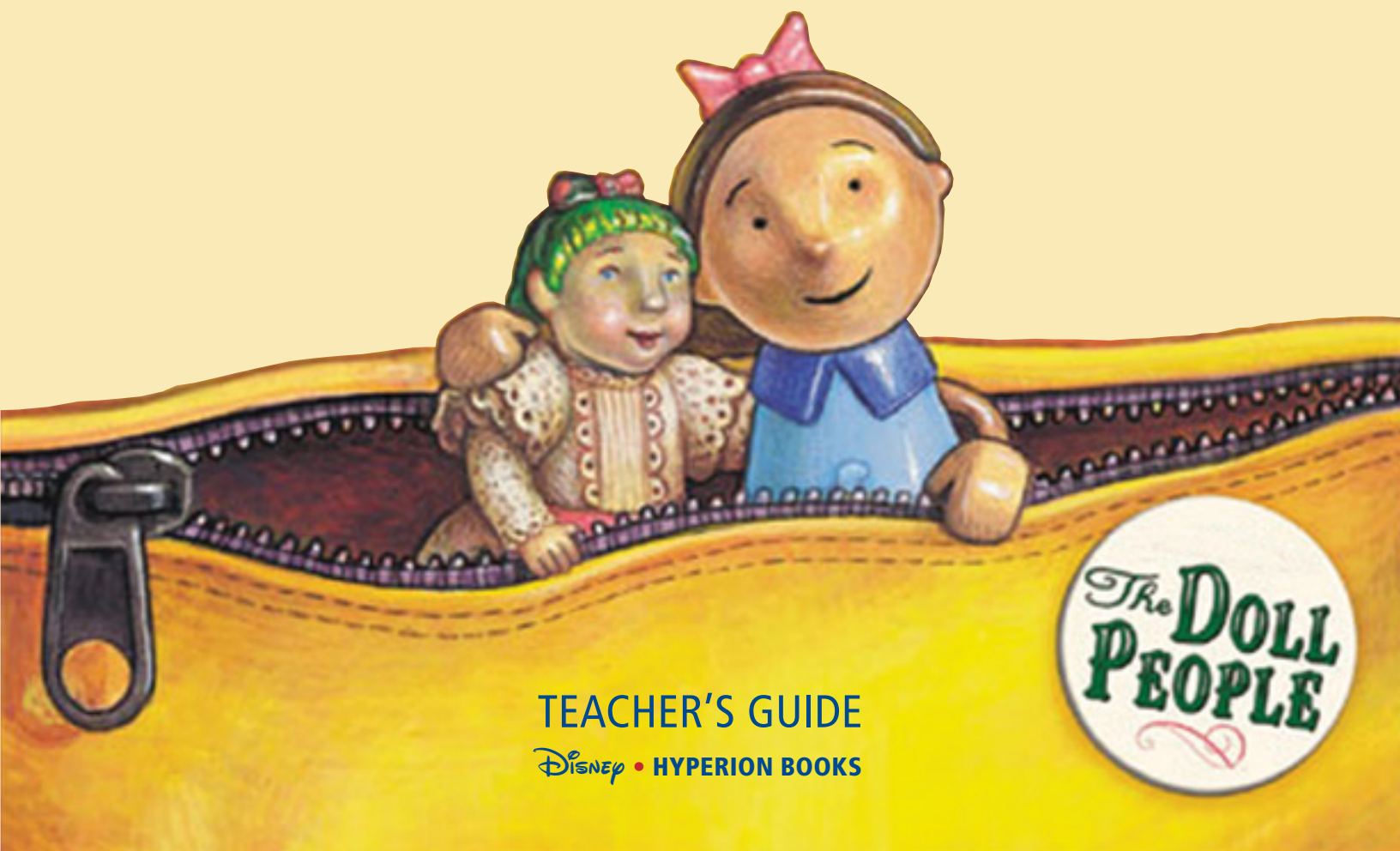
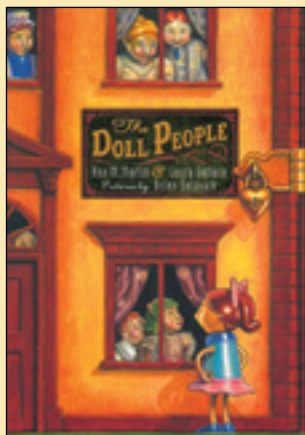


A GUIDE TO The Doll People Series



TEACHER'S GUIDE

Disney • HYPERION BOOKS



About the Series

The Doll People series is about a family of antique *living* dolls that are made of porcelain and cloth. Each member of the Doll family has the ability to talk, walk, play, and, most importantly, go on adventures. Annabelle Doll is only eight years old, although she and her family have lived with their human owners for over one hundred years. Kate Palmer, their current owner, is a kind girl who takes great care of the dolls with the help of her Grandma Katherine. The Doll family lives very carefully to ensure they keep their abilities secret from all humans. Despite their cautious nature, Annabelle and her family encounter new dolls, challenges, and adventures in each novel. The Doll family's dearest friends are the Funcrafts, a family made of plastic with daring personalities who are owned by Kate's younger sister Nora. Despite their differences, Annabelle Doll and Tiffany Funcraft are best friends who are always ready to solve a problem through the *Society for Exploration and the Location of Missing Persons (SELMP)*. The lessons learned in each story help the reader understand more about the meaning of friendship, problem solving, risk taking, and the importance of family.

Common Core Alignment

This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Foundational Skills, Literature Reading Standards, Writing, and Speaking and Listening. The broad CCR standards are the foundation for the grade level–specific Common Core State Standards. Each question and activity in this guide includes a reference for the CCR strand, domain, and standard that is addressed. To support instruction, also reference the grade level–specific Common Core State Standards to scaffold the questions for each reader.

