

Differentiated Literature Unit Plan

Daniel Batten

EDUC 324U – The Teaching of Reading

Pam Paciocco

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*I pledge that I have neither given nor received unauthorized assistance
during the completion of this work.*

Differentiated Literature Unit Plan

Introduction

- Title of Novel: *The Phantom Tollbooth*, by Norton Juster
- Virginia Standards of Learning:
 - a. *English Standard 5.2:*

The student will use effective nonverbal communications skills.

 - a) Maintain eye contact with listeners.
 - b) Use gestures to support, accentuate, and dramatize verbal message.
 - c) Use facial expressions to support and dramatize verbal message.
 - d) Use posture appropriate for communication setting.
 - b. *English Standard 5.3:*

The student will make planned oral presentations.
 - c. *English Standard 5.4:*

The student will read fiction and nonfiction with fluency and accuracy.

 - a) Use context to clarify meaning of unfamiliar words.
 - b) Use knowledge of root words, prefixes, and suffixes.
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials.
 - d. *English Standard 5.5:*

The student will read and demonstrate comprehension of fiction.

 - a) Describe the relationship between text and previously read materials.
 - b) Describe character development in fiction and poetry selections.
 - c) Describe the development of plot and explain how conflicts are resolved.

e. Mathematics Standard 5.15:

The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will

a) recognize, identify, describe, and analyze their properties in order to develop definitions of these figures.

Learning Objectives

Students will:

- Use the Internet to gather information about words and geometric shapes.
- Determine the literal meaning of unfamiliar words and phrases.
- Prepare and deliver an oral presentation to the class on a selected WebQuest exercise with a classmate.
- Read the novel *The Phantom Tollbooth*.
- Identify figurative language in the novel.
- Determine the literal meaning of figurative words and phrases using context clues from the story.
- Be evaluated on their comprehension of elements of the story with an end-of-lesson assessment.

Materials and Advanced Preparation

- Materials:
 1. “The Phantom Tollbooth” novel, one for each student
 2. WebQuest handouts, one for each student
 3. Construction paper for WebQuest exercise #1
 4. Colored markers or crayons for WebQuest exercise #1

5. Graph paper for WebQuest exercise #2
 6. Assessment sheets, one for each student (not needed until Day 10 of lesson)
- Advance Preparation:
 1. Students will be paired up for the WebQuest exercises at the start of the lesson.
Decide whether to assign students into groups of two or to allow students to choose their own partners.
 2. Students will be grouped into literature circles for several days during this lesson. Prior to Day 2, make decisions on how these circles will be composed.

Daily Learning Sequence

- Learning Sequence – Day 1:
 1. Students will begin to engage with *The Phantom Tollbooth* by completing tasks in a WebQuest. On Day 1, students will choose the WebQuest assignments they wish to pursue and make preparations to present their work the next day. See the attached WebQuest document for details on this assignment.
 2. Because this novel is rather long for a two-week unit, it's important for the class to begin reading the book as soon as possible. After WebQuest activities are finished for the day, distribute copies of the novel to the students. If time allows for in-class reading, instruct the students to read the first chapter (approximately five pages of text); otherwise, assign the first chapter as homework to be completed by the following day.

- Learning Sequence – Day 2:
 1. As directed in the instructions from the previous day, students will make presentations of their WebQuest exercises today. Each two-person team should spend approximately 5-10 minutes describing the exercise and their findings. After each presentation, the class will fill out a brief “Two High Fives and a Wish” comment card to provide feedback to the presenters.
 2. After WebQuest presentations are complete, briefly discuss the first chapter of the book. Some possible questions to ask at this time:
 - a. Main character: What type of person is Milo? Do you think he’s a good student (why/why not)? Why do you think he acts the way he does? Would Milo be someone you’d like to be friends with (why/why not)? Do you ever have days when you feel grumbly and disinterested like Milo?
 - b. Building anticipation for story: When Milo looked around his room, did he see anything interesting? (Tollbooth.) From where (or whom) do you think this tollbooth came? What do you think is going to happen when Milo drives past the tollbooth?
 3. Assign chapters 2 and 3 (pages 16-44; approximately 19 pages of text) for the next day.
- Learning Sequence – Day 3:
 1. Form literature circles at the start of the lesson. Explain or review the purpose and tasks of literature circles, including the roles (discussion director, word detective, and so on) of each participant. To ensure positive momentum on this first “circle” day, it may be wise to assign roles to the students; on other days, students may be allowed to choose roles themselves.

