

# The Hundred Dresses

## Book Unit



Created by Gay Miller



**Gay Miller**

Thank you for downloading this preview of *The Hundred Dresses Book Unit*. Other book units may be found at

<http://www.teacherspayteachers.com/Store/Gay-Miller>

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.



## The Hundred Dresses

By Eleanor Estes

Genre ~ Classics

Grade Level Equivalent: 4.5

Lexile Measure®: 870L

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# Lesson Plans at a Glance

	Read	Vocabulary Words and Practice Book		Comprehension Practice	Constructed Response Question	Skill Practice
Day 1	Chapter 1	contrary askew	Page 1	Chapter 1	Character Map ~ Peggy	Character Trait Organizers
Day 2	Chapter 2	circulate stolid	Page 2	Chapter 2	Perspective Point of View	Point of View Organizers
Day 3	Chapter 3	jaunty envelop	Page 3	Chapter 3	Problem and Solution Chain	Prefix Organizers and Game
Day 4	Chapter 4	accord cerise	Page 4	Chapter 4	Comparing Different Versions of the Story	Suffix Organizers and Game
Day 5	Chapter 5	exquisite expectant	Page 5	Chapter 5	Theme	Prefix and Suffix Puzzles
Day 6	Chapter 6	assail sparse	Page 6	Chapter 6	Course of Action Figurative Language (2 Choices)	Figurative Language Response Cards
Day 7	Chapter 7	equalize finality	Page 7 Page 8 (review)	Chapter 7	Summarizing (3 Choices)	Figurative Language Organizers

Vocabulary Test



# Vocabulary List

## Chapter 1

**contrary** (noun) - something opposite or completely different from something else

synonyms: opposing, inverse, other side of the coin, reverse

Wanda did not sit there because she was rough and noisy. On the **contrary** she was very quiet and rarely said anything at all.



## Chapter 1

**askew** (adjective) - not straight

synonyms: awry, out of line, off center, cockeyed, crooked, uneven, lopsided, twisted, disorderly

They saw Jack Beggles running to school, his necktie **askew** and his cap at a precarious tilt.



## Chapter 2

**circulate** (verb) - to move around from person to person or from place to place

synonyms: spread, travel, pass, flow, go, make known

And many stories **circulated** about him and the stories were the kind that made people scurry past his house even in broad day light and hope not to meet him.



## Chapter 2

**stolid** (adjective)  
**stolidly** (adverb)

synonyms:

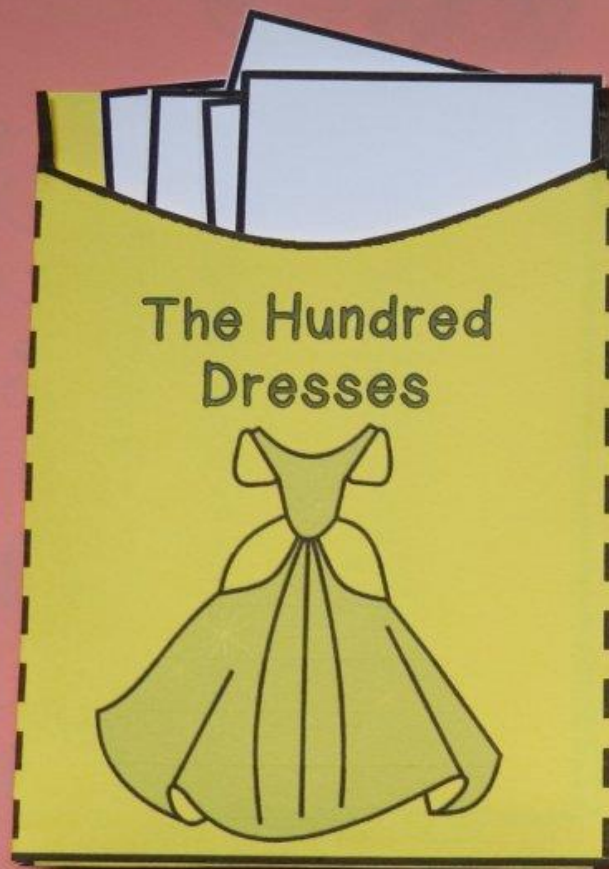
"Yeah, v  
closet."

inpassive

different,

in my

14 Vocabulary Words  
Two Focus Words for Each  
Chapter



## Chapter 1 [contrary and askew]

1. Circle six words in the box that are synonyms of **askew**.

even	lopsided	not straight
out of line	right position	level
horizontal	awry	perpendicular
in line	cockeyed	crooked

2. Fill the blanks.

Contrary a homograph. This meant the two words have identical \_\_\_\_\_ but a different \_\_\_\_\_ and \_\_\_\_\_.

Read the following definitions of **contrary**.

- a) completely different; opposite
- b) stubborn; willful

List which definition of **contrary** is used in each of the following sentences by writing a or b in the blanks in front of each sentence.

3. \_\_\_\_\_ She is very **contrary** and won't do what I ask her to do.
4. \_\_\_\_\_ The puppy is so **contrary**; he'll have to go to obedience school.
5. \_\_\_\_\_ You and your brother have **contrary** opinions.
6. \_\_\_\_\_ The two dogs went off in **contrary** directions.
7. \_\_\_\_\_ He is so **contrary**; I can't even get him to take out the trash.
8. \_\_\_\_\_ Quite the **contrary**, most people go to school because they want to learn.

