# Challenge Novels

## Grade 5

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UNIT 2

Challenge Novel

# Island of the Blue Dolphins

## Background Information

The following information might help you better understand this book:

- This Newbery-award winning story takes place on the Channel Islands, off the coast of southern California, and is based loosely on a true story of a woman left alone on an island in 1835.
- The author uses many words associated with the land features, plants, and animals of the island. Look up the definitions or images of these words to prepare for reading. Note that *bull* refers to a male, and *cow* refers to a female of an animal (sea elephant) or a plant (bull kelp).

land and coastal features: *canyon, current, dunes, headland, mesa, reef, tide, ravine, sandspit*

living creatures: *abalones, cormorants, leeches, scallops, sea otters, sea elephants, urchins*

plant life: *comul bush, kelp, lupines, toyon bushes, yucca*

## WEEK 1 Think about It

Before reading *Island of the Blue Dolphins,* think about the following questions:

- Which cycles of nature would someone experience on an island?
- How important is it to understand the cycles of nature?
- How are cycles of nature used to tell time?
- How do the cycles of nature affect the activities you do?

Answer these questions on a separate sheet of paper, or discuss your thoughts with your classmates during Workshop.

## Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 1–5 of *Island of the Blue Dolphins.*

**parley** (par´ lā) *v.* to meet and speak informally, usually between two sides that are not on friendly terms (Chapter 1)

**glistening** (gli´ sən ing) *adj.* sparkling; reflecting tiny bits of light (Chapter 2)

**pelt** (pelt) *n.* the skin and fur from an animal before it is prepared for use (Chapter 3)

**stunted** (stun´ təd) *adj.* kept from growing tall or fully (Chapter 3)

**cove** (kōv) *n.* an area of water surrounded and protected by land (Chapter 4)

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**snared** (snârd) *v.* past tense of **snare:** to catch by hunting using a trap (Chapter 5)

**shirkers** (shûr´ kûrz) *n.* plural form of **shirker:** someone who does not do their assigned work as part of a group (Chapter 5)

**decreed** (də krēd´) *v.* past tense of **decree:** to state formally and forcefully (Chapter 5)

Write an ending to each sentence below.

1. The leader of the opposing army asked to parley because . . .

_____

2. I can see glistening . . .

_____

3. The pelt felt . . .

_____

4. The stunted plant looked . . .

_____

5. The cove was . . .

_____

6. He had snared . . .

_____

7. Those shirkers should have . . .

_____

8. Our teacher decreed that . . .

_____

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**COMPREHENSION** Read Chapters 1–5 of *Island of the Blue Dolphins*. As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. What natural cycles does Karana use to describe her story? Quote accurately from the text to support your answer.

10. Compare and contrast the effects of the high tide on the Aleuts and the Ghalas-at in Chapter 2. Drawing on specific details in the text to support your response.

11. Which natural cycles prompt the Aleuts to leave the island?

12. What makes autumn and winter so difficult for Karana and the Ghalas-at? Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Make a prediction about whether Kimki will reach the far country and when or if he might come back.

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# WEEK 2 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 6–9 of *Island of the Blue Dolphins*.

**shrouded** (shrow´ dəd) *v.* past tense of **shroud:** to cover or hide so something cannot be seen (Chapter 6)

**dawn** (dôn) *n.* the time of day when the sun rises and the sky begins to lighten (Chapter 6)

**league** (lēg) *n.* a measurement of distance, usually related to the sea; about three miles long (Chapter 6)

**beckoned** (bek´ ənd) *v.* past tense of **beckon:** to motion to come or follow (Chapter 7)

**forlorn** (for lorn´) *adj.* sad and alone; feeling completely left out (Chapter 7)

**rites** (rīts) *n.* plural form of **rite:** a ceremony of importance and significance (Chapter 8)

**pried** (prīd) *v.* past tense of **pry:** to pull with great effort in order to separate two things (Chapter 8)

**trinkets** (tring´ kəts) *n.* small pieces of jewelry or pieces of decoration, usually of little value (Chapter 9)

Read each item below. Circle the example that illustrates the vocabulary word.

