



Enhancing Houghton Mifflin Reading

Integrating Creative Technology Tools
into Your Reading Program

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Engaging 21st Century Students

21st century students need a 21st century approach. Integrating technology into a reading program helps to bridge the disconnect between students digital life outside of school and the classroom. The creative use of technology can help you engage students in your existing Houghton Mifflin 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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Second Grade		
Theme 1: Silly Stories		
Product: Pixie or Wixie	Outcome: Video/Podcast	Teacher thoughts:
<p>Students will work with a partner and choose one of the animals from the theme's stories (a dinosaur to stand in for Dragon, a pig, a cow, a duck, or a yak), and then use reference materials to find some interesting facts about the selected animal.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Brainstorm a list of questions they would like to ask their chosen animal. • Questions may deal with real facts about the animals or with the animal characters' story actions. • Take turn asking and answering their interview questions, role-playing the interviewer and the animal being interviewed. • Narrate into Pixie. 		<p>What do students need to know about interviews?</p> <p>Have a set of reference materials for students.</p>
Theme 2: Nature Walk		
Product: Pixie or Wixie	Outcome: Printed Document	Teacher thoughts:
<p>Students will work in small groups to create a large drawing of scenes from nature. Each group will choose a natural setting (a forest, a sea shore, or beach, a pond, a single tree, a park, a hiking trail, and so on) to draw.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Select five animals from the Stickers library that might be found in the natural setting their group has chosen. • Keep their animal selections from the other groups a secret. • Paint a scene from their chosen natural setting, hiding the five animals somewhere in the picture. • Each hide a different animal in the drawing. • Print when complete. 		<p>What do students need to know about inserting a sticker?</p> <p>When students are finished, have them exchange drawings with other groups. Tell each student to find one of the five animals hidden in the picture. Students should use what they know about the natural setting and the animals typically found there to identify the animals.</p>
Theme 3: Around Town - Neighborhood and Community		
Product: Pixie or Wixie	Outcome: Printed Document	Teacher thoughts:
<p>Students will work in small groups to design a new neighborhood park.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Brainstorm lists of features their park will have. For example: a picnic area, a playground area (equipped with swings, slides, seesaws, jungle gyms, forts, sand piles, and so on), a baseball field, a soccer field, tennis courts, a basketball court, a swimming pool, benches, trees and garden areas, restrooms, a parking area, signs, and trash containers. • Paint their park plans in Pixie. 		<p>Remind students that since the park will be visited by people of many ages, they should include features everyone can use and enjoy.</p> <p>They may want to have a rough draft of the design prior to painting in Pixie.</p> <p>Display each group's plan and ask a group member to point out the plan's details.</p>

Product: Pixie or Wixie	Outcome: Printed Document	Teacher thoughts:
<p>Students will work in a small group as neighborhood reporters. A reporter is someone who writes a news story and always answers these six questions in the story: Who? What? When? Where? Why? How? Students will brainstorm newsworthy events that have taken place recently in their neighborhoods, such as: someone moved into or away from the neighborhood; someone brought a new baby home; someone ran for public office; someone was hurt, became ill, or recovered from an illness; someone got a new pet; someone won an award; someone took a neat trip; the neighborhood held a block party; everyone worked together to plant a community garden.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Each choose a different event to report on and then write a short news story about that event. • Include an attention-grabbing headline and answer the six reporters' questions in their story. • Include an original painting to illustrate the event for the readers. 		<p>What do students need to know about writing a news story?</p> <p>Use Recipes4Success.com to create a 5 W's graphic organizer that students will use to organize their thoughts.</p> <p>Have each group assemble its stories into a newsletter, stapling the pages together and adding the title "Neighborhood News" to the first newsletter page. Then ask the groups to share their newsletters with the class, either orally or by putting the newsletters on a shelf where everyone can read them.</p>
Theme 4: Amazing Animals		
Product: Pixie or Wixie	Outcome: Web Site	Teacher thoughts:
<p>Students will create an illustration of animals in their natural habitats. A habitat is the natural environment in which an animal usually lives. They will choose an animal and use reference materials to learn about the animal's normal habitat.</p> <p>Student will:</p> <ul style="list-style-type: none"> • Illustrate the scenery of the habitat in which their animal lives. • Either choose their animal from the Stickers library or illustrate the animal in its natural habitat. • Narrate the features of the animal's natural habitat. 		<p>Have reference materials for the students.</p> <p>Share the entire class' habitat illustrations as a web export.</p>
Theme 5: Family Time		
Product: Pixie or Wixie	Outcome: Printed Comic Strip	Teacher thoughts:
<p>Students will think of an especially funny incident or event that happened in their family and make a comic strip about it.</p> <p>Students will follow these steps:</p> <ul style="list-style-type: none"> • Create a four panel comic strip using 4 blank Pixie pages. • Give the comic strip a title to grab the attention of the reader. • Add illustrations and speech bubbles for each page. 		<p>Display some examples of newspaper comic strips. Explain that each strip tells a funny story in a series of panels. You may want to work through the comic strips to be sure children understand the different components (title, cartoonist's name, sequenced panels containing humorous drawings of characters in action, the characters' speech balloons).</p>

