

Here's What You'll Get with the The Hundred Dresses Book Club

Characters Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Book Club		The Hundred Dresses By: Eleanor Estes Grade Level: 3 / Guided Reading Level: P
Discussion Questions and New Vocabulary	Meeting #2	<p>A Note About the Discussion Questions and Vocabulary</p> <p>Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.</p> <p>New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.</p> <p>"Wanda" Discussion Questions:</p> <ol style="list-style-type: none"> Why is Monday different than the days that came before? Answer: Wanda is not at school. (page 2) How do Wanda's classmates treat her? Answer: They ignore her in class and make fun of her before and after class. (page 4) Why are Peggy and Maddie late to school on Wednesday? Answer: They are waiting for Wanda so they can have fun with her. (page 6) <p>"Wanda" New Vocabulary:</p> <ol style="list-style-type: none"> Failure (page 2) – a failure to be present at the usual time Scuffling (page 3) – to move with short steps Precarious (page 6) – not safe, strong or steady <p>The Hundred Dresses Book Club @BookPagez.com</p>
	Key Vocabulary by Chapter	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		The Hundred Dresses By: Eleanor Estes Grade Level: 3 / Guided Reading Level: P
Exploring Character Emotions	Meeting #3 Continued	<p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. <p>Time to Teach: Exploring Character Emotions (7-10 minutes)</p> <ul style="list-style-type: none"> Ask students to discuss what they have learned about the three main characters so far. Review the Character Chart and remind students that we will be looking at character traits (the way a character looks or behaves), character emotions (strong feelings that a character has that are often as a reaction to story events), and character motivations (a force or influence that causes a character to do something). Tell students that this meeting will focus on looking at character emotions. Have students turn to page 23 and read aloud the passage that begins "And it was then that Wanda..." to "You go the rest of the way..." Ask to read, instruct students to listen for emotions the characters in the passage may be feeling. After you read the passage, draw student attention to these details from the passage: <ul style="list-style-type: none"> Jake is running late to help the janitor, Mr. Heary. Maddie is enjoying the sunshine. Wanda tells Jake to go ahead; she wants to stay back with the group of girls. <p>The Hundred Dresses Book Club @BookPagez.com</p>
	Reflection and Self-Evaluation	

Book Club		The Hundred Dresses By: Eleanor Estes Grade Level: 3 / Guided Reading Level: P
Exploring Character Emotions	Meeting #3 Continued	<p>Model How to Respond to Reading (continued)</p> <ul style="list-style-type: none"> Have students get into pairs or small groups. Using their Character Anchor Chart for each character, instruct each pair or small group to connect the character traits to an emotion that she might be feeling. Students should record their responses on each character's chart. If time permits, have each group pick one character trait and emotion to share with the whole group. Tell students that for the next meeting they are to read "The Hundred Dresses" and "Up on Boggin's Heights" and add at least one character trait and corresponding emotion to their chart for each character. <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessments. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to independently read "The Hundred Dresses" and "Up on Boggin's Heights." While reading, students should add one character trait and connected emotion to their chart for each character. Determine as a group when the Book Club will meet again. Monitor students as they record the assignment on their Book Club Calendar. <p>The Hundred Dresses Book Club @BookPagez.com</p>
	Scheduling and Reader Responsibility	

Introductory Character Traits, Emotions, and Motivations

Meeting #1 Continued

Model How to Respond to Reading

- Read the first paragraph of the story aloud to the students.
- Inform students that the Model How to Respond to Reading is modeled on the Anchor Chart in the book.
- Ask students to draw their own Anchor Chart in their notebooks.
- Review the Anchor Chart in the book.
- Review the Conversation Prompts on the Book Club Calendar.
- Review the Conversation Prompts on the Book Club Calendar.

Exploring Character Emotions

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Exploring Character Emotions (7-10 minutes)

- Using the **Character Chart**, review with students that the Book Club is focusing on using the text to learn about character traits, character emotions, and character motivations.
- Review the conversation prompts on the Book Club Calendar.
- Review the Conversation Prompts on the Book Club Calendar.
- Review the Conversation Prompts on the Book Club Calendar.

Exploring Character Traits

Character Traits

Model How to Respond to Reading (continued)

- Give student attention to the text first sentences; they will find contradicting information about character traits as they read the text.
- Review the Conversation Prompts on the Book Club Calendar.
- Review the Conversation Prompts on the Book Club Calendar.

