did it begin? What did they do? How did it end? Brainstorm a list of things that occurred and then work as a class to put them in order. Have students use the text and paint tool on the activity to describe what happened at the beginning, middle, and end.

As students get more sophisticated, have them retell an important or recent event that happened at home using the Begin and End book activity. In this activity, they will write, illustrate, and narrate an event by dividing it into actions that occurred in the beginning, middle, and end.

As an extension, talk with students about the steps in a process, such as getting ready to go to school. Assign the Flowchart activity and have students type out each step in the process.

#### Wixie Activity:

Begin and End  
Flow Chart

#### Beginning, Middle, and End

Draw a picture and write a sentence to show what happens in the beginning, middle, and end of a story.

Beginning	Middle	End
Double-click here to add text	Double-click here to add text	Double-click here to add text

### LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Melissa Aspinwall, Hinesville, GA

“At Taylors Creek Elementary, students combine text, images, hand drawn artwork, and voice narration e to show evidence of their understanding of standards learned across the curriculum.

During language workshop, my second-grade students illustrate and narrate a page in a class book of homophones. Each student chose a pair of homophones and used them in a single sentence. Using Wixie, each student illustrated the sentence, adding color to the homophones to help them stand out. Then, students recorded their voices, chose a transition, and added music in the background, turning their work into a project entitled ‘Are you ready to HEAR what we’re learning in HERE?’

During math workshop, students used the stickers to make arrays that represent multiplication facts and fractions. Students used the paint and text tools to create a ‘math facts house.’ They chose three numbers to show the relationship between addition and subtraction, arranging the three numbers on the roof of the house. Then, they typed four related facts on the windows or door of the house. ”



### LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

## Continent Experts

**Kathleen Scarborough, Virginia Beach, VA**

“In our second grade geography unit, students learn to identify and locate the seven continents on a world map. To add a research and writing component to their work, we asked them to become experts on continent.

First students were asked to complete an interest inventory to determine which continent they would enjoy learning more about. Students were then divided into research groups and used web sites, books, and atlases to find facts on their continent. Their research was guided by a graphic organizer given to each group.

Students worked in small teams to develop a report on their continent that they shared in a class presentation and we shared from our classroom web page to educate family and community.”



### LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

## Creating Documentaries

**Pat Leslie, Flemington, NJ**

“After attending a National Endowment of the Humanities workshop at Ellis Island, I decided a documentary that included my students’ illustrations and narration would be an effective way to challenge and engage students while exploring immigration.

Students researched Ellis Island in their classroom through trade literature and on the Internet, and then focused on a particular topic to explore. After they learned the content, they decided the best way to illustrate it, including details like the chalk marks on clothing indicating a medical concern, steamships, and the steps the new arrivals had to ascend for their ‘six-second medical exam.’

This project encouraged creativity and my students were engaged as they researched and illustrated their topic and practiced recording their narration. As we viewed the documentary, they also had the opportunity to learn from each other.”



## Speaking & Listening

### LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### Students Adapting Books

*Shelley Paul, Woodward Academy, College Park, GA*

“One of our very first projects was an electronic book called “Things That Are Most in the World,” based on the original by Judi Barrett. 2nd grade teacher Miss Alia read the book to her students, and the class wanted to create their own version. The class worked together to brainstorm and record all of the superlatives they could think of. Then, each student chose their favorite superlative and wrote a sentence using the superlative that provided a clue to the meaning of the word.

After students wrote the text and created a storyboard sketch for their pages, they worked in a single class period to paint amazing illustrations as well as record themselves reading their sentence. We then combined all of their pages into a class book.

Students are, of course, motivated to work on the computer, and they have learned that the preparatory steps must be completed first. Knowing that their final product was going to be published to the Web for a potentially global audience encouraged the students to do their best work.”



## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### Amazing Animal Alliterations

Students will learn to write using alliteration. Students learn to create illustrations that support and reflect their writing.

#### Task

Alliteration is a powerful way to attract and entertain a reader. In this project, your class will use their writing skills to create their own Amazing Animal Alliteration book.

#### Engage

Read **Marti and the Mango** to set the stage for recognizing and utilizing alliteration as a tool to entertain readers. As you read, identify alliteration and how it is used in the story. This will prepare students for how to use alliteration when they create their own original sentence.

Tongue twisters often use alliteration. Share a few tongue twisters with your students. You might try nursery rhyme favorites like Betty Botter Bought Some Butter or Peter Piper:

Peter Piper picked a peck of pickled peppers.  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked?

Before students work on creating their own pages, write a sentence together to practice. Choose a letter from the alphabet. Select a hard or an easy letter depending on the ability level of your class. Begin by brainstorming with the class all the animals that begin with this letter. For example, if you choose B, students will brainstorm examples such as bear, beaver, bunny, bobcat, bird, buffalo.

As a class, write an original sentence using alliteration. To start, create a short sentence in the noun–verb–noun format, starting with the animal. As students suggest verbs and nouns, write them on the board and choose the ones you want to use. An example might be, “Birds build bubbles.”

Now, have the class brainstorm all of the adjectives and adverbs they can think of for this letter. For example, blue, bounce, bravely, build, break, big, and bubble. Then, see where you can add them into the sentence. For example, Blue birds build big bubbles.



Open Wixie and ask a student volunteer to draw a picture depicting the sentence. If you have an interactive whiteboard, work together as a class to take turns using the paint tools to illustrate the sentence. Have a strong reader read the sentence as you record it on the Wixie page.

## Create

Have students draw a letter out of a bag or assign letters based on student academic ability. Each student should begin by brainstorming animals that begin with this letter. If students get stuck, head to <http://wiki.answers.com/> and search for “What animal begins with the letter \_?”

Then, have students brainstorm all of the verbs, nouns, adjectives, and adverbs they can think of that begin with their letter. If students are struggling, have them ask their classmates for help. You might also want to assign this project for homework to involve the entire family.

Have students follow the noun–verb–noun model to begin writing their sentences. Then, add in additional adjectives and adverbs.

Once students have written their alliterative sentences, have them think about how they might create an illustration that supports their writing. Have them look at the adjectives to develop details they will include in their drawings.

Next, have students use Wixie to write their sentences, illustrate the page using the paint tools, and record themselves reading the sentences. Have each student save his or her page, naming it to indicate the letter and the author (e.g., “z\_alicia”).

## Share

When they are finished, have them click the Wixie button and choose Share. Log in to your teacher account, open the Wixie application, click the Wixie button and choose Import Pages to collect student work into one file.

Print a copy of the book for your classroom and share the URL link to student work from your classroom web page.

Get your school together for a formal presentation of your class’s Amazing Animal Alliterations book! You can also share electronic and print copies in your school’s media center.

## Standards

**RF 2.1.** Demonstrate understanding of the organization and basic features of print.

**RF 2.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**W 2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**SL 2.5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**SL 2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L 2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

# Mathematics

## Number & Operations in Base Ten

### CONTENT.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

#### Game - What number is it?

Place value is the value of a digit depending on its position, such as ones, tens, hundreds, and thousands places. Open the Place Value – Hundreds activity so students can see or share it on your interactive whiteboard. Work as a class to add the correct number of shapes to each column to illustrate the number of hundreds, tens, and ones.

Have students create three-digit numbers using the Base Ten blocks in the Library (Math>Base Ten). When they are finished, have them click the Wixie button and choose Share. Log in to your teacher account, open the Wixie application, click the Wixie button and choose Import Pages to collect student work into one file. Display each page for a few seconds and ask the students to write down the numbers they see.

#### Wixie Activity:

Place Value - Hundreds

#### Place Value

Click and drag the symbols to show place value.

Number	Hundreds	Tens	Ones
379			
146			
764			
302			
811			
283			

Hundreds = ▲ Tens = ■ Ones = ●

### CONTENT.2.NBT.B.7

Add and subtract within 1000 (see standard for complete text).

#### Adding Three-Digit Numbers – Place Value

While there are many ways students can decompose numbers to 1000, the easiest is to decompose by base ten units. As a class, practice representing three-digit numbers with base ten blocks. Compose an example with two different numbers represented and add an addition symbol between them. Ask students how they might solve the problem by regrouping the blocks of various values. Show how this regrouping is represented when they add three digital numbers using numerals.

Work through the operation on the first page of the Addition – Place Value activity with the entire class. When students get comfortable, have them replicate the work on this page, complete the operations on the next two pages, and then develop their own numerical operation after adding base ten blocks to the last page.

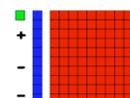
#### Wixie Activity:

Addition – Place Value

#### Addition - Understanding Place Value

Use the base ten blocks to help you group and add the digits showing at each place value.

$$217 + 86 =$$





### CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Example: If you have 2 dimes and 3 pennies, how many cents do you have?

### Money Problems

Students in second grade are generally confident knowing the value of money, but adding coins that have different value adds another layer of complexity. Completing operations involving money that are presented as word problems gets even more complex.

Share loose change with each student and present a few word problems they can try to first solve on their own and then with the help of the rest of the class. After practicing, have each student complete the Money – Least Coins multi-page activity so you can assess each student’s individual comprehension and mastery.

You can also use the Money Problems activity in the same location for additional practice. To further their skills even more, have them start a new project and write and illustrate their own money problem (see the “Now That’s a Problem” lesson).

#### Wixie Activity:

Money – Least Coins

#### Money - Healthy Eating Word Problems

Ava has 2 quarters, 3 dimes, and 4 nickels. What is the least number of coins she can use to buy milk that costs 75 cents?

Number:

Double-click here to



Circle the coins she would use.



### CONTENT.2.MD.D.9

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

### Length Over Time

Place a small object like a plant on a sunny window sill, or table near a window, in your classroom. Using yard or meter stick, measure and record the length of the object’s shadow at least 6 times over the course of one day.

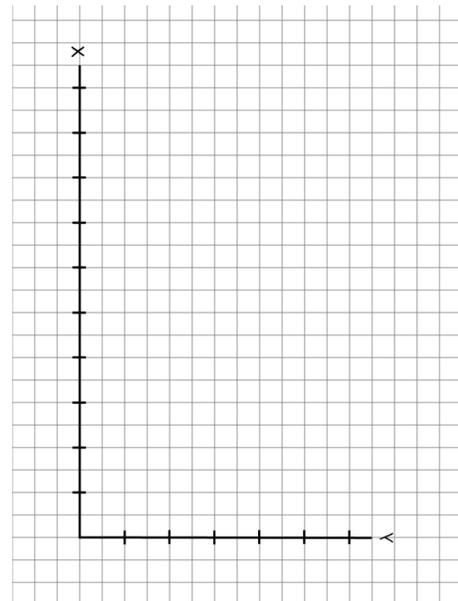
Open the Graph activity so all students can see. Work as a class to enter the time and distance units on each axis of the graph.

Go back to your teacher dashboard and click the Assign button to assign this modified graph to students.

Have students take turns measuring the shadow or ask one student to be the official class measurer. To assess students understanding of graphing data, have them plot each measurement point on the graph showing the correct time (x axis) and length of the shadow (y axis). Have them to use the Line tool, to connect each point on the graph to make a line plot.

#### Wixie Activity:

Graph (portrait)





# Geometry

## CONTENT.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

### Go on a Shape Hunt

Open the Find Shapes activity and project it so that your students can see. Look at each picture and call out the shapes you see in it.

This activity contains basic shapes and is great for younger students, but your second graders are capable of much more! What other shapes can your students think of? Prompt them if they don't start sharing the 3-dimensional shapes they know.

Once you have a list of shapes, form small teams of students around each shape. Ask the student teams to work together to find or draw a single page with at least 4 different examples of their shape in the real world. Provide a digital camera students can use to take pictures around school, or go to [Pics4Learning](http://Pics4Learning) to find additional photographs.

To combine student, have each team member click the Wixie button and choose Share. Then, each of them can also click the Wixie button and choose Import Pages to find and add the pages for their team mates. Have students present their work for the class. Ask for additional examples for each shape as you show each page.

#### Wixie Activity:

Find Shapes

### We found lots of Cones



## CONTENT.2.G.A.2

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

### It's a Party!

We all know how important it is to get the biggest piece of dessert! What's the best way to avoid trouble when you are the host? Divide equally! Ask your class to describe the meaning of the word equal. What does equal mean when you talk about shapes in math? To assess your students' understanding of equal, have them complete the multi-page Divide Equally activity.

Once they have the hang of dividing equally, ask your students to draw a picture of equal parts and then write a story to support the illustration. You can use the Sentence Strip activity as a template, or have them add a new page to the Divide Equally activity.

#### Wixie Activity:

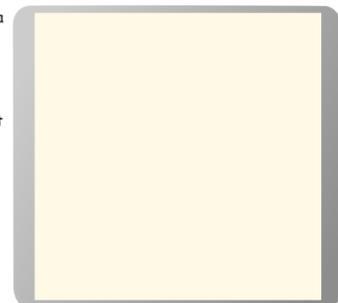
Divide Equally

#### Divide Equally - Best Friends

You are having a fall party with your best friend.

Using a straight line, divide the brownies into equal pieces.

Then, decorate the brownies for the event.



## Lesson Plan

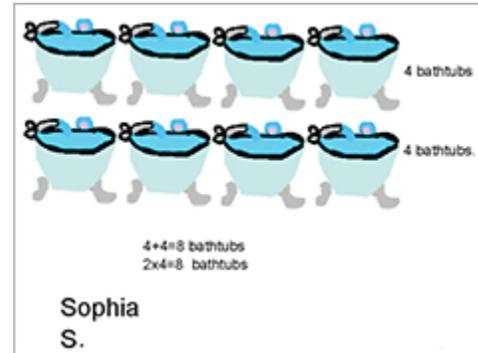
While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### Now That's a Problem

Students will improve multiplication skills by skip counting and creating their own multiplication word problems.

### Task

Recent studies have shown that many people don't know how to multiply. The Mathematix Book Company thinks it can help. It wants to begin creating interactive storybooks that teach multiplication to the general public. It has asked your class to come up with prototype books for multiplication by 2's, 3's, 4's, 5's, and 6's.



### Engage

Introduce the concept of skip counting to your students. A fun way to get them excited about skip counting and to practice their skills is to play with a rubber ball. Have the students take turns bouncing the ball and counting off by 2's, 5's, 10's, etc. Be sure to explain to them that skip counting is another way to multiply.

Once the students have an understanding of skip counting, read **Bunches and Bunches of Bunnies** by Louise Mathews. This book explains the concept of multiplication using pictures. Ask your students to illustrate this word problem:

There are four cats. Each cat has four legs. How many cat legs are there in all?

Have the students share their pictures in small groups. Encourage them to notice that while the pictures are different, they still have the same numbers in them. Post them on the wall as examples.

Next, work on the same process using a different approach. Have students practice identifying numbers in pictures and writing multiplication word problems. Log in to Wixie and add a sticker of a rain cloud from the Weather folder.

Each cloud has four raindrops. If there were X clouds, how many raindrops would there be?

Continue this process with a few other stickers. As an entire class, brainstorm everyday objects that work for multiplication word problems. Ask the students to find an object at home that could be part of a multiplication word problem. When you meet again, have each student share their object with the rest of the class. You may even want to ask them to bring the object to school.

## Create

Let students know they will create their own multiplication word problems using stickers in Wixie. Assign students a number series (2's, 3's, 4's) appropriate for their multiplication skill level.

Give each student a four-pane storyboard to help them develop the pages of their book. Have students write an equation in each of the panes. Next, have each student find stickers they can use to represent the numbers in the equation. Have them write down the name of the sticker (or a description) and write the text of their multiplication word problem in each box on their storyboard.

You might want students to create two pages for each problem, the first one containing the problem, and the second one containing the problem and the answer.

## Share

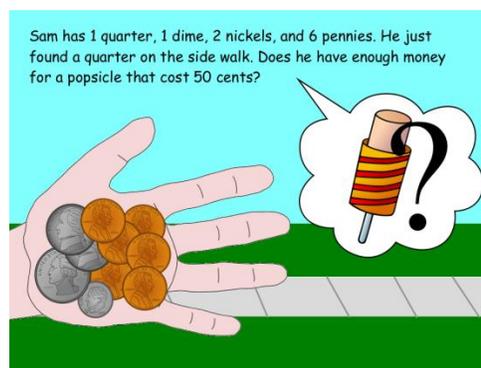
Once the students have completed their problems, have them print their work at postcard size to create a set of word problem flash cards the class can use at a center in your classroom. You can also link to each student's project from your class web site as a place students can go to review multiplication facts and practice solving word problems from home.

## Common Core Standards

**OAT 2.1.** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**MD 2.5.** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

**MD 2.8.** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?



Sam has 1 quarter, 1 dime, 2 nickels, and 6 pennies. He just found a quarter on the side walk. Does he have enough money for a popsicle that cost 50 cents?

# Using Wixie with Third-Grade Students

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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 Wixie 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.

As students complete the activities in this guide or play in Wixie on their own, ask them to share their thoughts and feelings. Give them the freedom to take some of the activities wherever their interests lead. Passion for learning is perhaps the most important thing you can teach students at this age.

# Language Arts

## Reading: Literature

### LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

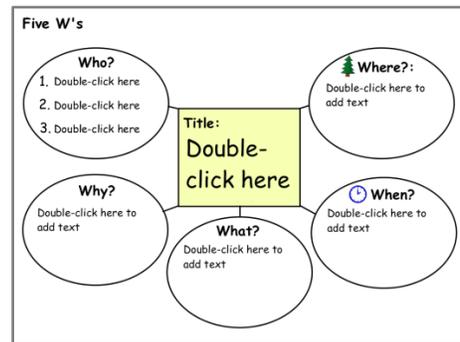
### What's the Main Idea?

Have students complete a leveled reader. Then, have each student define the main idea of the story in their own words. Once they have written the main idea, have them find three supporting facts from the story.

To extend the project, ask students to add pages to the Wixie file and use the Paint and Text tools to recreate their favorite scene. What could they draw in the background to share the main idea.

#### Wixie Activity:

Main Idea



### LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

### Folktales

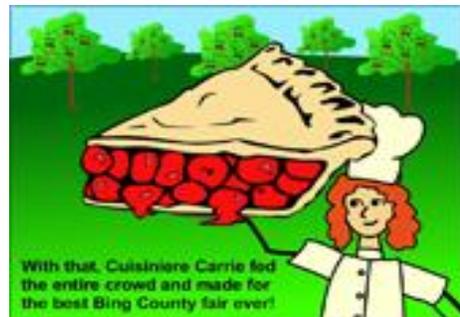
Folktales – traditional stories that include a moral – can be found in cultures around the world. Explore examples of a variety of folktales. You can find a great collection of American folktales at:

[www.americanfolklore.net](http://www.americanfolklore.net). Once your students are familiar with the format, have them choose one of their favorite folktales and use Wixie to create and print booklets that retell the story.

To give the project a more authentic spin, have the students retell the stories in the form of comic pages. Rather than using a template, have students create and illustrate four or six pages in Wixie. Then, have them click the Send button on the toolbar, choose the Print as Postcard (4 panel) or comic (6 panel) layout to create one comic sheet with each Wixie page as a panel.

#### Wixie Activity:

Booklet



### LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

## Character Cause and Effect

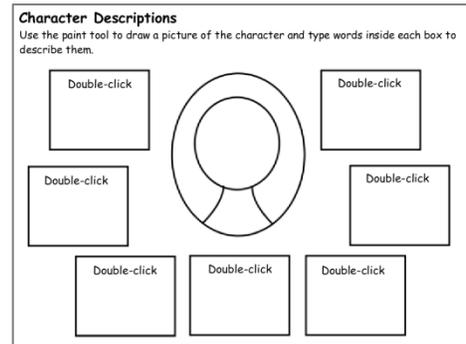
Third graders begin to understand a character's, or characters', motivations and traits within a story. To help assess their growing ability, have them complete Wixie's Character Description activity to show the traits of the main character in a book you have read as a class or they have read independently.

To challenge your students to share what they comprehend about the actions in a story, have them complete the Cause and Effect activity to describe events in the story. Make sure they identify the "who" for each cause. When they are finished, have them use both of their Wixie files to explain how the main character's motivations and feeling impacted the events in the story.

### Wixie Activities:

Character Description

Cause and Effect



### LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

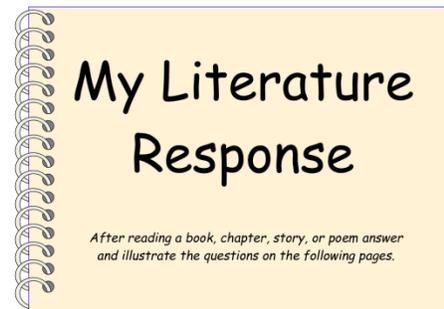
## Response to Literature

Asking students to share what they think and understand about what they have read helps you assess comprehension and validates their perspective. After students read a story or poem, have them respond to and illustrate the prompts on each page of the Response to Literature book. Ask them to use identify a chapter, scene, or stanza as they respond to and illustrate each sentence.

Students can also use Wixie to create a book talk in which they share excerpts from the story, retell an important scene, and record their thoughts about the story.

### Wixie Activity:

Response to Literature



**LITERACY.RL.3.7**

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

**Pictures Tell a Story**

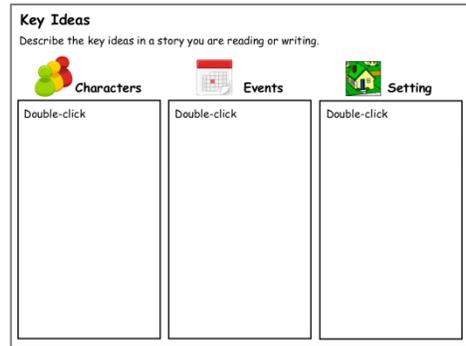
Illustrators work hard to make the text come to life in pictures, often using colors and different techniques to create the mood of a story. There are many great picture books out there, including the story of *The Giving Tree* by Shel Silverstein, or check out graphic novels. Share an illustrated book with your class, and do a picture walk with your students. Ask students to share what they think happens on each page based on the illustrations.

Open the Key Ideas activity in Wixie and project for your students. Work as a class to enter information about what they infer about characters, setting, and events using only the pictures in the book.

Next, read the story. How close were the students’ guesses to the actual characters, setting, and events in the story? Find a part that students didn’t know from the pictures. Ask them what the illustrator could have done to better help them understand. Ask students to develop their own illustrations for this passage at a center in your classroom and record their voice to point out the extra details in the illustrations and how they enhance the story.

**Wixie Activity:**

Key Ideas



**LITERACY.RL.3.9**

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

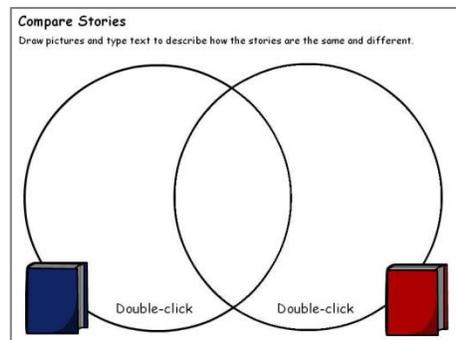
**Compare Stories**

Have students read a series such as “Two Bad Ants ” and “Just a Dream” by Chris Van Allsburg. After students have read two stories, use the Compare Stories activity in Wixie to compare them.

Have students add text and pictures that show how each story is different in the parts of the circle that do not overlap. Then, ask them to brainstorm ways that the themes, settings, and plots are similar and write about or draw them in the place where the circles overlap.

**Wixie Activity:**

Compare Stories



## Reading: Informational Text

### LITERACY.RIT.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### Explore Main Idea

Have your students think about the main idea as an umbrella that covers all of the content and holds it together. Share a couple of different nonfiction books related to a science or social studies topic you are studying. Look at the cover picture and title. What is the main idea? Now explore the titles, pictures, and text inside the book. How are they organized?

Project a copy of Wixie's Main Idea Umbrella activity for students to see. Work together to add text that describes the main idea of one section. Also brainstorm key details from each paragraph in that section.

You can also have students use the Main Idea Umbrella activity on a nonfiction topic they will be exploring in their writing workshop. This will help them collect information for their writing. You can also have students create a page that illustrates the main idea using clip art, the text tool, and the paint tools.