Theme 6: Talent Show		
Product: Pixie or Wixie	Outcome: Video	Teacher thoughts:
<p>Students will write and illustrate a tall tale about a character that has an unbelievable talent. 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 seem as though it were true. Some examples: 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, a child who can speak any language.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use their imagination to create characters, character traits and talents, settings, funny situations and events. • Write a rough draft of their tall tale. • Illustrate and narrate the tall tale in Pixie. 		<p>What do students need to know about writing a story?</p> <p>Work with individual children as they plan and develop their tall tales.</p>

Third Grade		
Theme 1: Off to Adventure!		
Product: Pixie or Wixie	Outcome: Video	Teacher thoughts:
<p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use the Diagram the Plot and Story Web Pixie activities from the Language Arts – Reading folder. • Plan the story's setting, characters, and plot. <ul style="list-style-type: none"> ○ SETTING: As a trip destination, suggest a familiar place in the community or a place students know about from reading or from social studies class. Decide the time of year when the story will take place. ○ CHARACTERS: Decide who the characters are (perhaps a family of three or two friends and a dog) and how the characters are traveling (e.g., on foot, on a train, in a canoe, on a bus). ○ PLOT: Brainstorm some exciting events (a thrilling canoe ride, an encounter with wild animals, a scary climb up a mountain, etc.) to build into the story. • Illustrate each day's adventure. • Narrate each day's adventure. 		<p>What does a reader need to know about a story?</p>
Theme 2: Celebrate Traditions		
Product: Pixie or Wixie	Outcome: Web Site	Teacher thoughts:
<p>Students will create a web site of their family's ancestry and cultural heritage. They will ask family members about their cultural heritage and about traditions, symbols, and objects found in that heritage as well as consult books and web sites to find out more information.</p> <p>Students will creates sites that include:</p> <ul style="list-style-type: none"> • A title page to capture the reader's attention. • Original artwork of symbols/objects that play an important role in their heritage. • Traditions of their family that are part of their culture. • Other traditions of their culture that their family does not take part in. 		<p>Remind students that the stories in this theme focus on Americans who have different cultural heritages: Russian, Mexican, African, and Pueblo Indian. Also explain that many people have more than one cultural heritage because of marriages between people of different cultures.</p>

Theme 3: Incredible Stories		
Product: Pixie or Wixie	Outcome: Video/Podcast	Teacher thoughts:
<p>Students will write a song for their favorite singer or group. Many songwriters write songs based on experiences in their personal life or things that they are passionate about. The song students write about should be something incredible they have experienced or know about. This might be an event, a feeling, an idea, a dream, or an amazing animal.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Choose a topic to write a song about. • Write lyrics or words about the chosen topic. • Write words to fit a familiar tune or mentally compose a new tune. • Record their song. • Illustrate the page to fit the purpose of the song. 		<p>What do students need to know about poetry or writing a song?</p>
Theme 4: Animal Habitats		
Product: Pixie or Wixie	Outcome: Trading Cards	Teacher thoughts:
<p>Students will be creating a fact file card containing information about the habitat of a chosen wild animal. Each student will choose an animal that falls into their assigned group and create a fact file card on its habitat.</p> <p>Student's fact file card should include the following:</p> <ul style="list-style-type: none"> • The animal's name. • The name of the animal's group. • Several sentences describing the animal's habitat. • A background that reflects the habitat of the animal. 		<p>Remind students that a habitat is the natural environment in which an animal usually lives. List these six animal groups on the board: mammals, birds, fish, reptiles, amphibians, and insects/arachnids. Divide the class into six teams and assign an animal group to each team.</p>
Theme 5: Voyagers		
Product: Pixie or Wixie	Outcome: Printed Document	Teacher thoughts:
<p>In this project, students have been asked by <i>National Geographic Traveler</i> magazine to create a travel poster ad for their next issue. Students will select a travel destination that can be combined with adventure activities.</p> <p>Adventure travel is a special kind of organized travel that offers adventure in addition to normal sightseeing. Some examples are: helicopter skiing in Canada; a photo safari in Kenya; white-water rafting in Idaho; mountain climbing in the Sierras; biking in France; nature touring in Costa Rica.</p> <p>Students will plan an adventure trip to a destination of their choice and then create a travel poster advertising that trip. Students should select adventure activities that they personally enjoy or find intriguing, and destinations they would like to visit. Why would someone want to go on this adventure trip?</p> <p>Student posters should include the following elements:</p> <ul style="list-style-type: none"> • An interesting slogan to capture the reader's attention. • Original artwork or images showing the adventure activity. • A descriptive paragraph to convince the reader they want to go on this trip. 		<p>What do students need to know about advertisements?</p> <p>Bring in examples of travel magazines.</p> <p>What do students need to know about making a poster/ advertisement for a magazine?</p>

