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** |
| Reread page 260. 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? (Pg. 260) | 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? (Pg. 260) | 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. |
| Reread pages 261-265. What kinds of things did the children do in Roxaboxen? | Pg. 262-265 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 picture on page 262, help the reader understand how the town is designed? (Pg. 262) | 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. |
| On pages 261-262 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. |
| Reread pages 266-267. 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 on page 262, “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. |
| Reread pages 262-265. “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? (Pg. 267) | 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 | Page 260 - ford | Page 262 - pottery  Page 262 - mayor  Page 263 - amethyst  Page 263 - amber  Page 264 - bridle  Page 264 - gallop  Page 265 - general  Page 265 - bandits |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 263 - outlined  Page 264 - uncomfortable  Page 265 - raid  Page 265 - fierce  Page 262 - traced  Page 266 - blossomed | Page 261 - treasure  Page 265 - decorated |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story to explain what the children play in Roxaboxen. Reread page 267 and 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 page 267, 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 the paragraphs on these suggested pages: 265, 266, or 267. The passages on pages 265 and 266 focus on what occurred during active and inactive times at Roxaboxen. The passage on page 267 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.

Supports for English Language Learners (ELLs) to use

with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.