#### Wixie Activity:

Main Idea Umbrella



### LITERACY.RIT.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

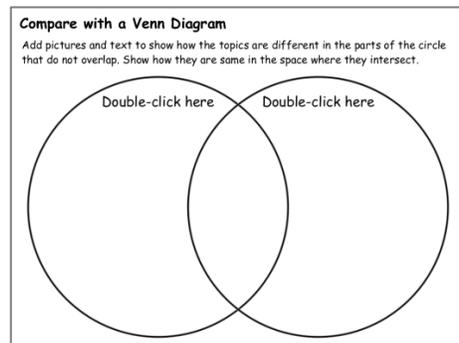
#### The Right to Vote

The election period is a great time to discuss how the right to vote for all Americans came about. Read a book about Susan B. Anthony, Elizabeth Stanton, or Martin Luther King. Talk with your students about the suffrage movement and equal rights movement. What are some of the similarities to these two major movements? Why is the right to vote important to all United State Citizens?

First, open the activity and work as a class to compare the two using the Venn Diagram. Then, have students choose one of the events from the class comparison to research and share. Have each student create a page in Wixie with text, illustrations, and voice narration to share information and facts about each important part of the Right to Vote.

#### Wixie Activity:

Venn Diagram



**LITERACY.RIT.3.4**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Vocabulary Trading Cards**

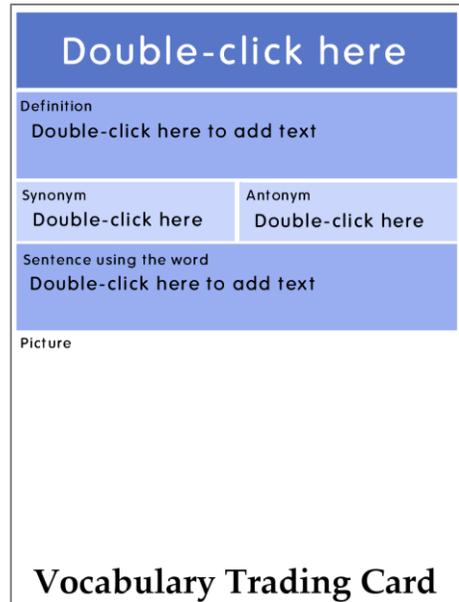
Students are more eager to learn new vocabulary when they get some choice in the matter. As you are exploring nonfiction on a topic in your classroom, ask your students to keep track of new words they encounter. Give them the definition or have them look up the meaning of each word on their list.

At the end of the week, or unit, ask students to choose their favorite new word and create a trading card to teach the meaning to other students. Students should define the word so that other students can understand the meaning, use it in a sentence with the same context as the unit you are studying, and draw a picture that helps describe the meaning.

Then, have them click the Send button on the toolbar, choose Print, choose Repeat Page, and select Postcard so they can cut them out and distribute them to the rest of the class.

**Wixie Activity:**

Vocabulary Trading Card



**LITERACY.RIT.3.5**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**Research Geography of Our Nation**

The United States has a variety of geography, which is shared in the song “America the Beautiful”. With teacher guidance, students will research a given geographical feature of the United States, such as the mountains, the plains or the desert using the Internet.

Students will then add text and drawing to this Wixie template to create a mini-booklet with the information learned through their Internet research. Have them add images to help enhance the booklet by selecting stickers and then using the search function to find images that match the geography the students are researching.

**Wixie Activity:**

Booklet



LITERACY.RIT.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

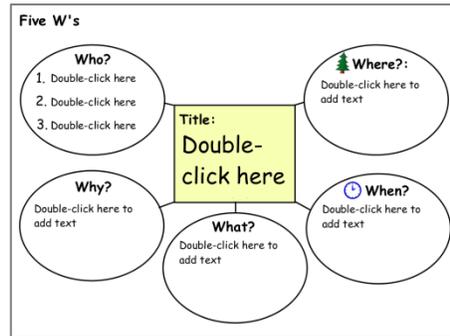
**A Picture is Worth a 1000 Words**

Locate before and after shots from a major event of a location or throughout history. Consider images of your local Main Street fifty years ago and today, or the skyline of a major city, or an area before and after extreme weather. Ask students what they can tell about the changes that took place from the pictures. Were the changes natural or man-made? Is there evidence of damages, changes thanks to technology, growth of the population?

Have students choose a location and a point of history to find two images, one before the event and one after the event. Insert the images onto the page. Add text to describe the scene before the event and then on the next half of the page under the changed picture add how the scene changed and what caused it. Have the students print or present their page to share it with the rest of the class.

**Wixie Activity:**

Notebook



LITERACY.RIT.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

**Two Sides of Every Tale**

Read a version of The Three Little Pigs and then Jon Scieszka’s “The True Story of the Three Little Pigs.” Have the students compare the similarities and differences between the two texts. Let your students know you want them to compare the two books.

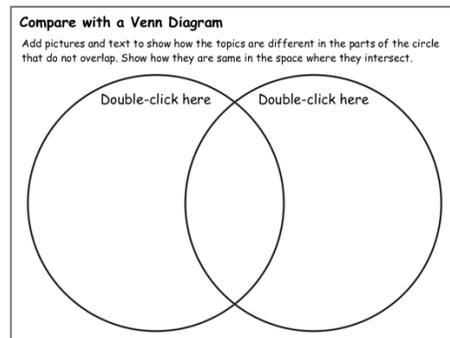
Work with your class to compare the two stories and record your ideas on the Venn Diagram. Students will likely first come up with differences in content between the two books. If necessary, lead the conversation toward identifying differences in style and delivery. Record their observations on the Venn diagram.

Now read “The Three Little Wolves and the Big Bad Pig” by Eugene Trivizas. Have the students compare all three tales, with similarities in the center. Have students add a page to draw their favorite scene from the three tales and then record their voice sharing why this was their favorite scene and what is happening in the scene.

**Wixie Activities:**

Venn-2

Venn-3



## Reading: Foundational Skills

### LITERACY.FS.3.3

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

#### Practice with Prefixes

Wixie contains a wealth of activities on parts of speech. The specific activities can help you zero in on specific areas for practice for English Language Learners. Rather than working as a whole class or even in a lab situation, consider making specific activities available for student practice at a center in your classroom.

The Prefixes and Suffixes activities ask students to drag the prefix or suffix at the bottom of the page to complete words that include a short definition or description. Have students print or save their finished work to use as an assessment of skill mastery as you work one-on-one with other students.

Students can also create a word journal using multisyllabic words and words with common suffixes (for example, likable, admirable, adorable). They can extend their written journal entries by drawing pictures of the meaning and narrating each word and its sounds.

#### Wixie Activities:

Prefixes

Suffixes

**Prefixes**

Click and drag the prefixes at the bottom to complete the words defined.

Yell <b>out</b> . ___ claim	Away <b>from</b> here. ___sent
Cling <b>to</b> . ___ here	<b>Not</b> enough. ___sufficient
Impressed <b>by</b> . ___dazzled	Decided <b>before</b> . ___destined
<b>Not</b> suitable. ___ proper	Take pureness <b>from</b> . ___file
Look at <b>again</b> . ___ view	<b>Not</b> regarding seriously. ___impressed
Move <b>forward</b> . ___motion	<b>Make smaller</b> . ___press
Take <b>apart</b> . ___connect	<b>Under</b> water. ___marine
Fence <b>in</b> . ___close	

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# Writing

## LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

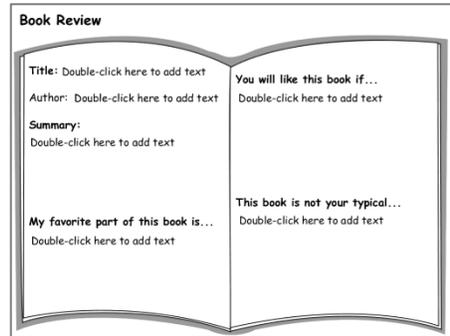
### Book Review

Have students choose one of the books they have read and enjoyed to share with others and use Wixie to create a wanted poster for the selected book. They can use Wixie’s paint tools to illustrate their favorite parts of the book.

Students can also create postcards or trading cards to tell other students about books in the library. Have students use the Send button to print out the pages as postcards (four to a page) or comics (six to a page). Then cut them out, laminate them, and share them with other students at your school to help them choose books when they visit the school library.

#### Wixie Activity:

Wanted: Book Review



**Book Review**

Title: Double-click here to add text

Author: Double-click here to add text

Summary:  
Double-click here to add text

My favorite part of this book is...  
Double-click here to add text

You will like this book if...  
Double-click here to add text

This book is not your typical...  
Double-click here to add text

## LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### The Best Way to Spend a Saturday

As students learn how to write informative texts, focus on the structure of their writing more than on the content. Ask your students what would be the best way to spend a Saturday. How will they get around? What would they like to do? Who will they spend their day with? Have each student use the Flowchart activity to plan out the necessary steps.

Once their steps and ideas have been added to the flowchart, assign and have students use the Booklet activity (Activities>Templates>Booklet) to write in complete sentences using order words and design a 4-page booklet. Encourage them to use order words (first, after, next, and finally) in their writing. Have students print booklet style, fold, and share their books with peers and family.

#### Wixie Activity:

Flow Chart

#### Flowchart

Think about all the steps in the process. Write the first step in the process in the First box. Write the next steps in their own boxes.

Topic: Double-click here to add text
First: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Last: Double-click here to add text

### LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### Descriptive Writing - Burger Style

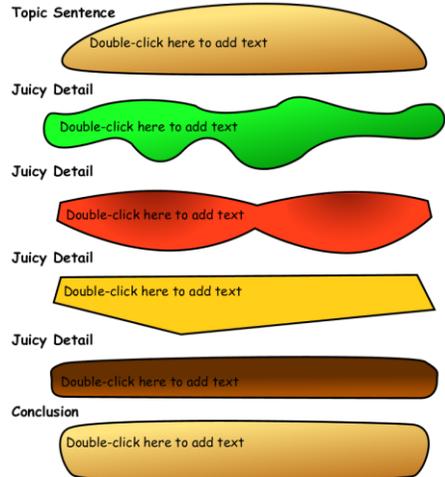
Have students develop a personal narrative about something that occurred recently, such as a field trip or a science experiment. A familiar event should help them easily determine sequence as well as remember specific details to make their writing descriptive. Have each student plan their writing using the Burger Writing activity in Wixie. In this simple diagram, students start with the topic and brainstorm juicy details that make their story tasty and interesting.

After the introduction and conclusion (the buns that hold the piece together) and the juicy details have been outlined, have students write and illustrate each idea on a separate page in Wixie. Print out the pages as a comic or embed them in the class website to create online books.

**Wixie Activity:**  
Burger Writing

#### Burger Descriptive Writing

Use the burger to complete your descriptive paragraph.



### LITERACY.W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### Our Holiday Customs

As a class, brainstorm the different holidays that they celebrate. What parts of the celebration make the holiday special? Ask how the students celebrate the holiday that makes it special.

Have students choose their favorite holiday or select one from a list. Have them log in to Wixie and design a page that explains how they celebrate this holiday to make it special. If possible, have students share pictures from their actual family celebration. Include other images, text and audio.

When students are finished with their page, have them click the Wixie button and choose Share. Log in to your teacher account, open the Wixie application, click the Wixie button and choose Import Pages to collect student work into one file. Embed the project onto the class webpage or blog or share the link in your school's social media platform.

The image shows a student's Wixie page titled "Our Thanksgiving". The page has an orange background. The text reads: "I always get to see my cousins on Thanksgiving. They don't live nearby so it is fun to see them. We take a funny picture together and give it to my grandma." Below this is another paragraph: "My dad likes to cook, and is in the kitchen all day. My mom and dad both hate turkey, so we never get to eat that. Lucky bird." At the bottom left, there is a circular icon of a turkey with a red 'X' over it, and the text: "The only part I don't like is eating so many vegetables." On the right side, there is a photograph of several children sitting on the ground, barefoot, with their legs sticking out.

## LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

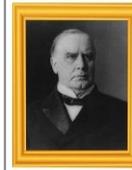
### Author Biography

Ask the class who are some of their favorite authors, and why that person is their favorite. As the class brainstorms the reasons they like different authors, or illustrators, and record the information.

Next, have the students start researching using biographies in the library and favorite websites. Once the students have finished with their research, have them log into Wixie and create a biography booklet or presentation about their favorite author.

Student biographies should have a title page, information about the author's early life and about the author's published works. Include images, text and audio. Link to or embed the web shows on your classroom or school website to share with family and community.

#### William McKinley



Who was born in Niles, Ohio in 1843, went to Allegheny College for a short time, and was a teacher in a country school before enlisting in the Union Army during the Civil War? That would be William McKinley who went on to become the 25th president of the United States of America. After the war he studied law and married Ida Saxton. He served in Congress and was well liked and successful. He became president in 1893 just as the Great Depression was coming to an end. During his presidency McKinley had many foreign policy challenges. McKinley served two terms as president. It was during this second term in 1901 that his life was cut short. At the Buffalo Pan-American Exposition he was shot and died eight days later. I hope you learned something about the 25th president of the USA.

Written facts from <http://www.whitehouse.gov/about/presidents/williammckinley> (May 3, 2010).

# Speaking & Listening

## LITERACY.SL.3.2

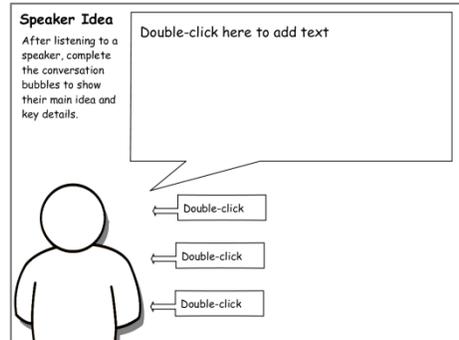
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Career Fair

It is important to connect the learning that goes on inside the classroom with the work and lives of people outside of it. One common way we make this connection is by inviting “experts” to our classes to share knowledge and information as it relates to their career. Encourage students to take notes about what they are hearing.

After a guest visits, have students complete the Speaker Idea activity in Wixie to summarize the information they learned. Have students print out their pages and use them to discuss the visit with another peer or share with the entire class.

#### Wixie Activity: Speaker Idea



## LITERACY.SL.3.4

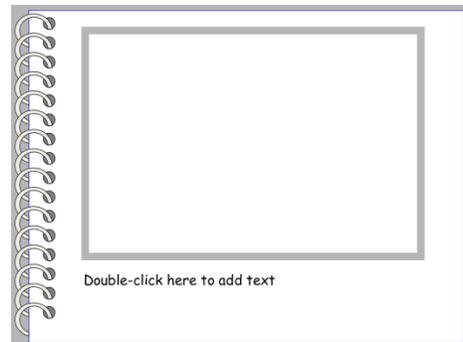
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### Class Memory Book

At the end of the school year, let students know that they will create a page for their class memory book. You might choose to have each student recount a favorite event, or brainstorm as a class, a list of things that happened over the year and assign an even to each student as their topic for the class memory book.

Log in to your teacher account. Click the Activities tab, open the Templates folder, and select the Memory Book activity. Click the Assign button to assign the activity to students.

Ask each student to write about the event, use the Paint tools and stickers to add appropriate illustrations, and then click the Record button to record their description of the event. Link to or embed their projects on your classroom or school website to share with family and community.



### LITERACY.SL.3.5

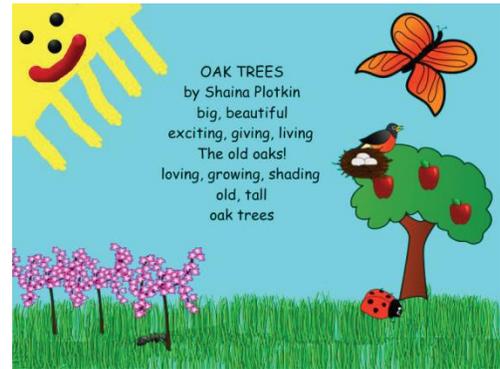
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### Our Preferred Poetry

Poetry is a great way to learn to read aloud with intonation, cadence, and expression, especially when the poems are silly and written for kids! Collect your class's favorite poems or give students time to explore the poems at [www.gigglepoetry.com](http://www.gigglepoetry.com). Have each student select a poem they want to read and illustrate.

Have students copy and paste the text from [gigglepoetry.com](http://gigglepoetry.com) onto a blank Wixie page. Have them use the Paint tools and Stickers to add illustrations that support the content of the poem. Click the record button to record the student reading the poem with intonation and inflection.

Link to each student's Wixie page from your classroom website to create a poetry destination for parents to visit. To combine all of their pages into one file you can embed on your web site, have them click the Wixie button and choose Share. Log in to your teacher account, open the Wixie application, click the Wixie button and choose Import Pages to collect student work into one file.



## Language

### LITERACY.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

### Vocabulary Trading Cards

As you read to the class or as students are reading independently, have students raise their hand to let you know they encounter an unfamiliar word. Have them ask the rest of the class if anyone can help share the meaning of the word. Keep a list of these new words and post it where all students can see and add to it.

At the end of the week or unit, ask students to choose a word from the list and create a vocabulary trading card to teach others about the word. Students should define the word so that other students can understand the meaning, use it in a sentence with the same context as the unit you are studying, and draw a picture that helps describe the meaning. Have students print enough copies of their page using the Send button in Wixie. Here they can choose Print, Repeat Page, and Postcard to print copies they can cut out and distribute to the rest of the class.

#### Wixie Activity:

Vocabulary

### Create an Idiom Dictionary

Some idioms are easy to understand (i.e. All bark and no bite) due to the obvious figurative connection, but others aren't quite so easy and require cultural or historical knowledge (i.e.: that attorney is an ambulance chaser). Assign each student an idiom and have them use Wixie to create dictionary entries that explain their idiom with text, illustration, and narration.

Once the pages are created, you can have students print them as trading cards or postcards to share with the class (Send button). But printed projects won't include narration, so you may also want to link to each student's idiom page from your classroom web site to create your own online idiom dictionary to share as a resource for others outside of school.

#### Wixie Activity:

Idiom

Double-click here	
Definition Double-click here to add text	
Synonym Double-click here	Antonym Double-click here
Sentence using the word Double-click here to add text	
Picture	
Vocabulary Trading Card	

Vocabulary Double-click here to add text
Definition Double-click here to add text
Used in a sentence Double-click here to add text
Picture

## Lesson Plan

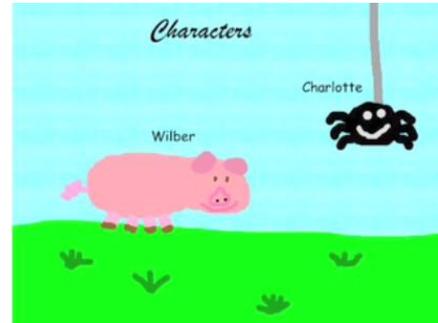
*While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.*

### Book Trailers

Students will explore character, plot, and theme and learn to write persuasively as they develop a movie-style trailer for a book they have read.

### Task

Between iPods, cell phones, portable game consoles, and TV, kids are spending less time reading than ever before. The local public library is looking for a way to promote reading to elementary students. They have asked you to create a short digital booktalk – like a movie trailer for a book – that they can use in the children’s section of the library.



### Engage

Getting students to read isn’t always easy. Choose one of your favorite books and share it with your students in a way you think will get them excited about reading it. Then, tell why it was your favorite book.

Ask students what gets them excited about reading. Is it the characters? Is it the setting, an exciting plot, interesting themes, or a personal connection with the story?

Let your students know they will be using Wixie to create a booktalk in the form of a movie trailer to promote one of their favorite books.

First, have students determine which book they want to promote. Then, have them answer the following questions:

Have I read another book by the same author?

Did I like it as much as this book?

What genre is this book?

Is this a book part of a series?

Do I have a personal connection to this book?

To better advertise their book, students need to be able to identify the theme. Themes are the fundamental and often universal ideas explored in a literary work. They are BIG ideas, like friendship, love and courage. For example, when a character stands up for a friend in a story, we can infer from their actions that friendship and courage are themes in the story.

Common themes your students can look for in their books include:

- friendship
- courage
- fairness
- love
- loyalty
- anger
- cooperation
- determination
- being different

As a class, explore how authors use themes to guide their writing. Ask students to reread important parts of the book and take notes as they analyze the book's characters, setting, and plot to determine the theme. The actions of the main character are a great place to look for the theme.

To gather information students can use to develop their booktalk, use graphic organizers like thought webs and the 5 W's to show the central theme of the book as well as events in the story that relate to the theme.

## Create

Next, have students prepare a script for their booktalk. An exciting script should include:

- An interesting hook.
- A vivid description of an event that supports the theme.
- The title and name of the author at the conclusion.
- A call to action.

Remind students that showing the story is more effective than trying to retell the story. As they write the script, have them think of the booktalk as a movie trailer. Their goal is to leave the viewer with a compelling reason for checking out that book!

To transform the script into a video, it is helpful to have a storyboard or map of each student's vision. The storyboard should include information about which portion of the script each scene will include and what images and sound files will be used to support it. When the storyboard is complete, have students begin gathering images, music, and sound effects to support their vision.

Have students use Wixie to build their booktalk. They can use images from Pics4Learning, or illustrate using the paint tools to create their own images. They should record their script, add sound effects, or background music to match the tone and purpose of the booktalk.

## Share

Share the book trailers with the rest of the class or play them on the morning announcements to encourage others to read the books. The librarian may choose to show the trailers in the library as other classes come in for their scheduled library time. If your district or community has public access television, try to get your students' booktalks aired.

## Standards

**RL 2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL 3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL 5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**RL 6.** Distinguish their own point of view from that of the narrator or those of the characters.

**RFS 4.** Read with sufficient accuracy and fluency to support comprehension.

**W 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W 4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W 5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**LS 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**SL 4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**L 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# Mathematics

## Operations & Algebraic Thinking

### CONTENT.3.OA.A.1

Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

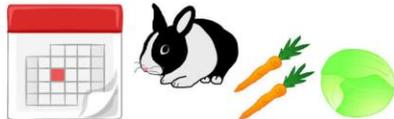
### Multiplication in the Real World

Real life practice of the multiplication tables will help the students understand why they need the skill and will help them retain the skill. Have students think of a time when they had to add items that were already grouped together, such as there are “five tables with seven new books on each table. How many new books did the library receive?”

Assign each student a multiplication fact. Then students open Wixie, and using the Wixie tools, write their “real world” multiplication story. Use images to show the objects being grouped. Add audio to the slide sharing how multiplication made solving the problem easier. Then share the project.

As the teacher, import all of the pages into one class file. Embed the project on your class web site or share the link with parents.

Feeding the Class Bunny - Mr. Whiskers



I have to take care of the class bunny over our holiday break. Ms. Sanchez says he eats 2 carrot and 3 pieces of lettuce a day. If he is at my house for 12 days, I can just multiply to figure out how much I need to tell my mom to buy.

$12 \times 2 = 24$  carrots  
 $12 \times 3 = 36$  pieces of lettuce

### CONTENT.3.OA.A.3

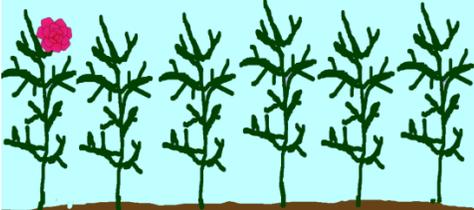
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

### Now That’s a Problem

Read **Bunches and Bunches of Bunnies** by Louise Mathews to your students. This book explains the concept of multiplication using pictures. Work as a class to brainstorm everyday objects that work for multiplication word problems.

Have each student brainstorm a word problem and then use Wixie to write out the word problem and add illustrations that show the multiplication. For example, “Mr. Brown has 5 rose bushes in his garden. If he can sell each rose for \$3, how many roses does each plant need to produce for him to make \$30?”

Have each student duplicate their first page to show how they would solve the equation mentioned in the word problem. The second page should demonstrate how to solve the problem with an equation and by highlighting the array in the image.



Mr. Brown's has 6 rose bushes in his garden. If he can sell each rose for \$3, how many flowers does each plant need to produce for him to make \$90?

**CONTENT.3.OA.B.5**

Apply properties of operations as strategies to multiply and divide.

**Student-created Tutorials**

Talk to students about the commutative, associative, and distributive properties of multiplication and how these can be applied to problems to make them easier to solve. For example, the distributive property means you can multiply a number by breaking the number into parts, like tens and ones, multiplying the parts separately, and adding the products.

Have students work to develop multi-page projects in Wixie that introduce a property of multiplication or division and demonstrate how it can be used as a strategy to solve sample operations.

Having students create their own tutorials provides them with an opportunity to demonstrate their knowledge while helping their peers. Link to student tutorials from your classroom web site so students can use the tutorials as homework, review, and for differentiation.

**Commutative Property of Multiplication**  
If 2 friends come to your birthday party and each bring 3 gifts, you get 6 gifts. If 3 friends come to your birthday party and each bring 2 gift each, you get 6 gifts.



