

Polly Diamond and the Magic Book

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About The Book

Polly loves words. And she loves writing stories. So when a magic book appears on her doorstep that can make everything she writes happen in real life, Polly is certain all of her dreams are about to come true. But she soon learns that what you write and what you mean are not always the same thing!

Funny and touching, this new chapter book series will entertain readers and inspire budding writers.

About This Guide

This guide consists of discussion opportunities and classroom extension activities that can be used when reading, teaching, or discussing *Polly Diamond*. This guide is designed to be used in 1st through 4th grade while the text is read by a whole group, in a small group, or independently.

Polly Diamond allows young readers to study a variety of types of words, become familiar with different types of affixes, and learn about figurative language. Learning extensions offer opportunities for students to use their imaginations (by exploring wishes, the future, and more), produce poetry and other creative writing, conduct short research projects, write informational essays, and practice precise word choice. *Polly Diamond* also allows for cross-curricular discussions about measuring, numbers, and recipes.

Notes throughout the guide correlate the questions and activities with specific Common Core Language Arts Standards. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.

Invite an author or illustrator to visit your classroom or library!

Head to chroniclebooks.com/authorvisit to find out more.

Vocabulary

Research shows that discussing vocabulary within the context of reading is one of the most effective ways to help students learn new vocabulary. The following vocabulary words can be found throughout the book. Use these words as a starting point for a vocabulary study with *Polly Diamond*.

Teeny (p. 2)	Hover (p. 31)	Palatial (p. 58)
Baffling (p. 7)	Astounding (p. 31)	Squint (p. 63)
Woozy (p. 10)	Astonishing (p. 31)	Renovations (p. 79)
Contractor (p. 16)	Astronomical (p. 31)	Crackle (p. 80)
Batter (p. 18)	Slosh (p. 33)	Warps (p. 80)
Scribbled (p. 19)	Wobbly (p. 33)	Cozy (p. 89)
Dollop (p. 21)	Banister (p. 34)	Stuccoed (p. 89)
Waddles (p. 22)	Jangle (p. 41)	Timbered (p. 89)
Gaze (p. 22)	Shimmer (p. 46)	Scrunched (p. 96)
Creaking (p. 30)	Sorrowfully (p. 57)	Fairy lights (p. 100)

Learning About Language with *Polly Diamond*

Homonyms

Throughout the book, Polly uses homonyms (words that have multiple meanings), including “basil” and “fin.”* The magical book even gets confused when Polly asks for a club sandwich, because “club” has many different meanings.

Instruct students to brainstorm words that are homonyms and to draw pictures or write definitions of all the different meanings for each word. Then create a class dictionary for the complete list of homonyms, and have students practice using alphabetical order to organize the words.

Examples: scales (fish scales vs. weighing scales), ship (boat vs. to mail), duck (the animal vs. bending down)

*Note that these examples are used as both formal names and another word; these are not necessarily true homonyms.

Figurative Language

Polly frequently uses figurative language to be descriptive. Lead a class discussion on figurative language and demonstrate the different ways words may be used to describe and add imagery or other special effects to a story.

Similes

Teach students about similes by referring to Polly’s definition on page 13. Have students go on a scavenger hunt of *Polly Diamond* to find all the similes in the book.

Answer key:

Spikey like a puffed-up puffer fish (p. 6)	Scampers like an excited puppy (p. 50)
Scurry like busy mice (p. 6)	Flops like a bar of soap (p. 50)
[Writes] like a sprinter rushing to finish the race (p. 7)	Trembles like an earthquake (p. 60)
Carpet like a giant rolled up snake (p. 13)	Shakes like in a blender (p. 61)
Waddles like a penguin (p. 22)	Ripping like a giant pair of jeans is being torn apart (p. 61)
Pile up like a ladder (p. 30)	Stacked like large toy blocks scattered by a giant baby (p. 63)
Drifting like small ships up from the rug (p. 31)	Looks like a crown (p. 69)
Bursts like a firework (p. 33)	Screams like a thousand bees are stinging her (p. 76)
Aquarium blue like an aquarium (p. 33)	Crackle and burst like popcorn (p. 80)
Floats like a balloon (p. 37)	Black and white like a chessboard (p. 82)
Sweet and soft like marshmallows (p. 40)	Tick, tick, tick like an alarm clock (p. 85)
Small and round like an apple (p. 40)	Small and scrunched like a big raisin (p. 96)
Fizz like bubbles in soda pop (p. 48)	

Divide the class into groups and have each group create two drawings of a simile from the book, one that depicts the literal meaning and one that depicts the figurative meaning. Compile all the illustrations and create a figurative language book for the class.

