

# Enhancing

Houghton Mifflin Harcourt

# Journeys



**Grades 1-6**



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1<sup>st</sup> Grade





## Technology Extension Activities - Grade 1

### Engaging Digital-Age Learners in Reading

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

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

### What are Pixie and Wixie?

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

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

### Using Pixie or Wixie with Second-Grade Students

In first grade, students are learning to read, strengthening existing literacy skills as they use words and pictures to explore their world. Pixie and Wixie provides an opportunity to support their exploration and respond to what they find.

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Tech4Learning, Inc.  
10981 San Diego Mission Rd. Suite 120  
San Diego, CA 92108  
619-563-5348  
[www.tech4learning.com](http://www.tech4learning.com)



## Grade 1 - Unit 1: Around the Neighborhood

**Big Idea:** Everyone can be a good neighbor.

### Unit Project: Picture Story

Children create a picture story about a neighbor of friend and present their story to others

Students will:

- Think about something that happened with a neighbor.
- Use the paint tools in Pixie or Wixie to paint a picture on a page.
- Print their pages to share with the neighbor.
- Students how are motivated and able can paint pictures on 4 pages and print them as a booklet they can fold and share.

**Create:** Picture or Booklet

**Teacher thoughts:**

Ask your students about their neighborhood. Prompt them to list people, places, and things and then have them work to describe items on the list using adjectives they can draw from to add detail to their pictures.

### My Neighborhood

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

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

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

**Create:** Map

**Teacher thoughts:**

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

### Thank You Neighbor!

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

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

**Create:** Thank you note

**Teacher thoughts:**

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



## Grade 1 - Unit 2: Sharing Time

**Big Idea:** We all have something to share.

### Unit Project: Sharing Tree

Children read and write about story characters in Unit 2 and create a Sharing Tree to describe their ideas.

Students will:

- Open the Decorate and Ornament activity.
- Use the paint tools to draw a picture of a character from a Unit 2 story.
- Use the Text tool to add their name.
- Print their ornament.
- Cut and glue their ornament together with string.
- Hang on the tree.

**Create:** Ornaments for Sharing Tree

**Teacher thoughts:**

Walk around the tree with your class, point to each ornament. Ask each student to share more about their ornament.

### 'I Can Teach You' Ads

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

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

Print the ads and display them around school.

**Create:** Advertisement

**Teacher thoughts:**

Use this activity to celebrate the diverse abilities in the class.

Help students learn to promote themselves and their talents.

### "I will" promise card

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

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

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

**Outcome:** Promise page

**Teacher thoughts:**

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



## Grade 1 - Unit 3: Nature Near and Far

**Big Idea:** It's a big, wonderful world.

### Unit Project: Research Animals

Use research to find answers to questions about the way some animals live.

Students will:

- Brainstorm a list of animals.
- Choose a favorite animal and head to the library to find out more about it.
- Add text boxes to a Pixie page to add the animal name and two to three facts about how it lives.
- Use the Paint tools or Stickers to add illustrations.
- Print and post in your classroom.

**Create:** Poster

**Teacher thoughts:**

Encourage students to choose an animal from one of the Unit's texts.

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

### Amazing Animal Alliterations

Introduce students to alliteration through nursery rhymes and tongue twisters like "Peter Piper picked a peck of pickled peppers..."

Begin by assign letters to students based on academic ability. Have students choose an animal that begins with this letter and select a verb to match that starts with the same letter. Add adjectives and adverbs to complete an alliterative sentence like "Dirty dogs dig in dandelions."

Have students type the sentence into a text box on Pixie page. Then, have them click the Record button on the Options panel to add voice narration. Have them use the tools on the Paint panel to add illustrations.

**Create:** Class book

**Teacher thoughts:**

Have students Share their projects and then import them into one file.

In Pixie, export the project as html or video to share with the class. In Wixie, simply open the URL to watch or embed the project on the school web site.

### Animal Riddles

Kids love jokes and riddles! Have each student create a two page animal riddle as a fun format for an informational text research project. Page 1 will be the text of the riddle and page 2 will be an illustration of the animal.

The riddle should contain four sentences:

1. Sentence 1: how the animal looks
2. Sentence 2: what the animal eats
3. Sentence 3: where the animal can be found
4. Sentence 4: a unique fact or distinguishing characteristic

Print the projects as table tents. Have students place the printed projects on their desks and encourage students move around the room to read and guess at other students' riddles.

**Create:** Table tent

**Teacher thoughts:**

Introduce your students to animal riddles by reading ABC Animal Riddles (rhyming verse) by Susan Joyce or If Not for the Cat (haiku) by Jack Prelutsky.



## Grade 1 - Unit 4: Exploring Together

**Big Idea:** We discover new things every day.

### Unit Project: Discover Mystery Objects

Children write clues and play a listening-speaking game to discover mystery objects.

Students will:

- Choose an object and brainstorm adjectives to describe it.
- Add a text box to a Pixie or Wixie page and type two sentences that contain clues about the size, shape, color and use of their object.
- Click the Record button on the Options panel and read their riddle.
- Add a second page that includes a picture of the object.
- Present their two-page project to their classmates, giving them time to guess the object before moving to page 2.

**Create:** Write Clues

**Teacher thoughts:**

Print the two-page projects at table tents for a classroom walk through or glue the table tent pages together to create trading cards.

### Today We Learned

There are lots of goals you have as a teacher each day. So at the end of the school day, open the Today We Learned template in front of the class and work together to list the skills and knowledge gained each day.

Do this every day for a week or two before parent night for a great slide you can share during conference time. As students ability grows, you can have them draw pictures and add clip art to better explain the facts and skills you have listed.

**Create:** Poster or slide show

**Teacher thoughts:**

Parents will appreciate this reminder as they ask their students what they learned that day at home. You may also want to print them out for students to take home as they learn how to share their day with their families.

### Classroom Explorers

What qualities does a great explorer need? Students might easily come up with descriptions like “brave” and “strong.” Encourage them to think about things like “map skills” and “good thinking” too. You may want to bring in a microscope or map or other tools an explorer might use.

Use the web cam feature to capture an image of each student. Then search the library for hat to find an adventurer hat they can wear. Print these out to hang on a bulletin board or put on their desks when you need them to think like an adventurer!

You can also open the Wanted Poster template to document the features of a great explorer.

**Create:** Wanted Poster & Decorations

**Teacher thoughts:**

What qualities does a great explorer need?



## Grade 1 - Unit 5: Watch us Grow

**Big Idea:** Living things change as they grow.

### Unit Project: Puppet Report

Children research the changes that occur as animals grow from baby to adult and then make puppets to present and oral report.

Use paint tools to create an animal face you will stick on puppet.

Students will:

- Choose a favorite animal and head to the library to find out more about it.
- Click the Stickers Library button and use the web cam option to capture student faces.
- Click the Glue button on the tool bar and use the Paint tools to paint animal characteristics that transform the student into the animal.
- Have students use their puppet to give their oral report.

**Create:** Puppet and Oral Report

**Teacher thoughts:**

You may want to have students cut out their image and paste onto cardboard before attaching to a brown paper bag to create the puppet.

Talking through a puppet is a great way to encourage shy students to speak in front of the class.

### Change Collage

Discuss with your students things in nature that change. You might ask students if things change during different months of the year (seasons) or days of the week (weather). You may want to ask if anyone has a pet at home. How long have they had it? Has it looked and behaved the same way for as long as they can remember?

Students can add images from the library and Pics4Learning to create a collage of images that represent change in nature. Print the pages or export the images to use on your classroom web site.

Display the final images and have each student present their collages and explanations to the class.

**Create:** Collage

**Teacher thoughts:**

Be sure to ask lots of questions of each student to draw out the reason for their choice of images.

Collect the final digital images students export into a “Changes in Nature” slideshow you can showcase at a school assembly.

### Frog Life Cycle

Ask you students if they have ever seen a frog. What about touched one? Does anyone know what a tadpole is? Read a level 1 reader you’re your students about the life cycle of a frog.

Talk about the egg, tadpole, and adult frog. How is this different from the baby, child, and adult stage in humans?