$2 \times 3 = 6$                        $3 \times 2 = 6$

**CONTENT.3.OA.D.9**

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

**Multiplication Patterns**

While many students can simply memorize the multiplication tables, others need to see and understand the underlying patterns to be able to apply this knowledge to fractions and other operations in the future.

Have each student open the Multiplication Chart activity in Wixie. Look at the numbers in the 5 column. See if students identify that the product always ends with a 0 or a 5. Then, work with students to see if you can determine a simple rule (like even and odd) for this pattern.

Let students explore the multiplication chart on their own. Encourage them to look diagonally as well as horizontally and vertically. What other patterns can they find? How do 0 and 1 work?

**Wixie Activity:**

Multiplication Chart

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

# Number & Operations-Fractions

## CONTENT.3.NF.A.1

Understand a fraction  $1/b$  as the quantity formed by 1 part when  $a$  whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

### Real World Fractions

When represented only by numbers, fractions can be scary. This is why most people introduce fractions with mathematics manipulatives or familiar objects like chocolate bars. After exploring how to identify and create basic fractions using a chocolate bar or another manipulative, assess your students' understanding using various Wixie Fractions activities.

As your students start to identify fractions in the world around them, have them create a poster sharing examples of fractions in the real world.

#### Wixie Activity:

Fractions

**2 / 3 two thirds**

Let's hear it for two thirds!

If you have been in class two-thirds of the day, you have already eaten lunch and will be done soon!

If you eat  $2/3$ 's of your vegetables it looks like you tried and your mom may let you have dessert.

If you have read to this paragraph, you are more than  $2/3$ 's of the way done with this trading card.

The yellow box takes up  $2/3$ 's of the card!

# Measurement & Data

## CONTENT.3.NF.B.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

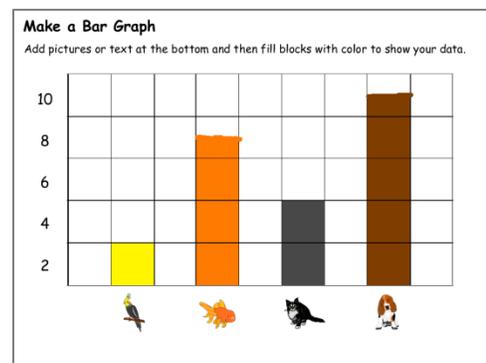
### Favorite Bar Graphs

Have students use the Make a Graph Activity, as the basis for their own data collection. Have small teams of students choose a topic (like favorite food, sports, or pets) and have them survey the members of their team and other class teams.

Team members should determine the largest number of respondents in any category so they can select units of measurement for the graph. Teams can then work together to collect data and then individually record it in Wixie by filling in each square with a solid color using the paint bucket or by adding stickers to each square to create a pictograph.

#### Wixie Activity:

Make a Graph



**CONTENT.3.NF.C.6**

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

**Find the Area**

Finding the area of various geometric figures is a simple and useful mathematical operation that often proves useful in the real world, for example when you need to know much carpet to buy to re-carpet a room in your house.

Work with students to develop foundations in determining area using the Find the Area activity. Project the activity where all students can see and work together to count the squares. Continue by having students work, individually to assess their understanding.

To extent their learning, have students use the Grid activity to design a new playground. Then, have students fill in squares to estimate the area each part of the playground will occupy.

**Wixie Activity:**

Find the Area

**What's My Area?**  
Calculate the area of each shape and enter it below. Each square has a width of 1 unit and a height of 1 unit.

Double-click here	Double-click	Double-click
Double-click here	Double-click here	

# Geometry

## CONTENT.3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

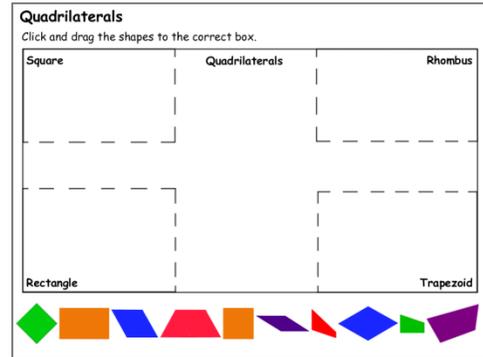
### Quadrilaterals

Talk about shapes in different sizes and categories. Any four-sided, 2-dimensional shape with straight sides is a quadrilateral. There are special types of quadrilaterals like rhombus and rectangles. Use this activity to practice understanding of the different types of quadrilaterals

After students complete the activity, have them add a text box or record their voice to share the rule for what makes each type of quadrilateral different from the others.

#### Wixie Activity:

Quadrilaterals



## CONTENT.3.G.A.2

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

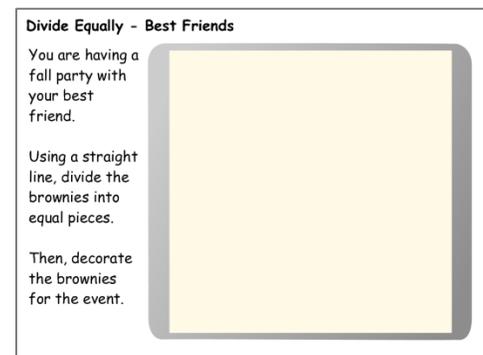
### It's a Party!

We all know how important it is to get the biggest piece of dessert! But what do you do to avoid conflict when you are the host? Divide equally! Ask your class to describe the meaning of the word equal. What does equal mean when you talk about shapes in math? To assess your students' understanding of equal, have them complete the multi-page Divide Equally activity in Wixie.

Once they have the hang of dividing equally, ask your students to draw a picture of equal parts and then write a story to support the illustration. You can use the Sentence Strip activity as a template, or have them add a new page to the Divide Equally activity.

#### Wixie Activity:

Divide Equally



## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### Fantastic Fractions

Students will use Wixie to demonstrate the concept of fractions and how fractions are written in mathematical terms.

### Engage

Discuss the concept of fractions with your students. Help them understand the concept of less than 1, but greater than 0. Provide everyday examples of fractions, such as slices of pizza, orange segments, or squares of a chocolate bar. You can have students work along with you as you read **The Hershey's Milk Chocolate Bar Fractions Book** by Jerry Pallotta and Rob Bolster.

Show how you can divide one object into many objects and how this translates into a written fraction. For example, when 1 chocolate bar is separated into 4 pieces, each piece equals  $\frac{1}{4}$  of the chocolate bar.

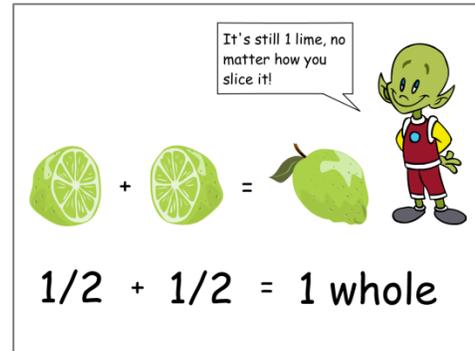
Have students work with their parents, or other family members, to brainstorm a list of foods and household objects that can easily be divided into fractions. Have students share their ideas as you create a master list of objects. Have students bring objects to school and work as a class to discuss how each whole object can be divided into pieces that represent fractions.

### Create

Let students know that they will work in teams to demonstrate how to divide a whole into fractions. Divide students into small groups of 3–5. Have each team choose an object from the list that the class brainstormed.

Have the team create a storyboard that demonstrates how they will divide their object into different fractions. Their storyboards should demonstrate how they will show the object as a whole, how it will be divided into fractions, and how these fractional parts will be labeled. This will help you evaluate for comprehension before they begin working.

Each team should determine which pages in the project that each team member will create. Have each student work to design their assigned page. When they are all finished, have them click the Wixie button and choose Share. Then, they can click the Wixie button and choose Import Pages to collect the pages from their team into one file.



## Share

Celebrate their success by having each team share its presentation with the rest of the class or to another class learning fractions. As they present, ask team members to share what they learned about fractions as they built their project. You may also want to share the completed files by embedding the projects on your web site.

## Standards

NOF 1. Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

G 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

# Using Wixie with Fourth-Grade Students

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In fourth grade, a student's ability and understanding are growing rapidly. Expanding curiosity and the ability to find answers on their own allows 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. As they build projects, encourage them to be creative and remind them it takes practice to get good at writing and drawing. Try to find ways to give their creations an audience. This will help keep their time in Wixie from feeling like "work."

As you explore some of the ideas in this guide, think of the students in your class. Which ones will respond if allowed to explore content in this way? Wixie allows you to assign different activities to different students, so you can more easily adjust the content and work to meet individual student learning needs.

Don't forget time for open "play" in Wixie so students can explore wherever their interests lead. Passion for learning is one of the most important things to teach at this age!

# Language Arts

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## Reading: Literature

### LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

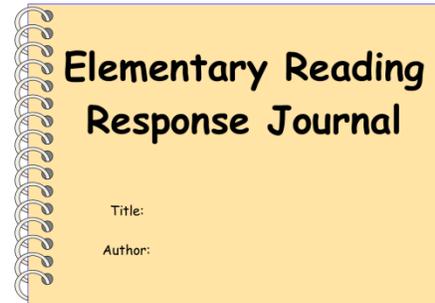
### Reading Response Journal

As students are working through leveled readers, assign Wixie’s Reading Response activity to explore details in a story that hint at the theme. The Reading Response Journal activity includes opportunities for summarizing events, sharing how text made a student feel, and opportunities to compare and make predictions.

Most reading series are organized by themes, making it easy to compare texts with a common theme and explore how different authors address the same theme. Using Wixie’s Compare activity (Activities>Graphic Organizers>Templates) can also help students identify ways that different stories approach a theme.

#### Wixie Activity:

Reading Response Journal 3-5



### LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

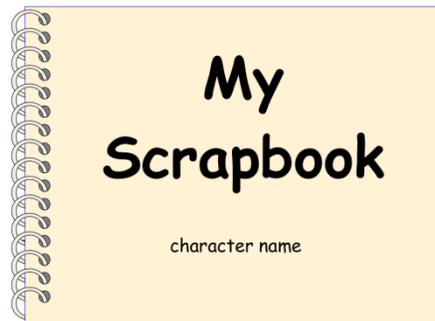
### Character Scrapbook

To begin, work with your class to brainstorm traits of the main character of a story you are reading. Open the Character Description activity in Wixie on an interactive whiteboard and work together to add in details. Be sure that students support the “what” details they identify with relevant examples from the text.

Have students demonstrate their understanding by creating a digital scrapbook for a character. The Character Scrapbook activity includes pages for students to write journal entries about important events from the main character’s perspective, a picture page to show important events, a souvenirs page to share objects and explanations of why they are important to the main character, and a page for them to write a letter from the main character to a secondary character about a problem in the story and the secondary character’s response.

#### Wixie Activity:

Character Scrapbook



LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

First or Third Person?

Read a traditional version of the Jack and the Beanstalk story to your students. Then read Julia Donaldson’s version, **The Giant and the Joneses**. Not only is the Donaldson’s version told in the first person, it is told from the perspective of a young female giant! Talk with your students about the point of view shared in a story. How do first-person and third-person writing affect how you perceive point of view?

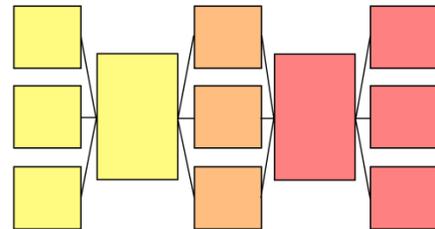
Have students complete the Compare activity to find similarities and differences in the two stories. After they have worked individually, have students share their comparisons with a critical friend. Students should use the information in each of their comparisons to answer questions like: What details did not match between the stories? Was something left out of the first-person version? Does point of view affect how we perceive events in a story? Might an author use point of view to show us the parts of a story they want us to believe?

Wixie Activity:

Compare

Compare - Similar and Different

Write 2 things you want to compare in the large boxes. Describe how they are similar in the boxes in the center and how they are different in the boxes on the outside.



LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Pictures and Silent Movies

Chris Van Allsburg’s books, like **Jumanji** and **Zathura**, are as well known for their illustrations as they are for their stories. Share one of his books with your class, and do a picture walk, asking students to share what they think happens on each page.

Challenge students to determine information about what they think they can know about characters, setting, and events using only the pictures in the book. Print individual student work and work in small teams to compare, or project student projects and discuss as an entire class.

Next, have the students use Wixie to create a “silent movie” of a favorite children’s story using only images. Present the silent movies to the rest of the class. Ask students to guess the story, and then try to identify what happens in each scene. Then, have students record audio to retell the story in their movie. How do written words or audio files improve the communication of the story? How do the images continue to enhance the story?

Wixie Activity:

Key Ideas

Key Ideas

Describe the key ideas in a story you are reading or writing.

 Characters	 Events	 Setting
Double-click	Double-click	Double-click

LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Compare**

Provide students with, or explore together, different versions of a story with similar themes, such as **Cinderella** and **Ella Enchanted** or one title from the **Harry Potter** series and one from the **Charlie Bone** series.

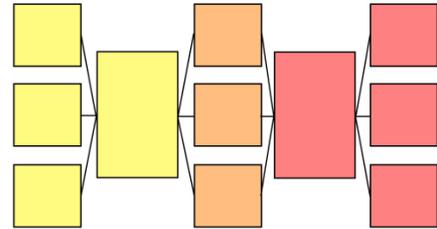
Have students compare the two stories on their own. When they have finished, have them work with a partner to compare and analyze their diagrams. What similarities and differences did they have in common? Which ones were different? After working with a partner, ask students to duplicate their comparison page and create a second version that includes the new information they and their partner uncovered.

**Wixie Activity:**

Compare

**Compare - Similar and Different**

Write 2 things you want to compare in the large boxes. Describe how they are similar in the boxes in the center and how they are different in the boxes on the outside.



## Reading: Informational Text

LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### Explore Main Idea

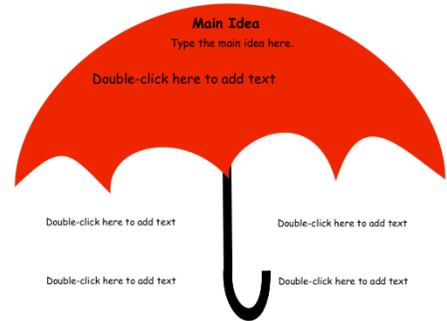
Have students think about the main idea as an umbrella that covers all of the content and holds it together. Share a couple of different nonfiction books related to a science or social studies topic you are studying.

Look at the cover picture and title. What is the main idea? Now explore the titles, pictures, and text inside the book. How are they organized? Project a copy of Wixie's Main Idea Umbrella activity for students to see. Work together to add text to describe the main idea of one section of the book, as well as key details from each paragraph in that section.

Have students complete the Main Idea Umbrella activity on a nonfiction topic they will be exploring in their writing workshop. This will help them collect information for their writing. You can also have students create a page that illustrates the main idea using clip art, the text tool, and the paint tools.

#### Wixie Activity:

Main Idea Umbrella



LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### Inventions

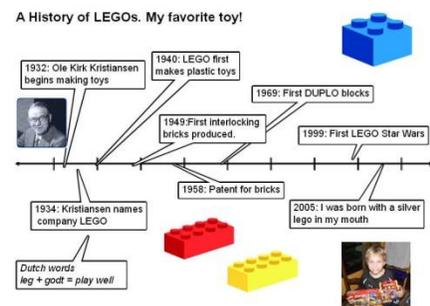
Inventions are fascinating to our students and are all around us. Innovations can also be made to our favorite and most useful tools (OXO kitchen utensils story). Read part of the book **Toys! Amazing Stories Behind Some Great Inventions** by Don Wulffson.

Talk with students about some of their favorite inventions that have evolved over time. How did it started? What is the process of getting a patent? What else do your students know about inventions?

Ask students to select an invention and complete a timeline about the events and process of this invention. Students should complete research on the release of the invention as well as significant events in process of the creation of that invention. In addition to the visual timeline they create, you may want to ask students to create a page in Wixie for each event in the timeline.

#### Wixie Activity:

Timeline



LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

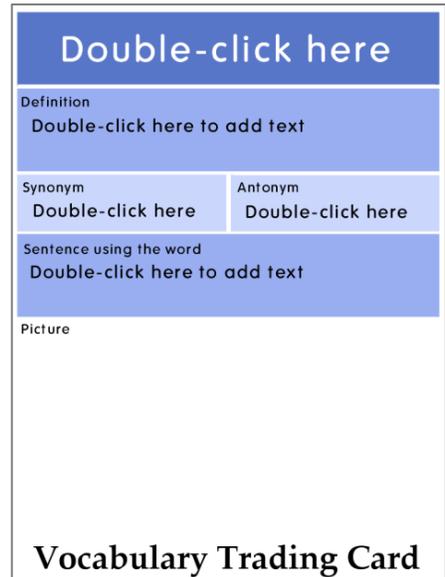
**Vocabulary Trading Cards**

Students are more eager to learn new vocabulary when they get some choice in the matter. As you are exploring nonfiction on a topic in your classroom, ask your students to keep track of new words they encounter. Give them the definitions or have them look up the meaning of each word on their list.

At the end of the week or unit, ask students to choose their favorite new word and create a trading card to teach the meaning to other students. Students should define the word so that other students can understand its meaning, use it in a sentence with the same context as the unit you are studying, and draw a picture that helps depict the meaning.

Have students print enough copies of their page using the Postcard style (4 to a page with the Repeat Page option selected) to cut out and distribute to the rest of the class.

**Wixie Activity:**  
Vocabulary Trading Cards



LITERACY.RI.4.6

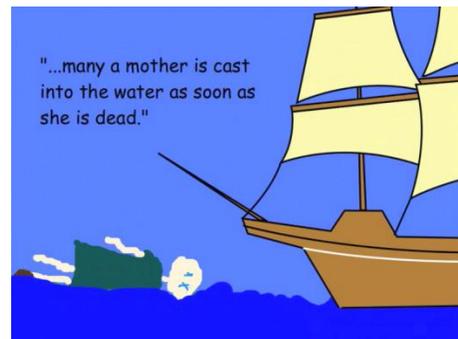
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**A Digital Journal**

Share the story, **The Journal of James Edmond Pease a Civil War Union Soldier** (My Name is America). This is a diary of a young man, age 15, and his life during the Civil War. Have the students select a side of the Civil War and write their own journal of what they are experiencing and how they are feeling.

Assign the Booklet template for the students to use as the diary. Students will print their diary in postcard form (4 to a page) and bind with yarn or string. Share the diaries in the reading center.

**Wixie Activity:**  
Booklet



# Writing

## LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Your Very Own eHow

Television loves DIY (Do It Yourself) programming. There are entire channels devoted to cooking, decorating, and building. The eHow do-it-yourself web site features videos and articles on how to do just about everything. Fourth-grade students are getting more and more capable and many of them have already found passions like soccer, woodworking, sewing, and more.

Combine this media with their current passions by asking students to choose one of their favorite pastimes and create a how-to with Wixie. Letting them practice procedural writing on their favorite topics will engage them in writing informational text.

As they begin to think about what they want to share, have students use the Flowchart activity brainstorm the steps in the procedure as well as identify the words they can use to link the steps, such as next, also, and because.

Once their steps and ideas have been added to the flow chart, have students create individual pages in a new Wixie project for each step someone needs to complete in order to sew a skirt, complete a great corner kick, or bake a great chocolate cake.

Encourage students to use order words (first, after, next, and finally) in their writing and add supporting illustrations to each page. They should record their voice explaining each step and then embed the project (Send button, Copy Project Embed) on the class blog or Edmodo page.

#### Wixie Activity:

Flow Chart

#### Flowchart

Think about all the steps in the process. Write the first step in the process in the First box. Write the next steps in their own boxes.

Topic: Double-click here to add text
First: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Last: Double-click here to add text

### LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Descriptive Writing - Burger Style

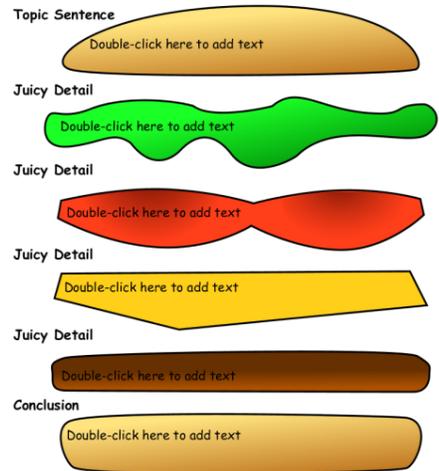
Have students develop a personal narrative about something that occurred recently, such as a family event or a trip to the zoo. Choosing a familiar event will help them determine sequence as well as remember specific details to make their writing descriptive. Have each student plan out their writing use the Burger Writing activity in Wixie. In this simple diagram, students start with the topic and brainstorm “juicy details” that make their story tasty and interesting.

After the introduction and conclusion (the top and bottom buns that hold the story together) and the juicy details have been outlined, have students write and illustrate each idea on a separate page in Wixie. Print out the pages as a comic.

**Wixie Activity:**  
Burger Writing

#### Burger Descriptive Writing

Use the burger to complete your descriptive paragraph.



### LITERACY.W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### ABC's of Fourth Grade

Select a theme for a fourth grade ABC book. You might choose to focus on processed and procedures of 4<sup>th</sup> grade as a book to share with students the next year, select your state or other social studies focus, or even select a general theme like math and use this as an opportunity for review of terminology and concepts.

Assign each student a letter and ask them to use Wixie to create a page for a class ABC book on your topic or theme. For example,, “L is for laughs because Ms. Brown makes us laugh with all the great jokes and stories.”

Students should type text on the page and use the Paint tools and stickers to create appropriate illustrations. When their work is complete, have students click the Wixie button and choose Share. You can log into your account and then import the shared pages into one file. When all pages are together, sort them into alphabetical order and embed the project in a class web site, or print the pages at postcard size to make a book or set of ABC cards.

**Wixie Activities:**  
Any Letter activity



LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Research with Graphic Organizers**

Fourth graders are independent learners and generally want to learn more about topics they enjoy. Have students conduct research on a person in history you are studying, or if you have the support, let them research a famous sports star or musician. A student-driven project will require more assistance to find appropriate informational materials, but often results in increased engagement.

Have students take notes as they complete their research using the Fact or Opinion organizers in Wixie. Rather than writing a research report, ask students to create a two-page presentation in Wixie. The first page should include at least three facts they have found in their research. The next page should include their personal opinions about the subject using opinion words they found in their research such as: feel, believe, always, never, most, best, and worst.

**Wixie Activity:**

Fact or Opinion

**Fact or Opinion**

Describe the topic at the top of the page. After researching the topic, list the facts about the topic in the column on the left and the opinions about the topic in the column on the right.

Topic: Double-click here to add text

Facts	Opinions
Double-click here to add text	Double-click here to add text

# Speaking & Listening

## LITERACY.SL.4.2

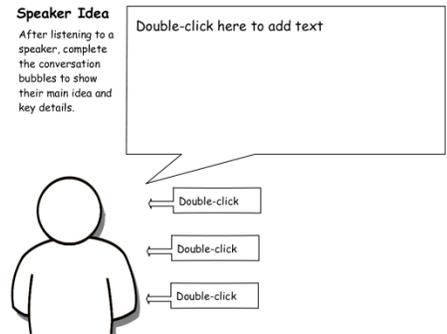
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Our Expert Visitor

It is important to connect the learning that goes on inside the classroom with the work and lives of people outside of it. One common way to make this connection is by inviting “experts” into our classes to share knowledge and information as it relates to their job or personal history. Encourage students to take notes about what they are hearing.

After a guest visit, have students complete the Speaker Idea activity in Wixie to summarize the information they learned. Have students print out their pages and use them to discuss the visit with a classmate or share with the entire class.

**Wixie Activity:**  
Speaker Ideas



## LITERACY.SL.4.4

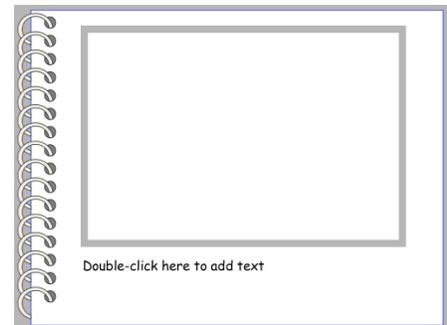
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Field Trip Memory Book

Field trips are one of the most enjoyable and memorable events of the school year. After a field trip, have students create a page for the field trip memory book. You might choose to have each student recount a favorite exhibit or part of the field trip, or brainstorm a list of things that happened during the trip and assign the events to different students to capture for the field trip memory book.