Example: The baby is small and scrunched like a big raisin.

Figurative: The baby is small and scrunched and wrinkly.

Literal: The baby is a raisin.

Extension Activity:

Have students create their own similes to add to the book.

The Literal Book

Building off the prior simile discussion, have students find examples of Polly saying something which she means figuratively but which the book takes literally.

Answer key:

Room like an aquarium (p. 33)

Feel like I'm invisible (p. 35)

Club sandwich (p. 72)

The house is like it used to be (p. 80)

Carpet fixed up (p. 60)

House go back (p. 85)

Note that some of the above examples are similes while others are idioms, and still others are examples of imprecise wording. Have students reword Polly's phrasing in these examples so the intent of her request is phrased literally, since the book will do exactly as she asks.

Extension Activity:

Have students answer the following discussion question: Why do you believe authors use figurative language in their books?

Hyperboles

Refer to page 71 for an example of hyperbole in Polly's father's saying, "I'm so hungry I could eat a cat." Discuss hyperbole with the class and ask students to identify other examples used by Polly and her dad throughout the book.

Answer key:

I wonder if I might faint (p. 10)

Polly's mom called her three billion times (p. 14)

Chocolate chips and rainbow sprinkles are everywhere (p. 22)

Best friends for a thousand years (p. 37)

Worst babysitter ever (p. 41)

Every grown up in Utopia (p. 41)

Maybe a million doors (p. 63)

Could eat a horse...elephant (p. 75)

Zillions of cupboards (p. 80)

Instruct students to create drawings of these examples of hyperbole to add to the figurative language class book.



Alliteration

On page 20, Polly shares another of her favorite literary devices: amazing alliteration!

Alliteration occurs when the beginning of each word in a series of words starts with the same sound. This device is often used to make a reader pay attention to certain words or phrases, or simply to make reading a bit more fun. Have students create a poem using alliteration built around the first letter of their first name. First, ask them to come up with a list of nouns that begin with their letter. Then, have them come up with a list of verbs that begin with their letter. Finally, have them come up with a list of adjectives that begin with their letter. Instruct students to pull from their list of words to create a tongue twister using alliteration.

Favorite Words

Polly has a lot of favorite words, including words with double letters like “doozy” and homonyms like “basil.” Have students make a list of three words that they really like. For each word, they should share the definition and explain why they like the word. When finished, have the class do a word “meet and greet.” Using clock buddies or some other buddy system, have students meet with other students in the classroom and learn about their favorite words. Instruct students to add the favorite words they learn about from others to their own list.

Descriptive Words: Adjectives and Adverbs

Authors include descriptive words to help readers better visualize a story. Define adjectives and adverbs for the class and give examples of each. Then, tell students to close their eyes and picture the following sentence: “The person went shopping.” Next, tell students to open their eyes. Call on a few students and ask them to describe what they pictured. Because of the lack of description in the original sentence, each student’s answer will be different. This will show your students why description is important.

Give students another sentence lacking in description, such as: “The cat went down the street.” Again, have them picture the sentence, but this time, ask them to add adjectives and adverbs to the sentence to make it easier to visualize exactly what they are picturing.

Example: “The ferocious, yellow lion ran quickly down the busy street.”

Extension Activity:

When finished writing their sentences, students can trade their sentences and then illustrate the new sentences. Then they can compare their own visualizations to what the other students imagined.

Now that students understand the importance of descriptive language, have them explore *Polly Diamond* and find three times the author used very descriptive language that helped them visualize the story.

Extension Activity:

Have students rewrite the text from their three selections of descriptive language, leaving out the descriptive words. Then have them rewrite the text yet again, this time using different descriptive words to change the meaning of the text.