Product: Pixie or Wixie	Outcome: Video	Teacher thoughts:
<p>Students will work in small news team to create a TV news story about the survival of voyagers who faced harrowing situations. People aboard both the Mayflower and the Endurance survived great odds during their voyages. Student teams will prepare a TV news story about the survival of the people who embarked on one of these journeys.</p> <p>Students news stories should include:</p> <ul style="list-style-type: none"> • The script of a news broadcast about the survivors' difficult voyage (either the Mayflower's crew and passengers or the crew of the Endurance) • Text for an anchorperson or reporter who tells the basic facts of the story and interviews a survivor. • Text for the survivor who is being interviewed. • Roles: Anchorperson/reporter, survivor, set designer • A background for use behind the reporter and interview. • Narration 		<p>What do students need to know about writing a script?</p>
Theme 6: Smart Solutions		
Product: Pixie or Wixie	Outcome: Printed Document	Teacher thoughts:
<p>Student teams have been asked by <i>The Inventor's Digest</i> to come up with a new simple invention to solve a common, everyday problem, such as: keeping shoelaces tied, giving a pet a bath or a pill, struggling to move a heavy object, or keeping wild animals out of a trash can or a vegetable garden. Student teams must select one particular problem that they think they can solve with a simple invention. How would this invention make the world a better place? They should be as imaginative as possible when devising the solution.</p> <p>Student designs should include:</p> <ul style="list-style-type: none"> • An illustration of the invention. • Name of the invention. • Labels for all of the important parts of the invention. • A paragraph describing what the invention does and what common, everyday problem it will resolve. • A paragraph answering how the invention will make the world a better place. 		<p>Encourage students to list problems they have personally encountered.</p>

Fourth Grade		
Theme 1: Journeys		
Product: Pixie, Wixie, or Share	Outcome: Web Site	Teacher thoughts:
<p>Many people visit the Lonely Planet web site to gain valuable information on a location prior to visiting. Students will choose a location and write a travel guide that Lonely Planet could link to from their web site. Why would someone want to visit this place?</p> <p>Student travel guides should include:</p> <ul style="list-style-type: none"> • An imaginative title to capture the attention of potential travelers. • A original map of the location. • A description of its climate and other features. • An explanation of why someone would want to visit this location. • Citations for all sources. 		<p>Bring in examples of travel brochures.</p> <p>Show the Lonely Planet web site so students understand the concept of web marketing.</p>
Product: Pixie, Wixie, or Share	Outcome: Web Site	Teacher thoughts:
<p>Students will create a trip journal of the favorite place they have visited with their family. It can be someplace far or someplace close. Students should interview family members and others who went on this trip. What made this place your favorite trip as a family?</p> <p>Student journals should include:</p> <ul style="list-style-type: none"> • An imaginative title that capture the viewer’s attention • A description of where they went, what they saw and did, and how they felt about it. • The memories of the other members on the trip. • Illustrations of the following: <ul style="list-style-type: none"> ○ Souvenirs ○ Memories ○ Location/map ○ Group photo 		<p>What do students need to know about journal writing?</p> <p>Show samples of traveler blogs.</p>
Theme 2: American Stories		
Product: Pixie, Wixie or ImageBlender	Outcome: Digital Images	Teacher thoughts:
<p>Students will create a collage of images that represent the United States. Why do these images represent the USA to you?</p> <p>Student collages should include:</p> <ul style="list-style-type: none"> • Several images or original artwork of different parts of the country and the people who live there, with as many diverse images possible. • A strong design that shows off the images or original art. • A paragraph explaining why these images represent the USA. 		<p>Have a class discussion on symbols of American culture.</p> <p>Show samples of non-digital collages.</p>

