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, constructive 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
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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) - 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**.

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<thead>
<tr>
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<td>in line</td>
<td>cockeyed</td>
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</table>

2. Fill the blanks.

Contrary a homograph. This means 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.

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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  
   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 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** constructive responses exercises. The constructive 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.

Option 2

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

#### 3rd Grade

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~ Page 11 © Gay Miller ~
## 4th Grade

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#### 5th Grade

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~ Page 13 © Gay Miller ~
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
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   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 ~ Constructive 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 ~ Constructive 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

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

<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.
- Constructive Response Question
  [A variety of constructive 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.
## Prefixes, Suffixes, & Root Words

<table>
<thead>
<tr>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.4.4.B</strong>&lt;br&gt;Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td><strong>CCSS.ELA-LITERACY.L.5.4.B</strong>&lt;br&gt;Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</td>
<td><strong>CCSS.ELA-LITERACY.L.6.4.B</strong>&lt;br&gt;Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</td>
</tr>
</tbody>
</table>

## Dictionary & Glossary Skills

<table>
<thead>
<tr>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.4.4.C</strong>&lt;br&gt;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.</td>
<td><strong>CCSS.ELA-LITERACY.L.5.4.C</strong>&lt;br&gt;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.</td>
<td><strong>CCSS.ELA-LITERACY.L.6.4.C</strong>&lt;br&gt;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.</td>
</tr>
</tbody>
</table>
Prefixes meaning not; opposite of, or absence of

Prefix and Suffix List from The Hundred Dresses

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Suffix</th>
<th>Meaning</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>-ive</td>
<td>inclined/ tending toward an action</td>
<td>unhappy, unintelligible</td>
</tr>
<tr>
<td>un-</td>
<td>-ion/-ion</td>
<td>act of, state of, result of</td>
<td>protection, admiration, exhibition</td>
</tr>
<tr>
<td>non-</td>
<td>-ness</td>
<td>condition, state of</td>
<td>unlikely, intuitional</td>
</tr>
</tbody>
</table>

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.

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.
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

Game to Practice Prefixes

Key

- un-
- dis-
- non-
- -ive
- -tion
- -ness

educated

sense

abuse

agree

common

attract

repulse

descript

existent
## 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><strong>CCSS.ELA-LITERACY.L.3.4.A</strong>&lt;br&gt;Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td><strong>CCSS.ELA-LITERACY.L.4.4.A</strong>&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><strong>CCSS.ELA-Literacy.L.5.4.a</strong>&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><strong>CCSS.ELA-Literacy.L.6.4.a</strong>&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><strong>CCSS.ELA-Literacy.L.5.5.c</strong>&lt;br&gt;Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td><strong>CCSS.ELA-Literacy.L.6.4.d</strong>&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>
<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.