After learning about frogs, open the Life Cycle of a Frog activity in Pixie or Wixie and project on a screen or interactive white board. Put the images in the correct order and word together to add labels.

**Create:** Sequence Frog Life Cycle

**Teacher thoughts:**

Talk about some of the basic features of nonfiction or informational text such as headings, pictures, and labels.





## Grade 1 - Unit 6: Three Cheers for Us

**Big Idea:** Always try your best.

### Unit Project: Award Speech

Children make an award and give a speech to tell about a story characters accomplishments.

Students will:

- Choose a favorite character from the stories you have read.
- Open the Achievements activity in Social Studies>Community.
- Add the name of the character and award you are giving.
- List three accomplishments the character reached to achieve the award.

Print each award and have students explain their choices.

**Create:** Award

**Teacher thoughts:**

This is a great opportunity to talk about hard work, dedication, and perseverance.

### My Goals

Reaching goals takes hard work, but before you can achieve your goals, you first need to set them. To get students thinking about successes they want to have this year, have them create a short list of academic and personal goals. Pixie and Wixie include a clipboard activity template you can use to list student goals.

If you are going to publish the goals online, have students click the Record button and recite their goals, further cementing their connection to them.

**Create:** List of Goals

**Teacher thoughts:**

These are great to print and keep in student folders or even taped to their desk.

### Character Counts Awards

Have students think about something nice that a classmate has done, like:

- Encouraging someone who was having a rough day.
- Standing up to a bully.
- Giving up their place in line.

Have students choose a classmate and complete the Achievements activity in Social Studies>Community to honor them.

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

**Create:** Award

**Teacher thoughts:**

You can model this by using the certificates in the Teacher Templates folder to give awards to your students for working hard, taking risks, and practicing.

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## 2<sup>nd</sup> Grade





## Technology Extension Activities - Grade 2

### Engaging Digital-Age Learners in Reading

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

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

### Using Pixie or Wixie with Second-Grade Students

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

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Tech4Learning, Inc.  
10981 San Diego Mission Rd. Suite 120  
San Diego, CA 92108  
619-563-5348  
[www.tech4learning.com](http://www.tech4learning.com)



## Grade 2 - Unit 1: Neighborhood Visit

**Big Idea:** There are different kinds of communities.

### Unit Project: Community Guide

Children will research and create a community guide for visitors.

Students will:

- Brainstorm different parts of the community and choose one piece they want to draw and write about.
- Type a sentence or short paragraph about this community feature and use the paint tools to illustrate it.
- Print their pages, collect, and bind them into a class book.
- Export a PDF of their pages for easy collection into an electronic book.

**Create:** Class Book

**Teacher thoughts:**

Discuss what makes a community with your students.

Brainstorm the people who live and work there. What buildings do you find? What resources are available?

### My Neighborhood

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

Students use the paint tools to draw a map of their neighborhood, including their house and at least 3 other significant landmarks. These could include:

- Library
- School
- Playground

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

**Create:** Map

**Teacher thoughts:**

Talk to your students about the meaning of neighborhood and community.

When maps are complete, print them out or project for the class to see. Identify two places on the map and see if students can give directions between them using directional prepositions.

### Community News

A reporter is someone who writes a news story that always answers these six questions: Who? What? When? Where? Why? How?

Brainstorm with your students about events that have taken place recently in their neighborhood and community. This could be as local as a neighbor coming home with a new baby or a city-wide holiday celebration.

Students each choose a different event to report on and write a short news story about that event. Teams of students can organize their stories into a community newsletter. Teams should give their newsletter a name or heading.

Students can use Pixie to lay out text and articles, paint original illustrations, and add clip art and photographs to support their stories. Click the Print button the toolbar to print the newsletter.

**Create:** Newsletter

**Teacher thoughts:**

Are students involved in different communities? Which one will they represent with their newsletter?

You may want to have students use a 5 W's graphic organizer for their research.

Print and share the newsletters with other members of the community. Click the Project button, choose Export, and select PDF to create a digital version.



## Grade 2 - Unit 2: Nature Watch

**Big Idea:** Nature can teach us many things.

### Unit Project: Nature Game

Students will create a nature game to play with classmates.

Students will:

- Use the Game Board (in the Templates folder) to create the game.
- Choose a natural location for the game to take place. For example, the game could happen in a park, pond, or forest.
- Think of the animals that might be found in this location. These can be used as game pieces or things that players will come across as they progress along the board.
- Brainstorm other items players might find in this location. Write different directions in each space on the board. For example,
  - An owl is after you! Lose one turn hiding.
  - You found a berry bush! Eat up and move 2 spaces with all your new energy.
- Draw animals or find them in the library to add to the board.
- Add a new page to create game pieces you can cut out and play with.
- Print the game and play with dice or coins.

**Create:** Board Game

**Teacher thoughts:**

Talk to students about the board games they already play. What are some rules? How do pieces move?

Consider printing the game board and pieces out and gluing them to cardboard or laminating them to make them stronger.

### Animal Interviews

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

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

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

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

**Create:** Interview

**Teacher thoughts:**

Encourage students to choose an animal from one of the Unit’s texts.

Work with your school’s librarian to locate informational texts appropriate for the reading level of your students.

An interview should include point-of-view. Talk with your students about perspective and how that might affect an animal’s answer.

Upload the videos or podcasts to your school web site to share with family and community.



Grade 2 - Unit 2: Nature Watch (cont'd)

Big Idea: Nature can teach us many things.

**My Teacher is Ms. Owl!**

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

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

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

Print out the project at full page size. Display student work on a bulletin board or combine and bind it into a class boom.

**Outcome:** Document

**Teacher thoughts:**

If students create two pages, consider printing them as a table tent. You can display it standing up or glue the two halves together for easy sharing.

If you collect student Pixie files or have them Share their projects, you can import the pages into one book. Then, click the Project button, choose Export, and select HTML to create a book you can publish to your school site.



## Grade 2 - Unit 3: Tell Me About it

**Big Idea:** We learn from each other.

### Unit Project: Class Newspaper

Children will create a class newspaper with informational articles and editorials.

Students will:

- Explore the parts of newspapers.
- Create a list of topics you might include, such as books we are reading, special visitors, this month's animal or theme.
- Divide into teams for the different sections of the newspaper. Each team should elect an editor for their section.
- Use the newsletter template to make the process easier.
- Each student should write one article or piece for the paper.
- Use the paint tools and stickers to add artwork and color.
- Print or export the newspapers as PDFs to share with parents.

**Create:** Newspaper

**Teacher thoughts:**

The Editor-in-Chief (teacher) can import all projects into one file to make a PDF version to print or share online.

Alternative ideas for a paper:

- Create a newspaper based on a book or story that students have read.
- Create a newspaper from animal points of view and interests.

### 'What you can learn here' door hanger

Children will create a door hanger for the different rooms in the school, sharing what you can learn when entering the room or by visiting the person who manages the room, such as a guidance counselor's office, the library, the principal's office, or the janitor's closet.

Each student should choose a room or person's office. Students should conduct research and interviews to determine what you can learn while in this room or while interacting with the person inside.

Use the door hanger template to add text and draw pictures. Print out the template, cut it out, glue it together, and hang it on the doors!

**Create:** Door Hanger

**Teacher thoughts:**

Work with students to create a list of as many different rooms or doors they can think of at school.

Don't forget that you can create a door hanger for each side of a door!

Laminate the door hangers to make them last longer.

### 'I Can Teach You' Ads

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

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

Print the ads and display them around school.

**Create:** Advertisement

**Teacher thoughts:**

Use this activity to celebrate the diverse abilities in the class.

Help students learn to promote themselves and their talents.



## Grade 2 - Unit 4: Heroes and Helpers

**Big Idea:** We can all make a difference.

### Unit Project: American Heroes Hall of Fame

Children will research an American hero and create a visual display presenting this hero to the class.

Students will:

- Conduct research to gather important facts and images about the hero.
- Add images from the library and research to create a collage that represents the achievements of this hero. Each collage can include images of the hero, as well as:
  - Places they lived and worked
  - Tools they used
  - Objects related to them and their work
- Display the final images to the class and have each student share what they found out about this person.

