

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 1 Day 1

Name: _____

Date: _____

All Write

Using a Dictionary, read page 288 in *All Write*. Discuss uses of words and the need to be able to use words correctly in a variety of different settings.

Milo has decided to go on his Journey. He is on his way to Dictionopolis. Where words are grow not made. When you can not figure out the meaning of a word through context clues you may have to use a dictionary. Words may have more than one meaning so read them all to get the correct definition.

Student Activity: Using the word wall words have students fill out the following chart using the dictionary. Have students add five more words from the chapter that they do not know for additional assistance.

Student Activity: Have students create a finished product on 18 x 24 construction paper so the class can reference the words throughout the book.

Try it Yourself!

Word	Part of Speech	Phonetic Spelling	Definition	Sentence	Picture
Knowledge (9)					
Anxious (11)					
Dejectedly (11)					
Phonograph (11)					
Announcement(14)					

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 1 Day 2

Name: _____

Date: _____

All Write

Commonly Misused Words: Review page 379-394 in *All Write* and discuss what a homophone is and how and when it should be used.

Homophones are words that sound the same but have different meanings.

The Humbug was to be Milo's assistant.
The spelling bee was spelling words for Milo.

The wind blew through Dictionopolis.
Blue was the color of the tollbooth.

Student Activity: Below is a list of words that are homophones.

On your own write the definition of the word and then use it in a sentence correctly.

With a partner come up with 5 more homophones

Dessert/Desert

Plain/Plane

Flower/Flour

Tail/Tale

Hear/Here

Wait/Weight

Meat/Meet

Two/To/Too

Bare/Bear

Word	Definition	Sentence

Student Activity: Using the same pairs of words, use both words in a sentence together.

Dessert/Desert

Plain/Plane

Flower/Flour

Tail/Tale

Hear/Here

Wait/Weight

Meat/Meet

Two/To/Too

Bare/Bear

There/They're/Their

Word pair	Sentence

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 1 Day 3

Name: _____

Date: _____

All Write

Improving Your Vocabulary: Read page 287 in *All Write* and discuss the uses for a thesaurus.

A thesaurus is a reference book that gives synonyms and antonyms for words. It helps you in two ways.

- 1) It helps you find the right word for a specific sentence.
- 2) It keeps you from using the same word over, and over, and over, and over again.

Student Activity: Fill in the Blank

Using your thesaurus, find a word that means the same as car in the following sentence.

Milo was driving his _____ through Dictionopolis.

Student Activity: Using the words from the word wall list for the past three days use your thesaurus to find at least one synonym for the word and one antonym.

Word	Synonym	Antonym
Knowledge (9)		
Anxious (11)		
Dejectedly (11)		
Phonograph (11)		
Announcement (14)		
Tollbooth (16)		
Expectations (18)		
Horizon (20)		
Doldrums (24)		
Interruption (24)		
Inscribed (33)		
Inconvenient (33)		
Perilously (34)		
Medallion (36)		
Advisers (40)		

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 1 Day 4

Name: _____

Date: _____

All Write

Commonly Misused Words: Review page 379-394 in *All Write* and discuss how words can be misused and confused. Refer to this list as needed to help if you are confused.

Student Activity: Read the following sentences. If a word is used incorrectly cross it out and write the correct form above it. Do not change a word that is correct.

1. The watch dog was an dog that has helped people for hundreds of years.
2. Before they were domesticated they traveled in packs similar to a heard of elephants.
3. The spelling be went over their to pick out his words.
4. He got a assortment of letters to he could very his words.
5. Milo didn't no how to spell many of the words he saw they're.
6. He wood try but the words didn't come out write.
7. Milo and Tock were on there way to help to Dictionopolis when the spent an our at the market place.
8. Can you help us we seemed to have lost hour weigh.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 1 Day 5

Name: _____

Date: _____

All Write

In Chapter 5, Milo meats (hmmm meets) the which (hmm witch). He is still confused by the misused words. Use Amelia Bedilia by Peggy Parish to help introduce the lesson.
<http://www.kidsreads.com/series/series-amelia-titles.asp>

Commonly Misused Words: Review page 379-394 in *All Write* and discuss how words can be misused and confused. Refer to this list as needed to help if you are confused.