Ask each student to write about the event, use the Paint tools and stickers to add appropriate illustrations, and then click the Record button to record their description of the event. If pictures were taken, bring in a picture of the event. Link to the URLs for each student project from your school web site or class Edmodo page.

**Wixie Activity:**  
Memory Book

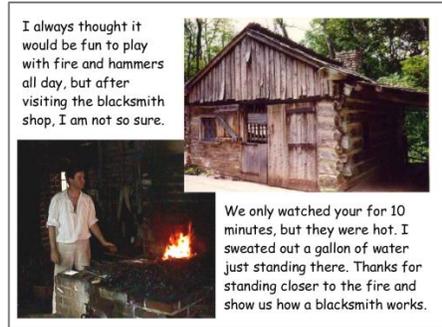


LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Career Ready**

Part of the focus of the Common Core State Standards is career readiness. Have the students research a career that is of interest to them and then create a presentation about the main responsibilities of the career, what skills are needed, and what education is required. Add audio and images to enhance the presentation. Embed the project into the class blog or wiki.



## Language

### LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Preposition Stories

Gillian Ryan, Santee, CA

“I sat down with my plan book and Teacher’s Editions for my combined fourth- and fifth-grade class and noticed a couple of language arts lessons on prepositions for both grades. As a former kindergarten teacher, prepositions always remind me of the book *Rosie’s Walk* by Pat Hutchins. After creating several digital stories this year with my students, I thought my students might like to create their own preposition story. It turned out to be one of the most fun and creative projects that my students created all year. Who knew prepositions could be so fun?

I started by reading *Rosie’s Walk* to my students. They giggled at the story as the blundering fox followed the oblivious hen throughout the farm. As a class we recalled all the places Rosie went—around the pond and over the haystack, which led perfectly into a discussion on prepositions and how we use them in our writing. Normally during this discussion, half the class starts counting the holes in the ceiling tiles or planning ahead to their recess games. However, upon mentioning that they would be making a digital preposition story, eyes brightened, ears perked up, and I had their attention.

We identified the prepositions in the story and brainstormed many more. Working in small groups, the students were given a list of prepositions and a storyboard. They began by coming up with a character and setting. After a little encouragement, they came up with catchy character names like Tyler the Tiger and Yacka the Alpaca. They wrote eight prepositional phrases on the storyboard with quick sketches for the illustrations.

Students created a title page, a page for the beginning of the story, a page for each prepositional phrase, and an ending page using stickers and original drawings. They enjoyed creating pictures with their creatures going up, over, around, and through. For each slide, the students recorded their voices to tell the story. With a few guidelines from me, the students used their creativity and developed fabulous Preposition Digital Stories!”



LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Vocabulary Trading Cards

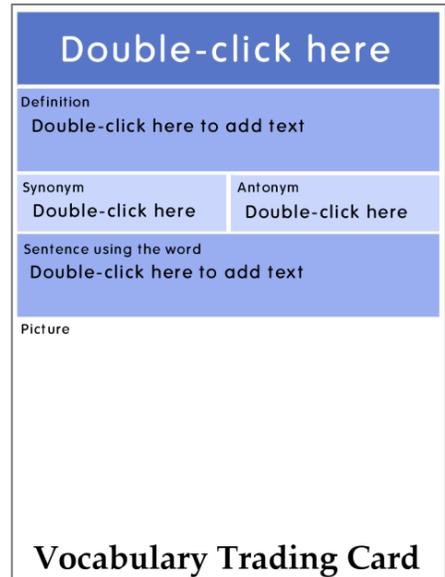
As you read to the class or when students are reading independently, have students raise their hands to let you know when they encounter an unfamiliar word. Have them ask the rest of the class if anyone can help share the meaning of the word. Keep a list of the new words the class encounters and post it where all students can both see it and add to it.

At the end of the week, or unit, ask students to choose their favorite word from the list and create a vocabulary trading card to teach others about the word. Students should define the word so that other students can understand its meaning, use it in a sentence with the same context as the unit you are studying, and draw a picture that helps describe the meaning.

Have students click the Send button, choose Print, choose Repeat pages, and select Trading Cards. This will print the image nine to a page. Have students print enough copies so they can cut out and share their card with the rest of the class. If this size makes it too hard to read the content, try printing at postcard size. This will print the image at four to a page.

Wixie Activity:

Vocabulary (green)



LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

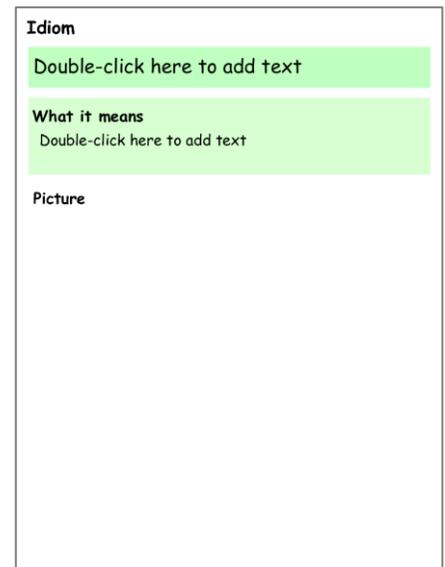
Create an Idiom Dictionary

Some idioms are easy to understand (i.e. All bark and no bite) due to the obvious figurative connection, but others aren't quite so easy and require cultural or historical knowledge (i.e.: that attorney is an ambulance chaser). Assign each student an idiom and have them use Wixie to create dictionary entries that explain their idiom with text, illustration, and narration.

Once the pages are created, you can print them as trading cards or postcards to share with the class. Since printed projects won't include narration, you may also want to link to each students project to create an online dictionary.

Wixie Activity:

Idiom



#### LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

### Mental Image Vocabulary

Mental images of words can help students learn the words and help store the words in their memory. Depending on the level of your students, distribute vocabulary words to each student or to small teams. Have each student or group write a definition for the term and brainstorm synonyms and antonyms for it.

Review their definition and synonyms and antonyms with your students and ask them to brainstorm ideas for pictures that might provide a visual clue to each word's meaning. Have students use a digital camera to take pictures of those clues or explore the Photos folder in the Stickers library to use images from the Pics4Learning collection.

Have students use the Text tool to type the vocabulary term on the page. Choose a fun font in a large size. Add the pictures that match the word. Have students print enough copies of their page using the Postcard style (4 to a page with the Repeat Page option selected) to cut out and distribute to the rest of the class.

You may also want to print the page in color at full-size to make it part of a word wall or classroom vocabulary list. You can also use Wixie's Import Page function to collect all pages into one file and run as a slide show students can watch when they arrive at class in the morning.



**mosaic** - a picture made up of many pieces.

The many different animals and plants of the rainforest make it a mosaic of biodiversity.

## Lesson Plan

*While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.*

### Persuasive and Presidential Writing

Students will use Wixie create a presentation to persuade the National Park Service to add another monument or memorial to Washington DC.

#### Engage

Washington DC is a treasure trove of Memorials and Monuments. Take a picture tour of the different monuments and memorials, sharing the difference between a memorial and a monument.

As a class, create a list of the qualities shared by the monuments and memorials. Let students know that it is their task to identify these qualities in the next person or event that should be added to the DC Monuments and Memorials. They will craft a persuasive argument and then develop a persuasive presentation to convince others to support adding their selection.

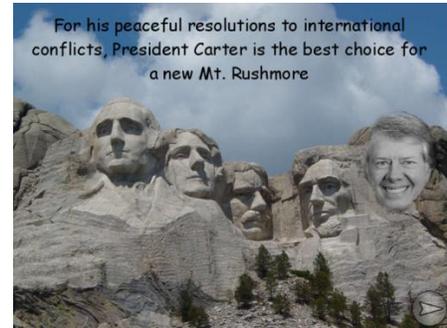
Give students some time to think about the memorial they think should be added. You may want to assign research about several lesser-known events or people before having them choose, or ask them to survey family and friends for their opinions.

Have students choose the event or person they think should be added to Washington DC. You might have them complete a KWL worksheet to help them identify what they already know about their selection, as well as identify topics that they will need to research.

#### Create

The goal of persuasive writing is to convince others to agree with our facts, share our values, accept our arguments and conclusions, and adopt our way of thinking. Discuss elements of persuasive writing with your students, so they are ready to establish facts, provide examples, prioritize arguments, craft an emotional appeal, state conclusions, and communicate logically.

Have each student use his or her research to write a persuasive essay about why their selection should be the next DC Monument/Memorial. Have students share their rough drafts with a classmate before editing and submitting their finished written arguments.



Discuss the structure of the Wixie project with your students. Like their persuasive essay, the first page should contain a position statement, such as “The New DC Memorial/Monument should be \_\_\_\_\_ because...”

The rest of the project should include pages that present arguments why this selection should be added to Washington DC and a final page that restates the position and summarizes the argument. The presentation should include supporting images and illustrations, as well as narration that summarizes the argument.

## Share

Have students share their persuasive presentations with the rest of the class using the Show option on the Wixie toolbar. They can mute the audio if they would like to summarize live instead of playing their recorded narration. As a class, discuss the effectiveness elements of each argument. At the end, can the class choose just one new memorial/monument.

## Standards

RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# Mathematics

## Operations & Algebraic Thinking

### CONTENT.4.OA.B.4

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

### Pattern Rules

Patterns are all around us, in designs for architecture, flooring, art work and much more. Sometimes patterns are for function purposes, as a way to “lock” pieces in. Have students investigate where they see a pattern and discuss if the pattern is based on design or function and what rules the pattern follows. Next, have the students develop their own patterns for a floor or wall design. Developing their own patterns helps elementary student build concrete understandings of patterns and their rules.

Have students use objects in Wixie's Sticker library to create and extend patterns. Share student work between small teams or log into your account and share with the entire class. Ask students to predict which shapes will come next in the patters. How do they know? Work as a class to determine the rule for each visual pattern.

Explain to students how to write mathematical rules for determining sequences. Teach them how to write the rule, with 'n' representing the position in the sequence (for example,  $n+1$ ). Have students work on their own to extend the remaining sequences. Get back together as class and discuss the rules students developed to determine the next number.

### Wixie Activity:

Patterns-Numbers

**Number Patterns**  
Click and drag the correct number to finish the pattern.  
Then, type the rule for each pattern. For example:  $n-1$

3, 4, 5, 6, 7, 8,	13 12 18 9	Double
0, 2, 4, 6, 8, 10,		Double
0, 3, 6, 9, 12, 15,		Double
1, 3, 5, 7, 9, 11,		Double

# Number & Operations in Base Ten

## CONTENT.4.NBT.A.1

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.

### Game - What number is it?

Place value is the value of a digit depending on its position in the number, such as ones, tens, hundreds, and thousands places. After practicing with place value, assign the Place Value – Hundreds activity to evaluate student’s ability to add the correct number of shapes to each column to mark out the number of hundreds, tens, and ones.

Next, give students an opportunity to use the Base Ten blocks in the Stickers Library (Math>Base Ten) to create a three digit number. Have each student share their project by clicking the Wixie button and choosing Share. Log in to your teacher account, click the Wixie button and choose Import Pages to combine all of their work into one file.

View the project Full Screen and play a game with your class. Display each page and have students see how fast they can call out the number. You may also choose to display each page for a given number of seconds and ask the students to write down the numbers they see.

#### Wixie Activity:

Place Value - Hundreds

#### Place Value

Click and drag the symbols to show place value.

Number	Hundreds	Tens	Ones
379			
146			
764			
302			
811			
283			

Hundreds = ▲ Tens = ■ Ones = ●

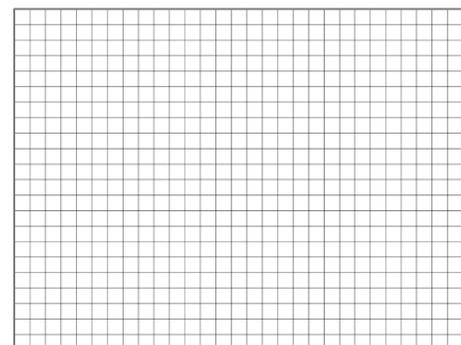
## CONTENT.4.NBT.B.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Multiplying with Arrays

Using arrays helps students visualize mathematical equations, making them more concrete and easier to understand. The patterns in arrays also build foundations for patterns in algebra. Open Wixie’s Grid – XSmall activity so all students can see it and work together to develop an array that represents a simple multiplication equation.

Assign each student a different multiplication equation. Have students open the medium-sized grid template in Wixie (Activities>Math .Templates .Grid – Medium) and use the Paint Bucket Fill tool to create an area model. When the first model is complete, ask students to duplicate the page and adjust the colors in their model to show different ways to factor the number.



#### Wixie Activity:

Grid - XSmall

#### CONTENT.4.NBT.B.6

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Visualizing Remainder

**N. Gordon, Bullis School, Potomac, MD**

“Using clip art to demonstrate grouping and sets was one of the first ways I integrated technology into my teaching, so when the fourth-grade teachers at the Bullis School asked for some help with division and remainders, I knew just what to do.

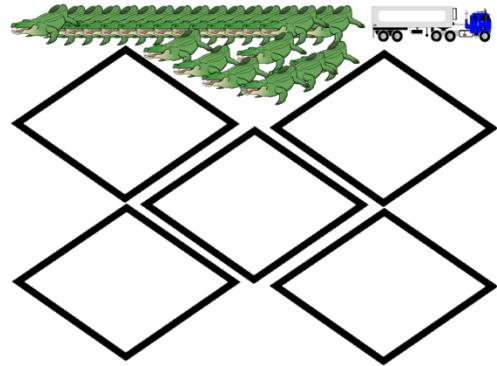
Many students who were good with fact families couldn’t extend their skill to division problems that have no ‘non facts’ that did not have a matching multiplication fact (for example  $9/3$  vs.  $10/3$ ) and struggled with the concept of the remainder.

I developed my own series of Division Zoo activities, each of which included 24 animals and two to ten cages and assigned them to students. They then had to drag animals into cages so that each cage contained the same number of animals. Each page also included a picture of a truck, allowing students to move ‘spare’ animals into the truck for shipment to another zoo. When they were finished, students wrote out math equations to represent the objects on each page.

The lesson reinforced the concept of division into equal groups and that a remainder happens when you have an amount left over that is too small to fit into one of the groups. Some students rushed into spreading out their animals and wound up with equations that did not match their manipulative work, providing instant feedback that demonstrated which students were struggling.

Later in the year, students used Wixie to develop word problems involving the interpretation of a remainder. Students could divide stickers and then look at the problem to see if they needed more items (i.e. enough cars to carry a group of people) or if they had items they could not use (i.e. extra ingredients that would not be enough to bake an additional pie). Working with clip art really helped students see the remainder as the ‘left over’ amount.

Using Stickers as graphic manipulatives and typing equations and answers into text objects made Wixie an invaluable tool in exploring the world of division.”



## Number & Operations—Fractions

### CONTENT.4.NF.A.1

Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

### Equivalent Fractions

Fractions are equivalent if the numerator (top number) and denominator (bottom number) can be reduced, or multiplied, by the SAME number. This is why you can double each of the ingredients for a batch of cookies to feed twice as many people, but still create the same cookie, since each ingredient is still the same fraction of the whole as it was before. After demonstrating how to produce equivalent fractions to your students, have students use the Equivalent Fractions activity to demonstrate their understanding.

By pairing numeric representations of equivalent fractions with a visual model of the same thing, students will learn that they need to copy and paste the model (X) number of times to create the equivalent. This will help cement their understanding of the concept.

#### Wixie Activity:

Equivalent Fractions

### CONTENT.4.NF.B.3

Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

### Orange Fractions

When represented only by numbers, fractions can be scary. This is why most people introduce fractions with manipulatives. The same holds true as students begin to learn to add fractions.

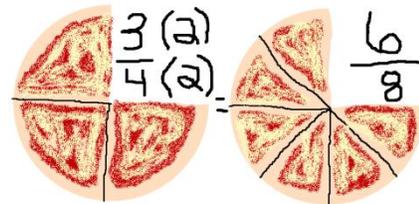
Depending on the ability of your class, open the Orange Fractions activity and project it so you can all work together or have them work individually and move about the room to help students first determine what the denominator in the equation should be by counting how many segments would be in an entire (whole) orange. Since adding fractions requires a common denominator, working with only orange segments that are equal, means they can focus on adding the segments (numerators) to produce the correct sums.

#### Wixie Activity:

Orange Fractions

#### Equivalent Fractions

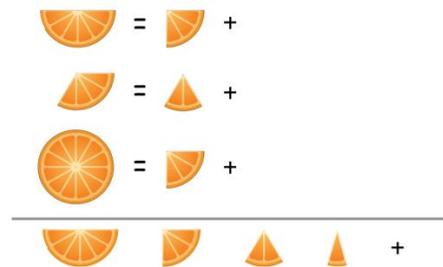
Fractions are equivalent if the numerator (top number) and denominator (bottom number) can be reduced by the same number. For example:  $\frac{4}{6} = \frac{2}{3}$  are equivalent because  $\frac{4}{6} = \frac{2(2)}{3(2)}$ .



Show 2 equivalent fractions and use the paint tools or fraction stickers to illustrate.

#### Orange Fractions

Click and drag the orange pieces and addition symbols to complete the equations.



CONTENT.4.NF.C.7

Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols,  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

### Fractions and Decimals

Show four quarters to your students. How much does this total? Ask students if they can guess where the name “quarter” comes from. Represent 100 cents as \$1.00. Then, show students that the decimal representation of a quarter is .25. Ask your students if they know the decimal equivalent of some common fractions (a half-dollar is another great place to start).

Show your students how to convert from a fraction to a decimal by dividing the numerator by the denominator. This might also be a good time to revisit how to round numbers as well.

To assess your students’ ability to convert basic fractions to decimals, round to the nearest hundredth, and compare values, have them complete the Fractions and Decimals activity. After completing, see if students have found any shortcuts to help them assess comparative value before they convert the fraction and compare decimal against decimal.

**Wixie Activity:**

Fractions and Decimals

**Compare Fractions and Decimals**

Drag the fraction and decimal pairs to show how they compare.

$a > b$ 	$a = b$ 	$a < b$ 
--	--	--

- |                     |                     |                              |                     |                      |
|---------------------|---------------------|------------------------------|---------------------|----------------------|
| $\frac{3}{4} ? .34$ | $\frac{4}{5} ? .75$ | $\frac{2}{6} ? \frac{4}{12}$ | $\frac{1}{5} ? .25$ | $\frac{8}{10} ? .18$ |
| $\frac{3}{5} ? .60$ | $\frac{2}{3} ? .60$ | $\frac{1}{3} ? .46$          | $\frac{2}{4} ? .50$ | $\frac{1}{8} ? .18$  |

# Measurement & Data

## CONTENT.4.MD.A.1

Know relative sizes of measurement units within one system of units ... Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

### Converting Chart Data

Introduce the various units within both systems of measurement. Have each student use the Ten Frame activity to develop their own conversion charts for converting liquid measurements, time, and distance within these systems. If you are working with limited time or a range of ability, group students together and have them complete one conversion chart to share with the class.

To assess ability to work with charts and begin converting on their own, have them complete the Running Chart activity. After converting meters and kilometers, and minutes and seconds, work as a class to brainstorm other real-world activities that might require conversion within the same measurement system such as liquid measurements in recipes, the time it takes to complete a task, and distance travelled.

#### Wixie Activity:

Ten Frame  
Running Chart

#### Ryan's Running Journal

Ryan's dad has been keeping track of how long and how far Ryan has run for one month. However, he has been switching between kilometers and meters and seconds and minutes. Help Ryan determine the longest distance and longest time run.

Day	Distance - km	Distance - m	Time (min)	Time (sec)
Day 3	1.2	Double	16	Double
Day 5	Double	800	12	Double
Day 8	Double	1800	28	Double
Day 11	.6	Double	10	Double
Day 12	1.88	Double	Double	1800
Day 17	Double	1400	16	Double
Day 23	1.6	Double	Double	1200

Look at the data in the table. First, convert the numbers to make it easier to compare. Then, answer the questions below.

1. What day did Ryan run the farthest?  
[Double-click here to add](#)
2. What day did Ryan run the longest?  
[Double-click here to add](#)

## CONTENT.4.MD.A.3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

### Finding Perimeter

Perimeter is the total length around the outside of a 2-dimensional shape. Students can find the perimeter by counting similar units. Have them complete the Perimeter activity.

In this activity, students first count to determine perimeter. Then, they work to rearrange complex shapes into rectangles so they can apply the  $2x + 2y$  formula to find the perimeter. This helps them begin to learn to break down complex shapes into simple ones to determine perimeter and area as their mathematical expertise grows.

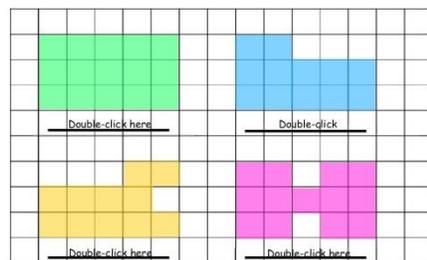
You can assess students' ability to determine perimeter, and work with formulas, by having them apply what they know to real world examples. The last page of the Perimeter Wixie activity asks them to create flower beds that have a perimeter of 64. Once students have completed this part of the activity, ask them to add a new page to the file to create another shape or space and show how they can determine perimeter.

#### Wixie Activity:

Perimeter

#### What's My Perimeter?

Calculate the perimeter of each shape and enter it below. Each square has a width of 1 unit and a height of 1 unit.



#### CONTENT.4.MD.B.4

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

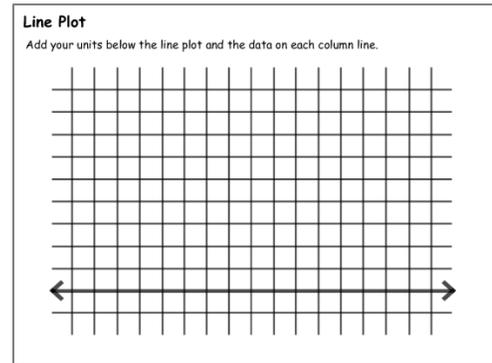
### Whose Cookie is the Biggest?

Bring in a bag of animal crackers or cookies. These should all be about the same size, but still with enough difference to be easily measurable. Distribute 3-4 cookies to each student. Ask them to measure each cookie to the nearest  $\frac{1}{8}$  of an inch using a standard ruler.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Templates folder, and select the Line Plot activity. Click the Assign button to assign the activity to students.

Then, have each them open the Line Plot activity and place units along the line at the bottom at  $\frac{1}{8}$  increments from the largest to the smallest cookie size. Walk around the room to monitor each student's progress. Using their line plot, ask students to identify the largest cookie, the smallest cookie, the two cookies closest in size, and the two cookies that have the largest size difference.

Have students share their finding with the entire class, describing the size differences in eighths of an inch.



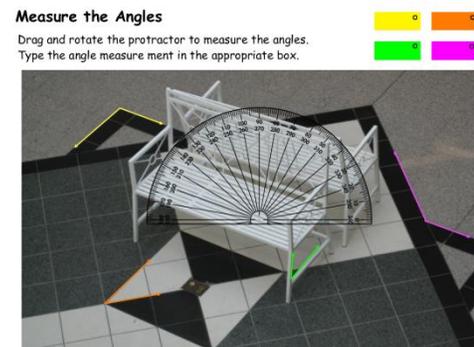
#### CONTENT.4.MD.C.6

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

### Measure Angles

Students in Fourth Grade are familiar with how to measure objects using a ruler. Explain to them how intersecting lines are measured using a protractor to determine the angle between the rays. To give students practice measuring different angles, have them use the protractor in the Measure Angles activity in Wixie.

As students are measuring angles and recording their findings in the colored boxes, you can move around the room to assess individual ability and answer questions. You may need to demonstrate to the entire group how to rotate the protractor using the rotation handle so that one of the angle rays is at  $0^\circ$ .



# Geometry

## CONTENT.4.G.A.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

### Angles All Around Us

Introduce different types of angles (acute, obtuse, and right) to your students. Once you think students understand the different types of angles, have them showcase their knowledge using a digital camera and the paint tools in Wixie.

Have students work in small teams to locate and capture images around your school (or online) that contain both an acute and obtuse angle. Have students download the pictures to the computer and open them in Wixie. Instruct students to use the arrow shape in the Wixie Shapes tool to identify the angles in their picture. They should also add text captions to each angle to note whether the angle is acute or obtuse.

Initially students find it difficult to find both angles in the same picture. But it doesn't take long for them to discover that when they find one angle, they often find its supplement. Give bonus points to students who also locate a right angle in the same picture.

After students have printed their work, hang them up around the room as visual examples of acute and obtuse angles.



