

Marietta City Schools
2023-2024 District Unit Planner

Fifth Grade

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| Module Title | Word Play | Unit Duration (days) | 36 Days |
| Enduring Understanding/ Essential Question | How and why do writers play with words? | | |

GA DoE Standards

FOCUS STANDARDS

Reading Literature

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Writing

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking and Listening

- SL.5.4* Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

- L.5.1.a Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
- L.5.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
- L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4.a Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.
- L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

CONTINUING STANDARDS

- RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of Grades 4–5 text complexity band independently and proficiently.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

| Assessment | Elements that Support Success on EOM Task/Success Criteria |
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| NR1. Read an excerpt from <i>The Phantom Tollbooth</i> . Complete a character analysis chart for a new character, then answer multiple-choice questions about the literal and figurative meaning of words. | Explain the wordplay found in a character’s name and description. Understand literal understandings and figurative meanings of words and phrases. |
| NR2. Read an excerpt from <i>The Phantom Tollbooth</i> . Complete a story map (optional) to organize events in a story; analyze how an illustration supports the text; and answer multiple-choice questions about plot structure. | Explain how an illustration enriches the text. Identify how individual episodes contribute to the overall structure of a text. |
| EOM. Write an “exploded moment” scene in which Milo encounters one of the demons from the Mountains of Ignorance on his return journey and helps him resolve a conflict related to the wordplay of his name and his experiences in <i>The Phantom Tollbooth</i> , by conveying wisdom related to the story’s central themes. | Orient the reader by establishing characters, setting, and a situation. Create dialogue between Milo and a character from Juster’s book to establish and develop a conflict that the character faces, related to the wordplay of his name and role in the story. Provide a resolution in which Milo helps the character resolve his conflict by sharing important, relevant wisdom from his journey that reinforces an overarching theme of <i>The Phantom Tollbooth</i> . |

*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

| Learning Experiences | | | | | |
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| Focusing Question 1: How can wordplay create confusion and humor? | | | | | |
| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals | Lesson Resources |
| 1 | The Persistence of Memory, Salvador Dalí Time Transfixed, René Magritte Collection of puns | Wonder What do I notice and wonder about the paintings, jokes, and riddles? | | Describe observations of two paintings, noting how each painting plays with images. (RL.5.1) Explain the humor of a pun by identifying examples of how homophones, homographs, and idioms are used as wordplay. (RL.5.1, L.5.5.c) Demonstrate understanding of homophones and homographs by writing sentences with pairs of each. (L.5.5.c) | Slide Deck |
| 2 | “Who’s on First?” Bud Abbott and Lou Costello (video of live performance) | Organize What’s happening in “Who’s on First?” | Examine Why is it important to adapt delivery to an audience when speaking? | Summarize the main conflict in “Who’s on First?” (RL.5.2) Observe and explain how a speaker adapts delivery to an audience. (SL.5.6) Demonstrate understanding of the word peculiar by studying the context and generating synonyms, examples, and nonexamples. (L.5.4.a) | Slide Deck |
| 3 | “Who’s on First?” Bud Abbott and Lou Costello | Reveal What does a deeper exploration of wordplay in “Who’s on First?” reveal? | Experiment How does adapting delivery to an audience work? Examine Why are interjections important? | Explain and elaborate on the characters’ confusion about words in “Who’s on First?,” and reflect on the humor it creates. (RL.5.1, W.5.9.a) Employ qualities of speech delivery to perform a section of “Who’s on First?” (SL.5.4, SL.5.6) With support, identify and punctuate interjections. (L.5.1.a, L.5.2.c) | Slide Deck |
| 4 FQT1 SS | “Who’s on First?” Bud Abbott and Lou Costello The Persistence of Memory, Salvador Dalí | Know How do “Who’s on First” and other jokes and riddles build your knowledge of wordplay? | Execute How do I adapt my delivery to speak in a Socratic Seminar? | Analyze, in both speaking and writing, how wordplay creates confusion and humor in a series of riddles and jokes and in the comedy routine “Who’s on First?” (RL.5.1, RL.5.2, W.5.2, SL.5.1, SL.5.4, SL.5.6) | Slide Deck |