Directions: Place students in groups of three or four. Have students in mixed ability groups. Groups are to create a list of 25 pairs of Homonyms. Define each word and use it correctly in a sentence. Have students participate in a right (hmm write) around.

Directions:

As a group, have students come up with a setting, time, main character, and plot. This can be directed by you and done on the board.

Students are given one minute to formulate a start to their story. They each must use at least one pair of homonyms each time they write.

Have them start writing their story. Give them 5 minutes to write.

Have them stop. Pass the paper one person to the right.

The next person gets one minute to read the start to the story, one minute to formulate an idea.

Start writing again. They get five minutes to add to the story. They must use another pair of homonyms.

This process should continue until all persons in the group have added to the story.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 2 Day 1

Name: _____

Date: _____

All Write

Editing for Mechanics: Read page 371 in *All Write*. Discuss uses of numbers in writing and the need to be able to use and write numbers correctly.

Milo has met with the which. She tells him the tale of the Mathematician and King Azaz. They each feel they are superior to the other.

Some numbers should be written as words—one, two, three, etc. and other numbers should be written as numerals—10, 15, 75, etc. use the information on page 371 for reference.

Student Activity: In the sentences below all of the numbers are written as words. Find all of the number words that should be written as numerals and change them.

1. Milo is traveling with two companions, Humbug and Tock. _____
2. Milo met twenty two people in the market place there were ten on each side.

3. They went to the banquet and met another eight people; there were thirty two total. _____
4. He wanted to by words for six dollars and thirty-two cents but he had no money.

5. He found he could buy letters and make his own words for just twenty-five cents each. _____
6. Milo must hurry to get to Rhyme and Reason by June twenty-third two thousand eight. _____
7. Tock, the watch dog gets paid four dollars and eighty seven cents an hour.

8. He will try to raise money to get Milo back through the tollbooth by July first.

9. King Azaz said that he could call him twenty four seven with questions at six eight seven six seven six seven. _____
10. Milo, Tock, and Humbug need to hurry to get to the princesses. They will get a reward of nine hundred and twelve dollars. _____

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 2 Day 2

Name: _____

Date: _____

All Write

Understanding Idioms: Review page 395-401 in *All Write* and discuss what an idiom is and how and when it should be used.

Read Amelia Bedelia Picks Up by Peggy Parish as a lesson introduction.

On a piece of poster paper have students pick out the idioms (what she did) and list the literal meaning (what she should have done) on the paper.

http://www.readwritethink.org/materials/idioms/idiom_1.html

The above link has a idiom quiz the class can do together on a projector screen.

Directions: Have students pick five idioms from the list in the *All Write* book. Have them make a chart of the idiom, the literal meaning, and then draw a picture so they can visualize the idiom.

Idiom	Literal Meaning	Picture

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 2 Day 3

Name: _____

Date: _____

All Write

Understanding Idioms: Review page 395-401 in *All Write* and discuss what an idiom is and how and when it should be used.

http://www.readwritethink.org/materials/idioms/idiom_1.html

The above link has a idiom quiz the class can do together on a projector screen.

Student Activity: Idiom Extension

Extension #1: Write idioms on scraps of paper. Break the students in two groups and play idiom charades. Have the students act out each idiom and the rest of their group has to guess what the idiom is.

Extension # 2: Keep an idiom chart in the class. Have students pick out the idioms as you read and list them on the chart throughout the book.

