Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Introduction

Preview

The Phantom Tollbooth by Norton Juster is a fascinating story of a young boy, Milo, who is suffering from boredom. Suddenly a magical tollbooth appears in his room and he leaves for a world of adventure and triumph. Milo embarks on his own personal Heroic Journey as he saves Rhyme and Reason. He is joined by his ally Tock, a watchdog. On his journey he realizes that life is not a bore it is all that you put in to it.

This novel not only supports ELA but there is strong ties to Science Standards and many social and global issues. Prior to reading the book with your class I recommend reading it yourself. Websites are listed in the lessons that will support your reading. Here are additional support materials you may want to gather prior to reading with your class.

Map

The front of the book has a great map of “The Lands Beyond” Copy it to a transparency and have a student blow it up to poster size. It is a great way to track your timeline.

Class Project

Have students make their own Phantom Tollbooth for the class. Use a large box to make it three dimensional. Class work can be posted on it.

Heroic Journey Poster

Make a large version of the Heroic Journey chart and post it in the class. As Milo goes through the journey add descriptions as a class.

Science Connection

Study the doldrums prior to reading. The doldrums are a wind condition that takes place on the ocean.

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The Heroic Journey
Overview

Ordinary World	The journey begins in the Ordinary World where you are bored, feeling stuck, finding your life is going nowhere, or at least where you want it to go.
Call to Adventure	But then, unexpectedly, you receive a Call to Adventure. Often from a herald, sometimes an invitation, a plea for help is usually a disruption.
Reluctant, Refuse the Call	But our hero, bored and stuck, is reluctant to answer this call and even Refuses the Call. It's too different, too many obligations, not now.
Mentor	This will change and the call will be answered, training will be required and for this a Mentor will enter to provide the expertise and wisdom with some tool or symbolic object necessary for the journey.
Cross the Threshold	You can't stay in school and enjoy the wisdom of the mentor forever, somewhere the journey must begin and you must enter the special world where this heroic journey will take place, you Cross the Threshold and begin the journey.
Test, Allies, & Enemies	The journey is never alone, you need companions. Now the test comes, you find who will be with you and who will not. Who will be your friend and who will be enemies. This is the time of Test, Allies, &Enemies.
Approach the Innermost Cave	As you set off with companions you now approach your deepest fear, longing, desire and dread. You must Approach the Innermost Cave, get even closer to what causes you the most anxiety & pain.
Ordeal	You find yourself in the horrible mess you feared most. The Ordeal has come and you must summon everything heroic in yourself to get through it. The moment has come…
Reward	You have survived and won, you celebrate victory and leave with your Reward.
The Road Back	The story isn't over yet, you have to either stay in this special world or go return to the ordinary world which hero's always do. The real proving is on The Road Back.
Transformation	What has our hero learned? Has he really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it. A real Transformation when everything depends on it.
Return w/ the Gain of Experience	The heroic journey ends with what you learned out of this experience. Did you get the outcome? Return with what you take from the experience.
Outcome	In the simplest terms: What was it that you learned?

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The Heroic Journey
The Phantom Tollbooth

Blow this chart up on the wall and fill in the cells as Milo goes through each step of the journey.

Ordinary World	Milo is at home, bored with everything and wants to be anywhere else than he currently is. Everything is a waste of time. Ch. 1
Call to Adventure	Then a package arrives "for Milo who has plenty of time." A Tollbooth…Ch 1
Reluctant, Refuse the Call	What a strange present…it is very impractical…there is no such country…Ch 1
Mentor	Milo will meet many mentors throughout the story
Cross the Threshold	I have nothing better to do…expectations. . .why not go there.
Test, Allies, & Enemies	Milo meets Tock and Humbug (main allies) as the story progresses fill in those you think are either his enemies or his allies…what test must he pass? There will be many.
Approach the Innermost Cave	Coming to free Rhyme and Reason. His main fear is not knowing something.
Ordeal	He is being chased by the demons chapter 17-18
Reward	Milo, Tock, and Humbug free the princesses and are helped by those they have met along the way. Their journey is celebrated chapter 19
The Road Back	Milo realizes he misses home but also knows he has learned much from his new friends. Chapter 19 page 250
Transformation	Milo has learned that the world is an exciting place and that you get back what you put into it. He has also learned that he can do anything as long as he tries. Chapter 19
Return w/ the Gain of Experience	He realizes that the world and his world is not a dull and boring place that all he needs to do is read and learn and he will go places.
Outcome	You had the courage to try and what you *can* do is often simply what you *will* do.

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The Heroic Journey
The Wizard of Oz vs. Star Wars

This chart can be used for other films or heroic situations (Social Studies) or use it with other films Shrek, The Sandlot Kids, or Spider Man are good examples

The Ordinary World	The Wizard of Oz	Star Wars
Call to Adventure	Dorothy is in Kansas on the farm and Toto is threatened…no one will listen	Luke Skywalker is bored on this planetary farm with his aunt and uncle
Call to Adventure	Toto is threatened, Dorothy begins to run, then the TORNADO	R2D2 brings an urgent message from Princess Leia
Reluctant Refuse the Call	Dorothy hides…she's not in Kansas anymore	Luke has obligations at home and must stay; this changes when the farm is blown up
Mentor	The Good Witch Glinda encourages Dorothy…the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
Cross the Threshold	Dorothy sets out on the Yellow Brick Road	Luke leaves home with his light saber
Test, Allies, Enemies	Dorothy gathers her companions…the Scarecrow, the Lion, and the Tin Man	The cantina scene: Luke meets Hans Solo
Approach the Innermost Cave	Dorothy meets and has to approach the Wizard of Oz	The Death Star pulls them in
Ordeal	Approaching and experiencing the Wicked Witches Castle	The trash master scene
Reward	Dorothy has the witch's broom to give the Wizard	They survive and launch an attack
The Road Back	Deceived by the Wizard Dorothy learns he is a fake and she will still have to solve her own problems	Darth Vadar pursues Luke
Transformation	Glinda enters and tells Dorothy that she has always had the power	Hans Solo comes back to help, Luke trusts the Force, makes the shot and destroys the Death Star
Return w/ the Gain of Experience	Click the Ruby Slippers and goes home	Award Ceremony…connection to the Jedi Knight
Outcome	There's No Place Like Home	Trust the Force

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The Heroic Journey

Ordinary World Bored and stuck	
Call to Adventure Plea for Help	
Reluctant, Refuse the Call Don't want to go	
Mentor Who helps w/ Experience	
Cross the Threshold Begin the Journey	
Test, Allies, & Enemies Who helps, who is against, what are your challenges.	
Approach the Innermost Cave What is the biggest fear	
Ordeal The horrible mess	
Reward You win/Celebrate	
The Road Back Stay in the special world or go back	
Transformation What was learned	
Return w/ the Gain of Experience	
Outcome What was learned	

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 1

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Consider this:

"What you want and what you need sometimes get confused." R.E.M.

Courage requires that we take risks for purposes bigger than our wants and needs.
What is the difference between wants and needs?
Make a class list where your define want and need. Make a list of each. What are the differences and similarities.

The Author: Norton Juster
Author information is listed on the back cover of *The Phantom Tollbooth*
Visit the web page for more background information on *The Phantom Tollbooth*

As today is day 1 of *The Phantom Tollbooth* have students look at the front cover and read the back. Predict what the novel will be about.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

tollbooth (12)	anxious (11)	dejectedly (11)	precautionary (12)	genuine (12)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 9-15

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Setting	Characters	Pages
On way from school	Milo	9-11
Milo's house	Milo	11-15

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map
Create classroom map of "The Lands Beyond". A map can be obtained by making a large copy from the front of the book on a transparency and enlarging it to poster size.

Heroic Journey Chart
Create a Heroic Journey Chart. Have students decide when Milo has changed stages in his journey and add it to the poster.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How would you describe Milo?
2. Where does Milo wish he could be?
3. Do you think Milo has too many things? Does he appreciate what he has?
4. Why is having too much time bad for people?
5. What would motivate Milo to put the tollbooth together and to use it?
6. Would you leave on a journey to lands you have never heard of?
7. What do you expect will happen on Milo's journey?

