



Standard

Text

Pixie Activities

Pixie Tasks

Pixie Lessons

How to read the Pixie Standards Correlations

The Pixie Standards Correlations include information on how you and your students can use Pixie to meet your K-2 language arts and math standards. Since you can meet each standard in a variety of ways, next to each standard you will see columns for Pixie Activities, Pixie Tasks, and Pixie Lessons.

Pixie Activities

The Pixie Activities column lists pre-made activities you can access through the Open button Pixie. Most Pixie activities are part of the content subscription included in Pixie maintenance agreements.

You can also find some of these activities on the Trading Post:

tradingpost.tech4learning.com

Pixie Tasks

The Pixie Tasks are suggestions for projects that correspond to work you are already doing in the classroom. The Pixie Task describes ways you can use Pixie to foster student learning of this standard.

Pixie Lessons

The Pixie Lessons are multi-level Pixie lessons that include a step-by-step process for teachers and students. There are downloadable templates and examples, direct links to relevant Pixie Snacks and Recipes, and correlations to national technology and curriculum standards. You can find these lessons online at:

www.recipes4success.com



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Kindergarten

Number and Number Sense

K.1 The student, given two sets containing 10 or fewer concrete items, will identify and

K.1.a describe one set as having more, fewer, or the same number of members as the other set,

K.1.b using the concept of one-to-one correspondence.

Students will use the stickers to practice counting.

13 Days of Halloween

K.2 The student, given a set containing 10 or fewer concrete items, will

K.2.a tell how many are in the set by counting the number of items orally;

Students use the record button to count how many stickers are on a page.

13 Days of Halloween

K.2.b select the corresponding numeral from a given set; and

K.2.c write the numeral to tell how many are in the set.

Student use the number stamps to number each of the stickers on the Pixie page.

K.3 The student, given an ordered set of three objects and/or pictures, will indicate the ordinal position of each item, first through third, and the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.

First or Fourth

K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

Skip Count

K.5 The student will count forward to 30 and backward from 10.



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Computation and Estimation

K.6 The student will add and subtract whole numbers, using up to 10 concrete items.

Add and Subtract, Add with Dice, Subtract with Dice

Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Money Match

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

K.9 The student will tell time to the hour, using an analog or digital clock.

What Time is It? What Time is It 2?

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

Match Shapes, Shape Names

Students use the record button to identify shapes as part of a Shape Identification movie.



Geometry (continued)

K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.

K.13 The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

Largest and Smallest Shapes

Probability and Statistics

K.14 The student will gather data relating to familiar experiences by counting and tallying.

Bring Lunch

K.15 The student will display objects and information, using objects graphs, pictorial graphs, and tables.

Students will use the graph template to create a pictograph of their favorite animals.

K.16 The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

Students will use a digital camera to import pictures and the record button to narrate their findings about dropping colors into a multi-color spinner.

Patterns, Functions, and Algebra

K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).

Sort by Color, Sort by Shape

K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.



GRADE 1

Number and Number Sense

1.1 The student will count objects in a given set containing between 1 and 100 objects and write the corresponding numeral.

Students will create their own counting video using stickers and the record button.

13 Days of Halloween

1.2 The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.

Place Value 1, Place Value 2

1.3 The student will count forward by ones, fives, and tens to 100, by twos to 20, and backward by ones from 20.

Skip Count, Skip Count Dot to Dot

1.4 The student will recognize and write numerals 0 through 100.

Students will create an original counting podcast to share with others as part of a math center.

1.5 The student will identify the ordinal positions first through tenth, using an ordered set of objects.

First or Fourth

1.6 The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.

Fractions 2

Students will use the the shapes tool to create their own representations of $1/2$ and $1/4$.

Computation and Estimation

1.7 The student, given a familiar problem situation involving magnitude, will

1.7.a select a reasonable magnitude from three given quantities: a one-digit numeral, a two digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and

1.7.b explain the reasonableness of his/her choice.



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Computation and Estimation (continued)

1.8 The student will recall basic addition facts — i.e., sums to 10 or less — and the corresponding subtraction facts.

Add and Subtract, Add with Dice, Subtract with Dice

1.9 The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts.

Now That’s A Problem

Measurement

1.10 The student will identify the number of pennies equivalent to a nickel, a dime, and a quarter; determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.

