

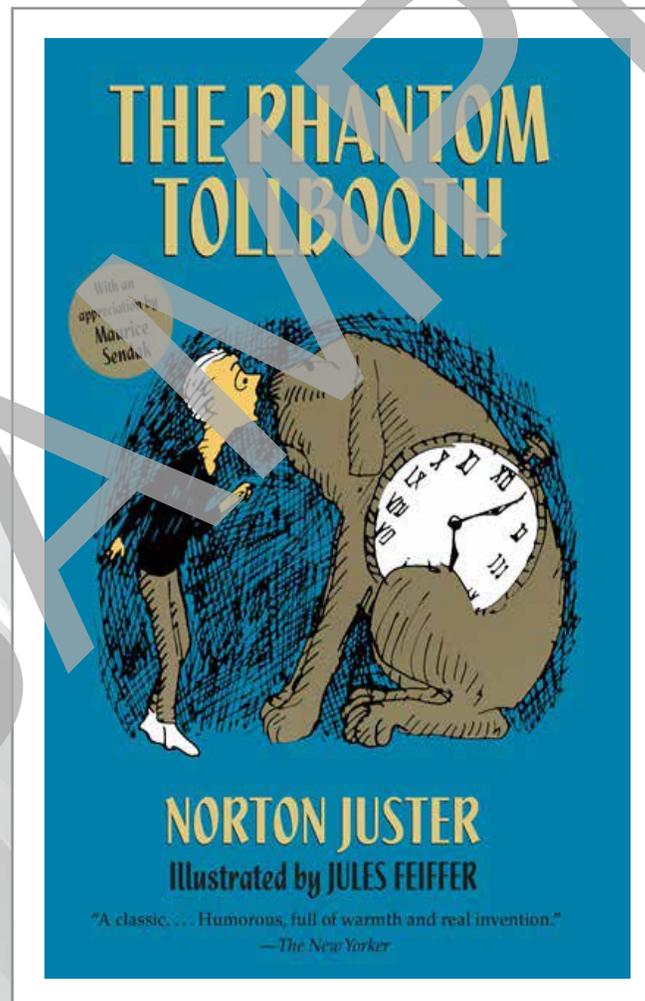


STUDENT PACKET

GRADES 6-8

The Phantom Tollbooth

Norton Juster



READ, WRITE, THINK, DISCUSS AND CONNECT

The Phantom Tollbooth

Norton Juster

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Clue Search

Directions: Listed below are places and characters from *The Phantom Tollbooth*. In the box beside each name, predict how you think the place or character might be important to the story.

Places/Characters from the Novel	Significance to the Story
the land of Expectations	
the Humbug	
Chroma the Great	
the Sea of Knowledge	
the Dodecahedron	
the demon of insincerity	
the Senses Taker	
the Mountains of Ignorance	

Name _____

Directions: Respond to the following items on a separate sheet of paper. Use your responses in class discussions, for writing assignments, and to review for tests. Starred items indicate thought or opinion items.

Chapters 1–2

1. What interests Milo?
2. According to Milo, what is the greatest waste of time?
3. How is Milo's surprise package addressed?
4. What does Milo's surprise package contain?
5. How does Milo choose a destination? Which destination does he choose?
- *6. Why do you think the colors on the way to Expectations seem richer and brighter to Milo?
7. What is the Whether Man's job?
8. How does Milo get stuck in the Doldrums? How does he get out?
9. What is the Lethargarians' goal?
10. What does the watchdog guard against?
11. Why does the watchdog jump into Milo's car?
12. What does Milo do that he is not used to doing?

Chapters 3–5

1. What does Tock say is our most valuable possession?
2. What does the gateman give Milo? Why does Milo need this gift?
- *3. What is unusual about the king's advisers?
- *4. Explain what happens to the Earl of Essence and why.
5. According to Tock, when are words confusing? When are they wonderful?
6. Which three words does Milo choose at the vendor's stall? Why does he select these words?
- *7. Why do you think an A tastes sweet and delicious, while a Z tastes dry like sawdust?
8. What does the Spelling Bee say about education?
- *9. Who shouts "BALDERDASH!"? What does this character's name mean?
10. What do the policeman, the judge, and the jailer of Dictionopolis have in common?
11. Why does Milo decide to learn more about words?
12. How does Faintly Macabre introduce herself? What title did she once hold?

Name _____

Character Web

Directions: Complete the attribute web by providing specific information about a character in the novel (other than Milo).