## CONTENT.4.G.A.2

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

### Identifying Angles and Geometric Shapes

To assess student understanding of the definition of different types of angles (acute, obtuse, and right), have students each complete the Sort the Angles activity in Wixie. You may want to have them work in a lab situation so that you can walk around the room to assess progress and correct misconceptions.

You may also want to have students complete the Geometric Shapes template in Wixie (Activities>Math>Geometry>Geometric Shapes). In this activity, students use the Paint tools to draw examples of geometric shapes such as a rhombus, octagon, obtuse angle, and intersecting lines.

#### Wixie Activity:

Sort the Angles

#### Sort the Angles

Click and drag the angles to the correct box.

Acute	Obtuse	Right

**CONTENT.4.G.A.3**

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**Line Symmetry**

Open the Symmetry – Line activity in Wixie on your interactive whiteboard. After looking at the images on the page, ask your students if they can tell you what symmetry means. Ask students to work in Wixie to draw the line of symmetry on each image in the activity.

To practice and assess their skills, you can have students complete some of the other line symmetry activities. For example, students can select a picture and set it as the background. Then have students use the paint tools to draw the line of symmetry and then recreate one side of the picture with paint tools.

As students gain comfort and expertise identifying symmetry and lines of symmetry in existing objects, you can challenge them with some of the more open-ended activities in the Exploring Line Symmetry lesson.

**Wixie Activity:**

Symmetry - Line

**Line Symmetry**

Click the Shape button. Use the line option in the Shape area to draw the line of symmetry on each picture.



## Lesson Plan

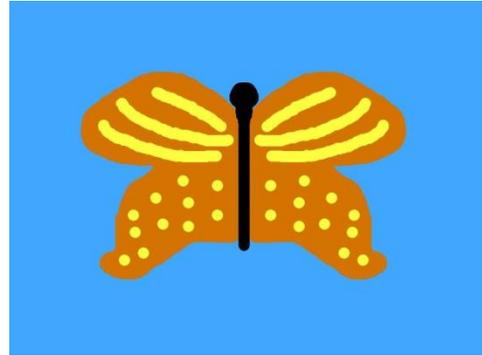
*While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.*

### Exploring Line Symmetry

Students will use Wixie to create original artwork and manipulate images to demonstrate understanding of line symmetry.

#### Task

You can study art mathematically by looking for different types of symmetry. An object that can be divided with one line, resulting in a mirror image on both sides of the line, has bilateral symmetry. Faces and butterflies are examples of objects with bilateral symmetry. An object made up of similar parts arranged around an axis, such as a starfish or a propeller, has radial symmetry. Symmetrical items can give a calming feeling to a piece of art.



#### Engage

Write the word “symmetry” on the board. Ask your students if they can tell you what it means. Share some examples of real-world objects that are symmetrical. See if you can get students to define what makes these images symmetrical.

To help students grasp the concept of symmetry, distribute square handheld mirrors and have them practice making symmetry by holding the mirrors up to various objects. Explain that this is called bilateral, or line, symmetry because the symmetry is along one axis. Go back to the example images of symmetry and ask students to identify the line of symmetry in each image. Then, share examples of symmetry from the second-grade symmetry web site listed in the resources.

Read and share Loreen Leedy’s great book, *Seeing Symmetry*, with your students.

#### Create

##### Activity 1: Symmetry in the World Around Us

To give students a chance to practice and apply their skills, divide them into teams of three or four. Have each student use a digital camera to take a picture of a symmetrical object. Help each team transfer their images to the computer.

Have students import the images in Wixie and use the Line tool to draw the line, or lines, of symmetry on each image.

If you do not have a digital camera, have students find images from the Clip Art or Pics4learning folder in the Library.

### **Activity 2: Mirror Symmetry with Faces**

Though our faces exhibit symmetry, they are not perfectly symmetrical. You can have students use Wixie to show how one side of their face is slightly different from the other.

Have students pair up to take a front view photograph of each other's faces. In Wixie, have them open the image as a sticker and resize it. Have the students glue the image to the background, select half of their face with the Rectangle Selector tool, and use the copy, paste, and flip buttons to show true symmetry with their faces. Students should do this for both sides of their face, resulting in a total of three images.

### **Activity 3: Painting Symmetrical Objects**

Butterflies are common symmetrical objects. Share a couple of images of butterflies and have students talk about their symmetry. Make sure they can identify the line of symmetry that runs directly through the body of the butterfly.

Have students use Wixie or Pixie to paint a butterfly with a vertical body and one wing. Then, have them use the same technique they used for their faces to create a complete butterfly by selecting half the butterfly, copying and pasting the selection, flipping it and moving it into position.

Next, test students' ability to think symmetrically by having them use the mirroring feature of the Paintbrush tool to draw another butterfly. Have students choose the Paintbrush tool, check the Mirror box on the Editing panel, and choose 2 for line symmetry painting. Starting in the middle of the canvas, have them paint one wing; the other wing will paint at the same time. Remind them to click the Undo button if they need to try again.

### **Share**

Print and post students artwork as a celebration of how symmetry can be used in art. Have students work to sort the butterflies into groups, working to define attributes that make them similar or different.

Use the Import Pages feature to collect individual images into a class collection or book. Share this on your web site or export as an ePub to share with family and community.

### **Standard**

G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

# Using Wixie with Fifth-Grade Students

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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 Wixie should involve lots of writing and creativity as they explore the new boundaries of their thinking.

As you explore some of the ideas in this guide, think of the students in your class. Which ones will respond if allowed to explore content in this way? Wixie allows you to assign different activities to different students, so you can more easily adjust the content and work to meet individual student learning needs.

Don't forget time for open "play" in Wixie so students can explore wherever their interests lead. Passion for learning is one of the most important things to teach at this age!

# Language Arts

## Reading: Literature

### LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

### Character Scrapbook

Brainstorm traits of the Greek gods before reading **The Lightning Thief** with your students. Then, read the book. Project the Character Description activity in Wixie and work together on Zeus to add details. Be sure that when students share a “what” detail, they also answer why they think this using relevant examples from the text.

Assign student different characters from the book, including the gods, goddesses and the students attending Camp Half-Blood. Have students create a digital scrapbook for their assigned character. Scrapbooks should include journal entries about important events from the character’s perspective, a picture page to show important events, a souvenirs page to share objects and explanations of why they are important to the character, and a page where students write a letters between their character and another about a problem in the story.

#### Wixie Activity:

Character Scrapbook



### LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

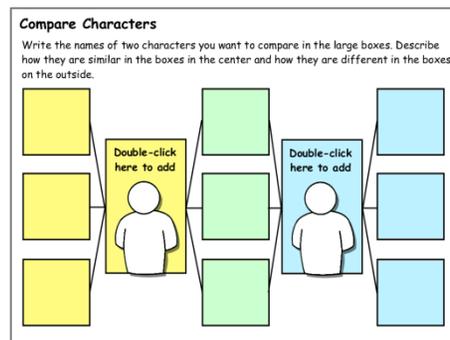
### Character Description

Read Louis Sachar’s **Holes** with your students. Discuss programs like Camp Green Lake and their place in society. Discuss the benefits and the drawbacks. Assign the Compare Characters Activity and have students compare the family, life, choices of Stanley Yelnats and Zero, drawing on specific details from the text.

To extend their work, have students choose one aspect of their comparison and illustrate Wixie pages and record audio to create an interview with these two characters.

#### Wixie Activity:

Compare Characters 3-5



LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

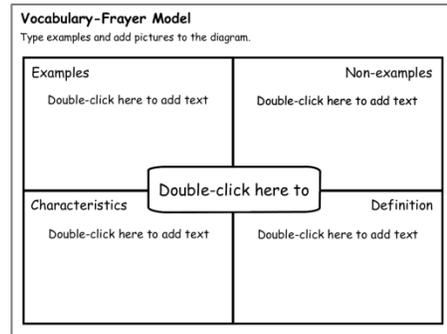
Figurative Language

Work with your class to brainstorm or collect examples of metaphors and similes they have encountered in their reading. Have students use the Frayer Model activity for vocabulary to practice identifying what a phrase means, as well as what it does not mean.

You might also encourage students to print their pages as trading cards designed to help other students, and English Language Learners, to better understand the meaning. Have students print enough copies of their page using the Postcard style (4 to a page with the Repeat Page option checked) to cut out and distribute to the rest of the class.

Wixie Activity:

Vocabulary-Frayer Model



LITERACY.RL.5.6

Describe how a narrator’s or speaker’s point of view influences how events are described.

First or Third Person?

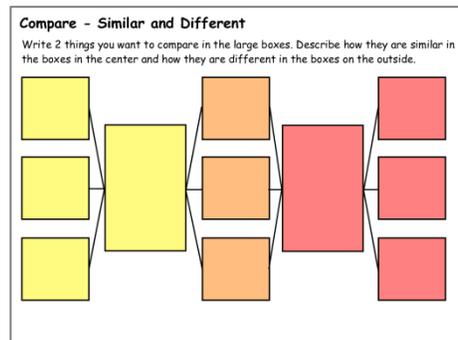
Wendelin Van Draanen’s **Flipped** tells a story from two points of view, Julie and Bryce. After reading with your students, talk about how an author’s use of first-person and/or third-person point-of-view can have an effect on how you perceive a character or event.

Have students complete the Compare activity in Wixie to find similarities and differences of one of the events Julie and Bryce share. Pair students together who have chosen the same event to discuss their comparisons. Ask them to discuss questions like: What details did not match between the stories? Was something left out of the first-person version? Did this help to better frame the point of view of Bryce or Julie?

After student teams are finished discussing their events, get the entire class to discuss the following questions: Does point of view affect how we perceive events in a story? How can an author use point of view to give us the perspective on events they want us to believe?

Wixie Activity:

Compare



### LITERACY.RL.5.7

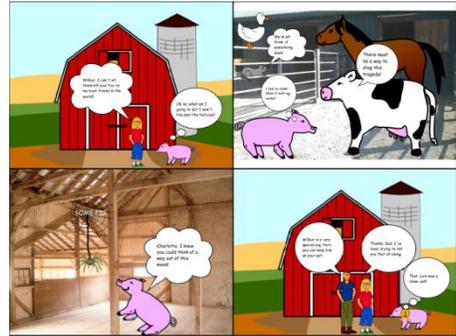
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### Making Graphic Novels

With declining interest in traditional literature and the advent of easy-to-use multimedia tools, our notion of what a book looks like is expanding. Share a graphic novel with your students, or a novel such as *Rapunzel's Revenge* by Dean Hale. Talk about how the pictures support the story, replace words, and attract the reader. Ask questions like: How do the pictures help the reader make inferences? How do they influence emotion and meaning?

Have each student choose a folktale or myth you have been studying and convert it into a graphic novel. Students can use Wixie's paint tools to create their own characters and backgrounds, or they can find images in the Stickers library. They can use Wixie's text bubble options to transform text into onomatopoeic sound effects, conversations, and thoughts.

When the pages are complete, have students click the Print button and choose one of the multi-up formats to print the work in the form of a graphic novel. Pair students together to share their graphic novels with another student for feedback. Have students make edits to the pictures and text, and print again. Use cardboard or book binding kits to add structure to the books and share them in the school media center.



### LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Venn Diagram

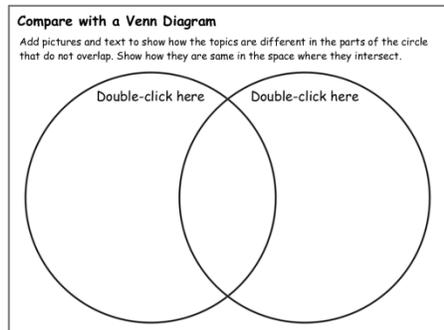
Read *Esperanza Rising* by Pam Munoz Ryan and *Number of the Stars* by Lois Lowry. (Both are historical fiction.) Hold a general discussion about the similarities and differences in the stories.

Have each student choose one theme or element, such as character or setting, and compare using the Venn activity. Have students add a page that includes additional textual and visual information about the elements in each story.

When student pages are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. When all of the pages are complete, print out the class version of the book or project it for the class to see and discuss.

### Wixie Activity:

Venn 2



## Reading: Informational Text

### LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### Explore the Main Idea

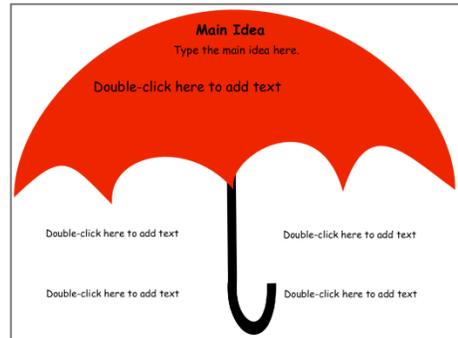
Have your students think about the main idea as a flower's center, with each petal a supporting detail. Distribute nonfiction books related to a science or social studies topic you are studying.

Have student look at the cover picture and title. What is the main idea? Now explore the titles, pictures, and text inside the book. How are they organized? Have students complete the activity adding text to describe the main idea of one section of the book, as well as key details from each paragraph in that section.

You might also have students complete the Main Idea Flower activity on a nonfiction topic they will be exploring in their writing workshop. This will help them collect information for their writing.

#### Wixie Activity:

Main Idea Flower



### LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

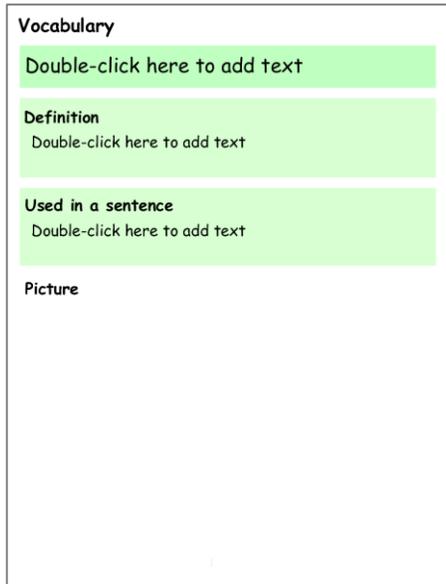
#### Vocabulary Trading Cards

Students are more eager to learn new vocabulary when they get some choice in the matter. As you are exploring nonfiction on a topic in your classroom, ask your students to keep track of new words they encounter. Give them a definition or have them look up the meaning of each word on their list.

At the end of the week, or unit, ask students to choose their favorite new word and create a trading card to teach the meaning to other students. Students should define the word so that other students can understand the meaning, use it in a sentence with the same context as the unit you are studying, and draw a picture that helps describe the meaning. Have students print enough copies of their page using the Postcard style (4 to a page with the Repeat Page option selected) to cut out and distribute to the rest of the class.

#### Wixie Activity:

Vocabulary Trading Card



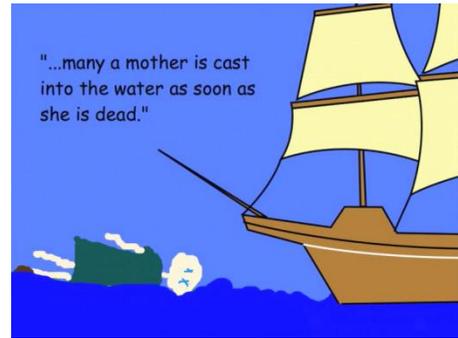
### LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### Digital Journals

Select a book about Sacajawea and another about the Lewis and Clark Expedition. Divide the class into two teams. One half read the book about Sacajawea and the other half read the Lewis and Clark point of view. Have the students use Wixie to create a journal of the expedition as either a friend of Sacajawea or as one of the “white” members of the expedition.

Students can use Wixie’s text options to recount the events and the drawing tools to draw pictures of what they see and maps of the land they are exploring. Compare the journals as a whole class. How were things seen different by the Natives and the Explorers?



### LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### Digital Documentaries

Turning a research report into a digital documentary can bring life and enthusiasm to this process in your classroom. Kids love being the expert, and developing a multimedia product allows them to demonstrate their command of the content as well as their skills combining images, text, narration, and music.

You can use this project to explore specific aspects of a topic, such as causes of the Great Depression or the desert ecosystem. First, have students complete research on the topic, then organize their ideas into a storyboard to show the general content and ideas they want to share on each page. Then have students craft specific text or narration for each page and explore images they can add to support their ideas.

Have students first complete research on the topic, then organize their ideas into a storyboard to show the general content and ideas they want to share on each page. Then have students craft specific text or narration for each page and explore images they can add to support their ideas.

Have students build each page, or scene, of their videos in Wixie by adding images they have located or creating their own illustrations. Students can use the Record feature to add narration to each page.

Before they share projects, have students click the View All Pages button at the bottom of the Wixie window and verify the order of their scenes, adjust the timing, and even add background music using the Options panel. Share the projects by embedding them into the class blog or website, or by emailing the links home to parents.



# Writing

## LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

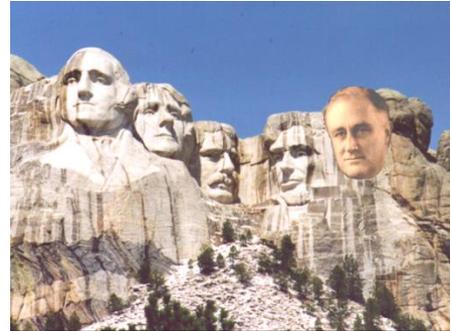
### Persuasive and Presidential Writing

The goal of persuasive writing is to convince others to accept our conclusions based on the way we present facts and ideas. Discuss elements of persuasive writing with your students to prepare them to establish facts, provide examples, prioritize arguments, craft an emotional appeal, state conclusions, and communicate logically.

Work as a class to brainstorm qualities that make a great leader. Have your students imagine that a time machine can bring one of those former Presidents to the future to be President again. Have them investigate a President that they think would be a great leader in today's world.

Challenge your students to create a persuasive presentation that argues for this President to be brought to the future. Have students craft a persuasive argument, and use Wixie to create a presentation to convince others.

As students share their persuasive presentations with the rest of the class, discuss the effectiveness of the elements of each argument.



## LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Your Very Own eHow

Television loves DIY programming. The eHow DIY web site features videos and articles on how to do just about everything. Have your students choose one of their favorite pastimes and create a how-to using Wixie. As they begin to think about what they want to share, have them brainstorm ideas using the "Flowchart" activity.

Once their steps and ideas have been added to the flow chart, have students create a page in Wixie for each step one must complete in order to sew a skirt, complete a great corner kick, or bake a decadent chocolate cake. Encourage them to use order words (first, after, next, and finally) in their writing and add supporting illustrations to each page. They should record their voice explaining each step.

Have students print out their projects in booklet form to share as well as link to the electronic version of their projects from your classroom web site to create your own classroom eHow site.

#### Wixie Activity:

Flowchart

#### Flowchart

Think about all the steps in the process. Write the first step in the process in the First box. Write the next steps in their own boxes.

Topic: Double-click here to add text
First: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Next: Double-click here to add text
Last: Double-click here to add text

### LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

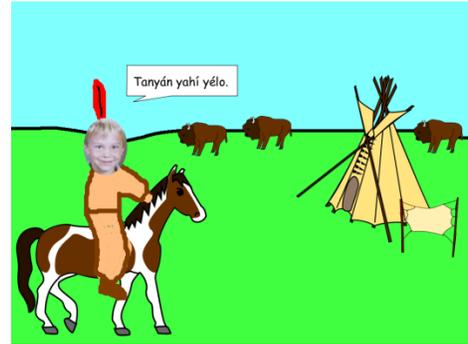
#### Docudramas

In a docudrama, students act as if they are living in a specific time period or experiencing an event by creating a first-person digital story. Bernajean Porter ([www.digitales.us](http://www.digitales.us)) suggests using docudramas to make facts come alive for both student video creators and those who view their work.

Choose a theme for the docudramas. Should they be something that was funny, sad, or a lesson learned? Have the students select a person that they would like to interview and share their story, in that person's voice. (ie. Living during a war, losing a job, getting married, moving, graduating from college, etc.)

Have students begin researching more about the time frame of the event the person is sharing details about. This will help them focus on relevant facts and ideas to share. You may want to have students use the graphic organizers in the Activities>Templates folder to create timelines, fact and opinion charts, and identify descriptive Five W's details.

Have students build the pages, or scenes, of their project in Wixie by adding images they have located or creating their own illustrations. They can use the Record feature to add narration to each page. Students can click the Send button, choose Embed, and select a movie size to embed the file as a video you can post to a web site of resources for this topic that you can share with other students.



### LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Creative Project Work

Creative writing requires many details, but those details need to be well developed and organized. Customize the “Burger Writing Template” to have students write a short story instead of a paragraph. In the template they are asked to share a juicy detail that supports the topic.

Once the students have created their graphic organizer with juicy details, have them then write their story and share it in Wixie. Students can create pages in Wixie and use the Text tool to share the story and the stickers and paint tools to illustrate it. Once complete, print the pages out four to six to a page. Cut the pages out and turn it into a mini-book for the reading center in the classroom library.

#### Wixie Activity:

Burger Writing

**Trade and Art**

My tribe loves to trade with the Navajo and the Comanche. Our tribe didn't really trade like some of the Eastern Woodland tribes. We know we can trade with them because they give us what we need and are kind to us. Some of the things that we trade are some of our art work and tools. We especially need water so occasionally they trade us water.

Me and my tribe love to make pottery, wooden rings, little dolls and totem poles. Some of our art we trade, but others we keep. We keep some so that are dissidents know our stories from the past and our legacy lives on.

### LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

## My City, My State

What makes where you live special? Our families choose places to live based on economics, weather, family, geography, and culture. Have your students talk to their parents about why they chose to live where they do. Talk with the class about these conversations and discuss what attracts people to their city or state.

Have students conduct research to learn more about a given city or state. Once they have their facts and information, ask them to create a pamphlet for people who might choose to visit their city or state.

Have students print the pamphlet to share in the school media center or office. If you are working with local places, invite someone from the tourism board or neighborhood agency to evaluate student work.

Link to individual student pamphlets on your classroom web site to create a resource for family and community on places to visit and things to see.

### Wixie Activity:

Tri-fold Brochure



### LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

## Research with Graphic Organizers

To teach effective research strategies and information literacy, let students choose the topic or problem they want to research. Even if they choose a famous sports star or musician, they will learn the process of asking questions, determining where they can find answers, locating and assessing resources, and using and applying the information in a research report. Tell students they will create a booklet to share their research.

After students have chosen the topic they want to research, have them brainstorm a list of questions on the subject. Have students take notes as they complete their research using the Fact or Opinion organizers in Wixie.

Once research has been completed, ask students to create a two-page presentation in Wixie. The first page should include at least three facts they found in their research. The next page should include the student's opinion about the subject using opinion words they found in their research, such as feel, believe, always, never, most, best, and worst.

### Wixie Activity:

Fact or Opinion

### Fact or Opinion

Describe the topic at the top of the page. After researching the topic, list the facts about the topic in the column on the left and the opinions about the topic in the column on the right.

Topic: Double-click here to add text

Facts	Opinions
Double-click here to add text	Double-click here to add text

# Speaking & Listening

## LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

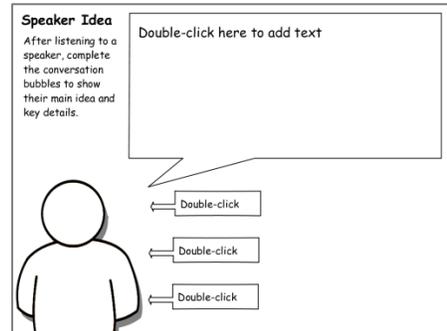
### A Speech to Remember

It is important to connect the learning that goes on inside the classroom with the work and lives of people outside of it. One common way we make this connection is by inviting “experts” to our classes to share knowledge and information as it relates to their job or personal history. Encourage students to take notes about what they are hearing.

After listening to the speech, have students complete the Speaker Idea activity to summarize the information they learned, including how the speech was relevant today. Have students print out their pages and use them to discuss the visit with another peer or share with the entire class.

There have been many important speeches given throughout history, and many of those speeches can be found archived online for today’s generation to experience. Rather than face-to-face speaker visit, use a website like Archive.org to find an important historical speech for students to experience.

**Wixie Activity:**  
Speaker Idea



## LITERACY.SL.5.4

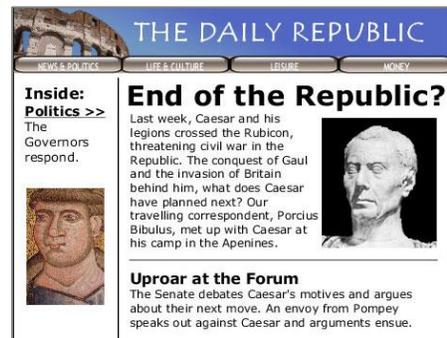
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### A Day in the Life – Classroom News

Rather than putting together a monthly newsletter for parents, include students in the process and create your own class magazine or daily news section on your web site with embedded Wixie projects. This is a great way for students to share their knowledge and practice their speaking skills.