Extension # 3: Read each idiom. Have students make up new sentences using the idiom correctly.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 2 Day 4

Name: _____

Date: _____

All Write

Two Bad Ants by Chris Van Allsburg

Writing Techniques and Terms: Review page 121 and 305 in *All Write* and discuss how point of view is used in writing.

Discuss Point of View in literature

Student Activity: Read the following sentences. Tell which point of view is being used.

1. I went to the store and asked for a bag of chips. (first/third)
2. Milo and Tock continued on their journey to be met by King Azaz. (first/third)
3. Milo knows he is in a strange land and wishes he knew more. (first/third)
4. Tock wished he was like his brother Tick. But for all he tried he would always be Tock, Tock the watch dog. (first/third)
5. My heart broke for the boy in the story. He was my favorite character and I wanted to see him rescue Rhyme and Reason.

Character Based Literacy Program All Write

The Phantom Tollbooth, Week 2 Day 5

Name: _____

Date: _____

All Write

Writing Techniques and Terms review page 121 and 305 in *All Write* and discuss how point of view is used in writing.

Read *The True Story of the Three Little Pigs* by Mr. Wolfe.

Discuss Point of View in literature

Student Activity: Short Answer

Write a paragraph in the first person . . . finish this sentence:

My best day was when _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Trade your paper with a partner. Have them re-write your paragraph using third person point of view . . . they can add thoughts and feelings as needed. _____

[illegible]

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 3 Day 1

Name: _____

Date: _____

All Write

Adjectives: Read page 427 in *All Write*. Discuss adjectives and the need to use colorful language in writing.

Adjectives are words that modify (describe) nouns.

Beautiful garden The word beautiful describes the noun garden.

Furry kitten The word furry describes the noun kitten.

Student Activity: Underline the adjectives in the following sentences. The number of adjectives in each sentence is in parenthesis. Do not underline the articles a, an, and the in this exercise.

1. Milo decided to help Chroma with the magnificent sunrise. (1)
2. He started the symphony the precise musicians played a beautiful tune. (2)
3. The colors were bright and bold. (2)
4. The band played faster, he couldn't stop them. Milo fell exhausted on the grass. (2)
5. They entered the valley of sound. It was as silent. (2)
6. He was waiting to hear a loud boom! A scary screech or a quiet giggle. (3)
7. Chroma was happy and surprised that Milo woke him up on time.

Directions: Have students write a descriptive paragraph. Have them describe anything they would like in the room. They must use 6-10 adjectives.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 3 Day 2

Name: _____

Date: _____

All Write

Adjectives: Read page 427 on articles in *All Write* and discuss what an article is and how it is used.

Connotations: Read page 111 on connotations in *All Write* and discuss how words convey feeling and why it is important to choose the right word to get the right feeling.

<http://teachingtoday.glencoe.com/lessonplans/connotation-in-propaganda>

The above link has more information on teaching connotations using propaganda.

Articles: The words **a**, **an**, and **the** are special adjectives called articles. The article **the** comes before any singular or plural word.

The sun The cat The trees The boys The troops

The article **a** comes before singular words that begin with a consonant.

A dog A park A man A girl A cookie

The article **an** comes before singular words that begin with a vowel.

An orbit An example An umbrella An angel An egg

Connotations: Adjectives you use should make your writing colorful but should also make you feel something and should express the right feeling in your writing.

Student Activity: Fill in the blanks with an adjective that will convey the correct feeling.

Milo found a peaceful and secure place when he was with Chroma. It was his special place of _____. Especially in contrast to the crash and chaos that existed with Dr. Discord. He viewed the sunrise as a(n) _____ thing to watch and rest from his journey. The sunrise, music, and colors have a calming effect on him the _____ colors make him think of all of the possibilities he has. Everyone needs a _____ retreat. A place to go and think and regroup before facing the rest of their journey.

Word bank

Peace/Harmony
Mild/soothing

Private/lonely
Intense/bold/bright

Directions: Write three sentences describing your favorite place to be.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 3 Day 3

Name: _____

Date: _____

All Write

Forms of Adjectives: Read page 429 in *All Write*. Review the three forms of adjectives.