## Vocabulary Review

Write a synonym for each word listed:

1. assail \_\_\_\_\_
2. accord \_\_\_\_\_
3. finality \_\_\_\_\_
4. contrary \_\_\_\_\_
5. cerise \_\_\_\_\_
6. circulate \_\_\_\_\_
7. jaunty \_\_\_\_\_
8. expectant \_\_\_\_\_
9. askew \_\_\_\_\_
10. exquisite \_\_\_\_\_
11. sparse \_\_\_\_\_
12. stolid \_\_\_\_\_
13. equalize \_\_\_\_\_
14. envelop \_\_\_\_\_

## Chapter 1 [contrary and askew]

1. Circle six words in the box that are synonyms of **askew**.

even	lopsided	not straight
out of line	right position	level
horizontal	awry	perpendicular
in line	cockeyed	crooked



2. Fill the blanks.

Contrary is a homograph. This meant the two words have identical \_\_\_\_\_ but a different \_\_\_\_\_ and \_\_\_\_\_.



Read the following definitions of **contrary**.

- a) completely different; opposite
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List which definition of **contrary** is used in each of the following sentences by writing a or b in the blanks in front of each sentence.

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5. \_\_\_\_\_ You and your brother have **contrary** opinions.
6. \_\_\_\_\_ The two dogs went off in **contrary** directions.
7. \_\_\_\_\_ He is so **contrary**; I can't even get him to take out the trash.
8. \_\_\_\_\_ Quite the **contrary**, most people go to school because they want to learn.

## Vocabulary Review

Write a synonym for each word listed:

1. assail attack
2. accord agreement
3. finality conclusiveness
4. contrary opposing
5. cerise bright red color
6. circulate spread
7. jaunty happy-go-lucky
8. expectant eager
9. askew cockeyed
10. exquisite beautiful
11. sparse meager
12. stolid unemotional
13. equalize match
14. envelop enclose

## Chapter 1 [contrary and askew]

1. Circle six words in the box that are synonyms of **askew**.

even	lopsided	not straight
out of line	right position	level
horizontal	awry	perpendicular
in line	cockeyed	crooked

2. Fill the blanks.

Contrary is a homograph. This meant the two words have identical spelling but a different sound and meaning.

Read the following definitions of **contrary**.

- a) completely different; opposite
- b) stubborn; willful

List which definition of **contrary** is used in each of the following sentences by writing a or b in the blanks in front of each sentence.

3.   b   She is very **contrary** and won't do what I ask her to do.
4.   b   The puppy is so **contrary**; he'll have to go to obedience school.
5.   a   You and your brother have **contrary** opinions.
6.   a   The two dogs went off in **contrary** directions.
7.   b   He is so **contrary**; I can't even get him to take out the trash.
8.   a   Quite the **contrary**, most people go to school because they want to learn.

# Comprehension

This section contains a one page printable comprehension practice for each chapter. The chart below is the key to the types of questions for the comprehension questions. The section also contains **12** constructed responses exercises. The constructed response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

## Types of Questions Key

detail / inference



main idea /  
summarizing / theme



character/ setting /  
plot / events



word meaning /  
figurative language



text structure



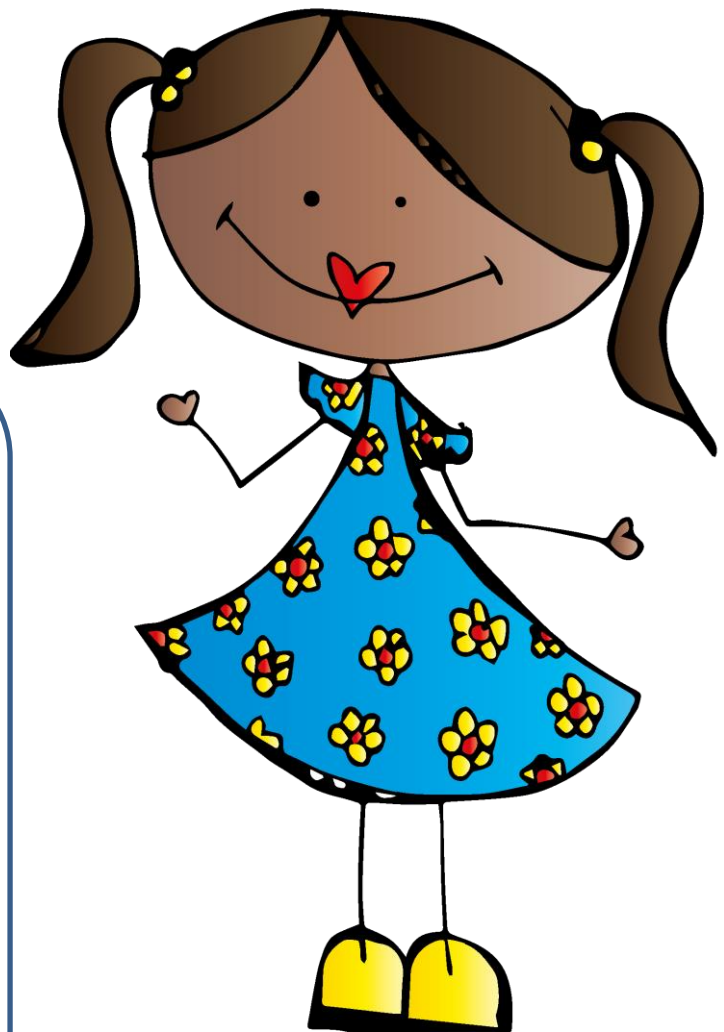
point of view



different forms of the  
same story



compare and contrast



## Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

**Chapter 3 - Constructive Response - Problem and Solution Chain**  
Fill in each solution in the problem and solution chain. Use this to summarize Chapter 3.

