Unit 3/Week 6

Title: Roxaboxen

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, L.3.1, L.3.2, L3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Childhood experiences shape long lasting memories and relationships.

Synopsis

In this realistic fiction story, young children’s powers of imagination create the town of Roxaboxen filled with houses, buildings, and stores. Years later, these friends reflect on the memories of their special town.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What is Roxaboxen? How does the author describe the setting? | Roxaboxen is an imaginary town. The author describes it as “nothing but sand and rocks, some old wooden boxes, cactus and greasewood and thorny ocotillo, but it was a special place.” |
| Who lives in Roxaboxen?  | Marian, her sisters Anna May, Frances, little Jean, Charles, Eleanor, Jamie, and Paul |
| Ford means to cross a river. What did it mean when the children had to *ford* a river to reach Roxaboxen?  | Marian named the street between Roxaboxen and the children’s homes River Rhode. Therefore the children had to walk across it to get to Roxaboxen. |
| What kinds of things did the children do in Roxaboxen? | Hunted for treasure, designed houses, added streets, worked in shops, drove imaginary cars, rode imaginary horses, fought in imaginary wars, decorated graves and houses with found objects |
| Read the following line: “A town of Roxaboxen began to grow, traced in lines of stone…” What does the word traced mean? How does it help the reader to visualize Roxaboxen? How does the reader understand how the town is designed?  | Traced means to outline. The children use large white stones to outline their houses, shops, and the main street leading to the town hall in their imaginary town of Roxaboxen.  |
| The author mentions “buried treasure.” What was it and how was it used in Roxaboxen? | The treasure was round black pebbles and they were used as the money of Roxaboxen. |
| What is the importance of the author’s reference to the seasons changing? How did it impact the town of Roxaboxen? | In winter the children were in school and the weather was bad, so no one went to Roxaboxen. But, in the spring and summer the children’s brought Roxaboxen to life with their play by building new houses and shops. The ocotillo blossomed in Spring and the children sucked the honey from its flowers, built new rooms, and decorated their windows. |
| The author wrote, “Marian was mayor, of course; that was just the way she was.” How does this describe Marian? | Marian was a leader. She was always knew the name everything. She named River Rhode. She was the mayor and general. |
| “All you needed for a horse was a stick…” How did the children use their imagination and surroundings to imitate real life in Roxaboxen?  | They used pebbles for money, desert glass for decorations, and the ocotillo as a sword. They created a town of houses, main streets, town hall, shops, jails, and a cemetery. Their play included going to each other’s shops, using forms of transportation, and fighting in wars. |
| The story is told by a third person narrator. What details in the story suggest that the narrator might have been there? | The narrator knows all the children by name (“Anna May, was always speeding”) and observes all their specific activities with descriptions like “Oh, the raids were fierce, loud with whooping and the stamping of horses!” Also, she described years later how as adults the children remembered Roxaboxen. |
| How did the black pebble help “gray-haired Charles” remember Roxaboxen?  | The black pebble from the beach reminded Charles of the buried treasure, how he and his friends used pebbles for money, and of all of their childhood memories in Roxaboxen. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | ford | potterymayoramethystamberbridlegallopgeneralbandits |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | outlineduncomfortableraidfiercetracedblossomed | Treasuredecorated |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story to explain what the children play in Roxaboxen. Use details to explain how these imaginary experiences influenced their adult memories.*

Answer: The children built houses, shops, and a jail along a main street outlined with white rocks, they invented cars and horses using sticks and round objects, they found treasure and used pebbles for money; they created a cemetery and had wars. According to the text, years later these experiences influenced the stories that Marian told her children, the memories that came back to “gray-haired Charles” from the black pebble he picked up on the beach, and Frances’ return to her special place in Roxaboxen more fifty years later.

Additional Tasks

* Create a touch box that is filled with objects from the story (white rocks, picture of the ocotillo, black pebbles, something round, rounded glass, pieces of pottery, and a stick). In small groups, have students pull objects from the box and complete a Bridge Map discussing the relating factor (\_\_\_\_is a\_\_\_\_\_\_ in Roxaboxen). To extend the activity, students can bring in other inanimate objects that they used in their own imaginative play.
* Students can re-read and rehearse for fluency presentation (accuracy, pacing, and expression) from suggested passages. The passages focus on what occurred during active and inactive times at Roxaboxen. The passage helps the reader understand the impact Roxaboxen had on the children as adults.

Note to Teacher

* If students are having difficulty using content and academic vocabulary, or writing in complete sentences, support the learners by incorporating Thinking Maps (Flow Map) to understand the progression of childhood to adulthood, relationships of objects used in imaginative play (Bridge Map), linguistic patterns, and oral rehearsal opportunities (Numbered Heads Together) that supports the students’ understanding of the text throughout the lesson.