Meeting Common Core Standards with Wixie®

Grade 1

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 Common Core Standards.

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

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.

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

Contents

Grade 1 Language Arts
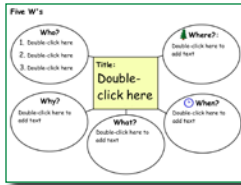
Grade 1 Mathematics

Appendix A

Appendix B

Grade I Language Arts

Reading Standards: Literature
Key Ideas and Details

I. Ask and answer questions about key details in a text.

Five W's

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

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?

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

Retell a Story

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

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

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

Reading: Literature
Key Ideas and Details

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

Key Ideas

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

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: Literature
Craft and Structure

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

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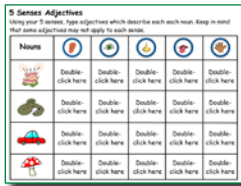
Ask your students to name the five senses and give examples of things they can see, touch, hear, smell, and taste. Talk about how writers use the five senses to bring a story alive. Read a book that utilizes strong descriptions from the five senses like "Come on Rain" by Karen Hesse or "Night in the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

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

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: Literature
Craft and Structure

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

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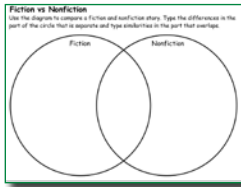
Ask your students if they can help you decide how to determine if something is fiction or nonfiction. Remind them fiction is a make-believe story that is not real, while nonfiction is true information that gives you facts to explain something.

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: Literature
Integration of Knowledge and Ideas

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

Pictures Tell a Story

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

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.

Reading: Literature
Integration of Knowledge and Ideas

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

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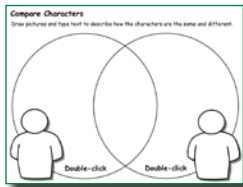
After students have read two stories, discuss the main character in each of the stories. How are they alike and how are they different? Explain to your students how they can use a Venn diagram to help them compare two things.

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 the other main character in the circle on the right. You may also want to add pictures of each character. Click the Assign button to assign the activity to students.

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

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

Reading: Literature
Key Ideas and Details

I. Ask and answer questions about key details in a text.

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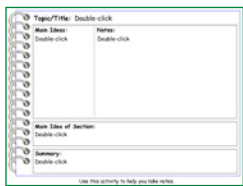
Choose a topic you want to explore with your students. This could be based on the animal or place you are studying this month, such as Pandas or China. Explore books, web sites, and other resources about the topic as a class. Assign the Take Notes activity to help students list information and facts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

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: Informational Text
Key Ideas and Details

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

Explore Main Idea

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

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

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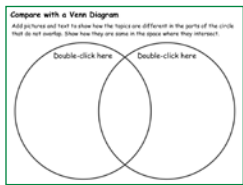
Read and share informational texts on a historic time period, like the Revolutionary War. Have students identify important people at the time, such as Ben Franklin, Thomas Jefferson, and George Washington. Read more texts about these people. Assign the Venn Diagram activity and ask students to work on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

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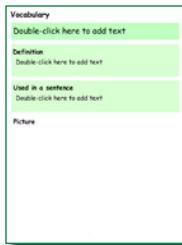
You can use a similar process to learn and analyze information about George Washington and Abraham Lincoln around the Presidents' Day holiday.

Reading: Informational Text
Craft and Structure

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

Vocabulary Supports

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

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.

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

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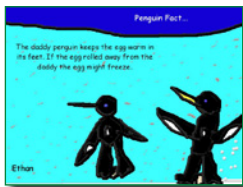
Many young students are not interested in or excited by nonfiction writing. Once they understand how to read nonfiction, however, they are less afraid and can quickly become independent researchers. Find and share a nonfiction book about an animal you are studying in class. Show students how they can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

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

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

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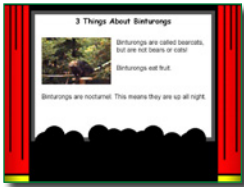
Reading: Informational Text
Integration of Knowledge and Ideas

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

Presenting! Three Things About

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

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.

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

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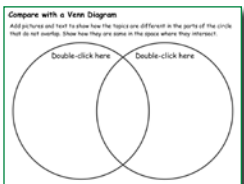
Read and share two different texts about a topic with your students. Let your students know you want them to compare the two books. Have students record their comparisons using a Venn diagram. Students will likely first come up with differences in content between the two books.