**problem**  
Jake wanted Wanda to hurry up, so he wouldn't be late for ringing the school bell.

**solution**  
Wanda told the other girls that she had 100 dresses. They were all lined up in her closet.

**problem**  
Peggy began talking to Wanda in a sarcastic voice saying, "Your hundred dresses sound bee-you-tiful."

**solution**  
The bell rang, and all the girls had to run off to school, so they wouldn't be late.

**problem**  
Wanda was shy, but wanted to say something to fit in with the other girls.

**solution**  
Wanda told Jake to go on to school without her. She would wait the rest of the way by herself.

**problem**  
The "100 Dresses" game begins. Peggy enjoys teasing Wanda daily.

**solution**  
Wanda walks over to the group of girls. She is shy, but wants to say something to fit in with the other girls. Wanda tells them she has 100 dresses at home. They are beautiful party dresses made of silk and velvet. She keeps them all lined up in her closet.

**solution**  
Peggy begins talking to Wanda in a sarcastic voice saying, "Your hundred dresses sound bee-you-tiful."

**solution**  
This is how the "100 Dresses" game began. Peggy began teasing Wanda daily while Maddie watched.

The "100 Dresses" game begins in Chapter 3. One day Jake and Wanda are walking to school. The girls are huddled together talking about dresses. Jake wants Wanda to hurry up so, he would get to school in time to ring the bell. Wanda tells him to go on to school without her. She would walk the rest of the way by herself. Wanda walks over to the group of girls. She is shy, but wants to say something to fit in with the other girls. Wanda tells them she has 100 dresses at home. They are beautiful party dresses made of silk and velvet. She keeps them all lined up in her closet. Peggy begins talking to Wanda in a sarcastic voice saying, "Your hundred dresses sound bee-you-tiful." This is how the "100 Dresses" game began. Peggy began teasing Wanda daily while Maddie watched.

**Constructive Response - Summarizing**  
Select the 10 most important events from the story. Use these details to write a summary.

1. Sending the letter makes the girls feel better.

2. The letter doesn't return, so Maddie and Peggy assume Wanda receives it.

3. Maddie worries about Wanda. She imagines she rescues her from teasing and other misdeeds.

4. Miss Mason announces that she has received a letter from Wanda. Wanda wants the class to keep her dress designs.

5. When Maddie realizes the drawing is of her, she feels Wanda holds no hard feelings.

6. Peggy and Maddie write Wanda a letter. They don't say they are sorry, but they are very friendly.

7. The girls ask the post office to forward the letter.

8. Weeks go by and Wanda does not write.

9. The day before Christmas break arrives. The class celebrates with a play, singing, and dancing.

10. Wanda wants Peggy to have the green dress drawing and Maddie to have the blue dress design.

CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
CCSS.ELA-Literacy.RL.3.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
CCSS.ELA-Literacy.RL.3.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

## Option 2

Students fill in the organizers only.

# Common Core State Standards Reading: Literature

## 3rd Grade

	<a href="#">CCSS.ELA-Literacy.RL.3.1</a>	<a href="#">CCSS.ELA-Literacy.RL.3.2</a>	<a href="#">CCSS.ELA-Literacy.RL.3.3</a>	<a href="#">CCSS.ELA-Literacy.RL.3.4</a>	<a href="#">CCSS.ELA-Literacy.RL.3.5</a>	<a href="#">CCSS.ELA-Literacy.RL.3.6</a>	<a href="#">CCSS.ELA-Literacy.RL.3.7</a>	<a href="#">CCSS.ELA-Literacy.RL.3.9</a>	<a href="#">CCSS.ELA-Literacy.RL.3.10</a>
Character Map ~ Peggy			*						*
Perspective						*			*
Point of View						*			*
Problem and Solution Chain		*							*
Comparing Different Versions of the Story							*		*
Theme		*							*
Course of Action	*				*				*
Figurative Language (2 Choices)				*					*
Summarizing (3 Choices)		*							*

# Common Core State Standards Reading: Literature

4<sup>th</sup> Grade

	<a href="#">CCSS.ELA-Literacy.RL.4.1</a>	<a href="#">CCSS.ELA-Literacy.RL.4.2</a>	<a href="#">CCSS.ELA-Literacy.RL.4.3</a>	<a href="#">CCSS.ELA-Literacy.RL.4.4</a>	<a href="#">CCSS.ELA-Literacy.RL.4.5</a>	<a href="#">CCSS.ELA-Literacy.RL.4.6</a>	<a href="#">CCSS.ELA-Literacy.RL.4.7</a>	<a href="#">CCSS.ELA-Literacy.RL.4.9</a>	<a href="#">CCSS.ELA-Literacy.RL.4.10</a>
Character Map ~ Peggy			*						*
Perspective						*			*
Point of View						*			*
Problem and Solution Chain		*							*
Comparing Different Versions of the Story							*		*
Theme		*							*
Course of Action	*								*
Figurative Language (2 Choices)				*					*
Summarizing (3 Choices)		*							*

# Common Core State Standards Reading: Literature

5<sup>th</sup> Grade

	<a href="#">CCSS.ELA-Literacy.RL.5.1</a>	<a href="#">CCSS.ELA-Literacy.RL.5.2</a>	<a href="#">CCSS.ELA-Literacy.RL.5.3</a>	<a href="#">CCSS.ELA-Literacy.RL.5.4</a>	<a href="#">CCSS.ELA-Literacy.RL.5.5</a>	<a href="#">CCSS.ELA-Literacy.RL.5.6</a>	<a href="#">CCSS.ELA-Literacy.RL.5.7</a>	<a href="#">CCSS.ELA-Literacy.RL.5.9</a>	<a href="#">CCSS.ELA-Literacy.RL.5.10</a>
Character Map ~ Peggy			*						*
Perspective						*			*
Point of View						*			*
Problem and Solution Chain		*							*
Comparing Different Versions of the Story							*		*
Theme		*							*
Course of Action	*								*
Figurative Language (2 Choices)				*					*
Summarizing (3 Choices)		*							*

