

The Phantom Tollbooth

Reading Guide

by David Kohl

For the book by Norton Juster



LOGOS PRESS
Elementary Literature Series

Suggestions For Use

This literature guide is designed to be completed by a fifth grade student over the course of one semester. Students may certainly read more than the five books contained in this guide if they are so inclined. Five required books would be a reasonable goal for a school semester, but a lot depends on how much time - if any - you spend on projects, how much time daily you devote to reading, and what else you do in your reading program. For best results, parents may read and discuss the books and the questions with their students.

Books on the fifth grade literature list vary greatly in degree of difficulty. Your students may find some books harder to grasp than others.

Questions fall into three basic levels: literal, inferential, and evaluative; or, as someone put it, “on the lines”, “between the lines”, and “beyond the lines”. Some literal level questions have one right answer, but most questions have more possibilities.

Our typical reading period is about an hour long. First someone reads aloud to the class for 15 minutes from a book not on the literature list. It could be related to something we are studying in history, or it could be just for fun. For the remaining 45 minutes students read and answer the comprehension questions. If they finish early, they read a book of their choice.

Some editions of some books have no chapter numbers, so you may have to number them yourself.

A typical weekly cycle includes four days of new assignments; the fifth day is a catch-up day for students who need the extra time, or a free reading day for those who don't.

I require thorough, accurate answers in complete sentences, and I grade on content - which should include style - and mechanics. The questions should be thought of as more short essay than short answer.

Here are the four vocabulary steps used throughout this guide:

Vocabulary: The Four Steps

- A. Find the vocabulary word; write it in context.
- B. Guess the meaning from context; write it.
- C. Write the dictionary definition next.
- D. Finally, use the word in a sentence of your own.

Enjoy your books!

David Kohl
Moscow, ID
January 2002

The Phantom Tollbooth

by Norton Juster

Name _____

Date _____

Chapters 1 - 2

1. What is wrong with Milo?

2. List what Milo found in his room (the unusual items).

3. Do the four vocabulary steps with **doldrums**.

- A. _____
- B. _____
- C. _____
- D. _____

continued....

Answer Key

The Phantom Tollbooth

Chapters 1 - 2

1. What is wrong with Milo?

Milo never knew what to do with himself. He always wanted to be somewhere else. Everything was boring, a waste of time.

2. List what Milo found in his room (the unusual items).

One genuine turnpike tollbooth, precautionary signs, coins, a map, and a book of rules and traffic regulations.

3. (Vocabulary)

4. (Vocabulary)

5. Explain how Milo, with the help of the watchdog, is able to escape from the Doldrums.

Milo got in by not thinking, so the watchdog suggested that he'd be able to get out by thinking. Milo began thinking of all kinds of things, and the car started to go faster and faster until they were out of the Doldrums and back on the main highway.

Chapters 3 - 4

1. Why does Tock the watchdog say that people wasted time?

So much time was available, more than people could use. They therefore thought it couldn't be very valuable, and it soon fell into disrepute. People wasted time and even gave it away.

2. Why do you suppose the city of Dictionopolis was called that? *opinion*

3. Explain why you think the Spelling Bee will turn out to be either a good guy or a bad guy. (Give several reasons.) *opinion*

4. Explain why you think the Humbug will turn out to be either a good guy or a bad guy. (Give several reasons.) *opinion*