1. Which one is shrouded: a smiling face or a face covered by a veil?
2. Which one happens at dawn: the sun rises or the sun sets?
3. Which one is the distance of a league: crossing a small island or crossing the United States?
4. Which one is someone who beckoned: a person saying good-bye to another or a person asking another to come?
5. Which one is forlorn: a dog greeting his family or a lost puppy?
6. Which ones are rites: a marriage ceremony and a funeral or a dinner and a movie?
7. Which one would be pried: a stuck jar lid or stacked blocks?
8. Which ones are trinkets: an expensive necklace and diamond earrings or cheap plastic bracelets?

**COMPREHENSION** Read Chapters 6–9 of *Island of the Blue Dolphins*. As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. How long do the people wait for an answer about Kimki? How do the natural cycles tell the amount of time? Quote accurately from the text to support your answer.

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10. Why does Karana jump off the ship into the stormy sea? How does Karana's point of view influence how the events are described?

11. Compare and contrast how Karana and Ramo react to being alone on the island.

12. What challenges does Karana face after her brother's death? Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Make a prediction about how long you think it will be before another ship arrives at the island.

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# WEEK 3 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 10–14 of *Island of the Blue Dolphins*.

**pitch** (pich) *n.* a sticky natural substance that makes boats waterproof (Chapter 10)
**deserted** (də zûr´ təd) *adj.* having no people in an area anymore (Chapter 10)
**omen** (ō´ mən) *n.* a sign of things to come (Chapter 10)
**clamor** (klam´ ûr) *n.* a very loud noise, usually caused by a group (Chapter 11)
**sinew** (sin´ ū) *n.* the muscle fibers of an animal; used to sew or bind materials (Chapter 12)
**gruel** (grōōl´) *n.* a thin porridge with little taste (Chapter 12)
**embers** (em´ bûrz) *n.* the small, hot pieces of fire that glow after flames are gone (Chapter 12)
**wary** (wâr´ ē) *adj.* cautious and careful (Chapter 13)

Read each item below, and then answer the question using the vocabulary word.

1. Emily is making a little wooden boat. How could she use pitch in making it?

_____

_____

2. Joe went to the store with his mother. Would it be easier or harder to shop if it is deserted? Why?

_____

_____

3. After the rain delay, a rainbow filled the sky. Why might this be a good omen?

_____

_____

4. The actors stood behind the curtain waiting for the play to start. What might cause a clamor?

_____

_____

5. Karana made a fence for her home with rib bones. Why did she not use the sinew she had?

_____

_____

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6. The woman added water to the flour mixture. How filling might the gruel be?

7. The fire died down after a few hours. How might someone use the embers of the fire?

8. The path had a warning sign about wild animals. How could you be wary while you hiked?

**COMPREHENSION** Read Chapters 10–14 of *Island of the Blue Dolphins*. As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. How does Karana use her knowledge of natural cycles when leaving the island by canoe? Quote accurately from the text to support your answer.

10. Compare and contrast Karana's standing on the high rock before and after her voyage.

11. How does Karana prepare for her life alone on the island? Quote accurately from the text to support your answer.

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12. What are the effects of Karana's hunt of a sea elephant? Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Make a prediction about Karana's plans for the wild dogs.

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# WEEK 4 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 15–19 of *Island of the Blue Dolphins*.

**paces** (pā´ səs) *n.* a measurement of distance, using the distance of a foot step (Chapter 15)
**muzzles** (muz´ əlz) *n.* plural form of **muzzle:** the nose and mouth of an animal (Chapter 17)
**fend off** (fend ôf) *v.* to push away an attack in defense (Chapter 17)
**scarlet** (skar´ lət) *adj.* having a bright red color (Chapter 18)
**singed** (sinjd) *v.* past tense of **singe:** to burn just a little bit (Chapter 18)
**entangled** (en tang´ əld) *v.* past tense of **entangle:** to become all tangled up (Chapter 19)
**flailing** (flāl´ ing) *v.* form of **flail:** to move irregularly and in a frantic way (Chapter 19)
**gash** (gash) *n.* a large, deep cut (Chapter 19)

Write an ending to each sentence below.

1. I stepped ten paces to measure . . .

_____

2. Be careful around the horses' muzzles because . . .

_____

3. The best way to fend off mosquitoes . . .

_____

4. Things that are scarlet include . . .

_____

5. The man singed the end of a rope by . . .

_____

6. The kite string became entangled when . . .

_____

7. That woman is flailing her arms because . . .

_____

8. I got a gash on my knee when I . . .

_____

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**COMPREHENSION** Read Chapters 15–19 of *Island of the Blue Dolphins*. As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. Why do you think Karana saves the big wild dog with the thick fur and yellow eyes? Quote accurately from the text to support your answer.

10. Compare and contrast Karana's activities before and after she tames Rontu.

11. Which natural cycle is described in the spring with the "flocks of darting birds"? How can you tell? Quote accurately from the text to support your answer.

12. Which season do you think Karana enjoys most? Why? Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Make a prediction about what might happen if Karana sees a ship coming to the island.

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# WEEK 5 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 20–23 of *Island of the Blue Dolphins*.

**oblong** (ob´ long) *adj.* having the shape of an oval or rectangle; with a shape longer than it is wide (Chapter 20)

**bow** (bow) *n.* the front part of a ship (Chapter 20)

**glossier** (glos´ ē´ ûr) *adj.* form of **glossy:** shiny and smooth (Chapter 21)

**shimmered** (shim´ ûrd) *v.* past tense of **shimmer:** to reflect light in a weak, irregular way (Chapter 21)

**giddy** (gid´ ē) *adj.* excited and happy (Chapter 21)

**sprawled** (sprôld) *v.* past tense of **sprawl:** to lie down and stretch or spread out in a casual manner (Chapter 21)

**farewell** (fâr´ wel) *n.* a way of saying good-bye (Chapter 22)

**reproachfully** (rē´ prōch´ fəl ē) *adv.* in a way that shows disappointment or disapproval of someone's actions; in a blaming or shaming way (Chapter 23)

Read each item below, and then answer the question using the vocabulary word.

1. The boy formed the clay into oblong shapes. What shapes would be oblong?

   _____

2. The ship was coming into the harbor. What might someone see from the bow?

   _____

3. We must choose a paper for printing. How can you tell which one is glossier?

   _____

4. They looked for the bracelet. If the bracelet shimmered in the light, what did it do?

   _____

5. Ava just heard the news she made the team. In what ways does she appear giddy?

   _____

6. The children sprawled onto the floor with their favorite books. What did they do?

   _____

7. We had a nice visit with our friends. How might a friend give a farewell?

   _____

8. Mike scolded his dog for digging. How could he look at his dog reproachfully?

   _____

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**COMPREHENSION** Read Chapters 20–23 of *Island of the Blue Dolphins*. As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. How does not paying attention to the natural cycles of the tide affect Karana's exploration? Quote accurately from the text to support your answer.

10. Why is Karana afraid of the girl when the Aleuts arrive? Quote accurately from the text to support your answer.

11. Compare and contrast Karana and Tutok, using specific details in the text.

12. How does the season affect Karana's ability to care for animals on the island? Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Make a prediction about whether Karana will become part of a community again, and explain why.

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# WEEK 6 Talk about It

**COMPREHENSION** Answer the following questions to check your understanding after you finish reading *Island of the Blue Dolphins*. Write your answers on the lines below.

1. Compare and contrast how Karana feels about animals at the beginning of the story with how she feels about them at the end of the story.

2. How does Karana's knowledge of natural cycles help her survive on the island, even during irregular events such as the earthquake?

3. The story "Hatchet" in the ***Student Anthology*** and *Island of the Blue Dolphins* are both adventure stories. Compare and contrast their approaches to similar themes and topics.

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# Write about It

Choose a written response to *Island of the Blue Dolphins* from the following list.

- Write some journal entries for Karana, choosing days from different seasons.
- Write a news story that describes the discovery of Karana on the island at the end of the book. Explain how her knowledge of the natural cycles helped in her survival.

Use the following steps to write:

**PREWRITING** Write your ideas in a bubble map. For journal entries, list the four seasons and record important events for each one. For a news story, write question words in each bubble along with questions a news reporter might ask. Then write details from the book to answer the questions. Think about the audience and the purpose before drafting.

**DRAFTING** Draft the journal entries or a news story. Be sure to use your completed graphic organizer as a guide. Be sure to change the notes into complete sentences, describing the events in your own words.

**REVISING** Reread your draft. Does it make sense? Should you rearrange some details? If you are writing journal entries, consider adding a date or season and how much time has passed. If you are writing a news story, consider adding a headline and opening line to grab readers' attention and make them want to read more.

**EDITING** Read through your revised draft. Look for spelling errors, missing punctuation, or grammatical mistakes. Make sure your classmates can read your handwriting.

**PUBLISHING** Make a clean copy of your edited draft. If you wrote a journal, consider drawing pictures to help describe events. If you wrote a news story, consider typing it up or recording it like you were a news anchor.

# Wrap It Up

At the end of the week, share and discuss your writing with your classmates. Discuss any final questions you have about the story or the theme of Cycles. List any new ideas about cycles you learned from reading, discussing, or writing about *Island of the Blue Dolphins.*

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UNIT 3

Challenge Novel

# The Phantom Tollbooth

## Background Information

The following information might help you better understand this book:

- Today, if a freeway requires a fee for its use, that fee is often collected electronically. At the time this book was written, people dropped coins into a collection basket at a tollbooth, which would lift a gate allowing drivers to continue their journey on a well-maintained roadway.
- Look at the map at the beginning of the book. Although this story is a fantasy telling of "The Lands Beyond," the author uses common geographic words such *mountains, seas, foothills, forests, valleys,* as well as *boroughs* and *municipalities* in the kingdom. Note that the names of the two main cities end in *-opolis*, using the Greek word *polis*, or "city," to create the city name.
- This story is full of word play, including puns and idioms. In a *pun,* the writer uses a similar sounding word to make a funny double meaning, such as the character of the watchdog. "Watchdog" has a double meaning: it is a guard dog and a dog with a watch face. An *idiom* is a phrase that has a meaning beyond the literal meaning. For example, if you are "wasting time at the library," you are not doing anything important, just hanging around, reading, or playing games at the library.

## WEEK 1 Think about It

Before reading *The Phantom Tollbooth,* think about the following questions:

- What do you need to know when you travel to a new place?
- How important is language and food to world communities?
- How important are rules to people living in a community? Why?
- What do we learn by exploring new places and meeting new people?

Answer these questions on a separate sheet of paper or discuss your thoughts with your classmates during Workshop.

## Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 1–3 of *The Phantom Tollbooth.*

**destination** (des ti´ nā´ shən) *n.* the final place someone plans to go (Chapter 1)

**dejectedly** (dē jek´ təd lē) *adv.* in a sad way that feels turned away or shut out (Chapter 1)

**effusive** (ə fū´ siv) *adj.* showing unrestrained emotion, over and beyond what is expected (Chapter 2)

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**surmise** (sûr mīz´) *v.* to come to a conclusion based on limited knowledge; to infer or guess (Chapter 2)

**procrastinating** (prō kras´ ti nā´ ting) *v.* form of verb **procrastinate**: to put off doing something (Chapter 2)

**conciliatory** (kən sil´ ē ə tor´ ē) *adj.* wanting to make up or repair a relationship (Chapter 2)

**connotation** (kən nō´ tā´ shən) *n.* the positive or negative associations of a word (Chapter 3)

**reticence** (ret´ ə sens) *n.* a holding back on sharing what one thinks or feels (Chapter 3)

Write an ending to each of the following sentences.

1. The destination of our class field trip is . . .

   _____

2. I walked dejectedly home after . . .

   _____

3. His effusive manner made his speech seem . . .

   _____

4. I can surmise from the broken pieces that . . .

   _____

5. She is procrastinating because . . .

   _____

6. He had a conciliatory conversation after . . .

   _____

7. Although *gaze* and *glare* have similar meanings, the connotation of *glare* is . . .

   _____

8. Her reticence for sharing her feelings was evident because . . .

   _____

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**COMPREHENSION** Read Chapters 1–3 of *The Phantom Tollbooth.* As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. Why does Milo decide to set up the tollbooth and travel beyond it? Quote accurately from the text to support your answer.

10. Which pun does the author use for the weather man? How does he move Milo "Beyond Expectations"?

11. What other phrases in Chapter 2 have more than one meaning? What do these plays on words tell about the characters Milo will meet on his journey?

12. Compare and contrast the five men who greet Milo at the Word Market, drawing on specific details in the text.

## Wrap It Up

Write a prediction about what Milo will find at the Word Market. Explain why you think so, based on your knowledge of community markets, as well as clues from the text.

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# WEEK 2 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 4–7 of *The Phantom Tollbooth*.

**lavish** (lav´ ish) *adj.* of the highest quality and comfort, excessively so (Chapter 4)

**disdain** (dis dān´) *n.* a feeling that someone or something is not worthy; extreme dislike (Chapter 4)

**infuriate** (in fyûr´ ē āt´) *v.* to make extremely angry (Chapter 4)

**commendable** (kə mend´ ə bəl) *adj.* praiseworthy and admirable, in an official way (Chapter 5)

**disconsolate** (dis kon´ sə lit) *adj.* extremely upset, unable to be calmed; hopeless (Chapter 5)

**animosity** (an´ i mos´ ə tē) *n.* a strong feeling of dislike, often resulting in words or actions (Chapter 6)

**unabridged** (un ə brijd´) *adj.* describing a complete text; not an edited or shortened version (Chapter 6)

**famished** (fam´ isht) *adj.* extremely hungry (Chapter 7)

Read each item below, and then answer the question using the vocabulary word.

1. The family sat at a table to eat at the wedding. How would a lavish wedding table look?

   _____

   _____

2. The player glared at the cheater. If the player has disdain for cheating, how does she feel?

   _____

   _____

3. William spent two hours building a castle of blocks, and then his little brother knocked it down. Why might this infuriate William?

   _____

   _____

4. The principal recognized the students who helped others after school every day. Why is their work commendable?

   _____

   _____

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5. Ian was very upset when he had to say good-bye. If he was disconsolate, how would he act?

_____

_____

6. The rival teams played hard against each other. How might animosity affect how they play?

_____

_____

7. This edition of the story has been shortened. How is it different from the unabridged edition?

_____

_____

8. The athletes worked out twice a day for two hours. Why might they feel famished?

_____

_____

**COMPREHENSION** Read Chapters 4–7 of *The Phantom Tollbooth.* As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. How do the illustrations add to the meaning or tone of the market described in Chapter 4?

_____

_____

_____

10. The term *short shrift* means "little thought or attention given to a situation." How does the character Officer Shrift illustrate the word? What other play on words did the author use?

_____

_____

_____

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11. Why does the Official Which think that only Rhyme and Reason can help her?

12. Compare and contrast the speech Milo gave to the other guests at the banquet. Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words, phrases, or ideas that are still confusing. Write a prediction about where Milo will go next on his journey, and explain why.

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# WEEK 3 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 8–10 of *The Phantom Tollbooth*.

