

<b>Theme of unit:</b> Novel Study: The Phantom Tollbooth	<b>Grade:</b> 4/5	<b># of lessons/time:</b> 10 lessons? 10-20 in class hours or days? About one month?
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**Unit overview:**  
**Ss will participate in a customized reading study program using the 1961 novel, The Phantom Tollbooth (TPT) by Jules Feiffer. Lessons will take up scheduled language arts time (usually mornings before 10:30am) and be done 3 to 5 days per week. The unit will include Ss hearing the book read by the teacher, taking turns reading to the class, to small groups, to partners, or silently. Activities will focus on but not be limited to summarizing, contextualizing, analyzing, critiquing, and expanding upon the text. The unit will seek to build student knowledge of how ideas are presented and ways in which they may be interpreted or understood. By broadening their repertoire of ways of thinking and taking action, people become more capable of learning new things.**

**CORE COMPETENCIES**

<p>Thinking: - Ss will be expected to create original ideas in their output and actions in class, they will also be expected to provide evidence of reflecting and critiquing those ideas</p> <p><b>Creative:</b> - unit offers many opportunities for the expression of original ideas,  - in terms of modes of expression, Ss are not limited and may chose from an available variety  - TPT deals directly with themes of creative use of language, colour, numbers, and logic, and also deals directly with how thoughts being put into action affects the land and other living things  - as Ss hear or read the novel, they will be expected to express their thinking on it as related to their individual values and the values of others</p>	<p>Communication: - unit offers opportunities for the exchange of ideas, and will require that Ss find a way to effectively communicate their ideas, skills, and individuality</p> <p><b>Communicating:</b> - throughout the unit, Ss will be guided by the novel study program, as they explore strategies for understanding each other, teacher and peer guidance and assessment will pinpoint the strengths in communicating that each student possesses  - TPT discusses the English language with specific references to how it's used to communicate various moods, ideas, and states of being. Ss will be exposed to how communication can break down, and the consequences of misunderstandings</p>	<p>Personal and Social: - as with any time spent at school, the expectations of respect that have been established in the classroom permeate any and all activity. As Ss move through the unit, they will be assessed on all facets of the personal and social core competency.</p> <p><b>Personal Awareness and Responsibility:</b>  - the unit offers opportunities where the activity is contingent upon fairly distributed participation, Ss will need to cooperate, and take proper steps to account for themselves within their group  - a novel study involves a long term commitment to a community of readers, expressing their thoughts on the novel through their own vantage points. It requires a certain level of discipline and self regulation in order to retain enough</p>
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**Critical and Reflective:** - unit offers many opportunities to critique TPT, and critique the choices and motivations of the characters

- Ss will be expected to reflect on TPT and document what they think about it, what it means to them, and what questions it makes them think using multiple modes of expression
- Regardless of a love of novels or reading, this unit will help develop Ss critical and reflective thinking on any narrative structure they may encounter

**Collaborating:** - collaboration is essential to this unit, nearly all lessons will involve some form of Ss working non-individually

- groups are meant to constantly change so that Ss are exposed to more personalities, perspectives, and contributions. Roles within groups are also meant to be explicitly established and also changed constantly to expose all Ss to all areas of contribution related to this unit
- by offering many opportunities for collaboration, Ss will combine their efforts and maximize their accomplishments, the wealth of diverse perspectives within the class will be broadly and evenly represented in student output, and goals within groups will have to be determined among groups

information from listening to then translate that understanding into some form of expression

**Positive Personal and Cultural Identity:**

- the unit includes the discussion of the cultural landscape of the world at the time and place the author wrote it. It also includes acknowledgement of its relevance with regard to social justice. Essential questions for this unit will explore the stakeholders for this novel, the beneficiaries, and those represented within it or not represented within it.

**Social Awareness and Responsibility:**

- assessment for this unit will include whether a student is committed to upholding the classroom expectations for respect
- the unit offers Ss opportunities to reflect on their level of commitment to building the class up and helping to relieve one part that's hurting to build up the whole

**BIG IDEAS:** *(Why is this unit important to learning?)*

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

- It could be argued that this is a large factor in what sells books and inspires authors to write. Ss will encounter narrative throughout their lives, this unit serves as an opportunity to broaden their repertoire and be able to learn new things as they experience future narratives

(Secondary)

Texts can be understood from different perspectives.

- Through communal reading and study, this idea naturally occurs. The hope is that through hearing these multiple perspectives, Ss form bonds that help them empathise with one another and respect each other's perspectives

**KEY QUESTIONS: All lessons have their own key questions**

What is The Phantom Tollbooth about?

What do you notice about The Phantom Tollbooth?

What do you think about The Phantom Tollbooth?

What do you notice about the things we read?

What do stories tell us about ourselves, our communities, and our world?

What does The Phantom Tollbooth tell us about these things?

How do we look at stories differently from each other?

What differences are there in the ways different people understand The Phantom Tollbooth?

Why should we study stories?

Why do we think differently about stories?

How do I find connections between stories and myself?

How might I connect The Phantom Tollbooth to myself?

## First Peoples Principles of Learning:

### **Learning is embedded in memory, history, and story.**

- As well as using the novel from Jewish-American settler origins, whose author has been part of a distinct cultural community of New York writers for children in the 1960s, Ss will be encouraged and expected to include original stories, and stories from their lives, as ways of showing their learning throughout the unit
- TPT continues to be held to high standards as a learning tool for children to increase proactivity, reduce apathy and lethargy, and grow an inquisitive mindset. In this way, the story serves a quantifiable source of learning.