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: Foundational Skills
Phonological Awareness

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

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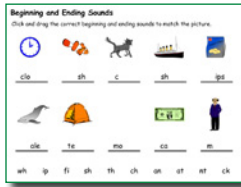
Wixie contains a wealth of activities on alphabetic principle. You can assign different activities to different students depending on what you want to evaluate and want students to practice. For example, the Blends activity uses clip art to support students as they drag beginning and ending sounds to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

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.

Writing
Text Types and Purposes

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

Book Review

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

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.

Writing
Text Types and Purposes

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

Welcome to Our Classroom

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

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

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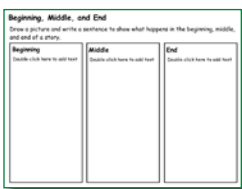
After visiting the library, computer lab, or special class like art, talk with your students about what happened. How did it begin? What did they do? How did it end? Brainstorm a list of things that occurred and then work as a class to put them in order. Have students use the text and paint tool on the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

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
Production and Distribution of Writing

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

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

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

Our Version

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

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
Research to Build and Present Knowledge

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

Create a Flow Chart

"How to make a peanut butter sandwich" is probably getting old for you! To make learning more authentic, brainstorm events and procedures at school. What should you do if the fire alarm goes off? How do you check out a book from the school library? How do you find your bus after school? Discuss different ways students can find out these answers, including books, experts, visual displays, and posters.
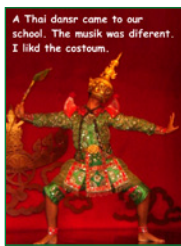
Log in to your teacher account. Click the Activities tab, open the Templates folder, open the Graphic Organizers folder, and select the Flow Chart activity. Click the Assign button to assign the activity to students.

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.

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

Guest Appearance

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

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.

Speaking & Listening
Presentation of Knowledge and Ideas

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

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

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

Sentence Strips

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 a capital letter signals the start of a new sentence and a 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.

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

Language
Vocabulary Acquisition and Use

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

Choosing Words for Nuance

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

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.

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.

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)

Common Core Standards

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

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

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

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

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

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

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

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

Grade I Mathematics

Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction.

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

Decomposing Numbers
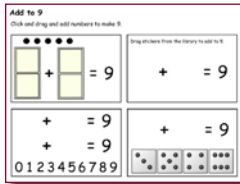
Decomposing numbers refers to the ability of students to break numbers apart and form equivalent representations. When determining place value, one decomposes numbers into tens and ones. Decomposing numbers below ten involves understanding that 9 can be 4+5, 6+3, 7+2, and even 6+2+1. Ask your students if anyone knows of a way to add to 9. Let this student choose how they will represent numbers using dominoes, numbers, dice, or other images. Continue to explore ways to decompose and compose the number nine. To evaluate student understanding, assign the Add to 9 activity.

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.

Operations & Algebraic Thinking
Understand and apply properties of operations and the relationship between addition and subtraction.

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

Adding 3 Numbers
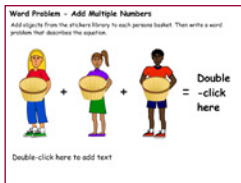
Word problems can be a struggle to master, but they are helpful for getting students to visualize equations and to see how math is applied in the world beyond the classroom. Open the Addition Word Problem activity and project it so the entire class can see it.

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.

5. Relate counting to addition and subtraction.

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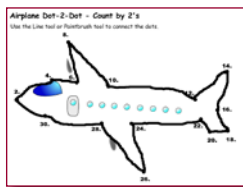
Two, four, six, eight! Who do we appreciate? Skip counting! Students usually know this cheer long before they are skip counting or adding by twos. Start off with this cheer and then practice skip counting to 20. Use the Count by Twos activity as an individual assessment to see how well your students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

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?