# The Hundred Dresses ~ Chapter 1

1. Which three phrases best summarize Chapter 1?

- a. Wanda absent, waiting, late for school
- b. mud in the corner, Peggy popular, Gettysburg Address
- c. Boggins Heights, touchdown, laugh out loud
- d. empty desk, Bill's frog legs, Tuesday

3. Chapter 1 is told from which point of view?

- a. 1<sup>st</sup>
- b. 2<sup>nd</sup>
- c. 3<sup>rd</sup> from Jack's perspective
- d. 3<sup>rd</sup> from Maddie's perspective

5. Match

- |                    |                    |
|--------------------|--------------------|
| _____ Peggy        | a) late            |
| _____ Bill Byron   | b) absent          |
| _____ Maddie       | c) tall            |
| _____ Wanda        | d) popular         |
| _____ Jack Beggles | e) friend to Peggy |

7. Read this passage from the end of Chapter 1.

Still they waited one minute more and one minute more, hoping she'd come.

Why did the author most like use repetition?

---

---

---

---

---

---

2. The setting is important to the story because---

- a. Wanda lives in Boggins Heights where her feet become muddy on the long walk.
- b. Room 13 is divided into sections.
- c. Most of the action takes place when the students walk to and from school.
- d. The rowdy boys sit in the corner of the room.

4. Explain why you think the author used the days of the week to mark time.

TODAY, Monday,  
The next day, Tuesday,  
But on Wednesday,

---

---

6. Read this passage from Chapter 1.

They saw Jack Beggles running to school, his necktie askew and his cap at a **precarious** tilt.

The word **precarious** most likely means ---.

- a. stable
- b. unsteady
- c. settled
- d. secure

8. Read this passage.

They knew it must be late, for he always managed to slide into his chair exactly when the bell rang as though he were making a touchdown.

Which literary device does this line contain?

- a. simile
- b. metaphor
- c. idiom
- d. alliteration

Write another figurative phrase that has the same meaning.

---

---

# The Hundred Dresses ~ Chapter 1

1. Which three phrases best summarize Chapter 1?

- a. Wanda absent, waiting, late for school
- b. mud in the corner, Peggy popular, Gettysburg Address
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- a. 1<sup>st</sup>
- b. 2<sup>nd</sup>
- c. 3<sup>rd</sup> from Jack's perspective
- d. 3<sup>rd</sup> from Maddie's perspective

5. Match

- |                       |                    |
|-----------------------|--------------------|
| <u>d</u> Peggy        | a) late            |
| <u>c</u> Bill Byron   | b) absent          |
| <u>e</u> Maddie       | c) tall            |
| <u>b</u> Wanda        | d) popular         |
| <u>a</u> Jack Beggles | e) friend to Peggy |

7. Read this passage from Chapter 1.

Still they waited one minute more and one minute more, hoping she'd come.

Why did the author most like use repetition?

To stress that Peggy and Maddie waited for a long time. To make the reader feel how they were feeling as they waited for Wanda.

2. The setting is important to the story because---

- a. Wanda lives in Boggins Heights where her feet become muddy on the long walk.
- b. Room 13 is divided into sections.
- c. Most of the action takes place when the students walk to and from school.
- d. The rowdy boys sit in the corner of the room.

4. Explain why you think the author used the days of the week to mark time.

TODAY, Monday,  
The next day, Tuesday,  
But on Wednesday,

To show that Wanda was not really missed for three days.

6. Read this passage from Chapter 1.

They saw Jack Beggles running to school, his necktie askew and his cap at a **precarious** tilt.

The word **precarious** most likely means ---.

- a. stable
- b. unsteady
- c. settled
- d. secure

8. Read this passage.

They knew it must be late, for he always managed to slide into his chair exactly when the bell rang as though he were making a touchdown.

Which literary device does this line contain?

- a. simile
- b. metaphor
- c. idiom
- d. alliteration

Write another figurative phrase that has the same meaning.

Answers will vary.

as smooth as an ice skater

## Chapter 1 ~ Constructed Response – Character Map ~ Peggy

Complete the character map to describe Peggy.

The character map consists of three main components: a thought bubble, a character traits box, and a large character description box. The thought bubble is a cloud shape with the text 'What is Peggy thinking about?' and five horizontal lines for writing. The character traits box is a rectangle with the title 'Character Traits' and ten horizontal lines. The large character description box is a rounded rectangle with the name 'Peggy' at the top and the instruction 'Draw a picture of Peggy.' at the bottom. A large arrow points from the character traits box to the large character description box. Two small circles connect the thought bubble to the large character description box.

**What is Peggy thinking about?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Character Traits**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Peggy**

Draw a picture of Peggy.

[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Chapter 1 ~ Constructed Response – Character Map ~ Peggy

Complete the character map to describe Peggy.

### What is Peggy thinking about?

Peggy risks being late for school to "have fun" with Wanda. Since she didn't notice Wanda's absences for two days, this fun she wants to have doesn't sound friendly.

### Character Traits

popular  
pretty  
pretty clothes  
auburn hair  
makes good grades in school  
sits on the front row in class

Peggy



Draw a picture of Peggy.

[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

# Character Traits and Development

## Common Core State Standards

	<u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
<u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<u>CCSS.ELA-LITERACY.RL.6.3</u> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### What you will find . . .

- ✗ Character Trait Information
- ✗ Character Trait Organizers (one foldable organizer and one chart)
- ✗ Task Cards are provided. These contain sentences from the three fairy tales in the unit. Each asks a specific question related to character traits and development. The cards may be used individually, in learning centers, in small groups, or as a full class activity playing games such as Scoot. A printable for students to record their answers is included.
- ✗ Constructed Response Question  
[A variety of Constructed response questions are provided. These may be used with any story in this series.]