### **Learning involves patience and time.**

- A novel study program takes weeks, with waiting in between chances to read or be read to. In order to grow as a community of reading learners, Ss will not read ahead of each other or fall behind, as all the reading will be scheduled into the unit. Because of this, all Ss will respond to the novel all being on the same page, having each part of the story revealed to them together.
- The unit is designed to prevent faster readers from rushing past a lesson's part of the novel, causing them to be bored or have far too much influence on their output at particular moments in the unit, conversely, the unit is designed to prevent Ss from not having caught up with the relevant part of the novel during a lesson, which would otherwise leave them highly under scaffolded for that lesson.

## GOALS for the Unit: WHAT students will be learning

### **Curricular Competencies** (*Students will be able to...*)

- Using their prior knowledge, identify:
  - The elements that make up a story
  - New vocabulary and define it
- learn new words on their own or with each other using various comprehension strategies including research, questioning, predictions, context clues and inferences
- provide evidence that they are understanding the story in their own way
- express the English language with an increased repertoire of vocabulary
- use each other's ideas to enhance their own and combine ideas
- comprehend a story's plot from listening to it being read
- write their opinions of the story
- reflect on what the story means to them
- connect stories to their own experiences
- create their own texts that respond to the story
- write in a consistent literary style (where paragraphing, spacing, margins, penning remains relatively consistent within the same text when intended)
- relate story to First People's oral and storytelling traditions
- relate the story's connection to its time and culture to how story in First Peoples culture connects people to the land

### **Content:** *Students will know and understand:*

- Know: What a novel is and the identifiers on a paperback book:
- Understand: How any or all of these identifiers could be useful in explaining one or more perspectives a person could have on a narrative
- Know: Story elements for *The Phantom Tollbooth*
- Understand: The cause and motivation leading to these elements as described in the story from various perspectives
- Know: What kinds of words are used for which purposes in TPT
- Understand: How words can be used creatively for a variety of purposes
- Know: What genre/literary category TPT is (fantasy) or what they deem it to be
- Understand: How to describe and show evidence of understanding the themes presented in TPT as interpreted by the students
- Know: How to keep track of a story over many sessions by listening, reading, writing, speaking, thinking, editing and critiquing
- Understand: The benefits of collaborative strategies for understanding a story
- Know: Standard writing conventions, where they're often used, and where they're often not used
- Understand: The reasoning behind standard writing conventions in school

## ASSESSMENT Overview

### **Formative** activities

- Self-check rating systems 1-5 overall, takes into account:
  - Participation, collaboration, overall feeling of understanding/clarity/following along
- Journals include self assessment and overall class assessment from each student and will include acknowledgement of collaborators contributions (1-2 pages, at least 5 times throughout the unit)

### **Summative** activities

- Rubrics for output at the end of some lessons
  - Filled out by Ss first, then teacher with final mark
  - Rubric dimensions (in general): content, organization, comprehension, personal and social responsibility
  - Rating system: emerging, developing, proficient, extending
- Cumulative output (“final project”)
  - Ss choose from available output options
  - Rubrics will be tailored to each S’s choice

<p><b>List of materials/resources</b> Will develop as lesson plans are formed:</p> <p>TPT Prompting tools - Q&amp;A dice, fortune teller, spinner, etc. Playing cards Articles/interviews about the novel The movie based on the novel Activity sheets, word games</p>	<p><b>Pre-teaching preparation</b> Prep needed for each lesson</p>
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**SEQUENCED LEARNING EXPERIENCES:** HOW you will guide students to achieve goals set at the outset of the unit

<i>Lesson #</i>	<i>Lesson Title/brief description</i>	<i>Summary of activities</i>	<i>Instructional Resources/key questions/goals</i>
1.	What is a Novel? A Novel Lesson <ul style="list-style-type: none"> <li>- Inquire as to what constitutes a novel</li> <li>- Explore the important physical (or digital) aspects of a novel (or e novel)</li> </ul>	Ss will be asked to bring a beloved novel or find one and identify various things about it. Ss match the elements from their chosen novels to that of The Phantom Tollbooth, and in the process Ss choose certain identifiers they consider important and attempt to justify why among their peers and the teacher.	What constitutes a novel? What are things that are important to know about any novel and why? (The Phantom Tollbooth, and one novel per student needed)

	An introduction to reading stations	Teacher reads the first chapter from The Phantom Tollbooth out loud to the class. A tutorial run of the stations is done with all Ss together, led by the teacher. Expectations for reading stations are determined and a demo for chapter 1 is done with everyone at each station.	Periodically ask guiding questions and circulate to make sure the Ss are still listening and to show illustrations, offer a 1-2min break to stretch and talk about the book with each other if needed
	Reading stations session 1	Teacher reads another chapter of The Phantom Tollbooth out loud to the class. The Ss then are assigned stations for this session and begin their sessions.	Ss who do continue reading before predictions will have noticeably different perspectives
	Reading stations sessions 2, 3, 4 Readers theater Cumulative output/final project time (multi-lesson) Movie Watching	<b>More to do</b> <ul style="list-style-type: none"> <li>- <b>Lessons designed from plot</b> <ul style="list-style-type: none"> <li>- <b>Colour symphony → art</b></li> <li>- <b>Create world map</b></li> <li>- <b>Polyhedron names</b></li> <li>-</li> </ul> </li> </ul>	

**Cross-curriculum connections + Adaptations**

While the entire unit can be considered an english language arts unit, it contains lessons intended for multiple subject areas.

- Art
- Math
- Music
- Science



**Annex (handouts, self-assessment checklists, etc.)**

Novel excerpts, worksheets, activity sheets, rubrics