Operations & Algebraic Thinking
Work with addition and subtraction equations.
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

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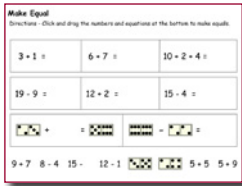
Understanding the meaning of equal – that everything on one side of the equals sign is balanced by everything on the other side – is the foundation for algebraic thinking. Locate at least 40 objects that are all the same size and weight, such as marbles, blocks, or dice. Using a balance scale, place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

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 & Operations in Base Ten
Understand place value.
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

Place Value
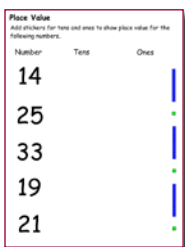
Skip counting and grouping objects helps us count, or add, faster. When we consider place value, two digit numbers aren't grouped randomly. The two digits always represent the number of groups of ten and the number of ones. For example, the number 36 represents three groups of ten, and 6 ones. Representing 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 & Operations in Base Ten
Understand place value.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add with Blocks
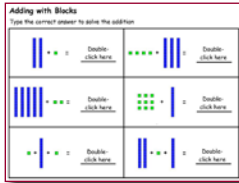
Grouping numbers together using ten as a base helps make adding and subtracting much quicker. After exploring base ten groupings using manipulatives, open various Base Ten activities in front of the class and work together to compose numbers in base ten groupings. If you project on an interactive white 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.

Measurement & Data
Tell And Write Time.

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

Tell Time

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

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.

Measurement & Data
Represent And Interpret Data.

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

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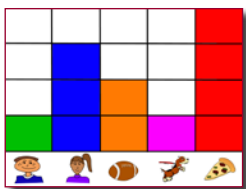
"One of our biggest challenges with mathematics learning in the early grades is representing data in graphs. Since our students love working with pictures, we created a Wixie activity our Kindergarten and 1st grade classes could use to learn how to make bar graphs.

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

Geometry
Reason With Shapes And Their Attributes.

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

Shapes Around Us

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

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)

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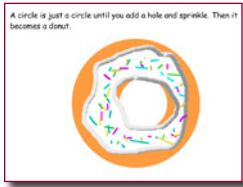
Students will compose images from 2-dimensional shapes and complete a sentence that describes their creation.

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)

Common Core Standards

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

1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

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

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

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

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

Appendix A
Assign Activities by Common Core Standard

You can assign activities in Wixie that you find by searching the Common Core Standards. Log in to Wixie with your teacher username and password.

Click the **Activities** tab.
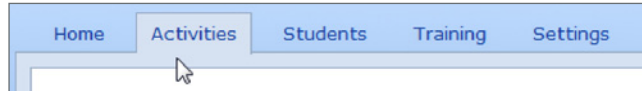
You will see the Activities page.

Click the **Search by Standard** link at the bottom of the page.
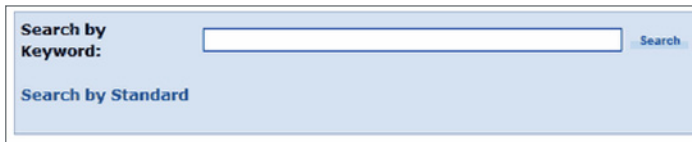
Use the pull-down menus to narrow down your search by subject, grade, topic, and subtopic.
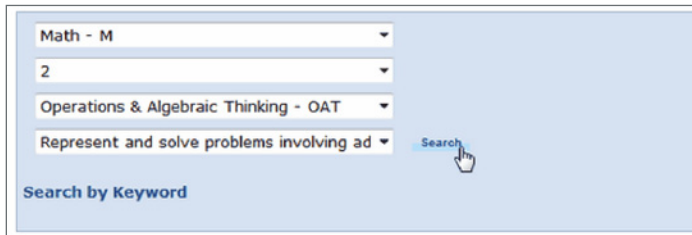
Click the **Search** button.

Scroll to the top of the page to see Wixie activities for this standard.

Click an activity to view all standards associated with it, to assign it to specific students in a class, or to customize.

You will see a preview of the activity and a description.

Click the **Assign** button.

You will see a dialog that will allow you to assign the activity to a class or individual students.