2. Questions to ask after Day 3's literature circles:
 - a. Can you tell that the author likes to play with words? What forms does his wordplay take? Pick several words or names from the first two chapters, such as Expectations, Whether Man, watchdog, and Doldrums. Discuss with the class what the author has done to make a joke with such words.
 - b. Milo and Tock meet the advisers to King Azaz in chapter 3. What is unique about the way these five men talk? Briefly discuss the benefits and drawbacks of synonyms. At the end of the chapter, Milo says that he was confused by all the words the advisers used; what does Tock say in reply, and why does Milo think Tock's response is the wisest thing he heard all day?
3. Assign chapters 4-6 (pages 45-79; approximately 21 pages of text) for the next day.
- Learning Sequence – Day 4:
 1. Form literature circles, ensures roles are established, and allow groups to proceed with their daily tasks.
 2. Questions to ask after Day 4's literature circles:
 - a. What causes the “confusion in the marketplace”? What characters are involved? (Spelling Bee, Humbug.) What type of character is the Humbug? Between Spelling Bee and Humbug, which character do you like better? Who do you think is most responsible for the destruction in the marketplace?

- b. Milo and Tock meet the Which in prison. What does she tell them about her past? Why did she become so stingy with words? Was it wrong for her to impose silence on Dictionopolis, or do you agree with what she did? What do you think Milo has learned from the Which? (Words are important tools to use correctly.)
 - c. Theme: Chapter 6 (“Faintly Macabre’s Story”) unveils the theme and central plot of the book. How was the kingdom of Wisdom created? Lead the discussion so the class eventually sees that knowledge, learning and thinking are essential goods that stand in contrast to the evils of ignorance, confusion and stupidity. Why were Rhyme and Reason banished from the kingdom? Now that Milo knows the kingdom needs Rhyme and Reason, what do you think is going to happen as the book progresses?
3. Assign chapters 7-9 (pages 80-108; approximately 21 pages of text) for the next day.
- Learning Sequence – Day 5:
 1. Form literature circles, ensures roles are established, and allow groups to proceed with their daily tasks.
 2. Questions to ask after Day 5’s literature circles:
 - a. In chapter 7, Milo meets King Azaz at the banquet. Why do you think his name is Azaz? What is strange about the food at the banquet? Discuss figurative speech. Have you ever said anything figuratively that was taken literally? What was it?
 - b. In chapter 8, we find out what Milo’s quest will be. What will he, Tock, and Humbug attempt to do? What does King Azaz give to Milo for the journey?

- c. In chapter 9, the three travelers meet Alec Bings. What is unique about Alec? Discuss point of view. Why is it important to consider other people's point of view, and why is it important to have your own point of view?
3. Assign chapters 10 and 11 (pages 109-143; approximately 25 pages of text) for the next day.
- Learning Sequence – Day 6:
 1. Form literature circles, ensures roles are established, and allow groups to proceed with their daily tasks.
 2. Questions to ask after Day 6's literature circles:
 - a. What does Milo learn from conducting Chroma's orchestra? How does he feel after the episode is over?
 - b. Outdated words: In chapter 11, a character named the awful DYNNE appears. This is another one of the author's plays on words, but has anyone heard of the word "din" before? How about "row," as in "the dreadful row" (p. 141)? Words like these reflect the book's age. Conduct a discussion on how words sometimes fall out of fashion; perhaps make some comparisons between words that the students use now that adults don't know.
 3. Assign chapters 12-14 (pages 144-183; approximately 30 pages of text) for the next day. (Because this is a longer than normal reading assignment, some time should be set aside for in-class reading.)
 - Learning Sequence – Day 7:
 1. Form literature circles, ensures roles are established, and allow groups to proceed with their daily tasks.

