The Hundred Dresses
Book Unit

Created by Gay Miller
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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.

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**The Hundred Dresses**

By Eleanor Estes

Genre ~ Classics

Grade Level Equivalent: 4.5

Lexile Measure®: 870L
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Needed for Creating the Foldable Graphic Organizers</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Plans at a Glance</td>
<td>5</td>
</tr>
<tr>
<td>How to Use this Resource</td>
<td>6</td>
</tr>
<tr>
<td>Vocabulary Teaching Method</td>
<td>7</td>
</tr>
<tr>
<td>Vocabulary List</td>
<td>9</td>
</tr>
<tr>
<td>Vocabulary Bookmarks</td>
<td>13</td>
</tr>
<tr>
<td>Vocabulary Word Cards</td>
<td>15</td>
</tr>
<tr>
<td>Vocabulary Storage Pocket</td>
<td>18</td>
</tr>
<tr>
<td>Vocabulary Practice Booklet</td>
<td>19</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td>33</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Information</td>
<td>35</td>
</tr>
<tr>
<td><strong>Student Packet</strong></td>
<td></td>
</tr>
<tr>
<td>Comprehension Chapter 1</td>
<td>41</td>
</tr>
<tr>
<td>Constructed Response – Character Map ~ Peggy</td>
<td>42</td>
</tr>
<tr>
<td>Comprehension Chapter 2</td>
<td>43</td>
</tr>
<tr>
<td>Chapter 2 Constructed Response – Point of View (Perspective)</td>
<td>44</td>
</tr>
<tr>
<td>Constructed Response – Point of View</td>
<td>45</td>
</tr>
<tr>
<td>Comprehension Chapter 3</td>
<td>48</td>
</tr>
<tr>
<td>Chapter 3 Constructed Response – Problem and Solution Chain</td>
<td>49</td>
</tr>
<tr>
<td>Comprehension Chapter 4</td>
<td>50</td>
</tr>
<tr>
<td>Constructed Response – Comparing Versions of the Stories</td>
<td>51</td>
</tr>
<tr>
<td>Comprehension Chapter 5</td>
<td>54</td>
</tr>
<tr>
<td>Constructed Response – Theme</td>
<td>55</td>
</tr>
<tr>
<td>Comprehension Chapter 6</td>
<td>56</td>
</tr>
<tr>
<td>Chapter 6 Constructed Response – Course of Action</td>
<td>57</td>
</tr>
<tr>
<td>Constructed Response – Figurative Language (2 Versions)</td>
<td>58</td>
</tr>
<tr>
<td>Comprehension Chapter 7</td>
<td>60</td>
</tr>
<tr>
<td>Constructed Response Summarizing (2 Versions)</td>
<td>61</td>
</tr>
<tr>
<td>Roller Coaster Plot Diagram</td>
<td>63</td>
</tr>
<tr>
<td><strong>Answer Key</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Constructed Response without CCSS</strong></td>
<td>64</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Character Traits Organizers</td>
<td>87</td>
</tr>
<tr>
<td>Point of View Organizers</td>
<td>88</td>
</tr>
<tr>
<td>Prefix and Suffix Common Core Alignment</td>
<td>99</td>
</tr>
<tr>
<td>Prefix and Suffix Lists</td>
<td>100</td>
</tr>
<tr>
<td>Prefix and Suffix Organizers</td>
<td>112</td>
</tr>
<tr>
<td>Prefixes Meaning ‘Not’ Game</td>
<td>119</td>
</tr>
<tr>
<td>Prefixes and Suffixes Bump Game</td>
<td>120</td>
</tr>
<tr>
<td>Context Clues Common Core Alignment</td>
<td>121</td>
</tr>
<tr>
<td>Prefixes Meaning ‘Not’ Game</td>
<td>129</td>
</tr>
<tr>
<td>Prefixes and Suffixes Bump Game</td>
<td>133</td>
</tr>
<tr>
<td>Context Clues Common Core Alignment</td>
<td>136</td>
</tr>
<tr>
<td>Prefixes Meaning ‘Not’ Game</td>
<td>137</td>
</tr>
<tr>
<td>Prefixes and Suffixes Bump Game</td>
<td>146</td>
</tr>
<tr>
<td>Context Clues Common Core Alignment</td>
<td>147</td>
</tr>
<tr>
<td>Prefix and Suffix Puzzles</td>
<td>153</td>
</tr>
<tr>
<td>Figurative Language Common Core Alignment</td>
<td>154</td>
</tr>
<tr>
<td>Prefix and Suffix Puzzles</td>
<td>166</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson Plans at a Glance