**Create:** Collage

**Teacher thoughts:**

You may also want to print the student files and bind them together to create a class book of heroes.

Collect student work into one file and share it as a slide show at a school assembly.

### Hero Trading Cards

Ask students who they consider a hero, such as a firefighter or doctor, a special uncle, or a sports star. What makes this person a hero? Work to create a list of characteristics that describe heroic behavior.

Students then choose their favorite hero and create a trading card that shows why this person is a hero. Students can create two pages in Pixie. The first page (the front of the card) can be a picture of the person. The second page (the back of card) should include information about the person and what makes their actions heroic.

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

**Create:** Trading Cards

**Teacher thoughts:**

Can students understand the difference between a celebrity and a hero?

What are the qualities of a hero?

If you don't want students to cut and glue the cards, combine pictures and text on one page to create single-sided trading cards.

### Wanted: Heroes

Heroes can be found in our school, at home, and even at the grocery store. Have students choose a place where heroes can be found and create a Wanted poster for a hero for this place. For example, "Wanted: Classroom Hero."

Use the Wanted Poster activity in the Templates folder to make the process easier. Students can draw or add a picture of their hero and type words to describe them and their behavior in the Known aliases, Last Seen, Runs with, and Favorite saying fields.

**Create:** Wanted Poster

**Teacher thoughts:**

What are the qualities of a hero? Do these qualities differ depending on the type of hero? What is a playground hero? A school hero? A family hero?





## Grade 2 - Unit 5: Changes, Changes Everywhere

**Big Idea:** Living things change over time.

### Unit Project: From Seed to Plant

Children will plant seeds and observe how they grow.

Students will:

- Create a plant growth booklet.
- Take pictures of the seed and growing plant with a digital camera.
- Choose 4 pictures from the process.
- Add each image to a different page.
- Add sentences to each page.
- Print the 4-page file as a booklet to fold and share.

**Create:** Booklet

**Teacher thoughts:**

Discuss the different stages of plant growth. Include information on what plants need to grow strong and healthy and tips for taking care of plants.

### Change Collage

Discuss with your students things in nature that change. You might ask students if things change during different months of the year (seasons) or days of the week (weather). You may want to ask if anyone has a pet at home. How long have they had it? Has it looked and behaved the same way for as long as they can remember?

Students can add images from the library and Pics4Learning to create a collage of images that represent change in nature. Print the pages or export the images to use on your classroom web site.

Display the final images and have each student present their collages and explanations to the class.

**Create:** Collage

**Teacher thoughts:**

Be sure to ask lots of questions of each student to draw out the reason for their choice of images.

Collect the final digital images students export into a “Changes in Nature” slideshow you can showcase at a school assembly.

### Plant Comics

Brainstorm the various ways you can make a plant healthy or sick. Is it possible to over water? To provide too much sunlight?

Create a comic about a plant that did not grow so well. Why not? What was missing? How could the plant have been saved?

Add four pages to a project. On each page use the paint tools to illustrate the plant character and action. Add a text box and change it into a thought bubble to show the plant’s thoughts.

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

**Create:** Comic

**Teacher thoughts:**

Talk about perspective. Have students write about the growth of the seed from its perspective.

How is this different than sharing factual information?

Cut out the comic panels, exchange with other students and have them work to put them in the correct order.



## Grade 2 - Unit 6: What a Surprise

**Big Idea:** A surprise can change your life.

### Unit Project: Will It Float?

Children will take part in an investigation to learn whether certain objects will float or sink.

Students will:

- Experiment with a collection of items to see if they sink or float. What helps determine if an item floats?
- Use their imagination to create characters, character traits and talents, settings, funny situations, and events. Write a story using the objects and their tendency to sink or float.
- Write, illustrate, and narrate a story about the characters.
- In Pixie, export the project as HTML and post to your web site or K12Share account. In Wixie, distribute the project URL.

**Create:** Story

**Teacher thoughts:**

Discuss with students how inventors are often surprised to learn something (a discovery) and how that can lead to an invention (i.e. Benjamin Franklin and electricity.)

### My Future

We don't know what is in store for us in the future, but we all have hopes, dreams, and ambitions. Have students create a My Future booklet to help them visualize their future.

Students can use the My Future booklet activity to share information about their current lives, the college they will be attending, and their future career. The activity includes simple fill in the blanks, and students can use the paint tools and library to add illustrations as well as additional text descriptions or thought bubbles.

In Pixie, print the files in booklet form to share. In Wixie, share the project URL.

**Create:** Booklet

**Teacher thoughts:**

Be sure to ask lots of questions of each student to make their story smooth and richly detailed. Check to make sure the pictures match the story.

Having students record narration for their books will make the goals more meaningful.

### Can You Believe I Took a Trip to...?

Students will create a postcard for a trip they have taken to a surprising location. This location might be a habitat that they have studied in class or a place they have read about.

Use the paint tools and stickers to design the front of the postcard showing the features of the place being visited. Add text to the back side to create a description of the place and explain why it is so surprising.

Print the pages as a table tent, then fold, glue, and share them.

**Create:** Postcard

**Teacher thoughts:**

Be sure to ask lots of questions of each student to draw out the reasoning behind their choice of images.

# Enhancing

Houghton Mifflin Harcourt

# Journeys



**3<sup>rd</sup> Grade**





## Technology Extension Activities - Grade 3

### Engaging Digital Age Learners in Reading

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

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

### What are Pixie and Wixie?

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

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

### Using Pixie or Wixie with Third-Grade Students

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

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10981 San Diego Mission Rd. Suite 120  
San Diego, CA 92108  
619-563-5348  
[www.tech4learning.com](http://www.tech4learning.com)



## Grade 3 - Unit 1: Good Citizens

**Big Idea:** People make a community strong.

### Unit Project: Great Job!

Students will choose jobs in the community to research and explore using a variety of methods. Then students will share what they learned with the class.

Students will:

- Use the Research Notebook activity to take notes about the chosen community job.
- Create a trading card that includes details about what a person does in that job, such as:
  - Do they wear a uniform?
  - Do they drive a special vehicle?
  - Do they need special training?
  - Where is this job done? In an office? Outside?
- Print the file in trading card, postcard, or comic form with the same file on multiple pages. Cut out the cards and trade with the class!

**Create:** Trading Cards

**Teacher thoughts:**

Have students combine pictures and text on one page so you don't have to try to print on both sides or cut out and glue together.

### Local Heroes

Students will create a page for an issue of *My Town* magazine, focusing on a person they believe is a hero within their neighborhood or community.

Student pages should include a catchy title along with 3 paragraphs that describe who this person is, what they have done to support the community, and what makes them a hero, for example, a person's accomplishments, work, and heroic properties.

Students should draw images with the paint tools or add clip art from the Library to support the themes and content in their writing. Print the pages to combine into a class book or export PDFs for easy electronic distribution.

**Create:** Article

**Teacher thoughts:**

What do students need to know about the elements of a magazine?

What do students need to know about writing an article?

### Wanted: Community Helpers

Have students choose a community helper or career and create a Wanted poster that describes the characteristics of this person, such as a nurse, volunteer, or firefighter.

Use the Wanted Poster activity in the Templates folder to make the process easier. Students can draw or add a picture of this career, and then type words to describe people in this profession and their behavior in the fields for Known aliases, Last seen, Runs with, and Favorite saying.

**Create:** Wanted Poster

**Teacher thoughts:**

What are the characteristics of a person who is beneficial to the community?

Do these qualities differ depending on type of work they do?



## Grade 3 - Unit 2: Express Yourself

**Big Idea:** We communicate in many ways.

### Unit Project: We Care Collages

Students will make collages of images that express who they are and what they care about. They will then assemble their collages into a mural.

Students will:

- Add text boxes to show their name and collage title.
- Combine images from the library and Pics4Learning to visually represent the topic they care about.
- Print their collages, present them to the rest of the class, and create a class mural.