Product: Pixie, Wixie, or Share	Outcome: Web Site	Teacher thoughts:
<p>The Gold Rush was a seminal event in American history. To help people better understand this important time, students will create a presentation that could be used by historians at gold rush festivals throughout the West. <i>What was it like to live in America during this time period?</i></p> <p>Student presentations should include:</p> <ul style="list-style-type: none"> • Information gleaned from Boss of the Plains. • An imaginative title that would attract festival goers. • An explanation of the following: <ul style="list-style-type: none"> ○ What sort of transportation did people use? ○ What did they do for entertainment? ○ How did they prepare their meals? ○ How did they dress? • Citations for all sources. • Additional: Visuals of at least three artifacts embedded in the presentation. These visuals should give a good impression of life during the Gold Rush with a three to four sentence caption describing each artifact and its significance. 		<p>Students will need to know basic information on the Gold Rush era.</p> <p>Discuss with students what is typical of a festival.</p> <p>Have students imagine they live during the Gold Rush and suggest they spend an evening at home without using any of the modern conveniences (except plumbing!) that we take for granted in the twenty-first century. Have them make a list of everything they gave up during their “night in the Gold Rush.”</p>
Theme 3: That’s Amazing!		
Product: Pixie, Wixie, Share, or Twist	Outcome: Digital Images	Teacher thoughts:
<p>Students will create a feature article for the home page of <i>Weather.com</i> on a place that gets very cold for at least part of the year. <i>Why is this place so amazing?</i></p> <p>Student articles should include:</p> <ul style="list-style-type: none"> • An imaginative title to capture the attention of readers. • A descriptive, fact-based paragraph about the location. • A separate paragraph exaggerating the facts so that the place becomes amazingly, unbelievably cold! • Illustrations of the location with a 2-3 sentence describing each picture and what makes it amazing. 		<p>What do students need to know about seasons?</p> <p>Students will need to know the elements of an article.</p>
Product: Pixie, Wixie, Share, or Twist	Outcome: Digital Images	Teacher thoughts:
<p>Students will create a piece of work for a local art gallery that is an exaggeration or distortion of real life. Students will find examples of “amazing” art - depictions of landscapes, animals, people, or things that are exaggerations. <i>How does your artwork differ from “real life”?</i></p> <p>Students’ original piece of “amazing” art should include:</p> <ul style="list-style-type: none"> • An imaginative title to attract gallery visitors. • An original piece of art that is an exaggeration or distortion of something in real life. • A descriptive paragraph explaining how their artwork differs from “real life.” 		<p>Discuss the purpose of an art gallery.</p> <p>What do students need to know about different styles of art?</p>

Theme 4: Problem Solvers		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will create a short film on the history of an instrument to increase sales of the instrument at a local music store. Many instruments have made an impact on the music industry in all genres. What is the importance of this instrument?</p> <p>Student films should include:</p> <ul style="list-style-type: none"> • An imaginative title to attract music store customers. • Content about history and people: <ul style="list-style-type: none"> ○ History of the instrument. ○ Musicians associated with the instrument. ○ Role the instrument has played in orchestras, rock bands, or other musical groups or solo work. • Musical recordings that incorporate the sounds of their instrument. • Images that are appropriate for the short film • Cite all sources. 		<p>Show examples of movie/animation short films.</p> <p>What do students need to know about the different styles of instruments?</p>
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will complete a report on the Chinese New Year and highlight one aspect of the festivities for their local news channel. How does the Chinese New Year differ from New Year's celebrations in the United States?</p> <p>Student reports should include:</p> <ul style="list-style-type: none"> • An imaginative title to capture viewer interest. • Narration describing the chosen festivity of the Chinese New Year. • An introduction that gets the interest of viewers, provides helpful background detail, and states the purpose of the report. • A description of the festivity and ways in which it is different that New Year's celebrations in the United States. • A conclusion that repeats the purpose and reminds viewers of the main points. • References to at least three visuals with a short description on each scene and what it reveals about the difference in the two countries celebrations. • Citations for all sources. 		<p>Students will need to know the basic rituals of the Chinese New Year.</p>

Theme 5: Heroes		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will create an announcement nominating someone they think is a hero. The announcement can be played on a local radio station's morning show to honor that person. <i>Why is this individual a hero?</i></p> <p>Student radio announcements should:</p> <ul style="list-style-type: none"> • An imaginative title to capture the interest of radio listeners. • Explain in 25 seconds or less why this individual is a hero. 		<p>Have students listen to sample Podcasts and radio shows.</p> <p>What do students need to know about writing a script?</p>
Theme 6: Nature - Friend and Foe		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will create a public service announcement that will be broadcast on public television to educate the public on the effects of droughts. <i>Why are droughts sometimes taken less seriously than other natural disasters?</i></p> <p>Students' public service announcement should include:</p> <ul style="list-style-type: none"> • An imaginative title to capture the attention of their viewers. • Research could answer: <ul style="list-style-type: none"> ○ Which parts of the United States have the most frequent droughts, and why? ○ Where and when was the worst drought in recent U.S. history? ○ What effects have droughts had on past civilizations? ○ Do scientists know what causes droughts? ○ Is global warming related to the occurrence of droughts? ○ Can scientists predict the likelihood of droughts? ○ How do people, including farmers and others who work on the land, deal with the effects of droughts? ○ What happens to plants and animals during droughts? ○ Is there anything people can do to prepare themselves and their environment to deal with droughts? ○ Are there any benefits to droughts? • Narration describing why droughts are sometimes taken less seriously than other natural disasters. • An introduction that gets the interest of viewers, provides helpful background detail, and states their purpose. <ul style="list-style-type: none"> ○ A summary of the research found from the questions above. • A conclusion that repeats the purpose and reminds viewers of the main points. • Citations for all sources. 		<p>What do students need to know about a PSA?</p> <p>What do students need to know about writing a script?</p> <p>Students should know common natural disasters and the effects of a drought.</p>