# Character Trait Organizers

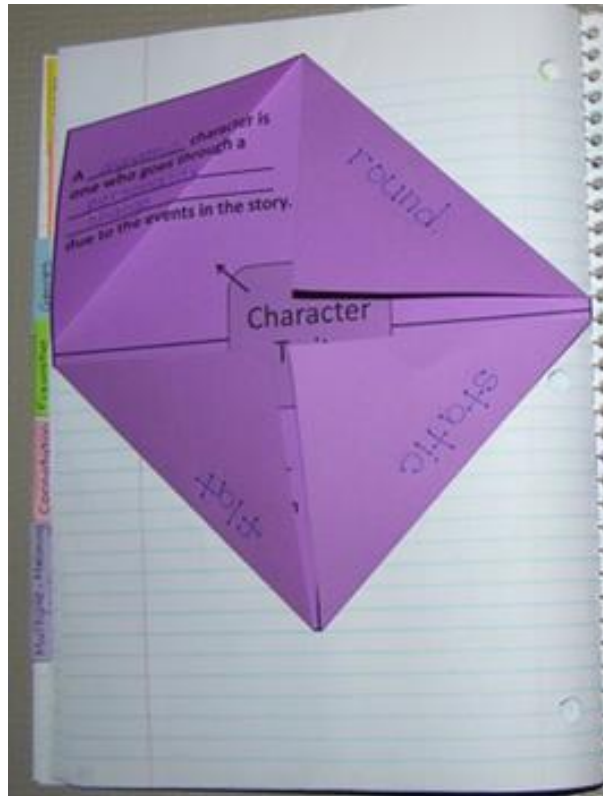
The organizers come in three versions:

- ✗ The first has lines where students write definitions.
- ✗ The second copy of the organizer contains the definitions with key words missing for students to add.
- ✗ The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

## Instructions for Making the Organizers

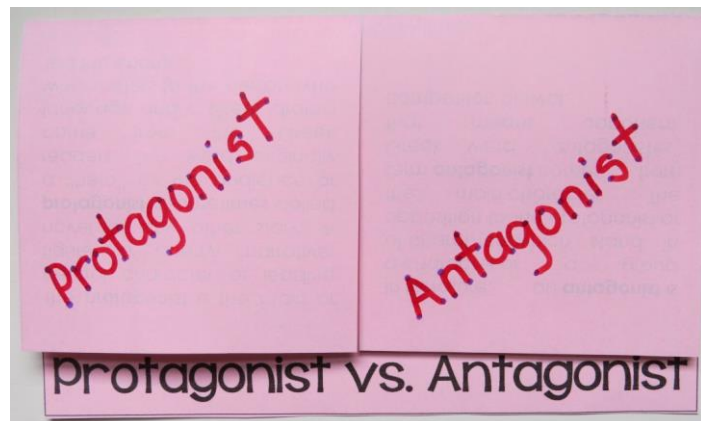
### Diamond Fold

- 1) Print the organizer on colored paper.
- 2) Have students trim around the four sides of the organizer on the bold lines.
- 3) After completing the definitions, fold each corner into the center on the dotted diagonal lines.
- 4) Label the outside flaps of your organizer with the appropriate character traits information.



### Flap

- 1) Print the organizer on colored paper.
- 2) Have students trim around the four sides of the organizer on the bold lines.
- 3) Fold on the dotted lines and cut on the solid lines to form flaps.