**distraught** (dis trôt´) *adj.* upset in a way that is disturbing or overwhelming (Chapter 8)

**perilous** (pâr´ i ləs) *adj.* dangerous or unsafe (Chapter 8)

**ominous** (om´ ə nəs) *adj.* looking scary or threatening; signaling something bad to come (Chapter 8)

**promontory** (prom´ ən tor´ ē) *n.* a piece of land or rock that sticks out, high above the surrounding area (Chapter 9)

**exaggeration** (eks aj´ ûr ā´ shən) *n.* something described as much more than it really is (Chapter 9)

**emphatically** (em fa´ tik lē) *adv.* in a forceful way that gives or shows importance (Chapter 10)

**metropolis** (mə trop´ ə lis´) *n.* a large city (Chapter 10)

**gaunt** (gônt) *adj.* having a thin appearance, showing bones (Chapter 10)

Read each item below. Circle the example that illustrates the vocabulary word.

1. Which one is distraught: a lost person running around and looking upset or a lost person asking for help?
2. Which one is perilous: climbing a tall, unstable ladder or climbing a tall, solid staircase?
3. Which one is ominous: a beautiful sunset or dark gray clouds?
4. Which one is a promontory: a rock overhang of a cliff or a tall rock face of a mountain?
5. Which one is an exaggeration: a smile from ear to ear or a toothy smile?
6. Which one is said emphatically: "Remember your homework." or "Turn in your work now!"?
7. Which one is a metropolis: a large capital city or a small village with nearby farms?
8. Which one is gaunt: a tall, muscular athlete or a thin, bony actor?

**COMPREHENSION** Read Chapters 8–10 of *The Phantom Tollbooth*. As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. How will King Azaz's gift help Milo on his journey? Quote accurately from the text to support your answer.

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10. How is point of view illustrated in this story through the characters? Which play on words does the author use? Quote accurately from the text to support your answer.

11. Compare and contrast the cities of Reality and Illusions. Which city would you rather visit? Why?

12. Why does Alec say, "the most important reason for going from one place to another is to see what's in between?" Quote accurately from the text to support your answer. Do you agree or disagree? Why?

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Write a prediction about what will happen to Milo when he wakes up.

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# WEEK 4 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 11–13 of *The Phantom Tollbooth.*

**din** (din) *n.* a great amount of noise, usually made up of many different sounds (Chapter 11)

**acquaintance** (ə kwān´ təns) *n.* a person you have met but do not know well (Chapter 11)

**dissonance** (dis´ ə nəns) *n.* two or more sounds that are harsh to hear together (Chapter 11)

**concocting** (kən kok´ ting) *v.* form of the verb **concoct:** to make or create using many different substances (Chapter 11)

**perpetually** (pûr pech´ ū əl lē´) *adv.* in a way that continues, seemingly forever (Chapter 11)

**laudable** (lô´ də bəl) *adj.* worthy of praise and honor (Chapter 12)

**consensus** (kən sen´ səs) *n.* a general agreement among people in a group (Chapter 12)

**strenuous** (stren´ ū əs) *adj.* demanding much effort and energy (Chapter 13)

Write an ending to each sentence below.

1. I could not hear over the din at the . . .

_____

2. My neighbor is an acquaintance because . . .

_____

3. The dissonance made the song . . .

_____

4. We are concocting a health shake using . . .

_____

5. The friends are perpetually . . .

_____

6. Their hard work is laudable because . . .

_____

7. The consensus of the class regarding rainy days is . . .

_____

8. It was strenuous exercise because . . .

_____

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**COMPREHENSION** Read Chapters 11–13 of *The Phantom Tollbooth.* As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. How will Alec's gift help Milo on his journey? Quote accurately from the text to support your answer.

10. Compare and contrast the Forest of Sight and the Valley of Sound.

11. Why does the Soundkeeper think Rhyme and Reason would improve things? Quote accurately from the text to support your answer.

12. Which phrases have more than one meaning in Chapter 13? How do these plays on words help Milo? Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Write a prediction about what will happen in Digitopolis and give a reason for why the event will occur.

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# WEEK 5 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 14–16 of *The Phantom Tollbooth*.