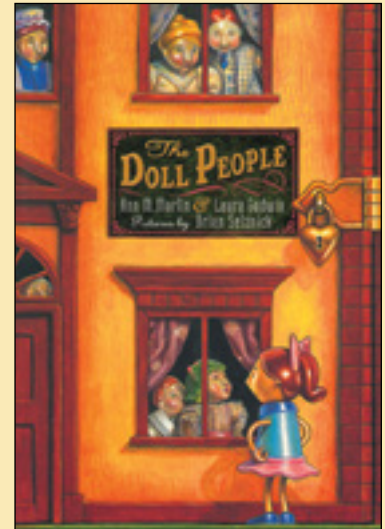
INSTRUCTIONAL NOTE: For each of the guiding questions, please encourage students to support their claims with textual evidence. Active student engagement and text interaction are critical to success with Common Core State Standards.



The Doll People

About the Book

In the first installment of the incredible series, the Doll family meets their new and very different neighbors, the Funcraft family. Unlike the Doll family, the Funcrafts are made of plastic, love taking risks, and are always ready for new adventures. Annabelle Doll is excited to have a new friend named Tiffany Funcraft. After the girls meet, Annabelle secretly tells Tiffany that she has discovered her missing aunt's journal. Together the girls form the *Society for Exploration and the Location of Missing Persons (SELMP)* and create a plan to solve the forty-five-year-old mystery. With the assistance of the journal clues, a new friendship, and bravery, Annabelle and Tiffany set out on an unforgettable adventure.



Pre-Reading: Activating Prior Knowledge

- 1 Think about the toys that you have in your collection. Which are your favorites? Why? How do you believe toys are different today versus one hundred years ago? What kinds of toys did children play with one hundred years ago? Go online and research toys during that period. Select one toy, write a summary of your findings that details reasons the toy was popular and how the toy was used, and provide visual examples. Be sure to include a list of sources. (*Writing: Research to Build and Present Knowledge: W.4.8; RL.5.8*)
- 2 Brainstorming is a very important part of the writing process. When we are finished reading *The Doll People* series, you will write your own doll story. To help you begin thinking about story ideas, use blank pieces of construction paper to draw the following:
 - A dollhouse
 - Each room inside the dollhouse (kitchen, family room, bedrooms, etc.) with furniture and decorations
 - The family that lives in the dollhouse

Be sure to label the items in your drawings. As you read, pay attention to the decorations inside the Doll and Funcraft homes. Anytime you come across a new idea, refer to your original picture and add the details. (*Writing: Range of Writing: W.4.10; W.5.10*)

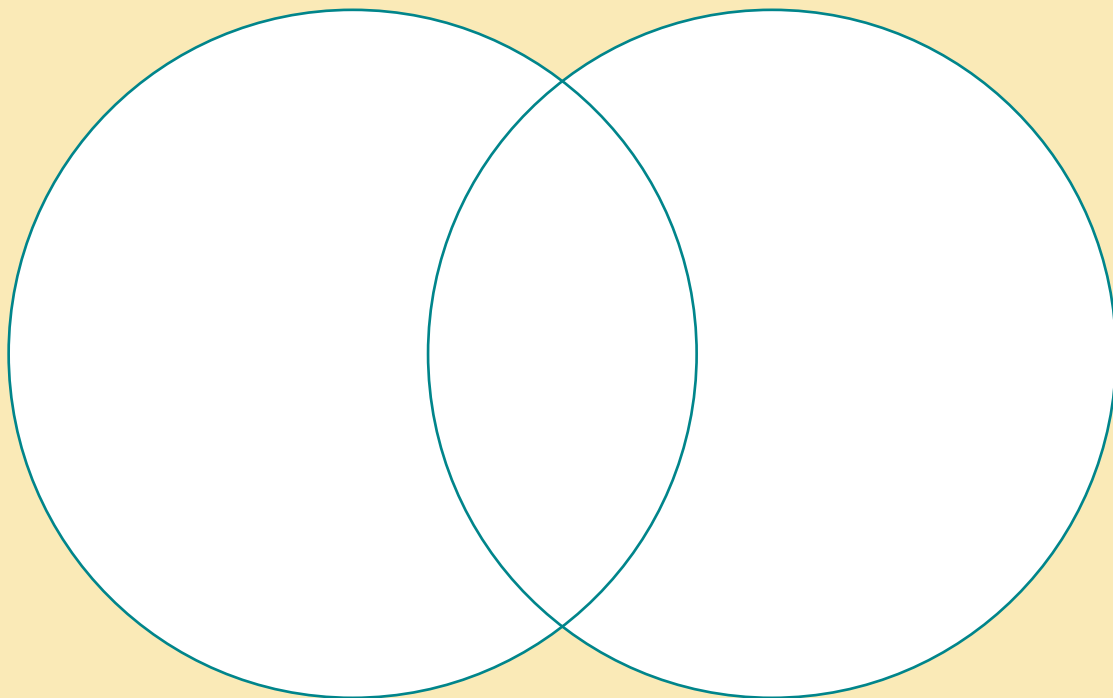
Discussion Questions

- 1 The Doll family traveled from England to 26 Weatherby Lane in 1898. What clues in the text tell us that it was a long journey? Provide evidence from the story. Locate England on a map; figure out the travel distance between England and the United States. Based on your map, how long would the journey take by boat? As you read, search for information that might help you identify the part of the United States where the Doll family lives. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)

CLUE: Research the location of the storm that Auntie Sara references in her journal to narrow down a region of the United States where the family is located.