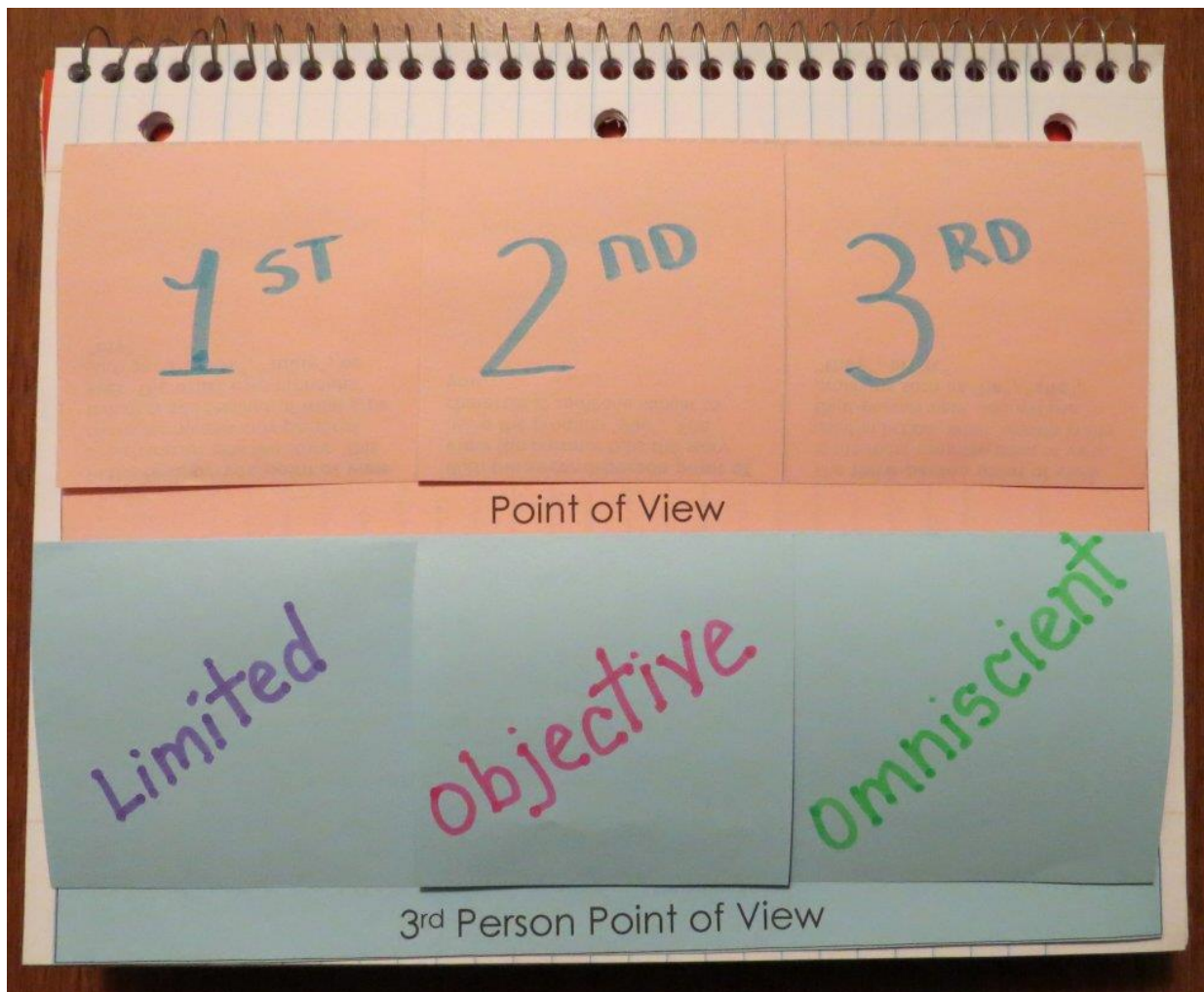
# Point of View Organizers

The organizers come in three versions:

- ✗ The first has lines where students write definitions and sample sentences.
- ✗ The second copy of the organizer contains the definitions for the different types of point of view with key words missing for students to add. Students must also write sample sentences.
- ✗ The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

## Instructions for Making the Organizer

- 4) Print the organizer on colored paper.
- 5) Have students trim around the four sides of the organizer on the bold lines.
- 6) Fold on the dotted lines and cut on the solid lines to form three flaps.



# Prefix and Suffix Words Common Core Alignment

	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Prefixes, Suffixes, & Root words	<u>CCSS.ELA-LITERACY.L.4.4.B</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	<u>CCSS.ELA-LITERACY.L.5.4.B</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	<u>CCSS.ELA-LITERACY.L.6.4.B</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).
Dictionary & Glossary Skills	<u>CCSS.ELA-LITERACY.L.4.4.C</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<u>CCSS.ELA-LITERACY.L.5.4.C</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<u>CCSS.ELA-LITERACY.L.6.4.C</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Prefix and Suffix List from The Hundred Dresses

dis-

un-

non-

-ive

-tion/-ion

-ness

Prefixes meaning not; opposite of,  
or absence of

[inclined/  
tending  
toward an

[act of, state  
of, result of]  
Turns verbs

[condition,  
state of]  
Turns

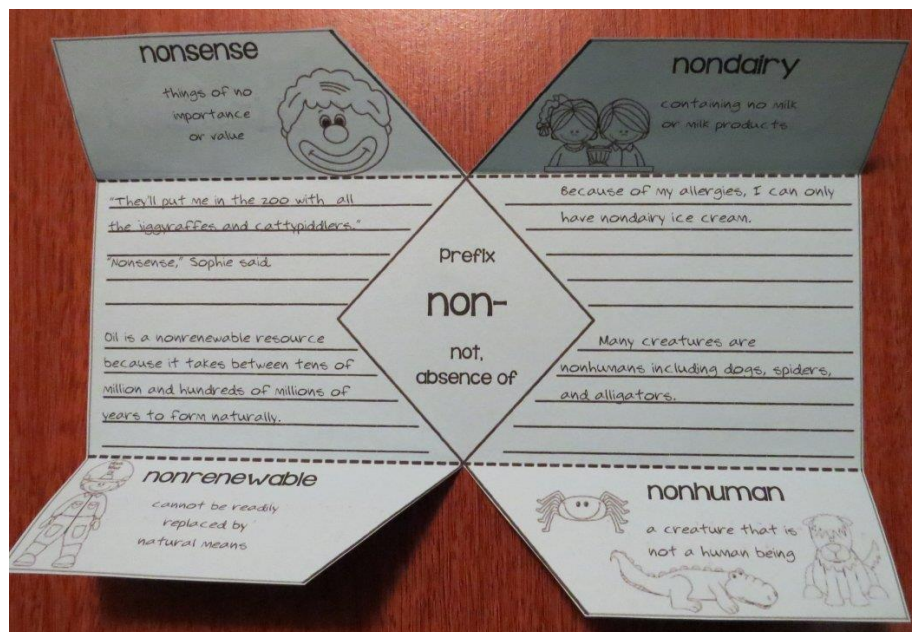
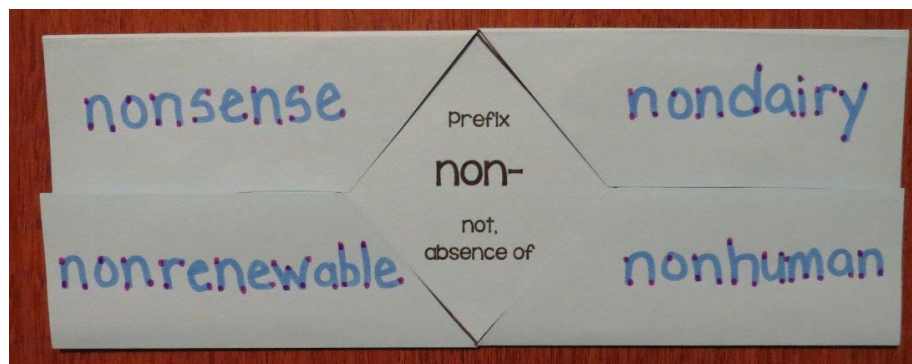
This unit practices with 3 prefixes and 3 suffixes.

unhappy  
unintelligible

protection  
admiration  
exhibition

# Prefix and Suffix Graphic Organizers

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces including:
  - ✗ Students should select four words that contain the prefix or suffix and write these words on the four flaps along with a short definition of the word and an illustration.
  - ✗ On the lines, have students use the words in sentences.
- Trim around the four edges on the lines indicated.
- Fold the page on the dotted lines.
- Your organizer should open with four flaps.



