

WEEK 7 Day 1

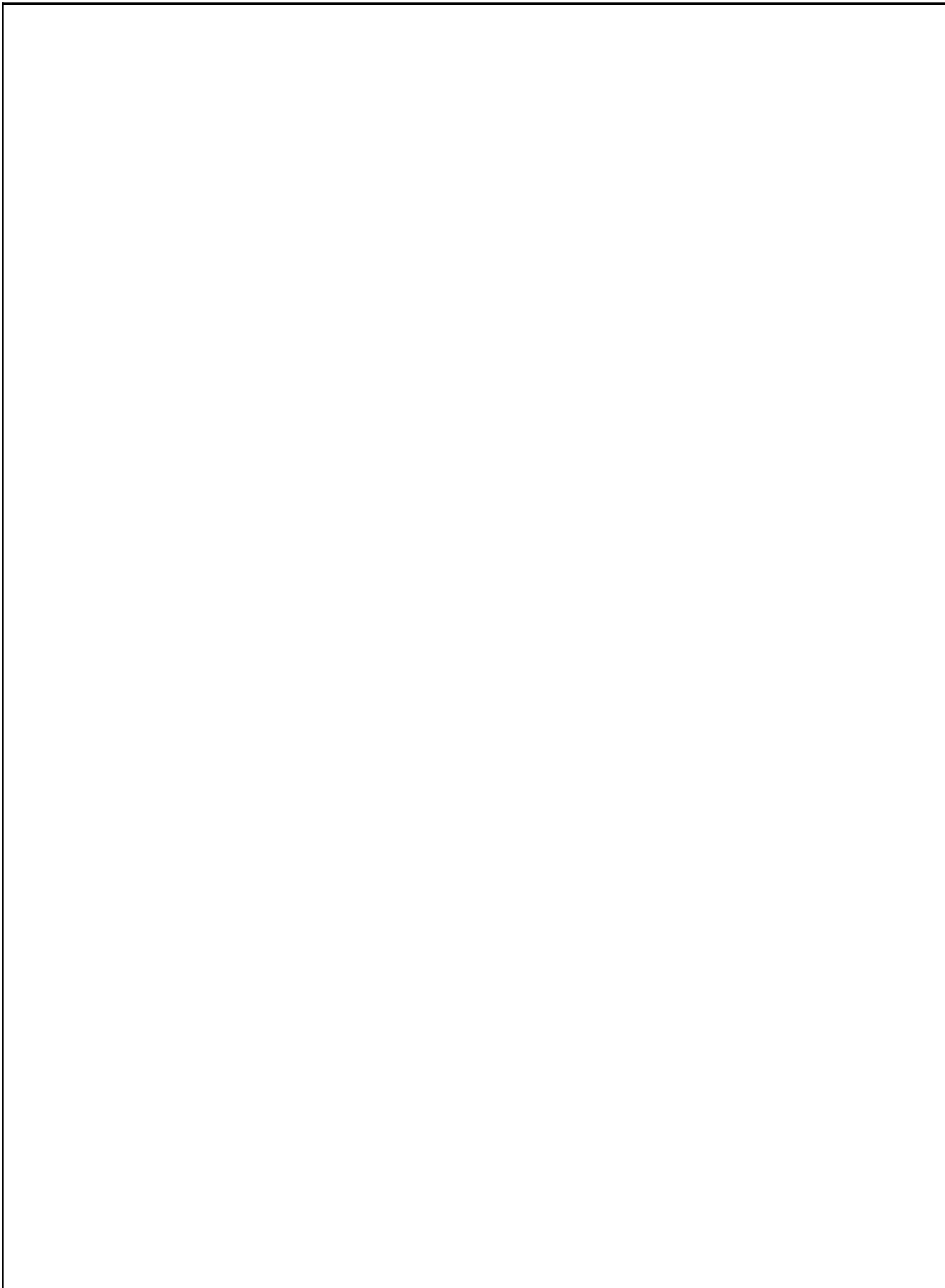
Read Aloud
***Roxaboxen*, Read 1 of 4**

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 use the text and illustrations to describe Roxaboxen. (R.11.K.a, R.11.K.c, R.4.K)
Language Objectives	<p>I can use descriptive language from the text to describe Roxaboxen. (L.6.K)</p> <p>I can build off the ideas of my peers in a group discussion. (SL.1.K.b)</p>
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>

	<p>What is Roxaboxen? What is Roxaboxen like?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today, we will read Roxaboxen, written by Alice McLerran and illustrated by Barbara Cooney. We will use details from the words and illustrations to discuss our ideas in response to these questions: What is Roxaboxen? What is Roxaboxen like?</i> Refer to questions on the whiteboard.</p>
<p>Text and Discussion 12 minutes page 6</p>	<p><i>What do you notice so far about the setting? What do you notice about the illustrations of the characters?</i> Harvest ideas and invite children to notice that the setting looks like a rural place, and that the clothing looks old-fashioned. Children may also notice that the characters are all depicted with white skin. Invite their observations and wonderings about why the illustrator may have depicted the setting and characters this way.</p>
<p>pages 8</p>	<p><i>Plain</i> houses means they were simple, before rooms were added. <i>What does the author mean by “traced in lines of stone?” Use the picture to help you.</i> Harvest a few responses and point to details in the illustrations to support children’s thinking. <i>I’m noticing that the children used different materials to build Roxaboxen. What materials did the children use?</i> Harvest a few responses and point to details in the illustrations or read words to support children’s thinking.</p>
<p>pages 12</p>	<p><i>What do you notice about Frances’ house? What materials make her house special?</i> Harvest a few responses and point to details in the illustrations or reread words to support children’s thinking. Continue reading to the end of the text with minimal stopping.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Turn and Talk as a scaffold to the whole group discussion. <i>What is Roxaboxen? Turn and talk with a partner.</i> <i>Yes, Roxaboxen is an imagined community that children constructed themselves!</i> Gather children for a whole group discussion and remind them of the Sentence Frames for collaborative discussion. <i>What is Roxaboxen like?</i></p>

	<i>Why do you think this place is called Roxaboxen? Give evidence from the words and illustrations to explain why you think so.</i>														
Closing	<i>Tomorrow we'll closely read this story again to determine the author's message about special places like Roxaboxen.</i>														
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.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>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>														
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>How do children use key details from illustrations and text to describe Roxaboxen?</p> <p>How do children use collaborative discussion prompts to engage in group discussion?</p>														
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td>Art Easel</td> <td>Children continue to draft house and building plans.</td> </tr> <tr> <td>Blocks</td> <td>Children continue to build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td>Library & Listening</td> <td>Children continue to research what building materials are used in the classroom.</td> </tr> <tr> <td>Discovery Table</td> <td>Children use sand to make structures inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td>Writing & Drawing</td> <td>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



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