



# Mapping Roxaboxen

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**Grade Level** 3  
**Duration** 2 class periods

**ELL Adaptation by** Carol Warren

SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning Strategies used	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> Independent practice Comprehensible input	<b>Grouping Option</b> <b>Whole class</b> Small groups Partners <b>Independent</b>
<b>Integrating Processes</b> Reading <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Application</b> <b>Hands on</b> Meaningful Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> <b>Group</b> <b>Written</b> <b>Oral</b>

## Arizona English Language Proficiency Standards

Stage III

Basic

Reading

**Comprehending Text**

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**

B-13: drawing conclusions from information implied or inferred in a literary selection.

B-17: relating illustrations to fictional text.

**Writing**

**Writing Applications**

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:**

B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.

## Overview

The lesson gives students the opportunity to recall story events while practicing mapping skills. Students will also identify human features of Yuma,

Arizona, and compare the play of children in the past with theirs today.

## Key Vocabulary

**rocks** - small stones

## Mapping Roxaboxen

**human features** - objects and places built by humans (streets, houses, stores, schools, airports, etc.)

**shops** - places to buy things (stores)

**gallop** – to run fast

**jewels** - stones that are very valuable

**cemetery** – a place for burying the dead

## Additional Materials Needed for ELLs

- Student worksheet – map with legend
- Vocabulary Cards
- Worksheet for additional vocabulary words

## Procedures

*Prerequisite Skills: If students are unfamiliar with mapping skills/terms – use T.O.A.D.S. lesson found at <https://geoalliance.asu.edu/toads> (lower elementary grades) or <https://geoalliance.asu.edu/dogstails> (higher grades)*

### SESSION ONE

1. Read the book *Roxaboxen* to the students (listening).
2. Review the events in the story by retelling the story using the pictures. (**Scaffolding: Modeling**)
3. Show students the pictures on pages 8 and 10 of the story which show the children's play town with houses and streets made of rocks. Point out how they used the rocks to make the houses and streets. (**Scaffolding: Modeling**)
4. Share with students the information in the author's note about Yuma, Arizona. Show students a street map of Yuma and point out how streets and other important buildings are included. Point out the map legend and the symbols it contains. Show several

important human features in Yuma such as schools, parks, airports, etc.

5. Tell students that they will draw a map of Roxaboxen showing the human features the children made in their town. As a class, review what those features were (streets, houses, shops, etc.)

**(Grouping: Whole group)**

6. Have students draw a map of streets, houses, and other buildings in Roxaboxen on the student worksheet using the legend. (**Grouping: Independent**) Additions can be made to the legend as appropriate for their skill level. (**Scaffolding: Guided practice**) They may use the pictures on pages 8 or 10 as a guide.

### SESSION TWO

7. Have students review the story events as teacher shows the pictures. (**Integrating Processes: Speaking**) Remind students how the children played in their town made of rocks. Ask students to share ways they play with their siblings, cousins, or friends (**Preparation: Linking to background**). Have students draw a picture, dictate, or write a simple paragraph as appropriate for their skill level, about playing with their friends or siblings

## Assessment

Geography can be evaluated by matching the symbols on the legend with student map. Mastery will be if 2 of the 3 items matched correctly. (Location of symbols on students' maps will vary because it is a make-believe town.)

Evaluate the student drawing and/or writing. Mastery will be if the student has drawn, dictated, or written about playing with a friend or sibling in sufficient detail so that the meaning is clear.