## Setting Up the Game for Play

This game may be played with two to four players.

## The Object of the Game

To be the last person to cover a word in the center of the game board.

## Rules for Playing

1. Roll a die or spin a spinner to determine which player goes first.
2. When it is a player's turn, s/he rolls the die and moves the indicated number of spaces. The player then covers the word in the center of the playing board that is a real word if the landed upon prefix is added to the word. If all the words that make real words are already covered, the player simply does nothing.
3. If a player lands on a person, s/he may cover any word.
4. Play continues until all the words in the center of the game board are covered. The person to cover the **last word** is the winner.

An ink-friendly version  
of the game board is  
also provided.



I like to place games in page protectors. They can then be stored in a three-ringed notebook along with the unit.

non-

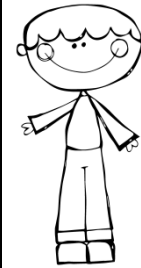


dis-

un-

non-

dis-



non-

un-

profession

non-

fiction

un-

place

un-

comfor



wise

dis-

non-

dis-

Start



Prefixes meaning 'not'

# Bump Instructions

## Materials

game board

one die

cubes such as Legos ~ Provide each player with an equal preset number of cubes (6 to 10) depending on the amount of time you have to play the game. Each player needs a different color.

## Instructions for playing

- ☐ Roll a die to determine which player goes first.
- ☐ On a turn, roll one die.
- ☐ Look at the key.
- ☐ Place a cube over the word from a box that will make a real word if the prefix or suffix is added to it.
- ☐ If another player's cube is on that answer, BUMP it off.
- ☐ The player takes back the cube and may use it again.
- ☐ If your cube is on that answer, link the cubes together and that spot is frozen. This means no other player can bump you.
- ☐ If you roll, an answer that is not available, this is the end of your turn.
- ☐ The winner is the player who uses all his/her cubes first.

# Root Word Bump

Key



un-



dis-



non-



-ive



-tion



-ness



educated

abuse

sense

## Game to Practice Prefixes

p



agree

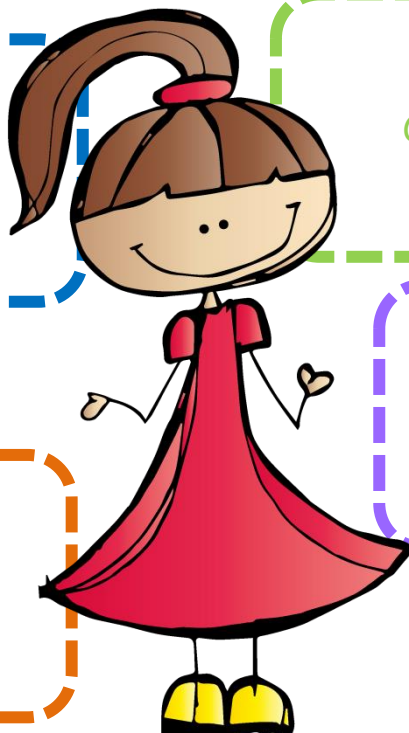
common

attract

repulse

descript

existent



## Context Clues Common Core Alignment

3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<u>CCSS.ELA-LITERACY.L.3.4.A</u> Use sentence-level context as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-LITERACY.L.4.4.A</u> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-Literacy.L.5.4.a</u> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<u>CCSS.ELA-Literacy.L.6.4.a</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		<u>CCSS.ELA-Literacy.L.5.5.c</u> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<u>CCSS.ELA-Literacy.L.6.4.d</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# Prefix and Suffix Practice

## Preparation for Repeated Use:

- 1) Print the puzzle pieces on the next two pages and the pages with sentences onto heavy weight paper or cardstock. Construction paper works well if your copier will accept it.
- 2) Laminate for durability.
- 3) Cut out the puzzle pieces and store in a Ziploc bag.

## Preparation for Single Use:

This exercise may be used as interactive worksheets. Simply make copies of the pages using regular duplicating paper. Students will cut out their own puzzle pieces.

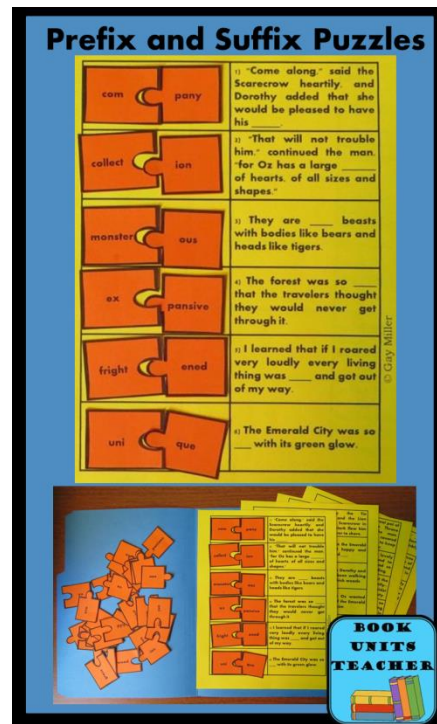
## Using the Puzzles:

Students match up two puzzle pieces to form words. Students then read the sentences. They select the best word that will fit into the blank space of the sentence from the words that were made by joining together the puzzle pieces.