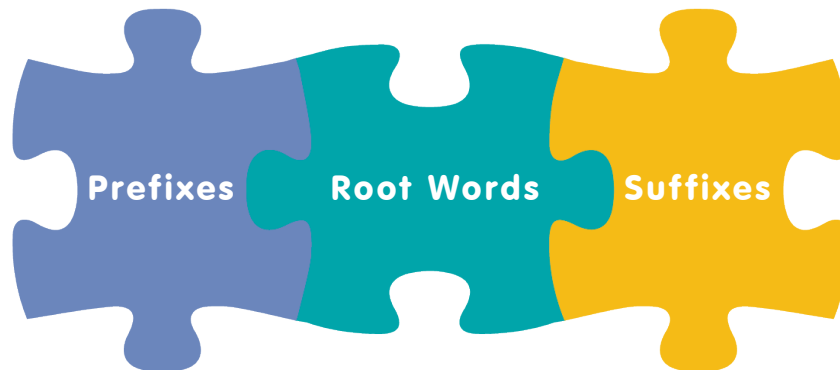
Example:

Original: “I stare at Anna’s side of the room. Too. Much. Pink. Anna’s pink dollhouse.
Anna’s huge pink stuffed unicorn. Anna’s pile of pink ruffled dresses.”

Revised: “I stare at Anna’s side of the room. Too. Much. Black. Anna’s black dollhouse. Anna’s tiny black plastic unicorn. Anna’s pile of black leather dresses.”

Affixes

Show students how different word parts (affixes) can be put together to make new words. Explain the different types of word parts (prefix, suffix, root, and base) and how they fit together like puzzle pieces.



On page 56, Polly explains how adding “un-” to the beginning of a word gives it an opposite meaning. The word she uses as an example is “unobservant.” Share with your students that “un-” is a prefix that means “not,” which is why adding it to a word gives that word an opposite meaning. Have students brainstorm a list of words with “un-” at the beginning and define each word using “not” as the definition for “un-.”

Extension Activity:

“Dis-,” “il-,” “im-,” “in-,” and “ir-” also mean “not.” Have students explore words made with these prefixes.

Extension Activity:

On page 57, Polly also talks about adding “-fully” to the end of a word to make it bigger, but adding this affix does more than that. Share with your students that “-fully” is a combination of “ful,” a root word that means “full of,” and “-ly,” a suffix that turns an adjective into an adverb. Explain that Polly’s example of “sorrowfully” is an adverb that means “full of sorrow.”

After showing students how words break apart and how understanding different types of affixes can help with understanding word meanings, give students words with “un-” and “-ful” (or any other affix you’ve studied as a class). Have them mark the different word parts and define the words.

Write Alongside Polly

Color Poem

On page 1, Polly shares that her teacher said her color poem was fantastic. Have your students use the following template to create their own color poem:

http://www.readwritethink.org/files/resources/lesson_images/lesson375/PoemTemplates.pdf

Finish Her Perfect House Story

On page 3, Polly is interrupted while writing her perfect house story.

Have students finish her story by describing what their perfect house would include.



Wishes

When Polly realizes her book is magical, she thinks of many things she can wish for, such as a cell phone, not-frizzy hair, more books, a flat screen TV, and world peace.

Using a brainstorming graphic organizer, have your students think of all the things they wish for.



Wishes

After brainstorming all their wishes, have students circle their top three choices.

Using the five-paragraph format for informative essays, instruct students to write an essay about their three wishes.

Introduction: Start with a topic sentence.

Paragraphs 2–4: Write one paragraph per wish.

Conclusion: Summarize the wishes.

When I Grow Up....

Throughout the book, Polly mentions a few different careers that she is considering: treasure hunter, chef, and explorer. Have students think about what they would love to do when they grow up if there were no limitations in their future. Then have students research their hopeful careers, answering questions such as:

- What schooling do you need?
- What kind of skills do you need?
- What resources do you need?
- What can I do now to work towards this career path?

When completed, have the students write a career report using the five-paragraph format:

Introduction: Detail the thought process behind choosing your career.

Paragraph 2: Share information about the career.

Paragraph 3: Describe the education and training or other resources that are required for this career.

Paragraph 4: Describe some potential obstacles.

Paragraph 5: Share your conclusion.

Instead of writing an essay, you could have students create a PowerPoint or Prezi about their career choice.

Extension Activity:

Have students present their reports to the class or share with classmates in small groups.

Book Setting You'd Want to Visit

On page 48, Polly lists visiting Hogwarts and Narnia alongside her other wishes. Ask students to share the book setting they would like to visit most and to explain their choice to the class.

Your House

Polly had to be very specific to get the book to rebuild her house as it was at the beginning of the book. Have your students pretend they are writing to the magical book to rebuild their own house. Instruct students to write a description of their house, including every room and as many details as they can think of. Remind them to use literal language because of how the book interprets descriptive words.

