

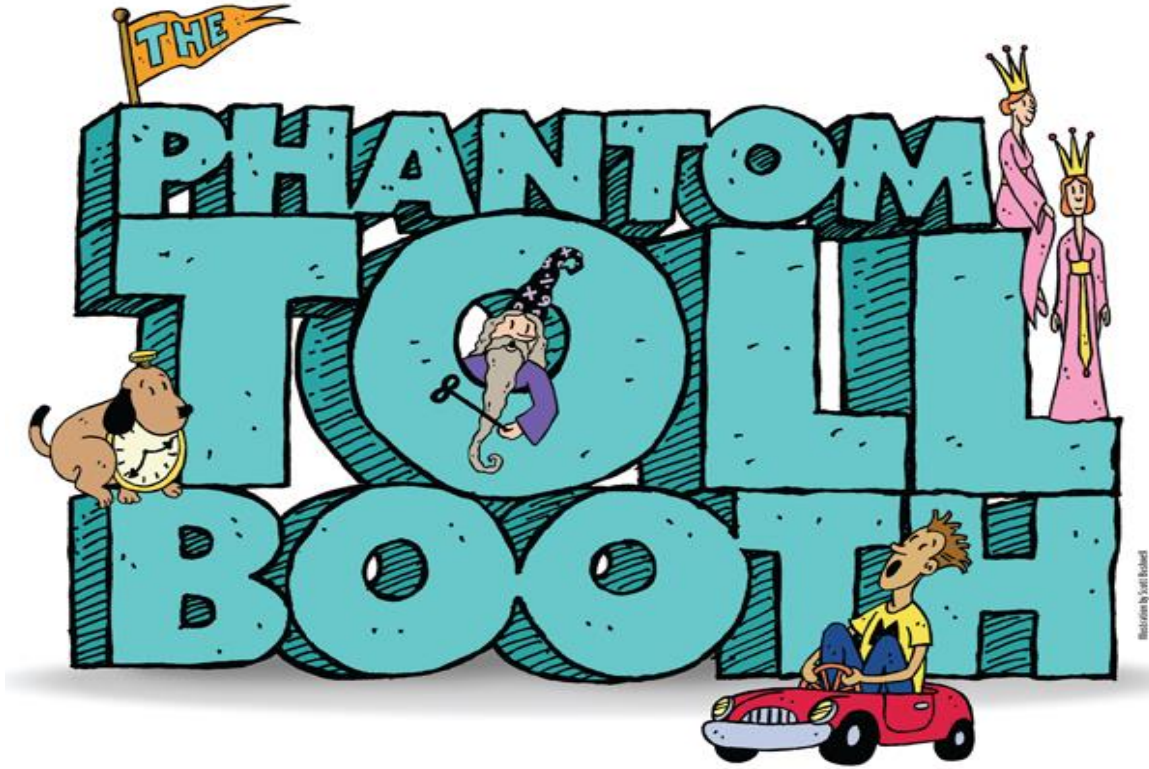
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# THE PHANTOM TOLLBOOTH

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Grade 6 - Term 2

Act 2: The Road to Digitopolis, The Numbers Mine,  
The Mountains of Ignorance



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SURNAME, NAME:

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CLASS:

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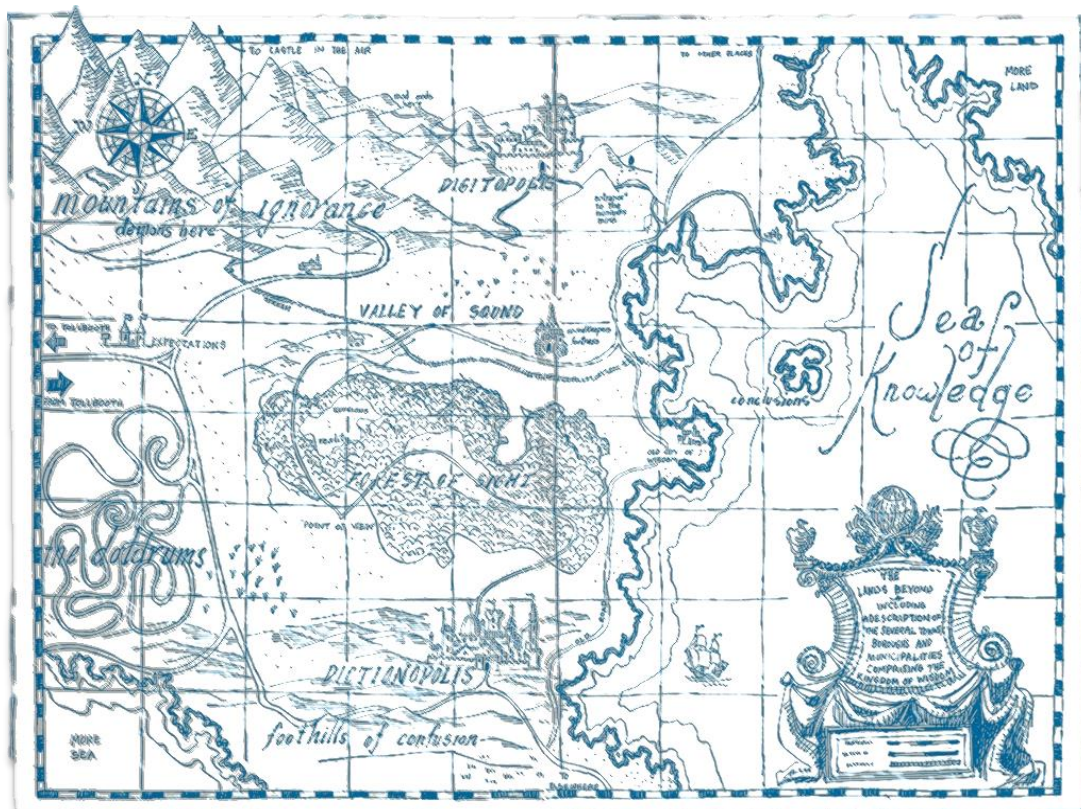
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## OBJECTIVES

Learning objectives from *Holes* booklet

### *In this booklet we will:*

- Learn to spell and use new words.
- Make new words out of known words.
- Learn to use the terms image, simile, metaphor, and onomatopoeia.
- Use complex and compound sentences.
- Use correct grammar, including articles, word order and tenses.
- Comment on an author's use of language, giving reasons why he used certain words in a play script.
- Give an informed personal response to a text and use some quotations from the text in support.
- Think, plan and organize ideas.
- Explore some of the figurative language and techniques used by writers to create their own poems.
- Work in solo, paired and group assignments, including role-play.
- Through role-play, show insight into texts and issues through choice of speech, gesture and movement.



## ACT II, SCENE I: The Road to Digitopolis

### Before Reading

( Remember to study your words on Quizlet first! )

#### 1. Match the words with the pictures.

1. a creature \_\_\_\_

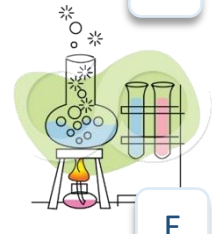
2. dishes \_\_\_\_

3. an apothecary \_\_\_\_

4. a beaver \_\_\_\_

5. a concoction \_\_\_\_

6. a steamroller \_\_\_\_



#### 2. Using a dictionary, match the words with their definitions.

1. an engine **choke** \_\_\_\_

2. to **doff** one's cap \_\_\_\_

3. to **thumb through** the pages \_\_\_\_

4. a **fork in the road** \_\_\_\_

5. the **break of dawn** \_\_\_\_

6. a dreadful **row** \_\_\_\_

7. an awful **din** \_\_\_\_

a. *noun*. A loud, unpleasant noise.

b. *noun*. Another loud, unpleasant noise!

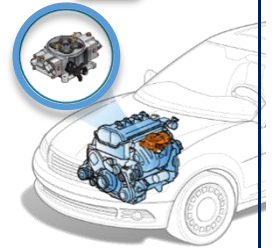
c. *verb*. To use one's thumb to flip quickly through a book or stack of papers.

d. *noun*. A place where one road divides into two or more roads

e. *noun*. A part of a motor that controls how much air is mixed with the fuel.

f. *verb*. To take off one's hat to show respect.

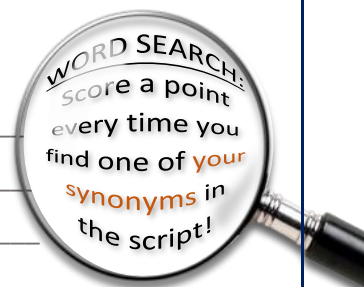
g. *noun*. The time when the sun rises in the morning.



3. In the Valley of Sound, Milo will meet a character named Cacophonous A. Discord, Doctor of Dissonance. *Cacophony*, *discord*, and *dissonance* are all synonyms for "**loud, unpleasant noise.**" Look up "**noise**" in a thesaurus and **write at least 10 other synonyms.**

( <https://www.thesaurus.com> )

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



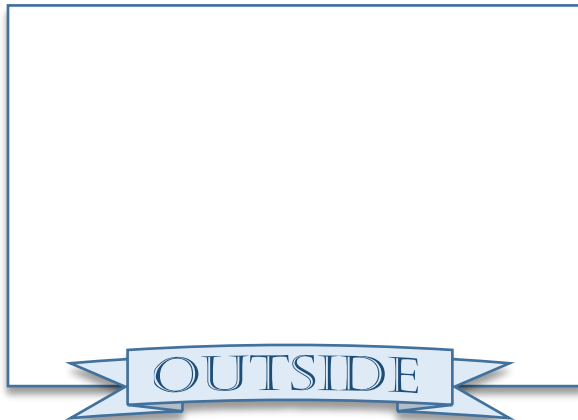
4. What **type** of doctor do you think Cacophonous A. Discord, Doctor of Dissonance will be?

_____
_____

## ACT II, SCENE I: The Road to Digitopolis

### After Reading

1. **Describe and illustrate** the outside and inside of Doctor Cacophonous' wagon, including as many details from the story as you can.

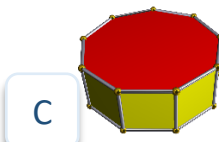
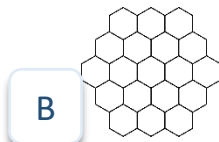
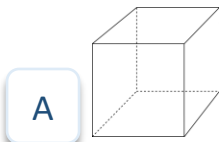


2. What kind of medicine does Doctor Cacophonous sell? **Why** does he say that his medicine is very popular these days?



3. **How do you think** the author feels about life in cities? **Explain your answer.**

4. A *dodecahedron* is a 3-dimensional geometric shape with 12 faces. **Circle** the *dodecahedron*.



5. **Describe** the character named Dodecahedron:

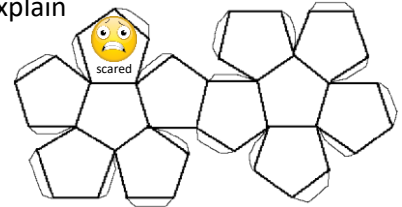
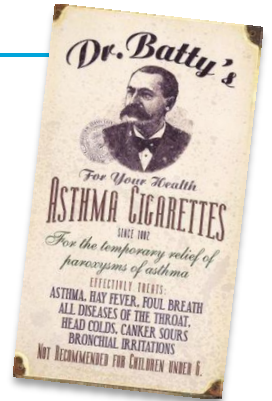


## ACT II, SCENE I: The Road to Digitopolis

### Extension Activities

Choose one of the activities below to complete.

1. Create a *three-dimensional model of Doctor Discord's wagon*. You may want to use playdough, Legos, or a shoebox. Include as many details from the script as possible.
2. Create a poster advertising **Doctor Discord's medicine**. Make it attractive and colourful, and include a slogan and logo. Your poster should explain why people need Doctor Discord's awful sounds in their lives.
3. The Dodecahedron has a different expression on each of his 12 faces. Imagine what his 12 emotions could be. **Draw his 12 faces and label each of them with an emotional adjective.**



## ACT II, SCENE II: The Numbers Mine

### Before Reading

( Remember to study your words on Quizlet first! )

#### 1. Complete the chart with the correct mathematical language.

symbol	operation	Verb	in words	equation	sentence
+	addition	to add	Plus	$4 + 2 = \underline{\quad}$	4 plus 2 equals <u>        </u>
-	subtraction	to subtract	minus		4 minus 2 equals <u>        </u>
×	multiplication	to multiply	times	$4 \times 2 = \underline{\quad}$	
÷	division	to divide	divided by	$4 \div 2 = \underline{\quad}$	
=	equation	to equal	equals	$4 = 4$	

#### 2. Match the words with the pictures.

1. **iridescent** colours \_\_\_\_\_

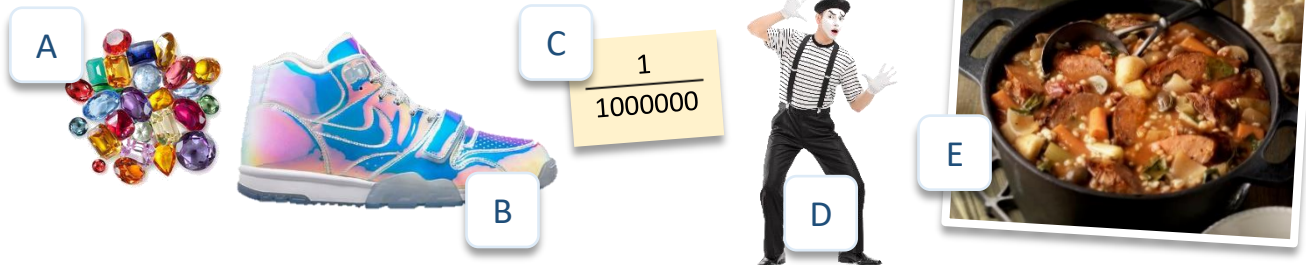
2. to **pantomime** a wall \_\_\_\_\_

3. precious **jewels** \_\_\_\_\_

4. a **cauldron** of stew \_\_\_\_\_

5. one **one-millionth** \_\_\_\_\_

6. a wooden **ruler** \_\_\_\_\_



#### 3. In this scene, Milo and his friends will eat dinner with the Mathemagician. **What do you think** the food in Digitopolis will be like? **How do you think** Milo and his friends will feel after eating *subtraction stew* with the Mathemagician?

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#### 4. In this scene, Milo will ask the Mathemagician what number is the largest in the world, and what number is the smallest. **What answer do you think** the Mathemagician will give?

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## ACT II, SCENE II: The Numbers Mine

### After Reading

1. Read the stage directions on pages 11 and 12. **What lighting techniques and special effects** are used to *simulate* the inside of a mine?

**simulate** (v.) to imitate the appearance of something.

2. We use adverbs to describe how an action happens. A fast talker talks *quickly*; a sad person cries *sadly*. **Find 8 adverbs** on pages 12 and 13, **write them below**.

Tip: Most adverbs end with -ly

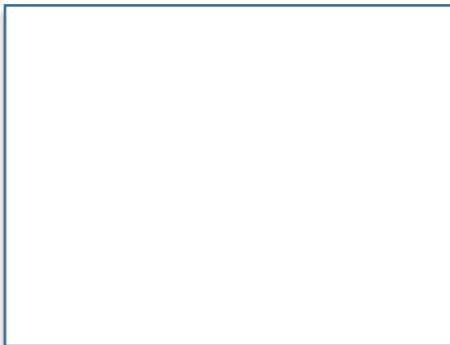
3. **What is unusual** about the way people eat in Digitopolis?

4. **How** does the Mathemagician travel from place to place?

5. **How** does Milo “trick” the Mathemagician into letting him rescue Rhyme and Reason?



6. **Draw and describe** the gift that the Mathemagician gives Milo to help him on his journey. **How** do you think he will use it?



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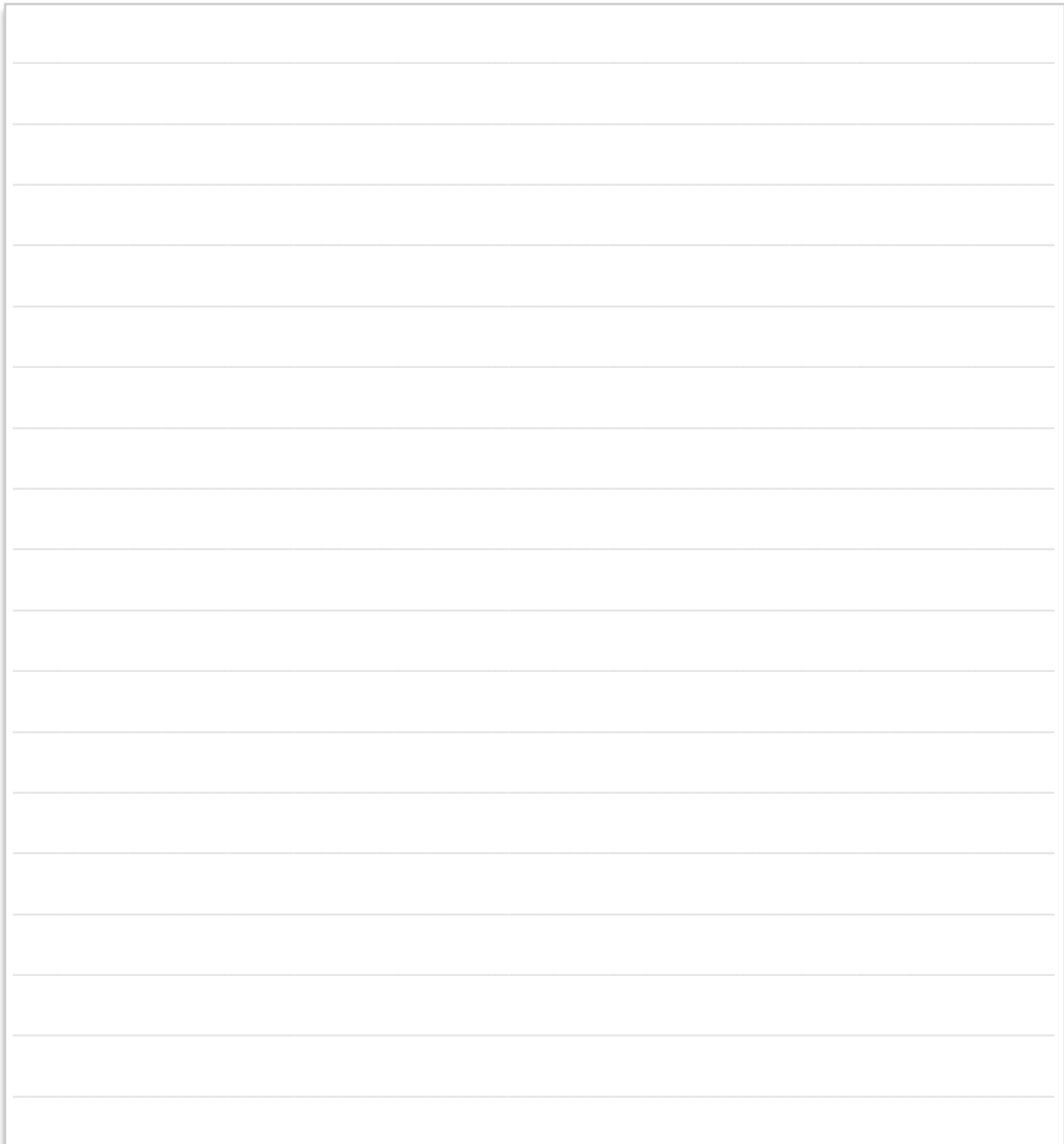


## ACT II, SCENE II: The Numbers Mine

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### Extension Activities

1. **Imagine you are a theatre critic and you have just watched this play in a theatre.** Write a theatre review about the special effects and lighting. Your review may be positive or negative, but make sure you comment on specific special effects and lighting techniques mentioned in the stage directions of this scene.
2. Write a paragraph comparing Dictionopolis and Digitopolis. What would be the **advantages** and **disadvantages** of living in each of the kingdoms?
3. Imagine the Mathemagician has a new job: he is a math teacher at AÇI! Write a page from his math exam below. **Use word problems, not equations.** For an example, look at the Dodecahedron's questions on page 9 of your script.

A large rectangular area with horizontal lines for writing, intended for the student to complete the extension activities.

## ACT II, SCENE III: The Mountains of Ignorance

### Before Reading

( Remember to study your words on Quizlet first! )

#### 1. Match the words with the pictures.

1. a **scroll** \_\_\_\_\_
2. in a **trance** \_\_\_\_\_
3. a **needle** \_\_\_\_\_
4. **tweezers** \_\_\_\_\_
5. an **eyedropper** \_\_\_\_\_
6. a rhyming **couplet** \_\_\_\_\_



2. In this scene, there are many word plays about **homophones**: words that sound the same but have different meanings. **Look at the pictures and think of a word** that sounds similar to one of the words defined below. **Label the pictures and match them with their homophone.**



**mean:** *adjective.* unwilling to share things or money; selfish; greedy

**to be in mourning:** *verb.* to feel and show sadness for someone's death



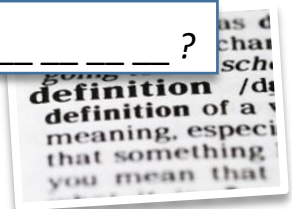
**weight:** *noun.* how much something weighs, often expressed in pounds or kilograms

**to make sense:** *verb.* to be understandable or explainable



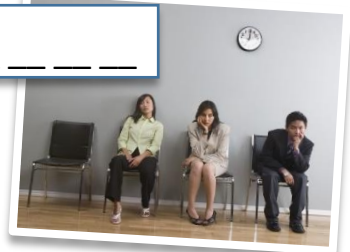
**a census:** *noun.* a count / a survey used to collect information about a country's population

What does it \_\_\_\_\_ ?



