Meeting Texas Essential Knowledge & Skills with Wixie®

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What is Wixie?

Wixie is a cloud-based tool Kindergarten students can use to write, paint pictures, and tell stories. Wixie provides a fun way for students to explore and respond to curriculum topics related to the Texas Essential Knowledge and Skills (TEKS).

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.

Using Wixie with Kindergarten Students

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!

Kindergarten

Language Arts

Mathematics

Kindergarten

Language Arts

Reading/Beginning Reading Skills/Phonological Awareness

(2) Students display phonological awareness. Students are expected to:

(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");

(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;

(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball")

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 for verbs is a bit harder. Share a few verbs that you think students 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. Have each student create a page in Wixie that includes the verbs, as well as illustrations for both. Use the Import Pages feature to collect all pages into one file to present to the class or export the project as a movie, podcast, or HTML storybook to share on your web site.

Reading/Vocabulary Development

(5) Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

(A) identify and use words that name actions, directions, positions, sequences, and locations;

(B) recognize that compound words are made up of shorter words;

(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and

(D) use a picture dictionary to find words.

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.

Reading/Vocabulary Development

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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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder> and select the Vocabulary (green) activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Literary Text/Theme

(6) analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) identify elements of a story including setting, character, and key events;

(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;

(C) recognize sensory details; and

(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Key Ideas activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Informational Text/Culture and History

(9) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.

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?

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading Folder, open the Comprehension folder, and select the Main Idea Umbrella activity. Click the Assign button to assign the activity to students.

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

Reading/Comprehension of Literary Text/Fiction

(8) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) retell a main event from a story read aloud; and

(B) describe characters in a story and the reasons for their actions.

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.

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

Have each student log into Wixie and 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.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Begin and End activity. Click the Assign button to assign the activity to students.

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.

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

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 to type a sentence that describes each page. Students can use the paint tools to illustrate each page.

Create links to each eBook from your classroom web site. You can also 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 others' stories.

Reading/Comprehension of Informational Text/Expository Text

10). Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;

(B) retell important facts in a text, heard or read;

(C) discuss the ways authors group information in text; and

(D) use titles and illustrations to make predictions about 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.

Writing/Writing Process

(13) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:

(A) plan a first draft by generating ideas for writing through class discussion;

(B) develop drafts by sequencing the action or details in the story;

(C) revise drafts by adding details or sentences;

(D) edit drafts by leaving spaces between letters and words; and

(E) share writing with others.

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."

Log in to your teacher account. Click the Create or edit a Wixie project button to open a blank Wixie file. Add a text box for the students to type their sentence. Click the Projects button and select Home to return to the dashboard. Click the Activities tab, open the My Projects folder, select the file and click the Assign button to assign it to your students.

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.

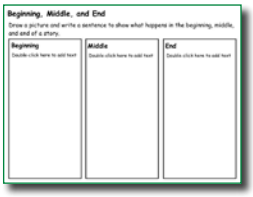
When students are finished, have them click the Wixie button and choose Share. Log into your teacher account, click the Wixie button, and choose Import Pages to import the shared pages into one class project. When all of the pages are complete, print out the class version of the book or project it for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

Writing/Literary Texts

(14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) dictate or write sentences to tell a story and put the sentences in chronological sequence

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension Folder, and select the Begin and End activity. Click the Assign button to assign the activity to students.

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.

Writing/Literary Texts

(14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

Book Review

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?

Log in to your teacher account. Click the Activities tab, open the Language Artsfolder, open the Reading Folder, open the Comprehension folder, and select the Book Review activity. Click the Assign button to assign the activity to students.

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

Writing/Expository and Procedural Texts

(15) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

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 so they can easily add them from the camera roll.

Log in to your teacher account. Click the Create or edit a Wixie project button to open a blank Wixie file. Add the photos of the different parts of your classroom. Click the Projects button and select Home to return to the dashboard. Click the Activities tab, open the My Projects folder, select the file and click the Assign button to assign it to your students.

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

You can follow the same process to create electronic or print handbooks for classroom procedures. You could have students create multipage 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, what to do before leaving in the afternoon, and fire drill procedures.

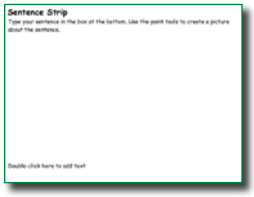
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation

(17) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(B) capitalize the first letter in a sentence; and

(C) use punctuation at the end of a sentence.

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.

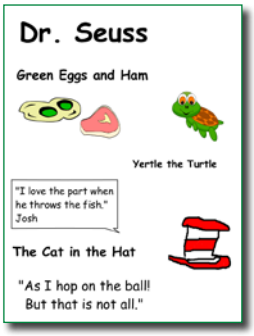
Research/Research Plan

(19) Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

(A) ask questions about topics of class-wide interest; and

(B) decide what sources or people in the classroom, school, library, or home can answer these questions.

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.

Research/Gathering Sources

(20) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:

(A) gather evidence from provided text sources; and

(B) use pictures in conjunction with writing when documenting research.

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.

Log in to your teacher account. Click the Create or edit a Wixie project button to open a blank Wixie file. Add a selection of the photos of the fieldtrip. Click the Projects button and select Home to return to the dashboard. Click the Activities tab, open the My Projects folder, select the file and click the Assign button to assign it to your students.

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?"

Listening and Speaking/Speaking

(22) Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.

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.

Listening and Speaking/Speaking

(22) Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.

My Favorite Relative

"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."

—Barbara Fairchild
Tuscarora School District, Mercersberg, PA

Language Arts Lesson

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

A,B,C – It's as Easy as I,2,3

Students will explore initial sounds through the creation of an online class book. Students each choose a letter of the alphabet and use Wixie to create class book that includes original artwork, clip art, and photographs that represent words that begin with this letter, and narration that names each picture. Combine their pages together, or create links to individual letter projects, to publish an online class ABC book and showcase their knowledge and reading ability.

Engage

Share books about the alphabet like ***Chicka, Chicka, Boom, Boom; Dr. Seuss's ABC's,*** and ***The Z was Zapped*** with your students to help make learning and using the alphabet fun. These books also 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 about the sounds the letters in the alphabet make. Assign each student a letter based on what you know about their skill with letter-sound correspondence.

Create

Have each student begin by thinking of words that start with their letter. Begin the project at school, but give students several more days to think of more words, at school or at home.

Have students add pictures from the Stickers panel of objects that begin with this letter. You may want to have them partner with an older buddy to search for images or click through the clip art folders. Encourage students to draw objects using the Paint tools. Have each student record narration that names each object on their page that begins with that letter.

Share

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 link to it from your classroom web site. You may also want to print the project for each student so they can take home to practice reading and celebrate their learning.

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 their letter.

TEKS 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.

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) identify the common sounds that letters represent

Kindergarten Mathematics

Number, operation, and quantitative reasoning

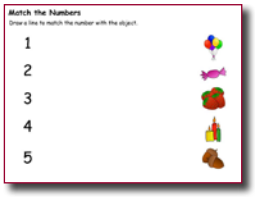
(K.1) The student uses numbers to name quantities. The student is expected to:

(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;

(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and

(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.

Match Numbers



Create situations where students are asked to assign a number to each item in a group and provide you with the total number of items. Practice the relationship between numbers and quantities by drawing a line to match the number with the group of objects that have the same value.

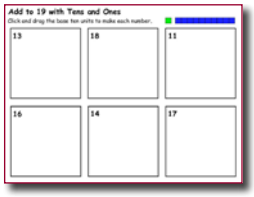
Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, and select the Match Numbers activity. Click the Assign button to assign the activity to students.

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 to your students. Talk about how the caterpillar ate one food item the first day, two the next, and so on in increasing order. Have the students create a "Very Hungry" book about another animal and write day by day what it would eat with the number getting larger every day. Have the students type the correct number in the sentence and use the stickers or paint tools to add the correct number of each object.

(K.4) The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.

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.

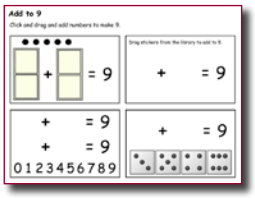
Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Base Ten folder, and select the Add to 19 activity. Click the Assign button to assign the activity to students.

Open the Add to 19 activity in front of the class and show students how the bar for Tens is composed of ten ones.. Work as a class to add blocks to show the value of one of the numbers on the activity. When they start to get the hang of how to decompose numbers 11-19 into tens and ones, assign the Add to 19 activity to assess for understanding.

Number, operation, and quantitative reasoning

(K.4) The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Numbers folder, and select the Add to 9 activity. Click the Assign button to assign the activity to students.

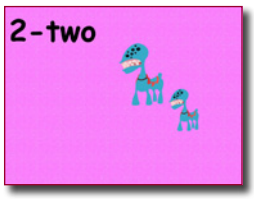
Ask students confident about number facts for values to ten to create a "Facts about the Number X" book, creating different pages that show the ways to add to get to this number. Encourage them to use facts, but also objects, symbols, and drawing. Also encourage them into record narration. Link to their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

Patterns, relationships, and algebraic thinking

(K.6) The student uses patterns to make predictions. The student is expected to:

(B) count by ones to 100.

Counting Book



"I like to use the counting activity templates as a first project with Kindergarten students in the computer lab, since some students are very good with a mouse, and other 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 "video". When the process is complete, we use the share options to export their project and I upload each student's work to my wiki page for the parents to view. Parents love seeing and hearing their students work online, and many send relatives to the site to view the project as well."

You can find a complete lesson plan at the end of this guide for a similar counting book, titled The 13 Days of Halloween.

—David Floyd
Washington, DC

Geometry and spatial reasoning

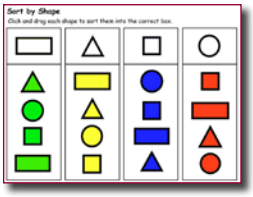
(K.8) The student uses attributes to determine how objects are alike and different. The student is expected to:

(A) describe and identify an object by its attributes using informal language;

(B) compare two objects based on their attributes; and

(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Data Analysis folder, open the Sorting folder, and select the Sort by Shape activity. Click the Assign button to assign the activity to students.

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.

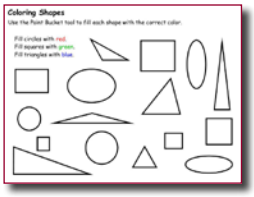
(K.9) The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:

(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;

(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and

(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Color Shapes activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

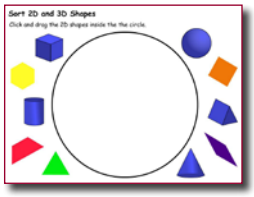
(K.9) The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:

(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;

(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and

(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).