Analyze Analyze the key paragraph.

Key Paragraph, p. 9

"When he was in school he longed to be out, and when he was out he longed to be in. On the way he thought about coming home and coming home he thought about going. Wherever he was he wished he were somewhere else, and when he got there he wondered why he's bothered. Nothing really interested him—least of all the things that should have" (p. 9).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

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Milo is bored with everything in his life. He always wants to be somewhere else. Think of times that you have been bored or wanted to BE somewhere else? Where were you? What was happening? Where did you want to be? Why?

In a narrative paragraph of no less than 7 sentences describe a situation when you found yourself somewhere you didn't want to be or doing something you didn't want to do. Where did you want to be instead/what did you want to be doing instead and why?

Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Courage Requires Fortitude.
Courage is risk for a reason not for a thrill;
Courage requires we moderate our impulses and emotions.
Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Orchestrate a class or small group discussion in which the students talk about who they think of as a courageous person. What makes them courageous? Use the cube below to help them organize their ideas about their hero.

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 2

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Consider this
Courage Requires Fortitude. What is moderation? What does it mean to moderate your impulses and emotions? Why is that important to living a well-rounded life?

Doldrums definition
http://www.infoplease.com/dictionary/doldrums

The Doldrums is a weather phenomenon. Review with your students and they will understand how Doldrums relate to boredom.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

peculiar (20)	expectations (18)	horizon (20)	lethargic (24)	interruption (24)

READ

Review Review the timeline from the beginning every day.

- What characters have we met so far?
- Who is the main character?
- Where did the story start?
- Where is Milo headed?

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 16-31

Setting	Characters	Pages
Highway to expectations	Milo	16-17
Expectations	Whether man, Milo	17-19
Road to beyond expectations	Milo	17-22

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Doldrums	Milo, Lethargarians	22-28
Doldrums	Milo, Lethargarians, The Watch Dog	28-31

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart
Continue to add to the class Heroic Journey Chart

Open Mind Portrait
Start an OMP on Milo

Map
Add to the Map of Milo's Journey

Heroic Qualities
Brainstorm qualities of being a hero with the class. What makes an everyday hero?
Have students create License Plates for their Heroic Journey Car. Plates should include the following:

Be personalized;
Show three positive traits about themselves;
Represent 3 things they like (must be school appropriate).

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the difference between a whether man and a weather man?
2. How can your expectations help you or harm you?
3. Should you share your expectations with others?
4. When it is important to go beyond your expectations?
5. What causes Milo to enter the Doldrums?
6. Could Milo's trip to the Doldrums have been prevented?
7. Why are the Lethargarians called that?
8. Can the Lethargararians help him? Why or why not?
9. What upsets the "Watch Dog"? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 19

"'Good question, good question', he exclaimed.

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'Expectation's is the place you must always go before you get to where you are going. Of course some people never go beyond Expectations'" (p. 19).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

It is important for us to have expectations before we do anything. They can be positive or negative. How do expectations help us and protect us? Why is it important to go beyond our expectations and actually go do something? Do you sometimes let other people's expectations influence you to do something either good or bad?

In a narrative paragraph of no less than seven sentences tell a story about a time where you had expectations about something, whether it was good or bad. What were your expectations? Did you let them stop you from doing something that could have been really awesome? What did you learn from going Beyond your Expectations?

Close Close by extending today's lesson to life and the world.

As a class, discuss how to separate expectations from reality. What are some techniques to get from expectations to actually doing something?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 3

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Consider where the 24-hour cycle comes from. Why is it 24 hours? What is the history of time?

Tock talks about why time was "invented." It's important to give a background to establish how the 24-hour cycle actually came to be. Why is it important to know what time it is?

Egyptians created a 24-hour clock. Many ancient civilizations used sundials during the day and stars at night to tell what the time was relative to sunrise and sunset.
Galileo discovered the pendulum in 1581 watching a chandelier swing inside a cathedral. He realized that the pendulum kept accurate time as long as it never stopped swinging. Pendulum clocks continued to be used until the 1920s when quartz crystals were found to keep more accurate time.

Today we even have atomic clocks that are so accurate they are only off by 1 second every 300 million years.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inscribed (33)	inconvenient (33)	perilously (34)	medallion (36)	advisers (40)

READ

Review Review the timeline from the beginning every day.

- Who are there characters we have met so far?

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- Where is Milo now?
- Where is Milo headed?
- Who is Milo with?

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 32-44

Setting	Characters	Pages
Car driving from Doldrums	Tock, Milo	32-36
Dictionopolis	Tock, Milo, Kings advisors	36-44

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline
- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart
Add to the heroic journey chart.

Heroic Qualities
Continue to brainstorm traits that make heroes. Are there people in your community who are everyday heroes? As a class, identify them and invite them to discuss: What do they do that makes them a hero?

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions
1. Why is Tock so proud of being a watchdog?
2. Is time valuable? Why?
3. Was it easy or hard to understand the King's advisors?
4. Did each of them say the same thing, or did each one have a slightly different meaning?
5. Is it important, then, to use the correct synonym when speaking or writing?
6. What do you think Milo will find in Dictionopolis?
7. What stage of the Heroic Journey do you think Milo is at now?

Analyze Analyze the key paragraph.

Key Paragraph, p. 34
" . . .When they began to count all of the time that was available, what with 60 seconds in a minute and 60 minutes in a hour and 24 hours in a day and 365 days in a year; it seems as if there was much more than could ever be used. 'If there's so much of

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it, it couldn't be very valuable,' was the general opinion, and it soon fell into disrepute. People wasted it and even gave it away. Then we were given the job of seeing that no one wasted time again . . .It's hard work but a noble calling . . .it is our most valuable possession, more precious than diamonds. It marches on, it and tide wait for no man" (p. 34).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Tock is explaining the importance of time to Milo. He says that time is our most valuable possession, even more precious than diamonds.

Do you agree with Tock? Why is time important? Have you ever had time run out on an opportunity or wanted more time for something? What was the situation? What would you do or say differently to not waste time with your next opportunity or relationship?

In a narrative paragraph of no less than seven sentences create an argument for whether time is valuable or not. Use examples from your life to support your statements.

Close Close by extending today's lesson to life and the world.

Why do we waste time? What are the short and long-term consequences of wasting time? How can we ensure that we say what we mean? Why is it important?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 4

Outcomes for Today

W3. a.) Engage and orient the reader by establishing a context and point of view and introducing characters; organize an event sequence that unfolds naturally and logically.
W9. a.) Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").:
RL3. Analyze how particular elements of a story or drama interact.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where do words come from?
Definition of Etymology http://www.thefreedictionary.com/Word+origin
et·y·mol·o·gy
n. pl. **et·y·mol·o·gies**
1. The origin and historical development of a linguistic form as shown by determining its basic elements, earliest known use, and changes in form and meaning, tracing its transmission from one language to another, identifying its cognates in other languages, and reconstructing its ancestral form where possible.
2. The branch of linguistics that deals with etymologies.

Consider that every word is the combination of a prefix, root, and a suffix. With all the possibilities and combinations, there are infinite possible words in the English language. Try looking at a variety of prefixes, roots, and suffixes and picking gout common ones which students could play around with to create original words.
Link to a list of prefixes, roots, and suffixes:
http://www.prefixsuffix.com/rootchart.php

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

caravans (45)	bustle (47)	quagmire (47)	confided (50)	nervously (52)

READ

Review Review the timeline from the beginning every day.

- Where are Milo and Tock?
- How did they get to Dictionopolis?
- What characters have we met so far?

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 45-57

Setting	Characters	Pages
The marketplace	Tock and Milo	45-50
Marketplace	Milo, Tock, Spelling Bee	50-52
Marketplace	Milo, Tock, Humbug, Spelling Bee	52-57

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Heroic Qualities
Continue to identify everyday hero's as a class. Invite them to talk to your students.

Hero Bulletin Board
Create a hero bulletin board. Have students add people to it that they feel are a hero.