2. Questions to ask after Day 7's literature circles:
 - a. What was wrong in the Valley of Sound? How did things come to be this way? How do you feel about the Soundkeeper? She was in a position of responsibility, but she abused her power. Is she a bad person for taking away the sound, or do you agree with her reasons for doing so?
 - b. What caused Milo, Tock, and Humbug to suddenly jump to the Island of Conclusions? What does it mean to "jump to conclusions"? How many people were on the island (very many); what is the author trying to say about how often people jump to conclusions? Is he optimistic about most people's ability to avoid jumping to conclusions?
 - c. Who was the character with multiple faces? (Dodecahedron.) What is a dodecahedron (direct the question to students who worked on the geometric shapes exercise in the WebQuest)?
 3. Assign chapters 15-17 (pages 184-223; approximately 30 pages of text) for the next day. (Because this is a longer than normal reading assignment, some time should be set aside for in-class reading.)
- Learning Sequence – Day 8:
 1. Form literature circles, ensures roles are established, and allow groups to proceed with their daily tasks.
 2. Questions to ask after Day 8's literature circles:
 - a. Now we have met both King Azaz and the Mathemagician. Azaz thinks words are more important than numbers; the Mathemagician believes the opposite. Do you believe that one is more important than the other? (Why?)

- b. Let's talk about the demons that appear in today's reading. Are they frightening? Are they worthy of our sympathy? Do they represent faults that all of us have to some degree? Ask students to consider whether "demons" have influenced someone they know, possibly even themselves. (For example, What are some things that you have done to waste time under the influence of the Terrible Trivium?)
3. Assign chapters 18-20 (pages 224-256; approximately 23 pages of text) for the next day.
- Learning Sequence – Day 9:
 1. Form literature circles, ensures roles are established, and allow groups to proceed with their daily tasks.
 2. Questions to ask after Day 9's literature circles:
 - a. At the conclusion of Milo's journey into the Lands Beyond, why does the tollbooth disappear? Why does it not remain so could reenter the Kingdom of Wisdom again?
 - b. How would you respond to the tollbooth appearing in your room? Knowing what you know about the Kingdom of Wisdom, would you want to go there? How do you think you would react differently than Milo to the situations he faced?
 3. Inform/remind students that a unit test on *The Phantom Tollbooth* will be administered the next day.

Assessment – Day 10

Student comprehension of this lesson will be assessed based upon their participation during small group discussion and class discussion; completion and presentation of WebQuest exercises; completion of the reading of the novel; and the assessment attached later in this document.

References

Juster, N. (1961). *The Phantom Tollbooth*. New York: Yearling.

Morrison, M. (2002). *Phantom Tollbooth, A Cure for Boredom*. Retrieved June 23, 2007,

from <http://www.mcs.k12.nc.us/wq/morrison/phantom/index.htm>

WebQuest Activities for *The Phantom Tollbooth*

Working in groups of two, you will choose one of the tasks below to research. Read each task carefully and explore the links provided under each task. Tomorrow, you will report on your research to the class.

1. Idioms

The author of *The Phantom Tollbooth* uses a very colorful type of writing called **idioms**. Using the Internet, find out what an idiom is and find four idioms that you like. Next, on construction paper, draw a picture to go with each idiom you have chosen and write the idiom on the back. For example, the idiom “It’s raining cats and dogs” could show cats and dogs falling from the sky just like rain. Make the pictures large enough so you can show them to the entire class.

Helpful links to explore:

- IdiomSite (<http://www.idiomsite.com>)
- ESL Idiom Page (<http://www.eslcafe.com/idioms/id-mngs.html>)
- Idioms By Kids (<http://www.idiomsbykids.com/>)
- The Idiom Connection (<http://www.idiomconnection.com/>)

In the next class, you will show your pictures to the class and your classmates will try to guess what idioms you have chosen by looking at the pictures.

2. Geometric Shapes

One of the characters in *The Phantom Tollbooth* is Dodecahedron, a creature with 12 faces on its head. For this exercise, research at least six types of geometric shapes (polygons) on the Internet. Choose at least one shape with 10 or more sides. Next, on graph paper, draw pictures of the shapes you chose, one shape per piece of paper. Be sure the sides of the shape are measured correctly. On the other side of the paper, write the name of the shape along with the number of sides that the shape has. For example, draw a square on one side of the paper, then write “Square – 4 sides” on the other side. Make the pictures large enough so you can show them to the entire class.

Helpful links to explore:

- Figures and polygons (<http://www.mathleague.com/help/geometry/polygons.htm>)
- Polygon basics (<http://www.math.com/school/subject3/lessons/S3U2L1GL.html>)
- Naming Polygons and Polyhedra
(<http://mathforum.org/dr.math/faq/faq.polygon.names.html>)
- Ask for Kids
(<http://www.askforkids.com/web?q=Where+can+I+learn+about+geometric+shapes%3F&qsrc=1&o=0&l=dir>)

In the next class, you will show your pictures to the class and teach them the names of the shapes you chose.