- 2 In the beginning of the story, Annabelle states that she feels very *bored*. Have you ever felt extremely bored? When? Why might Annabelle feel this way? Which of her actions show that she is trying to add excitement to her life? What are the possible effects of her new actions? How do these decisions impact her family? Provide details from the text to support your answer. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)
- 3 Nora's new dolls (the Funcrafts) have many similarities and differences to the older *antique* Doll family. Using the Venn diagram, compare and contrast the Funcraft and Doll families, be sure to add new ideas as you read. Based on your diagram, how have dolls changed over the last one hundred years? Be specific and include examples from the text. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)

Doll family Both Funcraft Family



- 4 Review the illustrations on pages 140 and 141. The images depicted are from Auntie Sara’s journal. Why would the author and illustrator include these illustrations? How do these pictures help the reader better understand the story? Based on the drawings, it is clear that Annabelle and Auntie Sara have very different feelings about spiders. Why might a spider be interesting or scary to a doll? (*Reading Literature: Integration of Knowledge and Ideas: RL.4.7; RL.5.7*)
- 5 We only learn about the human Palmer family through their interactions with the dolls and Annabelle’s thoughts. Based on how Annabelle perceives the Palmers, what do we know about them? Using the graphic organizer below, think about the members of the Palmer family (i.e., Grandma Katherine, Kate, or Nora) and provide six characteristics that each person possesses. Use evidence from the text to support your answer. (*Reading Literature: Craft and Structure: RL.4.6; RL.5.6*)

Grandma Katherine	Kate	Nora

- 6 On two occasions, Annabelle finds that information is *mysteriously* added to the journal. Should Annabelle trust the new information? Why or why not? Who or what do you believe is responsible for the additions? How does the new information impact Annabelle’s actions? (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 7 When Annabelle and Tiffany locate Auntie Sara in the attic, they describe her as *expressionless*. Find the sentence in the book that contains the word *expressionless*. Looking at the parts of the word, can you figure out what it means? Can you make an *expressionless* face to a partner? Who would look more expressionless, someone who is excited or someone who is sleeping? (*Reading: Foundational Skills: Phonics and Word Recognition: RFS.4.3; RFS.5.3*)

- 8 In the last chapter, Grandma Katherine and Kate discuss their opinions about whether the dolls are *alive*. What events may have led to them feeling that way? Do you believe the secret lives of the Doll family are in danger? Why or why not? (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 9 The members of the Doll family have many fears. Why are they afraid of so many things? What are the possible effects of taking new risks? What are the possible benefits? How does the Doll family respond to challenging events in the story? How has the Doll family changed from the beginning to the end of the story? Be specific and provide examples from the text. (*Reading Literature: Key Ideas and Details: RL.4.2; RL.5.2*)
- 10 Look at the original drawing of your dollhouse and dolls (pre-reading activity). What new details did you add to the house as you read? Why are the additional parts of your home important? Which parts of the story made you think about this new detail? Provide evidence from the text. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)

Refer to the "Activities for All The Doll People Series Books" for post-reading activities and questions.



The Meanest Doll in the World

About the Book

In this chapter of the adventure series, Annabelle Doll and Tiffany Funcraft accidentally end up at Kate Palmer’s human school. Unfortunately, as the girls attempt to get home, they are trapped in a house with the most awful doll they have ever encountered, Mean Mimi. The girls do their best to protect their new friends against Mean Mimi, which is greatly appreciated. However, they have an unwelcome visitor when they finally arrive home. The Doll and Funcraft families must work together to figure out the best way to solve their new problem. In the end, the solution teaches them to never underestimate the power of new ideas and collaboration.



Pre-Reading: Activating Prior Knowledge

- 1 What does it mean to bully someone? Was there ever a time that you encountered a bully? What happened? How did that person make you feel? Why shouldn't people bully others? Write an essay that explains why you believe bullying is wrong, support your opinion with clear examples, and conclude with solutions that schools should use to prevent bullying. (*Writing: Text Types and Purposes: W.4.1; W.5.1*)
- 2 In the story, Auntie Sara, Annabelle, and Tiffany discuss extraordinary women (Amelia Earhart, Harriet Tubman, etc.). Select any woman who you believe changed history through her contributions to society. Use online resources and texts to learn about her life, accomplishments, and challenges. Provide a five-minute oral report about the woman you studied. Include relevant facts and descriptive details, and use a clear tone while presenting. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.4.4; SL.5.4*)

Discussion Questions

- 1 Annabelle tells Auntie Sara, “If there were doll history books. . . You’d be in the chapter about amazing women” (p. 24). Why does Annabelle believe that Auntie Sara is *amazing*? What makes her like famous women in history? Provide evidence from the story to support your answer. (*Speaking and Listening: Comprehension and Collaboration: SL.4.1; SL.5.1*)
- 2 Kate’s school motto is, “Friendship, respect, trust, responsibility, kindness. . . We are proud of our school” (p.54). Why is it a good motto for a school? Why did Ms. Feldman refer to the motto when she was speaking with Francine? How is this motto related to the theme of the entire story? Throughout the story, when are the characters actions aligned to the motto? Provide examples from the text in your response. (*Reading Literature: Key Ideas and Details: RL.4.2; RL.5.2*)