Heroic Journey Chart
Add to the heroic journey class chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Milo fascinated by the letters and words in the marketplace?
2. Why did the vendor discourage Milo from buying a word he could not use?
3. Why do you think some words where more expensive than others?
4. How does Milo appreciate the words as he is looking at them in the market?
5. What do you think the Humbug wants?
6. Why doesn't the Spelling Bee like the Humbug?

Analyze Analyze the key paragraph.

Key Paragraph, p. 47

"Milo had never thought much about words before, but they looked so good that he longed to have some.

'Look Tock aren't they wonderful?'

'They're fine if you have something to say,' replied Tock. . .

'Maybe if I buy some I'll learn how to use them'" (p. 47).

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Milo is on his journey and for the first time is interested in words. Tock just wants to make sure that Milo has something to say if he is going to use them. Why is it important for people to make sure they can use the words they have wisely? Have you ever accidentally used the wrong words and gotten into trouble over it? What kinds of consequences can come from using the wrong words? Can someone get hurt physically or emotionally?

In a narrative paragraph of no less than seven sentences tell a story about a time when you were misunderstood because you didn't choose the right words to say what you meant to. Were there consequences? What did you learn from the experience?

Close Close by extending today's lesson to life and the world.

What are some of the words we use often? What are some words we use rarely? Is it important to know exactly what a word means before we use it when we're talking to someone or use it in writing? Why?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 5

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Consider the due process of law, as we know it in the US:

1. An arrest requires evidence – witnesses, photos, video, etc.
2. Miranda Rights – right to remain silent, right to an attorney, etc.
3. Innocent until proven guilty; evidence of the crime must be presented at the trial for a jury of peers.
4. A jury announces verdict but a judge chooses sentence.
5. Jailor places you in prison.
6. Warden oversees prisoners.

Consider what makes the US due process so important? How does it protect the innocent? Is it fair?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

disrespectful (59)	menacing (62)	gavel (62)	commendable (65)	miserly (67)

READ

Review Review the timeline from the beginning every day.

- Where did the story begin?
- How did Milo get to where he is?
- Who are Milo's companions?
- Who have we met so far?

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 58-70

Setting	Characters	Pages

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The mixed up marketplace	Milo, Tock, Shrift	58-65
The jail	Milo, Tock, The Which	65-70

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map
Add to the map/timeline. Add the place where Milo was on the map.

Hero Wall
Add to the hero wall.

Heroic Qualities
Invite another hero in to speak to the class.

Heroic Journey Chart
Add to the Heroic Journey Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do the mixed up words create havoc in the market?
2. What can Milo do to help clean up the words?
3. How do you think Rhyme and Reason can help the land?
4. Can one man act as policeman, judge, and jury?
5. Why do you think the Which got miserly with her words?
6. Why can saving words be just as hurtful as using too many of them?

Analyze Analyze the key paragraph.

Key Paragraph, p. 68

"…and that explains why today people use as many words as they can and think themselves very wise for doing so. For always remember that while it is wrong to use too few, it is often far worse to use too many" (p. 68).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

"The pen is mightier than the sword" ~Lytton

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Throughout history, humans have been able to do amazing things by being able to use their words. They have started wars, they have ended wars, they have freed people, and they have given people their rights by using their words. For it is important not only to know what the words you use mean, but also to make sure you're using them correctly.

In a narrative paragraph of no fewer than seven sentences, write about a situation when using too many words or using too few words caused a problem. Think of a time that you needed to say something that you couldn't or you said something you shouldn't have. What was the situation? Who was involved? What was said? How could you have changed your words to have had a better outcome?

Close Close by extending today's lesson to life and the world.

Are there any recent examples in the news of someone saying too much or too little? What is a good way to ensure that we do not make this mistake?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 6

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Rhyme and Reason
As their names, which play off a well-known idiom, imply, the two imprisoned princesses represent wisdom and common sense. The fact that they were found orphaned in the King of Wisdom's garden suggests that they literally were the fruit of wisdom itself. The princesses, famous for their ability to settle disputes fairly, provide an important counterpart to the knowledge and intelligence of Azaz and the Mathemagician. Milo's quest to return them is, therefore, both a quest to gain wisdom himself (through the lessons he learns during his journey) and to return wisdom to the land (by returning the princesses).

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

domain (71)	settlers (72)	wisdom (73)	grandeur (74)	reconcile (76)

READ

Review Review the timeline from the beginning every day.

- Where is Milo?
- How did he get there?
- Who is with him?
- How long does Milo have to stay in the dungeon?

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 71-79

Setting	Characters	Pages

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Jail with Faintly Macabre	Faintly, King	71-73
Jail with Faintly Macabre	Faintly, King's sons, Rhyme and Reason, king's sons	74-79

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map
Create classroom map of The Lands Beyond—Add to the Lands Beyond. Add Didgitopolis and Dictionopolis. Copy the Lands Beyond page at the front of the book on a transparency. Project onto a large piece of paper onto the wall. Have students create a Map of the Lands Beyond by tracing the map and coloring it.Track Milo's journey throughout the story.

Heroic Journey Poster
Create a Heroic Journey Poster. Have students decide when Milo has changed stages in his journey and add it to the poster. Add to Hero Poster. What makes an everyday hero?

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think the author would introduce Digitopolis and Dictionopolis in the story of the Sea of Knowledge?
2. How do you think the King expected his sons to grow their kingdoms?
3. Why are Rhyme and Reason important?
4. What US System is based on Rhyme and Reason? How is being balanced and fair important to that organization?

Analyze Analyze the key paragraph.

Key Paragraph, p. 75-76

"Everyone loved the princesses because of their great beauty, their gentle ways, and their ability to settle all controversies fairly and reasonably. People with problems or grievances or arguments came from all over the land to seek advice. It was said by everyone that Rhyme and Reason answer all problems" (p. 75-76).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

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Have you ever met someone that was extremely fair and wise. A person that you went to for advice or who acted as a sounding board for you. They never interjected their opinion just listened and helped you solve your problems. That person may be your parent, mentor, friend, neighbor, or teacher.

Think about this person. What kind of qualities do they need to possess in order to be fair and wise? What is the difference between being smart and wise? Can anyone be wise?

In a narrative paragraph of no less than seven sentences, describe someone in your life who is wise and fair. Describe their qualities. Describe what it take to be wise? How has this person helped you? Does this person protect you from everything or let you make your own mistakes? Does this person help you with dignity or say, "I told you so."

Close Close by extending today's lesson to life and the world.

In the US, who do we consider to be fair and just? Why is it important to help other people solve their problems without sharing your opinion? Who do you help to solve their problems?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 7

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an idiom?
An idiom is an expression whose meaning is not predictable from the usual meanings of its constituent elements.
Examples of idioms/idiom dictionary: http://www.englishforums.com/content/lessons/20-most-common-idioms-in-english-and-what-they-mean.htm

20 Most Popular English Idioms And Their Meanings

1. A penny for your thoughts - This idiom is used as a way of asking someone what they are thinking about.
2. Add insult to injury - When people add insult to injury, they make a bad situation even worse.
3. A hot potato - This idiom is used to speak of an issue (especially in current affairs) which many people are talking about.
4. Once in a blue moon - This is used when something happens very rarely.
5. Caught between two stools - When someone finds it difficult to choose between two alternatives.
6. See eye to eye - This idiom is used to say that two (or more people) agree on something.
7. Hear it on the grapevine - This means ‘to hear a rumor' about something or someone.
8. Miss the boat - This idiom is used to say that someone missed his or her chance at something.
9. Kill two birds with one stone - This means ‘to do two things at the same time'.
10. On the ball - When someone understands the situation well.
11. Cut corners - When something is done badly to save money. For example, when someone buys products that are cheap but not of good quality.

