



Name: _____

Class: _____

The Hundred Dresses Lesson Plan

By [Michele Higgins](#)

OBJECTIVES

students will:

- describe characters from the story using character traits
- compare and contrast two main characters from the story
- apply their knowledge, understanding, and analysis of characters to determine how they would react in a situation

MATERIALS

The Hundred Dresses book (copy for each student)

[Character Trait Map](#)

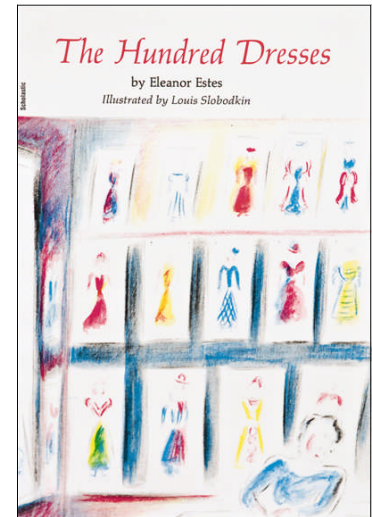
[Character Comparison Map](#)

[What Would They Do? Worksheet](#)

[Vocabulary Words](#)

[Vocabulary Puzzle](#)

[Comprehension Quiz](#)



SET UP AND PREPARE

- Make a class set of copies for each worksheet
- When copying the Character Trait Map, create a double sided copy with a blank map on both sides.
- Create a Character Comparison Map on chart paper, or you can use the PDF on a SMARTboard.

DIRECTIONS

Before Reading:

Have students make predictions about the book based on cover and title. Discuss with students ways that they are different from one another. Also discuss the positive and negative aspects about being different.

During Reading:

Review with students the meaning of character traits. If the class doesn't already have a list of common character traits, make one before students complete the activity.

Distribute a double sided, blank Character Trait Chart to each student. As the students read the story, have them fill in two charts, one for each character. There should be a blank chart on each side of the paper. Have the students leave the boxes labeled "character traits" empty until after the story is finished. Discuss how a character's actions, words, feelings, and thoughts determine their character. (These charts can be completed over the next couple of days of reading.)

After finishing the story, have the students reread their Character Trait Charts, and use the information about their characters to infer traits to describe them. They may use the "Character Traits" chart made before reading the story for help.



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After Reading:

Once students are finished reading the story and have completed a character map for two characters in the story, they are going to compare and contrast the characters. Model the Character Comparison Map for the students using two characters from another book that the students are familiar with. Then have the students use the information they collected about the characters from *The Hundred Dresses* to complete a Character Comparison Map.

Next Day: Once the students have successfully compared the two characters, they are going to use that information to determine how each of those characters would react to a certain situation. Explain to students that people respond to situations differently depending on their character and beliefs. Read aloud the example situation on the "What Would They Do?" worksheet. Explain to the students that they are going to write how they think their two characters would respond to the situation based on their character traits and the character comparison charts. Have students share their responses when finished.

LESSON EXTENSION

Have the students write a sequel to *The Hundred Dresses*. They can think about Wanda's life in the new city. Is it different from living in Boggin Heights? Do the children tease her there? Does Wanda want to return to her old home and be friends with Maddie and Peggy?

Reader's Theater is a great way for students to practice reading fluently. Break the class into small groups of 3-5 children. Give each group an important scene or event from the story to create into a Reader's Theater script. Students can then perform their scripts for students in the school or other grade level classes.

ASSESS STUDENTS

Question students and listen to their responses while reading the book.

Evaluate the Character Trait chart, Character Comparison Map, and students' responses to the What Would They Do? worksheet.

ASSIGNMENTS

Character Trait Map

Character Comparison Map

What Would They Do? Worksheet

EVALUATE THE LESSON

Are students able to use inference skills to identify character traits based on a character's actions, thoughts, words, or feelings, while independently reading?

Are students able to use critical thinking to predict how a character would react or respond to a situation based on their previously determined character traits?





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Character Trait Map

Something the character
thought ...

Character trait:

Something the character said ...

Character trait:

Character's Name:

Something the character felt ...