Fifth Grade		
Theme 1: Nature's Fury		
Product: Pixie, Wixie, or ImageBlender	Outcome: Digital Art	Teacher thoughts:
<p>Students will create art for a local art gallery for the upcoming art show on weather and how it relates to our mood. What mood is conveyed through your art? Each student should choose a form of weather and create a scene that illustrates the mood this weather form inspires.</p> <p>In addition to the artwork, students should include:</p> <ul style="list-style-type: none"> • An imaginative title that catches the interest of the gallery viewers. • A paragraph or two describing the artwork, focusing on the weather and the mood it conveys. <p>Resources:</p> <p>Metropolitan Museum of Art (http://www.metmuseum.org/collections)</p> <p>Examples at the Metropolitan Museum site include El Greco's View of Toledo, Jacob Isaacksz van Ruisdael's Wheat Fields, Martin Johnson Head's Approaching Thunderstorm, and Georgia O'Keefe's A Storm.</p>		<p>Discuss the purpose of an art gallery.</p> <p>What do students need to know about different styles of art?</p> <p>Discuss the different types of weather and the effect it has on mood.</p>
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will create a short film on "Stormy Memories" of local residents. Students will interview parents, neighbors, or other people in the community about a major storm they experienced in the recent or distant past. How did this storm affect the lives of community members?</p> <p>Students short film should include:</p> <ul style="list-style-type: none"> • An imaginative title that catches viewers' interest. • Narration discussing and analyzing the interviews with some survivors. • An introduction that captures the viewers' interest, provides helpful background detail, and states the purpose. • An evaluation of the storm and obstacle(s) community members encountered. • A conclusion that repeats the purpose and reminds viewers of the main points. • At least three original artwork visuals based on their interpretations of information from sources, including a short description on each scene and what it reveals about the storm. • Citations for all sources. 		<p>Ask students to find out as many details as possible about the storm: when it occurred, how people prepared for it, what damage it did, and how long it took to recover. If possible, students should talk to more than one person who experienced the storm so they can compare and contrast recollections.</p>

Theme 2: Give It All You've Got		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will create a documentary on an individual that has achieved success in their life for an upcoming episode of <i>A&E</i> biography. Many individuals encounter obstacles throughout their life that affect many things, but are still successful. <i>How have the accomplishments in this individual's life affected them and others?</i></p> <p>Student documentaries should include:</p> <ul style="list-style-type: none"> • An imaginative title that catches the interest of the viewers. • Narration discussing and analyzing the accomplishments of the individual. • An introduction that gets the interest of viewers, provides helpful background detail, and states the purpose. • An evaluation of the accomplishments and obstacle(s) this individual encountered. • Primary sources that support the ideas. • A conclusion that repeats the purpose and reminds viewers of the main points. • At least 3 visuals with a short description on each scene and what it reveals about the individual, the results of their accomplishments, and how they overcame their obstacle(s). • Citations for all sources. 		<p>What do students need to know about documentaries?</p> <p>Have a class discussion on current obstacles students face today.</p>
Product: Pixie, Wixie or ImageBlender	Outcome: Digital Art	Teacher thoughts:
<p>Students will create a poster to be showcased by a local businesses about a community issue. Students will talk to family, friends, neighbors, and local business owners to find out what problems they see in the community today and create a poster publicizing the problem, including ways community members can help tackle it.</p> <p>Student posters will include:</p> <ul style="list-style-type: none"> • An imaginative title that catches the interest of community members. • A paragraph describing the problem and ways community members can help solve the problem. 		<p>Discuss the purpose of a City Council.</p>

Theme 3: Voices of the Revolution		
Product: Pixie, Wixie, Share, or Twist	Outcome: Digital Art	Teacher thoughts:
<p>Students will write an article and complete a magazine layout for an issue of <i>New England</i> magazine that highlights the area today. How did colonial people appear differently from people today? Describe and analyze images by John Singleton Copley on the colonial time period.</p> <p>Student layouts will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the attention of the reader. ● A five-paragraph article describing what the appearances tell them about the lifestyle of individuals during this period and how they differ from those of today. Student articles will include: <ul style="list-style-type: none"> ○ An introduction that will get the reader's interest, provide helpful background detail, and state the purpose. ○ Three body paragraphs that use descriptions of the clothing and images from John Singleton Copley's image artifacts to support their ideas about how our appearances differ from those of colonists. ○ A conclusion that repeats the purpose and reminds the reader of the main points. ○ Visuals of at least three artifacts (created in Pixie) that are addressed in the article with a two to three sentence caption describing each object and what it reveals about the deities. ○ Citations for all sources. <p>Resources: Guide students to the National Gallery of Art Web site (http://www.nga.gov/collection/gallery/gg60b/gg60b-main1.html).</p>		<p>What do students need to know about the elements of a magazine?</p> <p>What do students need to know about writing an article?</p> <p>Students should know the basic history of Colonial America.</p>
Product: Pixie, Wixie, Share, or Twist	Outcome: Digital Art	Teacher thoughts:
<p>Students will write an article and complete a layout for an issue of <i>New England</i> magazine that highlights the lifestyle of children today. Chores have existed for a long time and the magazine readers want to know how chores during colonial times compare to kids' chores today. Do you think it would be better to be a kid in colonial times? Students will draw up two lists: one containing the chores that colonial children did, and another containing the chores students do now.</p> <p>Student layouts will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the attention of the reader. ● A five-paragraph article describing what the appearance tells them about the chores of children during colonial times and how they differ from those of today. ● Visuals of at least three artifacts (created in Pixie) addressed in the article with a two to three sentence caption describing each object and what it reveals about the chore. ● Citations for all sources. <p>Resources: Children's daily life in colonial America at a Web site such as Colonial Kids (http://library.thinkquest.org/J002611F/)</p>		<p>What do students need to know about the elements of a magazine?</p> <p>What do students need to know about writing an article?</p> <p>Students should know the basic history of Colonial America.</p>