Ideas in 3D

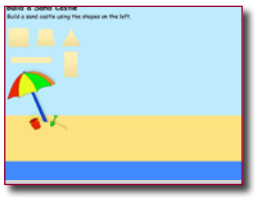


As an assessment of student understanding, have each student color and print the 2D and 3D Shapes activity. In this activity, students drag two-dimensional shapes into a circle, while leaving three-dimensional shapes outside.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the 2D and 3D Shapes activity. Click the Assign button to assign the activity to students.

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.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Sandcastle activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

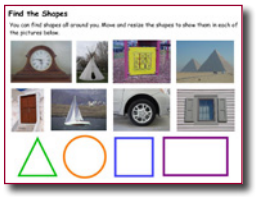
(K.9) The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:

(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;

(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and

(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Find Shapes activity. Click the Assign button to assign the activity to students.

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.

Log in to your teacher account. Click the Create or edit a Wixie project button to open a blank Wixie file. Add the photos of the shapes you found. Click the Projects button and select Home to return to the dashboard. Click the Activities tab, open the My Projects folder, select the file and click the Assign button to assign it to your students.

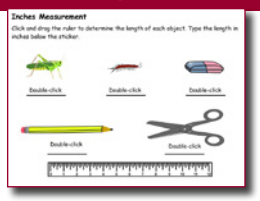
Have your students identify the shape in each picture. Ask them to add text or record narration to describe where it is using position words like on top of, next to, and so on. Then, let the students use the paintbrush or line tool to paint the shape on each page.

Measurement

(K.10) The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:

(A) compare and order two or three concrete objects according to length (longer/shorter than, or the same)

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Measurement folder, and select the Measure - Inches activity. Click the Assign button to assign the activity to students.

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!

Math Lesson

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.

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 the 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 based on the song you create as a group. For example, "On the fifth day of Halloween, my goblin gave to me 5 witches."

Assign each student a number.

Create

Demonstrate how to log into Wixie, use the Paint tools, add stickers, and type text. 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.

Share

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 link to it from your classroom web site. You may also want to print the project for each student so they can take home to practice reading and celebrate their learning.

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 with them.

TEKS Standards

(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:

(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;

(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and

(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.

(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:

(A) use language such as before or after to describe relative position in a sequence of events or objects; and

(B) name the ordinal positions in a sequence such as first, second, third, etc.

Meeting Texas Essential Knowledge & Skills with Wixie®

What is Wixie?

Wixie is a cloud-based tool first-grade students can use to write, paint pictures, and tell stories. Wixie provides a fun way for students to explore and respond to curriculum topics related to the Texas Essential Knowledge and Skills (TEKS).

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.

Using Wixie with First-Grade Students

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.

Grade 1

Language Arts

Mathematics

Grade I Language Arts

Reading/Beginning Reading Skills/Print Awareness

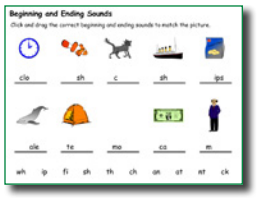
(I) Students understand how English is written and printed. Students are expected to:

(A) recognize that spoken words are represented in written English by specific sequences of letters;

(B) identify upper- and lower-case letters;

(C) sequence the letters of the alphabet

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Alphabetic Principle folder, and select the activities you want to assign. Click the Assign button to assign the activity to specific students in your class.

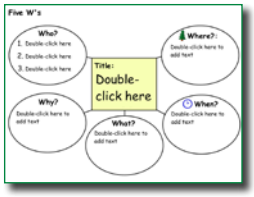
As student gain proficiency, create a class ABC book on a topic. For example, students creating an ABC book for school might choose A for author, B for backpack, etc.

Reading/Beginning Reading/Strategies

(4) Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the 5W's activity you worked on with the class. Click the Assign button to assign the activity to students.

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?

Reading/Vocabulary Development

(6) Students understand new vocabulary and use it when reading and writing.

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.

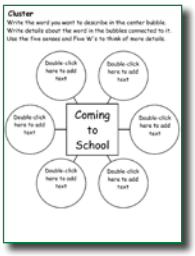
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the Vocabulary (green) activity. Click the Assign button to assign the activity to students.

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.

(6) Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
- (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)

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.

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

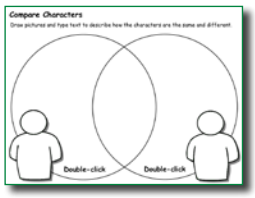
Assign each student a noun or verb that is appropriate to their reading level, such as "car" or "move." Challenge students to fill the outside six boxes with words they could use that mean the same thing or are more specific, like Corvette, van, SUV, hike, skip, jog, march, and run.

Reading/Comprehension of Literary Text/Theme and Genre

(7) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) connect the meaning of a well-known story or fable to personal experiences

Main Character Comparison



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

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Literature folder, and select the Compare Characters K-2 activity. Click the Customize button to add the name of one main character in the circle on the left and a text field for the student's in the circle on the right.. Click the Assign button to assign the activity to students.

Have students write or draw 4 things that are different about them and the character (2 in each box) and at least one way they are similar in the middle. This helps students build reading for meaning and descriptive writing skills as well as self-awareness.

Reading/Comprehension of Literary Text/Fiction

(9) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events

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.

Reading/Comprehension of Literary Text/Fiction

(9) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(B) describe characters in a story and the reasons for their actions and feelings.

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.

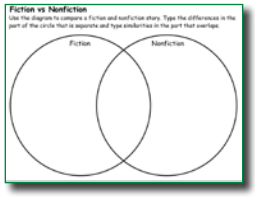
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Key Ideas activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Literary Text/Literary Nonfiction

(10) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.

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.

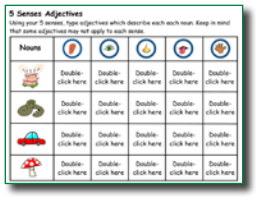
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Literature folder, and select the Fiction and Nonfiction activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Literary Text/Sensory Language

(11) Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Parts of Speech folder, and select the 5 Senses activity. Click the Assign button to assign the activity to students.

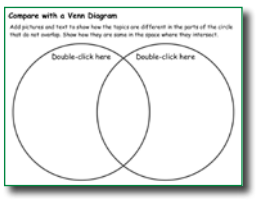
Explore other books that include language that calls on the five senses. Have students find a phrase they like and type it onto a page in a blank Wixie project. Have them draw a picture to support the phrase and record their voice to describe how they felt when they read this part of the book.

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.

Reading/Comprehension of Informational Text/Culture and History

(13) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.

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.

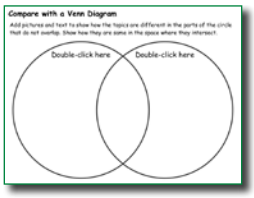
Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers Folder, and select the Venn 2 activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Informational Text/Culture and History

(13) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the 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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers Folder, and select the Venn - 2 activity. Click the Assign button to assign the activity to students.

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

Reading/Comprehension of Informational Text/Expository Text

(14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) restate the main idea, heard or read;

(B) identify important facts or details in text, heard or read;

(C) retell the order of events in a text by referring to the words and/or illustrations; and

(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in 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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading Folder, open the Comprehension folder, and select the Main Idea Umbrella activity. Click the Assign button to assign the activity to students.

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.

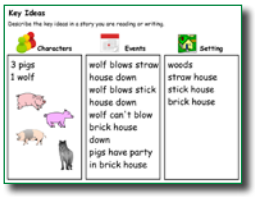
Reading/Comprehension of Informational Text/Expository Text

(I4) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(C) retell the order of events in a text by referring to the words and/or illustrations; and

(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, Open the Comprehension folder, and open the Key Ideas activity. Click the Assign button to assign the activity to students.

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.

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.

Reading/Comprehension of Informational Text/Expository Text

(14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(B) identify important facts or details in text, heard or read;

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.

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

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.

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.

Reading/Media Literacy

(16) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Research folder, and select a note taking page like Background - Theater. Click the Assign button to assign the activity to students.

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.

Writing/Literary Texts

(I8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write brief stories that include a beginning, middle, and end

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 so they can easily add them from the camera roll.

Log in to your teacher account. Click the Create or edit a Wixie project button to open a blank Wixie file. Add the photos of the different parts of your classroom. Click the Projects button and select Home to return to the dashboard. Click the Activities tab, open the My Projects folder, select the file and click the Assign button to assign it to your students.

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

You can follow the same process to create electronic or print handbooks for classroom procedures. You could have students create multipage 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, what to do before leaving in the afternoon, and fire drill procedures.

Writing/Expository and Procedural Texts

(I9) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

Descriptive Writing Video Stories

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.

Log in to your teacher account. Click the Create or edit a Wixie project button to open a blank Wixie file. Add the photos from the field trip. Click the Projects button and select Home to return to the dashboard. Click the Activities tab, open the My Projects folder, select the file and click the Assign button to assign it to your students.

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

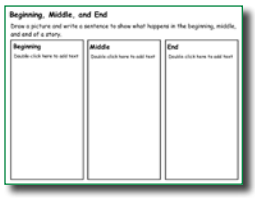
Writing/Expository and Procedural Texts

(19) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write brief compositions about topics of interest to the student;

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension Folder, and select the Begin and End activity. Click the Assign button to assign the activity to students.

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.

(19) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write brief compositions about topics of interest to the student;

(C) write brief comments on literary or informational texts.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Book Review activity for Grades K-2. Click the Assign button to assign the activity to students.

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.

Oral and Written Conventions/Conventions

(20) Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future);
(ii) nouns (singular/plural, common/proper);
(iii) adjectives (e.g., descriptive: green, tall);
(iv) adverbs (e.g., time: before, next);
(v) prepositions and prepositional phrases;
(vi) pronouns (e.g., I, me); and
(vii) time-order transition words;

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."

Log in to your teacher account. Click the Create or edit a Wixie project button to open a blank Wixie file. Add a text box for the students to type their sentence. Click the Projects button and select Home to return to the dashboard. Click the Activities tab, open the My Projects folder, select the file and click the Assign button to assign it to your students.

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.

Research/Organizing and Presenting Ideas

(26) Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Flow Chart activity. Click the Assign button to assign the activity to students.

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.

Listening and Speaking/Listening

(27) Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify information

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Speaker Ideas activity. Click the Assign button to assign the activity to students.

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.

Listening and Speaking/Speaking

(28) Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share

My Favorite Relative

"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 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. 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."

—Barbara Fairchild
Tuscarora School District, Mercersberg, PA

Language Arts Lesson

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?

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.

Language Arts Lesson (continued)

Texas Essential Knowledge and Skills (TEKS)

(1)Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

(22) Oral and Written Conventions/Spelling. Students spell correctly.

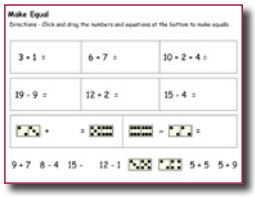
Grade I Mathematics

Operations & Algebraic Thinking - Work with addition and subtraction equations

(I.I) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:

(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Computation folder, and select the Make Equal activity. Click the Assign button to assign the activity to students.

