

# Contents



## TEACHER GUIDE

• Assessment Rubric .....	4
• How Is Our <b>Literature Kit™</b> Organized? .....	5
• Graphic Organizers .....	6
• Bloom's Taxonomy for Reading Comprehension .....	7
• Teaching Strategies .....	7
• Summary of the Story .....	8
• Vocabulary .....	9



## STUDENT HANDOUTS

• Spotlight on Norton Juster.....	10
• Chapter Questions	
<i>Chapters 1 - 2</i> .....	11
<i>Chapters 3 - 4</i> .....	14
<i>Chapters 5 - 6</i> .....	17
<i>Chapters 7 - 8</i> .....	20
<i>Chapters 9 - 10</i> .....	23
<i>Chapters 11 - 12</i> .....	26
<i>Chapters 13 - 14</i> .....	29
<i>Chapters 15 - 16</i> .....	32
<i>Chapters 17 - 18</i> .....	35
<i>Chapters 19 - 20</i> .....	38
• Writing Tasks .....	41
• Word Search .....	44
• Comprehension Quiz .....	45



## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS.....

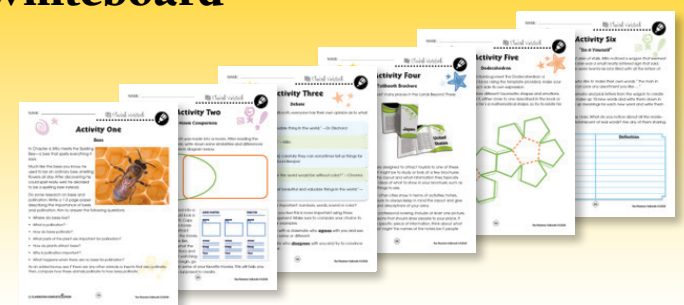
✓ **6 BONUS Activity Pages!** Additional worksheets for your students

Download a digital copy for use with your projection system or interactive whiteboard

Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)

- Enter item CC2530
- Enter pass code CC2530D for Activity Pages

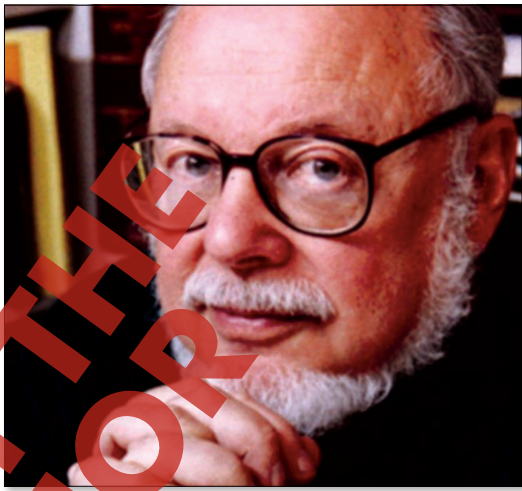
**FREE!**





# Norton Juster

**N**orton Juster was born in Brooklyn, New York on June 2, 1929. He went to school at the University of Pennsylvania. There, he learned how to design buildings and landscapes. From 1954 to 1957, Juster worked in the U.S. Navy. After, he moved back to New York to design buildings and to open his own business.



Juster began writing stories while he was working in the Navy. He found it very relaxing. Juster received a certain amount of money from The Ford Foundation to write a book about how children experience or look at cities, but Juster kept putting it off. This trait he shared with his hero from *The Phantom Tollbooth*.

Instead of writing a book about how children experience cities, he wrote *The Phantom Tollbooth*. The Ford Foundation liked his book and took it instead. Even though Juster likes to write, he continued designing buildings and

taught as a Professor at Hampshire College from 1970 to 1992. Today, he and his wife Jeanne live in Amherst, Massachusetts.

ABOUT THE AUTHOR

Norton Juster and the illustrator Jules Feiffer, lived in the same building—that's how they met.

### Did You Know?

- One of Juster's favorite scenes from *The Phantom Tollbooth* is with Chroma.
- *The Phantom Tollbooth* was the first book he ever wrote. 2011 marked it's 50th year.
- The illustration of 'The Whether Man' is supposed to represent Norton Juster.



# Chapters Three to Four

Answer the questions in complete sentences.