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12. To hear something straight from the horse's mouth - To hear something from the authoritative source.
13. Costs an arm and a leg - When something is very expensive.
14. The last straw - The final problem in a series of problems.
15. Take what someone says with a pinch of salt - This means not to take what someone says too seriously. There is a big possibility that what he/she says is only partly true.
16. Sit on the fence - This is used when someone does not want to choose or make a decision.
17. The best of both worlds - All the advantages.
18. Put wool over other people's eyes - This means to deceive someone into thinking well of them.
19. Feeling a bit under the weather - Feeling slightly ill.
20. Speak of the devil! - This expression is used when the person you have just been talking about arrives.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

crimson (80)	embroidered (82)	substantial (86)	opportunity (87)	somersault (89)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 80-91

Setting	Characters	Pages
Palace	Milo, Tock, King	80-81
Palace	Milo, Tock, King, Kings advisors	82-91

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait
Add to Milo's OMP.

Add to the Map of Milo's Journey
Continue to add to the class Heroic Journey Chart.

EXPLORE

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Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Milo was taken to the banquet?
2. Do you think Milo was acting properly when he made his first choice for dinner?
3. Why do you think words are important in Dictionopolis?
4. How can you end up eating your words?
5. Have you ever eaten your words? How?

Analyze Analyze the key paragraph.

Key Paragraph, p. 91

"'I wouldn't eat too many of those if I were you,' advised Tock.

'They may look good, but you can get terribly sick of them.'

'Don't worry,' Milo replied; 'I'll just wrap one up for later,' and he folded his napkin around 'EVERYTHING HAPPENS FOR THE BEST'" (p. 91).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

We have all eaten our words - said something that was hurtful or ill timed as a consequence of misspeaking, saying too much, or too little. Milo knows that he may have to eat his words later and he chooses "Everything happens for the best." He is on his journey, why would he take that with him?

Think about a time when something bad happened and you needed to believe that everything happens for the best. A time that things were hard and you needed a reason to keep going and doing what you needed to do to get by.

In a narrative paragraph of no less than seven sentences, describe a time when you needed to believe that everything happens for the best. What was the situation? What had happened? Why did you need a little bit of hope to keep going? What was the end result? Did things turn out for the best? How?

Close Close by extending today's lesson to life and the world.

What is an example of something happening for the best? How can we help ourselves find the positive in a bad situation?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 8

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context).

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is alliteration?
The commencement of two or more stressed syllables of a word group either with the same consonant sound or sound group.
Tongue twisters and examples of alliterations:
http://volweb.utk.edu/Schools/bedford/harrisms/1allitera.htm

- Karl Kessler kept the ketchup in the kitchen.
- Lila Ledbetter lugged a lot of little lemons.
- Milton Mallard mailed a mangled mango.
- Norris Newton never needed new noodles.
- Patsy planter plucked plump, purple, plastic plums.
- Quinella Quist quite quickly quelled the quarreling quartet.
- Randy Rathbone wrapped a rather rare red rabbit.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sympathetically (93)	ridiculous (94)	ignorance (97)	devour (97)	speculated (100)

READ

Review Review the timeline from the beginning every day.

- Where is Milo?
- Who is Milo with?
- How did Milo get there?
- What characters has Milo met so far in the story?

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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p. 92-100

Setting	Characters	Pages
Banquet Hall	Milo, Tock, King, Humbug	92-100

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart
Add to the heroic journey chart.

Heroic Qualities
Continue to brainstorm traits that make heroes. Are there people in your community who are everyday heroes? As a class, identify them and invite them to speak about what they do that makes them a hero.

Map
Add to the Lands Beyond Map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did everyone leave after the banquet?
2. Milo is told to look at the bright side of things, how do words keep confusing him?
3. Everyone has a deep respect for Rhyme and Reason why would the kingdoms keep them away?
4. Does Tock have to go on the journey with Milo? Why does he?
5. Did the Humbug volunteer for the journey?

Analyze Analyze the key paragraph.

Key Paragraph, p. 99

"'In this box are all of the words I know,' he said.

'Most of them you will never need, some you will use constantly, but with them you may ask all of the questions which have never been answered and answer all of the questions that have ever been asked. All of the great books of the past and the ones yet to come are made with these words. With them there is no obstacle you cannot overcome. All you must learn to do is use them well and in the right places'" (p. 99).

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The king gives Milo the most valuable gift he can think of giving. Words. He says "'…With them there is no obstacle you cannot overcome. All you must learn to do is use them well and in the right places.'"

Do you agree or disagree with the king. Are words the most valuable gift? Is he right can you overcome anything if you use the right words at the right time?

In two narrative paragraphs no less than five sentences each tell a first-hand account of a time when you used words to change a course of events. What was happening? How did you use words effectively? Did you change someone's mind? Did you help someone? Are words a powerful gift? If not, what could be more powerful? Why?

Close Close by extending today's lesson to life and the world.

What are some examples of words being used powerfully? (Ex: "I have a dream…" or "No one can make you feel inferior without your consent.") Who do we know in our daily lives who uses the power of words well?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 9

Outcomes for Today

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Have a class discussion about what it means to take someone else's perspective.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vanished (101)	polished (102)	contradict (104)	exaggeration (106)	subsequent (106)

READ

Review Review the timeline from the beginning every day.

- Where is Milo?
- Where is Milo headed? Why?
- Who is Milo with?

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 101-108

Setting	Characters	Pages
The road	Milo, Tock, humbug	101-102
Point of View	Milo, Tock, humbug, boy	102-108

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why

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- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Everyday Heroes
Continue to identify everyday heroes as a class. Invite them to talk to your students. Create a hero bulletin board. Have students add people to it that they feel are a hero. Add to the heroic journey class chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Milo thinks the forest is beautiful, he is countered with, "It's all in the way you look at things". Why would someone see the forest as ugly or troublesome?
2. Is there a difference between "Point of View" and "Perspective"?
3. Why is it important to look at a situation from different perspectives?
4. Is it hard to see things from another person's perspective?
5. What is the benefit of trying to see things from other's perspectives?

Analyze Analyze the key paragraph.

Key Paragraph, p. 105

"'What a silly system,' The boy laughed. 'Then your head keeps changing its height and you always see things in a different way. Why when you are fifteen things won't look the same as they did when you were ten, and at twenty everything will change again'" (p. 105).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The boy in the forest never changes his point of view, he always sees things the same way. However, he is the one who teaches Milo about seeing things from a different perspective. Is it possible to see something from another person's perspective without ever having to be in the same situation as them?

How has your point of view changed as you've gotten older? Do you still like the same things you did last year? Five years ago? Ten years ago? Why? Do you think the things you like will change as you get older?

In a narrative paragraph no less than seven sentences in length, pretend you are five years older. Do you still like the same games? Books? Movies? Sports? Are you still friends with the same people? How will your point of view change?

Close Close by extending today's lesson to life and the world.

Have you noticed any changes in our government's laws lately? Why do you think those changes are happening? Why do any changes happen?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 10

Outcomes for Today

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
b.) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each word.
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Myth vs Reality
The Abominable Snowman, or the Yeti, has been searched for since 326 BC.

- Mystery primates are reported from every continent except Antarctica. They include the Sasquatch of North America, the Yowie in Australia, the Yeren of China, the Hibagon in Japan, the Orang Pendek in Sumatra, the Almasty of Russia, the Ferles Mor in Scotland, and the Mapinguari of Brazil.
- The most famous Bigfoot sighting is the creature filmed by Roger Patterson and Bob Gimlin in the Bluff Creek region of northern California. Despite much investigation since the footage was captured in 1967, it is still uncertain whether this was the product of a hoax or a genuine sighting.
    - Before 1847 the gorilla was unnamed and known only through rumor. Believed to be a myth in the west and a supernatural being by African tribespeople, it was only when a missionary in West Africa was shown a gorilla skull that the animal was accepted as real.

More facts about the Yeti: http://natgeotv.com/uk/abominable-snowman/facts

An **urban legend**, **urban myth**, **urban tale**, or **contemporary legend**, is a form of modern folklore consisting of stories that may or may not have been believed by their tellers to be true. Consider what urban legends are popular in our current society? Why do they exist? Who are they for?
http://en.wikipedia.org/wiki/Urban_legend

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

luminous (109)	complicated (112)	appearance (112)	pardon (113)	ordinary (114)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 109-114

Setting	Characters	Pages
In the forest	Milo, Tock, humbug, Alec (the boy)	109-110
In the forest	Milo, Tock, humbug, the giant	110-111
In the forest	Milo, Tock, humbug, the midget	111-112
In the forest	Milo, Tock, humbug, the fat man	112
In the forest	Milo, Tock, humbug, the thin man	113
In the forest	Milo, Tock, humbug	114

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map
Add to the map. Add the place where Milo was on the map.