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.

Number, operation, and quantitative reasoning

(I.I) The student uses whole numbers to describe and compare quantities. The student is expected to:

(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;

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.

Click the Open button, click Activities, open the Math folder, open the Numbers and Operations folder, open the Base Ten folder, and select the Place Value I activity. Click the Customize button to add a copy to your projects, so you can open it with students.

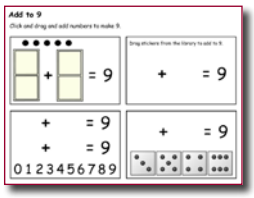
When students get comfortable with the process, head to the computer lab and have students use the Base Ten stickers (Stickers Library>Math>Base Ten) to create numbers you call out or assign. Students can also add stickers to the page and then compute the numbers they represent.

Number, operation, and quantitative reasoning

(1.3) The student recognizes and solves problems in addition and subtraction situations. The student is expected to:

(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to 9 + 9 = 18 and 18 – 9 = 9).

Decomposing Numbers

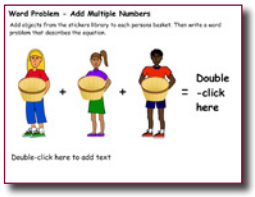


Decomposing numbers refers to the ability of students to break numbers apart and form equivalent representations. When determining place value, one decomposes numbers into tens and ones. Decomposing numbers below ten involves understanding that 9 can be 4+5, 6+3, 7+2, and even 6+2+1. Ask your students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

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Numbers folder, and select the Add to 9 activity. Click the Assign button to assign the activity to students.

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.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Computation folder, and select the Addition Word Problem activity. Click the Customize button to add a copy to your projects, so you can open it with students.

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.

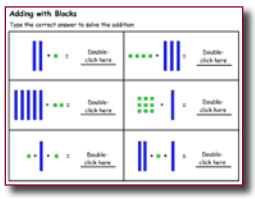
Number, operation, and quantitative reasoning

(1.3) The student recognizes and solves problems in addition and subtraction situations. The student is expected to:

(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences;

(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to 9 + 9 = 18 and 18 – 9 = 9).

Add 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. If you project on an interactive white board, students can move the ones blocks over groups of tens to fill them up and see remainder.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Computation folder, and select the Adding Blocks activity. Click the Assign button to assign the activity to students.

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.

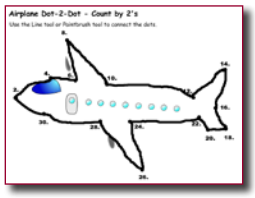
To help students understand the idea of grouping, share a real life problem from your school. For example, if your grade was going to go on a field trip, how many bus seats would you need? If classes have 24 students in each and there are three classes going, can you group tens together to more quickly estimate how many buses with 50 seats you will need? You can also use the Base Ten stickers (Stickers library>Math>Base Ten) to visually represent this data, making it even easier to solve.

Patterns, relationships, and algebraic thinking

(1.5) The student recognizes patterns in numbers and operations. The student is expected to:

(A) use patterns to skip count by twos, fives, and tens

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Computation folder, and select the Count by Twos activity. Click the Assign button to assign the activity to students.

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?

Geometry and spatial reasoning

(I.6) The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:

(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);

(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;

(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and

(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Shapes Around Us activity. Click the Customize button to add a copy to your projects, so you can open it with students.

Then, have students us 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)

Measurement

(I.8). The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:

(A) order three or more events according to duration; and

(B) read time to the hour and half-hour using analog and digital clocks.

Tell Time

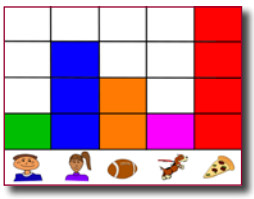
Direct students' attention to the clock. How many big numbers are on the clock? Have students point to the hour hand. Tell them that when the hour hand moves from one number to the next, one hour has passed. What can you do in an hour? Open the Tell Time activity in your teacher account so your class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

Click the Open button, click Activities on left, open the Math folder, open the Measurement folder, and select the Tell Time activity. Click the Customize button to add a copy to your projects, so you can open it with students.

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.

If students draw pictures without clocks, have them click the Wixie button and choose Share, so that you can combine them all together into one project (Wixie button and Import Pages). Then, project it in your classroom, and play a class game to add the correct time using the Clock stickers in the library.

Our First Graphs



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

Working with other students at their table, 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.

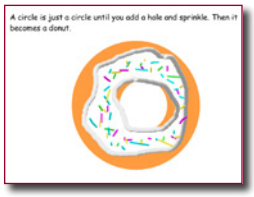
Because we can change the stickers and table groups, each time is a unique experience. Kids fill in the squares with the Paint bucket tool to create their graphs, or use the stickers to create a pictograph. We also have students customize the graph to include their own objects, print it out, survey family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

—Laura Spencer
Prospect Avenue Elementary, Santee, CA

Math Lesson

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

The Shape of Things



Students will compose images from 2-dimensional shapes and complete a sentence that describes their creation.

Engage

Ask students to find shapes around your classroom. While the clock is probably round and the whiteboard is probably a rectangle, prompt your students to 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 an oval. As students call out shapes, highlight ones that are part of a group of shapes, and challenge them to find additional groups of shapes in your classroom.

Read the story the 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 you are going to create a Shape of Things book as a class.

Assign each student a basic shape like circle, square, triangle, rectangle, or oval. Explain that each student will create a page for the assignment that includes an illustration made from a combination of shapes that uses one particular shape as the main one in the group. Each student will then complete the following sentences:

A _____ (shape) is just a _____ (same shape) until you add a _____. 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 log in to Wixie, 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.

Have students start by drawing the main 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.

Share

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 a version of the book to have in class. Present it from your computer as a celebration of student work and link to it from your web site so that students can listen to and read the book at home with their family.

Math Lesson (continued)

TEKS Standards

Geometry and spatial reasoning

(1.6) The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:

(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);

(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;

(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and

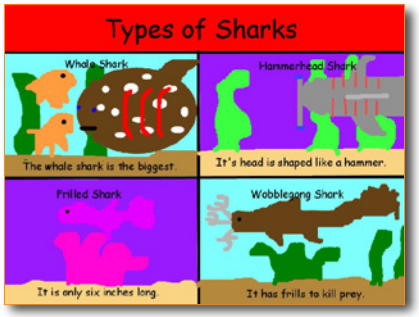
(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.

Meeting Texas Essential Knowledge & Skills with Wixie®

What is Wixie?

Wixie is a cloud-based tool second-grade students can use to write, paint pictures, and tell stories. Wixie provides a fun way for students to explore and respond to curriculum topics related to the Texas Essential Knowledge and Skills (TEKS).

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.



Using Wixie with Second-Grade Students

In second-grade, students' abilities with language, writing, reading, and math are emerging and blossoming. They can increasingly explore and think about the world independently. 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.

Grade 2

Language Arts

Mathematics

Grade 2 Language Arts

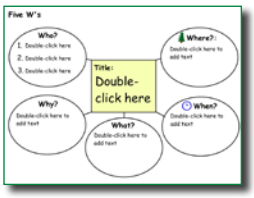
Reading/Beginning Reading/Strategies

(3) Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

Five W's



Read a favorite or familiar story to your class. Then, open the 5 W's activity and project it 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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select a 5W's activity. Click the Customize button to add a copy to your projects and open it with students.

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 could they 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 log into Wixie and create their own story scenes.

Reading/Vocabulary Development

(5) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);

(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;

(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and

(D) alphabetize a series of words and use a dictionary or a glossary to find words.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the Vocabulary (green) activity. Click the Assign button to assign the activity to students.

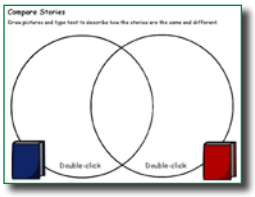
At the end of the week or unit, give each student one of the words on the wall. Have student complete the Vocabulary activity, including a definition and original sentence that uses the word and provides a context clue to its meaning. Ask students to draw a picture of the word to help others remember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

Reading/Comprehension of Literary Text/Theme and Genre

6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Compare Stories activity. Click the Assign button to assign the activity to students.

Have students add text and pictures that show how each story is different in the parts of the circle that do not overlap. Then, as 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 (Activities>Language Arts>Reading>Comprehension). This helps students build reading for meaning and descriptive writing skills as well as develop self-awareness.

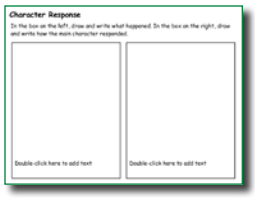
Reading/Comprehension of Literary Text/Fiction

(9) understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe similarities and differences in the plots and settings of several works by the same author; and

(B) describe main characters in works of fiction, including their traits, motivations, and feelings.

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?*

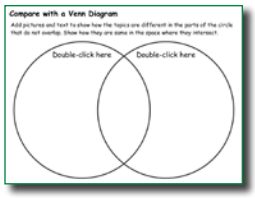
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Character Response activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Informational Text/Culture and History

(13) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers Folder, and select the Venn 2 activity. Click the Assign button to assign the activity to students.

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.

(13) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

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.

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

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 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.

Reading/Comprehension of Informational Text/Expository Text

(14) Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

(A) identify the main idea in a text and distinguish it from the topic;

(B) locate the facts that are clearly stated in a text;

(C) describe the order of events or ideas in a text; and

(D) use text features (e.g., table of contents, index, headings) to locate specific information in 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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select a 5 W's activity. Click the Assign button to assign the activity to students.

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.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading Folder, open the Comprehension folder, and select the Main Idea Umbrella activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Informational Text/Expository Text

(I4) Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

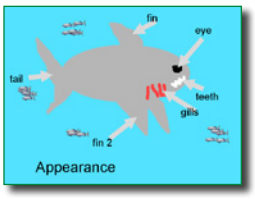
(A) identify the main idea in a text and distinguish it from the topic;

(B) locate the facts that are clearly stated in a text;

(C) describe the order of events or ideas in a text; and

(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

Creating Non-Fiction Books



"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 Wixie to develop their own non-fiction book to show their understanding of the animal's characteristics, habitat, offspring, and amazing facts.

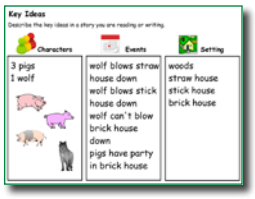
It was exciting to observe as they explored each tool, increasing their skills as they added to the creativity of the pictures in their project. The result was a collection of unique, colorful, high-quality nonfiction books."

—Sheila Buscemi
Valley Elementary School, Frederick, Md

Reading/Media Literacy

(I6) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, Open the Comprehension folder, and open the Key Ideas activity. Click the Assign button to assign the activity to students.