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Read</th>
<th>Vocabulary Words and Practice Book</th>
<th>Comprehension Practice</th>
<th>Constructed Response Question</th>
<th>Skill Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>contrary askew</td>
<td>Page 1</td>
<td>Chapter 1</td>
<td>Character Map ~ Peggy</td>
<td>Character Trait Organizers</td>
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<tr>
<td>2</td>
<td>2</td>
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<td>Chapter 2</td>
<td>Perspective</td>
<td>Point of View Organizers</td>
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<tr>
<td>3</td>
<td>3</td>
<td>jaunty envelop</td>
<td>Page 3</td>
<td>Chapter 3</td>
<td>Problem and Solution Chain</td>
<td>Prefix Organizers and Game</td>
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<tr>
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<td>Chapter 4</td>
<td>Comparing Different Versions of the Story</td>
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</tr>
<tr>
<td>5</td>
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<tr>
<td>6</td>
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<td>Page 6</td>
<td>Chapter 6</td>
<td>Course of Action</td>
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</tr>
<tr>
<td>7</td>
<td>7</td>
<td>equalize finality</td>
<td>Page 7 and Page 8 (review)</td>
<td>Chapter 7</td>
<td>Summarizing (3 Choices)</td>
<td>Figurative Language Organizers</td>
</tr>
</tbody>
</table>

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.

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.

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.

stolid (adjective) - neither feeling nor showing much range of emotion; impassive

stolidly ~ Adding –ly turns adjectives into adverbs, synonym: impassible, unemotional, unresponsive, emotionless, indifferent, insensitive

"Yeah, velvet too. A hundred dresses," repeated Wanda stolidly. "All lined up in my closet."
Chapter 1 [contrary and askew]

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

<table>
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<th>even</th>
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<tr>
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<tr>
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<td>awry</td>
<td>perpendicular</td>
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<tr>
<td>in line</td>
<td>cockeyed</td>
<td>crooked</td>
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</tbody>
</table>

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 ________________.

3. 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  
   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.

<table>
<thead>
<tr>
<th>Types of Questions Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>detail / inference</td>
</tr>
<tr>
<td>main idea / summarizing / theme</td>
</tr>
<tr>
<td>character / setting / plot / events</td>
</tr>
<tr>
<td>word meaning / figurative language</td>
</tr>
<tr>
<td>text structure</td>
</tr>
<tr>
<td>point of view</td>
</tr>
<tr>
<td>different forms of the same story</td>
</tr>
<tr>
<td>compare and contrast</td>
</tr>
</tbody>
</table>
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.

Option 2

Students fill in the organizers only.
## Common Core State Standards Reading: Literature

### 3rd Grade

<table>
<thead>
<tr>
<th>Character Map ~ Peggy</th>
<th>CCSS.ELA-Literacy.RL.3.1</th>
<th>CCSS.ELA-Literacy.RL.3.2</th>
<th>CCSS.ELA-Literacy.RL.3.3</th>
<th>CCSS.ELA-Literacy.RL.3.4</th>
<th>CCSS.ELA-Literacy.RL.3.5</th>
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<th>CCSS.ELA-Literacy.RL.3.7</th>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<tr>
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<td>*</td>
<td></td>
<td></td>
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<td>Comparing Different Versions of the Story</td>
<td>*</td>
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<td>Theme</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Course of Action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
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</tr>
<tr>
<td>Figurative Language (2 Choices)</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Summarizing (3 Choices)</td>
<td>*</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