Hero Wall
Add to the hero wall.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Alec tell Milo, "It doesn't matter where you are when you are lost it matters where you aren't"?
2. Has anyone else in the Land of Knowledge given Milo similar advice?
3. Will that statement help Milo?
4. The man they meet is ordinary. Why does he sell himself as the: shortest giant, the tallest midget, the skinniest fat man, and the fattest thin man?
5. Is it bad to be ordinary?

Analyze Analyze the key paragraph.

Key Paragraph, p.114

"Pulling Milo to him.

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'Do you want to ruin everything? You see, to tall men I am a midget, and to short men I'm a giant; to the skinny ones I am a fat man, and to fat ones I am a thin man. That way I can hold four jobs at once. As you can see, though, I'm neither tall nor short nor fat nor thin. In fact I am quite ordinary, but there are so many ordinary men that no one asks their opinion about anything'" (p. 114).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

"If you can't be a forest be a tree; but be the best tree you can be,
If you can't be an ocean be a drop of rain; but be the best drop of rain you can be.
You see it doesn't matter if you are small or grand you just have to do your best at everything you do to count."

The man Milo meets feels he is ordinary so he sees himself as four different but unique people to set himself apart.

In a narrative paragraph of no less than seven sentences, pick a positive quality that makes you unique or special. Why is it special to you? How does it make you unique? Can it help make you the best you can be? How?

Close Close by extending today's lesson to life and the world.

Do we often overlook people who are ordinary? Are they truly ordinary or does that opinion depend on our perspective?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 11

Outcomes for Today

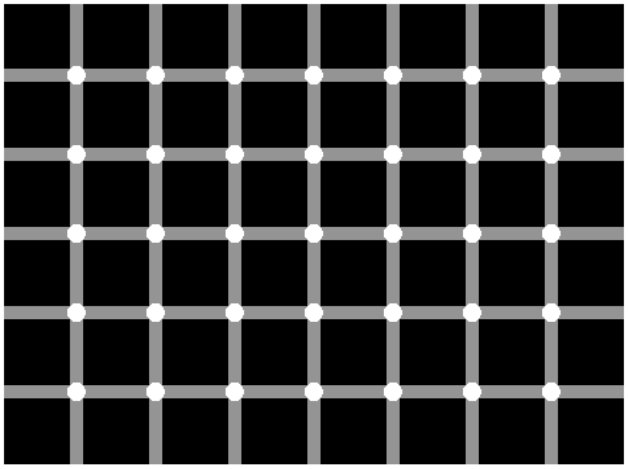
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Illusions:
http://www.illusions.org/dp/1-1.htm
Look carefully at this image and count the black dots that you can see on the grid. You will notice that when you focus on a single dot, it turns white. The black dots appear around your area of focus, not within it. This is because the brain is affected by the dominance of the black squares and thinks that the dots must be negative. In fact, none of the dots are black, they are all white. This optical illusion is used sometimes in schools, to see how effectively children cope with focus and concentration skills in a learning environment.



Watch a familiar TV Segment with sound and then with no sound. Ask students to note if they see anything different when it is watched with no sound.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

glistened (115)	suspiciously (116)	fainter (118)	enormous (119)	inquisitively (121)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 114-126

Setting	Characters	Pages
Forest	Milo, Tock, Humbug, Alec	114-116
Reality	Milo, Tock, Humbug, Alec	116-119
Forest	Milo, Tock, Humbug, Alec, Symphony	119-126

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to the Lands Beyond Map.
Add to Hero Poster.
Invite another local hero to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do people see things like Illusions?
2. Why don't people appreciate Reality?
3. What place does Reality remind you of? Illusions?
4. Can reality make people stop seeing day-to-day amazing sights?
5. What do you think happens to people who don't stop and see the amazing things we are surrounded by?

Analyze Analyze the key paragraph.

Key Paragraph, p. 118

"No one paid any attention to how things looked, and they moved faster and faster everything grew uglier and dirtier, and as everything grew uglier and dirtier people

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moved faster and faster, and at last a very strange thing began to happen. Because nobody cared, the city slowly began to disappear" (p. 118).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about those things that surround you: your class, your home, your community. Do you work to keep those places looking nice? Do you work to contribute to the color? If people stop taking care of things around them what happens?

Write a narrative paragraph of no less than seven sentences about a place you used to love to go to that slowly started not being cared for. What happened? Was that place a safe place to be anymore? Did it ever get cared for again? How did you contribute to making it nice again?

Close Close by extending today's lesson to life and the world.

What can we do as individuals to make sure that the places we love do not fall into disrepair because people stop noticing them? What can we do collectively?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 12

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
RL3. Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot.)
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context).

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Consider this: Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Bring a Kaleidoscope to class. They can be purchased at a toy store or visit the attached website on directions to make one in class.

Build your own kaleidoscope to experiment with visual perception.
1. Kaleidoscopes, which are tools of visual perception, work this way: When multiple mirrors are positioned at angles near each other, rays of light are reflected back and forth between mirrors. Experiment with mirrors and Crayola Crayons to see this concept first-hand.
2. To make your own kaleidoscope, which uses this scientific principle, use three small, same-sized rectangular mirrors. You can find these mirrors in craft or drug stores. Lay all three mirrors side by side on thin recycled cardboard such as a cereal box. Leave about a finger width between each mirror. Trace around the outside of all of the mirrors with Crayola Colored Pencils. Remove the mirrors. Cut on the outline you drew.
3. Fold the cardboard into three equal sections. Tape the mirrors in place, one in each section. Fold the panels, with the mirrors inside, into a triangular kaleidoscope box. Tape the seam closed.
4. Remove the paper wrappings from several crayons. Create multi-colored chips by sharpening the crayons. Place crayon shavings in a small zippered plastic bag. Tape the bag over one end of the kaleidoscope.
5. Cut a cardboard triangle to make a viewer. Punch a hole in the middle. Tape the triangle over the other end of the kaleidoscope.

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6. Hold the crayon-chip end of the kaleidoscope up to light. Turn the kaleidoscope while looking into the view hole. The crayon shavings move around due to gravity. The mirrors reflect multiple images of these colorful, moving chips.
7. With crayons, draw the repeating patterns of color observed in the kaleidoscope.
http://www.crayola.com/lesson-plans/detail/color-kaleidoscopes-lesson-plan/

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

desperately (129)	marvelous (131)	plummeted (132)	illuminated (133)	apothecary (135)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 127-143

Setting	Characters	Pages
Forest of Sight	Milo, orchestra	127-131
Forest of Sight	Milo, Chroma, Tock, Humbug, Alec	131-132
Road/Wagon	Milo, Tock, Humbug, Dr. Discord	132-137
Wagon	Milo, Tock, Humbug, Dr. Discord, Dynn	137-143

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline
- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart
Continue to add to the class Heroic Journey Chart.

Open Mind Portrait
Start or continue the OMP on Milo.

Add to the Lands Beyond Map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions
1. After Milo directed the orchestra do you think he appreciated colors and beauty more?
2. Why is silence uncomfortable for people?

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3. Are their good noises?
4. Why does Dynn collected the noises for Dr. Discord?
5. Is there a sound in silence?

Analyze Analyze the key paragraph.

Key Paragraph, p. 132

"They walked slowly to the car, all silent in their thoughts. Alec drew a fine telescope from his shirt and handed it to Milo.