Assign individual reports for each day of the month or have a small team work together each day with students in roles of researcher, fact checker, graphic artist, voice talent, and so on. Have students create a page for each event or class that day using sequencing words to connect and organize the news report.

Encourage students to include written details that make the story interesting and engage the viewer/listener. Students can practice oral fluency and intonation as they use the audio record feature to record their voice, speaking clearly and at an even rate. Stickers, photos, and original art will help to share the story visually. Embed the story into the news section of your class web site.



## LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

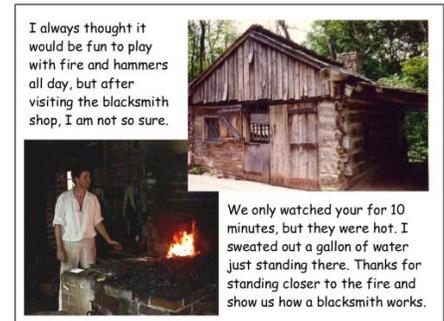
### Field Trip Fun

Field trips are one of the most enjoyable and memorable events of the school year. If you are working with 1:1 tablets, or have some to share, be sure to have students take pictures on the field trip. When you return, have students craft multimedia thank-you notes.

Have each student create a page in Wixie that includes text, photographs, and illustrations about one specific highlight of the trip. Then, have them record a brief thank you to further personalize their note. When finished, have the students rename their page and then share it with the class.

Have students click the Projects button, select their thank you, can click the Send button to send a URL link to their thank you via email to the person or organization hosting the field trip.

When student pages are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. Then, share a link to the combined thank-you project with family, community, and staff from the site you visited.



## Language

### LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Preposition Stories

Gillian Ryan, Santee, CA

“I sat down with my plan book and Teacher’s Editions for my combined fourth and fifth-grade class and noticed a couple of language arts lessons on prepositions for both grades. As a former kindergarten teacher, prepositions always remind me of the book *Rosie’s Walk* by Pat Hutchins. After creating several digital stories this year with my students, I thought my students might like to create a preposition story using Pixie! It turned out to be one of the most fun and creative projects that my students created all year. Who knew prepositions could be so fun?

I started by reading *Rosie’s Walk* to my students. They giggled at the story as the blundering fox followed the oblivious hen throughout the farm. As a class we recalled all the places Rosie went— around the pond and over the haystack, which led perfectly into a discussion on prepositions and how we use them in our writing. Normally during this discussion, half the class starts counting the holes in the ceiling tiles or planning ahead to their recess games. However, upon mentioning that they would be making a digital preposition story, eyes brightened, ears perked up, and I had their attention.

We identified the prepositions in the story and brainstormed many more. Working in small groups, the students were given a list of prepositions and a storyboard. They began by coming up with a character and setting. After a little encouragement, they came up with catchy character names like Tyler the Tiger and Yacka the Alpaca. They wrote eight prepositional phrases on the storyboard with quick sketches for the illustrations.

Students created a title slide, a page for the beginning of the story, a page for each prepositional phrase, and an ending page using stickers and original drawings. They enjoyed creating pictures with their creatures going up, over, around, and through. For each page, the students recorded their voices to tell the story. With a few guidelines from me and many options in Wixie, the students used their creativity and developed fabulous Preposition Digital Stories!”





## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### Vocabulary Trading Cards

#### Engage

Let your students know they are going to create their own set of vocabulary trading cards for a unit vocabulary list. Share a sample you have created in Wixie or visit the [Inside Story](#) web site to print some examples.

Share the vocabulary list with your students. As a class, explore the meaning and spelling of each word. Provide definitions or have students research definitions on their own. Have students practice their fluency by writing sentences that contain the word.

You may also want to find examples in the texts the students are currently reading. Work together to explore the sentences students have written for key words that can help you determine the meaning of the word. This models the strategy of using the context of a sentence to help decode unfamiliar vocabulary terms.

#### Create

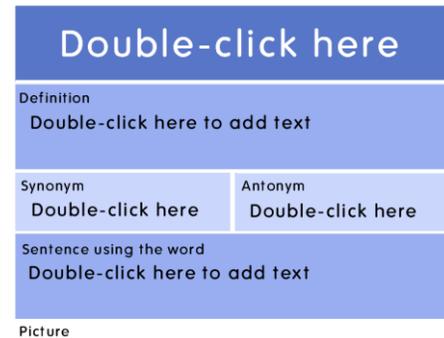
Depending on the level of your students, distribute vocabulary words to each student or divide them into small teams and assign terms. Each student, or team, should write or locate a definition for their vocabulary word and brainstorm synonyms and antonyms. Next, have them write a sentence that uses the word in context.

Looking back at their definition and sentence, have students brainstorm ideas for pictures that represent the meaning of the word or provide a visual clue to its meaning. Have students use a digital camera to capture their favorite image idea or search the Web to locate an appropriate image. Encourage them to use the copyright-friendly images at [Pics4Learning.com](#).

Have students log in to Wixie and add their photo to a page. Have them add a second page and type a definition, sentence, and even synonyms and antonyms.

#### Share

Have students print the pages as a trading card, making sure to repeat the pages. Have students cut out the cards, glue front and back together, and trade them with the rest of the class so every student has a complete set.



### Vocabulary Trading Card

You may also want to print the pages full-size in color to include on a word wall or classroom vocabulary list. You can also use Wixie’s Import Pages function to collect all of the finished terms into one project that you can run as a slide show students can watch when they arrive at class in the morning.

## Standards

RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RIT 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RIT 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

RFS 2. Read with sufficient accuracy and fluency to support comprehension.

W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

# Mathematics

## Operations & Algebraic Thinking

### CONTENT.4.OA.B.3

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

### Pattern Rules

Developing their own patterns helps elementary student build concrete understandings of patterns and their rules. Students can easily use objects in Wixie’s Sticker library to create and extend patterns.

When student pages are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. Click the Show button to present the project to the entire class. Ask students to guess which shape will come next. How do they know? Work as a class to determine the rule for each visual pattern.

Teach students how to write the rule for extending the pattern, with ‘n’ representing the position in the sequence (for example,  $n+1$ ). Ask students to extend the remaining sequences and share the rule that helps determine the next number.

### Wixie Activity:

Patters-Numbers

**Number Patterns**  
Click and drag the correct number to finish the pattern.  
Then, type the rule for each pattern. For example:  $n+1$

3, 4, 5, 6, 7, 8,	13 12 18 9	Double
0, 2, 4, 6, 8, 10,		Double
0, 3, 6, 9, 12, 15,		Double
1, 3, 5, 7, 9, 11,		Double

## Numbers & Operations in Base Ten

### CONTENT.4.NBT.B.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Multiplying Decimals

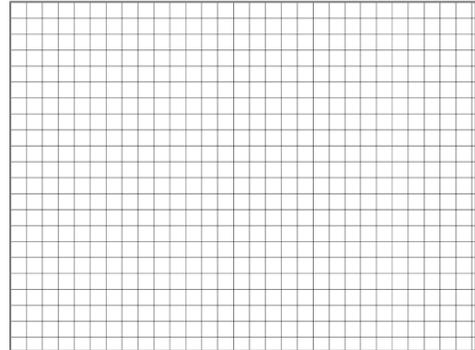
Using arrays helps students visualize mathematical equations, making them more concrete and easier to understand. The patterns in arrays also build foundations for patterns in algebra. Open Wixie's Grid – Small activity so all students can see it and work together to develop an array that represents a simple multiplication equation, such as  $15 \times 11$ .

Assign each student a different number to create arrays of multiplication for, ie 16 with multiplication arrays of  $2 \times 8$ ,  $4 \times 4$ , and  $1 \times 16$ . Have students open the Small Grid Activity and use the paint bucket to create an area model. When the first model is complete, ask students to duplicate the page and adjust the colors in their model to show different ways to factor the number. Make a title page for their number and then share with the class.

As the teacher, import all the arrays into one complete project. Print into mini flip books by printing 4 or 6 slides to a page. Embed the array projects on the class webpage.

#### Wixie Activity:

Grid-Small



## Number & Operations—Fractions

### CONTENT.4.NF.A.2

Solve word problems involving addition and subtraction of fractions.

#### Fraction Word Problems – Add and Compare

Word problems allow students to apply what they've learned to real-world situations, but solving them is often difficult for many students. Word problems challenge students to apply math calculations, helping you identify misconceptions. Before you begin working with word problems that include fractions, share some strategies for breaking down word problems as well as strategies for visualizing them.

Open the Word Problems 1 activity and explore the first problem together. Look at the illustration. Ask students if they have other ways of drawing or labeling the problem. Have students work individually to solve the fraction word problems on the next couple of pages of this activity. As they are working, walk around the room to answer questions and support students.

The last page of the activity asks students to create and illustrate a fraction word problem of their own. You can use this activity to assess their level of sophistication with adding and subtracting fractions.

#### Wixie Activity:

Word Problems 1

**Fraction Word Problem**

Your dad made pizza for dinner. But since you came home late, some of the pizza was already eaten.

Your brother ate:  $\frac{1}{4}$

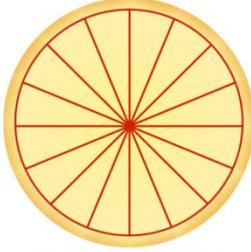
Your mom ate:  $\frac{2}{16}$

Your dad ate:  $\frac{1}{8}$

How much is left?  
Double-click

What fraction of the whole pizza will you eat?  
Double-click

Draw on the pizza to show your work.



### CONTENT.4.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers.

#### Fraction Word Problems – Divide and Compare

Before you begin working with word problems that include fractions, share some strategies for breaking down word problems as well as strategies for visualizing them. Open the Word Problems 2 activity and explore the first problem together. Look at the illustration. Ask students if they have other ways of drawing or labeling the problem.

Have students work individually to solve the fraction word problems on the next couple of pages of this activity. As they are working, walk around the room to answer questions and support students.

When students are finished, have them click the Wixie button and choose Share. Log into your account, click the Wixie button, and choose Import Pages to import the last page of each project into a class project. Print the collection as a booklet or use it to lead a class discussion.

#### Wixie Activity:

Word Problems 2

**Fractions**

In this multipage activity, use the point tools and stickers to draw a visual solution to the problem involving fractions. Look at the sample below and then move to page 2. If you want to paint on a sticker, remember to click the Glue button to glue it first.

**Problem 1**

You are having ten hungry teammates over after the soccer game, and your mom bought five small pizzas. How can you divide them so each person gets the same amount to eat?



**Answer 1**

Divide each pizza in half! Then, instead of five whole pizzas you have ten half-pizzas.  
 $10 \times \frac{1}{2} = 5$

# Measurement & Data

## CONTENT.4.MD.A.1

Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

### Converting Chart Data

Introduce the various units within both systems of measurement (standard and metric). Have each student in your class use the Ten Frame activity to develop their own conversion charts for converting liquid measurements, time, and distance within these systems.

If you are working with limited time or a range of ability, group students together and have them complete one conversion chart to share with the class. To assess students' ability to work with the charts and begin converting, have them complete the Running Chart activity.

After converting meters and kilometers, and minutes and seconds, work as a class to brainstorm other real-world activities that might require conversion within the same measurement system such as liquid measurements in recipes, the time it takes to complete a task, and distance travelled.

### Wixie Activities:

- Ten Frames
- Running Chart

### Ryan's Running Journal

Ryan's dad has been keeping track of how long and how far Ryan has run for one month. However, he has been switching between kilometers and meters and seconds and minutes. Help Ryan determine the longest distance and longest time run.

Day	Distance - km	Distance - m	Time (min)	Time (sec)
Day 3	1.2	Double	16	Double
Day 5	Double	800	12	Double
Day 8	Double	1800	28	Double
Day 11	.6	Double	10	Double
Day 12	1.88	Double	Double	1800
Day 17	Double	1400	16	Double
Day 23	1.6	Double	Double	1200

Look at the data in the table. First, convert the numbers to make it easier to compare. Then, answer the questions below.

1. What day did Ryan run the farthest?  
Double-click here to add
2. What day did Ryan run the longest?  
Double-click here to add

## CONTENT.4.MD.A.2

Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

### How Much Does Ice Displace?

Give each team of students three to five cups that have been filled with random amounts of ice (or no ice) and then water. Each cup needs to be measured as to how much liquid was actually in the cup in the form of a fraction and the weight of the ice by pouring out the liquid into a measuring cup and then weighing cup and ice on a scale.

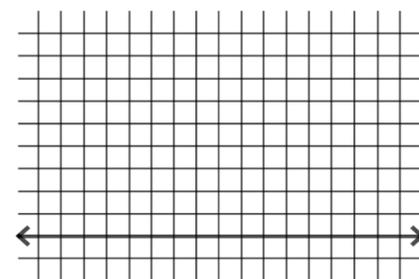
First have the students duplicate the page with the line plot. Next, have the teams plot the amount of water in each cup on page one, and then create a second line plot of the weight of the ice on page two. Using their line plots, ask students to how the amount of ice impacted the amount of water in each cup.

### Wixie Activity:

- Line Plot

### Line Plot

Add your units below the line plot and the data on each column line.



# Geometry

## CONTENT.4.G.A.1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.

### Coordinate Grid

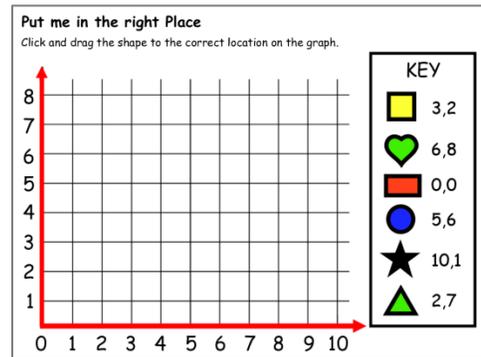
Open the Coordinate Plane activity (Activities>Math>Templates) and project it so students can see. Work with your students to label the x axis and the y axis as well as add units to each axis. Open the sticker folder and place a sticker on a set of coordinates. Share how to read the location of the sticker.

Then, give students a set of coordinates, like (7, 3). Explain that the location is notated by (x, y) and help them plot the point using the stickers on the graph. Practice plotting additional coordinates with your students as well as showing them a plotted point and asking them for the coordinates.

Use the Coordinate Park activity to evaluate their understanding. In this activity, students must add units to both axes and mark coordinates for the objects in the scene.

#### Wixie Activity:

Coordinate Park



## CONTENT.4.G.A.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

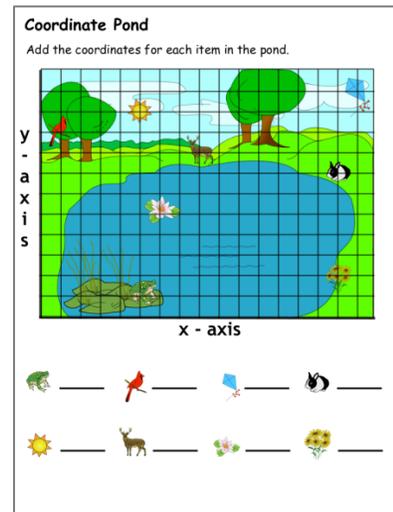
### Coordinate Adventure

Once students learn how to use a coordinate plane, have them practice what they have learned by moving them toward more concrete applications.

Have the students write a story of a person traveling across America on an adventure by adding a page to the Coordinate USA Map and using the text tool. Add additional pages as needed. On the map, record where they started and each milestone of their adventure by marking the coordinate grid. In the story have the students refer to the milestone on the map by the coordinates.

#### Wixie Activity:

Coordinate USA Map



**CONTENT.4.G.B.4**

Classify two-dimensional figures in a hierarchy based on properties.

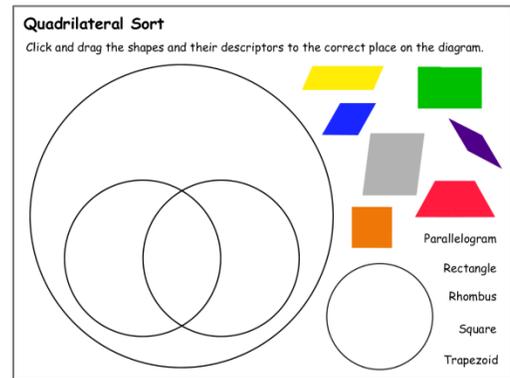
**Sort Quadrilaterals**

Open the Quadrilaterals Sort activity so that all students in the class can see it. Work with the class to correctly categorize squares, rectangles, trapezoids, and rhombuses (rhombi). Have students articulate the specific attributes of each shape, making sure that they identify properties of the vertices (angle size), as well as properties of the edges.

When you think students can understand the differences in each of these shapes, have them work individually to complete the Quadrilateral Sort activity. When they are finished, talk with your students about how this activity was organized differently. Work with students to articulate how this activity shows a hierarchy of quadrilateral attributes.

**Wixie Activity:**

Quadrilateral Sort



## Lesson Plan

*While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.*

### Math Terminology

Students will learn academic vocabulary by creating an illustrated math dictionary in Wixie.

### Task

You have been asked by the Didactic Book Company to submit a proposal for an online dictionary that teaches math terminology using the alphabet. Because of your extensive knowledge of math terms, compiling a thorough list of terms you propose for your dictionary should be a snap. Your work on this project will help students nationwide understand important math vocabulary so they can do better in school.

### Engage

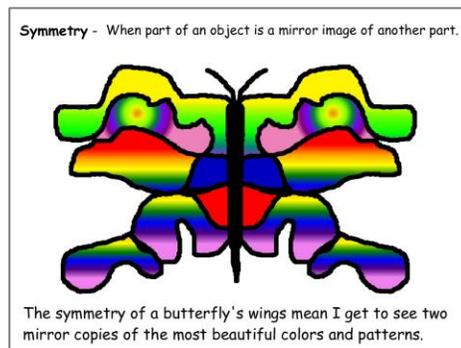
When students are asked to take a standardized test, they often encounter unfamiliar terminology. This activity is designed to help them. Collaborating with the Language Arts teacher to explore how context clues skills help a reader determine the meaning of words will be helpful for students as they encounter unfamiliar or challenging terminology.

Remind students that thousands of words and expressions pertain to math. For example, we use the abbreviation MPH (miles per hour) to measure speed. Discuss symbols used in mathematics and how they can be included as math words. For example,  $x$  is a symbol used to mean multiply or used in equations to represent a variable.

Work with your class to create a word wall of math terms they already know. In small groups, have students brainstorm basic math terminology. Have them write the math terms on one index card and the definitions on a separate index card. Use the index cards as a matching game for students who don't know the basic terms. Post the words and definitions together to create a math word wall.

Bring math-related objects to class to help students come up with even more terms they know. You might share geometric shapes, formulas, manipulatives, and measuring tools, such as a liter container, meter stick, tangrams, graph paper, and number lines.

As you describe each object, use terminology that is both familiar and unfamiliar to the students. Ask students to write down words that are unfamiliar to them. Make sure to include geometry words, formula



words, measurement words, number sense words, and logic and probability words. When you're finished, review the unfamiliar words with your students and have them create cards to add to the word wall.

## Create

Group students together into small teams. Have each team develop a list that includes a math term for every letter of the alphabet. After they have most of their list completed, provide examples of additional terms they might use.

Encourage students to use the terms from the word wall as well as new terms they find in the glossary of your math text. You could offer extra credit for using words that are not on the class list.

Share an example that includes the elements that each dictionary page should feature: a title, including the term; the definition; the word used in a sentence; and an image depicting the term.

Before working on the computer, or as homework, have team members write three sentences for each letter:

1. \_\_\_ is for \_\_\_\_\_. (for example: A is for area).
2. The definition of the math term.
3. A sentence that describes the image and uses the math term in context.

Next, have students or team members, create, capture, or locate an image that helps define or depict each term. They can use the paint tools in Pixie to draw their own images, use a digital camera to capture images they find in the world around them, or search for images in the Stickers library.

If students are having a hard time finding a picture, have them share their definition and sentence with other students in the class. Work together to brainstorm similar words and more descriptive sentences to help determine key words they can use to search for images.

When student pages are finished, have them click the Wixie button and choose Share. Have one student on the team choose Import Pages to import the shared pages into one project. Go to the View menu and choose Full Screen to present the file as a slide show or embed on your class web site.

## Share

When the dictionary is finished, each team should present their illustrated dictionary to the rest of the class so that everyone reviews all of the new terminology, or academic vocabulary. You can also link to the URLs for each team's project from your classroom web site. You might also print out each page at comic or trading card size and have students swap so each everyone has a complete collection of terms.

# Using Wixie with Sixth-Grade Students

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In sixth grade, students are ready to change the world. They are idealistic and capable of dealing with conflict and complexity. Their work in Wixie should require them to create products and performances that impact others as well as challenge these new abilities and expand the boundaries of their thinking.

As you explore some of the ideas in this guide, think of the students in your class. Which ones will respond if allowed to explore content in this way? Wixie allows you to assign different activities to different students, so you can more easily adjust the content and work to meet individual student learning needs.

As you get more comfortable using Wixie, you will want to transition from assigning specific templates and transitioning students into using Wixie as a digital canvas to show what they know and create solutions and products that make sense for the content and problems they are exploring.

# Language Arts

## Reading: Literature

### LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

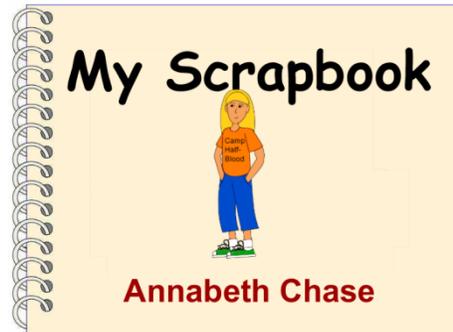
#### Character Scrapbook

Brainstorm traits of the Greek gods before reading **The Lightning Thief** with your students. Then, read the book. Project the Character Description activity in Wixie and work together on Zeus to add details. Be sure that when students share a “what” detail, they also answer why using relevant examples from the text.

Assign student different characters from the book, including the gods, goddesses and the students attending Camp Half-Blood. Have students create a digital scrapbook for their assigned character. Scrapbooks should include journal entries about important events from the character’s perspective, a picture page to show important events, a souvenirs page to share objects and explanations of why they are important to the character, and a page where students write letters between their character and another about a problem in the story.

#### Wixie Activity:

Character Scrapbook



### LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

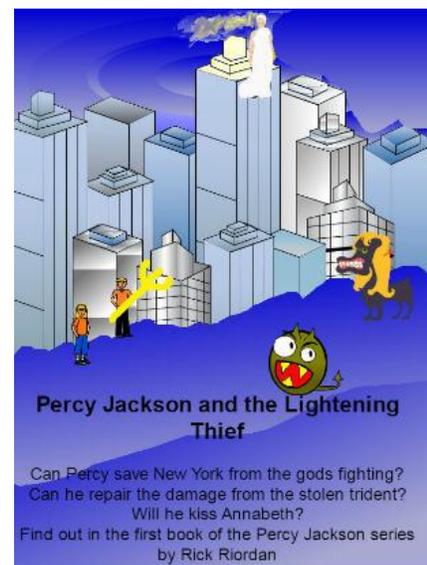
#### A Better Book Jacket

After students have read a book, have them develop a new jacket for the book to demonstrate comprehension through summary and opinion text as well as images! A colorful front cover, combined with an informational back cover, lends insight into students’ comprehension of theme, character, plot, mood, and more.

Book jackets should include pages for both the front and back of the book so there is ample room to include plot summary, opinions about the book in the form of reviews, teaser text or quotes from the book to hook a new reader.

#### Wixie Activity:

Book Cover Design



**LITERACY.RL.6.3**

Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Plot Diagram Book**

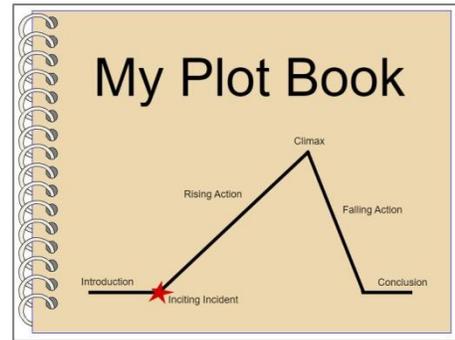
Read Louis Sachar’s **Holes** with your students. In this book, information isn’t shared in chronological order.

