



WEEK 7 Day 3

Discovery Table: Inspired by *Roxaboxen*

Building on the Read Aloud lesson (Day 3), children create special places, inspired by *Roxaboxen*. Children may tell and act out stories in their special places.

Big Idea	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	imagine: to picture in your mind
Materials and Preparation	<ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tubs filled with sand ● Images from <i>Roxaboxen</i> Display or project the images near the Discovery Table. ● Materials to Make Roxaboxen chart, from Read Aloud Day 3 After the Intro to Centers, hang the chart near the Discovery Table. ● Places in Roxaboxen chart, from Read Aloud Day 3 After the Intro to Centers, hang the chart near the Discovery Table. ● My Special Place writing paper, completed pages from Read Aloud Day 3 Look over pages and consider what materials can be offered to support children with creating their imaginary places in the Discovery Table. ● dustpan and brush for sweeping sand ● gloves, optional <p>Depending on children’s ideas, offer various materials for children to use in the Discovery Table. Display the materials on a small table next to the Discovery Table. Some ideas include:</p> <ul style="list-style-type: none"> ● rocks, pebbles, marbles, or aquarium rocks ● popsicle sticks ● small boxes (small cardboard jewelry boxes, small packaging, tin boxes, small shoeboxes, etc.)

	<ul style="list-style-type: none"> ● natural materials such as sticks, acorns, or shells ● small table blocks or flat wooden blocks/planks ● small cars <p>Bring the following to Intro to Centers: <i>Roxaboxen</i>, charts, a few examples of the My Special Place sheets, and a few materials that can be added to the Discovery Table.</p>
Intro to Centers	<p><i>Invite the whole group to sit in a large circle.</i></p> <p><i>This week, we are reading Roxaboxen, a book about a special place. You each thought about your own magic place and completed these papers. Let's look at a few.</i></p> <p>Spread out the My Special Place sheets in the middle of the circle. Read them aloud.</p> <p><i>Turn and tell your partner about your special place and what materials you may need to create this place.</i></p> <p>Invite 2 pairs of children to share their responses with the whole group.</p> <p><i>This week at the Discovery Table, you can construct your special place. There will be many materials that you can choose to add to the Discovery Table to help create your special place.</i></p> <p>Refer to the Materials to Make Roxaboxen chart. Point out a few materials that match the items on the list.</p> <p>Think aloud creating a special place.</p> <p><i>When I create my special place, first I'm going to imagine it, I'm going to picture it in your mind. My special place will include a treehouse in a forest. I would like to use these sticks to create my treehouse. Then I'll use these pebbles to create the walkway to my treehouse. I'll line them up.</i></p> <p>Refer to the Places in Roxaboxen chart.</p> <p><i>Remember the different places in Roxaboxen. When you create your special place, consider different parts that you might include. I might have a bakery in my treehouse.</i></p> <p><i>You may choose to build your special place alone or you may choose to combine your ideas with that of a friend. If you decide to work together, talk to each other about your special places and how you might combine your ideas.</i></p>
During Centers	<p>Children build their special places at the Discovery Table. They reference their ideas from their My Special Place sheets, survey the materials offered, and construct. Children might reference the text illustrations for inspiration.</p>

	<p>If children work together, support children in sharing ideas and negotiating their co-constructed special place.</p> <p>It is likely that children may look for additional materials. When possible, support children with thinking about the use of the available materials.</p>
Facilitation	<ul style="list-style-type: none"> ● Tell me about your special place. ● Why did you select these materials? ● What else might you need? How might you use these materials instead? ● Tell me the story that happens in your special place. ● How is this place the same and/or different from Roxaboxen? ● How will you work together? How will you combine your ideas?
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SEL. Relationships Building. Teamwork (Boston)</p>

Notes: