

The Phantom TollBooth

by Norton Juster

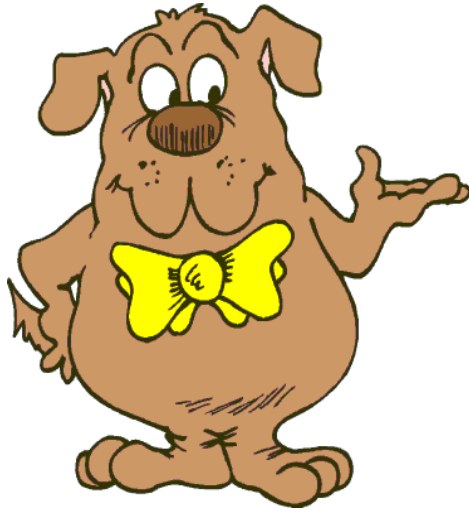


Objective Tests Teaching Guide

by Margaret Whisnant

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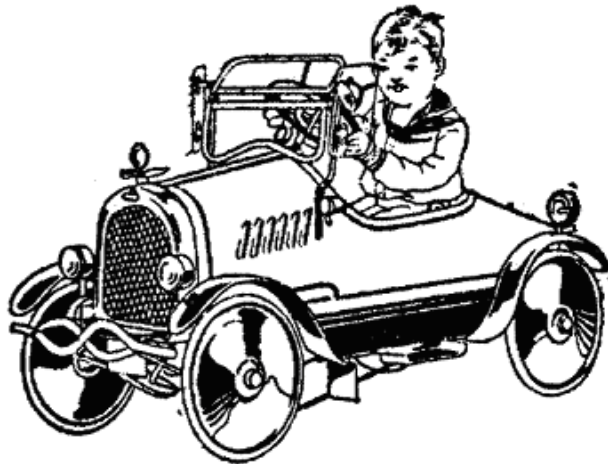
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1. Milo

Pages 9-15

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Milo thought everything was a waste of time and regarded the process of gaining knowledge as (A) something that could be fun if teachers weren't so boring, (B) something to do when he was older, (C) the greatest waste of time of all.
- _____ 2. Milo lived (A) in an eighth floor apartment, (B) in a small house on the edge of town, (C) in a nice home in the country.
- _____ 3. Which of the following was **not** something in Milo's room? (A) tools he had never learned to use and an electric automobile he hadn't driven in a long time, (B) books that were too much trouble to read and hundreds of games and toys, (C) a large TV and stacks of electronic games.
- _____ 4. On the strange package that Milo found in his room was a bright blue envelope that said: "FOR MILO, WHO (A) HAS PLENTY OF TIME, (B) KNOWS A GOOD TIME WHEN HE SEES IT, (C) HASN'T SEEN ANYTHING INTERESTING TODAY.
- _____ 5. Inside the package was an easily assembled (A) magic electric car, (B) turnpike tollbooth, (C) mystified phone booth.
- _____ 6. The object in the package was to be used by those who (A) had never traveled in lands beyond, (B) believed in other lands, (C) were bored with their lives.
- _____ 7. Which of the following objects **was** not in the package? (A) precautionary sings and assorted coins, (B) a map and a book of rules and traffic regulations, (C) a uniform necessary for trouble-free travel and a set of mechanic's tools.
- _____ 8. If not satisfied, the information inside the envelope promised (A) a large payment of money, (B) a free vacation, (C) that wasted time would be refunded.
- _____ 9. How did Milo choose his destination? He (A) chose the city on the map closest to the tallest mountain, (B) closed his eyes and poked a finger at the map, (C) chose the location suggested on the paper that he had taken from the envelope.
- _____ 10. In the small electric car, Milo drove up to the tollbooth on his way to the city of (A) Megalopolis, (B) Dictionopolis, (C) Milopolis.



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3. Welcome to Dictionopolis Pages 32-44



Tock
Tick
watchdogs
Why Not

Tock's parents
Dictionopolis
the Royal Banquet
orchards

the Word Market
the King's cabinet
Azaz the Unabridged

Milo
words
time

From the list above, choose the name, word, or phrase that matches each of the clues below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. Tock said they were confusing when you used a lot of them to say a little.
- _____ 2. They were so distraught over giving their children the wrong name, they gave up having children and devoted their lives to doing good works.
- _____ 3. In Dictionopolis, words were grown in these.
- _____ 4. According to Tock, it is our most valuable possession.
- _____ 5. This city was located in the foothills of Confusion, and it was caressed by gentle breezes from the Sea of Knowledge.
- _____ 6. He rescued Milo from the Doldrums.
- _____ 7. It was held once a week so people could buy words they needed or trade in the words they hadn't used.
- _____ 8. Because there seemed to be so much of it, people thought it couldn't be valuable, and they wasted it.
- _____ 9. There were so many difficult words, and this person knew hardly any of them.

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4. Confusion in the Market Place

Pages 45-57



Write either **Yes** or **No** in the blank before each question.