'Carry this with you on your journey,' he said softly. 'For there is much worth noticing that often escapes the eye. Through it you can see everything from the tender moss in a sidewalk crack to the glow of the farthest star—and most important of all, you can see things as they really are, not just as they seem to be, It's my gift to you'" (p. 132).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

"For there is much worth noticing that often escapes the eye."
--Page 132 The Phantom Tollbooth

What kind of things do you think Alec is speaking of when he tells Milo, "There is much worth noticing that often escapes the eye."? Make a list of things that you may notice but often cannot see…maybe a smell of fresh baked cookies, the sound of children laughing, the feel of a new sweatshirt.

In a narrative paragraph of no less than seven sentences, describe something that cannot be experienced only with sight. Why do you appreciate that thing more when you experience it with another sense besides sight?

Close Close by extending today's lesson to life and the world.

What is a memorable experience that you have had when it wasn't enough to take a picture or even try to capture it on video?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 13

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context).

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Play the Sound of Silence by Simon and Garfunkle
Paul Simon began working on the song some time after the Kennedy assassination.

LYRICS

Hello darkness, my old friend
I've come to talk with you again
Because a vision softly creeping
Left its seeds while I was sleeping
And the vision that was planted in my brain
Still remains
Within the sound of silence

In restless dreams I walked alone
Narrow streets of cobblestone
'Neath the halo of a street lamp
I turned my collar to the cold and damp
When my eyes were stabbed by the flash of a neon light
That split the night
And touched the sound of silence

And in the naked light I saw
Ten thousand people, maybe more
People talking without speaking
People hearing without listening
People writing songs that voices never share
And no one dared
Disturb the sound of silence

"Fools", said I, "You do not know
Silence like a cancer grows
Hear my words that I might teach you
Take my arms that I might reach you"
But my words, like silent raindrops fell
And echoed
In the wells of silence

And the people bowed and prayed
To the neon god they made
And the sign flashed out its warning
In the words that it was forming
And the sign said, "The words of the prophets are written on the subway walls

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And tenement halls" And whispered in the sounds of silence

Consider what silence sounds like. What do you hear when there is silence? What does it feel like? When do we experience these feelings?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

avail (146)	monarch (147)	generous (147)	furious (149)	souvenir (154)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 144-159

Setting	Characters	Pages
The Silent Valley	Milo, Tock, Humbug	144-146
The Valley of Sound	Milo, Tock, Humbug, the Townspeople	146-150
The Sound keeper	Milo, Tock, Humbug, the Sound keeper	151-159

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart
Add to the heroic journey chart.

Heroic Qualities
Continue to brainstorm traits that make heroes. Are there people in your community who are everyday heroes? As a class, identify them and invite them to speak about what they do that makes them a hero.

Map
Add to the Lands Beyond map. Chart where Milo is now.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Milo become so uncomfortable when he cannot communicate?
2. Why is the name Valley of Sound so ironic?

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3. Why does Milo volunteer to help the townspeople?
4. How does Milo think he can help?
5. What does the sound keeper want from the townspeople?
6. What is the difference between listening and hearing?

Analyze Analyze the key paragraph.

Key Paragraph, p. 148

"People laughed less and grumbled more, sang less and shouted more, and the sounds they made grew louder and uglier. It became difficult to hear even the birds or the breeze, and soon everyone stopped listening for them" (p. 148).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The people of the village start to hear noise more and sounds less. They stop appreciating the sounds the sound keeper gives to them. Why does that anger the sound keeper?

Think about something you do for someone else or someone does for you. What is that thing? Do you feel appreciated? Do you feel you appreciate what the person who does for you? When you don't feel appreciated, what is your reaction? When you do feel appreciated, what is your reaction? What are ways you can show appreciation to those who help you?

In a narrative paragraph of no less than seven sentences, describe a time when you felt particularly appreciated or unappreciated. Describe in detail what the situation was, how it made you feel, and what you learned.

Close Close by extending today's lesson to life and the world.

When do we take things for granted? What are some techniques to help remind us to show that we are grateful and appreciative?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 14

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context).
RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Jumping to conclusions is an idiom:
jump to conclusions and **leap to conclusions**
Fig. to judge or decide something without having all the facts; to reach unwarranted conclusions. (See also rush to conclusions.) *Now don't jump to conclusions. Wait until you hear what I have to say. Please find out all the facts so you won't leap to conclusions.*
http://idioms.thefreedictionary.com/jump+to+conclusions

Some background information on the origins of the idiom and the human mind:

- Mind reading – Where there is a sense of access to special knowledge of the intentions or thoughts of others. People may assume that others think negatively of them. As example is "people must hate me because I am fat".
- Fortune telling – Where one has inflexible expectations for how things will turn out before they happen. A person may predict the outcome of something will be negative before they have any evidence to suggest that may be the case. Examples include "there's no point starting a diet because I'll just break it" and "I'll just have one more cupcake".
- Labeling – Where overgeneralizations done because of labeling all the members of a group with the characteristics seen in some, i.e., it involves using an unfavorable term to describe a complex person or event.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fortress (160)	uttered (161)	nourishment (164)	knickers (166)	conclusion (168)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 160-170

Setting	Characters	Pages
Valley of Sound	Milo, Tock, Humbug, Townspeople	160-162
Valley of Sound	Milo, Tock, Humbug, Sound keeper	163-166
Island of Conclusions	Milo, Tock, Humbug, Canby	166-170

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Everyday Heroes
Continue to identify everyday heroes as a class. Invite them to talk to your students.

Hero Bulletin Board
Work on the hero bulletin board. Have students add people to it that they feel are a hero.

Heroic Journey Chart
Add to the heroic journey class chart.

Map
Add to the Lands Beyond Map.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How did Milo get the sound from the sound keeper?
2. Why was The Sound Keeper happy that sound had been returned to the valley?
3. Do you thing the townspeople will start to value the sound?
4. Why didn't Dynn want to go to The Sound Keeper's home?

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5. How did Milo, Tock, and Humbug end up at Conclusions?
6. Is jumping to conclusions a waste of time? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 170

"'I am sure you will,' gasped Milo. 'But from now on I am going to have a very good reason before I make up my mind about anything. You can lose too much time jumping to Conclusions'" (p. 170).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Milo learned a valuable lesson by jumping to Conclusions. He learned that it is a waste of time. It is also a waste of energy and can sometimes cost you relationships and friendships. It is important to have all of the facts before you make decisions or judgments on things and people.

In a narrative paragraph of no less than seven sentences, write about a time when you jumped to a conclusion without knowing all the facts and details. What happened? Did you lose time? Energy? Did it cost you any friendships? What did you learn?

Close Close by extending today's lesson to life and the world.

Why do we jump to conclusions in our daily lives?
What are some ways that we can avoid jumping to conclusions in the future?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 15

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context.
RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Stalactites:
A **stalactite** "to drip", and meaning "that which drips") is a type of formation that hangs from the ceiling of caves, hot springs, or manmade structures such as bridges and mines.
http://www.sciencedaily.com/releases/2004/12/041206193416.htm
Most anyone that ever heard of caves knows what stalactites are, even if they can't keep them straight from stalagmites. (Some useful associations are that stalagmites hang "tite" while stalagmites hold "mite," or that stalactites are on the ceiling, stalagmites on the ground.)
http://www.goodearthgraphics.com/virtcave/staltite/staltite.html

Dodecahedrons
The following websites have information on Dodecahedron's
http://www.enchantedlearning.com/math/geometry/solids/Dodecahedrontemp.shtml

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

peculiar (172)	expression (173)	admonishing (174)	furiously (174)	vanished (176)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 171-182

Setting	Characters	Pages
Digitopolis	Milo, Tock, Humbug, Dodecahedron	171-179
Digitopolis	Milo, Tock, Humbug, Dodecahedron, Mathemagician	179-181

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to the map/timeline. Add the place where Milo was on the map.
Add to the hero wall.
Invite another hero in to speak to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is a dodecahedron?
2. Do you think it matters which road they take?
3. Why is math language easier to use then spoken language?
4. What does the Dodecahedron mean when he says, "Just because you have a choice doesn't mean that it is the right one"? page 176
5. How does Milo begin to appreciate numbers?

Analyze Analyze the key paragraph.

