Jelly

The Time Capsule Rule

LITTLE READERS



BEFORE YOU READ

Look and Wonder

1. What might fit inside this box?
2. What would you save for another class?
3. How could they know why you chose it?



Ms. Lee brought a strong metal box.
She placed it on the class table.
"This will be our time capsule."
Ben tapped its smooth, closed lid.



They would fill it with small things.

The box would stay in a school cupboard.

Another class would open it years later.

Mina showed them the empty box.



"They will learn about us," she said.
Max found a ruler for measuring things.
Ben began thinking of his favorite objects.
Each child could suggest one.



Ben brought a short blue pencil.
Its paint was worn near the end.
"I used this for our garden map."
He placed it beside the box.



Mina brought a little paper roof.
She had folded it for a model house.
Max brought a smooth gray stone.
It had a thin white stripe.



The three objects fit inside easily.

Ben began reaching for the lid.

Ms. Lee held up a blank card.

"What will the next class understand?"



Ben pointed to his blue pencil.

"They will know we drew with it."

Mina looked at its worn point.

"But will they know what you drew?"



Max held the striped stone in his palm.
It looked like any small garden stone.
The future class would not know their game.
He put it down beside the card.



Ms. Lee invited Tara to look first.
She had missed their garden project.
Ben showed her the blue pencil.
"What does this tell you?"



"Someone used a small pencil."

Tara turned it without marking anything.

She did not guess the garden map.

Ben looked at the blank card again.



Mina showed Tara the folded roof.
Tara guessed it was a paper boat.
Mina turned its open side toward her.
"It was the top of our model house."



Tara looked at Max's striped stone.

"Did you find this on a beach?"

Max shook his head gently.

"We used it as a road in sand."



The objects could not explain themselves.

Their friends had stories to add.

Ms. Lee laid more cards out.

Ben picked one up for his pencil.



He wrote what the pencil was.
Then he added what they had drawn.
Their map showed the school garden paths.
Mina helped him keep the words clear.



Mina wrote about the folded paper roof.
It belonged to a model of their street.
The class had built the houses together.
She added a small picture of the model.



Max wrote about the striped stone.
They had made a road through sand.
The white stripe showed the cars their way.
He drew two little cars beside it.



Tara read the cards with the objects.
Now she could match every one.
She found the roof in Mina's drawing.
She followed Max's tiny road stripe.



"I understand more this time."

Tara put the cards beside their things.

Ben looked at the remaining space.

They still needed a rule for choosing.



Some children wanted to add snacks.

Others suggested a living plant.

Ms. Lee asked what could change over years.

Mina looked at the sealed metal box.



Food might spoil inside the cupboard.
A plant would need light and care.
They chose not to put those in.
Max wrote a note beside their suggestions.



Stop and Think

WHAT HAVE YOU READ SO FAR?

1. Why did Tara need the cards?
2. Which object did she mistake for a boat?
3. What still needs a rule?



Make a Prediction

USE THE CLUES

1. Which things should stay outside the box?
2. What could Ben include instead of his toy?
3. Where could the class keep the capsule?



Ben wanted to add his best toy car.
Then he thought about tomorrow's games.
He would miss it while the box stayed shut.
He chose a drawing of it instead.



Mina held up a large model wall.
It would not fit in the box.
Her little paper roof fitted neatly.
The model picture explained the rest.



They agreed to choose small, dry things.
They would not need them every day.
Each thing needed its own clear card.
Ms. Lee wrote their choices on a checklist.



"Who will be first to open it?"
Max pointed toward the school cupboard.
It might be children they never met.
Those readers would not know their nicknames.



Ben checked his card for private jokes.
He changed one line to explain the game.
Mina left home addresses off her drawing.
They used only the school and class name.



Ms. Lee added the year to a card.
She wrote when the box should open.
The school would keep that record safely.
The cupboard was dry and secure.



Tara brought a drawing of their classroom.
It showed the low reading shelf.
She wrote why they liked that corner.
Ben placed it beside the garden-map pencil.



A child brought a drawing of a race ribbon.
The real ribbon would stay at home.
Its card told the story of the race.
Max read the explanation before packing it.



They arranged everything on the table first.

Each object had its matching card.

Mina checked that no card was hidden.

Ben followed the checklist one item at a time.



Max measured the inside of the box.
The paper roof had room for its edges.
He made a small paper support.
It would help the roof keep its shape.



They placed the drawings flat below.

The pencil went in a paper sleeve.

The stone went in a little cloth pouch.

Its explanation card stayed beside it.



Ms. Lee took a photo of the contents.
Then she photographed the matching cards.
They would keep a copy outside the capsule.
Ben checked the roof one last time.



Tara tried their checklist without any help.

She found every object and explanation.

Nothing on the list was missing.

Mina put the date card on top.



Now Ben lowered the metal lid.
Ms. Lee fastened it securely.
The class watched her place the label.
It showed the class and opening year.



They carried it to the school office.

Ms. Lee held the box with both hands.

The children walked behind her.

The office keeper opened the safe cupboard.



The box fitted on a middle shelf.
Its record went into the school file.
Ben could still see the label clearly.
Then the cupboard door closed.



Back in class, the table looked empty.
Only their copy of the checklist remained.
Mina pinned it beside the contents photo.
Max drew a tiny closed box below.



"Will they like our things?" Ben asked.

Mina looked at the photo of the roof.

"They will know why we chose them."

Tara pointed to the explanation cards.



Ben still had his toy car to play with.

Mina still had their large model house.

Max could find another stone for the sand.

The box held the stories they chose.



Years later, someone would lift that lid.
They would find more than a short pencil.
Ben looked at the garden-map photo.
He hoped they would follow its little paths.



Talk About the Story

LOOK BACK AT THE WHOLE STORY

1. Why did each thing need a card?
2. How did they protect the paper roof?
3. Why did the school keep a copy?



Think and Discuss

CONNECT THE STORY TO YOUR LIFE

1. What would you save to tell a story?
2. What would you keep using every day?
3. What would you write on your card?



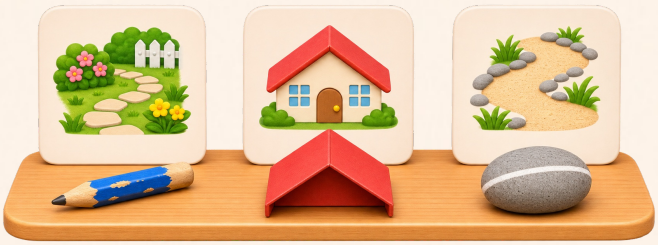
Put the Pictures in Order

Look at the four pictures.

Write 1, 2, 3, and 4 in the boxes.



A ☐



B ☐



C ☐



D ☐

Point to the pictures and tell the story.

Tell the Story

USE THE FOUR PICTURES ON THE PREVIOUS PAGE

First ...

Next ...

Then ...

Finally ...



Make a Capsule Card

Draw one small, dry thing you would save.

Explain what it is and why you chose it.

This is ... _____

I chose it because ...

_____



The End

The box held small things.

Their cards told the stories.