**Create:** Collage

**Teacher thoughts:**

Flip the collages horizontally and print on iron-on transfer paper to make a class “We Care” quilt or t-shirts students can wear to share their passions.

### Pay It Forward Podcasts

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

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

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

**Create:** Podcast, Video or Slide Show

**Teacher thoughts:**

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

### Write a letter

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

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

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

**Create:** Friendly Letter

**Teacher thoughts:**

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

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



## Grade 3 - Unit 3: Learning Lessons

**Big Idea:** Facing a challenge helps us grow.

### Unit Project: Inventions that Help

Students invent machines or systems that address problems they face in daily life. They create plans for these inventions and present their work to the class.

Students will:

- Plan an invention. Use a planning template to help with the thought processes.
- Create a slide show with relevant information on the invention, such as what problem it solves, how it will be produced, and its benefits.
- Add audio to the slides to create a video advertisement.
- In Pixie, export the project as a video to play for the class and share.
- In Wixie, open the URL to watch the presentation.

**Create:** Design, Advertisement

**Teacher thoughts:**

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

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

### Inventions Game

Students will use the game board template to create a game about the invention process. The board could include steps like getting a patent, finding a way to produce the invention, marketing the product, and success. It could include moves backward for items like “mistakes on application” and moves forward for finding investors.

Students can use the Game Board in the activities (templates) to create their board. They can add text boxes to each space on the board to describe what occurs along the way and draw or add artwork to support the theme. For example, students could add images of famous inventors as the game pieces.

**Create:** Board Game

**Teacher thoughts:**

Talk to students about the board games they already play. What are some rules? How do pieces move?

Consider printing the game board and pieces out and gluing them to cardboard to make them stronger.

### Self-Portraits

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

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

Students should also add a page and write a short “about the artist” paragraph that explains obstacles in their life and the how they have overcome them.

**Create:** Painting or Collage

**Teacher thoughts:**

Discuss the purpose of an art gallery.

Have a class discussion on obstacles students encounter.



## Grade 3 - Unit 4: Extreme Nature

**Big Idea:** Our world is an amazing place.

### Unit Project: Our Great State

Students create a travel brochure that includes prominent natural features of their home state. They discuss, research, and write about these features. They compile their work and create a labeled map.

Students will:

- Use the tri-fold brochure activity template.
- Write textual information about the natural wonders in their state that:
  - Describes the wonders.
  - Persuades people to visit.
- Include a map that shows the locations of natural wonders.
- List things to do to enjoy this natural wonder.
- Print brochures to share.

**Create:** Brochure, Map

**Teacher thoughts:**

Celebrate student work during an open house to promote tourism in the state.

### Amazing Weather eBook

Students create articles on places that get very cold for an Amazing Weather web book that could have a home at *Weather.com*. Student teams will work together to choose a place that gets cold weather, research information about the weather, and learn how people in this area cope.

Students can locate and download images from the Web through Google searches or from *Pics4Learning.com*. They can add these images or create their own illustrations with the paint tools. Encourage students to add captions to the images that highlight the unique cold in this location.

**Create:** Web Book

**Teacher thoughts:**

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

Create a tall tale version that exaggerates the facts so that the place becomes amazingly, unbelievably cold!

### Nature Travel Guide

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

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

**Create:** Travel Guide

**Teacher thoughts:**

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

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





## Grade 3 - Unit 5: Going Places

**Big Idea:** There are many reasons to take a journey.

### Unit Project: What a Funny Place!

Students will make a class joke book related to the theme of place names. To do so, they will work in groups to brainstorm and research place names, and then write original jokes.

Student will:

- Create a page that includes the original joke (or riddle) about the place.
- Add visual supports designed using the paint tools and/or stickers.
- Create a second page that includes the answer to the joke/riddle.
- Print their page to contribute to a class joke book.

**Create:** Joke Book

**Teacher thoughts:**

Have students Share their projects and then import them into one file. In Pixie, export the project as html or video to share with the class or on morning announcements.

In Wixie, simply open the URL to watch or embed the project on the school web site.

### Off to Adventure

Students will work in seven writing teams to write and illustrate a story about adventures that occur on a seven-day trip. Class work will be structured so that Team One tells about an adventure that happens on Sunday, Team Two tells about Monday's adventure, and so forth.

Have each team use the Plot diagram activity to map out the actions on their day of the adventure. Each team should use the text, paint tools, and library images to design the page or pages that tell their day of the adventure story. Each team should also narrate the action on each page.

Combine the files from all team projects into one class adventure story and share on your school web site.

**Create:** Video

**Teacher thoughts:**

What does a reader need to know about a story?

If you collect student Pixie files or have them Share their projects in Pixie or Wixie, you can import the pages into one book.

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

### Migration

Students will pretend they are an animal that migrates each spring and fall and create a travel journal that documents the migratory pattern of the animal.

Journals should be informational and written from a first-person perspective. The description should use sensory detail, such as what the animal sees, hears, feels, tastes, and smells. The journal should also include contact between the main character and at least two other minor characters. Visual supports could include "self-portraits," maps, places and objects encountered, and so on.

**Create:** Journal

**Teacher thoughts:**

Review migration with your students so they can better choose the animal they want to share in their migration journal.

Talk about perspective. How does a journal written from an animal's point of differ from sharing factual information?



## Grade 3 - Unit 6: Make Your Mark

**Big Idea:** To reach a goal takes hard work.

### Unit Project

Students will create a video of who they want to be when they grow up, and the path they will take to make it to their goal.

Students will:

- Add text, artwork, and narration to each page of a project to answer the following questions:
  - What do they want to be when they grow up?
  - How they will achieve this goal?
  - Why did they select this career? Who inspired them?
  - What are they doing now to achieve this goal?
- Export the project as a video to play for the class and share online (Pixie), or open the URL to watch the presentation (Wixie).

**Create:** Narrated Video or Slideshow

**Teacher thoughts:**

A career should only define a person by so much. In other words, a career is what we spend much of every day doing, but it is not who we are. Ask students what else they will be doing, such as working with a cause or benefit, and how that will help define who they are.

### Athlete Documentaries

Many athletes encounter obstacles that affect their careers. Students create an ESPN-style documentary on an athlete they feel has overcome obstacles in their life.

Have them complete research on the athlete, including their background, early play in the sport, obstacles they faced, and the athlete's current abilities and position.

Students should first write a basic report on the athlete and then work to rewrite the report into a compelling documentary script. Students can storyboard the script to help determine the visual supports they will need to include on each page.

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

**Create:** Documentary

**Teacher thoughts:**

Allow students to choose their favorite athletes or give them a list of athletes of character.

What do students need to know about documentaries?

Build information literacy skills by asking students to research current Olympic athletes using online resources.



## Grade 3 - Unit 6: Make Your Mark (continued)

**Big Idea:** To reach a goal takes hard work.

### Summer Achievement Awards

Students determine a goal they would like to achieve over the summer, such as exercising more, making a new friend, reading 10 books, and so on. They will create an award that names the achievement and outlines three things that they will need to do in order to achieve the goal.

Students can use the Achievements activity (Social Studies> Community) to create the certificate they will award themselves if they succeed this summer. They should complete the section for achievement as well as the work needed sections. Print the certificates, but do not include the students' names.

**Create:** Certificate and Goals

**Teacher thoughts:**

Work with students to brainstorm summer goals that are appropriate to age, ability, and resources.

Have students print the awards without their name. They should take the certificate home, post it in a place to help them remember, and write in their name when they achieve their goal.

# Enhancing

Houghton Mifflin Harcourt

# Journeys



4<sup>th</sup> Grade





## Technology Extension Activities - Grade 4

### Engaging Digital-Age Learners in Reading

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### Using Pixie or Wixie with Fourth Grade Students

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

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San Diego, CA 92108  
619-563-5348  
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## Grade 4 - Unit 1: Reaching Out

**Big Idea:** Helping brings out the best in us.

### Unit Project: Reaching Out

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

Students will:

- Interview someone who works for a cause in the community.
- Add text to a page to write about this person.
- Add or draw images of the person in action helping others.
- Print their page to collect into a class book.
- Export a PDF of the page to add to an electronic book or web site.