As you read the first couple of chapters about Stanley’s experience at Camp Green Lake and how he got there, ask your students to discuss how the author jumps back to several different time periods while still moving the plot forward.

Assign the Plot Diagram Book activity and explain that summarizing each chapter isn’t going to work to summarize the plot. Work with students to discuss how they might identify the different stages of the plot action. Ask students to describe the events experienced by Stanley Yelnats and Hector Zeroni at each stage of the plot progression. Prompt students to share how they identified the key parts of the plot.

**Wixie Activity:**

Plot Diagram Book



**LITERACY.RL.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

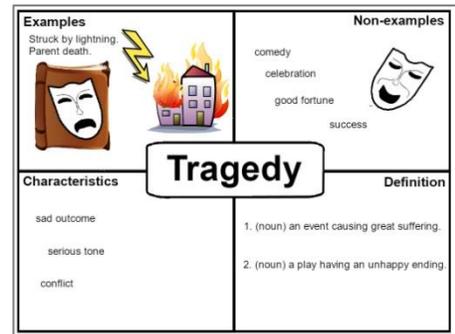
**Word Choice**

Work with your class to brainstorm or collect examples of metaphors and similes they have encountered in their reading. Have students use the Frayer Model activity for vocabulary to practice identifying what a phrase means, as well as what it does not mean.

You might also encourage students to print their pages as trading cards designed to help other students, and English Language Learners, to better understand the meaning. Have students print enough copies of their page using the Repeat Page>Postcards menu option (4 to a page) to cut out and distribute to the rest of the class.

**Wixie Activity:**

Vocabulary-Frayer Model



Explain how an author develops the point of view of the narrator or speaker in a text.

### My Book – Mock Social Media Exchange

Wendelin Van Draanen’s **Flipped** tells a story from two points of view, Julie and Bryce. After reading, talk about how an author’s use of first-person and/or third-person point-of-view can have an effect on how you perceive a character or event.

Have students complete the Compare activity in Wixie to find similarities and differences of one of the events Julie and Bryce share. Pair students together who have chosen the same event to discuss their comparisons. Ask them to discuss questions like: What details did not match between the stories? Was something left out of the first-person version? Did this help to better frame the point of view of Bryce or Julie?

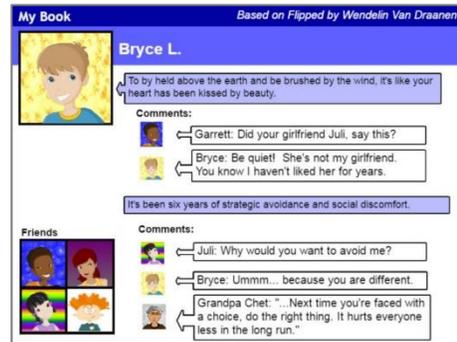
After student teams are finished discussing their events, get the entire class to discuss the following questions: Does point of view affect how we perceive events in a story? How can an author use point of view to give us the perspective on events they want us to believe?

Ask students to create a social media page for one of the characters as a performance task to show their understanding of how the author develops point of view.

#### Wixie Activities:

Compare

My Book



### LITERACY.RL.6.7

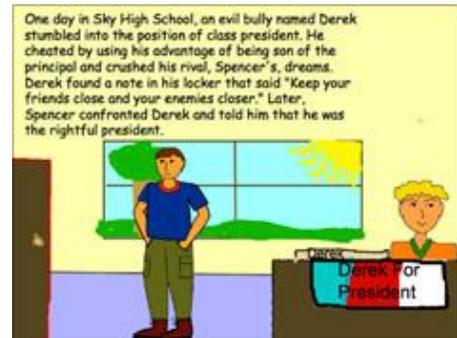
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

## Making Graphic Novels

Our notion of what a book looks like is expanding. Share a graphic novel with your students, or a novel such as **Rapunzel’s Revenge** by Dean Hale. Talk about how the pictures support the story, replace words, and attract the reader. Ask questions like: How do the pictures help the reader make inferences? How do they influence emotion and meaning?

Have each student choose a myth or folktale and convert it into a graphic novel. Students can use Wixie’s paint tools to create their own characters and backgrounds, or they can find images in the Library. They can use Wixie’s text bubble options to transform text into onomatopoeic sound effects, conversations, and thoughts.

Have students choose one of the multi-page formats to print the work in the form of a graphic novel. They can also export their work as an ePub file to share on tablets as an eBook.



### LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

## Venn Diagram

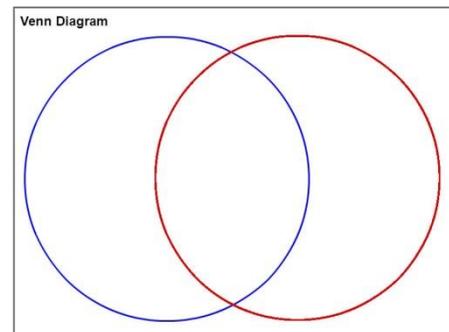
Read **Roll of Thunder Hear My Cry** by Mildred Taylor and **“I, Too, Sing America”** by Langston Hughes. Hold a general discussion about the similarities and differences in how these two authors express issues of racism through storytelling and poetry.

Have each student choose one theme or element, such as character or setting, and compare using the Venn activity. Have students add a page that includes additional textual and visual information about the elements in each story.

When student pages are finished, log into your teacher account, open Wixie and import the student’s projects into one file. Present the final pages to the entire class to discuss their analysis.

### Wixie Activity:

Venn Diagram



## Reading: Informational Text

### LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Analyzing Through Questioning and Evidence

Choose nonfiction text that supports the topic you are studying or related to a current issue. Open the Cite Evidence from Text activity and type four questions you want students to answer in the boxes on the left. Assign the article as homework, asking to students to read and highlight important ideas.

Then, give them the organizer with specific questions about the text. Students should first think and work on their own to find answers to the questions in the text, typing a brief answer statement, citing specific text in the reading, and adding in any necessary explanations.

Next have them pair with another student to compare ideas and answers. Finally, work as a class to summarize and share information.

#### Wixie Activity:

Cite Evidence from Text

Question	Statement	Citation	Explanation

### LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### Exploring Main Idea

Provide your students with nonfiction articles connected to a topic you are studying. Talk about the features of nonfiction including text size and style, pictures, and organization.

Have students read the text highlighting big ideas they find, paying close attention to how the author uses the features of nonfiction text to organize the information.

Have students complete the Main Idea activity for each article adding text to describe the main idea, as well as key details from each paragraph in that section. They should include a direct quote or location for each detail.

#### Wixie Activity:

Main Idea

Main Idea		
Double-click here to add text		
Supporting Details		
Double-click here to add text	Double-click here to add text	Double-click here to add text
Evidence from Text		
Double-click here to add text	Double-click here to add text	Double-click here to add text

### LITERACY.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

## Historical Figure Journals

Ask students to develop a scrapbook that showcases events portrayed in an informational text about a historical figure. Each chapter or page in the journal should highlight how the author introduces key ideas and describes events from the person's life.

Depending on the person they are studying, students may be able to find digital primary source material, like letters, journals, photographs, and maps that are mentioned in the text using sites like the National Archives and Library of Congress.

### Wixie Activity:

Journal



### LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

## Make a Topic-specific Dictionary

If it is an election year, students will no doubt be hearing lots about political parties and their platforms. With speeches and ads and signs in front yards this is a great time to capitalize on their interest and help them become more knowledgeable about our political system and more savvy readers.

After reading a specific article, have students highlight unfamiliar words or make a list yourself. Then assign different words to different students to research in depth and report back to your class.

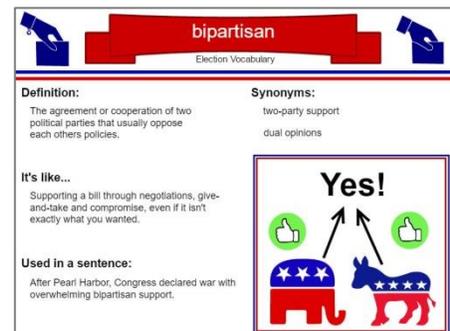
If you are feeling ambitious, come up with a term for each letter of the alphabet. Such as:

- A is for absolute majority.
- B is for bipartisan.
- C is for carpetbagger.

Combine student work into a single electionary. Post the collected words online or print for student reference.

### Wixie Activity:

Election Vocabulary



### LITERACY.RI.6.6

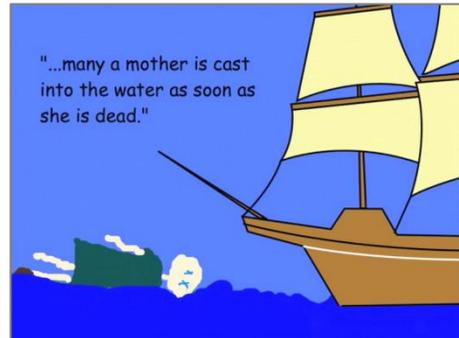
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### Recreate an Author's Account

Letters and journals are mainly tools for self-reflection, with authors doing their best to express what an event felt like. Read a first person account of a historical event and ask your students to bring it to life with Wixie, assigning a section or passage to each student.

Educator Gillian Ryan had her students read a first-person account of the journey across the Atlantic Ocean to the New World in 1750. She shares, "It wasn't until students wrote and illustrated his account, did they truly comprehend the sacrifices that people were willing to make for a chance at a new life in the Americas."

Combine them together and revisit as a class. Discuss the background of the author and how it might have contributed to how they felt about their experience. Does one's background, experiences, economic position, or place as victor or vanquished make a difference in how they relate facts?



### LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### Digital Documentaries

Turning a research report into a digital documentary can bring life and enthusiasm to this process in your classroom. Kids love being the expert, and developing a multimedia product allows them to demonstrate their command of the content as well as their skills combining images, text, narration, and music.

Have students begin research on the topic, and organize their ideas into a storyboard. After you have checked their storyboard to make sure they are on the right track, have them complete additional research.

Students can share ideas through a combination of text, labels, images, illustrations, and supporting narration. Click the View All Pages button at the bottom of the Wixie window to verify the order of scenes, adjust the timing, and add background music. Share student work online and with an audience beyond the school and parents.

#### Wixie Activity:

Storyboard



**LITERACY.RI.6.8**

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Analyzing Blogs to Become Savvy Media Consumers**

Bloggers usually like to post on a particular topic of interest, and have a theme to their blogs and writing. Some are informational, such as sharing a new tool or restaurant. Others are opinion based and center around hot topics in the news today that could be debatable.

Have your students read a blog post (or different ones in a series) like those on the student-written site: [itsgettinghotinhere.org](http://itsgettinghotinhere.org).

Students can use the Claims and Evidence activity to show four claims from the blog post, sharing the author’s evidence and indicate whether it was fact or fiction.

**Wixie Activity:**

Claims and Evidence

Claim	Evidence	Page(s)
		<input type="checkbox"/> Fact <input type="checkbox"/> Opinion
		<input type="checkbox"/> Fact <input type="checkbox"/> Opinion
		<input type="checkbox"/> Fact <input type="checkbox"/> Opinion
		<input type="checkbox"/> Fact <input type="checkbox"/> Opinion

**LITERACY.RI.6.9**

Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**What Was It Really Like?**

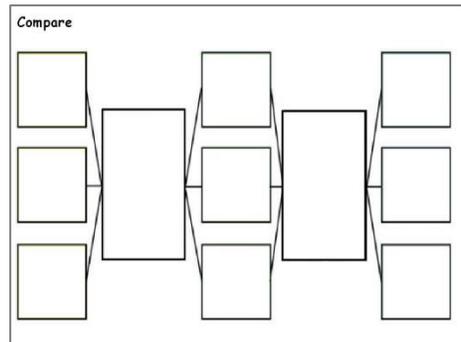
It’s easy to have different views on an event in history, especially if one person lived during it, another hears the stories from loved ones, and another researches the event through secondary sources.

Compare a first person account of a historical event, like the eruption of Vesuvius from Pliny the Younger at [Eyewitnesstohistory.com](http://Eyewitnesstohistory.com), to the description found in your text book or another informational account.

After comparing the descriptions, have students add page to the project to share how the presentation of information impacted their understanding and interest in the information.

**Wixie Activity:**

Compare



# Writing

## LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.

### Everyday Heroes

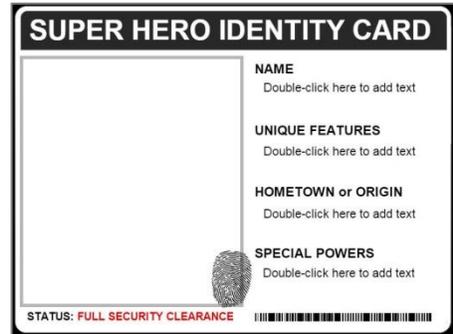
Yes, super heroes are fun, but real-world heroes do not have to wear a cape, have spider-like senses or possess special powers. Real heroes live among us and often receive no recognition for their actions. These heroes might be working towards peace and freedom, campaigning for a greener Earth, or helping others with everyday needs.

Have students choose a hero in your school, community, or another subject your class is exploring. First, have them design a super hero identification card for this person. Then, write an argumentative essay about why this person should be honored for their actions.

Students should use the evidence in their writing to inspire a media campaign promoting this hero, using Wixie to create posters, flyers, informational ebooks, public service announcements, and more to educate the community on this hero and how their actions are, or were, heroic.

#### Wixie Activity:

Super Hero ID Card



## LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

### Your Very Own eHow

The eHow web site features videos and articles on how to do just about everything. Have your students choose one of their favorite pastimes and create a how-to using Wixie.

As they begin to think about what they want to share, have students brainstorm ideas using the Flowchart activity. Have them create a Wixie project with a page for each step in the process they want to teach to someone else, using order words (first, after, next, and finally) in their writing, adding illustrations, and recording narration.

Have students print out their projects in booklet form to share as well as link to the electronic version of their projects from your classroom web site to create your own classroom eHow site.

#### Wixie Activity:

Flowchart

Flowchart	
Think about all the steps in the process. Write the first step in the process in the First box. Write the next steps in their own boxes.	
Topic:	Double-click here to add text
First:	Double-click here to add text
Next:	Double-click here to add text
Next:	Double-click here to add text
Next:	Double-click here to add text
Last:	Double-click here to add text

### LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

### Historical Docudramas

In a docudrama, students act as if they are living in a specific time period or experiencing an event by creating a first-person digital story. Bernajean Porter ([www.digitales.us](http://www.digitales.us)) suggests using docudramas to make facts come alive for both student authors and those who view their work.

Have the students select a person that they would like to interview and share their story, in that person's voice. (ie. Living during a war, losing a job, getting married, moving, graduating from college, etc.)

Have students research the time frame of the event to help them focus on relevant facts and ideas to share. You may want to have students use the graphic organizers in the Activities>Templates folder to create timelines, fact and opinion charts, and identify descriptive Five W's details.

Students can share ideas through a combination of text, labels, images, illustrations, and supporting narration. Click the View All Pages button at the bottom of the Wixie window to verify the order of scenes, adjust the timing, and add background music. Share student work online and with an audience beyond the school and parents.

#### Wixie Activities:

Five W's, Timeline, and Fact or Opinion



### LITERACY.W.6.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### A Monument to Real Leadership

Danish-American sculptor Gutzon Borglum chose Presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln to showcase American Democracy on Mt. Rushmore.

Egypt has its great pyramids as shrines to greatness as well, but these tombs were commissioned by the Pharaoh's themselves.

After you have studied about the Old, Middle, and New Kingdom's, challenge your students to create a monument similar to Mt. Rushmore that showcases the best leaders from Ancient Egypt.

Create a design for the monument and prepare a presentation arguing why these figures should be on the monument.



### LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### Research with Graphic Organizers

To teach effective research strategies and information literacy, let students choose the topic or problem they want to research. Even if they choose a famous sports star or musician, they will learn the process of asking questions, determining where they can find answers, locating and assessing resources, and using and applying the information in a research report. Tell students they will create a booklet to share their research.

After students have chosen the topic they want to research, have them brainstorm a list of questions on the subject. Have students take notes as they complete their research using the Fact or Opinion organizers in Wixie.

Once research has been completed, ask students to create a two-page presentation in Wixie. The first page should include at least three facts they found in their research. The next page should include the student's opinion about the subject using opinion words they found in their research, such as feel, believe, always, never, most, best, and worst.

#### Wixie Activity:

Fact or Opinion

FACT	OPINION

### LITERACY.W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

#### Scientific eZines

Create an electronic magazine to educate classmates and community about current scientific events. Articles are the most obvious form of content, but you may also choose to include a letter from the editor, letters to the editor, interviews, and/or advertisements for your scientific inventions.

Work as a class to combine individual student pages into one classroom a magazine, or form small teams to research a current environmental issue they are passionate about.

As a class, brainstorm what makes an effective online magazine. Catchy headlines? Bright ads? Compelling articles? Are the contents of scientific journals and magazines designed to inform or explain? Or are they designed to persuade?

**The Scoop on Science**

**California's Coastal Cleanup 2015**

Since our school is near an estuary, our class joined the California Coastal Cleanup. What is the clean up? On September 17th, students headed to 4 locations on the estuary to pick up trash and recyclable materials.

In the weeks before our class collected buckets and gloves for students to use during the clean up.

From 8 am to 2pm students walked the trails scanning the brush and shoreline for debris. A ranger was with each group to help moms and dads with wading boots safely enter the water with minimum impact to the habitat and maximum safety.

**What we found:**  
64 plastic bags  
22 plastic bottles  
4 flip flops  
3 plastic pails  
42 cigarette butts  
& 1 hiking boot!

**LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**Ecosystem Restoration**

Identify a place in your community where the natural habitat has been degraded. This could be a forested area, wetland, or even watershed.

Before students begin researching on their own, ask the students to brainstorm what might have caused the degradation. For example: Was it a weather event? Pollution? Human activity?

Work with students to develop questions that will direct their research into how a healthy ecosystem like this one functions. They should also pose questions that will help them locate solutions for similar problems.

After researching, have students create a presentation in Wixie sharing their ideas for restoring the ecosystem. Their presentation should include evidence showing how the restoration will change the ecosystem and affect plant and animal populations in it.

**Wixie Activity:**

Citation Evidence from Text

Question	Statement	Citation	Explanation

**LITERACY.W.6.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Keeping a Writing Journal and Portfolio**

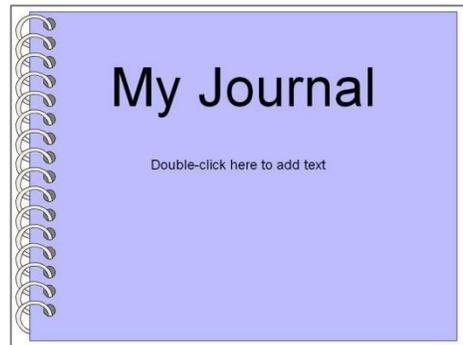
Use a writing journal as a bell-ringer activity for your students. Open the My Journal template and add in some of your favorite prompts. Be sure to leave a few pages blank at the end for students to write on their own or duplicate for future work.

You might also try adding an image to the page or a URL to a video in the instructions. As students learn to respond to non-textual clues start by having them write down observations and then move to statements starting with “Why?” and “I wonder...” After they have solid experience with non-textual prompts, encourage them to think about how the media makes them feel and work to analyze author’s intent.

Wixie also include a Portfolio option students can use to curate their writing. As they complete a range of assignments in informational, narrative, and argument writing, have them add samples that demonstrate growth into their portfolio. You might even encourage them to add a page to their writing with a text or voice reflection.

**Wixie Activity:**

My Journal



# Speaking & Listening

## LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Storycorps.org

StoryCorps is an organization dedicated to preserving and sharing “humanity’s stories.” Started by Dave Isay in 2003, it connects people through a storytelling process helping them learn to share their wisdom as well as learn to listen to the wisdom of others.

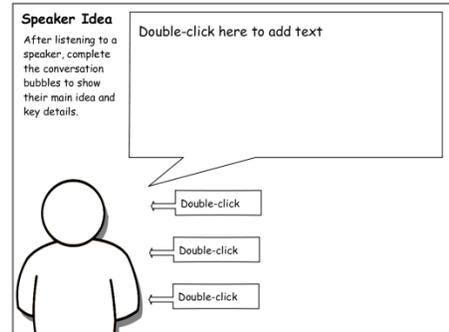
6th grade students are just beginning to navigate the world of adulthood. While school and family are still primary in their lives they are beginning to look at their futures and what they will do to earn money and find happiness after school.

Watch an animated StoryCorps interview like “Clean Streets” and ask your students to share what they learned. Have students take notes during the animation, or audio interview. Work as a class to determine the central theme or message.

<https://storycorps.org/animation/clean-streets/>

#### Wixie Activity:

Speaker Idea



## LITERACY.SL.6.3

Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### A Speech to Remember

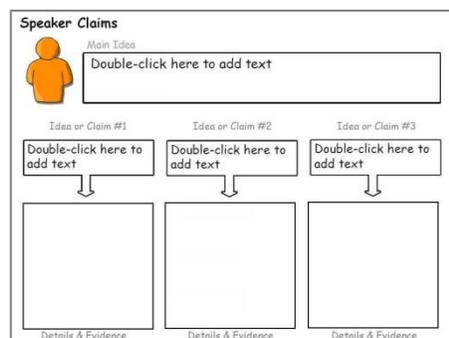
It is important to connect the learning that goes on inside the classroom with the work and lives of people outside of it. One common way we make this connection is by inviting “experts” to our classes to share knowledge and information as it relates to their job or personal history. Encourage students to take notes about what they are hearing.

After listening to the speech, have students complete the Speaker Claims activity to summarize the information they learned, including how the speech was relevant today. Have students print out their pages and use them to discuss the visit with another peer or share with the entire class.

Don’t limit yourself to a face-to-face speaker visit. Use a website like Archive.org to find a historical speech important for your students to hear that contributes to a classroom discussion around a topic you are studying.

#### Wixie Activity:

Speaker Claims



#### LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### Classroom News

Rather than putting together a monthly newsletter for parents, include students in the process and create your own class magazine or daily news section on your web site with embedded Wixie projects. This is a great way for students to share their knowledge and practice their speaking skills.

Assign individual reports for each day of the month or have a small team work together each day with students in roles of researcher, fact checker, graphic artist, voice talent, and so on. Have students create a page for each event or class that day using sequencing words to connect and organize the news report.

Encourage students to include written details that make the story interesting and engage the viewer/listener. Students can practice oral fluency and intonation as they use the audio record feature to record their voice, speaking clearly and at an even rate. Stickers, photos, and original art will help to share the story visually. Embed the story into the news section of your class web site.

**Thanksgiving Interview with Ms. Clark**

We learned that every year Ms. Clark flies home to Massachusetts to celebrate Thanksgiving with her family. To provide a tradition you can compare to your own family celebrations, we interviewed Ms. Clark.

**Q. What is served at dinner?**  
A. My mom is English but grew up in India. We always have turkey, but she makes 4 different chutneys instead of cranberry sauce.

**Q. What is your favorite tradition?**  
A. I don't know if this counts as a tradition, but my uncle has worn the same dark orange suit since I was in the 3rd grade. The whole family wonders if he will wear it again or if my aunt was actually able to convince him to wear a new one.

**Tiger News** By Emily E.

#### LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Field Trip Fun

Field trips are one of the most enjoyable and memorable events of the school year. If you are working with 1:1 tablets, or have some to share, be sure to have students take pictures on the field trip. When you return, have students craft multimedia thank-you notes.

Have each student create a page in Wixie that includes text, photographs, and illustrations about one specific highlight of the trip. Then, have them record a brief thank you to further personalize their note. When finished, have the students rename their page and then share it with the class.

Have students click the Projects button, select their thank you, can click the Send button to send a URL link to their thank you via email to the person or organization hosting the field trip.

When student pages are finished, log into your teacher account, open Wixie and import the student's projects into one file. Then, share a link to the combined thank-you project with family, community, and staff from the site you visited.

I always thought it would be fun to play with fire and hammers all day, but after visiting the blacksmith shop, I am not so sure.

We only watched your for 10 minutes, but they were hot. I sweated out a gallon of water just standing there. Thanks for standing closer to the fire and show us how a blacksmith works.

## Language

### LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

### Vocabulary Wanted Posters

As you read to the class, or when students are reading independently, have students raise their hand to let you know they encounter an unfamiliar word. Have them ask the rest of the class if anyone can help share the meaning of the word. Keep a list of these and post it where all students can both see it and add to it.

Have each student select a word from the list and create a Wanted poster for the word. Print the posters out in postcard format (4 to a sheet) and find acceptable place around the classroom and school to post them to build everyone's vocabulary.