Positive—Describes a noun without comparing it to another noun.

The tree is big.
The dog is cute.

Comparative—Compares two people, places, things or ideas.

The rose bush is taller than the daisy bush.
Math class is more interesting than English class.

Superlative—Compares three or more people, places, things, or ideas.

My dog is the smartest of all.
My friend is big, she is bigger, I am the biggest of my classmates.

Student Activity: Write three sentences for each of the following adjectives: **Small, Beautiful, Hungry**. Use the form of the adjective that is listed in parentheses for each noun.

Small

1. (Positive): _____

2. (Comparative) _____

3. (Superlative) _____

Beautiful

1. (Positive): _____

2. (Comparative) _____

3. (Superlative) _____

Hungry

1. (Positive): _____

2. (Comparative) _____

3. (Superlative) _____

Write the comparative and superlative forms of these adjectives: Loud, smart, colorful.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 3 Day 4

Name: _____

Date: _____

All Write

Effective Modifiers: Review page 111, 121, and 427-429 in *All Write* and discuss the use of modifiers

Colorful adjectives can make the nouns in your writing clear and more interesting. Don't settle for the first descriptive word that comes to your mind—it may be over used and uninteresting. Use the dictionary and thesaurus to help you.

Student Activity: Two descriptive words could be used in each sentence. Replace the underlined words with more colorful language. Use the thesaurus to help you find colorful adjectives.

Milo has a handsome travel companion named Tock.

They travel in a small car to the Lands Beyond.

Once they met a big Humbug who joined them to help free Rhyme and Reason.

King Azaz was mad when Milo mentioned numbers.

They went to the Valley of Sound there were no loud noises.

Milo thinks it is silly that the Valley of Sound is silent.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 3 Day 5

Name: _____

Date: _____

All Write

Improving your Vocabulary: Read page 291 in *All Write*.

You can improve your writing by keeping a personal dictionary. It is best to keep each word on a notecard or a half sheet of paper but you can use the outside of a folder. Keep your words safe.

Here are two samples for notecards but use what works best for you. Choose words as you read that you do not know and add two words to your dictionary each day. Review them with a friend.

Word
Phonetic spelling
Definition
Sentence
Synonyms
Picture

Or

Word
Phonetic Spelling
Definition 1
Definition 2
Sentence
Synonym
Picture

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 4 Day 1

Name: _____

Date: _____

All Write

Using a Dictionary: Read page 286 in *All Write*. Discuss the ways to use context clues in reading.

Look for a synonym—a word that has the same meaning of the unknown word.

Jamison and Network often get in skirmishes, but they don't let these little arguments get in the way of their friendship.

What is the meaning of skirmishes? _____

What was the clue in the sentence that helped you? _____

Look for an antonym—a word that has the opposite meaning of the unknown word.

Jamison tried to conceal his feelings but his drooping tail let us know he was sad.

What is the meaning of conceal? _____

What was the clue in the sentence that helped you? _____

Look for a word that gives definition of the unknown word.

Network is a botanist, a person who studies plants and learns about their uses.

What is the meaning of botanist? _____

What was the clue in the sentence that helped you? _____

Look for other words that appear in series—to give definition of the unknown word.

Jamison and Network use a pedometer, their running shoes, chart, and stopwatch to train for the race.

What is the meaning of pedometer? _____

What was the clue in the sentence that helped you? _____

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 4 Day 2

Name: _____

Date: _____

All Write

Planning Skills: Read page 286 in *All Write*. Discuss goal setting steps.

Milo went on a Heroic Journey. In order to have a successful journey you have to have a plan (goal). Use the following sheet to help you set long and short term goals.

Short term goal: Something you want to do in 0-5 years.

Join a sports team, graduate, get a 2.5 GPA, loss 5 pounds.