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.

Writing/Writing Process

(I7) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

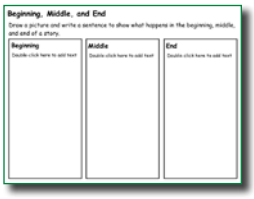
(B) develop drafts by sequencing ideas through writing sentences;

(C) revise drafts by adding or deleting words, phrases, or sentences;

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and

(E) publish and share writing with others.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension Folder, and select the Begin and End activity. Click the Assign button to assign the activity to students.

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.

Classroom Projects Go Digital

"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.

As the world becomes more technology driven, giving students the opportunity to experiment with programs like Wixie motivates and enhances their learning at an early age, helping them to be successful in and out of the classroom."

—Melissa Aspinwall
Hinesville, GA

Writing/Expository and Procedural Texts

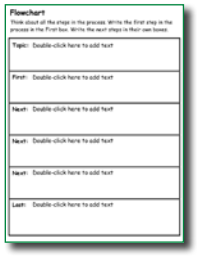
(19) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write brief compositions about topics of interest to the student;

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and

(C) write brief comments on literary or informational texts.

How to Make an Ice Cream Sundae


Flowchart

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

As you first help students learn how to write informative texts, you want to keep the focus on the structure of their writing, not the content. Rather than completing a text that requires research or the synthesis of new information, choose something they already know or can apply their imagination to writing, for example how to build the perfect ice cream sundae.

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

Ask students to think about what types of things they like on an ice cream sundae. Then, have them use the Flow Chart activity to break down the process into precise 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. They can start with the Flowchart activity to get their ideas in order. Encourage them to use order words like first, after, next, and finally.

When the order is complete, assign the Booklet activity (Activities>Templates>Booklet) and have student 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.

Writing/Persuasive Texts

(20) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Book Review activity for Grades K-2. Click the Assign button to assign the activity to students.

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.

Research/Synthesizing Information

(26) Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.

Continent Experts

"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."

—Kathleen Scarborough
Virginia Beach, Va

Language Arts Lesson

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 write an alliterative sentence, create an illustration that supports and explains it, and read the sentence individually and then combine their work to create a class Alliteration Alphabet book.

Engage

Step 1: Introduce Alliteration.
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?).

Step 2: Practice Writing Alliterative Sentences.
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, or buffalo.

As a class, write an original sentence using alliteration. A great place to start is by creating a short sentence in the noun–verb–noun format, starting with the animal. As students suggest new verbs and nouns, write them on the board and then 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, big, blue, boldly, bravely. 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 page.

Create

Step 3: Begin Student Work.
Have students draw a letter out of a bag or assign letters based on student academic ability. Each student shouldbegin 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 _?"

Next, have them 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 other family members.

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.

Language Arts Lesson (continued)

Have them look at the adjectives to develop details they will include in their drawings. Next, have students log in to Wixie, type their sentences, illustrate the page using the paint tools, and record themselves reading the sentences.

Share

Step 4: Create a Class Book and 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.

Texas Essential Knowledge and Skills (TEKS)

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

Grade 2 Mathematics

Number, operation, and quantitative reasoning

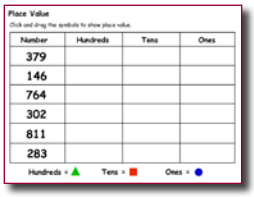
(2.1) The student understands how place value is used to represent whole numbers. The student is expected to:

(A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;

(B) use place value to read, write, and describe the value of whole numbers to 999; and

(C) use place value to compare and order

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 and project it 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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Numbers folder, and select the Place Value - Hundreds activity. Click the Customize button to add a copy to your projects and open it with students.

In a computer lab, or at a center in your classroom, have students create three-digit numbers using the Base Ten blocks in the Stickers 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 given number of seconds and ask the students to write down the numbers they see.

Number, operation, and quantitative reasoning

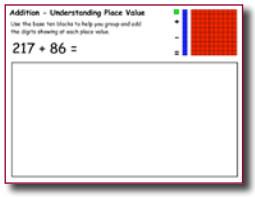
(2.3) The student adds and subtracts whole numbers to solve problems. The student is expected to:

(A) recall and apply basic addition and subtraction facts (to 18);

(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;

(C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;

Adding Three-Digit Numbers – Place Value



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

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Number and Operations folder , open the Base Ten folder , and select the Addition – Place Value activity. Click the Assign button to assign the activity to students.

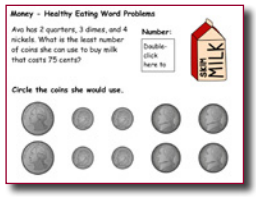
Work through the operation on the first page of the Addition – Place Value activity with the entire class using an interactive whiteboard and projector. When students get comfortable with have students log into Wixie, replicate the work on this page, complete the operations on the next two pages, and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

(2.3) The student adds and subtracts whole numbers to solve problems. The student is expected to:

(D) determine the value of a collection of coins up to one dollar; and

(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Measurement folder, open the Money folder, and select the Money – Least Coins activity. Click the Assign button to assign the activity to students.

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).

Geometry and spatial reasoning

(2.7) The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:

(A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;

(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and

(C) cut two-dimensional geometric figures apart and identify the new geometric figures formed.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Find Shapes activity. Click the Customize button to add a copy to your projects and open it with students.

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.

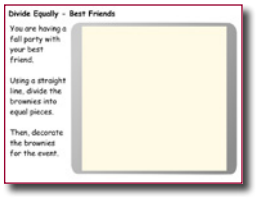
Once you have a list of shapes, form small teams of students around each shape. Ask the student teams to work together to find or draw a single page with at least 4 different examples of their shape in the real world. You may want to provide a digital camera students can use to take pictures around school, or go to www.pics4learning.com to find additional photographs.

To combine student work into a team project, 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.

(2.7) The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:

(C) cut two-dimensional geometric figures apart and identify the new geometric figures formed.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Divide Equally activity. Click the Assign button to assign the activity to students.

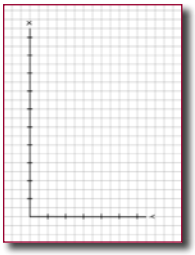
Once they have the hang of dividing equally, ask your students to draw a picture of equal parts and then write a story to support the illustration. You can use the Sentence Strip activity as a template, or have them add a new page to the Divide Equally activity.

Measurement

(2.9) The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:

(A) identify concrete models that approximate standard units of length and use them to measure length;

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Templates folder, and select the portrait-oriented Graph activity. Click the Customize button to add a copy to your projects and open it with students.

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.

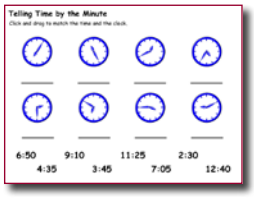
Have students take turns measuring the shadow or ask one student to be the official class measurer. To assess students understanding of graphing data, have them plot each measurement point on the graph showing the correct time (x axis) and length of the shadow (y axis). Have them to use the Line tool,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

(2.10) The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:

(B) read and write times shown on analog and digital clocks using five-minute increments; and

(C) describe activities that take approximately one second, one minute, and one hour.

Tell Time



Skip count with your class by fives from 0 to 60. Open an image of a clock without any hands (you can find one in Stickers>Math>Clocks). Point to various spots on the clock and count from 0 to that number by fives, indicating each mark on the outside of the clock face as you count.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Measurement folder, and select the Tell Time – Minute activity. Click the Assign button to assign the activity to students.

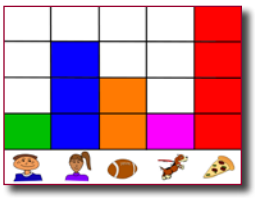
To assess student ability to tell time by the minute, have them complete the Tell Time – Minute activity. You might also suggest a more open-ended project where students create clocks at various times of the day and write and illustrate what happens at that time.

Probability and Statistics

(2.11) The student organizes data to make it useful for interpreting information. The student is expected to:

(A) construct picture graphs and bar-type graphs;

Our First Graphs



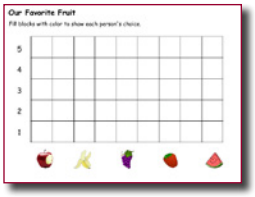
"One of our biggest challenges with mathematics learning in the early grades is representing data in graphs. Since our students love working with pictures, we created a Wixie activity our Kindergarten and 1st grade classes could use to learn how to make bar graphs.

Working with other students at their table, 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."

—Laura Spencer
Prospect Avenue Elementary, Santee, CA

Favorite Fruit



You can model this process to get your students started! Open the Favorite Fruit Graph on your interactive whiteboard and see how the fruits at the bottom compare to your students' favorites. Have each student look at the fruit on the graph, come to the interactive board, and use the Paint Bucket fill tool to add their individual data.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Data Analysis folder , open the Graphing folder, and select the Favorite Fruit Graph activity. Click the Customize button to add a copy to your projects and open it with students. Click the Assign button to assign the activity to students.

Math Lesson

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

Now That's a Problem

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

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 students project from your class web site as a place students can go to review multiplication facts and practice solving word problems from home.

Math Lesson (continued)

TEKS Standards

(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:

(A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;

(B) use place value to read, write, and describe the value of whole numbers to 999; and

(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).

(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:

(A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);

(B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and

(C) use concrete models to determine if a fractional part of a whole is closer to 0, ½, or 1.

(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:

(A) recall and apply basic addition and subtraction facts (to 18);

(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;

(C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;

(D) determine the value of a collection of coins up to one dollar; and

(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.

Meeting Texas Essential Knowledge & Skills with Wixie®

What is Wixie?

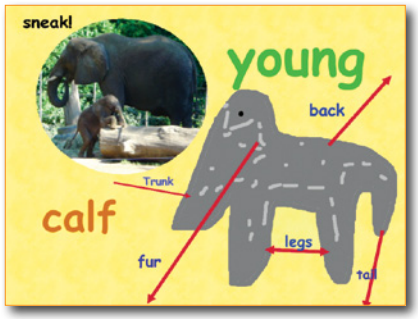
Wixie is a cloud-based tool third-grade students can use to write, paint pictures, and tell stories. Wixie provides a fun way for students to explore and respond to curriculum topics related to the Texas Essential Knowledge and Skills (TEKS).

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.

Using Wixie with Third-Grade Students

In third-grade, a student's ability to read, write, do math, and explore the worlds of science and history is expanding rapidly. Their work with 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.



Contents Grade 3:

Language Arts

Mathematics

Grade 3

Language Arts

Reading/Beginning Reading Skills/Phonics

(I) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

(i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);

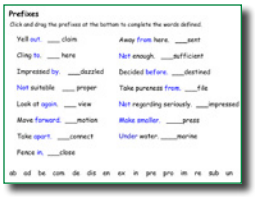
(ii) doubling final consonants when adding an ending (e.g., hop to hopping);

(iii) changing the final "y" to "i" (e.g., baby to babies);

(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and

(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);

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.