Theme 4: Person to Person		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Many people today rely on an animal to assist them with daily life in and out of the home. Students will create a short film on animal-assisted therapy to be shown on <i>Animal Planet</i>. <i>How do these animals affect the life of their owner?</i></p> <p>Student films will include:</p> <ul style="list-style-type: none"> • An imaginative title that catches the interest of viewers. • Narration discussing and analyzing the animal-assisted therapy. • An introduction that gets the interest of viewers, provides helpful background detail, and states the purpose. • An evaluation of the animals that are best suited to companion work, what health benefits they provide, and how they're trained. Primary sources should be used to support ideas. • A conclusion that repeats the purpose and reminds viewers of the main points. • Include at least 3 visuals with a short description on each scene and what it reveals about the effects these types of animals have on their owners. • Citations for all sources. <p>Resources: Delta Society (http://petsforum.com/deltasociety/default.html)</p>		<p>Watch a short segment from an animal show.</p> <p>What do students need to know about animal-assisted therapy?</p>
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students have been hired by the local cable channel to showcase their family's traditions. Students will interview family members about traditions that have been passed down from previous generations and discuss how those traditions were established and how their family observes them now. <i>How does your attitude about these family traditions compare to your parents or siblings?</i></p> <p>Student films will include:</p> <ul style="list-style-type: none"> • An imaginative title that catches the interest of viewers. • Narration discussing and analyzing the family traditions. • An introduction that gets the interest of viewers, provides helpful background detail, and states the purpose. • An evaluation of how the traditions were established and observed now. • A conclusion that repeats the purpose and reminds viewers of the main points. • At least 3 visuals with a short description on each scene and what it reveals about their family traditions. 		<p>Have a class discussion on traditions.</p> <p>What do students need to know about writing a script?</p>

Theme 5: Person to Person		
Product: Pixie, Wixie, or Share	Outcome: Web Site	Teacher thoughts:
<p>Students will design a new installation for the Native American Museum that depicts the life of the Great Plains tribes. In addition to the design, students will create a persuasive presentation to convince the museum trustees that their design is best. <i>What are the lasting contributions of the Great Plains tribes?</i></p> <p>Student presentations will include:</p> <ul style="list-style-type: none"> • An imaginative exhibit title to attract museum visitors. • An introduction that clearly describes what three topics the exhibit should be about (i.e. customs, tools and weapons, food and art). Supporting arguments and evidence for the three choices. • Explanations why other topics were not selected. • Conclusion that repeats the position and reminds the trustees of the main points. • Citations for all sources. • Additional: Visuals of at least two artifacts to have in the installation with a caption describing each topic and its significance. 		<p>Students should know some basic facts about the Great Plains tribes.</p> <p>Discuss with students what an installment in a museum is.</p>
Product: Pixie, Wixie, or Share	Outcome: Web Site	Teacher thoughts:
<p>Students will create a persuasive presentation for the Wild Horses Preservation Society Convention that encourages others to save the wild horses of the USA. <i>How do you feel about the importance of saving wild horses?</i></p> <p>Student presentations will include:</p> <ul style="list-style-type: none"> • An imaginative title that will attract convention visitors. • An introduction that clearly describes why someone should care about saving wild horses. • Supporting evidence for what wild horses are and where they came from; what sort of environment they need to survive; why and how they are endangered; what people are trying to do to save them, and why. • Citations for all sources. • Additional: Visuals of at least two topics that are discussed in the presentation with a caption describing each topic and its significance. 		<p>What do students need to know about oral presentations?</p> <p>Discuss with students the purpose of a convention.</p>

Theme 6: Animal Encounters		
Product: Pixie, Wixie, or Share	Outcome: Web Site	Teacher thoughts:
<p>The US Fish and Wildlife Service needs to constantly convince members of Congress to continue funding for their programs. Students will create presentations that highlight the importance of preserving a species on the Endangered Species List. <i>Why is it important to preserve this species?</i></p> <p>Student presentations will include:</p> <ul style="list-style-type: none"> • An imaginative exhibit title that will attract Congress members. • An introduction that clearly describes the species they feel is important to preserve. (Bighorn sheep, Florida panther, northern spotted owl) • Answers to questions like: What makes this habitat ideal for the animal? (What kinds of foods does the environment provide? How does the animal protect itself in this environment?) How is the animal's habitat threatened? What, if anything, is being done to preserve the species? • Conclusion that repeats the position and reminds Congress of the main points. • Citations for all sources. 		<p>What do students need to know about oral presentations?</p> <p>Discuss with students the role of Congress.</p>