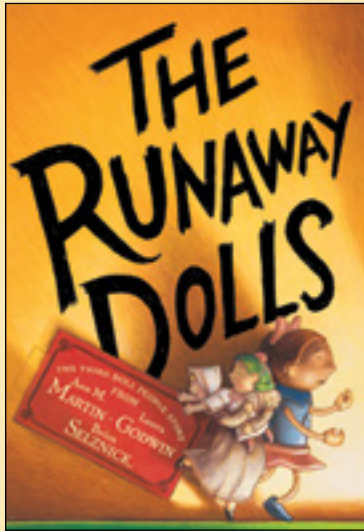
- 3 **EXTENSION ACTIVITY:** After reading Chapters Four and Five, discuss the importance of a school motto. Include events from the text in your discussion. If you had to create a school motto, what would it be? In pairs, design a motto and clearly explain why a school would benefit from using the phrase. (*Speaking and Listening: Comprehension and Collaboration: SL.4.1; SL.5.1*)
- 4 The illustrations in a story often add additional meaning to the story by enhancing the reader’s understanding of the events and characters. Take a look at the following pictures: (*Reading Literature: Integration of Knowledge and Ideas: RL.4.7; RL.5.7*)
- On pages 44 and 45, Annabelle and Tiffany are shown visiting Kate’s school. What does this image tell us about Kate’s classroom? How does it add to our understanding of what is happening in this chapter of the story? How is the classroom similar and different to your classroom?
 - When you complete the story, look at the final illustration in the novel (after *the end*). Why do you believe the author and illustrator decided to include this picture? What can we learn from the drawing? Which characters remained friends? Which characters are missing? Why? Provide details from the story to support your response.
- 5 Annabelle and Tiffany meet many new dolls in BJ’s room and quickly learn about Mean Mimi. Who are the dolls fighting against Mean Mimi? Who are the dolls under Mean Mimi’s control? What do the dolls in each category have in common? How are they different? How does each character respond to Mean Mimi’s bullying? Use the organizer below to list the dolls and their responses. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)

Dolls Mimi Controls	Response to Bullying	Mimi’s Old Friends	Response to Bullying

- 6 When Mimi introduces herself to the Dolls and Funcrafts, she uses a line from *The Wizard of Oz*. She states, “I am. . . Princess Mimi. . . the small and meek” (p. 165). How is this scene from the novel similar to a scene from *The Wizard of Oz*? Is Mimi similar to any of the characters in *The Wizard of Oz*? Who? Why? Use examples from the novel to support your answer. (*Reading Literature: Integration of Knowledge and Ideas: RL.4.9; RL.5.9*)
- 7 Why do you believe Mean Mimi left her home? What makes Mean Mimi a bully? How is Mean Mimi similar to the human Francine in Kate’s class? The Doll and Funcraft families brainstorm several solutions to deal with Mean Mimi. Do you believe any will work? Why? Include examples from the story in your answer. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 8 Annabelle tells her family, “Why poke a stick in a hornet’s nest?” (p.198). What does this *figurative language* actually mean? What is she trying to get her family to understand? Why do you believe everyone ignores Annabelle’s suggestion? Provide examples from the text to support your response. (*Reading Literature: Craft and Structure: RL.4.4; RL.5.4*)
- 9 Annabelle often compares herself to Tiffany during challenging situations. Think about both characters; how do they respond differently in scary moments, such as dealing with Mean Mimi and spiders in the attic? Provide examples of each doll’s thoughts, actions, and dialogue during challenging situations. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)
- 10 It is important to remember that the story is told from Annabelle’s perspective. Consider the following:
- If Mean Mimi was telling the story, what might she say? How would her story differ from Annabelle’s account? Provide evidence from the text to support your answer. (*Reading Literature: Craft and Structure: RL.4.6; RL.5.6*)
 - After Mean Mimi goes into Permanent Doll State, Annabelle says, “You know what the sad thing is? No matter what happened to Mean Mimi, she probably thought she didn’t deserve it” (p. 254). Do you agree with this statement? Why or why not? Support your response with examples from the story. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 11 On the final page of the story, Annabelle reflects by stating, “Spiders are tenacious. . . They start new webs, and work and work, and if the webs are damaged or destroyed, they simply repair them. I’m tenacious too” (p. 260). Why does Annabelle believe that she is *tenacious*? What actions throughout the story show that she is *tenacious* like a spider weaving a web? (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)

Refer to the “Activities for All The Doll People Series Books” for post-reading activities and questions.





The Runaway Dolls

About the Book

The Doll family is surprised to learn that a very old mysterious package has arrived at the Palmer home. Annabelle Doll cannot wait to discover what is inside, especially since the Palmers are away on vacation. With the help of her best friend, Tiffany Funcraft, Annabelle realizes that the package may contain her long-lost baby sister. When the small doll, Matilda (Tilly) May, emerges from the package, Annabelle is convinced that she is indeed her little sister. Annabelle’s greatest fear is that the package will be returned and she will never see her sister again. Out of fear, Annabelle and Tiffany decide to run away from home. The girls end up on an exciting adventure that forces them to navigate through the woods, department stores filled with toys, and the uncertainty of becoming a missing doll. Readers will enjoy following the Doll and Funcraft children on a journey filled with unexpected surprises and valuable lessons.