Log in to your teacher account. Click the Activities tab, open Language Arts folder, open Parts of Speech folder, and select the Prefixes and/or Suffixes activity. Click the Assign button to assign the activity to students.

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.

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Key Ideas activity. Click the Customize button to add a copy to your projects and open it with students.

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.

Reading/Vocabulary Development

(4) Students understand new vocabulary and use it when reading and writing.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the Vocabulary Trading Card activity. Click the Assign button to assign the activity to students.

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.

Reading/Vocabulary Development

(4) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;

(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

(C) identify and use antonyms, synonyms, homographs, and homophones;

(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);

(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the green Vocabulary activity. Click the Assign button to assign the activity to students.

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.

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.

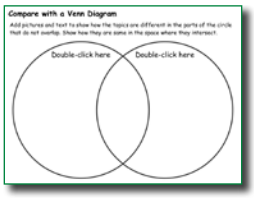
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Writing folder, and select the Idiom activity. Click the Assign button to assign the activity to students.

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 students idiom page from your classroom web site to create your own online idiom dictionary to share as a resource for others outside of school.

Reading/Comprehension of Informational Text/Expository Text

(5) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and
(B) compare and contrast the settings in myths and traditional folktales.

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Venn -2 activity. Click the Customize button to add it to your projects and open it with students.

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Venn -3 activity. Click the Assign button to assign the activity to students.

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.

(5). Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(B) compare and contrast the settings in myths and traditional folktales.

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. 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.

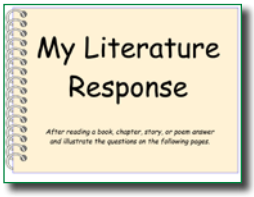
Log in to your teacher account. Click the Activities tab, open the Templates folder, and select the Booklet activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Literary Text/Poetry

(6) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Response to Literature activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Literary Text/Fiction

(8) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events

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?

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading Folder, open the Comprehension folder, and select the Main Idea Umbrella activity. Click the Customize button to add a copy to your projects and open it with students.

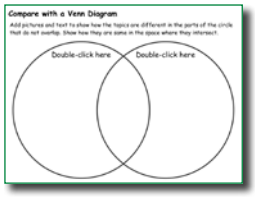
Project a copy of Wixie's Main Idea Umbrella activity for students to see. Work together to add text that describes the main idea of one section. Also brainstorm key details from each paragraph in that section.

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.

Reading/Comprehension of Informational Text/Culture and History

(12) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

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?

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Venn Diagram activity. Click the Customize button to add a copy to your projects and open it with students.

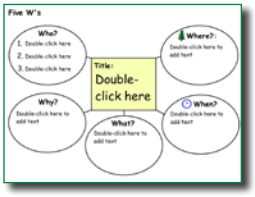
First, open the activity and work as a class to compare the two using the Venn Diagram. Then, have students choose one of the events from the class comparison to research and share. Have each student create a page in Wixie with text, illustrations, and voice narration to share information and facts about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

Reading/Comprehension of Informational Text/Expository Text

(13) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) identify the details or facts that support the main idea;

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Main Idea activity. Click the Assign button to assign the activity to students.

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.

Reading/Media Literacy

(I6) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) understand how communication changes when moving from one genre of media to another;

(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and

(C) compare various written conventions used for digital media

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.

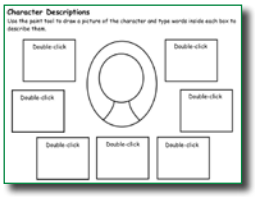
When students are finished with their page, have them click the Wixie button and choose Share. Log in to your teacher account, open the Wixie application, click the Wixie button and choose Import Pages to collect student work into one file. Embed the project onto the class webpage or blog or share the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

Writing/Literary Texts

(I8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting

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.

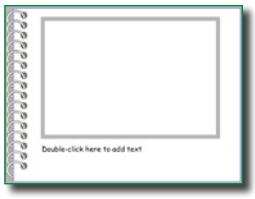
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Character Description and the Cause and Effect activities. Click the Assign button to assign the activity to students.

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.

Writing

(19) Students write about their own experiences. Students are expected to write about important personal experiences.

Class Memory Book

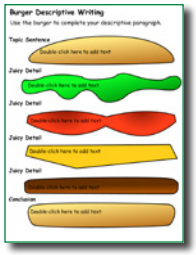


At the end of the school year, let students know that they will create a page for their class memory book. You might choose to have each student recount a favorite event, or brainstorm as a class, a list of things that happened over the year and assign an even to each student as their topic for the class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

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.

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

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.

Writing/Expository and Procedural Texts

(20) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

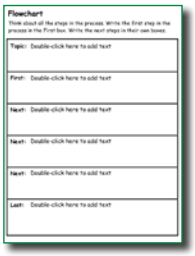
(A) create brief compositions that:

(i) establish a central idea in a topic sentence;

(ii) include supporting sentences with simple facts, details, and explanations; and

(iii) contain a concluding statement;

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.

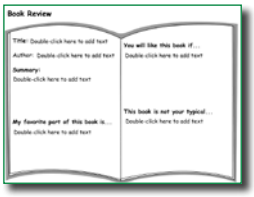
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Writing folder, and select the Flow Chart activity. Click the Assign button to assign the activity to students.

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.

Writing/Persuasive Texts

(21) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Literature folder, and select the Wanted: Book Review activity. Click the Assign button to assign the activity to students.

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.

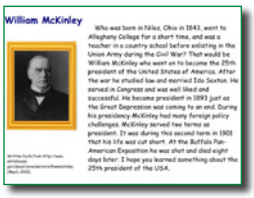
Research/Research Plan

(25) Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and

(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.

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.

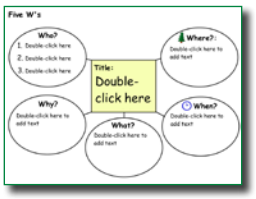
Research/Gathering Sources

(26) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:

(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;

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?

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

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.

Research/Organizing and Presenting Ideas

(28) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

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.

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

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.

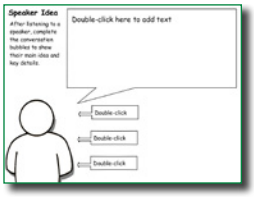
Listening and Speaking/Listening

(29) Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and

(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

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.

Log in to your teacher account. Click the Activities tab, open Language Arts folder, open Reading folder, and select the Comprehension folder>open the Speaker Idea activity. Click the Assign button to assign the activity to students.

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.

Listening and Speaking/Speaking

(30) Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Our Preferred Poetry Podcast!

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. Have each student select a poem they want to read and illustrate.

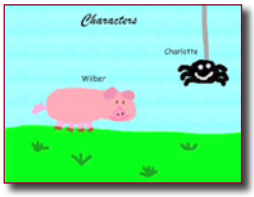
Have students copy and paste the text from gigglepoetry.com onto a blank Wixie page. Have them use the Paint tools and Stickers to add illustrations that support the content of the poem. Click the record button to record the student reading the poem with intonation and inflection.

Link to each students 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 Arts Lesson

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

Digital Book Talks



Students explore character, plot, and theme as they develop a trailer to promote a book they have read.

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 style of a movie trailer to promote one of their favorite books.

First, have students determine which book they want to promote. Then, ask them to 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, love, cooperation, courage, loyalty, determination, fairness, anger, and 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 to check out that book!

To transform their ideas into reality, 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.

Have students use Wixie to build their booktalk. They can use images from Pics4Learning or create their own images using the Paint tools. Students can use the Record feature to capture narration on each page of the project.

Create

Share the book trailers with the rest of the class or show them on the morning announcements to encourage others to read. The librarian may choose to display the book talks 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. This is a great way to encourage the entire community to read!

TEKS

Language Arts

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Mathematics

Number, operation, and quantitative reasoning

(3.2) The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.

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.

Log in to your teacher account. Click the Activities tab, open Math folder, open Numbers and operations folder, open Fractions folder, and select the Fractions activities you want to use. Click the Assign button to assign the activity to students.

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.

(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.

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.

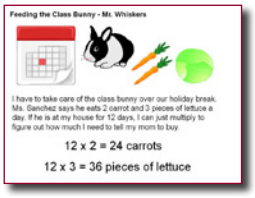
Have each student brainstorm a word problem and then use Wixie to write out the word problem and add illustrations that show the multiplication. For example, "Mr. Brown has 5 rose bushes in his garden. If he can sell each rose for $3, how many roses does each plant need to produce for him to make $30?"

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.

Number, operation, and quantitative reasoning

(3.4) The student recognizes and solves problems in multiplication and division situations.

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 the 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 have the student 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 website or share the link on your class networking page.

(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.

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.

Patterns, relationships, and algebraic thinking

(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:

(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;

(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology;

(C) identify patterns in related multiplication and division sentences (fact families) such as 2 x 3 = 6, 3 x 2 = 6, 6 Ð 2 = 3, 6 Ð 3 = 2.

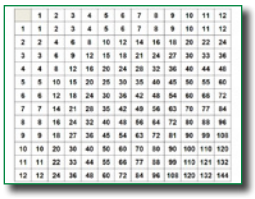
Student-created Tutorials

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.

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.

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

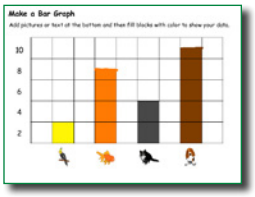
Have each student open the Multiplication Chart activity in Wixie. Look at the numbers in the 5 column. See if students identify that the product always ends with a 0 or a 5. Then, work with students to see if you can determine a simple rule (like even and odd) for this pattern.

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?

Patterns, relationships, and algebraic thinking

(3.7) The student uses lists, tables, and charts to express patterns and relationships.

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.

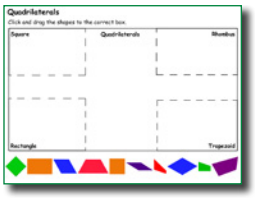
Log in to your teacher account. Click the Activities tab, open the Math folder, open the Templates folder, and select the Make a Graph activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

(3.8) The student uses formal geometric vocabulary.The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.

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

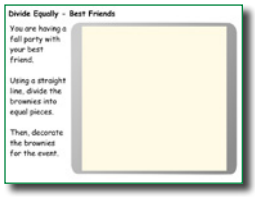
Log in to your teacher account. Click the Activities tab, open Math folder, open Geometry, and select the Quadrilaterals activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

(3.10) The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships.The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Divide Equally activity. Click the Assign button to assign the activity to students.

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.

Measurement

(3.11) The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.

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.

Log in to your teacher account. Click the Activities tab, open Math folder, open the, Measurement folder, and select the Find the Area activity. Click the Assign button to assign the activity to students.