Character trait:

Something the character did ...

Character trait:





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Character Comparison Sheet

Title and Author

Character 1:

Character 2:

CHARACTER SIMILARITIES

CHARACTER DIFFERENCES





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What Would They Do?

Directions: Read the scenario below and decide what each of the characters you chose would do if they were in the situation.

A new girl named Molly has moved to your school. Molly is shy and keeps to herself. Many of the girls in school think she is snobby because she doesn't talk to anyone. You are having a birthday party and want to invite her because you don't want anyone to feel left out. However, some of the other girls said they won't come if you invite Molly. What do you do?

Character # 1 _____

Character # 2 _____





The Hundred Dresses

Vocabulary

Contrary p.7 (adj.) completely different; opposite

Unison p. 10 (n.) speaking all at the same time, or singing at the same time in the same pitch.

Strewn p. 12 (v) to scatter or sprinkle

Courteous p. 14 (adj.) being polite or showing good manners

Incredulous p.15 (adj.) not able to believe something

Stolidly p. 15 (adj.) neither feeling nor showing much range of emotion

Derisive p. 16 (adj.) ridiculing, mocking, or scoffing

Jaunty p. 25 (adj.) having a light manner; lively and confident

Impulsive p. 30 (adj.) acting without thinking or planning.

Dismal p. 50 (adj.) full of gloom; sad

Assail p. 51 (v.) to attack with vigor or violence; assault

Remnants p. 52 (n) a section of fabric, carpeting, or the like that remains on the bolt after the rest has been sold.

Unintelligible p. 59 (adj.) not able to be understood, as spoken or written language.