**Create:** Class Book

**Teacher thoughts:**

Share some of the Chicken Soup stories as samples of feel-good stories.

Contact local businesses and offer copies of the book as reading material in waiting areas. Include a page in each book explaining how others can volunteer and help out in the community.

### How Our Family Helps

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

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

**Create:** Video or Slideshow

**Teacher thoughts:**

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

### Community Posters

Students investigate ways people can help others in their community, combining a summary of the information they find with compelling visuals to create a poster encouraging others to volunteer.

Before students begin, ask if anyone in class has volunteered. How did it make them feel? As students research their cause or organization, ensure that they locate information on who to contact about volunteering and what the organization needs from volunteers.

Students can change the orientation of the page in Pixie and Wixie, add text for titles and information, add clip art and import photos, as well as use the paint tools to illustrate and add color to the design.

Export the files as PDF to make them easy to take to a print shop for duplication.

**Create:** Poster

**Teacher thoughts:**

Contact local charities to see if they need posters to help advertise an active campaign, such as a blood, toy, or food drive.

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



## Grade 4 - Unit 2: Do You Know What I Mean?

**Big Idea:** We express ourselves in many ways.

### Unit Project: Expressions

Students will choose a unique way to express themselves by writing stories, plays, or poems. Students will gather their writings and publish a class book.

Students will:

- Select a format (short story, poem, or short play) to best share their story of being a fourth grader.
- Create their page by adding text and images and illustrating with the paint tools.
- Have others proof their creations to make sure they are clear in their meaning and intentions.
- Print the page for a class book or export the page as a PDF to add to a class e-book.

**Create:** Book

**Teacher thoughts:**

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

### Book Cover Design

Graphic designers create book covers to give the viewer an idea of the content and mood of the book as well as to encourage them to pick up, buy, and read a book they may not be familiar with. Explore covers for books you have read. Does the cover art reflect the content and mood of the book? How do colors help elicit feelings?

Students can change the orientation of the page in Pixie and Wixie to design a book cover. They can add text for titling and information, add and import clip art and photos, and use the paint tools to illustrate and add color to the design. Print the cover designs and display them around school to promote reading.

**Create:** Book Cover

**Teacher thoughts:**

A good cover doesn't give away the story – it encourages new readers to read the book.

Consider sharing different murals from famous places (such as Philadelphia) and ask what feelings they get from each picture. Does it tell a story?

### LOL! How to Text

Students often use slang words and text message shorthand to communicate with their friends. Create a class dictionary or handbook for visitors from another country (or parents and teachers!) so they can learn to use texting symbols like ;) and acronyms like LOL correctly.

Brainstorm and list current slang terms and abbreviations, have each student choose one and use Pixie or Wixie to create a page for a visual dictionary. Students can add text for a title, a definition, an explanation of how the term is used, and a sample in context.

Print each page for a class book or combine files to create an electronic version you can share online.

**Create:** Handbook or Dictionary

**Teacher thoughts:**

Discuss how text abbreviations are a form of slang. How might these cause confusion or be misinterpreted?

Have students share their projects and import them into one file. In Pixie, export the project as HTML to share online. In Wixie, simply open the URL to watch or embed the project in a class web site.



## Grade 4 - Unit 3: Natural Encounters

**Big Idea:** Nature can amaze us.

### Unit Project: A World of Wonder

Students will write and illustrate a newspaper or magazine article summarizing a nature event that has happened in their community. Students will create a timeline to show the important events at they occurred.

Students will:

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

**Create:** Article

**Teacher thoughts:**

Brainstorm natural events in your community. Can you think of any that are not weather-related?

Have students who finish early work together to design the cover.

Have students create ads for products that would be needed during these natural events.

### Stormy Memories

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

Students will design a scrapbook page that includes textual details about the storm, photos, images, and/or drawings that capture the moment, and captions that quote personal stories. If you intend to share the scrapbook in digital form on a web site or CD, students can add narration or sound effects to each page.

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

**Create:** Scrapbook

**Teacher thoughts:**

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

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





## Grade 4 - Unit 3: Natural Encounters

**Big Idea:** Nature can amaze us.

### Severe Weather Safety

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

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

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

**Create:** Public Service Announcement

**Teacher thoughts:**

What do students need to know about a PSA?

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

### A World of Wonder

Hollywood has recently created documentaries on penguins, chimpanzees, and even babies from around the world. Movie producers are looking for a pitch for a new documentary film that would be enjoyed by moviegoers on the silver screen while educating them about the natural world.

Students create a visual presentation to support a pitch they will make to potential movie producers. Students can add text for imaginative titles and descriptions, as well as images, artwork, and narration that both provides information about the natural world and engages the viewer in exploring and protecting it.

**Create:** Presentation and Pitch

**Teacher thoughts:**

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

Consider asking for a volunteer or two to pretend to be the movie producers to listen to the pitch by each team.



## Grade 4 - Unit 4: Never Give Up!

**Big Idea:** There is more than one secret to success.

### Unit Project: You've Earned It!

Students will determine the criteria for an award to be presented to a book character. They will create a poster to explain the award and describe the winner. Students will create the award and deliver a presentation speech.

Students will:

- Develop the criteria for the award.
- Rotate the canvas and use the paint, image, and text tools to design a poster to advertise the award.
- Design the award. Add text for a certificate or use the paint tools to create a statue or trophy design.
- Nominate three characters that might qualify for the award.
- Select the winner and create a visual presentation to support their oral presentation of the award.

**Create:** Poster, Certificate, Presentation

**Teacher thoughts:**

Hold an awards ceremony for the different characters. Have students brainstorm the different categories they want to honor. Make sure to include non-fiction and fiction.

Then team up! Have one student present the award and another receive it as the character, giving thanks for the award. Invite parents and other classes to be part of the audience.

### Characters with Character

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

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

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

**Create:** Documentary

**Teacher thoughts:**

What do students need to know about documentaries?

Have a class discussion on obstacles students face today.

### Did You Know?

Students will create trading cards on famous people who strive to help others, like Selena Gomez working as a UNICEF Ambassador or Kevin Costner working as an inventor.

Students can create two pages in Pixie. The first page (the front of the card) should include the words "Did You Know?" along with a picture of the person. The second page (the back of the card) should include information about the person and how they work to make the world a better place.

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

**Create:** Trading Cards

**Teacher thoughts:**

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



## Grade 4 - Unit 5: Change is All Around

**Big Idea:** Change happens to us and because of us.

### Unit Project: Changes

Students will research a change that has affected their community. They will then write and broadcast a news report that presents their findings.

Students will:

- Use the Internet and newspapers to research a recent change in the community. It can be a change for good, or a negative event.
- Outline a news story that shares what it was like before the change happened, what the change was, why the change happened, who was involved in the change and what it's like now that the change has taken place.
- Combine visuals, titles, and narration on multiple pages to create a compelling news report about this change.
- Export the project as a video to play for the class and share online (Pixie), or open the URL to watch the presentation (Wixie).

**Create:** News Broadcast

**Teacher thoughts:**

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

### Change Agents

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

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

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

**Create:** Comic

**Teacher thoughts:**

What makes someone a change agent?

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

### Class of Heroes

There are many ways that students can be heroes in their community. Discuss various ways the class can help the community, such as a clean-up day, working at a food bank, and other ideas from the class.

Have student teams present a proposal for a project the entire class should complete this year. Students can add text for imaginative titles and descriptions, as well as images, artwork, and narration that provides information and engages the viewer.

Presentations should include details about the area of need, what the students will need to know before participating, and why this is where the class's help is needed most.

**Create:** Presentation

**Teacher thoughts:**

Investigate in advance ways that the class can participate in doing good for the community. Check with local parks and different community service agencies.



## Grade 4 - Unit 5: Change is All Around

**Big Idea:** Change happens to us and because of us.

### Unit Project: Changes

Students will research a change that has affected their community. They will then write and broadcast a news report that presents their findings.