Math Extension Activities

Measuring

Polly's grandmother's recipe for pancakes calls for a cup of flour and a cup of milk. Explain that sometimes when baking, the exact right measuring cup might not be at hand. Bring in one-cup measuring cups along with $\frac{1}{4}$ -, $\frac{1}{3}$ -, $\frac{1}{2}$ -, and $\frac{3}{4}$ -cup measuring cups, as well as various tablespoon and teaspoon measures. Break students up into groups and give each group one of each measuring cup and spoon, as well as something to measure (like water, rice, or flour). Ask each group to answer the following questions:

- If you only had a $\frac{1}{4}$ -cup measuring cup, how could you get one cup of flour?
- If you only had a $\frac{1}{3}$ -cup measuring cup, how could you get one cup of flour?
- If you only had a $\frac{1}{2}$ -cup measuring cup, how could you get one cup of flour?
- If you only had a $\frac{3}{4}$ -cup measuring cup, how could you get one cup of flour?
- If you only had a tablespoon measure, how could you get one cup of flour?
- If you only had a teaspoon measure, how could you get one cup of flour?

Numbers

Throughout the book, including on pages 63 and 80, Polly uses numbers such as million, thousand, and gazillion. First, let your students know gazillion is not an official number grouping, but million, thousand, and billion (as well as others) are. Then, teach the class the following progression: hundred, thousand, million. Next, show students how to write these figures with numerals: 100; 1,000; 1,000,000. Help students see comparisons by sharing how the smaller groupings combine to form larger groupings, such as ten one-hundreds is a thousand, a thousand million is a billion, etc. Discuss examples like grains of sand in a bucket and people in a football stadium.

Extension Activity:

Create a number line where 1 centimeter = 100. Starting from 0, 1 centimeter would be 100; 10 centimeters would be 1,000; 10,000 centimeters would be 1,000,000, etc.

Further Exploration

Baking Powder

When making pancakes, Polly can't find flour, so she uses baking powder instead. These two baking ingredients have very different functions. Split the class in half. Have half the class learn about flour and the other half learn about baking powder. Ask each group to answer the following questions:

- How is this ingredient made?
- What is its purpose in baking?

Have each side share their findings with the class. Then, as a class, discuss why Polly's exchanging of one ingredient for the other was not effective.

Your Teacher

At the beginning of chapter 4, Polly shares the best things about her teacher. Have students create a similar list detailing the best things about you or a past teacher.



Paint Names

On page 29, Polly makes up names for paint colors, including muddy pond, lunch bag, and baboon butt. Have students look at the colors Polly describes on page 29 and then find the corresponding color in either a crayon box or an online color exploration site. Next, ask students to create their own color names using descriptive imagery. Have them reference the online color exploration site or the color chart from Microsoft Word.



Favorite Books

Polly and her family love to read, and on page 26 Polly shares her favorite reading books. Ask students to share their favorite books and explain why each selection is a favorite.

Standards

The following standards can be met by using the extension activities within this teaching guide.

CCSS.ELA-Literacy

RL.1-4.4, 3.2, 3.5, W. 1-4.2, 1-4.3, 3-4.7, 3-4.8, 3-4.10

Next Generation Science Standards

2-PS1-1

2-PS1-2

CCSS.Math.Content

1.NBT.B.2 2.MD.D.9 2.NBT.A.3 4.NBT.A.2

1.MD.C.4 2.NBT.A.3 3.MD.A.2 4.MD.A.2

2.NBT.A.1

About the Author

ALICE KUIPERS writes both novels and picture books. Her debut YA novel *Life on the Refrigerator Door* was published in twenty-nine countries. *Publishers Weekly* said her debut picture book, *Violet and Victor Write the Best-Ever Bookworm Book*, was “Entertaining, and likely to inspire readers to try putting their own stories together,” while its sequel, *Violet and Victor Write the Most Fabulous Fairy Tale* was a Kids’ Indie Next List selection. Born in London, she now lives in Canada with her four children. Learn more about her at www.alicekuipers.com.

About the Illustrator

DIANA TOLDEDANO’S name is pronounced “Deanna” because she is from Spain. Like Polly, she has curly hair and wears glasses. She grew up in Madrid where she studied art at the Madrid Art School. In addition to working as an illustrator, she also teaches in museums. She lives in San Francisco, where she shares a hundred-year-old house with her red-bearded husband and a fluffy kitty. Learn more about her at www.diana-toledano.com.

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