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

| | Time Transfixed, René Magritte | | Experiment How do tag questions and nouns of direct address work? | With support, identify and punctuate tag questions and nouns of direct address. (L.5.2.c) | |
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| Focusing Question 2:How can writers use wordplay to develop a story’s setting and characters? | | | | | |
| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals | Lesson Resources |
| 5 | The Phantom Tollbooth, Map of the Lands Beyond and Chapter 1 | Reveal What does a deeper exploration of the main character, Milo, reveal in chapter 1 of The Phantom Tollbooth? | | Make inferences about Milo’s traits, based on the illustration and author’s descriptions in chapter 1 of The Phantom Tollbooth. (RL.5.1) Explore the relationships between wisdom, knowledge, and ignorance to deepen understanding of each word’s meaning. (L.5.5.c) | Slide Deck |
| 6 | The Phantom Tollbooth, pages 16-27 | Wonder What do I notice and wonder about the places Milo visits and the characters he meets in chapter 2? | Examine Why is description of settings and characters important in stories? | Infer word meanings based on descriptions and illustrations of settings and characters in The Phantom Tollbooth, and explain how their names are examples of wordplay. (RL.5.1, RL.5.4, RL.5.7, L.5.4.a) Distinguish shades of meaning for words related to think, using a dictionary. (L.5.4.c, L.5.5.c) | Slide Deck |
| 7 | The Phantom Tollbooth, pages 28-31 | Organize What’s happening in chapter 2 of The Phantom Tollbooth? | Examine Why are snapshots important in stories and especially in The Phantom Tollbooth? | Make observations and inferences about the king’s advisors from their dialogue. (RL.5.1) Generate sensory details to develop a setting “snapshot” of the Word Market from The Phantom Tollbooth. (W.5.3.d) Analyze the effect of word choice in conveying ideas in descriptive writing. (L.3.3.a, L.4.3.a, L.5.3.a, W.5.3.d) | Slide Deck |
| 8 | The Phantom Tollbooth, pages 32-47 | Wonder What do I notice and wonder about Dictionopolis and its people? | Experiment How does sensory language in a setting snapshot work? Examine | Make observations and inferences about the king’s advisors from their dialogue. (RL.5.1) Generate sensory details to develop a setting “snapshot” of the Word Market from The Phantom Tollbooth. (W.5.3.d) | Slide Deck |

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| | | | Why is precise word choice important in descriptive writing? | Analyze the effect of word choice in conveying ideas in descriptive writing. (L.3.3.a, L.4.3.a, L.5.3.a, W.5.3.d) | |
| 9 | The Persistence of Memory, Salvador Dalí Time Transfixed, René Magritte | Reveal What does a deeper exploration of juxtaposition reveal in the paintings? | Experiment How does a snapshot of a Juster-like setting work? | Identify surrealist elements and examples of juxtaposition in two paintings, and explain what the juxtaposition of everyday objects reveals. (RL.5.1) Develop a setting “snapshot” of an imaginary place using description and sensory language. (W.5.3.d) Analyze the meaning of surreal by studying its word parts. (L.5.4.b) | Slide Deck |
| 10 | The Phantom Tollbooth, Chapter 4 | Reveal What does a deeper exploration of characters’ traits reveal? | Excel How do I improve word choice in a setting snapshot? Experiment How can prepositional phrases add precise detail to sentences? | Infer the meaning of humbug based on the description and illustration of this character in The Phantom Tollbooth to better understand wordplay with characters. (RL.5.1, RL.5.4, RL.5.7, L.5.4.a) Revise a setting snapshot to add stronger verbs and concrete details. (W.5.3.d, L.3.3.a, L.5.3.a) Add precise details to a setting snapshot using prepositional phrases. (L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a, W.5.3.d) | Slide Deck |
| 11 | The Phantom Tollbooth, pages 58-65 | Reveal What does a deeper exploration of characters’ traits reveal? | Examine Why is it important to “show-not-tell” in a character snapshot? | Interpret the meaning of the phrase short shrift based on the description of Officer Short Shrift in The Phantom Tollbooth to better understand wordplay with characters. (RL.5.1, RL.5.4, RL.5.7, L.5.4.a, L.5.5.b) Analyze how a writer uses the technique of “showing-not-telling” to reveal a character’s traits and the wordplay of her name. (RL.5.1, W.5.3.b, W.5.3.d) | Slide Deck |
| 12 FQT2 | The Phantom Tollbooth, pages 65-70 | Reveal What does a deeper exploration of the Which and her story reveal? | Execute How do I plan a character snapshot of a Juster-like character? | Explain how Faintly Macabre’s name and title, the “Which,” are examples of wordplay reflected in the description and story of her character. (RL.5.1, RL.5.4, L.5.5.c) Generate ideas for a character snapshot involving wordplay by describing the character’s inner and outer qualities. (W.5.3, W.5.5) Clarify and explain the meaning of adages and proverbs. (L.5.5.b) | Slide Deck |