Time to Teach: Exploring Character Traits (7-10 minutes)

- Ask students to discuss what they have learned about the three main characters so far.
- Review the **Character Chart** and remind students that we will be looking at character traits (the way a character looks or behaves), character emotions (strong feelings that a character has that are often as a reaction to story events), and character motivations (a force or influence that causes a character to do something).
- Tell students that this meeting will focus on looking at character emotions.
- Have students turn to page 23 and read aloud the passage that begins "And it was then that Wanda..." to "You go the rest of the way..."
- Ask to read, instruct students to listen for emotions the characters in the passage may be feeling.
- After you read the passage, draw student attention to these details from the passage:
 - Jake is running late to help the janitor, Mr. Heary.
 - Maddie is enjoying the sunshine.
 - Wanda tells Jake to go ahead; she wants to stay back with the group of girls.

Exploring Character Emotions

Meeting #2 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
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Time to Teach: Exploring Character Emotions (7-10 minutes)

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Wrapping Up Character

Meeting #3 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Wrapping Up Character (7-10 minutes)

- Discuss the ending of the story with the students. Were they surprised by what happened?
- Share with students that now that we have read to the end of the book we can look at whether or not the characters changed throughout the story.
- Many times characters change which is part of the reason we keep reading to the end of the story (to see what happens).
- Have students get in pairs or small groups and distribute copies of **Character State of Affairs** or have them draw a copy of the chart in their Reader's Notebook.

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
The Hundred Dresses

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt--wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
The Hundred Dresses

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Student Self-Evaluation Rubric

Name: _____

How I Did in The Hundred Dresses Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I had time to prepare for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in my Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was ready to respond to my Book Club
I took the time to reflect				
I know when and where I will prepare for the next meeting				
Score	A Note from Your Teacher			
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Who is telling the story? How do you know?	How do the illustrations help tell the story?	Tell about a main character in your book. How do you know it's a main character?	What is the theme of this book? Why do you think so? Give examples.
Retell a chapter that you read today.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	Give an example of a literal phrase from the book you read today. Explain why it's literal.
Write about the reading strategies you used to help you be a better reader.	How is your book organized? Can you think of another way the author could have organized the book?	Do you agree or disagree with the author's message so far? Why?	Name another text with a similar setting to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.			

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Name: _____			
RL.3.4 Who is telling the story? How do you know?	RL.3.7 How do the illustrations help tell the story?	RL.3.3 Tell about a main character in your book. How do you know it's a main character?	RL.3.2 What is the theme of this book? Why do you think so? Give examples.
RL.3.1 Retell a chapter that you read today.	RL.3.4 Write about the new words you read. What do you think the words mean? Why?	RL.3.10 How does this text compare to other books you've read? Give examples.	RL.3.4 Give an example of a literal phrase from the book you read today. Explain why it's literal.
RL.3.10 Write about the reading strategies you used to help you be a better reader.	RL.3.5 How is your book organized? Can you think of another way the author could have organized the book?	RL.3.6 Do you agree or disagree with the author's message so far? Why?	RL.3.9 Name another text with a similar setting to your text. Tell how the texts are the same and different.
RL.3.3 Compare and contrast two characters. Tell how they are the same and different.	RL.3.1 Name 3 important details that you learned about today. Tell why they are important to the text.	RL.3.10 Write about the things a reader needs to know in order to understand the text.	RL.3.7 Choose a funny illustration in your book. Explain what makes the illustration funny.
RL.3.5 Choose a scene where you learned something new about the problem. Tell what you learned.	RL.3.4 Find a word that was new to you. Tell how you used context clues to determine the meaning of the new word.	RL.3.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.3.2 What was the moral of the story you read. Use evidence from the text to support your answer.

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with 3rd Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Score: _____

The Hundred Dresses
CCSS Assessment

Directions: Use what you know about **The Hundred Dresses** to answer each of the following questions.

The girls speak to Wanda with "prefended admiration." How would you describe what this phrase means?

How does your perspective ending of the story?

Who's perspective is the story told from?

A Wanda
 B Their Teacher
 C Peggie
 D Maddie

CCSS Assessment 3rd

Complete Common Core Assessment

Short answer practice

One essential question for each of the 3rd grade Reading Literature standards

Practice with multiple choice questions

Name: _____

Score: _____

The Hundred Dresses
CCSS Assessment

Directions: Use what you know about **The Hundred Dresses** to answer each of the following questions.