Money Match

1.11 The student will tell time to the half-hour, using an analog or digital clock.

Students will use the clock stickers to create their own time on the half hour. Students will use the arrow tool to complete the correct time.

1.12 The student will use nonstandard units to measure length and weight.

1.13 The student will compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, rice).

What’s Biggest

1.14 The student will compare the weights of two objects, using a balance scale.

Students will estimate which item weighs more before placing it on a scale. Students will take a picture and import into Pixie and record their findings for a short video.



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Measurement (continued)

1.15 The student will describe the proximity of objects in space (near, far, close by, below, above, up, down, beside, and next to).

Where is the Ant?

1.16 The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.

Students will use the shape tools to draw their own shapes. Students may also use the paint tools.

1.17 The student will identify and describe objects in his/her environment that depict plane geometric figures (triangle, rectangle, square, and circle).

Students will use the digital camera to take pictures of shapes found in nature. Students will import these pictures into Pixie and use the paint tool to identify the shape.

Probability and Statistics

1.18 The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.

Weekly Weather 1, Weekly Weather 2

1.19 The student will interpret information displayed in a picture or object graph, using the vocabulary more, less, fewer, greater than, less than, and equal to.

M & M Math, Shamrock Math

Patterns, Functions, and Algebra

1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

1.21 The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numerical. Patterns will include both growing and repeating patterns. Concrete materials and calculators will be used by students.



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GRADE 2

Number and Number Sense

2.1.a The student will read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and

Rounding Whole Numbers

Now That's A Problem

2.1.b The student will round two-digit numbers to the nearest ten.

Rounding 1

2.2 The student will compare two whole numbers between 0 and 999, using symbols ($>$, $<$, or $=$) and words (greater than, less than, or equal to).

2.3 The student will identify the ordinal positions first through twentieth, using an ordered set of objects.

Students will use the stickers to create their own number line of objects using the text tool to label the position of each of the stickers.

2.4 The student will identify the part of a set and/or region that represents fractions for one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.

Fill the Fraction, Make a Fraction

2.5.a count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate;

Skip Count Dot to Dot, Skip Count

2.5.b count backward by tens from 100;

2.5.c group objects by threes and fours; and

2.5.d recognize even and odd numbers, using objects.

Even or Odd



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Computation and Estimation

2.6 The student will recall basic addition facts — i.e., sums to 18 or less — and the corresponding subtraction facts.

Add with Dice, Subtract with Dice,
Add and Subtract

2.7 The student, given two whole numbers whose sum is 99 or less, will

2.7.a estimate the sum; and

2.7.b find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).

2.8 The student, given two whole numbers, each of which is 99 or less, will

2.8.a estimate the difference; and

2.8.b find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).

2.9 The student will create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.

2.10 The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., $3 + \underline{\quad} = 7$, $\underline{\quad} + 3 = 7$; $7 - 3 = \underline{\quad}$, and $7 - \underline{\quad} = 3$).

Measurement

2.11.a The student will count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and

Money Match



Measurement (continued)

2.11.b The student will count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and identify the correct usage of the cent symbol (¢), dollar symbol (\$), and decimal point (.).

2.12 The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including measuring the distance around a polygon in order to determine perimeter.

2.13 The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface in order to determine area.

What's My Area

2.14 The student will estimate and then count the number of cubes in a rectangular box in order to determine volume.

2.15 The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.

2.16 The student will tell and write time to the quarter hour, using analog and digital clocks.

Students will use the clocks and the arrow tool to create their own time.

2.17 The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of more, less, and equivalent.

2.18.a The student will use calendar language appropriately (e.g., months, today, yesterday, next week, last week);

2.18.b The student will determine past and future days of the week; and



Measurement (continued)

2.19 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.

Temperature

Geometry

2.20 The student will identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.

3D Shapes

2.21 The student will identify and create figures, symmetric along a line, using various concrete materials.

2.22 The student will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).

Probability and Statistics

2.23 The student will read, construct, and interpret a simple picture and bar graph.

M and M Graph, Shamrock Graph

2.24 The student will record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.

Students will use the graph template to record the data from a bean seed activity. Students compare the how much each of their plants grew.