**nimbly** (nim´ blē) *adv.* in a way that moves quickly and easily (Chapter 14)

**admonished** (ad mon´ isht) *v.* past tense of admonish: to scold a person regarding a mistake (Chapter 14)

**daintily** (dān´ tə lē) *adv.* in a way that is delicate and with a light touch (Chapter 16)

**nuisance** (no͞o´ səns) *n.* a person who bothers someone; something that is annoying (Chapter 14)

**anguished** (an´ gwisht) *adj.* describing extreme pain or deep suffering (Chapter 15)

**nonchalantly** (non shə lônt´ lē) *adv.* in a way that is casual and indifferent (Chapter 16)

**aimlessly** (ām´ les lē) *adv.* in a way that is wandering and without a purpose or end (Chapter 16)

**maliciously** (mə lish´ əs lē) *adv.* in a way that is mean-spirited with intent to cause harm (Chapter 16)

Read each item below. Circle the example that illustrates the vocabulary word.

1. Which one moves nimbly: a race car on a track or a tour bus in a neighborhood?
2. Which one admonished: a teacher calling on a student or a principal scolding a student?
3. Which one is held daintily: a delicate teacup or a ceramic plate?
4. Which one is a nuisance: putting on layers of clothes to play outside or playing at recess?
5. Which one looks anguished: a boy who pinched his fingers or a girl who held up two fingers?
6. Which one moves nonchalantly: an actor saying lines or an actor blending into the background?
7. Which one walks aimlessly: a person wandering in a park or a person walking directly home?
8. Which one acts maliciously: a superhero or a supervillain?

**COMPREHENSION** Read Chapters 14–16 of *The Phantom Tollbooth*. As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. Why is Humbug speechless when the Mathemagician gives a tour of the mine? Quote accurately from the text to support your answer.

_____

_____

_____

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10. Compare and contrast how Milo tries to eat in Dictionopolis with his experience in Digitopolis, using specific details from the text.

11. Why does the Mathemagician think "everyone understands numbers"? Quote accurately from the text to support your answer. Do you agree or disagree with the Mathmagician? Why?

12. How does Milo convince the Mathemagician to let him rescue Rhyme and Reason? Quote accurately from the text to support your answer.

## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Write a prediction about how Milo will use his gifts to rescue Rhyme and Reason.

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# WEEK 6 Talk about It

**COMPREHENSION** Answer the following questions to check your understanding after you finish reading *The Phantom Tollbooth*. Write your answers on the lines below.

1. The two characters Rhyme and Reason are missing from the land. The idiom "without rhyme or reason" means without order or sense. How do these two characters help determine the theme in this story?

2. How do the chapters fit together to provide the overall structure of *The Phantom Tollbooth*? How do the chapters connect to the map at the beginning of the book?

3. Compare and contrast the places in *The Phantom Tollbooth* to communities around the world. What is common among people and places? What kinds of things are different?

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# Write about It

Choose a written response to *The Phantom Tollbooth* from the following list.

- Write a new ending to the story.
- Create a board game version of the story.

Use the following steps to write:

**PREWRITING** Write your ideas in a story map. For writing a new ending, choose the place in the story to begin, and write ideas of what will happen. For a board game, think about the format of the game, how it begins, ways to move, and how it will end. Then write details to describe the setting, characters, and events of the plot for your writing.

**DRAFTING** Write a draft of the new ending or board game. Be sure to use your completed graphic organizer as a guide. Rewrite your notes as complete sentences, describing the setting, characters, and events in your own words.

**REVISING** Reread your draft. Does it make sense? Should you rearrange some details? If you are writing a new ending, consider adding some puns or idioms. If you are creating a board game, consider adding cards that make the player move forward or lose a turn based on events in the story.

**EDITING** Read your revised draft. Look for spelling errors, missing punctuation, or grammatical mistakes. Make sure your classmates can read your handwriting.

**PUBLISHING** Make a clean copy of your edited draft. If you wrote a new ending, consider drawing pen-and-ink illustrations to help describe events. If you created a board game, consider adding color to the board and playing the game with your classmates or family members.

# Wrap It Up

At the end of the week, share and discuss your writing with others. Discuss any final questions you have about the story or the theme. List any new ideas about world communities you learned from reading, discussing, or writing about *The Phantom Tollbooth*.

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