- _____ 1. In the market place, were merchants loudly advertising the words they had for sale?
- _____ 2. Were there people at the market from every place imaginable and some places even beyond that?
- _____ 3. Were all the words being sold intended for everyday use?
- _____ 4. Did Milo think he could learn how to use words if he bought some?
- _____ 5. Was Tock as excited as Milo about the words in the market?
- _____ 6. Did Milo refuse to buy "quagmire," "flabbergast," "upholstery," a few pounds of "happy," and a package of "goods" because he decided the whole idea of buying words was ridiculous?
- _____ 7. Was the "Do It Yourself" wagon for people who liked to make their own words?
- _____ 8. Did the man at the "Do It Yourself" wagon declare that all letters of the alphabet tasted the same?
- _____ 9. Did Milo like the Spelling Bee the minute he saw it?
- _____ 10. Did the Spelling Bee spell "vegetable" correctly?
- _____ 11. One day, when he was just an ordinary bee, did the Spelling Bee realize he would never amount to anything without an education?
- _____ 12. Did everyone in Dictionopolis absolutely adore the Humbug?
- _____ 13. According to the Humbug, was History full of Humbugs, many of whom still continued to hold prominent government positions throughout the world?

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5. Short Shrift

Pages 58-70

Write either **True** or **False** in the blank before each statement.

- _____ 1. After the confusion, the market place words were so mixed up that no one was able to speak an understandable sentence for several minutes.
- _____ 2. The entire police force of Dictionopolis was one short policeman, almost twice as wide as he was tall.



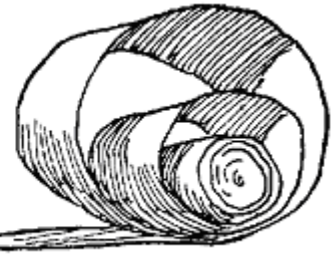
- _____ 3. Officer Shrift thought everyone in the square, except Milo, looked innocent.
- _____ 4. The Humbug purposely accused Milo of being the cause of the disarray in the market.
- _____ 5. Officer Shrift made a note in his little book that boys were the cause of everything, and then he declared Milo to be guilty of several crimes which included wreaking havoc and mincing words.
- _____ 6. Officer Shrift charged Tock with illegal barking.
- _____ 7. The judge at Milo's sentencing was Officer Shrift's brother, and the jailer was his son.
- _____ 8. Milo received a short sentence, "I am," and six million years in prison.
- _____ 9. The dungeon where Milo and Tock were taken was located down one flight of stairs under one of the word booths.
- _____ 10. It occurred to Milo that mixing up words or not knowing how to spell them could get you in trouble, and he vowed to learn all about them if he ever got out of the dungeon.

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Whole Book Test



Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Before his adventure, Milo thought the greatest waste of time was (A) the process of seeking knowledge, (B) listening to music, (C) playing games and doing math.
- _____ 2. Milo found the tollbooth (A) sitting fully assembled at the bottom of the steps into his apartment, (B) unassembled in a large box in his room, (C) in the vacant lot behind his apartment building.
- _____ 3. The transportation that Milo used to travel through the tollbooth and into strange lands was (A) a small electric car, (B) a small motorcycle, (C) a special bicycle that came with the tollbooth.
- _____ 4. The place on the map where Milo chose to go was (A) Expectations, (B) Mathepolis, (C) Dictionopolis.
- _____ 5. The Whether Man (A) accurately predicted the weather, (B) welcomed Milo to Expectations and hurried him along, (C) warned Milo not to expect things before he got them.
- _____ 6. While in the Doldrums, it was illegal for Milo to (A) think, (B) sleep, (C) count.
- _____ 7. As a watchdog, it was Tock's job to see that (A) everything was done on time, (B) no one wasted time, (C) everyone was awake during the day.
- _____ 8. Tock looked like a regular dog except that he (A) made a ticking sound when he talked, (B) wore a large clock on a heavy gold chain around his neck, (C) his body was a large, ticking clock.
- _____ 9. In Dictionopolis, Milo found (A) people shaped like letters, (B) buildings shaped like books, (C) a word market.
- _____ 10. In Dictionopolis all the words in the world were (A) kept in a special book locked in strong vaults, (B) either for sale or could be crafted in the word market, (C) grown in orchards.
- _____ 11. The confusion in Dictionopolis occurred when an argument broke out between (A) the Spelling Bee and the Humbug, (B) the Spelling Bee and Tock, (C) Tock and the Humbug.
- _____ 12. After the confusion in the market place, Short Shrift arrested Milo, gave him the short sentence "I am." and (A) banished him from Dictionopolis for one hundred years, (B) sent him to the dungeon for six million years, (C) sent him on his way to the Royal Banquet.
- _____ 13. Faintly McCabre was in the Dictionopolis dungeon because she (A) kept choosing the wrong words for the people to use, (B) grew miserly and started keeping words for herself until all talk stopped, (C) the king learned she was selling words to his brother in Digitopolis.

About Your Teaching Guide

The primary goal in creating the Objective Tests Teaching Guides for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will following after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

This Objective Tests Teaching Guide is designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author