Two \_\_\_\_\_

They have to \_\_\_\_\_



Good \_\_\_\_\_



Our five \_\_\_\_\_

3. In this scene, Milo and his friends will meet a character who will give them three nearly impossible jobs to do. **Using three words from part 1**, guess what those jobs might be.

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## ACT II, SCENE III: The Mountains of Ignorance

**nuisance** (*n.*)  
Something or  
someone that  
annoys people.

### After Reading

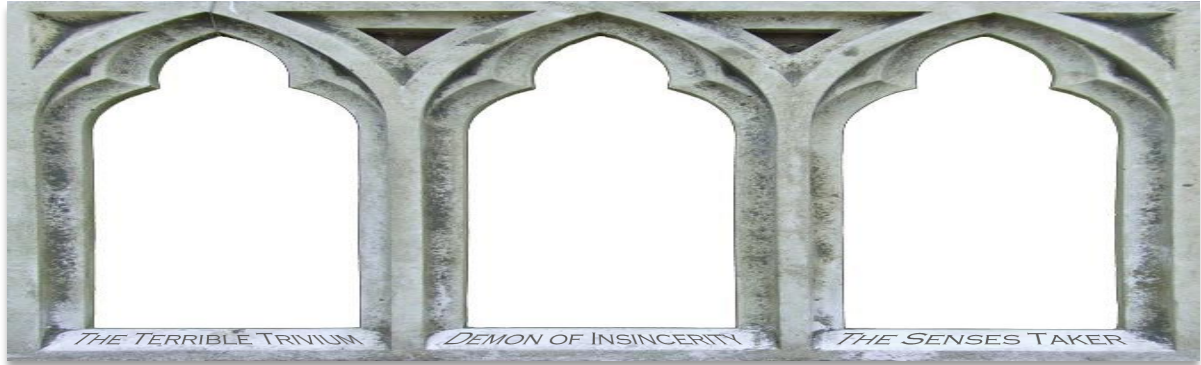
1. The Everpresent Wordsnatcher calls himself a *nuisance*. **Explain** what he does to annoy people, giving at least one example from the script.

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2. **Illustrate** the demons in the windows below. Below each window, **describe** how the demon tries to stop or delay Milo and his friends.



<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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3. The Senses Taker puts each of the heroes **into a trance** with a different trick of the senses. What does he make **each character imagine**? Why is that an **effective trap** for that character?

Character	What they imagine	Why it is an effective trap
Milo	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Tock	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Humbug	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

4. **Explain** how each of the 3 gifts (from King Azaz, Doctor Discord, and the Mathemagician) help Milo and his friends in the Mountains of Ignorance.

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## Extension Activities

1. **What idiom** does Milo use to escape with the princesses from the Castle in the Air?  
**How is this an appropriate conclusion** for Milo's adventure? Explain your answer.
2. **What lessons** has Milo learned since leaving his bedroom?  
**Which of his actions** in the last scene show that he has learned these lessons?

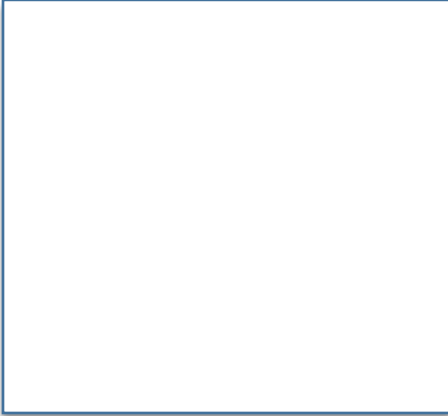
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## BONUS ACTIVITIES

Enjoy these bonus activities once your teacher has checked your work.

### The Terrible Trivium Tries Again

**Think** of another impossibly long task that the Terrible Trivium can use to trap travelers... forever. **Describe and illustrate the task below.**



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### The Senses Taker Takes One

If you had to give up ONE of your senses, which one would you give up and why? **What would be more difficult** without that sense?

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### The Senses Taker Takes Four

Imagine the Senses Taker took not one, but FOUR of your senses. If you had to give up all of your senses but one, **which would you keep and why?**

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## BONUS ACTIVITIES

Enjoy these bonus activities once your teacher has checked your work.