Pre-Reading: Activating Prior Knowledge

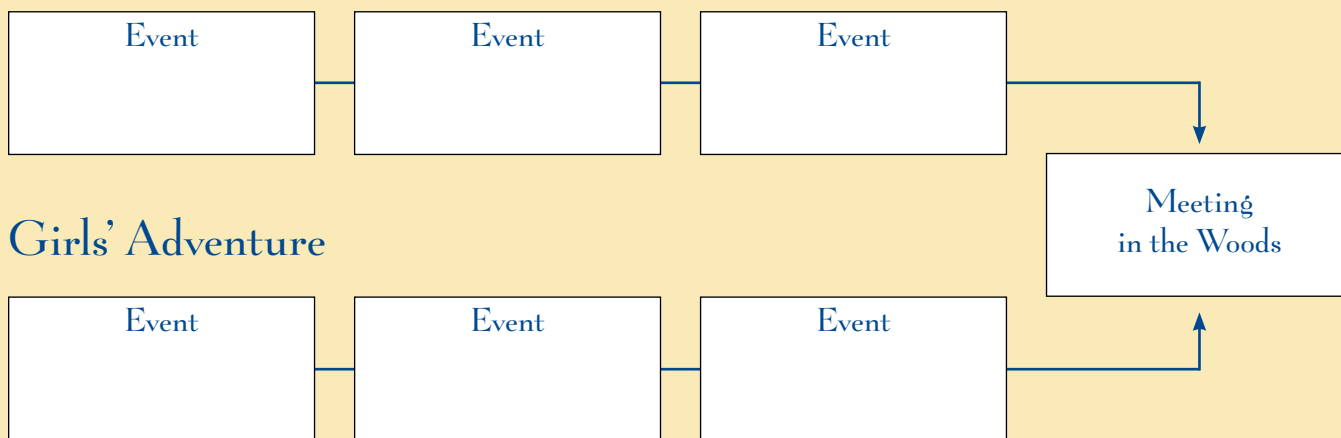
- 1 It is important to remember that sometimes new members, such as siblings, are added to families. When was the last time someone new became a part of your family? How did you feel? Why? Write about a new member in your family, explain whether the addition was positive or negative, support your opinion with related details (e.g., when it occurred and key events that took place afterwards), and end with a concluding statement that highlights the information presented. (*Writing: Text Types and Purposes: W.4.1; W.5.1*)
- 2 There are many different types of dolls that children buy and play with every year. Using the graphic organizer below, record the types of dolls that you have received or played with in the past. Also identify key traits or things that make each doll special. As you read the story, add new dolls to your list and cite examples from the text. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)

Doll's Name or Type	Things That Make the Doll Special (Traits)

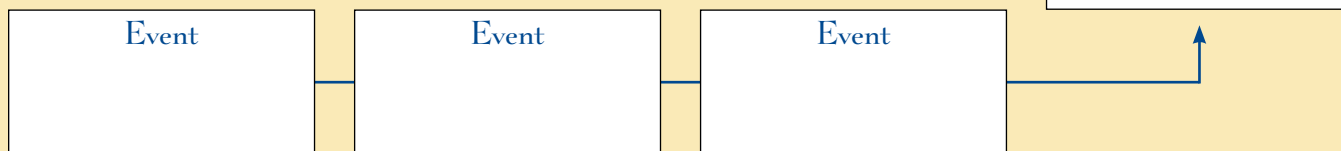
Discussion Questions

- 1 Look at the series of illustrations included before Chapter One. How do these pictures contribute to the reader's understanding of the story? Why do you believe the author and illustrator thought these drawings were important? Provide examples from the text. (*Reading Literature: Integration of Knowledge and Ideas: RL.4.7; RL.5.7*)
- 2 Do you believe that Tilly May is Annabelle's sister? Why? Tilly May was in a box for one hundred years; what evidence from the story shows us that she has a lot to learn? What types of things does Tilly May understand? How does Tilly's knowledge help the Doll and Funcraft children throughout the story? Provide examples from the text. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 3 Refer to Annabelle's explanations of *new things* to Tilly May in Chapter Three. Why is it so difficult to explain the term *dust bunny* to Tilly May? Think of an idiom, simile, or metaphor that might be challenging to explain to Tilly May. (*Reading Literature: Craft and Structure: RL.4.4; RL.5.4*)
- 4 While lost in the woods, Annabelle thinks about the story *Hansel and Gretel*, a book that Grandma Katherine read to Kate. What events and character feelings from the chapter are similar and/or different from *Hansel and Gretel*? Do you believe that the Doll and Funcraft children will learn the same lesson as *Hansel and Gretel*? Why? Provide examples from the text. (*Reading Literature: Integration of Knowledge and Ideas: RL.4.9; RL.5.9*)
- 5 In Chapter Five, we learn that two adventures are taking place at the same time. Specifically, one adventure with the boys and another with the girls. How are the events similar and/or different? Do you believe that the girls should team up with boys? Why? Using the graphic organizer below, sequence the separate events of the boys and girls until they meet in the woods. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)

Boys' Adventure



Girls' Adventure



- 6 Bobby remembers many science facts from Kate’s Nature Unit in school. Are Bobby’s facts helpful? Why? How do the facts that Bobby knows influence the events that occur in the woods? Provide evidence from the text. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 7 Have you ever made a decision and wished you could change your mind? When? Annabelle thinks, “If she ever got home, she would never leave again. Ever. (Probably.)” (p. 90). Based on what we know about Annabelle, do you think this statement is true? Why? What other events in the story suggest that this may or may not be an accurate statement? Provide evidence from the text. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)
- 8 McGinitie’s Department Store has many dolls that are identical and others that are *one of a kind*. Consider how the new setting and variety of dolls impact Annabelle’s views of herself. For example: (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- After the Dolls are discovered, Nell asks, “You found these dolls in Jewelry?” Ms. Lewis responds, “Yes. These two dirty plastic ones, and these beautiful antique ones” (p. 136). How does this comment make Annabelle feel? In the store, are the Doll children more or less valuable than the Funcraft children? Why? Provide examples from the story.
 - Annabelle becomes very nervous when she learns that she will be *fixed* in the Doll Hospital. Review the work order on page 256. Do you think Annabelle will be more or less beautiful if she is fixed? Why? Do you believe that she will be more or less valuable? Why? Support your response with evidence from the text.
- 9 Review the to-do list on pages 310 and 311. Why might these activities be important to Annabelle? How does this relate to her recent adventure at McGinitie’s? Provide evidence from the story. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- **TEXT-SELF CONNECTION:** If you had to make a list of five things to do during three free days, what would you include? Explain why each activity is important.
- 10 Revisit your graphic organizer (pre-reading activity) that contains doll types you listed before and while reading the book. Which doll from the organizer is your favorite? Locate your favorite scene from the book that includes your favorite doll. Practice reading that section of the book aloud (at least three times) and be sure to give special voices to any paragraphs with dialogue. (*Reading: Foundational Skills: Fluency: RFS.4.4; RFS.5.4*)