Sixth Grade		
Theme 1: Courage		
Product: Pixie, Wixie, or Twist	Outcome: Printed Document	Teacher thoughts:
<p>Students will complete an article and layout for an issue of <i>TIME</i> magazine that highlights influential individuals of the 20th Century, focusing on the most influential individual of the 20th Century. <i>What makes this individual the most influential individual of the 20th Century?</i></p> <p>Student articles and layouts will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the attention of the reader. ● A five-paragraph article describing what makes this individual influential. Student articles must include: <ul style="list-style-type: none"> ○ An introduction that will get the reader’s interest, provide helpful background detail, and state the purpose. ○ Three body paragraphs that state facts of this individuals impact on society and history. Also, students should include reasons supporting this individual as the most influential. Include facts to support their reasoning. ○ A conclusion that repeats the purpose and reminds the reader of the main points. ● Visuals of at least three items addressed in the article with a two to three sentence caption describing each object and what it reveals about this individual. ● Citations for all sources. 		<p>What do students need to know about the elements of a magazine?</p> <p>What do students need to know about writing an article?</p>
Product: Pixie, Wixie, or Twist	Outcome: Printed Document	Teacher thoughts:
<p>Students will complete an article and layout for an issue of <i>MyTown</i> magazine, focusing on a person they believe is a local hero within their neighborhood or community. <i>What makes this individual a hero?</i></p> <p>Student articles and layouts will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the attention of the reader. ● A five-paragraph article describing what makes this individual a hero. Student articles should include: <ul style="list-style-type: none"> ○ An introduction that will get the reader’s interest, provide helpful background detail, and state their purpose. ○ Three body paragraphs that state facts of this individuals impact on the community or neighborhood. Also, include reasons for choosing this individual as a local hero. Include facts to support the reasoning. ○ A conclusion that repeats the purpose and reminds the reader of the main points. ● Visuals of at least three items addressed in the article with a two to three sentence caption describing each object and what it reveals about this hero. ● Citations for all sources. 		<p>What do students need to know about the elements of a magazine?</p> <p>What do students need to know about writing an article?</p>

Theme 2: What Really Happened?		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will create a short feature film on an ancient myth about nature for the <i>History Channel</i>, documenting the story of a natural phenomenon in mythical terms. What really happened with the _____?</p> <p>Students stories will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the interest of the viewers. ● A story describing how the natural phenomenon came to be known how it is today. <ul style="list-style-type: none"> ○ A description of the setting. ○ A description of the characters using sensory detail. ○ This short feature film will feature nature as a character, like the moon in The Girl Who Married the Moon. ○ Dialogue. ● At least 3 visuals with a short text description on each scene and what it reveals about the natural phenomenon. ● Citations for all sources. 		<p>Students should know the elements of a story.</p> <p>Show examples of movie/animation short films.</p>
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will create a short feature film on an extinct animal species, documenting the story of a extinct animal species as a narrative to share with generations of people to come. How has the animal's extinction affected other species and the environment?</p> <p>Student stories will include the following elements:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the interest of the viewers. ● A story describing the animal's extinction and its effects. <ul style="list-style-type: none"> ○ A description of the setting. ○ A description of the characters using sensory detail. ○ Explain scientific theories or facts about how it became extinct. ○ Dialogue. ● At least 3 visuals with a short text description on each scene and what it reveals about the extinct animal species. ● Citations for all sources. 		<p>Students should know the elements of a story.</p> <p>Show examples of movie/animation short films.</p>

Theme 3: Growing Up		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will pretend they are a friend to the main character in <i>Where the Red Fern Grows</i> and are growing up during America's Great Depression. They will create "a day in the life" story narrative about a series of events that relate to the Great Depression.</p> <p>What was daily life like during the Great Depression?</p> <p>Student narratives will include:</p> <ul style="list-style-type: none"> • An imaginative title that will attract the reader's attention. • Use of the first person point of view. • A description of the setting similar to the setting in <i>Where the Red Fern Grows</i>. • A description of the main character. The description should use sensory detail, such as what he or she sees, hears, feels, tastes, and smells. • A plot describing what happens to the main character during the course of one day, focusing on social class, jobs, family life, religion, recreation, and other elements of daily life. Use dialogue, suspense, and/or narrative action (movement, gestures, expressions) to help develop the plot. • Contact between the main character and at least two other minor characters. • Use the resource below and questions to get a better understanding of life during this time. <p>Resource Dorothea Lange Photography Archive at the Oakland Museum of California's Web site (http://www.museumca.org/global/art/collections_dorothea_lange.html)</p> <p>What mood do the photographs convey? How do the subjects' facial expressions, clothing, and surroundings indicate the hardships people faced during this period? How do these photos help students better understand the main character's struggles?</p>		<p>Students should understand what life was like during the Great Depression.</p>
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>Students will pretend they are an animal that migrates each spring and fall and create a travel journal that demonstrates the migratory pattern of the animal. What is it like to migrate each spring and fall?</p> <p>Student travel journals will include:</p> <ul style="list-style-type: none"> • An imaginative title that will attract the reader's attention. • Use of the first person point of view. • A description of the setting – <i>Include the following:</i> a map showing the animal's migration route • A description of the main character. The description should use sensory detail, such as what the animal sees, hears, feels, tastes, and smells. • A plot describing what happens to the main character during the course of one day. • Contact between the main character and at least two other minor characters. • Use the resource below to get a better understanding of life during this time. <p>Resource: The Journey North (http://www.learner.org/jnorth/)</p>		<p>Students should know about migration.</p>