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| 13 | The Phantom Tollbooth, Chapter 6 | Distill What is the essential meaning of Faintly Macabre’s story of Rhyme and Reason? | Execute How do I plan a character snapshot of a Juster-like character to “show-not-tell?” | Infer the larger significance of Rhyme and Reason’s banishment in the story, supporting ideas with text evidence. (RL.5.1, RL.5.2) For a Juster-like character snapshot, generate ideas about how to reveal a character’s traits and beliefs through words and actions. (W.5.3, W.5.5) Demonstrate understanding of differences in meaning between closely related words controversies, disputes, grievances, and quarrels. (L.5.5.c) | Slide Deck |
| 14 NR1 | The Phantom Tollbooth, pages 80-88 | Organize What does a deeper exploration of wordplay in the royal banquet scene reveal? | Execute How do I establish characters, setting, and a situation in a lead for my character snapshot? | Draft a lead for a character snapshot that establishes characters, setting, and a situation. (W.5.3.b) Analyze how and why Norton Juster uses wordplay in a scene from chapter 7 of The Phantom Tollbooth. (RL.5.1, RL.5.4, RL.5.7, L.5.4.a, L.5.4.c, L.5.5.b) Interpret the meaning of adages and clarify their meanings using a dictionary. (L.5.4.c, L.5.5.b) | Slide Deck |
| 15 | The Phantom Tollbooth | Know How does The Phantom Tollbooth build my knowledge of how writers can play with words? | Excel How do I improve my character snapshot to “show-not-tell?” Excel How do I improve word choice in my character snapshot? | Craft a short narrative “snapshot” of a character from the imaginary “Abandon Elementary School,” using dialogue and description to reveal character related to the meaning of the character’s name and the word abandon. (W.5.3, W.5.4, W.5.5) Illustrate a character snapshot, drawing on details in one’s own writing, and explain how it supports and enriches the writing. (RL.5.1, RL.5.7) Revise a character snapshot to strengthen word choice with vivid verbs, concrete details, and prepositional phrases that add detail. (L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a, W.5.3.d) | Slide Deck |

Focusing Question 3: How can writers use wordplay to develop a story’s plot?

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals | Lesson Resources |
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| 16 | The Phantom Tollbooth, Chapter 8 | Reveal What does a deeper exploration of plot in The Phantom Tollbooth reveal? | | Analyze how events in chapter 8 of The Phantom Tollbooth fit into the overall “hero’s quest” plot by summarizing “The Conflict and the Call” of Milo’s hero’s quest. (RL.5.2, RL.5.5) | Slide Deck |

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| | | | | Clarify the meanings of unknown words by using a thesaurus to find familiar synonyms. (L.5.4.c) | |
| 17 | The Phantom Tollbooth, Chapter 9 | Reveal What does a deeper exploration of the interaction between Milo and Alec reveal? | Examine Why is structure important in a narrative scene? | Analyze the interaction between Milo and Alec in chapter 9 to understand how Alec challenges Milo's thinking and what Milo learns from the interaction. (RL.5.1, RL.5.2, RL.5.3) Apply understanding of the narrative structure in The Phantom Tollbooth to a chapter 9 scene, and explain how wordplay fits into this structure. (RL.5.5, W.5.3) Develop understanding of different meanings of point of view and apply knowledge to generate valid examples. (L.5.4.a, L.5.6) | Slide Deck |
| 18 | The Phantom Tollbooth, Chapter 10 | Organize What's happening in chapter 10 of The Phantom Tollbooth? | Experiment How does narrative structure work in a Juster-like "exploded moment" scene? Experiment How does one accurately quote from a text and punctuate quotations? | Summarize the narrative structure in an episode of chapter 10 by analyzing setting, characters, characters' conflicting ideas, and Milo's new learning. (RL.5.2, RL.5.3, RL.5.5) Analyze an "exploded moment" model to discern its narrative structure. (RL.5.1, W.5.3) Demonstrate the ability to quote accurately from a text, as well as to correctly punctuate quotations in writing. (L.4.2.b, RL.5.1) | Slide Deck |
| 19 FQT3 | The Phantom Tollbooth, pages 9-11, 131-132 | Reveal What does a deeper exploration of Milo's development reveal? | Execute How do I use narrative structure to help me plan a Juster-like "exploded moment" scene? Examine Why are introductory elements important? | Analyze how Milo has changed from the beginning of the book, explaining ways in which he is or is not prepared for his hero's quest. (RL.5.2, RL.5.5) Brainstorm ideas for an exploded moment scene using wordplay related to setting, character, conflict, and lessons learned. (W.5.3, W.5.5) With support, identify and classify introductory elements. (L.5.2.b) | Slide Deck |
| 20 | The Phantom Tollbooth, pages 132-143 | Reveal What does a deeper exploration of character dialogue in chapter 11 reveal? | Examine Why is dialogue important in narrative scenes in The Phantom Tollbooth? | Analyze how dialogue develops characters and plot in chapter 11 of The Phantom Tollbooth. (RL.5.5, W.5.3.b) Apply knowledge of proper dialogue formatting and punctuation by rewriting a dialogue scene. (L.4.2.b) | Slide Deck |