1. At the end of Chapter 2, Milo left for Dictionopolis. What do you think it will be like?

\_\_\_\_\_  
\_\_\_\_\_

2. Do you think Milo was happy that the watchdog joined him on his journey? Why?

\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Choose a word from the list that means the same as the underlined word.

violent walked	search mixture	warned rude	example pile
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. "But you see it's traditional for watchdogs to be **ferocious**..."
2. "Milo and Tock **wandered** up and down the aisles looking at the wonderful assortment of words for sale."
3. "The bug **sprawled** untidily on a **mound** of squashed letters..."
4. "You can pick any **assortment** you like or buy a special box complete with all letters..."
5. "For **instance**, if you bought a word like ghlbtsk, where would you use it?"
6. "Come now, don't be **ill-mannered**. Isn't someone going to introduce me to the little boy?"
7. "You see, **cautioned** the Count, "you must pick your words very carefully..."
8. "He took a battered suitcase from the gatehouse and began to **rummage** busily through it..."



# Chapters Three to Four

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Tock is called Tock because he goes tocktocktocktock.
- T F b) Tock's family has always been watchdogs.
- T F c) Tock and Milo arrived on Market day.
- T F d) Dictionopolis is the place where all words in the world come from.
- T F e) The words are assembled in a factory.
- T F f) The market sells words that don't exist.

2. Fill in each blank with the correct word(s) from these Chapters.

- a) "Then one day I realized that I'd never amount to anything without an \_\_\_\_\_."
- b) History is full of \_\_\_\_\_.
- c) The letter A tasted \_\_\_\_\_ and \_\_\_\_\_.
- d) \_\_\_\_\_ is the most valuable possession, more precious than diamonds.
- e) Engraved on one side of the gateman's small medallion was '\_\_\_\_\_.'



# Chapters Three to Four

Answer each question with a complete sentence.

1. What is Tock's job?

\_\_\_\_\_  
\_\_\_\_\_

2. Milo questions Tock's name by saying, "Why didn't they call you—?" What do you think Milo thought his name should be and why?

\_\_\_\_\_  
\_\_\_\_\_

3. Explain why people go to The Market, or why The Market is held.

\_\_\_\_\_  
\_\_\_\_\_

4. According to the King's Advisors, why isn't it simpler to use just one word?

\_\_\_\_\_  
\_\_\_\_\_

5. Why didn't Milo buy any words at the Market?

\_\_\_\_\_  
\_\_\_\_\_

6. What event could have been avoided if the Humbug and Spelling Bee didn't fight?

\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Milo keeps referring to his journey as a game. Based on what you have read and learned so far, do you agree or disagree? Explain your answer.





# Chapters 9 to 12

## Bands in Color

We learn from Chroma the Great that his instruments don't play music, but color. His violins play a spring green, the trumpets a sea blue and the oboes a warm yellow sunshine.

Now, think about some of your favorite songs, bands or song artists, and ask yourself some of these questions:

- What instruments do they use?
- What colors would they play?
- Why would they play these colors?

On a piece of lined paper, write about your favorite songs/bands/artists and answer these questions. On a separate piece of blank paper, draw what the world would look like if these artists/bands were the conductors.



# Chapter 15

## Menu for Digitopolis

It seems that the subtraction stew didn't make Milo, Tock or Humbug full. Create a menu for the Mathemagician that he can use when other guests come to visit Digitopolis.

Include at least two appetizers, salads, mains and desserts. Look at some examples of other menus on the Internet. You'll see that menus sometimes have a legend to show which food items are popular or vegetarian.

Feel free to make your menu in any shape or format you like! Some menus are on the front and back of a rectangular piece of paper and others come in the form of a book. Make them creative; remember, you're in the land of numbers (and math). Don't forget to add color and pictures.



# Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

banquet	Dictionopolis	King Azaz	orchestra	telescope
bored	Digitopolis	map	Reason	Tock
canon	Faintly Macabre	Mathemagician	Rhyme	token
car	Humbug	mistakes	synonym	tollbooth

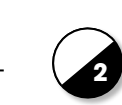
Q	D	E	D	T	O	M	K	I	N	G	A	Z	A	Z
A	I	X	I	E	I	A	R	Y	S	D	M	D	F	E
S	C	N	B	L	C	T	B	D	F	R	I	Y	A	E
Y	T	S	R	E	H	H	O	F	N	E	S	H	I	E
N	I	O	H	S	U	E	R	K	T	A	T	U	N	T
O	O	A	Y	C	H	M	E	F	E	S	A	M	T	O
N	N	D	M	O	O	A	D	M	I	O	K	B	L	L
Y	O	T	E	P	C	G	O	D	G	N	E	U	Y	L
M	P	T	O	E	E	I	R	A	C	F	S	G	M	B
O	O	K	O	O	R	C	H	E	S	T	R	A	A	O
H	L	S	K	M	I	C	A	N	O	N	R	C	O	
P	I	R	I	K	E	A	H	Y	S	F	T	O	A	T
M	S	I	G	I	C	N	P	O	L	I	S	A	B	H
Y	D	I	G	I	T	O	P	O	L	I	S	A	R	L
S	B	A	N	Q	U	E	T	E	S	V	C	X	E	A



# Comprehension Quiz

Answer each question in a complete sentence.

1. What did Milo think was a waste of time?  
\_\_\_\_\_
2. What happened to the City of Reality?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Who is the first person Milo meets?  
\_\_\_\_\_
4. What did King Azaz and the Mathemagician fight over?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. According to Tock, why was time invented?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. How did Milo break open the vault of sounds?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. While in jail, what story does Faintly Macabre tell Milo and Tock?  
\_\_\_\_\_  
\_\_\_\_\_



SUBTOTAL: /12

# Story Map

Complete each section with the appropriate details.

<b>TOLLBOOTH</b>	
Setting (Time and Place):	Characters:
	Major:
	Minor:
Rising Action:	Plot, Key Events:
	Resolution:

NAME: \_\_\_\_\_

After You Read 



# Chapters Thirteen to Fourteen

Answer each question with a complete sentence.

1. What were the three things Milo, Tock and the Humbug jumped to conclusions on?  
\_\_\_\_\_
2. Using details from the end of Chapter 13, how do you think Milo came up with the name Canby?  
\_\_\_\_\_
3. What are the precious stones that the Mathemagician throws out?  
\_\_\_\_\_
4. What do the minors do with the broken numbers?  
\_\_\_\_\_
5. Describe how the Dodecahedron felt when Milo said numbers aren't important.  
\_\_\_\_\_
6. Why did the DYNNE run away when the Soundkeeper invited him and the doctor to her fortress?  
\_\_\_\_\_

# EASY MARKING ANSWER KEY

### Journaling Prompt

Milo has arrived in Digitopolis! Create your own worded problem similar to the ones Dodecahedron asked Milo, Humbug and Tock. Give your problem to a friend to see if they can figure it out.

1.

The three things they jumped to conclusions on are 'nothing can go wrong', 'have plenty of time' and 'couldn't be a nicer day'.

2.

Canby always says "as can be".

3.

The stones that the Mathemagician throws out are diamonds, emeralds, rubies, sapphires, amethysts, topazes, moonstones, and garnets.

4.

Minors use the broken numbers for fractions.

5.

When Milo said that numbers weren't important, the Dodecahedron felt angry. "NOT IMPORTANT!" roared the Dodecahedron, turning red with fury.

6.

The Soundkeeper invited the DYNNE and the doctor to listen to beautiful music; but the DYNNE only likes unpleasant sounds.

1.

Answers will vary.

2.

Two words that sound the same but have different meanings.

### Vocabulary

Answers will vary.

1.

a) morning: early time of day; mourning: to be sad or grieve

b) spend: to stay; spend: to use up

c) sense: understanding; cents: coin money

d) mean: to imply; mean: not nice

e) by: through or via; buy: to purchase

f) left: the direction; left: to leave

a)  B

b)  C

1.

Answers will vary.

2.

Answers will vary, but may include: Milo could use the telescope Alec gave him.

3.

Drawings will vary.

4.

They were eating subtraction stew. The more you eat the hungrier you get.

5.

Think of the greatest number you can think of, and then continuously add one again and again.





## The Phantom Tollbooth

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.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.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.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.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.