Students will:

- Use the Internet and newspapers to research a recent change in the community. It can be a change for good, or a negative event.
- Outline a news story that shares what it was like before the change happened, what the change was, why the change happened, who was involved in the change and what it's like now that the change has taken place.
- Combine visuals, titles, and narration on multiple pages to create a compelling news report about this change.
- Export the project as a video to play for the class and share online (Pixie), or open the URL to watch the presentation (Wixie).

**Create:** News Broadcast

**Teacher thoughts:**

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

### Change Agents

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

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

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

**Create:** Comic

**Teacher thoughts:**

What makes someone a change agent?

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

### Class of Heroes

There are many ways that students can be heroes in their community. Discuss various ways the class can help the community, such as a clean-up day, working at a food bank, and other ideas from the class.

Have student teams present a proposal for a project the entire class should complete this year. Students can add text for imaginative titles and descriptions, as well as images, artwork, and narration that provides information and engages the viewer.

Presentations should include details about the area of need, what the students will need to know before participating, and why this is where the class's help is needed most.

**Create:** Presentation

**Teacher thoughts:**

Investigate in advance ways that the class can participate in doing good for the community. Check with local parks and different community service agencies.

# Enhancing

Houghton Mifflin Harcourt

# Journeys



5<sup>th</sup> Grade





## Engaging Digital-Age Learners in Reading - Grade 5

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

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

### What are Pixie and Wixie?

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

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

### Using Pixie or Wixie with Fifth-Grade Students

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

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Tech4Learning, Inc.  
10981 San Diego Mission Rd. Suite 120  
San Diego, CA 92108  
619-563-5348  
[www.tech4learning.com](http://www.tech4learning.com)



## Grade 5 - Unit 1: School Spirit

**Big Idea:** We never stop learning.

### Unit Project: Kick It!

Students will develop a guidebook on the basics of playing soccer. The book will include text, photos, and graphics such as diagrams. Student will hold a mock book launch that will include a presentation and the reading aloud of an excerpt from the book.

Students will:

- Add text and images to a cover page to convey the goal of the game.
- Add a page that includes rules for moving the ball and interacting with the other team.
- Add a page that includes text and images showing various positions, skills, and proper technique.
- Print the four pages as a booklet, fold, and share.

**Create:** Booklet

**Teacher thoughts:**

Use this as an opportunity to move outside to take photos of the various skills and proper posture.

### Field Trip Guide

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

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

**Create:** Pamphlet

**Teacher thoughts:**

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

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

### Adventure Time!

Create a short comic book of an adventure you wish you could take. Think deep sea, or even deep space! Share the details of your adventure, what it felt like to be there, and what you encountered on the trip. Add details to the text descriptions to help readers visualize the story.

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

Print the file with 4 pages per sheet of paper to create a 4-panel comic to share with classmates and in the library.

**Create:** Comic

**Teacher thoughts:**

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



## Grade 5 - Unit 2: Wild Encounters

**Big Idea:** Nature deserves our respect.

### Unit Project: The Power of Persuasion

Students create a poster promoting protection of endangered animals, focusing on identifying the issues, explaining the animal’s ecosystems and food chains, persuading an audience to care about the issue, and outlining specifics on how to help.

Students will:

- Use the notebook template to take notes while researching their animal.
- Change the orientation of the page.
- Include text that summarizes:
  - how the world benefits by saving this endangered animal.
  - the dangers the animal faces.
  - how funding can help this species.
- Find images in the library or on [Pics4Learning.com](http://Pics4Learning.com) or use the paint tools to draw the animal and its habitat.
- Print the posters or export the files as PDF to make them easy to take to a print shop.

**Create:** Poster

**Teacher thoughts:**

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

Choose one species to focus on as a class and create posters that focus on one particular aspect, such as benefits, dangers, and how funding can help. Then work as a class to engage students, teachers, and parents to raise money to donate to an organization that supports this species.

### Saving Wild Horses

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

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

**Create:** Video on Slide Show

**Teacher thoughts:**

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

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





## Grade 5 - Unit 2: Wild Encounters

**Big Idea:** Nature deserves our respect.

### Our Great National Parks

The National Parks have been around since the late 1700<sup>s</sup> and were officially organized by Woodrow Wilson in the 1900s. Create an advertising campaign for a National Park in the United States that shares information to persuade visitors to visit the park during a vacation. Include activities, facilities available, and what makes this park special.

Students can combine the text options, clip art, paint tools, Pics4Learning images, and voice narration to create a variety of materials to advertise their park. Products could include posters, postcards, video or slide show advertisements, brochures, booklets, and even online travel guides.

**Create:** Media Products

**Teacher thoughts:**

Have students transform their marketing materials into a trade show booth and host a summer travel ideas conference. Invite families from your school to learn what the various national parks have to offer.

### Every Day is Earth Day

Animals and habitats are overwhelmed by the amount of trash humans throw away. For example, over 82,500 volunteers removed more than 1.2 million pounds of trash and recyclables from California beaches, lakes, and waterways during the 2010 Coastal Clean Up day, including over 60,000 plastic shopping bags!

Select an everyday item, such as plastic shopping bags, and investigate how we use this item and how it impacts the environment. Share how the items can be recycled, reused, or disposed of with the least impact on the environment. Better yet, explain how we might eliminate the item altogether.

Have each student present their work to the class. Students can add text for imaginative titles and descriptions, images, artwork, and narration that both provides information and engages the viewer.

**Create:** Presentation

**Teacher thoughts:**

Find local businesses willing to hang the posters in their stores to help educate the community.

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



**Grade 5 - Unit 3: Revolutions**

**Big Idea:** History is made by individuals.

**Unit Project: Who's Who of the Revolution**

Students will decide on a list of historical figures to include in a Who's Who of the American Revolution book of facts. Students will write a biography of one of the figures. Students will then portray their person in a group presentation that may include costumes and props.

Students will:

- Research the figure they would like to learn more about.
- Use the text tool to add titles, conversation, and quotes.
- Use images from the Library and Pics4Learning.
- Use the paint tools to create illustrations and design elements.
- Print their page to add to a class book.
- Display their page as a visual aid during their oral presentation.
- Share the book with another class studying the American Revolution.

**Create:** Class book and presentation

**Teacher thoughts:**

You can have students share their project, so you can import them into one file to share online.

Students can also export their page as a PDF for easy collection and distribution.

**Portraits**

Explore and analyze John Singleton Copley's images from the colonial time period using the National Gallery of Art. (<http://1.usa.gov/O2mRD6>). What details did Copley include on the clothing, background, and other objects to indicate personality, lifestyle, and events?

Students write a character sketch about what their lives would be like at this point in time. Sketches should include likes, hobbies, skills, important recent events, goals, and hardships. Students can use the paint tools, clip art, and even image effects to create a self-portrait that tells the story of a person, place, and time. Print artwork or export image files to share in an electronic slide show presentation.

**Create:** Self Portrait

**Teacher thoughts:**

Partner with the art teacher to explore elements of figure drawing and design.

Have students present their portraits, including details an art historian would incorporate, on a web site similar to the National Gallery.

**20<sup>th</sup> Century Revolutionaries**

Who is the most influential revolutionary of the 20<sup>th</sup> Century? As a class, brainstorm a list of people from the 20<sup>th</sup> century that qualify as revolutionaries. Have students form teams around their favorite revolutionary and work together to share the beliefs and accomplishments of this person, persuading others that they are worthy of the "most influential" title.

Students can combine text, clip art, paint tools, Pics4Learning images, and voice narration to create a variety of promotional materials for their nominee. Products could include posters, postcards, video or slide show advertisements, brochures, booklets, and web pages.

**Create:** Campaign Media

**Teacher thoughts**

What qualifies someone as a revolutionary? Discuss how someone might be revolutionary in the fields of music, business, and art. How do revolutions in these areas influence our broader culture?



## Grade 5 - Unit 4: What's Your Story?

**Big Idea:** Everyone has a story to tell.

### Unit Project: Oscar Time

Students create a storyboard for a movie trailer for an unusual experience they have had or the plot of a favorite book that they would like to make into a movie. The storyboards will include a clear depiction of the story elements such as conflict, resolution, and plot elements.