Long term goal: Something you want to do in 5-10 years.

Complete college, buy a house, eat well, stay at a healthy body weight.

Life long goal: Something that may take your entire life to complete.

Go to all 50 states, visit all continents

Student Activity: Short Answer

1. What would you like to do in 0-5 years? _____

a. What will you need to do to reach that goal? (five small steps)

b. What can you do each day to help you reach that goal? _____

Example:

Goal 0-5 years: Run 1 marathon

Goal (5 small steps):

Start run/walking 3 miles a day—five days a week

Sign up for a marathon 6 months away

After 2 months increase distance by 2 miles per week

After 5 months run a half marathon

After 6 months run a marathon

Daily goals:

Learn to eat a balanced diet to help you train.

Meet and workout with people who have a common goal.

Drink water every day.

Stretch daily.

Read a book about marathon running.

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 4 Day 3

Name: _____

Date: _____

All Write

Planning Skills: Read page 287 in *All Write*. Discuss time management tips.

Milo went on a Heroic Journey. In order to have a successful journey you have to have a plan manage your time well. People he met along the way tried to get him to waste time (doldrums and Terrible Trivium.) But he kept going and moving towards his goals.

Use time wisely to help you reach your goals.

Make a daily schedule that will help you get organized.

Work at each goal based on your schedule.

This will help you divide bog goals into smaller ones.

Student Activity: Have students create a daily schedule to help them plan their time.

Example:

Goal: Run 18 miles this week

Plan: I have 5 days to work out. Divide 18 by 5. Run 3.3 miles each day.

Log: Have a running log to track your progress.

Running Log: Week of _____ Goal: 18 miles 3.3/day

Day	Goal Activity	Actual Activity
Monday	Stretch 20 minutes No run	Stretch 25 minues
Tuesday	Run 3.3 miles	Run 3.3 miles completed
Wednesday	Stretch 15 minutes No run	Stretch 20 minutes
Thursday	Run 3.3 miles	Run 3.3 miles completed
Friday	Run 3.3 miles	Run 3.3 miles completed
Saturday	Run 3.3 miles	Run 3.3 miles completed
Sunday	Run 3.3 miles	Run 3.3 miles completed

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 4 Day 4

Name: _____

Date: _____

All Write

Planning Skills: Read page 341-342 in *All Write* and discuss the importance of time management and the need to have time in order to reach your goals.

http://pbskids.org/itsmylife/parents/lesson_plans/its_about_time.html

Student Activity: Use the following chart to set a goal for yourself. It can be simple like a chore or something bigger.

Example:

Sometimes it helps to start with the end result

What do you want to do: Go swimming

Before you can go swimming what do you need to do at home: dishes, empty the trash, walk the dog.

Working backwards: how long will each activity take? Plan your day backwards.

Remember to allow enough time for bumps in the road. . .in case something doesn't go the way you planned. . .that way you still get to go where you need to go with enough time.

Goal: What do you want to do? _____

Plan: What will you have to do to make it happen? (LIST-simple steps) _____

Log: What have you done today to get one step closer to your goal? (LIST—Simple things) _____

Log: Week of _____ Goal: _____

Day	Goal Activity	Actual Activity
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Character Based Literacy Program All Write
The Phantom Tollbooth, Week 4 Day 5

Name: _____

Date: _____

All Write

Planning Skills: Read page 342 in *All Write* and discuss the importance of time management and the need to have time in order to reach your goals.

<http://www.ccsf.edu/Resources/VOICE/instructorslessonplans/timemanagement.pdf>

Student Activity: Use the following chart to plan your week. Think of all of the things you will need to do and if there are things you will do them with (job interview—need to iron pants).

Day	Before school (time)	School	After school (time)	Night
Monday	Eat B-fast (20 mintues)	Quiz-English	Soccer practice Need cleats and clean uniform	Work 4-9 Homework math
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				