### Fearsome Fiends!

**Create three new demons for the Mountains of Ignorance.** Illustrate them in the windows, and describe what powers they have to trap, sidetrack, or endanger travelers.



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Wise Words

At the end of the play, Milo gets advice from several characters. Azaz tells him: *"Many things are possible, just as long as you don't know they're impossible."* Reason tells him: *"Very often, you learn more by being wrong for the right reasons than you do by being right for the wrong ones."* And Rhyme adds: *"It's learning what to do with what you learn and learning why you learn things that matters."* **Choose one of these quotes and write a short paragraph about it. Explain the quote in your own words, and explain whether you think it is good advice and why.**

_____
_____
_____
_____
_____
_____
_____



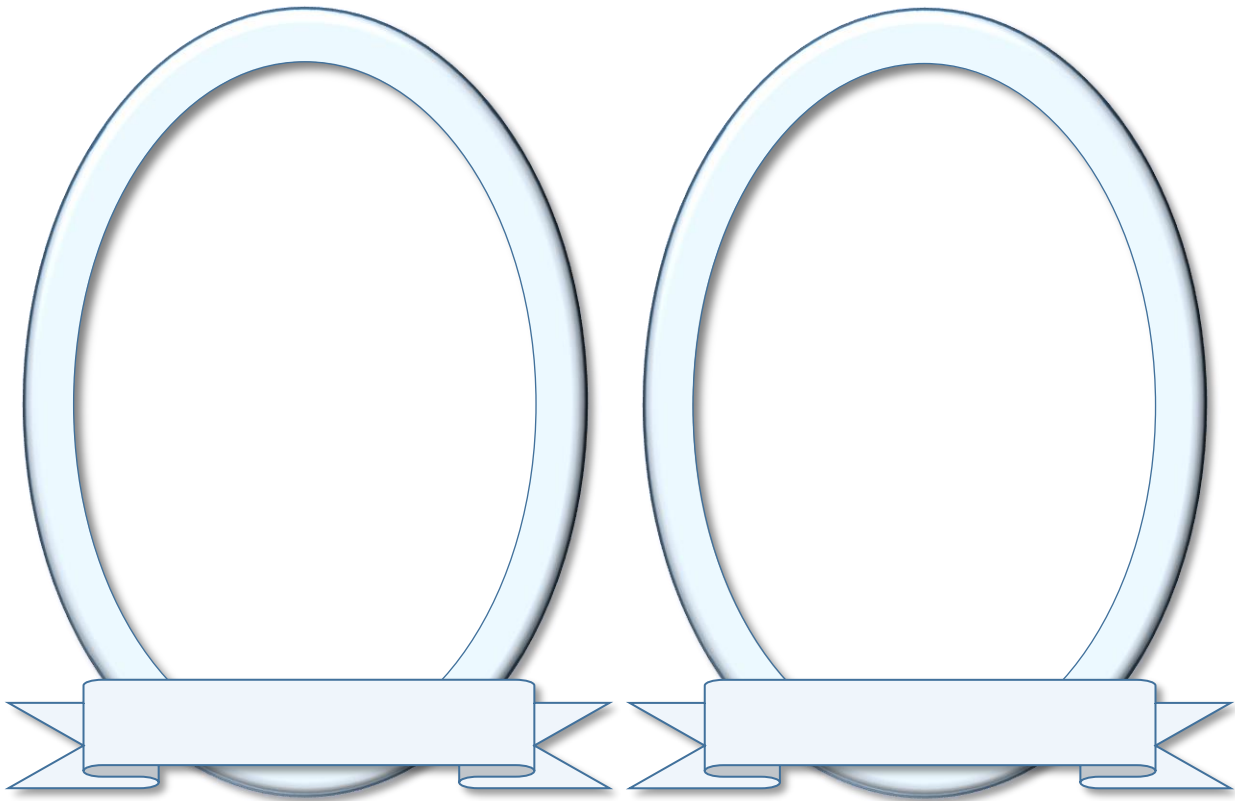
## BONUS ACTIVITIES

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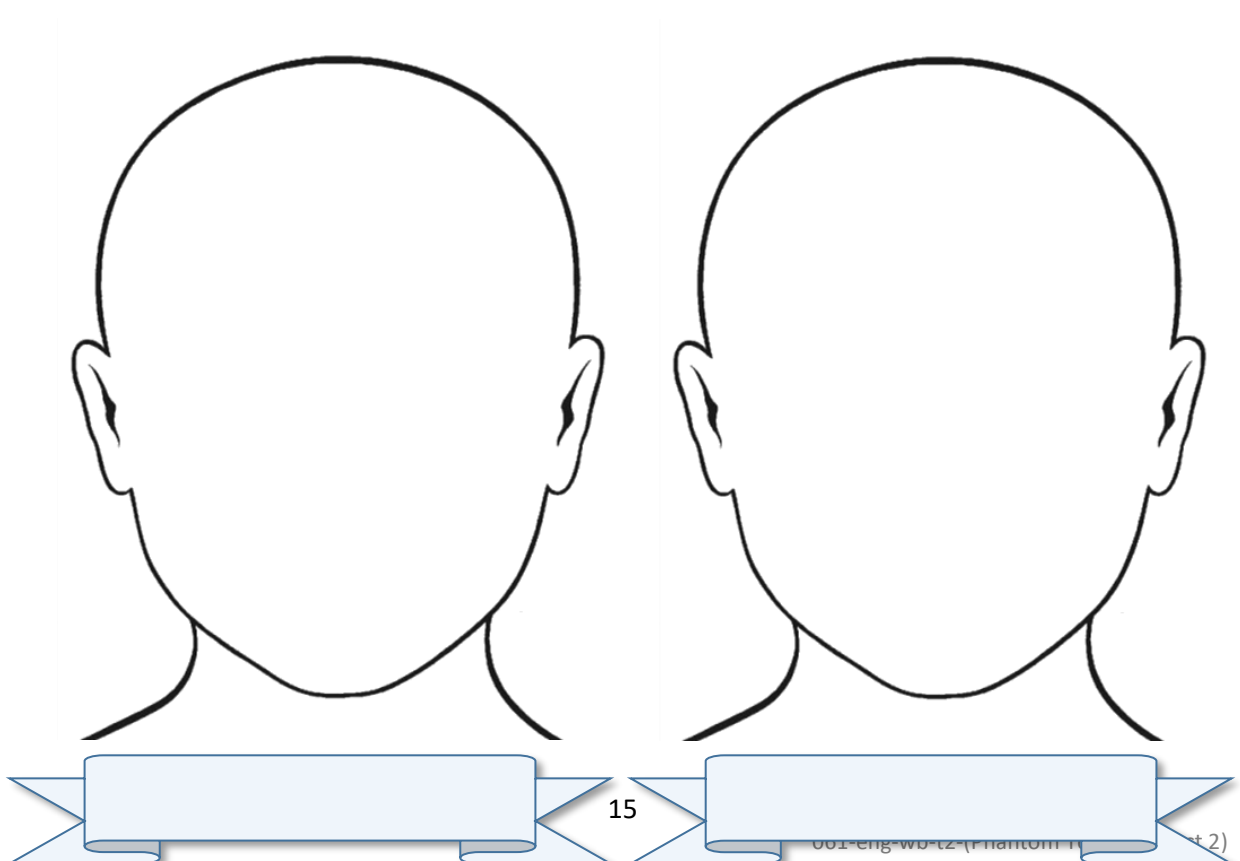
### Costume Designer

Choose TWO of the characters from Act 2 and design costumes for them.



### Makeup Artist

Choose two of the characters from the play and design their makeup on the models below.



## BONUS ACTIVITIES

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Enjoy these bonus activities once your teacher has checked your work.

### Cartoonist

Write and illustrate a comic strip showing Milo and his friends in the Mountains of Ignorance.




## STUDENT EVALUATION






Please take a few minutes to tell us how we did. Evaluate this booklet in the chart below.

	Poor	Average	Good	Very Good	Excellent
I learnt a lot of things	1	2	3	4	5
Understandable	1	2	3	4	5
Useful	1	2	3	4	5
Fun	1	2	3	4	5
Exercises that I found useful:					
Exercises that I would change:					
What other topics should be included in the booklet?					

I'm all ears!



## REFERENCES

Cover - Image <a href="http://getlocalma.com">getlocalma.com</a> 	Page 2 – Map <a href="http://moonboatcafe.com">moonboatcafe.com</a> 	Bonus Activity - Image <a href="http://patioplayhouse.com">patioplayhouse.com</a> 
Bonus Activity – Faces <a href="http://pinterest.com">pinterest.com</a> 	Bonus Activity - Five Senses <a href="http://devcentral.f5.com">devcentral.f5.com</a> 	

## NOTES

**Use these pages to take notes, or as instructed by the teacher.**

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