Students will:

- Use the “Diagram the Plot” activity to organize the story.
- Use the Storyboard template to demonstrate how they will convey events and actions in their movie trailer. Students can:
  - Use the text tool to add titles, conversation, and quotes.
  - Use images from the Library and Pics4Learning.
  - Use the paint tools to create illustrations and design elements.
- Print the storyboards and present their movie trailer pitch to the class.

**Create:** Storyboard

**Teacher thoughts:**

Talk to your students about movie trailers they have seen. Are trailers simple summaries of movies? Why or why not?

Talk about the audience for different movies. Is a trailer (or movie) written differently depending on who will watch it?

Ask your students if a movie trailer has ever convinced them to see – or skip – a movie. What made them choose yes or no?

### Funny Family Comics

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

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

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

**Create:** Comic

**Teacher thoughts:**

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

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

### Tall Tale eBooks

A tall tale is a kind of folk tale in which characters with exaggerated qualities and abilities perform fantastic feats that couldn't happen in the real world. A tall tale is usually humorous and might have some real-life elements that make it more believable. Have students imagine examples, like a basketball player who can make a basket from a mile away, a snail that can run faster than a speeding train, an elephant that can stretch its trunk to reach the moon, or a child who wakes up every day speaking a different language.

Students will write and illustrate a tall tale about a character that has an unbelievable talent. Students can create their story by combining text and images with voice narration on multiple pages. In Pixie, export the project as HTML to share online. In Wixie, simply open the URL to watch or embed the project in a class web site.

**Create:** eBook

**Teacher thoughts:**

What do students need to know about writing a tall tale?

Work with individual students as they plan and develop their tall tales.

You can find a complete tall tale lesson online at: [http://bit.ly/tall\\_tale](http://bit.ly/tall_tale)



## Grade 5 - Unit 5: Under Western Skies

**Big Idea:** Our country is always changing.

### Unit Project: Westward!

Students create and deliver slide-show presentations on an aspect of Texas history. For their presentations, students may create timelines, maps of the United States or Texas, cause and effect charts, and various graphs and tables.

Students will:

- Research one aspect of Texas history.
- Add pages for each section of their presentation.
- Use the text tool to add titles, conversation, and quotes.
- Use images from the Library and Pics4Learning.
- Use the paint tools to create illustrations and design elements.
- Display the project as a visual aid during their oral presentation.

**Create:** Presentation

**Teacher thoughts:**

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

### Let Me Tell You About... Native Americans

Today's students are surrounded by information. One of the best ways to help them learn to find and use information in text resources is to have them create their own. In this project, students write, illustrate, and share an informational children's book about a Native American tribe.

Student teams begin by researching a tribe that interests them. Students can add text and titles and change the color and size of the text as well as create captions and labels. Students can locate and download images from Google searches or from Pics4Learning.com. They can also create their own illustrations with the paint tools.

Print each page and bind them together into a book you can share in the school media center. To create a digital resource in Pixie, export the project as HTML to share online. In Wixie, simply open or link to the URL or embed the project in a class web site.

**Create:** Informational Book

**Teacher thoughts:**

Work with your media specialist to find appropriate informational texts for research and sample stories.

Ask your media specialist to identify ages and reading levels with the fewest available Native American research resources and have students write for that level.

You might want to turn on readability statistics in your word processing program.



**Grade 5 - Unit 5: Under Western Skies**

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## Grade 5 - Unit 6: Journey to Discovery

**Big Idea:** Discovery takes many paths.

### Unit Project: Documentary Script

Write a script for a documentary about the achievements described in the selected texts.

Students will:

- Research the achievement’s history beyond the information in the selections.
- Create an outline to show events in the timetable of the achievement.
- Include details of who was involved and how they contributed.
- Include the benefits of the achievement.
- Add pages, art, and narration to transform the script into a documentary.

**Create:** Script and Documentary

**Teacher thoughts:**

What do students need to know about documentaries?

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

### Discover Yourself at...

Adventure travel is a special kind of organized tourism that offers adventure in addition to normal sightseeing, such as helicopter skiing in Canada, a photo safari in Kenya, white-water rafting in Idaho, mountain climbing in the Sierras, biking in France, and rain forest exploration in Costa Rica.

Students will plan an adventure trip to a destination of their choice. Students can combine the text options, clip art, paint tools, Pics4Learning images, and voice narration to create a variety of materials to advertise their trip. Products may include posters, postcards, video or slide show advertisements, brochures, booklets, and even online travel guides.

**Create:** Media Products

**Teacher thoughts:**

Students should select adventure activities that they personally enjoy and destinations they would like to visit.

Bring in examples of travel magazines and brochures. What do students need to know about advertising?

### The Aha Moment

According to the Aha Moment web site ([www.ahamoment.com](http://www.ahamoment.com)), the aha moment is *“is a defining moment where you gain real wisdom - wisdom you can use to change your life.”* Students will think of a moment of clarity they have had and create a booklet or presentation to help share their wisdom.

Students can create pages that include titles, descriptions, rich visual displays, and narration to explain:

- What they thought before the aha moment.
- The actual moment of clarity.
- How it changed their way of thinking.

Students present their experience to the class, school, or community.

**Create:** Booklet, Video, or Presentation

**Teacher thoughts:**

Explore some of the videos at the Aha Moment web site and then share 1 or two of them with your students.

Print the project as a booklet to fold and share. Export the project as a video in Pixie or open the URL for the project to watch it in Wixie.

# Enhancing

Houghton Mifflin Harcourt

# Journeys



**6<sup>th</sup> Grade**





## Engaging Digital-Age Learners in Reading - Grade 6

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

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

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

### Using Pixie or Wixie with Sixth-Grade Students

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

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Tech4Learning, Inc.  
10981 San Diego Mission Rd. Suite 120  
San Diego, CA 92108  
619-563-5348  
[www.tech4learning.com](http://www.tech4learning.com)





**Grade 6 - Unit 1: Finding Your Voice**

**Big Idea:** We all need to communicate.

**Unit Project: Raise Your Voice**

Students create projects to communicate a class message. From the presentations, students may design posters, write and read aloud stories or poems, create artwork, or present speeches to showcase their unique voices and communicate ideas.

Students will:

- Work together to determine a topic or issue the class feels passionately about.
- Create media products that share the class’s ideas with others.
- Rotate the canvas and use images from the library, the paint tools, and text options to design a poster.
- Create multiple pages and print postcards, comics, and trading cards.
- Combine visuals, titles, and narration on multiple pages to create a compelling news report about this topic.
- Export the Pixie project as a video to play for the class and share online, or open the Wixie URL to watch the presentation.

**Create:** Media Products

**Teacher thoughts:**

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

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

**T-Shirt Designs**

Students choose a topic or issue they want to address and design a t-shirt to share their ideas with the general public. The space on a shirt is limited, so students will have to be clever and economic while creating a clear design that makes an impact.

Students can use the Text tool, stickers, and paint tools when creating their design. Before printing, send all objects to the background and flip the canvas horizontally. Print on iron-on transfer paper and apply to plain t-shirts.

**Create:** T-Shirt Design

**Teacher thoughts:**

Check with local businesses to help with the cost of printing shirts. Produce and sell the winning design to raise money for that cause.

**Project Read Bookmarks and Door Hangers**

The American Library Association’s Read posters have inspired many people to pick up a book. In the spirit of these posters, students design bookmarks and door hangers to encourage reading.

Students can use the bookmark and door hanger template activities to make the process easier. They can add text and images and draw pictures. Print out the finished product, cut it out, glue it together, and share.

The bookmarks can be printed and shared with the media center for students to use when checking out books. Give the door hangers to other teachers to encourage students to become avid readers.

**Create:** Bookmark or Door Hanger

**Teacher thoughts:**

Students could approach this in a general manner or focus on a specific genre of books, a specific book, or a book series.

Partner with a local print shop, or parent group, to print the bookmarks. Laminate the door hangers to make them last longer.



**Grade 6 - Unit 2: Common Grounds**

**Big Idea:** When we connect with each other, we all gain.

**Unit Project: A Surprising Solution**

Students write and present a play about a conflict at a school and show it is resolved through cooperation with others. For the play, student may create a pilot outline, costumes, set décor, props, advertising fliers, and programs.