~ Page 11 © Gay Miller ~
## 4th Grade

<table>
<thead>
<tr>
<th></th>
<th>CCSS.ELA-Literacy RL.4.1</th>
<th>CCSS.ELA-Literacy RL.4.2</th>
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<tr>
<td>Character Map ~ Peggy</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>*</td>
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<td></td>
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<td>*</td>
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<td></td>
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<td></td>
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<td></td>
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CCSS: Common Core State Standards
ELA: English Language Arts
Literacy: Reading Informational Text
RL: Reading Literature
4.1: Representing the main idea and supporting details
4.2: Determining the main idea of a text
4.3: Analyzing the structure of a text
4.4: Understanding the meaning of symbols, metaphors, and similes
4.5: Analyzing the development of complex characters
4.6: Interpreting narratives and describing how complex characters and their relationships contribute to the development of a story
4.7: Understanding connotative language, including symbol bearing cultural, social, and historical significance
4.8: Understanding a variety of figurative language
4.9: Analyzing how specific choices of words or phrases convey tone and meaning
4.10: Assessing an author’s choices concerning issues of audience, purpose, function, and form in literature
## 5th Grade

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</table>
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

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.

3. Chapter 1 is told from which point of view?
   a. 1st
   b. 2nd
   c. 3rd from Jack’s perspective
   d. 3rd from Maddie’s perspective

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,

5. Match
   _______ Peggy       a)  late
   _______ Bill Byron   b)  absent
   _______ Maddie       c)  tall
   _______ Wanda        d)  popular
   _______ Jack Beggles e)  friend to Peggy

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

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?

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.
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

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.

3. Chapter 1 is told from which point of view?
   a. 1st
   b. 2nd
   c. 3rd from Jack’s perspective
   d. 3rd from Maddie’s perspective

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.

5. Match
   d___ Peggy a) late
   c___ Bill Byron b) absent
   e___ Maddie c) tall
   b___ Wanda d) popular
   a___ Jack Beggles e) friend to Peggy

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

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.

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.

What is Peggy thinking about?

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________

Character Traits

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________

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

**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

<table>
<thead>
<tr>
<th>CCSS.ELA-LITERACY.RL.5.2</th>
<th>CCSS.ELA-LITERACY.RL.4.3</th>
<th>CCSS.ELA-LITERACY.RL.5.3</th>
<th>CCSS.ELA-LITERACY.RL.6.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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).</td>
<td>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).</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th></th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
</table>
| Prefixes, Suffixes, & Root Words | **CCSS.ELA-LITERACY.L.4.4.B**  
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). | **CCSS.ELA-LITERACY.L.5.4.B**  
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). | **CCSS.ELA-LITERACY.L.6.4.B**  
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). |
| Dictionary & Glossary Skills     | **CCSS.ELA-LITERACY.L.4.4.C**  
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. | **CCSS.ELA-LITERACY.L.5.4.C**  
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. | **CCSS.ELA-LITERACY.L.6.4.C**  
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. |
Prefixes meaning not; opposite of, or absence of

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>-ive [inclined/tending toward an]</td>
</tr>
<tr>
<td>un-</td>
<td>-tion/-ion [act of, state of, result of]</td>
</tr>
<tr>
<td>non-</td>
<td>-ness [condition, state of]</td>
</tr>
</tbody>
</table>

- disconsolate
- disgracefully
- disguise
- dismissed
- unless
- unexpectedly
- uncomfortable
- unfortunately
- unfamiliar
- unhappy
- unintelligible
- protection
- admiration
- exhibition
- intuition
- emotion
- question
- attention
- suggestion
- casualness
- goodness
- business

This unit practices with 3 prefixes and 3 suffixes.
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-ring notebook along with the unit.
Game to Practice Prefixes

Color and blackline versions are included.

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.
Key
- un-
- dis-
- non-
- -ive
- -tion
- -ness

Root Word Bump

Game to Practice Prefixes

- educated
- abuse
- sense
- agree
- common
- attract
- repulse
- existent
- descrip
## Context Clues Common Core Alignment

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.L.3.4.A&lt;br&gt;Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>CCSS.ELA-LITERACY.L.4.4.A&lt;br&gt;Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>CCSS.ELA-Literacy.L.5.4.a&lt;br&gt;Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td>CCSS.ELA-Literacy.L.6.4.a&lt;br&gt;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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCSS.ELA-Literacy.L.5.5.c&lt;br&gt;Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>CCSS.ELA-Literacy.L.6.4.d&lt;br&gt;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).</td>
<td></td>
</tr>
</tbody>
</table>
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.
Prefix and suffix puzzles are provided. This activity not only teaches affixes but context clues as well.
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.