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| | | | <p>Experiment How does proper formatting and punctuation of dialogue work? Why is it important to properly format and punctuate dialogue?</p> | | |
| 21 | The Phantom Tollbooth, Chapter 12, pages 160-164 | <p>Organize What's happening in chapters 12 and 13 of The Phantom Tollbooth?</p> | <p>Execute How do I use narrative structure to help me plan a Juster-like "exploded moment" scene?</p> | <p>Summarize an episode in chapters 12 and 13 of The Phantom Tollbooth. (RL.5.2) Brainstorm ideas for an exploded moment scene using wordplay related to setting, characters, conflicting ideas, and lessons learned. (W.5.3, W.5.5) Apply knowledge of the prefix dis- to understand meanings of disconsolate and dissonance. (L.5.4.b)</p> | Slide Deck |
| 22 | The Phantom Tollbooth, Chapter 12, pages 160-164 | <p>Reveal What does a deeper exploration of Milo's development in chapters 12 and 13 reveal?</p> | <p>Execute How do I plan a dialogue sequence for my "exploded moment" narrative scene?</p> <p>Experiment How does proper formatting of dialogue work?</p> | <p>Analyze a scene in chapters 12 and 13 to explain how it represents a turning point for Milo's character. (RL.5.5) Develop a conflict for an exploded moment narrative by drafting dialogue between Milo and an imaginary character. (W.5.3) Using an excerpt from the model exploded moment, apply understanding of proper dialogue formatting to edit a passage. (L.4.2.b)</p> | Slide Deck |
| 23 NR2 | The Phantom Tollbooth, pages 164-170 | <p>Reveal What does a deeper exploration of wordplay in a new episode of The Phantom Tollbooth reveal?</p> | <p>Execute How do I establish character, setting, and a situation for my "exploded moment" narrative scene?</p> <p>Experiment How does proper punctuation of dialogue work?</p> | <p>Develop a lead for an exploded moment narrative that establishes setting, characters, and a situation, focusing on wordplay with setting and character descriptions. (W.5.3.a) Analyze how an episode in The Phantom Tollbooth develops setting, characters, and plot, and explain how its accompanying illustrations support and enrich understanding of the episode. (RL.5.2, RL.5.5, RL.5.7) Using an excerpt from the model exploded moment, apply understanding of proper dialogue punctuation by adding punctuation to a dialogue sequence. (L.4.2.b, L.5.1.a, L.5.2.c)</p> | Slide Deck |