The girls speak to Wanda with "prefended admiration." How would you describe what this phrase means?

How does your perspective of Wanda change from the beginning to the ending of the story?

Who's perspective is the story told from?

A Wanda
 B Their Teacher
 C Peggie
 D Maddie

CCSS Assessment 3rd Grade Reading Standards for Literature | @BookPagez.com

Name: _____

Score: _____

The Hundred Dresses
Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in **The Hundred Dresses** to answer each of the following questions.

Why does Wanda get nervous when the girls ask her about their dresses?

Who wants to stop teasing Wanda but is afraid to stand up for her?

A Peggy
 B Maddie
 C Cecile
 D The Teacher

Why does Peggy suggest they go up to Boggins Hill?

What does Maddie discover about the dress drawings Wanda gave her and Peggy?

How does Wanda act in class?

Why does Maddie think Peggy is a nice person?

A She is quiet.
 B She makes jokes.
 C She talks a lot.
 D She answers the teacher's questions.

CCSS.ELA-LITERACY.RL.3.3 The Hundred Dresses Book Club | @BookPagez.com

Focus Assessment for Characters

Answer Keys

Answer Key

The Hundred Dresses
Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in **The Hundred Dresses** to answer each of the following questions.

Why does Wanda get nervous when the girls ask her about their dresses?
Answer: She knows they don't believe her and that they will tease her.

Who wants to stop teasing Wanda but is afraid to stand up for her?
 A Peggy
 B Maddie
 C Cecile
 D The Teacher

Why does Peggy suggest they go up to Boggins Hill?
Answer: Wanda's letter makes Peggy feel bad about the way she treated Wanda.

What does Maddie discover about the dress drawings Wanda gave her and Peggy?
Answer: Maddie notices the figures have faces like her and Peggy.

How does Wanda act in class?
 A She is quiet.
 B She makes jokes.
 C She talks a lot.
 D She answers the teacher's questions.

Why does Maddie think Peggy is a nice person?
Answer: Maddie thinks Peggy is nice because Peggy protects small children from bullies and hurt animals make her cry.

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Rubric with optional Common Core Alignment

Student: _____ Date: _____

Characters Focus Assessment Rubric

CSS Reading Literature Standard 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.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Identifying Major Characters and Their Traits, Motivations and Feelings	Was not able or is beginning to identify major characters and recognize their traits, motivations and feelings.	Is able to identify major characters and recognize their traits, motivations and feelings in a text some of the time.	Is able to identify major characters and recognize their traits, motivations and feelings in a text most of the time.	Is able to identify major characters and recognize their traits, motivations and feelings in a text all of the time.

If student is less than secure, he or she needs to work on the following:

- Identifying major characters
- Identifying character traits
- Analyzing character motivations
- Evaluating character emotions/feelings
- Showing how a character's motivations are related to his/her traits and emotions/feelings
- Making a connection between a character's actions and his/her traits, feelings, and motivations

Book Club
The Hundred Dresses

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Running Record

Title: **The Hundred Dresses** Guided Reading Text Level: **F** Word Count: **100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Accuracy			COUNT	INFORMATION USED	
	95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy			
	E	SC	MSV	E	SC	MSV
2						
3						

Analysis and Comments: _____

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
The Hundred Dresses Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Hundred Dresses" correlate with the following English Language Arts Common Core State Standards for third grade.
Book Club Lesson Plan and Resources
Reading: Literature
RI.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RI.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.
RI.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events.
RI.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing among literal and figurative language.
RI.5 – Analyze how different media or formats (e.g., live-action video, animation, interactive media) contribute to and/or detract from the message, form, or aesthetic appeal of a text.
RI.6 – Analyze how an individual character, setting, or plot element contributes to the overall message of the text.
RI.7 – Analyze how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RI.9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RI.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening
SL.3.1c – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d – Explain their own ideas and understanding in the light of the discussion.
SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language
L.3.4 – Acquire and use accurately grade-appropriate conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
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Book Club Common Core Alignment

Common Core State Standards Correlation
The Hundred Dresses Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Hundred Dresses" correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Lesson Plan and Resources
Language
L.3.4 – Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.5 – Identify word-life connections between words and their use (e.g., identify people who are friendly or helpful).
L.3.6 – Acquire and use accurately grade-appropriate conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Vocabulary Connections Common Core Alignment