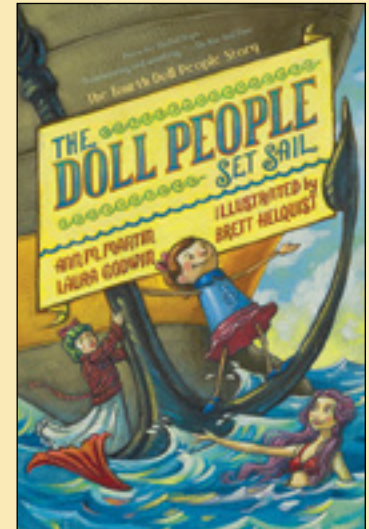
Refer to the “Activities for All The Doll People Series Books” for post-reading activities and questions.



The Doll People Set Sail

About the Book

In the fourth book of the series, the Doll and Funcraft families end up in the middle of the sea when they are accidentally placed in a *charity* box. To make matters worse, the trip onto the boat is quite rocky, and a few of the family members are lost as they board the ship. Annabelle and Tiffany enlist their remaining family and new friends to join the *Society for Exploration and the Location of Missing Persons (SELMP)*. During their subsequent search mission, the dolls learn new things about themselves and the world around them. The question remains: after traveling thousands of miles across the sea, will they all make their way home? As usual, the adventure is exciting every step of the way, leaving the reader to wonder how it will end.



Pre-Reading: Activating Prior Knowledge

- 1 Have you ever traveled on a ship with your family? If yes, did you enjoy your journey? Why or why not? Write an essay that explains why you do or do not like traveling on a ship. You should begin by clearly stating your opinion, supporting your stance with related details, and ending with an aligned conclusion. (Writing: Text Types and Purposes: W.4.1; W.5.1)
- 2 Freighter ships are designed to withstand long journeys across the ocean. To ensure that ships are safe, crew members must manage many parts of the large vessel. Using online resources and texts, research the parts of a freighter ship and the roles of crew members. After you complete your research, write a key that includes the name of each crew member and a definition of his or her job. Then, draw a ship and label the parts of the vessel. As you read the story, add new labels, crew members, and details to your key and illustration. Be sure to cite your research sources. (Writing: Research to Build and Present Ideas: W.4.7; W.5.7)



Discussion Questions

- 1 Annabelle often feels that she is less *brave* than Tiffany. In Chapter One, she states, “But Tiffany could afford to be adventurous and brave. Unlike Annabelle, she was made entirely of plastic, so she was both unbreakable and washable” (p.3). How does Annabelle’s perception of her own *braveness* change throughout the book? What events cause her perceptions to change? Compare Tiffany and Annabelle; how do they each demonstrate *braveness* in a similar and different manner? Provide examples from the text. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)

MAKING CONNECTIONS: The word web below has the term *brave* in the center. Place the words and people that you think of when you hear the term *brave* around the outside of the circle.



- 2 Sometimes we receive thoughtful gifts that we may or may not like. Have you ever received a gift you did not like? What did you do? How does Annabelle feel about the sweater that Kate knits her? What does this gesture show us about Kate? During the story, the sweater also goes on an adventure; explain how the sweater becomes an important part of the story. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 3 The *Society for Exploration and the Location of Missing Persons (SELMP)* was founded by Tiffany and Annabelle. However, several new family and team members join the *society* on the ship. How does each character’s point of view differ during the *SELMP* meeting in Chapter Four? Annabelle describes the meeting to the reader; therefore it is explained from her perspective. If Papa Doll or Auntie Sara were describing the meeting, what might be explained differently? (*Reading Literature: Craft and Structure: RL.4.6; RL.5.6*)

- 4 As the Dolls are on their rescue mission, Tiffany, Auntie Sara, and Annabelle take a moment to look out of the porthole window at the Atlantic Ocean. Annabelle states, “It’s like magic. . . It’s as big as the sky” (p.124). Explain what this simile means. How does it enhance our understanding of what she views outside of the window? (*Reading Literature: Craft and Structure: RL.4.4; RL.5.4*)
- 5 Each doll on the ship is seeking or attempting to return to a special forever *home*. Use the graphic organizer below to insert the names of the dolls from the ship and the *home* that would be best for each. Some dolls may not share exactly where they want to live, but make an inference about the *right* home based on what you learned in the story. Be sure that your home suggestions are supported by textual evidence. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)

Doll’s Name	Best Home for the Doll (Explain Why)

- 6 Many of the illustrations throughout the story enhance our understanding of the events. Look through the novel and select your favorite drawing. Explain why the illustration helps the reader understand an event or character. Support your answer with a paragraph or quote from the story. (*Reading Literature: Integration of Knowledge and Ideas: RL.4.7; RL.5.7*)
- 7 Do you believe switching Dad Funcraft for Fritz and Johnny is a good idea? Why or why not? How could this action impact dollkind? What are the potential consequences of exposing dollkind to humans? Provide examples from the story. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 8 The events in each chapter of the story build upon one another. Using the table of contents and chapters as a guide, explain how each chapter of the story fits together to describe a fantastic adventure. Be sure to use specific examples to support your explanation. (*Reading Literature: Craft and Structure: RL.5.5*)
- 9 How does each character in the story respond to the challenges presented? What does each doll learn from the challenge? What message (theme) do you believe the author is trying to convey through the characters and events? Have you read another story with a similar theme? Explain how the topics or events were similar. (*Reading Literature: Integration of Knowledge and Ideas: RL.4.9; RL.5.9*)
- 10 This was the fourth adventure that the Doll and Funcraft families have experienced. What adventure do you believe the Doll and Funcraft families should go on next? Why? Specifically, what meaningful lesson would the families learn from your adventure? Support your response with details about each family from the novels. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)

Refer to the “Activities for All The Doll People Series Books” for post-reading activities and questions.