Key Paragraph, p. 175-176

"'Certainly not!' he shouted, glaring from his most upset face. 'They're all the wrong way. Just because you have a choice doesn't mean that any of them has to be right'" (p. 175-176).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Milo learns that just because you have a choice doesn't mean that it has to be right. There are certain choices that people should make just because it is the human and right thing to do.

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Read the poem “The Bridge Builder” by Will Allen Dromgoole (attached). Think of choices that you have to make. Have you ever had to make a choice and none of your options seemed like it was the right thing to do?

In a narrative paragraph no less than seven sentences, describe what was the situation in the poem? What were your choices? Was one choice better than the others? Were people at risk of getting hurt? How? What did you decide to do? How did that affect others?

Close Close by extending today’s lesson to life and the world.

Have you ever had to make a decision with no right answer? Who do you think has to do that a lot? The President? A solider? A policeman?

“The Bridge Builder”
Will Allen Dromgoole

An old man, going a lone highway,
Came, at the evening, cold and gray,
To a chasm, vast, and deep, and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim;
The sullen stream had no fears for him;
But he turned, when safe on the other side,
And built a bridge to span the tide.
"Old man," said a fellow pilgrim, near,
"You are wasting strength with building here;
Your journey will end with the ending day;
You never again must pass this way;
You have crossed the chasm, deep and wide-
Why build you a bridge at the eventide?"
The builder lifted his old gray head:
"Good friend, in the path I have come," he said,
"There followeth after me today,
A youth, whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall be.
He, too, must cross in the twilight dim;
Good friend, I am building the bridge for him.

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 16

Outcomes for Today

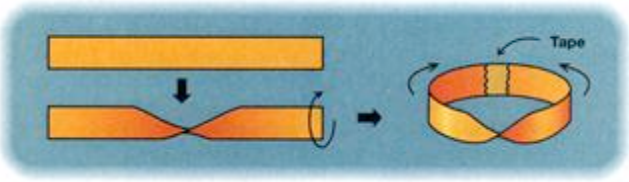
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context.

PREPARE

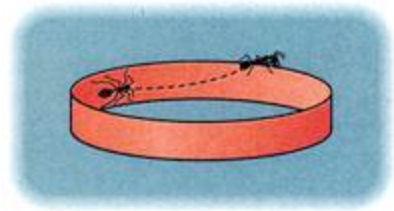
Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs

Infinity
Infinity (symbol: ∞) is an abstract concept describing something *without any limit* and is relevant in a number of fields, predominantly mathematics and physics.
Make a Mobius Strip:
http://www.highlightskids.com/science-experiment/m%C3%B6bius-strip-math-twist
Give a strip of paper a half twist and tape its ends together.



You have just made a Möbius (MUH-bee-us) strip, a fascinating object created by German mathematician Augustus Möbius. What's so mind-boggling about it? Unlike an ordinary band, which has two sides and two edges, the Möbius strip has only one side and only one edge! Don't believe it?



Imagine an ant crawling around the inside of an ordinary band. If it wanted to get to the other side, the outside, it would have to cross over an edge to get there.
But on a Möbius strip, the ant should be able to travel over the entire surface of the band without having to cross an edge.

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A way of telling students who are not math-oriented about infinity:
If you assign a letter to each number then among the combination of numbers in Pi you can find every great work of literature or musical composition.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

caldron (184)	pungent (184)	portion (185)	corresponded (187)	sympathetic (187)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 184-192

Setting	Characters	Pages
Number mine/Cavern	Milo, Tock, Humbug, Mathemagician	184-186
Number mine/Cavern	Milo, Tock, Humbug, Mathemagician, Dodecahedron	186-192

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to the Lands Beyond Poster
Add to Hero Poster
Invite another local hero to the class

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does the Mathemagician serve subtraction stew?
2. Do you agree that math is an international language?
3. Why does Milo get discouraged when the Mathemagician is explaining the numbers to him?
4. Is there a way for him to start to understand the things he has missed or not taken advantage of?
5. What do you think he will find in infinity?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 188

"'But it is only a big pencil,' the humbug objected, tapping it with his cane.

'True enough,' agreed the Mathemagician; 'but once you learn how to use it, there's no end to what you can do'" (p. 188).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Mathemagician is convinced that a pencil is a very powerful tool. Do you agree, "that once you learn how to use it there's no end to what you can do?" Why do you think a pen or pencil have so much power? What do you think that learning symbolizes?

In a narrative paragraph no less than seven sentences long imagine what you could do with a pencil? How can it be a magical tool? How can it help you?

Close Close by extending today's lesson to life and the world.

Why is knowledge so powerful? Name some people who use knowledge to their advantage. Super Heroes? Political leaders? Action heroes? People in our daily lives?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 17

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

.58 Children
The US census bureau reported in the 1950s that the average US household had 2.58 children. The 1950s are often idealized as the quintessential American lifestyle. The reference to 0.58 is referring to that population of children who were averaged out and refers to the idealization of America.

The US Censuses had been taken prior to the Constitution's ratification; in the early 17th century, a census was taken in Virginia, and people were counted in nearly all of the British colonies that became the United States.
Throughout the years, the country's needs and interests became more complex. This meant that statistics were needed to help people understand what was happening and have a basis for planning.
Why is the census helpful to the US? Do they help us understand the needs of the country?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

accustomed (193)	inconvenient (196)	patiently (197)	melancholy (198)	ominous (200)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

P. 193-210

Setting	Characters	Pages
Steps to infinity	Milo	193-194

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Steps to infinity	Milo, 0.58	195-198
Mathemagician's cavern	Milo, Tock, Humbug, Mathemagician	198-200
Edge of Digitopolis	Milo, Tock, Humbug, Mathemagician, Dodecahedron	200-203
Road to ignorance	Milo, Tock, Humbug, Everpresent Wordsnatcher	204-208
Road to ignorance	Milo, Tock, Humbug, gentleman	208-210

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Continue to add to the class Heroic Journey Chart
Start an OMP on Milo
Add to the Lands Beyond Poster

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who is .58 of a child? Why is he significant?
2. How does he help Milo understand averages?
3. Do all people understand numbers the same way?
4. Why doesn't King Azaz understand the letters that the Mathemagician is sending?
5. Do you ever have your words snatched? What are ways you can keep your words?
6. Why doesn't the nicely dressed man have a face?
7. What is he trying to do by keeping the group doing tasks?

Analyze Analyze the key paragraph.

Key Paragraph, p. 197

"…He went on, 'it's very much like you're trying to reach infinity. You know it is there, but you just don't know where—but just because you can never reach it doesn't mean it's not worth looking for'" (p. 197).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

.58 of a child is doing his best to help Milo. Even though Milo is discouraged, .58 is trying to give him hope and understanding.

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In a narrative paragraph of no less than seven sentences write about a time that you were discouraged from doing something. What was it? A project? An unpleasant conversation? Did you avoid doing something because of your discouragement? Did you have anyone's help? What did they do to help? Why is hope important when you are in trouble?

Close Close by extending today's lesson to life and the world.

What do we do to avoid doing something important? Why do we do that? What can we do in the future to help us focus on the task at hand?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 18

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.) Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history").

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Trivial
insignificant, or of no importance.
http://www.yourdictionary.com/trivial

Consider what might be trivial to one person but important to someone else.

Make Jell-O for the class to show them what something gelatinous looks like.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

indignantly (212)	triumphantly (212)	menacing (213)	hesitation (214)	colossal (219)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 211-223

Setting	Characters	Pages
Road to Ignorance	Milo, Tock, Humbug	211-212
Road to Ignorance	Milo, Tock, Humbug, the Trivium	212-214
Road to Ignorance	Milo, Tock, Humbug, Trivium, demon of insincerity	214-219
Road to Ignorance	Milo, Tock, Humbug, Gelatinous Giant	219-223

RESPOND

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Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to the heroic journey chart.
Continue to brainstorm traits that make heroes
Add to the Lands Beyond Poster. Chart where Milo is now.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Milo use his knowledge to figure out what Trivium is doing to them?
2. Have you ever been caught by Trivium or anyone like him?
3. Would you have followed directions from someone you did not know or trust?
4. How could the demon of insincerity have gotten them in trouble?
5. What does insincerity mean to you?
6. Why do the demons want to protect ignorance?
7. What are the gains of keeping people ignorant?