A "Student Response Sheet" has also been provided for students to write answers if you would like to use the repeated use version in a learning center, for morning review, or for differentiated instruction.

This set practices with the prefixes and suffixes listed on the chart above.

Different books in this series will focus on different prefixes and suffixes.



## Puzzle Pieces ~ Beginning of Word

dis

un

Impuls(e)

admir(e)

dis

un

deris(e)

exhibit

Prefix and suffix puzzles are provided.  
This activity not only teaches affixes but  
context clues as well.

dis

un

attent

good

un

un

suggest

bus(y)

un

non

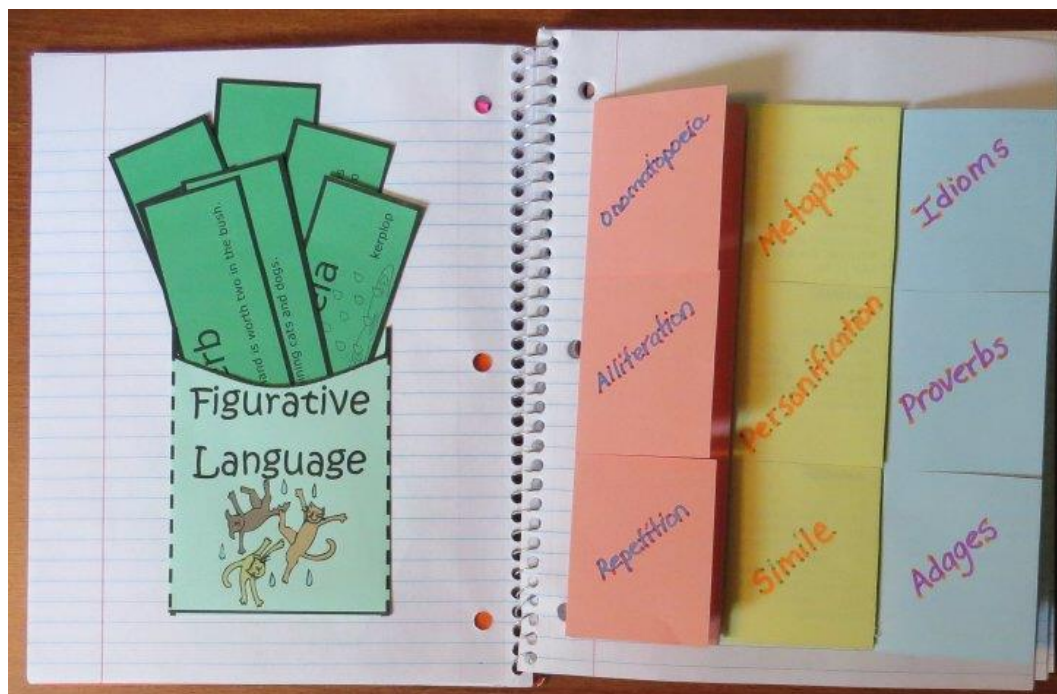
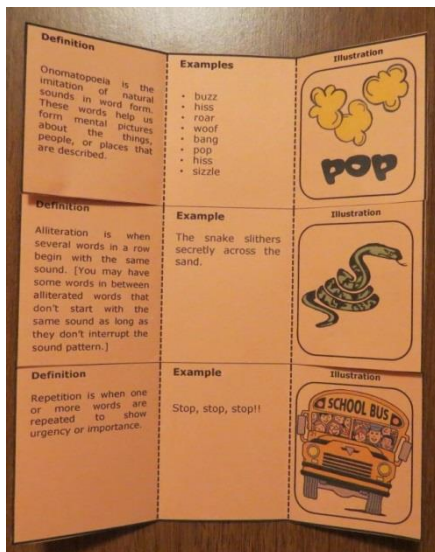
protect

sensitiv(e)

# Figurative Language Organizers

## Three Door Flip

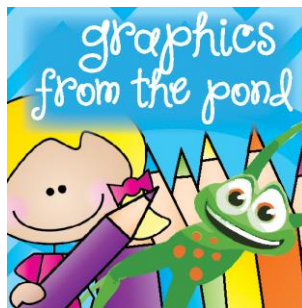
- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.



# Credits



**Microsoft**  
**Office**  
**Clipart**  
**Gallery**



**MyCuteGraphics**



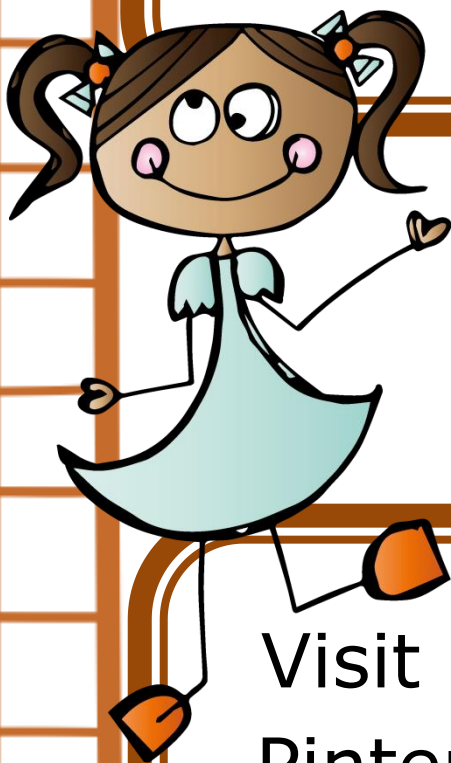
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