Activities for All The Doll People Books

Expanding Comprehension: Guiding Questions

- 1 In each story, the *Society for Exploration and the Location of Missing Persons (SELMP)* is a key part of finding a solution. Who are the members of *SELMP* in each novel? Which members change? How does each team member help *SELMP* reach a solution? In Book Four, Tiffany says *one for all and all for one* and Annabelle says *doll power* aloud. Based on all of their adventures, why are these appropriate cheers for *SELMP*? Support your answer with evidence from the text. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 2 In each story, Annabelle learns something new about herself and the world around her. To truly understand Annabelle, the reader must think about her actions, lessons, and reflections in each novel.

 - Summarize each of Annabelle’s adventures and the lessons she learns, and explain how her relationships with others develop as a result. Support your answer with textual evidence. (*Reading Literature: Key Ideas and Details: RL.4.3; RL.5.3*)
 - In each novel, Annabelle thinks about the living doll oath. In Book Four, Annabelle recalls the exact words, “I, Annabelle, an avowed member of the race of dolls, do hereby promise to protect our secret life by upholding the Doll Code of Honor in accordance with its everlasting law” (p.24). How is Annabelle’s commitment to the oath evident in each of the novels? Think about the other dolls in the novels. Which do you believe are committed to the oath? Which are not committed? Why? Provide examples from the novels to support your response. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 3 The humans in the novels are only discussed through the narratives and perceptions of the dolls. We can learn a lot about Grandma Katherine, Nora, and Kate by reading what the dolls experience and feel.

 - In each novel, how are the humans portrayed and described? Specifically, what are the characteristics of Grandma Katherine, Kate, and Nora throughout each novel? Provide examples from at least two books. (*Reading Literature: Craft and Structure: RL.4.6; RL.5.6*)
 - At the end of Book One and Book Three, Kate has a moment that she looks *curiously* at the dolls. Based on the adventures in each story, how have the dolls placed themselves in danger of being exposed? Do you believe that Kate knows their secret? Why? Provide examples from the text of two or more novels. (*Reading Literature: Key Ideas and Details: RL.4.1; RL.5.1*)
- 4 The dolls learn quite a bit of helpful information from Grandma Katherine and Kate. For example, (a) Bobby often references science facts from Kate, and (b) Annabelle recalls stories read by Grandma Katherine (e.g. *Hansel and Gretel*, *Jonah and the Whale*). How have the stories and facts learned from humans influenced the Doll family’s adventures? How are the stories that Annabelle recalls similar to the adventure she is experiencing in the text? (*Reading Literature: Integration of Knowledge and Ideas: RL.4.9; RL.5.9*)

- 5 Book Four has an exciting change, which is a new illustrator, Brett Helquist. Review the illustrations in each book. How are the pictures in Book Four similar and different to those in Books One through Three? Select your favorite illustration from Book Four and explain how it adds to the story. (*Reading Literature: Integration of Knowledge and Ideas: RL.4.7; RL.5.7*)

Classroom Connections: Writing, Researching, and Art Projects

- 1 Use books and online resources to research some of the environments, insects, and animals found in the novels. Consider researching (a) common spiders found in yards and attics, (b) animals in your local park, or (c) wildlife in the Atlantic Ocean. Your report should include the needs of at least two animals or insects (e.g., food, reproductive cycle, unique traits) and why the habitat is beneficial for the selected animals or insects. Keep a record of your sources. Share the facts that you learn with a partner or small group in class. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.4.4; SL.5.4*)
- 2 Throughout the books, we learn that some dolls have thousands of replicas while others are *one of a kind*. First, use online and text resources to research how dolls from factories are made. Then, examine the process that doll makers use to create dolls by hand. Write an essay that explains which method you *believe* is better. You should begin by clearly stating your opinion, support your stance with details about the doll construction process and results, and end with an aligned conclusion. (*Writing: Text Types and Purposes: W.4.1; W.5.1*)
- 3 Many different types of dolls are introduced in the Doll People series. Research *antique dolls* from around the world using online and/or text resources. Replicate one of the doll families that you find online by using colorful construction paper and markers. Once your dolls are complete, cut them out and create a home using a cardboard box. Be sure to give the dolls rooms that match their culture or origin. Share your house and family with a peer and explain which part of the world your doll represents. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.4.6; SL.5.6*)
- 4 The Doll family has lived over one hundred years. Therefore, they have belonged to multiple generations of the same family. It is important to remember that every generation encounters varying events such as wars, political turnover, updated laws, etc. Create a ten-year timeline using any dates between 1890–1990. Your timeline must include events the Doll family may have overheard through human discussions, reading from a newspaper, or via the radio. Use research resources such as books or websites that discuss the historical events of the ten-year period. Select one event from your timeline and create a newspaper article with illustrations that detail the event. Be prepared to present your newspaper article to a partner. (*Speaking and Listening: Presentation of Ideas: SL.4.5; SL.5.5*)

EXTENSION ACTIVITY: Consider how families have changed from the 1890s until today. Provide at least five examples of how families are similar and five examples of how they are different. Form groups of three students and conduct small group discussions about the list.