Disconsolate p. 60 (adj.) hopelessly unhappy; dejected

Cornucopias p. 71 (n.) an overflowing supply of something; abundance

Shabby p. 74 (adj.) showing signs of wear

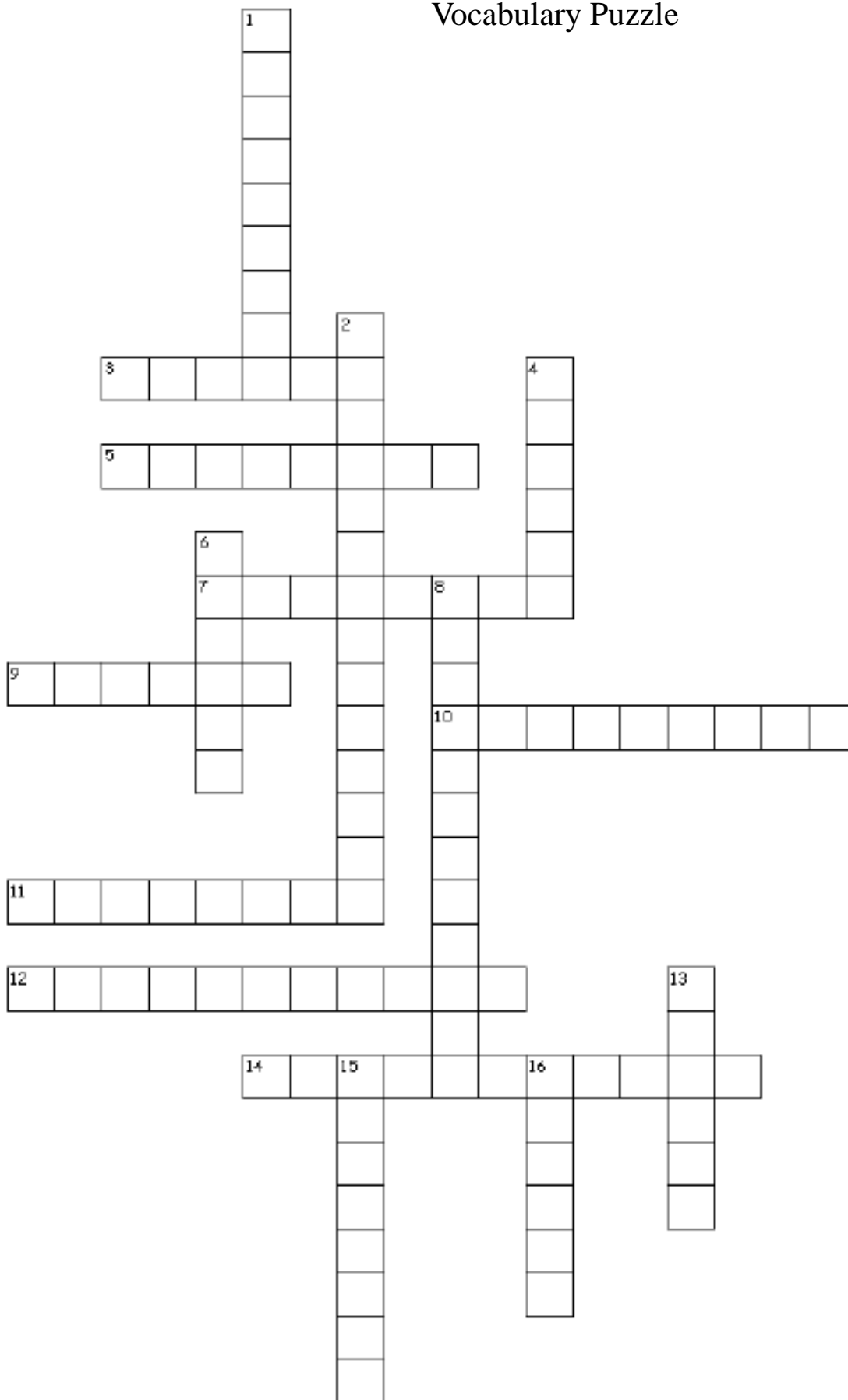




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The Hundred Dresses Vocabulary Puzzle





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The Hundred Dresses

Vocabulary Puzzle

Directions:

Use the clues below to place the words from the word bank with their corresponding places on the puzzle.

Word Bank

Unison	Contrary	Derisive	Dismal
Unintelligible	Strewn	Incredulous	Jaunty
Assail	Disconsolate	Courteous	Stolidly
Impulsive	Remnants	Cornucopias	Shabby

Across

- 3. to scatter or sprinkle
- 5. a section of fabric, carpeting, or the like that remains on the bolt after the rest has been sold.
- 7. neither feeling nor showing much range of emotion
- 9. full of gloom; sad
- 10. being polite or showing good manners
- 11. ridiculing, mocking, or scoffing
- 12. an overflowing supply of something; abundance
- 14. not able to believe something

Down

- 1. acting without thinking or planning.
- 2. not able to be understood, as spoken or written language
- 4. showing signs of wear
- 6. to attack with vigour or violence; assault
- 8. hopelessly unhappy; dejected
- 13. having a light manner; lively and confident
- 15. completely different; opposite
- 16. speaking all at the same time, or singing at the same time in the same pitch.



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The Hundred Dresses Quiz

1. Who was the most popular girl in school?
 - a. Maddie
 - b. Peggy
 - c. Wanda
 - d. Cecile

2. What girl lived in Boggins Heights?
 - a. Maddie
 - b. Peggy
 - c. Wanda
 - d. Cecile

3. Who secretly disliked how Wanda was being treated?
 - a. Peggy
 - b. Cecile
 - c. Maddie
 - d. Jake

4. Who won the drawing contest at school?
 - a. Jake
 - b. Maddie
 - c. Wanda
 - d. Michael

5. Choose a word that best completes the sentence below.
Matty was being _____ when he held the door open for his mom.
 - a. incredulous
 - b. courteous
 - c. impulsive
 - d. jaunty

6. Choose the word that is a synonym for the underlined word in the sentence below.
Megan's clothes were thrown all over the floor of her room.
 - a. assailed
 - b. strewn
 - c. unison
 - d. shabby





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The Hundred Dresses Quiz

7. How did the hundred dresses game begin?

8. Why do you think Maddie teases Wanda even though she doesn't feel right about it?

9. Why did Maddie feel so bad when Miss Mason read the letter Mr. Petronski sent to the class?

10. Why do you think Wanda gave Maddie and Peggy a drawing of one of her hundred dresses as a present?