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.

(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

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.

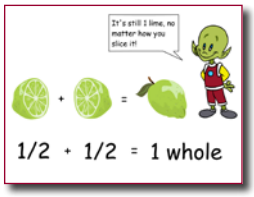
Have each student brainstorm a word problem and then use Wixie to write out the word problem and add illustrations that show the multiplication. For example, "Mr. Brown has 5 rose bushes in his garden. If he can sell each rose for $3, how many roses does each plant need to produce for him to make $30?"

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.

Math Lesson

While individual activities can be used to address specific mathematics 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 ¼ 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.

Common Core 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.

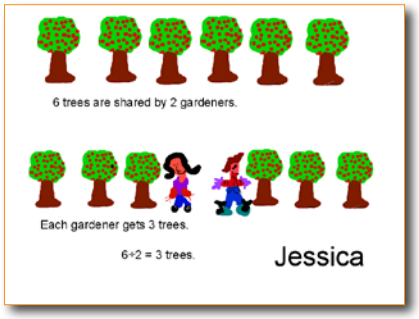
G 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Meeting Texas Essential Knowledge & Skills with Wixie®

What is Wixie?

Wixie is a cloud-based tool fourth-grade students can use to write, paint pictures, and tell stories. Wixie provides a fun way for students to explore and respond to curriculum topics related to the Texas Essential Knowledge and Skills (TEKS).

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.



Using Wixie with Fourth-Grade Students

In fourth-grade, a student's ability and understanding are growing rapidly. Expanding curiosity and the ability to find answers on their own 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!

Grade 4

Language Arts

Mathematics

Grade 4 Language Arts

Reading/Vocabulary Development

(2) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);

(D) identify the meaning of common idioms; and

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the Vocabulary Trading Card activity. Click the Assign button to assign the activity to students.

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.

Reading/Vocabulary Development

(2) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);

(D) identify the meaning of common idioms; and

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the Vocabulary (green) activity. Click the Assign button to assign the activity to students.

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.

(2) Students understand new vocabulary and use it when reading and writing. Students are expected to: of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);

(D) identify the meaning of common idioms;

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.

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

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.

Reading/Vocabulary Development

(2) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____)

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.

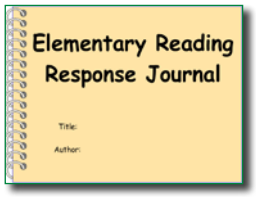
Reading/Comprehension of Literary Text/Theme and Genre

(3) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) summarize and explain the lesson or message of a work of fiction as its theme; and

(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Literature folder, and select the Reading Response Journal 3-5 activity. Click the Assign button to assign the activity to students.

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.

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Character Scrapbook activity. Click the Assign button to assign the activity to students.

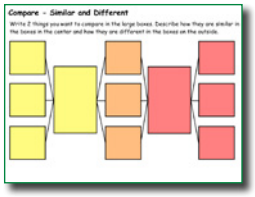
Have students demonstrate their understanding by creating a digital scrapbook for a character. The Character Scrapbook activity includes pages for students to write journal entries about important events from the main character's perspective, a picture page to show important events, a souvenirs page 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.

Reading/Comprehension of Literary Text/Theme and Genre

(3) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.

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.

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

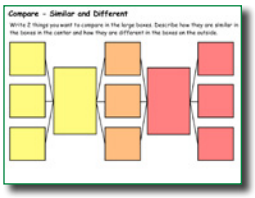
Have students compare the two stories on their own. When they have finished, have them work with a partner to compare and analyze their diagrams. What similarities and differences did they have in common? Which ones were different? After working with a partner, ask students to duplicate their comparison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

Reading/Comprehension of Literary Text/Fiction

(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(C) identify whether the narrator or speaker of a story is first or third person.

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?

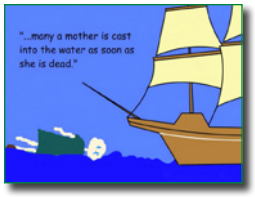
Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Compare activity. Click the Assign button to assign the activity to students.

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? Did this help to better frames the point of view of the wolf? 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?

Reading/Comprehension of Literary Text/Literary Nonfiction

(7) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

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.

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

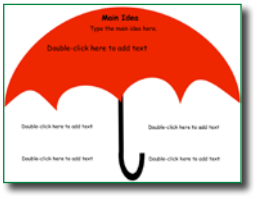
Assign the Booklet template for the students to use as the diary. Students will print their diary in postcard form (4 to a page) and bind with yarn or string. Share the diaries in the reading center.

Reading/Comprehension of Informational Text/Expository Text

(II) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

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 to describe the main idea of one section of the book, as well as key details from each paragraph in that section.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading Folder, open the Comprehension folder, and select the Main Idea Umbrella activity. Click the Assign button to assign the activity to students.

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.

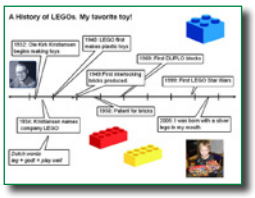
Reading/Comprehension of Informational Text/Expository Text

(II) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

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 your students about some of their favorite inventions that have evolved over time. How was the invention started? What is the process of the invention becoming copyrighted? What else do your students know about inventions?

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

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.

Reading/Media Literacy

(I4) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;

(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and

(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Key Ideas activity. Click the Assign button to assign the activity to students.

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?

Writing

(17) Students write about their own experiences. Students are expected to write about important personal experiences.

ABC's of Fourth Grade

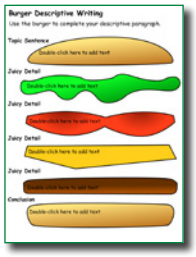
Select a theme for a fourth grade ABC book. You might choose to focus on processed and procedures of 4th grade as a book to share with students the next year, select your state or other social studies focus, or even select a general theme like math and use this as an opportunity for review of terminology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

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Alphabetic Principle folder, open the ABC Book folder and select a letter activity and assign the activity to the appropriate student.

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 publish to FLASH or HTML to share from your class web site, or print the pages at postcard size to make a book or set of ABC cards.

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 our 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.

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

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.

Writing/Expository and Procedural Texts

(18) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) create brief compositions that:

(i) establish a central idea in a topic sentence;

(ii) include supporting sentences with simple facts, details, and explanations; and

(iii) contain a concluding statement;

(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and

(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

Your Very Own eHow


Flowchart

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

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.

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

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.

Oral and Written Conventions/Conventions

(20) Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

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.

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 the 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.

Research/Research Plan

(23) Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and

(B) generate a research plan for gathering relevant information

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.

Log in to your teacher account. Click the Activities tab, open Templates folder, open Graphic Organizers folder, and select the Fact or Opinion activity. Click the Assign button to assign the activity to students.

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.

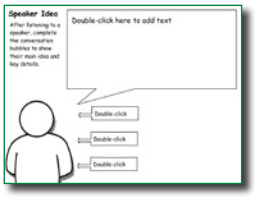
Listening and Speaking/Listening

(27) Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and

(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

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.

Log in to your teacher account. Click the Activities tab, open Language Arts folder, open Reading folder, open the Comprehension folder, and select the Speaker Idea activity. Click the Assign button to assign the activity to students.

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.

Listening and Speaking/Speaking

(28) Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

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 Arts Lesson

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.

Language Arts Lesson (continued)

TEKS Standards

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.

(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

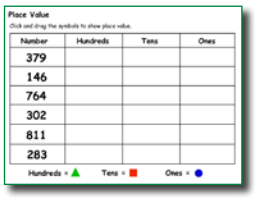
Grade 4 Mathematics

Number, operation, and quantitative reasoning

(4.1) The student uses place value to represent whole numbers and decimals. The student is expected to:

(A) use place value to read, write, compare, and order whole numbers through 999,999,999

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 so you can evaluate student's ability to add the correct number of shapes to each column to mark out the number of hundreds, tens, and ones.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder ,open the Numbers folder, and select the Place Value - Hundreds activity. Click the Assign button to assign the activity to students.

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.

Click the View Full Screen button at the bottom of the window 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.

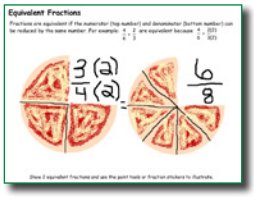
Number, operation, and quantitative reasoning

(4.2) The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:

(A) use concrete objects and pictorial models to generate equivalent fractions;

(B) model fraction quantities greater than one using concrete objects and pictorial models

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and operations folder, open the Fractions folder, and select the Equivalent Fractions activity. Click the Assign button to assign the activity to students.

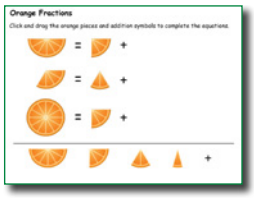
By pairing numeric representations of equivalent fractions with a visual model of the same thing, students will learn that they need to copy and paste the model (X) number of times to create the equivalent. This will help cement their understanding of the concept.

Number, operation, and quantitative reasoning

(4.2) The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:

(A) use concrete objects and pictorial models to generate equivalent fractions;
(B) model fraction quantities greater than one using concrete objects and pictorial models;
(C) compare and order fractions using concrete objects and pictorial models; and
(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.

Orange Fractions

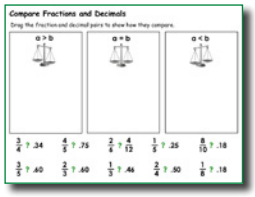


When represented only by numbers, fractions can be scary. This is why most people introduce fractions with manipulatives. The same holds true as students begin to learn to add fractions.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and operations folder, open the Fractions folder, and select the Orange Fractions activity. Click the Assign button to assign the activity to students.

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.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Numbers and Operations folder, open the Fractions folder, and select the Fractions and Decimals activity. Click the Assign button to assign the activity to students.

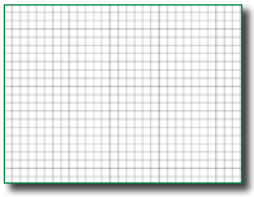
To assess your students' ability to convert basic fractions to decimals, round to the nearest hundredth, and compare values, have them complete the Fractions and Decimals activity. After completing, see if students have found any shortcuts to help them assess comparative value before they convert the fraction and compare decimal against decimal.

Number, operation, and quantitative reasoning.

(4.4) The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:

(A) model factors and products using arrays and 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, such as 15x11.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Templates folder, and select the Grid - XSmall activity. Click the Assign button to assign the activity to students.

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.

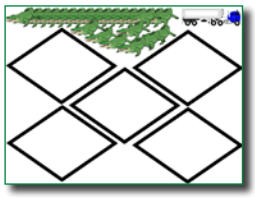
Number, operation, and quantitative reasoning

(4.5) student estimates to determine reasonable results. The student is expected to:

(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and

(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.

Visualizing Remainder



"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.