- 5 After reading the Doll People series, it is clear that with enough imagination, anything is possible. Create your own *doll family* and write a story that describes an exciting doll adventure. Use your replica dollhouse and family as inspiration (pre-reading activity Book One). Be sure to introduce your characters, sequence the events, include character dialogue, highlight how the characters respond to a challenging situation, and end with a conclusion that is related to the key events. (*Writing: Text Types and Purposes: W.4.3; W.5.3*)

Classroom Connections: Vocabulary Enhancement

INSTRUCTIONAL NOTE: The Common Core Foundational Skills Standards reinforce student ability to use vocabulary word parts encompassed in prefixes, suffixes, and root words to boost their vocabulary, decoding, and comprehension skills. Using the words below, consider incorporating vocabulary enhancement activities prior to and while reading each novel. (*Reading: Foundational Skills: Phonics and Word Recognition: RFS.4.3; RFS.5.3*)

The Doll People	The Meanest Doll in the World	The Runaway Dolls	The Doll People Set Sail
China/Porcelain	Suspicious	Desperately	Invincible
Oath	Reform	Exclaimed	Upholding
Rancher	Discipline	Jeopardy	Pallet
Permanent	Uncivilized	Sheepishly	Unfamiliar
Raucous	Responsibility	Peering	Voyage
Society	Insidious	Speechless	Traditional
Abbreviation	Traitor	Estate Sale	Exploration
Integrity	Reckless	Antique	Intricately
Prowling	Miserable	Haphazardly	Overboard
Blending	Tenacious	Frantic	Reluctantly
	Diligent	Unsettling	Breathlessly
		Tremendous	Unravel
		Suspicious	Admiringly
		Merchandise	Impertinent
		Uneventful	Hover

INDIVIDUAL WORD WALL: When we are reading new novels, we often come across unfamiliar words. It is important that we use our context clues to figure out the challenging terms. While reading the novels, keep track of the new vocabulary words as you encounter them in the text. On the graphic organizer below, include the word, the sentence from the novel with the term, familiar word parts, and your personal definition. As your word wall grows, you will have a better understanding of challenging vocabulary words to improve your comprehension, fluency, and writing. (*Reading: Foundational Skills: Phonics and Word Recognition: RFS.4.3; RFS.5.3*)

New Word	Sentence from Novel with the Word (Page #)	Familiar Word Parts (Prefixes, Root, Suffixes)	My Definition





About the Authors

Ann M. Martin is the author of many books for young readers, including *Rain Reign*, *Belle Teal*, *A Dog's Life*, and *A Corner of the Universe*, a 2003 Newbery Honor Book. She is also the author of the Baby-sitters Club series and the Family Tree series. Ms. Martin makes her home in upstate New York.

Laura Godwin, also known as Nola Buck, is the author of many popular picture books for children, including *Oh, Cats!*; *One Moon, Two Cats*; *This Is the Firefighter*; and *Christmas in the Manger*. Born and raised in Alberta, Canada, she now lives in New York City.



About the Illustrators

Brian Selznick (*The Doll People*, *The Meanest Doll in the World*, *The Runaway Dolls*)

The author and illustrator of the *New York Times* best-selling *The Invention of Hugo Cabret*, winner of the 2008 Caldecott Medal and a National Book nominee. He has also illustrated many other books for children, including *Frindle* by Andrew Clements, *Amelia and Eleanor Go for a Ride* by Pam Muñoz Ryan, and *The Dinosaurs of Waterhouse Hawkins* by Barbara Kerley, which received a 2001 Caldecott Honor. Brian lives in Brooklyn, New York, and San Diego, California.



Brett Helquist (*The Doll People Set Sail*)

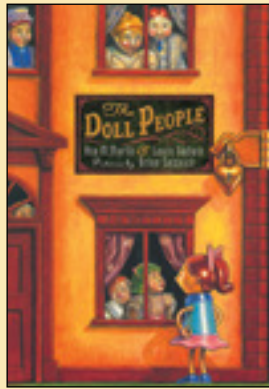
The illustrator of the best-selling *A Series of Unfortunate Events* books as well as many other popular titles. He worked as a graphic designer before becoming a full-time illustrator. Brett lives with his family in Brooklyn, New York. See more of his work online at bretthelquist.com.



This guide was created by **Dawn Jacobs Martin**, who has a doctorate in Special Education: Learning Disabilities and works to improve academic outcomes for all students through teacher development, instructional design, and research in the areas of response to intervention, social support, and parent involvement.

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Books in The Doll People Series



The Doll People

978-0-7868-0361-3

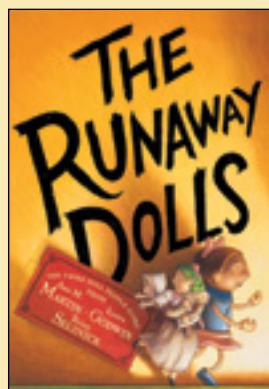
- ★ "Little girls are in for a marvelous treat in this delicious fantasy."
—*Kirkus Reviews* (starred review)



The Meanest Doll in the World

978-0-7868-0878-6

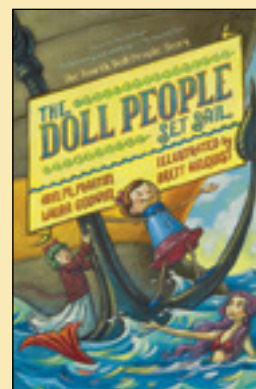
- ★ "Selznick's precisely detailed illustrations, opening with the most brilliant curtain-raiser in children's literature, enhance the humor, fright, and chaos."
—*Kirkus Reviews* (starred review)



The Runaway Dolls

978-0-7868-5584-1

- ★ "Fast-paced, satisfyingly developed, the book is doubly enjoyable for its foundation in a solidly imagined doll culture."
—*Publishers Weekly* (starred review)



The Doll People Set Sail

978-1-4231-3683-5

- ★ "A rousing adventure that treats fans to thrilling action."
—*Publishers Weekly* (starred review)

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