3. Author Research

What is the author, Norton Juster, currently doing? Find out more about his life and write a two paragraph biographical sketch that includes:

- a. At least four facts about Norton Juster's life
- b. At least two other books that have been written by him
- c. Any awards that he has received
- d. An observation about one of his books other than *The Phantom Tollbooth*

Helpful links to explore:

- Interview with Norton Juster (<http://www.powells.com/authors/juster.html>)
- Interview with Norton Juster (<http://www.underdown.org/juster.htm>)
- Random House
(<http://www.randomhouse.com/author/results.pperl?authorid=14918>)
- Amazon.com (<http://www.amazon.com>)

In the next class, you will read your report aloud to the class.

4. Word Origins

On the Internet, visit <http://www.wordorigins.org> to learn about the history of various words. Next, select four of the following six words (*weird*, *bedlam*, *America*, *bizarre*, *quiz*, *hello*). For each word, look for information about how/where it first originated, the various uses over time, and any other interesting information. Write your findings in the table below.

Word	<u>History of word, how its use changed over time</u>
1.	
2.	
3.	
4.	

In the next class, you will read your findings aloud to the class.

5. Spoonerisms and Oxymora

There are two parts to this exercise.

Part A. Visit http://www.fun-with-words.com/spoon_explain.html to answer these questions about spoonerisms:

- What is a “spoonerism”?
- Give two examples of a spoonerism. For each one, explain its actual meaning:

Spoonerism	<u>Actual Meaning</u>
1.	
2.	

Part B. Visit http://www.fun-with-words.com/oxym_explain.html to answer these questions about oxymora:

- What is an oxymoron?
- Give three examples of oxymora. Explain why each one is considered an oxymoron:

Oxymoron	<u>How it fits the category</u>
1.	
2.	
3.	

In the next class, you will read your findings aloud to the class.

Unit Test for the Phantom Tollbooth

Part I: Matching

Match these quotes with the characters who said them.

Milo / Tock / Humbug / Chroma / Dr. Dischord / Mathemagician / Azaz

1. “Here in Digitopolis we have our meals when we’re full and eat until we’re hungry. That way, when you don’t have anything at all, you have more than enough.”
2. “We’re an old and noble family, honorable to the core – *Insecticus humbugium*, if I may use the Latin.”
3. “Do you mind if I get in? I love automobile rides.”
4. “In this box are all the words I know. Most of them you will never need, some you will use constantly, but with them you may ask all the questions which have never been answered and answer all the questions which have never been asked.”
5. “I’m kept so busy I can hardly fill the orders for noise pills, racket lotion, clamor salve, and hubbub tonic. That’s all people seem to want these days.”
6. “I do hope this is an interesting game, otherwise the afternoon will be so terribly dull.”
7. “You see what a dull place the world would be without color?”

Part II: Idioms

Complete each sentence below by selecting the correct idiom from the list, then write the questions that follow.

8a. Milo thinks school would be _____ without tests and homework.

- A. back seat driver
- B. knock on wood
- C. the apple of his eye
- D. bury your head in the sand
- E. a bed of roses
- F. hit the hay
- G. wet behind the ears

8b. What does this idiom mean?

8c. Write a sentence using this idiom.

9a. Spelling Bee is like _____, always telling people how to spell words correctly.

- A. wet behind the ears
- B. bed of roses
- C. the apple of his eye
- D. a back seat driver
- E. knock on wood
- F. hit the hay
- G. bury your head in the sand

9b. What does this idiom mean?

9c. Write a sentence using this idiom.

10a. Exhausted from conducting the orchestra, Chroma decided to _____ right after sunset.

- A. wet behind the ears
- B. back seat driver
- C. bed of roses
- D. the apple of his eye
- E. hit the hay
- F. knock on wood
- G. bury your head in the sand

10b. What does this idiom mean?

10c. Write a sentence using this idiom.

Part III: Short Answer

11. How are Rhyme and Reason related to Azaz and the Mathemagician?
12. What three jobs does Officer Shrift have?
13. What character in the book has a name that means the same thing as “a loud noise”?
14. Why was Alec Bings suspended in mid-air?
15. What was Faintly Macabre’s job before she was thrown in jail?

Part IV: Essay

Answer these essay questions on the back of this paper.

16. Who gives Milo the most help on his journey and quest? Support your answer with examples from the book.

17. How does Milo change during the course of the novel? Do you believe that Milo's normal life will be significantly different after his time in the Lands Beyond?