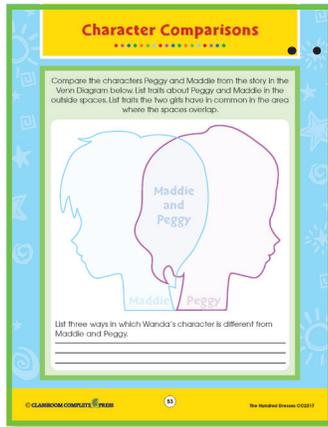




# 1, 2, 3

## Graphic Organizers

The three **Graphic Organizers** included in this **Literature Kit™** are especially suited to a study of *The Hundred Dresses*. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The organizers can be used on a projection system or interactive whiteboard in teacher-led activities, small group activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



### CHARACTER COMPARISONS

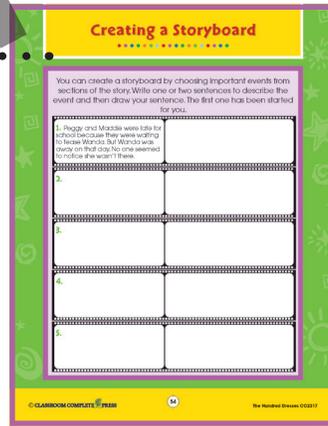
Think about the characters Peggy and Maddie. How are they alike? How are they different? Tell about how they look and how they dress. How do they treat their friends? How does each girl act?

Found on Page 53.

### CREATING A STORYBOARD

The plot of a story is made up of the events that happen. Think about important events in this story. The first event has been done for you. Draw this event. Write about four more important events. Use one or two sentences to tell about your event. Draw each event.

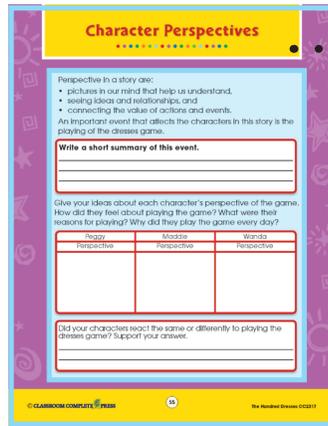
Found on Page 54.



### CHARACTER PERSPECTIVES

*The Hundred Dresses* is a story about how people treat others. It is also about how characters change. It tells the story of a group of girls all playing the same "dresses game". But each one sees it differently. Explain how the game is played. Think about how Maddie, Peggy and Wanda see the game. Share your ideas.

Found on Page 55.





# Chapter Three (Part One)

*(From the beginning of the Chapter to "My mother just bought me a plaid, one of the Stuart plaids.")*

**Answer the questions in full sentences.**

1. In this Chapter, Maddie starts to remember the dresses game and her part in making fun of Wanda. Why do you think this is on her mind?  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. How has the author created the idea that Maddie does not really want to be a part of the dresses game?  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. What might be Maddie's biggest fear if she doesn't go along with Peggy's game?  
 \_\_\_\_\_  
 \_\_\_\_\_

## Vocabulary

Use the words from the list to finish the chart. Look for words that mean the **SAME** as the words or word groups.

**puckered**  
**granite**

**impatiently**  
**curbstone**

**vividly**  
**shimmered**

**crimson**  
**jaunty**

Meaning	Word
1. A small wall of concrete along a street or driveway.	
2. Deep red.	
3. Wrinkled or bumpy.	
4. Bright; distinct.	
5. A happy and cheerful feeling.	
6. Not willing to wait.	
7. A very hard rock, often used for statues.	
8. Gleamed softly; shone faintly.	



# Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

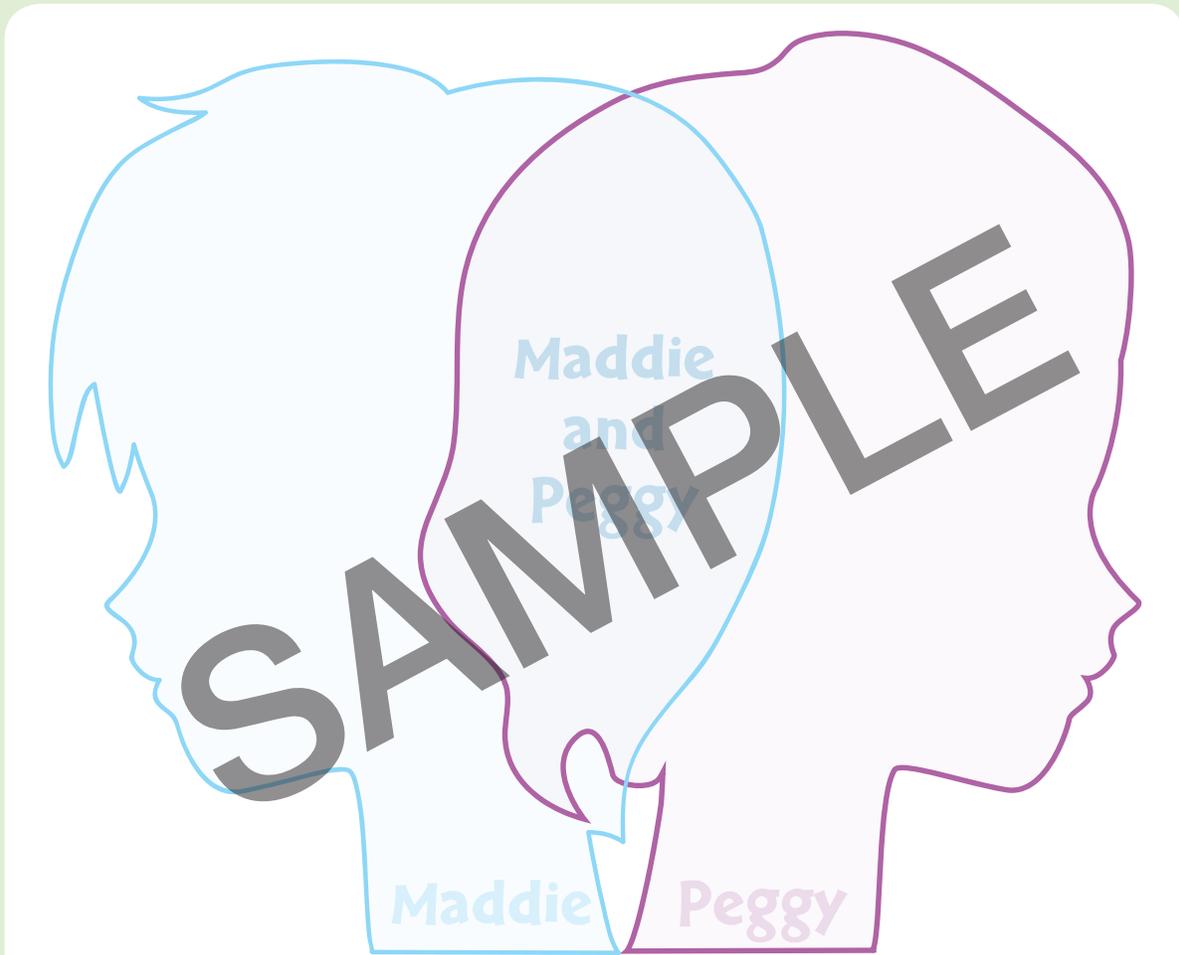
<b>admiring</b>	<b>costumes</b>	<b>hopscotch</b>	<b>shabby</b>
<b>applause</b>	<b>courage</b>	<b>jaunty</b>	<b>sparse</b>
<b>apt</b>	<b>downcast</b>	<b>lavish</b>	<b>tilt</b>
<b>askew</b>	<b>finery</b>	<b>miserable</b>	<b>unison</b>
<b>carefree</b>	<b>foreigner</b>	<b>monitor</b>	<b>vividly</b>

l	a	s	c	e	f	g	j	x	y	f	a	v	s	t
d	e	v	h	t	n	o	a	d	m	i	r	i	n	g
o	d	s	a	a	i	a	u	d	t	n	p	v	b	u
w	x	u	g	h	b	l	n	d	s	e	r	q	a	p
n	z	n	m	p	l	b	t	c	f	r	j	o	s	e
c	v	i	v	i	d	l	y	g	h	y	k	m	c	s
a	p	s	o	a	c	f	a	o	y	m	z	i	h	u
s	h	o	p	s	c	o	t	c	h	p	f	s	j	a
t	m	n	r	k	t	r	u	q	c	d	i	e	k	l
a	o	n	m	e	u	e	b	r	e	v	g	r	q	p
y	n	s	x	w	r	i	j	x	a	h	b	a	l	p
e	i	n	a	v	w	g	i	l	p	g	f	b	a	a
u	t	w	v	z	t	n	c	k	t	d	e	l	c	v
c	o	s	t	u	m	e	s	p	a	r	s	e	d	c
n	r	s	t	c	a	r	e	f	r	e	e	p	a	o

# Character Comparisons



Compare the characters Peggy and Maddie from the story in the Venn Diagram below. List traits about Peggy and Maddie in the outside spaces. List traits the two girls have in common in the area where the spaces overlap.



List three ways in which Wanda's character is different from Maddie and Peggy.

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