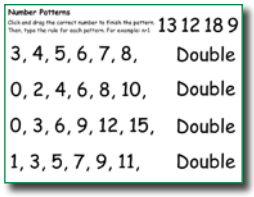
Using Stickers as graphic manipulatives and typing equations and answers into text objects made Wixie an invaluable tool in exploring the world of division."

—N. Gordon
Potomac, MD

Patterns, relationships, and algebraic thinking

(4.7) The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Algebra folder, open the Patterns folder, and select the Patterns-Numbers activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

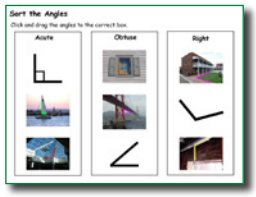
(4.8) The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:

(A) identify and describe right, acute, and obtuse angles;

(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and

(C) use essential attributes to define two- and three-dimensional geometric figures

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Sort the Angles activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

(4.8) The student identifies and describes attributes of geometric figures using formal geometric language. The student is expected to:

(A) identify and describe right, acute, and obtuse angles

Angles All Around Us

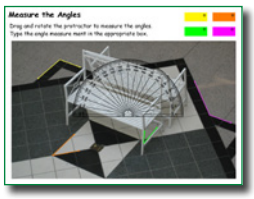
Introduce different types of angles (acute, obtuse, and right) to your students. Once you think students understand the different types of angles, have them showcase their knowledge using a digital camera and the paint tools in Wixie.

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.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Measurement folder, and select the Measure Angles activity. Click the Assign button to assign the activity to students.

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°.

Geometry and spatial reasoning

(4.9) The student connects transformations to congruence and symmetry. The student is expected to:

(A) demonstrate translations, reflections, and rotations using concrete models;

(B) use translations, reflections, and rotations to verify that two shapes are congruent; and

(C) use reflections to verify that a shape has 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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Symmetry – Line activity. Click the Assign button to assign the activity to students.

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.

Measurement

(4.11) The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:

(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary

Finding Perimeter

Perimeter is the total length around the outside of a 2-dimensional shape. Students can find the perimeter of a shape by counting similar units, but this can be time consuming. To help them understand how knowing formulas can make their life easier, have them complete the Perimeter activity in Wixie.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Measurement folder, and select the Perimeter activity. Click the Assign button to assign the activity to students.

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, as well as work with formulas, by having them apply what they know to story problems and 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.

Measurement

(4.11) The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass. The student is expected to:

(B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;

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 template in Wixie (Activities>Math>Templates>Ten Frame) 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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Measurement folder, and select the Running Chart activity. Click the Assign button to assign the activity to students.

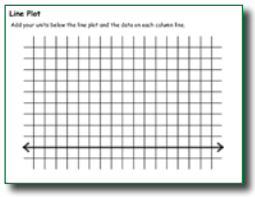
To assess students' ability to work with the charts and begin converting on their own, have them complete the Running Chart activity in Wixie. After converting meters and kilometers, and minutes and seconds, work as a class to brainstorm other real-world activities that might require conversion within the same measurement system such as liquid measurements in recipes, the time it takes to complete a task, and distance traveled.

Probability and statistics

(4.13) The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:

(A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation

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 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.

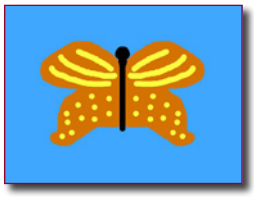
Then, have each them open the Line Plot activity and place units along the line at the bottom at 1/8 increments from the largest to the smallest cookie size. Walk around the room to monitor each student's progress. Using their line plot, ask students to identify the largest cookie, the smallest cookie, 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.

Math Lesson

Wixie also makes it easy to implement open-ended lessons that engage students in the Texas Essential Knowledge and Skills (TEKS).

Exploring Line Symmetry



Students will use Wixie to create original artwork and manipulate images to demonstrate understanding of line symmetry.

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.

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. If you do not have a digital camera, students can find images at Pics4Learning.com or in the Wixie stickers library.

Help each team transfer their images to the computer. Students should open the images in Wixie and use the Line tool to draw the line, or lines, of symmetry on each image.

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 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.

Math Lesson (continued)

Share

There are multiple ways in which students can share their work with these activities. Ask students to add narration to their Wixie pages to check for understanding of symmetry and share the projects as a slideshow embedded on the class web page or as a link in Edmodo. Finally, students can add text to their images and print them out to make a book of symmetry.

TEKS Standard

(4.9) Geometry and spatial reasoning. The student connects transformations to congruence and symmetry. The student is expected to:

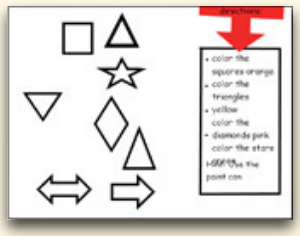
(A) demonstrate translations, reflections, and rotations using concrete models;

(B) use translations, reflections, and rotations to verify that two shapes are congruent; and

(C) use reflections to verify that a shape has symmetry.

www.tech4learning.com/wixie

Peer collaborative learning in Wixie



"Our kindergarten students at Meiklejohn Elementary School didn't know their log ins forWixie, 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!"

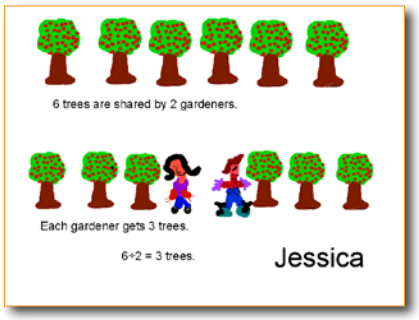
—Melissa Swenson

Meeting Texas Essential Knowledge & Skills with Wixie®

What is Wixie?

Wixie is a cloud-based tool fifth-grade students can use to write, paint pictures, and tell stories. Wixie provides a fun way for students to explore and respond to curriculum topics related to the Texas Essential Knowledge and Skills (TEKS).

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.



Using Wixie with Fifth-Grade Students

In fifth-grade, students are transitioning from thinking like a child to thinking like an adult. They are capable of dealing with conflict and complexity, and should be asked to create products for use by other people that challenge their abilities. Work in 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 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!

Grade 5

Language Arts

Mathematics

Grade 5 Language Arts

Reading/Vocabulary Development

(2) Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
- (C) produce analogies with known antonyms and synonyms;
- (D) identify and explain the meaning of common idioms, adages, and other sayings; and
- (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

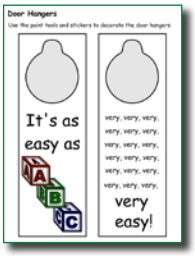
Vocabulary Wanted Posters

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.

Log in to your teacher account. Click the Activities tab, open the Reading folder, open the Vocabulary folder, and select the Wanted Poster activity. Click the Assign button to assign the activity to students.

Have each student select a word from the list and creates 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.

Figuratively Speaking Doorknob Hangers



Some figures of speech are easy to understand (i.e. Busy as a Bee), 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 example of figurative language in use and have them use Wixie to create a door hanger that explains the figure of speech with text on one side and an illustration on the other.

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

Once each student has created a door hanger, have them print them out and hang them on various doors around school.

Reading/Vocabulary Development

(2) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the Vocabulary Trading Card activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Literary Text/Fiction

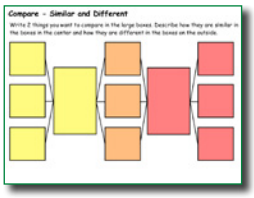
(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;

(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and

(C) explain different forms of third-person points of view in stories.

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.

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

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?

Reading/Comprehension of Literary Text/Fiction

(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;

(B) explain the roles and functions of characters in various plots, including their relationships and conflicts

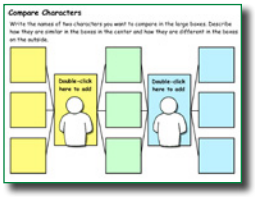
Character Scrapbook

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Comprehension folder, and select the Character Scrapbook activity. Click the Assign button to assign the activity to students.

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.

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.

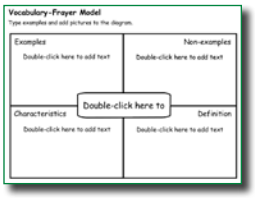
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading folder, open the Literature folder, and select the Compare Characters 3-5 activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Literary Text/Sensory Language

(8) Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.

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.

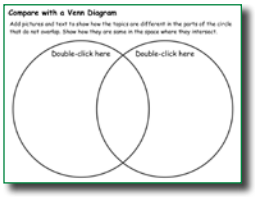
Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Vocabulary folder, and select the Vocabulary –Frayer Model activity. Click the Assign button to assign the activity to students.

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.

Reading/Comprehension of Informational Text/Culture and History

(10) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.

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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizer folder, and select the Venn 2 activity. Click the Assign button to assign the activity to students.

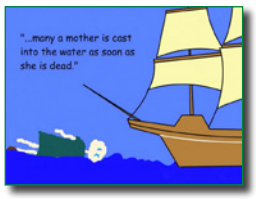
Have each student choose one theme or element, such as character or setting, and compare using the Venn activity. Have students add a page that includes additional textual and visual information about the elements in each story.

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.

Reading/Comprehension of Informational Text/Culture and History

(10) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.

Digital Journals



Select a book about Sacajawea and another about the Louis 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?

Reading/Comprehension of Informational Text/Expository Text

(11) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order

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.

Log in to your teacher account. Click the Activities tab, open the Language Arts folder, open the Reading Folder, open the Comprehension folder, and select the Main Idea Flower activity. Click the Assign button to assign the activity to students.

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.

Reading/Media Literacy

(I4) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

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.

Writing/Literary Texts

(16) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

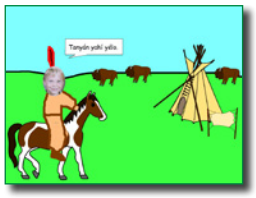
(A) write imaginative stories that include:

(i) a clearly defined focus, plot, and point of view;

(ii) a specific, believable setting created through the use of sensory details; and

(iii) dialogue that develops the story

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) 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.

Writing

(17) Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

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.

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

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.

Writing

(17) Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

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.

Writing/Expository and Procedural Texts

(18) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) create multi-paragraph essays to convey information about the topic that:

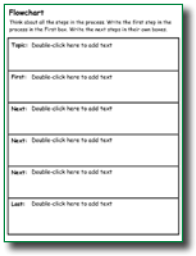
(i) present effective introductions and concluding paragraphs;

(ii) guide and inform the reader's understanding of key ideas and evidence;

(iii) include specific facts, details, and examples in an appropriately organized structure; and

(iv) use a variety of sentence structures and transitions to link paragraphs

Your Very Own eHow


Flowchart

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

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

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

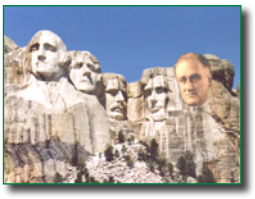
Once their steps and ideas have been added to the flow chart, have students create a page in Wixie for each step one must complete in order to sew a skirt, complete a great corner kick, or bake a decadent chocolate cake. Encourage them to use order words (first, after, next, and finally) in their writing 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.