Click the **Start Date** calendar to select the first day you want students to see the activity in Wixie.
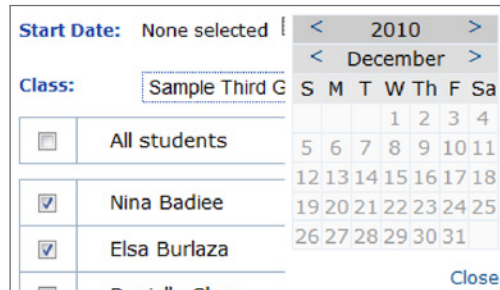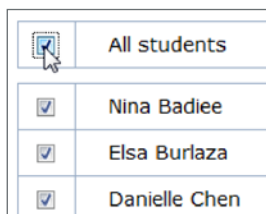

 Click the **End Date** calendar to select the last day you want students to see the activity in Wixie.
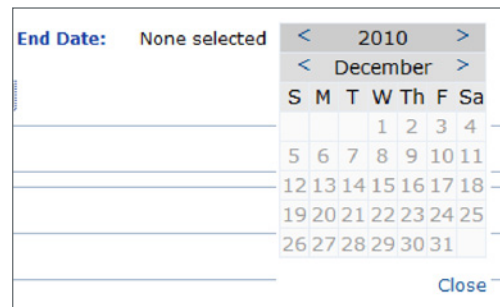
Use the **Class** pull-down menu to select the class of students you want to view.
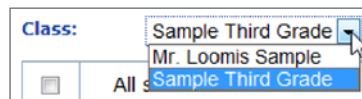
If you want every student in the class to see the activity, click the All students check box.

If you only want individual students to see the activity, click the check box for each student.

To assign the same activity to students in another class, select the class using the **Class** pull-down menu.

When you are finished choosing students, click the **Save** button.

You will see the activity in the Assigned Activities section of the Activities page.
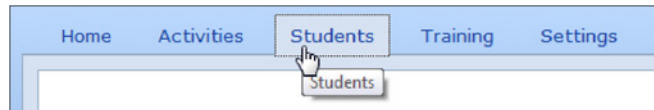

The students you selected will see the activity on the dates you specified.

Appendix B
Assign Common Core Standards to Student Work

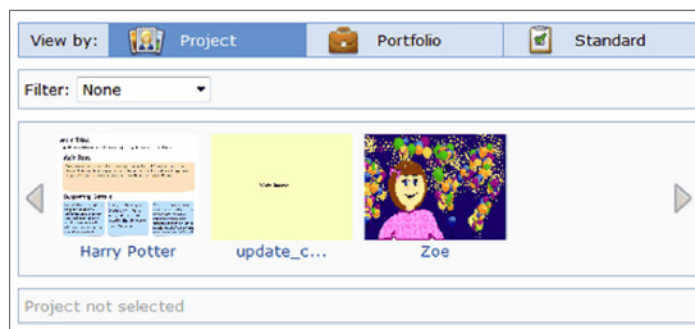Log in to Wixie with your teacher username and password.

Click the Students tab.
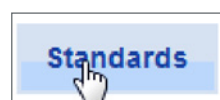

Select a student to view their projects.

You will see all of the Wixie projects created by the student.

Click a project to open it.

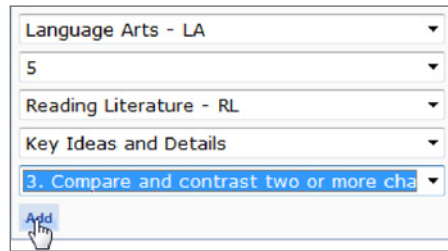Click the Standards button below the project.

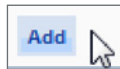You will see any standards that have already been attached.

Click the Add button to assign additional standards.

Select standard criteria for the activity, or project, from the pull-down menus.

Click the Add button to assign the selected standard, or standards, to the activity.

Grade 1

Peer collaborative learning in Wixie

"Our kindergarten students at Meiklejohn Elementary School didn't know their log ins for Wixie, so I had the fourth-graders design shape activities in Wixie for them with directions like, 'Fill in the triangle shapes with red,' 'Drag the shape word inside the shape,' or 'Find how many squares are in the drawing.'

The fourth-graders then helped their kindergarten buddies learn their Wixie log in and worked with them to complete the shape activities they designed.

One student decided that he would teach his buddy about proper nouns and shapes, so he had his buddy drag the proper nouns in a circle and the nouns in a square. When I shared my concerns that it might be too hard, he said, 'But Mrs. Swenson, I have a really smart buddy!' He was right, and the buddy did just fine learning the proper nouns and the shapes!"

—Melissa Swenson