Analyze Analyze the key paragraph.

Key Paragraph, p. 217

"'I'm the demon of insincerity,' he sobbed. 'I don't mean what I say, I don't mean what I do, and I don't mean what I am. Most people believe what I tell them and go the wrong way, and stay there, but you and your awful telescope have spoiled everything. I'm going home.' And crying hysterically, he stamped off in a huff.

'It certainly pays to have a good look at things,' observed Milo as he wrapped up the great telescope with great care" (p. 217).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about insincere people you may know. What do you think they have to gain by being insincere? Are there things you do to protect yourself from people who are two faced? How do you think insincere people benefit by having you stay in a bad place? Milo is able to escape by having a good look at things. Is it worthwhile to make sure you know who you surround yourself with to stay away from insincere people? What are ways to surround yourself with positive people and to weed out those who don't have your best interests in mind?

In a narrative paragraph no less than seven sentences write about a time when you or someone you know was in trouble because you/they believed someone insincere. What happened? What did you learn?

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Close Close by extending today's lesson to life and the world.

What characters or famous people come to mind when you think about someone insincere? Why? Would they ever be able to change? Would you ever be able to trust them?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 19

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

cen·sus
noun
an official count or survey of a population, typically recording various details of individuals.
"population estimates extrapolated from the 1981 census"

Census taker – someone who fills out a census survey.

The US Census repeats every 10 years. The Census bureau puts together a list of questions for US Citizens, based on region. Each census year the questions are selected to represent the changes in our society. The questions are meant to help the government help us work out better social programs to support people.

The Five Senses:
Touch
Smell
Sight
Sound
Taste

Our psychology affects how our senses interpret information. Why does McDonalds use yellow and red in their logo? These colors are associated with increased appetite. How many food logos can students think of that also have yellow and red? What other color combinations?

What about sound? What sounds are pleasant? Popular? Painful? Human psychology has evolved that a child's cry gets any an adult's attention. Laughter is infectious.

Touch?

Consider all the senses and the positive and negative associations with those senses. What causes those? Why?

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ominous (224)	gingerly (225)	deliberation (227)	marvelous (228)	eagerly (236)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 224-236

Setting	Characters	Pages
Stairway to the Castle in the Sky	Milo, Tock, Humbug, Senses Taker	224-231
Castle in the Sky	Milo, Tock, Humbug, Princess Rhyme and Reason	231-236

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Hero Bulletin Board
Continue to work on the hero bulletin board. Have students add people to it that they feel are a hero. Continue to identify everyday heroes as a class. Invite them to talk to your students.

Add to the heroic journey class chart.
Add to the Lands Beyond Poster

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What was the senses taker trying to do to the group?
2. Have you ever had your senses draw you away from what you were supposed to be doing?
3. The senses taker talks of taking everything from people. But he says he can never take a person's sense of humor. Why is a sense of humor so important?
4. The princesses listen to Milo's tale. What is the importance of mistakes according to them?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 233

"'You must never feel bad about making mistakes,' explained Reason quietly, 'as long as you take the trouble to learn from them. For you often learn more from being wrong for the right reasons then right for the wrong reasons.'

'…Yes that is true,' admitted Rhyme; 'But it's not just learning things that's important. It's learning what to do with what you learn and learning why you learn things that's important'" (p. 233).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Read *The Giving Tree* by Shel Silverstien. Rhyme and Reason explain to Milo how important it is to learn new things and to learn them for the right reasons. That is how people gain wisdom.

In a narrative paragraph no less than seven sentences long, write about the difference between wisdom and knowledge. How are they described in The Phantom Tollbooth? *The Giving Tree?* How do you become a wise person? Can anyone be wise or do you have to be old before you gain wisdom? How can wisdom help you in your future?

Close Close by extending today's lesson to life and the world.

Who do we think of as wise? Yoda? Gandalf? Professor X? What makes them wise? Do we aspire to be like them? Why or why not?

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Character Based Literacy Program 60-Minute Lesson Plan
The Phantom Tollbooth, Day 20

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Does knowledge feed creativity? Consider what sparks your creativity? Listening to music? Reading a book? Can you turn creativity on and off?

Some ways of increasing creativity:

1. Commit Yourself to Developing Your Creativity
The first step is to fully devote yourself to developing your creative abilities. Do not put off your efforts. Set goals, enlist the help of others and put time aside each day to develop your skills.

2. Become an Expert
One of the best ways to develop creativity is to become an expert in that area. By having a rich understanding of the topic, you will be better able to think of novel or innovative solutions to problems.

3. Reward Your Curiosity
One common roadblock to developing creativity is the sense that curiosity is an indulgence. Rather than reprimanding yourself, reward yourself when you are curious about something. Give yourself the opportunity to explore new topics.

4. Realize that Creativity is Sometimes Its Own Reward
While rewarding yourself is important, it is also important to develop intrinsic motivation. Sometimes, the true reward of creativity is the process itself, not the product.

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5. Be Willing to Take Risks
When it comes to building your creative skills, you need to be willing to take risks in order to advance your abilities. While your efforts may not lead to success every time, you will still be boosting your creative talents and building skills that will serve you well in the future.
http://psychology.about.com/od/cognitivepsychology/tp/how-to-boost-creativity.htm

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

jolt (237)	shrieks (237)	grotesque (239)	anguished (242)	desolate (255)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 237-256

Setting	Characters	Pages
Return from the Castle in the Sky	Milo, Tock, Humbug, Rhyme, Reason, the demons	237-242
Land of Wisdom	Milo, Tock, Humbug, Rhyme, Reason, King Azaz, Mathemagician, all of the people Milo met along the way	242-252
Milo's Room/School	Milo, the Phantom Tollbooth	252-256

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline
- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to the map. Add the place where Milo was on the map.
Add to the hero wall
Invite another hero in to speak to the class.
Continue filling out the Heroic Journey chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions
1. What do Rhyme and Reason have to do with wisdom?
2. Did Milo make an impact on those he met along the way? How do you know?
3. How did Milo grow and change on his journey?

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4. Why did Milo appreciate what the people taught him?
5. Did Milo help his friend learn to appreciate things, too?
6. What did he learn along the way?
7. Do you think the Land of Knowledge has changed?
8. Will it continue to improve or go back to how it was? Why?
9. How will Milo take journeys and explore new lands in the future?

Analyze Analyze the key paragraph.

Key Paragraph, p. 247

"'But I never could have done it without everyone else's help,' he objected

'That may be true,' said Reason gravely, 'but you had the courage to try; and what you can do is often simply a matter of what you will do'" (p. 247).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Milo learns that courage is just taking the step to taking a risk and trying. Having courage is sometimes just being willing to show up and do your best. Read the poem "Risk" below.

Construct a 5 paragraph narrative essay in which you discuss the three most important attributes that helped Milo complete his journey. Why did these traits help him? Did Milo always possess these attributes or did he learn them along the way? Which characters helped Milo learn or discover each attribute?

Close Close by extending today's lesson to life and the world.

Have students write their own heroic journey. Students can use examples from their own lives and experiences to create their story. Story must include the 13 elements from the Heroic Journey chart from week one day one of the lesson plans.

Risk~ anonymous

To laugh is to risk appearing the fool.
To weep is to risk appearing sentimental.
To reach out for another is to risk involvement.
To expose feeling is to risk exposing your true self.
To place your ideas, your dreams before the crowd, is to risk their loss.
To love is to risk not being loved in return.
To live is to risk dying.
To hope is to risk despair.
To try is to risk failure.
But the risk must be taken, because the greatest hazard in life is to risk nothing.
The person who risks nothing, does nothing, has nothing and is nothing.
He may avoid suffering and sorrow, but he simply cannot learn, feel, change, grow, love, live.
Chained by his certitudes, he is a slave, he has forfeited freedom.
ONLY A PERSON WHO RISKS – IS FREE

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