Writing/Persuasive Texts

(19) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

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 for four more years. Have them investigate a President from the United State's History that they think would be a great leader in today's world and could help our country get back on track.

Challenge your students to create a persuasive presentation or document that argues for this President to be brought to the future. Give students a list of past Presidents and some time to talk with family and friends. Then, have students make a choice, craft a written 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.

Oral and Written Conventions/Conventions

(20) Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

Preposition Stories

"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 Wixie! 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!"

Gillian Ryan
Santee, California

Research/Synthesizing Information

(25) Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and

(B) evaluate the relevance, validity, and reliability of sources for the research.

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, actually locating and assessing those resources, and then using and applying the information in a research report. To engage them even further, tell students they will create a booklet to share their research.

After students have chosen the topic, problem, or person 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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Fact or Opinion activity. Click the Assign button to assign the activity to students.

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.

Research/Organizing and Presenting Ideas

(26) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) compiles important information from multiple sources;

(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;

(C) presents the findings in a consistent format;

(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

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 different neighborhoods in your city, different cities in your state, or different places in the county.

Have students conduct research using resources from the Internet and the library 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.

Log in to your teacher account. Click the Activities tab, open the Templates folder, and select the Tri-fold Brochure activity. Click the Assign button to assign the activity to students.

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 and do on vacation or in your area.

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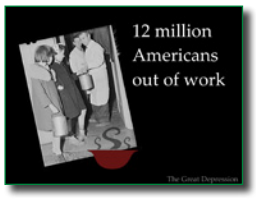
Digital Documentaries



Turning a research report into a digital documentary can bring life and enthusiasm to this process in your classroom. Many students have probably seen documentaries on the History Channel, and you may even have shown one of Ken Burns' documentaries on the Civil War. 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.

For example, most students have a favorite invention. Are they aware of how that invention was even thought of, how it has changed over the years? It's time for them to use a variety of resources, including text and interviews, to find out the background details of their invention, many uses and changes over the years. Ask them to create their own "Did You Know" multimedia project on the invention. 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 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.

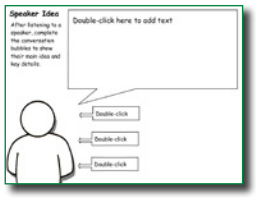
Listening and Speaking/Listening

(27) Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;

(C) determine both main and supporting ideas in the speaker's message.

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.

Log in to your teacher account. Click the Activities tab, open Language Arts folder, open Reading folder, open the Comprehension folder, and select the Speaker Idea activity. Click the Assign button to assign the activity to students.

After listening to the speech, have students complete the Speaker Idea activity in Wixie 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.

Listening and Speaking/Speaking

(28) Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

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.

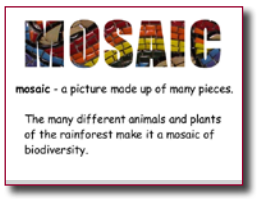
Assign individual reports for each day of the month or have a small team work together each day with students in roles of researcher, fact checker, graphic artist, voice talent, and so on. Have students create a page for each event or class that day using sequencing words to connect and organize the news report.

Encourage students to include written details that make the story interesting and engage the viewer/listening. 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 website.

Language Arts Lesson

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

Cool Word Vocabulary



Students will use Wixie's Cool Word feature to create visual vocabulary 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 (http://www.insidestoryflashcards.com) 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.

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.

Language Arts Lesson (continued)

TEKS Standards

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms;

(D) identify and explain the meaning of common idioms, adages, and other sayings; and

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

Grade 5 Mathematics

Number, operation, and quantitative reasoning

(5.2) The student uses fractions in problem-solving situations. The student is expected to:

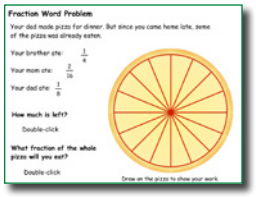
(A) generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3;

(B) generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number;

(C) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and

(D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.

Fraction Word Problems – Add and Compare



Word problems allow students to apply what they've learned in math class 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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Number and Operations folder , open the Fractions folder, and select the Word Problems I activity. Click the Assign button to assign the activity to students.

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.

Number, operation, and quantitative reasoning

(5.3) The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

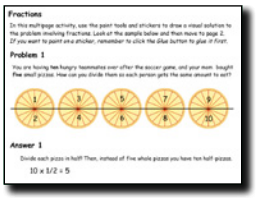
(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);

(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;

(D) identify common factors of a set of whole numbers; and

(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.

Fraction Word Problems – Divide and Compare



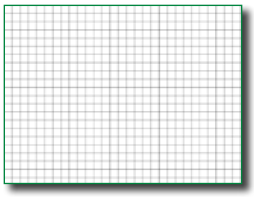
Before you begin working with word problems that include fractions, share some strategies for breaking down word problems as well as strategies for visualizing them. Open the Word Problems 2 activity and explore the first problem together. Look at the illustration. Ask students if they have other ways of drawing or labeling the problem.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Number and Operations folder , open the Fractions folder, and select the Word Problems 2 activity. Click the Assign button to assign the activity to students.

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 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 last page of each project into one class project. Print the collection print as a booklet or use to lead a class discussion.

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 15x11.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Templates folder, and select the Grid - Small activity. Click the Assign button to assign the activity to students.

Assign each student a different number to create arrays of multiplication for, ie 16 with multiplication arrays of 2 X 8, 4 X 4, and 1 X 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.

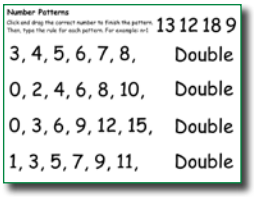
As the teacher, import all the arrays into one complete project. Print into mini flip books by printing 4 or 6 slides to a page. Embed the array projects on the class webpage.

Patterns, relationships, and algebraic thinking

(5.5) The student makes generalizations based on observed patterns and relationships. The student is expected to:

(A) describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams;

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.

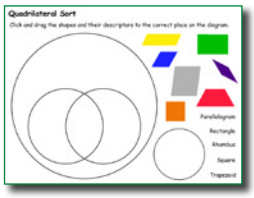
Log in to your teacher account. Click the Activities tab, open the Math folder, open the Algebra folder, open the Patterns folder, and select the Patterns-Numbers activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

(5.7) The student generates geometric definitions using critical attributes. The student is expected to identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.

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.

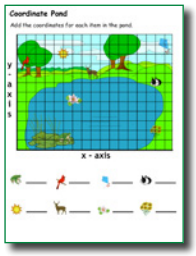
Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Quadrilateral Sort activity. Click the Assign button to assign the activity to students.

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.

Geometry and spatial reasoning

(5.9) The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers.

Coordinate Adventure

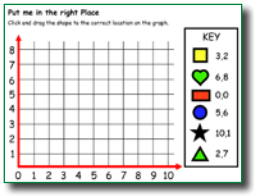


Once students learn how to use a coordinate plane, have them practice what they have learned by moving them toward more concrete applications.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Coordinate USA Map. Click the Assign button to assign the activity to students.

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.

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.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Geometry folder, and select the Coordinate Park activity. Click the Assign button to assign the activity to students.

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.

Measurement

(5.10) The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:

(A) perform simple conversions within the same measurement system (SI (metric) or customary)

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.

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

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 on their own, have them complete the Running Chart activity.

Log in to your teacher account. Click the Activities tab, open the Math folder, open the Measurement folder, and select the Running Chart activity. Click the Assign button to assign the activity to students.

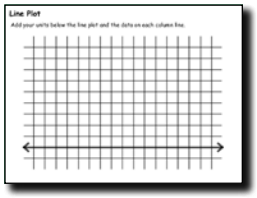
After converting meters and kilometers, and minutes and seconds, work as a class to brainstorm other real-world activities that might require conversion within the same measurement system such as liquid measurements in recipes, the time it takes to complete a task, and distance travelled.

(5.10) The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:

(B) connect models for perimeter, area, and volume with their respective formulas; and

(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.

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.

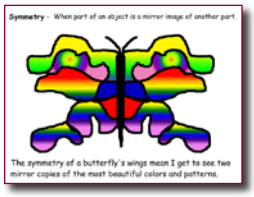
Log in to your teacher account. Click the Activities tab, open the Math folder, open the Templates folder, and select the Line Plot activity. Click the Assign button to assign the activity to students.

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.

Math Lesson

As students get older, the language of math also gets more complex and when students take a standardized math test, they often encounter unfamiliar terminology. This project is designed to help them by specifically addressing the academic language they may encounter.

Math Terminology



Students will learn academic vocabulary by creating an illustrated math dictionary in Wixie.

Underlying processes and mathematical tools

(5.15) The student communicates about Grade 5 mathematics using informal language. The student is expected to:

(A) explain and record observations using objects, words, pictures, numbers, and technology; and

(B) relate informal language to mathematical language and symbols.

Engage

Remind students that thousands of words and expressions pertain to math and that they can often use prefix, suffix, and context clues to determine the meaning of words. For example, if they don't the meaning of octagon, they can use their knowledge that an octopus has eight legs to determine that an octagon is a shape with eight sides.

Discuss the symbols used in mathematics and how they can be included as math words. For example, x is a symbol used to mean multiply and 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 to practice the basic terms. Post the words and definitions together to complete the 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 additional cards for the word wall.

Create

Provide students with a list of the math terms appropriate to fifth grade. Depending on the size of your class or the ELA level of your students, distribute terms to individual students or small teams to create an illustrated dictionary of math terms.

Share an example that includes the elements that each dictionary page should feature, such as a title including the term, the definition, the word used in a sentence, and and an image depicting the term.

Before working on the computer, have each student, or team, write three sentences for their assigned terms:

1: ___ is for _____. (for example: A is for area).

2: The definition of the math term.

3: A sentence that describes the image they selected 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 Wixie 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.

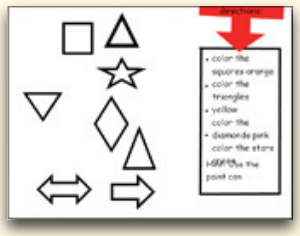
When student pages are finished, have them click the Wixie button and choose Share. Have one student on the team choose Import Pages to import the shared pages into one project. Go to the View menu and choose Full Screen to present the file as a slide show or embed on your class web site.

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.

www.tech4learning.com/wixie

Peer collaborative learning in Wixie



"Our kindergarten students at Meiklejohn Elementary School didn't know their log ins forWixie, 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!"

—Melissa Swenson