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| 24 | The Phantom Tollbooth, Chapter 14, pages 184-187 | Organize What's happening in Digitopolis? | Experiment How do dialogue and narration work together in a narrative scene? Execute How do I use interjections, tag questions, and nouns of direct address in my dialogue? | Explain the impact of Rhyme and Reason's banishment on Digitopolis, drawing on evidence in the text. (RL.5.1) Revise a dialogue scene to include narration and speaker tags to enhance descriptions of setting, character, and conflict. (W.5.3) Apply understanding of comma use in sentences with interjections, tag questions, and nouns of direct address. (L.5.1.a, L.5.2.c) | Slide Deck |
| 25 | The Phantom Tollbooth | Know How does The Phantom Tollbooth build my knowledge of how to develop a story with wordplay? | Execute How do I craft my Juster-like "exploded moment" narrative scene? Execute How do I use proper formatting and punctuation in writing dialogue? | Draft an "exploded moment" narrative scene with Milo and an imaginary character from Focusing Question Task 2 that establishes setting and characters and, through dialogue, develops a problem and ending in which Milo learns a lesson related to the wordplay with the meaning of abandon. (W.5.3, W.5.4, L.4.2.b, L.5.1.a, L.5.2.c) Apply knowledge of proper formatting and punctuating of dialogue, including using commas to set off interjections, tag questions, and nouns of direct address, to a draft of a narrative. (L.4.2.b, L.5.1.a, L.5.2.c) | Slide Deck |
| 26 | The Phantom Tollbooth, pages 197-203 | Reveal What does a deeper exploration of plot in chapter 16 of The Phantom Tollbooth reveal? | Excel How do I improve my dialogue and narration to develop characters and conflict? Excel How do I improve formatting and punctuating dialogue, including interjections, tag questions, and nouns of direct address? | Analyze a scene between Milo and the Mathemagician in chapter 16 to explain how it develops the plot and represents a turning point for Milo's character. (RL.5.1, RL.5.2, RL.5.5) Revise a dialogue sequence in a draft of Focusing Question Task 3 to clarify the conflict and add narration that develops characters. (W.5.3, W.5.5) Apply rules of punctuation and formatting to dialogue, interjections, tag questions, and nouns of address to my narrative. (L.4.2.b, L.5.1.a, L.5.2.c) | Slide Deck |

Focusing Question 4: How is Phantom Tollbooth a story of transformation?

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals | Lesson Resources |
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| 27 | The Phantom Tollbooth, pages 203-214 | Reveal What does a deeper exploration of Milo's responses to challenges in the Mountains of Ignorance reveal? | | Analyze changes in Milo's character based on his responses to challenges presented by demons in the Mountains of Ignorance. (RL.5.1, RL.5.2) Demonstrate understanding of trivial by examining synonyms and antonyms and explaining what Milo learns from performing trivial tasks. (L.5.5.c) | Slide Deck |
| 28 | The Phantom Tollbooth, pages 214-223 | Reveal What does a deeper exploration of Milo's responses to challenges in the Mountains of Ignorance reveal? | | Analyze changes in Milo's character based on his responses to challenges presented by demons in the Mountains of Ignorance. (RL.5.1, RL.5.2) Apply knowledge of the suffix -ous to solve for meanings of new words. (L.5.4.b) | Slide Deck |
| 29 | The Phantom Tollbooth, pages 231-236 | Reveal What does a deeper exploration of Milo's internal conflicts in chapter 18 reveal? | | Explain how Rhyme and Reason's advice helps Milo resolve internal conflicts and connects to the book's larger themes about learning and knowledge. (RL.5.2) Apply understanding of the idiom castle in the air to explain how a "castle in the air" might be prison-like. (L.5.5.b) | Slide Deck |
| 30 | The Phantom Tollbooth, Chapters 19 and 20 | Reveal What does a deeper exploration of plot in The Phantom Tollbooth reveal? | Execute How do I adapt my delivery to perform an expressive read-aloud? | Explain how the events in chapters 19 and 20 fit into the overall plot of Milo's "hero's quest." (RL.5.2, RL.5.5) Read with expression, adapting pitch, volume, and inflection to capture the story's action and distinguish between narration and dialogue. (SL.5.4, SL.5.6) Verify meanings of unknown words using a dictionary, and apply these meanings to understand what some of the "demons of Ignorance" represent. (L.5.4.a, L.5.4.c) | Slide Deck |
| 31 FQT4 | The Phantom Tollbooth, | Distill What are the central themes of The Phantom Tollbooth? | Execute How do I use theme statements and supporting character change | Determine a central theme of The Phantom Tollbooth, and explain how Milo's transformation in the story supports this theme. (RL.5.2, W.5.2.a) | Slide Deck |