Theme 4: Discovering Ancient Cultures		
Products: Pixie, Wixie, Share, or Twist	Outcome: Printed Document	Teacher thoughts:
<p>Students will complete an article and layout for an issue of <i>Dig It!</i> magazine that highlights the archaeological discoveries throughout the world. <i>What was the importance of the Aztec deities for the Aztec culture?</i> They will describe and analyze artifacts found at an ancient Mayan dig site, including jewelry, games, statues, and/or buildings.</p> <p>Student articles and layouts will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the attention of the reader. ● A five-paragraph article describing what daily life was like in the Aztec civilization, including: <ul style="list-style-type: none"> ○ An introduction that will get the reader’s interest, provide helpful background detail, and state the purpose. ○ Three body paragraphs that use descriptions of artifacts from the dig site and how they reflect the importance of deities in Aztec culture. ○ A conclusion that repeats the purpose and reminds the reader of the main points. ● Visuals of at least three artifacts (created in Pixie) that are addressed in the article with a two to three sentence caption describing each object and what it reveals about the Aztec deities. ● Citations for all sources. <p>Resource The Aztec Gods (http://home.freeuk.net/elloughton13/aztecgod.htm)</p>		<p>What should students know about the Aztec culture?</p> <p>Have reference materials for the students.</p>
Products: Pixie, Wixie, Share, or Twist	Outcome: Printed Document	Teacher thoughts:
<p>Students have been hired to complete a layout for an issue of <i>Dig It!</i> magazine that highlights the archaeological discoveries throughout the world. <i>What are scientists hoping to unearth?</i> Describe and analyze the process archaeologists go through at dig sites.</p> <p>Student articles and layouts will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the attention of the reader. ● A five-paragraph article describing what daily life was like in the Indus Valley civilization, including: <ul style="list-style-type: none"> ○ An introduction that will get the reader’s interest, provide helpful background detail, and state the purpose. ○ Three body paragraphs that use descriptions of artifacts from the dig site to support their ideas about the importance of the Aztec deities. ○ A conclusion that repeats the purpose and reminds the reader of the main points. ● Visuals of at least three artifacts (created in Pixie) that are addressed in the article with a two to three sentence caption describing each object and what it reveals about the deities. ● Citations for all sources. <p>Resource(s): dig: Dr dig: Archaeologists (http://www.digonsite.com/drdig/archaeologists/index.html) or Archaeology magazine, available online (http://www.archaeology.org).</p>		<p>What do students need to know about the elements of a magazine?</p> <p>What do students need to know about writing an article?</p>

Theme 5: Doers and Dreamers		
Product: Pixie, Wixie, or Frames	Outcome: Video	Teacher thoughts:
<p>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. How have the obstacles in this athlete's life affected them?</p> <p>Student documentaries will include:</p> <ul style="list-style-type: none"> ● An imaginative title that catches the interest of the viewers. ● Narration discussing and analyzing the meeting with the athlete. <ul style="list-style-type: none"> ○ An introduction that gets the interest of the viewers, provides helpful background detail, and states the purpose. ○ An evaluation of the obstacle(s) the athlete encountered. ○ A conclusion that repeats the purpose and reminds the viewers of the main points. ● At least three visuals with a short description on each scene and what it reveals about the athlete and/or the results of the athlete overcoming their obstacles. ● Citations for all sources. 		<p>What do students need to know about documentaries?</p> <p>Have a class discussion on what obstacles students encounter.</p>
Product: Pixie, Wixie, Share, or Twist	Outcome: Digital Art	Teacher thoughts:
<p>The artist in the story Chuck Close, Up Close shares his struggles with several obstacles in his life, yet is a celebrated painter. Students will create a self-portrait reflecting upon the obstacles they have encountered in their lives. How have obstacles affected your life?</p> <p>Student work should include:</p> <ul style="list-style-type: none"> ● A self-portrait that expresses their personality. ● An imaginative title that catches the interest of gallery viewers. ● A paragraph explaining the obstacles in their life and the how they have overcome them. 		<p>Discuss the purpose of an art gallery.</p> <p>Have a class discussion on what obstacles students encounter.</p>