#### Wixie Activity:

Wanted Poster



### LITERACY.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Visual Poetry

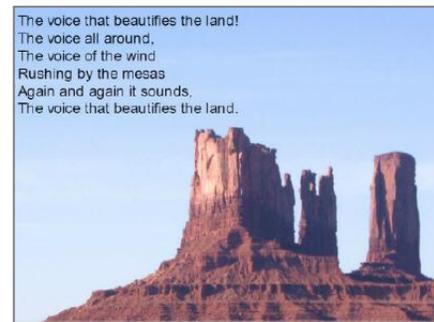
Poetry's purposeful word choice encourages close, careful reading. Word choice can also prompt rich vocabulary discussions, since students can debate authors' word choice and explore multiple meanings and nuance. Figurative language in poetry makes sense given the economy of words and can help students see the need to have a wide range of vocabulary.

Use a poem like the Navajo "Twelfth Song of Thunder" or "Chicago" by Carl Sandburg to engage students in the way authors use figurative language to make us see and feel.

Provide students with a selection of poems and have them create visual versions. As they find pictures and music to support the specific language in the poems, you will have an opportunity to assess their comprehension.

#### Wixie Activity:

Twelfth Song of Thunder



## Lesson Plan

*While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.*

### Personification Stories

Students will personify an object and write a story using conflict, experiences, and situations to help the viewer imagine what it might be like to be a particular object. They will create an illustrated version of the book in Wixie to publish for other to read as an eBook.

### Task

Hey diddle, diddle, the cat and the fiddle...Personification is a figure of speech in which human qualities are given to objects, animals, or ideas. For example: the fire breathed hot in our faces and its flames grabbed at our clothes, or the chocolate cake is calling my name. Personification can make writing much more interesting.

In this project, you will personify an animal or object and develop your story into an online book using Wixie.

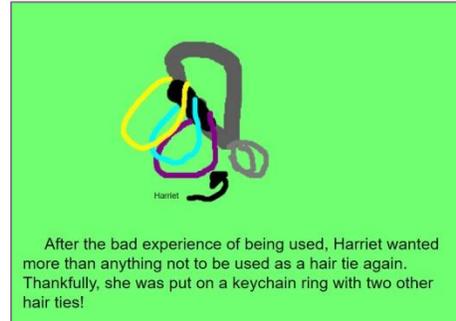
### Engage

Nursery rhymes, fairy tales, fables, and children's stories commonly personify animals. When you give human characteristics to animals, it is called anthropomorphism. Your students have probably heard of the three bears that eat porridge and sleep in their beds or the fable of the Tortoise and the Hare. You may have even read *Fantastic Mr. Fox* by Roald Dahl.

Revisit these stories or others your students may be familiar with. You might also want to share the work of Lewis Carroll in his poem *The Walrus and the Carpenter* or *The Adventures of Alice in Wonderland*. Remember the white rabbit and Alice playing croquet with a deck of cards?

After exploring examples of personification, work with your students to personify an object in your classroom. Brainstorm human traits that can be applied to it. Start by identifying parts of it that are similar to human body parts. Then, brainstorm feelings it might have about itself or how it is used. Ask students to become the object and answer these prompting questions:

- What/how do you see? Hear?
- Where do you live?
- What are you afraid of?
- What do you dream of?
- What are you good at?
- What do you hate to do?
- How do you feel about the people or objects you meet?



## Create

Have individual students, or a small team, choose an object to personify. Ask students to brainstorm ways to personify the object. You might ask them to answer the same questions you did as a class.

Students should use the object's feelings or fears they have brainstormed to develop the conflict that will drive their story and begin writing. You may have them scaffold work or continue brainstorming by identifying character traits, determining setting, and codifying the plot diagram or at minimum beginning, middle, and end.

Students should write an initial draft of their story and then share their ideas and drafts with their peers for feedback and review and then work on their revisions.

Have students translate their written story into a visual map or project storyboard. This will help them determine how best to convey the story through individual pages or scenes. Students can complete their stories with illustrations and narrations.

## Share

Have the students present their story the rest of the class. Share the stories and animations on your school web site, during morning announcements, or in your school/community library. Have students export their work as eBooks (ePub option) to create your own library of stories that use personification.

You could even turn this project into a parent night or community event by asking students to write personification stories along a conservation theme like Earth Day.

## Standards

RL 6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

L. 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.A Interpret figures of speech (e.g., personification) in context.

# Mathematics

## Ratios & Proportional Relationships

CONTENT.6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

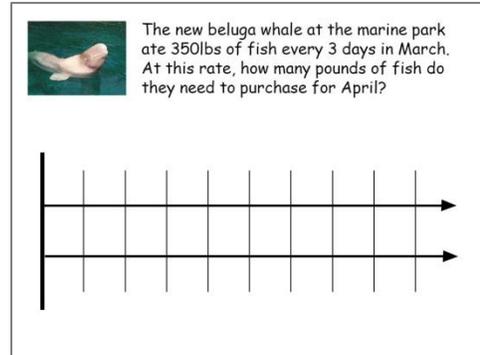
### Real World Ratios

Wixie includes several rate and ratio word problem activities. The Marine Park Ratios activity includes a double number line, but other activities have an open space where students can draw a tape diagram or add a table or add the double number line. You can start with these or simply create your own.

The important thing is to provide space for students to show their work, not just the answer as well as an additional page where they can construct their own real world rate and ratio problems. Ask students to record their voice to explain their process for solving the problem and determining the rate, which also helps students practice and apply [CONTENT.6.RP.A.1](#) and [6.RP.A.2](#).

#### Wixie Activity:

Marine Park Ratios and others



The new beluga whale at the marine park ate 350lbs of fish every 3 days in March. At this rate, how many pounds of fish do they need to purchase for April?

The diagram shows a double number line with two horizontal lines and 11 vertical tick marks between them, representing a scale for solving the problem.

## The Number System

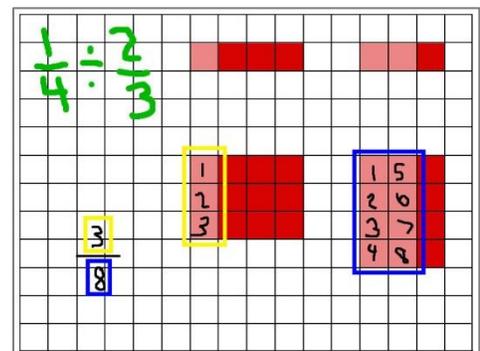
CCSS.MATH.CONTENT.6.NS.A.1

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

### Dividing fractions using the Array/Visual model

Teach students how to divide fractions both using a standard algorithm, as well as with a visual array. Wixie includes grid templates you can customize and assign for this purpose. Students can also open grids from the Math folder in the Templates tab of their Project view.

Have students use the grid to solve to the problem and to consider how they will demonstrate their process knowledge. In this example, the student shared their process using different colors. Students can also add a text object or use the record feature to add an oral explanation.



The grid shows the division  $\frac{1}{4} \div \frac{2}{3}$  written in green. A yellow box contains the fraction  $\frac{3}{8}$ . A red box contains the fraction  $\frac{1}{3}$ . A blue box contains the fraction  $\frac{15}{48}$ . The grid is filled with red squares, representing the visual model of the division.

#### Wixie Activity:

Grid

### CCSS.MATH.CONTENT.6.NS.C.5

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

### Displaying Positive and Negative Data

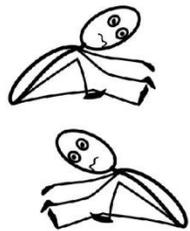
Ask students to work with data sets that have both positive and negative numbers. The more you can give context to their work with positive and negative data, you will help make the abstract ideas of negative numbers easier to grasp for students. Consider the examples mentioned in the standards, or other real world contexts like stock market gains and losses.

You can use the Data on a Number Line (flexibility) and Positive and Negative Data (temperature) activities to help students practice using positive and negative values.

#### Wixie Activity:

Data on a Number Line  
Positive and Negative Data

The students in Mr. Jackson's PE class were curious to see if boys or girls were more flexible. They decided to test how many boys and girls could touch their toes. After deciding a yes or no answer wasn't specific enough, they decided to measure how far from, or past, their toes each student could reach. Here is their data.



Student	Proximity (in.)
Jacob	-4
Hannah	-2
William	2
Emily	3
Joshua	-5
Alexis	5
Tyler	4
Madison	-4
David	0
Emma	-1

### CCSS.MATH.CONTENT.6.NS.C.6

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

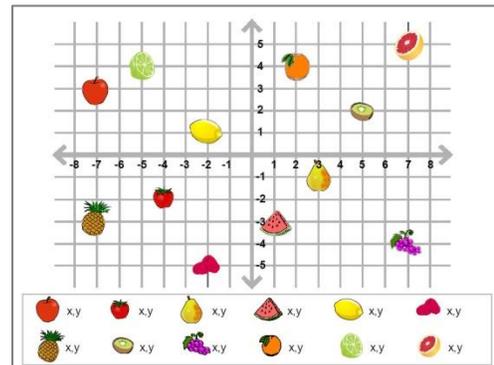
### Coordinate Grids to Coordinate Planes

In grade six, students begin to use both positive and negative numbers on the x and y axis. Students will be more familiar with a number line (x-axis) so be sure to clarify which quadrants have positive and which have negative values.

Wixie includes several activities which can help you assess student understanding of how to plot and use values in all quadrants of the plane. Some, like the Coordinate Plane Values activity, ask students to show coordinates. Others like Coordinate Plane Geography ask students to answer questions about objects located at specific coordinates.

#### Wixie Activity:

Coordinate Plane Geography  
Coordinate Plane Values



### CCSS.MATH.CONTENT.6.NS.C.8

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

## Coordinate Plane Distances

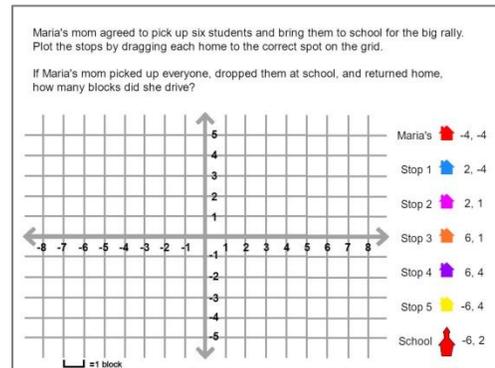
Before asking students to apply their work to solve these real world problems, make sure they understand how to plot coordinates in all four quadrants of the coordinate plane.

Work together as a class and ask the students how they would determine distance between two points with similar x or y coordinates. Ask them to explain how they would solve this both visually on the coordinate plane or by comparing the coordinates without the plane.

Once they can plot coordinates, have them practice and use their knowledge to solve real world scenarios. You can assign the Coordinate Plane Distance activity to have students plot carpool pick-up and calculate driving distance.

### Wixie Activity:

Coordinate Plane Distance



## Geometry

### CCSS.MATH.CONTENT.6.G.A.1

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

## Miniature Golf Polygons

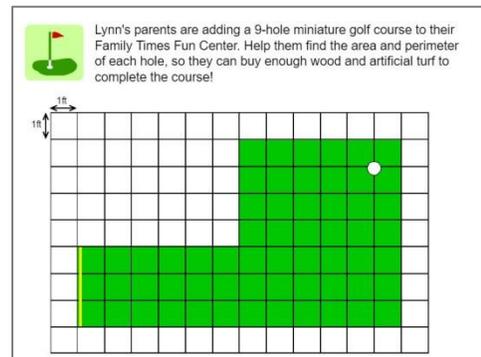
Miniature golf is a real world context most students can relate too!

Wixie includes a Mini-golf Polygons activity that walks students through progressively harder perimeter and area calculations. The solution for the first hole is shown. Students practice with holes 2-5. Holes 6 and 7 have angles, but diagonal length is shown. Hole 8 doesn't show diagonal length, but links to Pythagorean Theorem. Hole 9 is for students to design on their own.

Students can open grids from the Math folder in the Templates tab of their Project view to design their own holes, calculating the amount of wood (perimeter) and turf (area) necessary to create the hole.

### Wixie Activity:

Mini-golf Polygons



### CCSS.MATH.CONTENT.6.G.A.3

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

## Coordinate Plane Shapes

Wixie includes activities that help students practice plotting coordinates and connecting them to create basic shapes. There are three different Coordinate Shapes activities that help them build skills in this area. Coordinate Shapes: Plot asks students to plot the points and identify the resulting shapes. Coordinate Shapes: Finish asks students to find coordinates to finish a specific shape. Coordinate Shapes: Create asks students to find coordinates for the vertices of a specific shape.

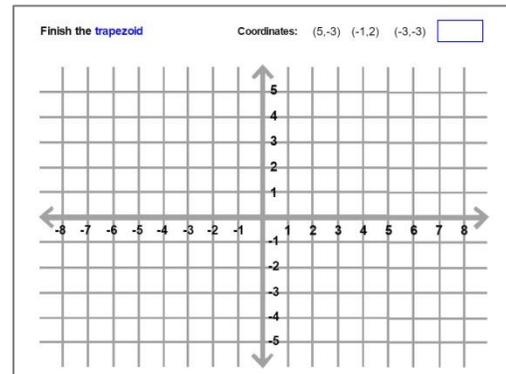
To test their understanding, have them use the Coordinate Plane template to create their own shapes for others to plot and find.

### Wixie Activity:

Coordinate Shapes: Plot

Coordinate Shapes: Finish

Coordinate Shapes: Create



### CCSS.MATH.CONTENT.6.G.A.4

Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

## Using and Creating Nets

A net is a two-dimensional representation of a three-dimensional solid shape. Nets can help students better conceptualize how to calculate surface area of a solid object.

Once students comprehend how nets can be folded to create three-dimensional shapes, use the nets for the cube and three-sided and four-sided pyramids in Wixie to have them show how to calculate the surface area of cubes and pyramids of different dimensions.

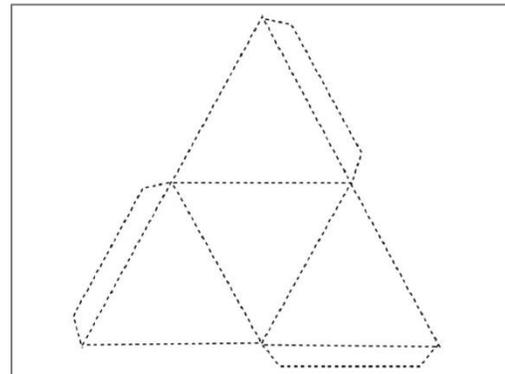
Then, challenge them to create their own nets for rectangular prisms of different sizes.

### Wixie Activity:

Cube

Pyramid – 3-sided

Pyramid – 4-sided



# Statistics and Probability

CCSS.MATH.CONTENT.6.SP.B.4

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

## Data Templates

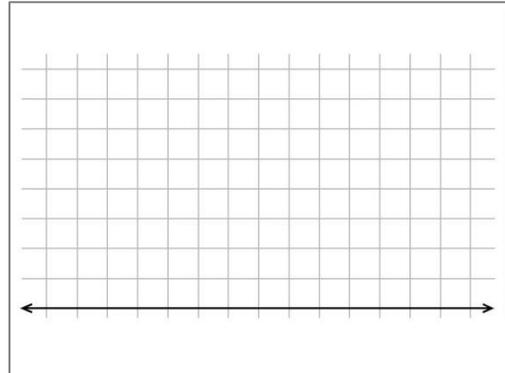
Browse the Math>Templates folder at the Activities to tab to find templates you can use to develop your own activities to help students learn how to organize and analyze data. Use these to set up problems and data sets you can assign as Wixie Activities.

Students can also use grids in the Math folder in the Templates tab of the Project view to display data as a histogram or bar graph.

As students begin to be more comfortable with how they organize and analyze data, move them from learning how to create a dot plot to choosing which sort of graph they can use to help them make sense of data they have collected.

### Wixie Activities:

- Number Line
- Line or Dot Plot
- Grid



CCSS.MATH.CONTENT.6.SP.B.5

Summarize numerical data sets in relation to their context, such as by:

- A. Reporting the number of observations.
- B. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

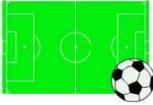
## Mean, Median, Mode Data Activities

Wixie includes several activities containing sets of data for students to analyze and graph. Start with sample activities like Soccer or Grandma's gifts to help students learn to use dot plots and stem and leaf diagrams to determine mean, median, and mode.

Then, have students progress to choosing how they will organize and display their data using templates in the Math folder.

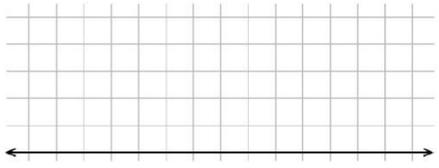
### Wixie Activities:

- Mean, Median, Mode – Grandma's Gifts
- Mean, Median, Mode – Soccer



Wow! At the end of the season, each player on Coach Dan's soccer team has scored at least one goal. Here is the number of goals scored by each of the ten players on coach Dan's team.

2, 3, 5, 5, 5, 8, 10, 16, 16, 26



## Lesson Plan

While individual activities can be used to address specific language standards, you can also create engaging lessons that address multiple standards in one project.

### Plan an Event

Students will plan for an event, including food, theme, and decorations, and create a proposal in Wixie demonstrating how the event might look and how much it would cost for various numbers of attendees.

### Task

Everybody loves a party! Well, everyone except maybe the person who has to pay for it. In this project, you will choose an event or party you would like to plan for your school. You will write a proposal that describes the theme, decorations, and food, as well as show your calculations for how much the party will cost for a range of attendees.

### Engage

Ask students about an event they attended that was enjoyable. Was there music, dancing, food, colorful decorations? Make a list of words that describe things that made the event memorable.

Divide students into teams of 3-5 members. Have them choose an event they would like to plan, such as:

- a fundraiser for a music, sports, or academic club;
- a thank you dinner for volunteers;
- a celebration for your school's teacher of the year; or
- a cultural celebration.

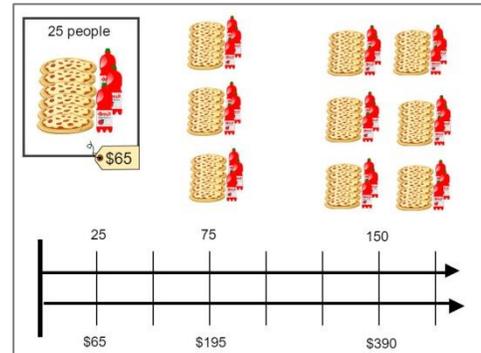
### Create

Once student teams choose an event, they will be responsible for developing a proposal that explains the goal of the event and describes what will happen. The proposal should include the cost of the event for at least three different group sizes, such as 25, 75, and 150 attendees.

Proposals should include specific information about the location and layout, decorations, menu, and entertainment. Students can use rate and ratio to estimate the cost for various numbers of attendees.

As students learn to make effective proposals and persuasive pitches, encourage them to include:

- Event title and goal
- Theme and how it addresses the goal
- Entertainment
- Food



- Diagrams of layout/room arrangements
- Invitations and advertising
- Total cost
- Cost and budget breakdowns for different numbers of people

Text should be both informative and persuasive and supported by images that serve to inform and persuade. The oral presentation of the proposal should include multiple forms of media, including text, voice narration, and images.

## Share

Teams should present their proposals to your school's principal, department chairs, Parent Teacher Association, or school board. Ask these stakeholders to help you evaluate the effectiveness of the idea, presentation, and proposal and share their feelings about the level at which they would fund the event.

You may want to speak with your principal or PTA to see if they would be willing to designate a certain amount of money to fund an event before you begin the project.

## Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

6.RP.A.2 Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship.

6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

6.RP.A.3.A Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed.

6.RP.A.3.C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.

6.RP.A.3.D Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:

6.SP.B.5.B Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

# Appendix

## Assign Activities by Common Core Standard

You can assign activities in Wixie that you find by searching the Common Core Standards.

Log in to Wixie with your teacher username and password.

Click the **Activities** tab.

You will see the Activities page.

Click the **Search** field and then click the **Search by Standard**.



Use the pull-down menus to narrow down your search by subject, grade, topic, and subtopic.

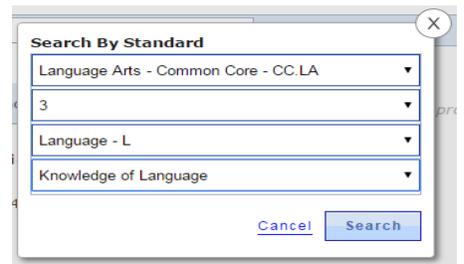
Click the **Search** button.



Click an activity to preview the activity.

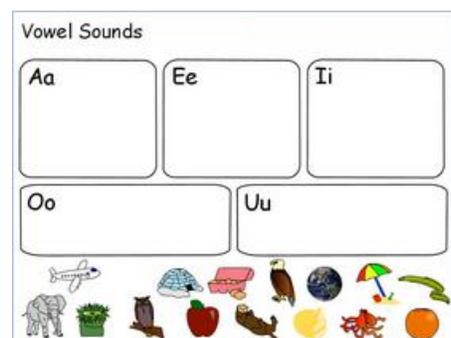
You will also see a description of the activity and all standards associated with it.

To assign the activity to your students, click the **Actions** button and choose **Assign this Project**.



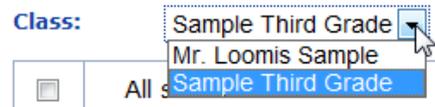
You will see a dialog that will allow you to assign the activity to a class or individual students.

Click the **Start Date** calendar to select the first day students will see the activity.



Click the **End Date** calendar to select the last day students will see the activity.

Use the **Class** pull-down menu to select the class of students you want to view.



If you want every student in the class to see the activity, click the All students check box.

<input checked="" type="checkbox"/>	All students
<input checked="" type="checkbox"/>	Nina Badiee
<input checked="" type="checkbox"/>	Elsa Burlaza
<input checked="" type="checkbox"/>	Danielle Chen

If you only want individual students to see the activity, click the check box for each student.

To assign the same activity to students in another class, select the class using the **Class** pull-down menu.

When you are finished choosing students, click the **Save** button.

<input checked="" type="checkbox"/>	Nina Badiee
<input type="checkbox"/>	Elsa Burlaza
<input checked="" type="checkbox"/>	Danielle Chen
<input checked="" type="checkbox"/>	Alejandra Deitrich

You will see the activity on the Assignments page.

The students you selected will see the activity in Wixie on the dates you specified.

# Assign Common Core Standards to Student Work

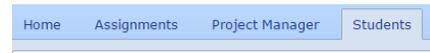
Log in to Wixie with your teacher username and password.

Click the **Students** tab.

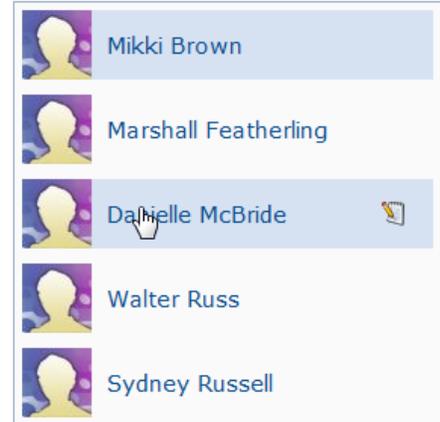
Select a student to view their projects.

You will see all of the Wixie projects created by the student.

Click a project to open it.



Class:



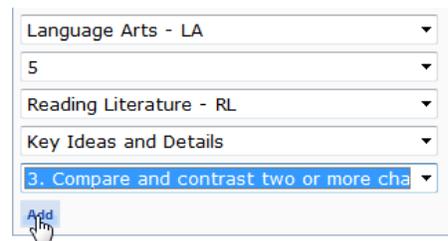
Click the **Standards** button below the project.

You will see any standards that have already been attached.

Click the **Add** button to assign additional standards.

Select standard criteria using the pull-down menus.

Click the **Add** button to assign the selected standard to the activity.



## Peer collaborative learning in Wixie

**Melissa Swenson**

“Our kindergarten students at Meiklejohn Elementary School didn’t know their log ins for Wixie, so I had the fourth graders design shape activities in Wixie for them with directions like, ‘Fill in the triangle shapes with red,’ ‘Drag the shape word inside the shape,’ or ‘Find how many squares are in the drawing.’”

The fourth graders then helped their kindergarten buddies learn their Wixie log in and worked with them to complete the shape activities they designed.

One student decided that he would teach his buddy about proper nouns and shapes, so he had his buddy drag the proper nouns in a circle and the nouns in a square. When I shared my concerns that it might be too hard, he said, ‘But Mrs. Swenson, I have a really smart buddy!’ He was right, and the buddy did just fine learning the proper nouns and the shapes!”