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| | | | <p>statements in Focusing Question Task 4?</p> <p>Experiment How do introductory elements work?</p> | <p>Rearrange sentences with introductory elements, using a comma to set them off from the rest of the sentence. (L.5.2.b, L.5.3.a)</p> | |
| 32 SS | The Phantom Tollbooth, | <p>Distill What are the central themes of The Phantom Tollbooth?</p> | <p>Execute How do I express my understanding of themes in The Phantom Tollbooth in an explanatory paragraph?</p> <p>Experiment How does expanding sentences with introductory elements work?</p> | <p>Determine central themes in The Phantom Tollbooth, drawing on evidence of how Milo has changed since the beginning of the book, what he has learned throughout his journey to the Lands Beyond, and how he has confronted challenges along the way. (RL.5.1, RL.5.2, SL.5.1, SL.5.4, SL.5.1)</p> <p>Gather and elaborate on evidence from The Phantom Tollbooth that supports topic statements about theme and character transformation. (RL.5.1, RL.5.2, W.5.2, W.5.5, W.5.9.a)</p> <p>Expand sentences by adding introductory elements, set off with a comma from the rest of the sentence. (L.5.2.b, L.5.3.a)</p> | Slide Deck |
| 33 | <p>The Phantom Tollbooth</p> <p>The Persistence of Memory, Salvador Dalí</p> <p>Time Transfixed, René Magritte</p> <p>Reading at a Table, Pablo Picasso</p> | <p>Knowledge How do the paintings and The Phantom Tollbooth build my knowledge of how artists and writers convey themes?</p> | <p>Execute How do I express my understanding of themes in The Phantom Tollbooth in an explanatory paragraph?</p> <p>Experiment How do I use introductory elements in my narrative?</p> | <p>Apply knowledge of theme, juxtaposition, and surrealism to create a title and museum label for a surrealist painting.</p> <p>Write an explanatory paragraph describing an overarching theme in The Phantom Tollbooth, drawing on evidence of how Milo has changed since the beginning of the book. (RL.5.1, RL.5.2, W.5.2, W.5.9.a)</p> <p>Expand or rearrange sentences in an explanatory paragraph to include introductory elements. (L.5.2.b, L.5.3.a)</p> | Slide Deck |
| 34 EOM VOC1 | The Phantom Tollbooth | <p>Know How does The Phantom Tollbooth build my knowledge of narrative writing?</p> | <p>Execute How do I use what I know about narrative structure to plan my EOM Task narrative?</p> | <p>Brainstorm ideas for an exploded moment narrative including setting, characters, action, problem, and ending in which Milo conveys wisdom he has learned, relating to the book's themes. (RL.5.2, W.5.3, W.5.4, W.5.5)</p> <p>Apply understanding of grade-level vocabulary. (L.5.6)</p> | Slide Deck |

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| 35 VOC2 | The Phantom Tollbooth | Know How does The Phantom Tollbooth build my knowledge of narrative writing? | Execute How do I use narrative techniques, such as snapshots and dialogue, in an “exploded moment” narrative? | Draft the opening of a narrative through use of setting, character snapshots, and dialogue that develops a conflict and conveys Milo’s wisdom, related to the book’s themes. (W.5.3.a, W.5.3.b, W.5.3.e) Apply understanding of grade-level vocabulary. (L.5.6) | Slide Deck |
| 36 | The Phantom Tollbooth | Know How does The Phantom Tollbooth build my knowledge of wordplay and narrative writing? | Excel How do I improve my narration to “show-not-tell”? Execute How do I improve style and conventions in my narrative writing? | Draft a complete exploded moment narrative, including a narrative lead, dialogue and narration sequences that develop conflict and plot, and an ending in which Milo conveys wisdom he has learned, related to the book’s themes. (RL.5.2, W.5.3, W.5.4, W.5.5) Revise a narrative, using commas to set off interjections, tag questions, nouns of direct address, and introductory elements; formatting and punctuating dialogue; and adding variety to sentences with introductory elements. (L.4.2.b, L.5.1.a, L.5.2.b, L.5.2.c, L.5.3.a) | Slide Deck |

Content Resources

CORE TEXTS

Novel (Literary)

- *The Phantom Tollbooth*, Norton Juster

SUPPLEMENTARY TEXTS

Comedy Routine

- “Who’s on First?,” Bud Abbott and Lou Costello (Handout 3A)

Video

- “Who’s on First?,” Bud Abbott and Lou Costello

Paintings

- *The Persistence of Memory*, Salvador Dalí
- *Time Transfixed*, René Magritte
- *Reading at a Table*, Pablo Picasso