Students will:

- Complete the Diagram the Plot activity to outline where the problem starts, and how the resolution is accomplished.
- Use the Storyboard template to map out what happens in each scene.
- Write the play’s script using the plot diagram and storyboard.
- Use the text options, clip art, paint tools, images, and voice narration to create a variety of materials to advertise their play, such as posters, video or slide show advertisements, and brochures.

**Create:** Script and Media

**Teacher thoughts:**

Take photographs as students present the play. Import the images and add narration to create an electronic book on conflict resolution for other students at your school.

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

**Positive Postcards**

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

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

**Create:** Postcard

**Teacher thoughts:**

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

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

**LOL! How to Text**

Students often use slang words and texting terminology to communicate with their friends. Create a class dictionary or handbook for visitors from another country (and parents and teachers!) so others can learn to correctly use texting symbols like ;) and acronyms like LOL.

Brainstorm and list current texting terms and abbreviations and have each student choose one that interests them. Students can add text for a title, definition, how it is used, and a sample in context. Students can add images and illustrations as well as narration to support their explanations.

Print each page for a class book or combine the files to create an electronic version you can share online.

**Create:** Handbook or Dictionary

**Teacher thoughts:**

Discuss how text abbreviations are a form of slang. How might these cause confusion or be misinterpreted?

Have students share their projects and import them into one file. In Pixie, export the project as HTML to share online. In Wixie, simply open the URL to watch or embed the project in a class web site.



## Grade 6 - Unit 3: Going the Distance

**Big Idea:** Sometimes you need to give it all you got.

### Unit Project: What It Takes

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

Students will:

- Brainstorm the characteristics of a person who "goes the distance."
- Interview people outside the class and get quotes on what "going the distance" means to them.
- Rotate the canvas and use the paint, image, and text tools to design a poster portrays one of the traits that help us "go the distance."
- Print the posters or export the files as PDF to make them easy to share.

**Create:** Poster

**Teacher thoughts:**

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

### School Volunteers

Volunteers play an important part of the school's ability to function. Find out who volunteers at your school and how their efforts support the school. Students can use the Friendly Letter template to write a thank-you note to a volunteer expressing gratitude for their contribution.

As a class, determine criteria for a Volunteer of the Year award for your school. Students can share what they have already learned about volunteers at your school and work together to choose the person they think most deserves the award.

Divide students into teams and have teams use the paint, image, text, and recording tools to create a certificate, award design, letter of recognition, or presentation that recognizes their contributions.

**Create:** Letter, Award, Presentation

**Teacher thoughts:**

Hold an awards ceremony for this person. Present the award, show the presentation, and express your thanks. Invite parents and other classes to be part of the audience to help recognize the volunteer.

### Our New Hero

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

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

**Create:** Comics

**Teacher thoughts:**

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



## Grade 6 - Unit 4: Treasures of the Ancient World

**Big Idea:** The past is full of amazing stories.

### Unit Project: Where in the World?

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

Students will:

- Research an ancient civilization and choose key places in that civilization people would want to visit.
- Rotate the canvas and use the paint, image, and text tools to design a poster to advertise the tour.
- Use the Brochure template to create a tri-fold brochure that includes details about the tour and highlights the sites participants will visit.
- Combine text, images, and artwork to create a slide show to support the tour package presentation.

**Create:** Poster, Brochure, Presentation

**Teacher thoughts:**

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

### Archaeological Discoveries

Students have been hired to complete an article for an archaeology magazine that highlights the discovery of an important location or artifact. Students choose an ancient civilization that interests them and research the discoveries that have led us to what we know today about the culture of that era.

Student pages should include a catchy title, a written article describing the finding(s), and images that support the story. Print the page and combine them into a class book or export PDFs for easy electronic distribution.

**Create:** Article

**Teacher thoughts:**

What do students need to know about the elements of a magazine? Visit Archaeology magazine online at:

[www.archaeology.org](http://www.archaeology.org)

Have students create ads for products needed during an archaeological dig or by people from that culture and time.

### Ancient Mythology

Many people are familiar with Greek gods and goddesses. To help share information about other ancient cultures, students create trading cards for the deities of an ancient culture from Japan, South America, India, China, or the Middle East.

Students can create one or two pages that include images from the Internet and Library, artwork drawn with the paint tools, and text descriptions. Print the files in trading card, postcard, or comic form, cut out the cards, and trade with the class!

**Create:** Trading Cards

**Teacher thoughts:**

Combine pictures and text on one page so you don't have to try to print on both sides or cut out and glue together.

If you are focusing on one culture and students each create one card, you can print with the same file on multiple pages so students can trade cards to make full sets.



## Grade 6 - Unit 5: Taking Charge of Change

**Big Idea:** Changing things for the better is worth the challenge.

### Unit Project: It's All About Progress

Students research and write a report about a person whose work brought about social or scientific change that led to progress. For the presentation, the class can create a Progress Timeline and individual students may share their information as they add their reports to the timeline.

Students will:

- Research a person who has worked to bring about positive change.
- Use the Timeline template to organize significant events in their work.
- Add pages for each section of the presentation.
- Use the text tool to add titles, conversation, and quotes.
- Use images from the Library and Pics4Learning.
- Display the project as visual support for their oral presentation.

**Create:** Report, Timeline, and Presentation

**Teacher thoughts:**

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

### We've Got to Change!

Investigate the various ways the class can help the community, such as a clean-up day, working at a food bank, and other ideas your students suggest.

Have student teams present a proposal for a project the entire class should complete this year. Students can add text for imaginative titles and descriptions and images, artwork, and narration that both provides information and engage the viewer.

Presentations should include details about the area of need, what the students will need to know before participating, and why this cause is most deserving of the class's help.

**Create:** Presentation

**Teacher thoughts:**

Encourage students to talk about the changes in their community in the last 5 years and in the last 100 years. Should all of the changes be considered progress?

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

### Community Spaces

Students will work in small groups to design a new neighborhood space, such as a park, playground, or community garden. Identify places where students currently meet friends, family, and other community members. What features are attractive to some, or all, of the community's constituency?

Students can analyze available space, conduct surveys of nearby residents, and choose features they think will bring the most people together. Features could include a picnic area, playground, basketball court, or performance space.

Students can use the paint tools, clip art images, and text options to design and label their spaces. Display the designs and present them to members of other teams for feedback.

**Create:** Design and Presentation

**Teacher thoughts:**

Locate an unused or vacant plot of land near your school that could be turned into a community space.

Remind students to include features for people of various ages and interests.

Vote for the best features from all designs and create a single class proposal to present to a community development group.



## Grade 6 - Unit 6: Respect and Protect

**Big Idea:** We affect nature and nature affects us.

### Unit Project: Natural Connection

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

Students will:

- Use the paint tools and Library images to create, print, and install a background scene for the diorama.
- Use the paint tools and Library images to create objects and animals that are found in this habitat, both native and non-native. Print and glue the artwork onto cardboard and place in the diorama.
- Combine text, titles, images, artwork, and narration to create a presentation to share how nature and people impact each other.

**Create:** Diorama and Presentation

**Teacher thoughts:**

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

### Nature Travel Guide

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

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

**Create:** Travel Guide

**Teacher thoughts:**

Share examples of travel brochures as well as travel web sites such as:  
[www.lonelyplanet.com](http://www.lonelyplanet.com)

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

### Every Day is Earth Day

Select an everyday item, such as plastic shopping bags, and investigate how we use this item and how it impacts the environment. Share how the items can be recycled, reused or discarded with the least impact on the environment. Or better yet, share how we could NOT use the item at all.

Students can combine the text options, clip art, paint tools, Pics4Learning images, and voice narration to create a variety of materials to help people change their behavior to lessen environmental impact. Products could include posters, postcards, video or slide show advertisements, brochures, booklets, and even issue web sites.

**Create:** Media Products

**Teacher thoughts:**

Find local businesses willing to post the projects in their shops to help educate the community.

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