Synonym Roll

"Perhaps you'd care for a synonym bun," suggested the duke. -page 49

Think of one of the new vocabulary words you have learned from The Phantom Tollbooth. Using a thesaurus, write as many synonyms as you can find for the word in the swirls of the synonym roll below.

Shed Some Light!

As you read The Phantom Tollbooth, think about what lesson Milo learns from each of the characters he meets. Record your thoughts below. Remember that some characters taught Milo several lessons!

Characters	Lesson(s) Learned
The Whether Man	
Lethargarians	
Tock	
The King's Cabinet	
The Spelling Bee	
The Humbug	
Short Shrift	

READING STRATEGY: Predi...

Before	During
(What predictions do I have before reading?)	(What is actually happening in the chapter?)

HOMOPHONE FUN

HOMOPHONES: words that sound the same, but have different meanings and spellings.

The author of The Phantom Tollbooth uses many homophones throughout his story. Can you figure out which word to use in each sentence? Circle the correct choice below each sentence. Write it in the blank.

1. The rainy _____ caused a lot of road traffic.
   weather   whether

2. Tell me, _____ flavor of ice cream do you prefer?
   witch   which

3. The _____ in the newspaper informed the citizens about a huge sale.
   ad   add

4. The distraught baby _____ when his toy was taken away.

All Answer Keys included!

The Demons of The Phantom Tollbooth

Milo faces many frightening demons in the story. As you read, keep track of each demon he encounters in the chart below.

Demon Name	Description	How Milo Gets Away	Picture

Character Traits

Portrait   Portrait

Compare and Contrast: Characters

Think of your two favorite characters from the story. How are they alike and different?

The Phantom Tollbooth: The Movie

Compare and co...

WANTED!

Dangerous Demon on the Loose!

Name _____
Crime _____
Height _____
Weight _____
Description _____
_____
Reward _____
Contact _____

Setting: The Five Senses

Think about a setting from the story. Using the... map... describe the feel, taste, smell, sound, and sight. On the... of the... illustrate the setting

Figurative Language

Follow the arrows and instructions be...

Find a simile and write it below. Circle the "like" or "as."

Find an idiom and... Sketch a picture of... meaning

Find an example of imagery and write it below. Draw a picture of how the imagery makes you feel

Find another simile and write it below. This time, underline the two things that are being compared

Idioms

Idiom: an expression that means something other than its literal meaning.

The Phantom Tollbooth is chock full of idioms. Read the idioms from the book below. Sketch their literal and figurative meanings. Then, explain each idiom.

	Figurative sketch

...head off.

	Figurative sketch

...h means _____

PREVIEW ONLY

Common Core codes are listed on the bottom of each activity.

15 Reading Response Activities:
- Common Core aligned
- Focuses include character analysis, homophones, themes, figurative language, and more

TABLE OF CONTENTS:
Reading Response Activities and More

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover page	
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	4-7	Shed Some Light	
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	8	Character Traits	
		9	Compare and Contrast: Characters	
		10-13	The Demons of The Phantom Tollbooth	
		14	Wanted: Dangerous Demon on the Loose!	
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	15-16	Setting: The Five Senses	
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	17	Figurative Language Find	
		18-21	Idioms	
Text vs. Movie	RL 3.7/RL 4.7/RL 5.7/RL 6.7	22	The Phantom Tollbooth: The Movie	
Reading Literature Comprehension	RL 4.10/RL 5.10/RL 6.10	23	Reading Strategy: Predictions	
Homophones	L 4.1/L 5.1/L 6.1	24-27	Homophone Fun	
Synonyms	L 4.5/L 5.5/L 6.5	28	My Synonym Roll	
Opinion Writing	W 4.1/W 5.1/W 6.1	29	My Book Review	
		30	Sound Off!	
		31	Culminating Project Options	

ACTIVITY PACKET
The Phantom Tollbooth
By Norton Juster

Name _____

Name _____

Culminating Project Choices

Now that you have completed the book, choose one of the final projects to do below!

I. __SEQUEL__: Write a sequel to The Phantom Tollbooth. What happens to Milo next?

__AUTHOR?__: Use the Internet to do research about the author, Norton [Juster]. Write a biography about him. Make sure to include a Works Cited page.

__[DIARY]__: Choose a character in the book. Write about the events in the book from her [point] of view, in the form of several diary entries.

__[NEWSPAPER]__: Create a newspaper that is themed around the events in the book. Include articles, advertisements, comic strips, and an advice column.

__[SKIT]__: Choose your favorite scene(s) from The Phantom Tollbooth. Write it [as] a [play]. Either record it to show to the class, or perform it in front [of the class!]

__[BOARD GAME]__: Create a board game which is themed around The Phantom [Tollbooth]. Be creative!

__[INTERVIEW]__: Imagine you are a journalist that is interviewing one of the [characters] from The Phantom Tollbooth. Write a script for it. With a partner, [reco]rd it to show to the class, or perform it in front of the class!

__[WORDS vs. NUMBERS]__: Pick either King Azaz's side or the Mathemagician's side. Decide [if wo]rds or numbers are more important. Then, write an essay with [details] supporting your argument.

__[POSTER]__: Design a movie poster advertising a movie based on The Phantom [Tollbooth].

__[CHARACTER ART]__: Create sculptures, puppets, or models of the characters using [materia]l you choose. You could use a combination of paper, rocks, clay, poster [board,] toys, sticks, or anything you can think of!

_____

Easy Planning & Low Prep:
- Detailed Table of Contents includes focus standards
- Student Cover Page
- Culminating Project Options

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

   MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

   You will customize this additional copy in whatever ways you want, according to your students' needs.
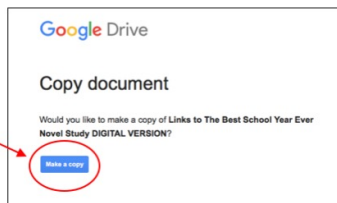
3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
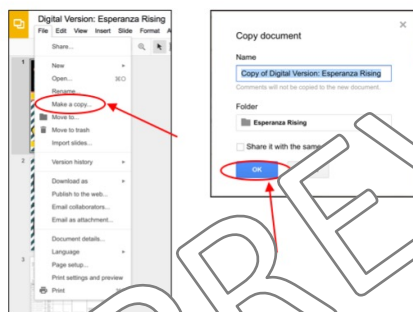
5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."
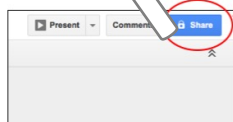
   Note: Sharing with students can also be done through Google™ Classroom.

6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. *"Can Edit" will likely be the default selection, so you may need to change it.*
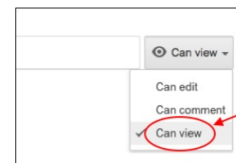
7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.
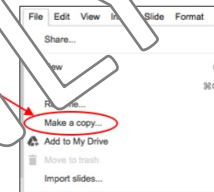
   A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved into their own Google™ Drives.
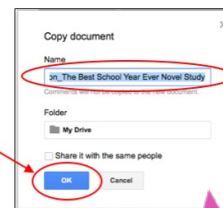
   Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, add text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress, or final products.

10. Don't forget that you do have the option to print these in black and white and printer-friendly, while the Google™ Drive versions are most handy if they are printed. Many teachers find that they end up using both versions.

11. There are places where students are able to type. On iPads or tablets, this is easy to do. However, if students under the "Insert" dropdown menu in Google™ Docs.

BONUS *Paperless Version included!*
- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Your purchase includes both the PAPER version **and** the GOOGLE™ version of this resource.

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

PREVIEW ONLY