



WEEK 7 Day 2

Read Aloud
Roxaboxen
 Read 2 of 4

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| Big Ideas | <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> |
| Unit Question | What processes help people construct structures, ideas, and works of art? |
| Guiding Question | What processes help people construct structures, ideas, and works of art? |
| Content Objective | I can gather key details from <i>Roxaboxen</i> that support the central message of the story. (R.5.K.a, R.5.K.b) |
| Language Objective | I can build off the ideas of my peers in a group discussion. (SL.1.K.b) |
| Vocabulary | <p>belong: to fit or be a part of something; something or someone is yours</p> <p>border: to form an edge around something</p> <p>plain: simple</p> <p>limit: a restriction on the size or amount of something allowed</p> <p>trace: to draw around the edges</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Roxaboxen</i>, Alice McLerran ● <i>Roxaboxen</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 <p>On the whiteboard, write:</p> |

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| | What makes Roxaboxen special? |
| Opening 1 minute | Review the text and set a purpose. <i>Often, stories have an important message. In this story that we read yesterday, Roxaboxen, the author Alice McClerran wants us to know that Roxaboxen is a special place. As we're reading today, we will gather key details that show us what makes it special. We'll use our discussion prompts to respond to this question: What makes Roxaboxen special?</i> Refer to the whiteboard. |
| Text and Discussion 12 minutes | <i>Right here the text says that Roxaboxen was a special place. Let's keep reading to find out what makes it special.</i> |
| page 1 | |
| page 3 | <i>We know that the word belong can mean that something or someone is yours. My jacket belongs to me, it is mine. Another meaning of the word belong is to fit or be a part of something. For example, we all belong in this classroom, we are part of the group.</i> <i>What do you think it means that Roxaboxen had always been there and must have belonged to others?</i> Harvest several ideas and prompt children by rereading the paragraph. |
| page 6 | <i>What materials mentioned here make Roxaboxen so special?</i> Harvest a few responses and point to details in the illustrations or reread words to support children's thinking. |
| page 14 | <i>Thumbs up if you would like to have all the ice cream you want! Thumbs up if you think that would happen in real life.</i> |
| page 24 | <i>The text says, "Roxaboxen was always waiting. Roxaboxen was always there."What does the author mean? What do you think she is trying to tell us?</i> Harvest several ideas, allowing for multiple perspectives to emerge. |
| page 25 | <i>The book says that as the children grow up, it might seem like that would be the end of Roxaboxen. But no, the author writes twice that no one ever forgot Roxaboxen. What do you think the author is trying to tell us about why Roxaboxen is special?</i> Harvest a few ideas, allowing for multiple perspectives to emerge. |
| Key Discussion and Activity 6 minutes | <i>On the last page, I see Frances coming back to where Roxaboxen was located.</i> Invite children to Turn and Talk to prepare for the whole group discussion. <i>Why is this place so special to the characters in this story?</i> |

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| | <p>Gather children for a whole group discussion and remind them of the Sentence Frames for collaborative discussion.</p> <p><i>What makes Roxaboxen special? Use details from the story to support your ideas.</i></p> <p><i>What is the author trying to tell us about special places?</i></p> | | | | | | | | | | | | | | |
| <p>Closing 1 minute</p> | <p><i>Tomorrow, we'll read this story again to make connections to the kinds of constructions we might create.</i></p> | | | | | | | | | | | | | | |
| <p>Standards</p> | <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>*Note that Standard 2 moves toward supporting and determining a central message.</p> <p>SL.K.1.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> | | | | | | | | | | | | | | |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during the partner and whole group share.</p> <p>How do children use details from the story to support its central message that Roxaboxen is special?</p> <p>How do children use collaborative discussion prompts to engage in group discussion?</p> | | | | | | | | | | | | | | |
| <p>Center Activities</p> | <table border="1"> <tr> <td data-bbox="477 1142 699 1251">Art Table</td> <td data-bbox="699 1142 1377 1251">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="477 1251 699 1360">Art Easel</td> <td data-bbox="699 1251 1377 1360">Children continue to draft house and building plans.</td> </tr> <tr> <td data-bbox="477 1360 699 1470">Blocks</td> <td data-bbox="699 1360 1377 1470">Children continue to build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="477 1470 699 1541">Dramatization</td> <td data-bbox="699 1470 1377 1541">Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="477 1541 699 1650">Library & Listening</td> <td data-bbox="699 1541 1377 1650">Children continue to research what building materials are used in the classroom.</td> </tr> <tr> <td data-bbox="477 1650 699 1759">Discovery Table</td> <td data-bbox="699 1650 1377 1759">Children use sand to make structures inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="477 1759 699 1869">Writing & Drawing</td> <td data-bbox="699 1759 1377 1869">Children draw and write about imaginary places, inspired by <i>Roxaboxen</i>.</td> </tr> </table> | Art Table | Children continue to work on the <i>Our Town</i> project. | Art Easel | Children continue to draft house and building plans. | Blocks | Children continue to build inspired by <i>The Little Red Fort</i> . | Dramatization | Children act out scenes from <i>Roxaboxen</i> . | Library & Listening | Children continue to research what building materials are used in the classroom. | Discovery Table | Children use sand to make structures inspired by <i>Roxaboxen</i> . | Writing & Drawing | Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> . |
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Notes

A large empty rectangular box with a black border, intended for taking notes.