

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.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. 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.)

- 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

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 wood and greasewood and thorny ocotillo, but it was a town.”
Who lives in Roxaboxen? (Pg. 260)	Marian, her sisters Anna May, Frances, little Eleanor, Jamie, and Paul
Ford means to cross a river. What did it mean when the children had to <i>ford</i> a river to reach Roxaboxen? (Pg. 260)	Marian named the street between Roxaboxen and the children’s homes River Rhode. Therefore they 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, streets, worked in shops, drove imaginary cars, rode imaginary horses, fought in imaginary wars, decorated their homes 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 lines of stone to outline their houses, shops, and the main street and 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 used them 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 they were so busy so no one went to Roxaboxen. But, in the spring the children’s brought Roxaboxen to life with their imaginations building new houses and shops. The ocotillo blossomed in Spring and the children sucked the honey from the flowers, built new rooms, and decorated their windows.

<p>The author wrote on page 262, “Marian was mayor, of course; that was just the way she was.” How does this describe Marian?</p>	<p>Marian was a leader. She was always knew everything. She named River Rhode. She was general.</p>
<p>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?</p>	<p>They used pebbles for money, desert glass for money and the ocotillo as a sword. They created a town with main streets, town hall, shops, jails, and a court. The play included going to each other’s shops, using horses for transportation, and fighting in wars.</p>
<p>The story is told by a third person narrator. What details in the story suggest that the narrator might have been there?</p>	<p>The narrator knows all the children by name (“Marian was always speeding”) and observes all their special details like “Oh, the raids were fierce, and the stamping of horses!” Also, she describes how as adults the children remembered Roxaboxen.</p>
<p>How did the black pebble help “gray-haired Charles” remember Roxaboxen? (Pg. 267)</p>	<p>The black pebble from the beach reminded Charles of buried treasure, how he and his friends used pebbles for money, and of all of their childhood memories.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 260 - ford</p>	<p>Page 262 - pottery Page 262 - mayor Page 263 - amethyst Page 263 - amber Page 264 - bridle Page 264 - gallop Page 265 - general Page 265 - bandits</p>

<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Page 263 - outlined Page 264 - uncomfortable Page 265 - raid Page 265 - fierce Page 262 - traced Page 266 - blossomed</p>	<p>Page 261 - treasure Page 265 - decorated</p>
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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.

6. On pages 261-262 the author mentions “buried treasure.” What was it and how was it used in Roxaboxen?

7. 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?

8. The author wrote on page 262, “Marian was mayor, of course; that was just the way she was.” How does this describe Marian?

9. 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?

10. The story is told by a third person narrator. What details in the story suggest that the narrator might have been there?

11. How did the black pebble help “gray-haired Charles” remember Roxaboxen? (Pg. 267)