



The Hundred Dresses

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Grade/Class/Subject:

3-6 Language Arts
3-6 Social Studies
3-6 Character Education

Content Standards:

Meets Broward County Public Schools Anti-Bullying Policy 5.9

LA.3.2.1.2: The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.

LA.3.2.1.5: The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts).

SS.A.3.2: The student understands Western and Eastern civilizations since the Renaissance.

Character Education:

Responsibility, Kindness, Respect, and Tolerance

Content Objectives:

Students will be able to apply the concepts of stereotype, prejudice, and discrimination to events in the story and to experiences in their own life.

Students will recognize the consequences of discriminating against those who are perceived as different.

Students will learn and demonstrate ways to stand up for important values.

Language Objectives:

Students will be able to create a picture book based on one or more of the Character Traits. They will share the stories they create with their peers.

Grouping Configuration:

Whole class, small cooperative groups

Story Synopsis:

Wanda Petronski is practically invisible to her classmates so the girls find it easy to ignore her. She wears the same faded blue dress every day although she claims she has one hundred dresses all lined up in her closet. On the day her classmates confront her on the playground to tease her, Maddie realizes that mocking

Wanda is wrong, yet she fears the group will turn on her if she speaks out. Wanda finally shares her dresses with the class when she submits one hundred unique drawings in the dress design contest. After learning that Wanda's family has moved away, Maddie and her friend Peggy seek to make amends.

Key Vocabulary: scuffle, askew, precarious, intruder, hopscotch, incredulous, derisive, crimson, console, drab, sparse, dilapidated, disconsolate,

Supplementary Materials: For elementary students: Sentence strips with a sentence written for each vocabulary word/term, a flip chart or a Promethean flip chart, vocabulary activity sheet.
For middle school students: A copy of the Frayer model, a flip chart or a Promethean flip chart, vocabulary activity sheet (included)

Lesson Sequence

Introduction: Building Background

Pre-Reading Strategy:

Prediction While holding up the book for the class to see, ask students to predict what the book might be about, based on the title and/or the illustration on the front cover. Discuss fact and fiction. Describe the setting of the story.

Vocabulary

1. Introduce each vocabulary word/term. Have students share what they think the word/term means once they are shown a sentence strip with the word/term highlighted. Reinforce the idea of using context clues to find meaning to a word/term.
2. D-A-N Vocabulary activity (included): Students will classify each vocabulary word/term as either a describing word (D), action word (A) or naming word (N). Middle school students can expand this activity by adding prefixes, suffixes, naming synonyms and antonyms.

Modeling/Guided Instruction:

1. Discuss the meaning of the words: responsibility, kindness, respect and tolerance. Share a personal experience that describes a time in your life when you or someone you know exhibited or should have exhibited any or all of those Character Traits.
2. Ask students to share a story or experience they might have had with any of those traits.

3. After discussion, ask students how they think these Character Traits might relate to the story, *The Hundred Dresses*.
4. Discuss the concepts of stereotyping, discrimination and prejudice. Discuss what a bystander is, in relation to this story.
5. Introduce a story/event time line to the students. Tell them that as they read/listen to the story, they should be thinking about how the events in the story led up to resolving the conflicts of stereotyping, discrimination and prejudice.

Group Activity:

1. Place students into groups of four to complete this activity
2. Be certain that each group has a grade appropriate task sheet and/or rubric, so they know exactly what is expected of them and how they will be graded.
3. As a group, they are to create a child's book based on one of the following Character Traits: Responsibility, Kindness, Respect or Tolerance. Be sure to explain that these characteristics/traits often overlap one another. It is the combination of all the Character Traits that help produce a person who is to be admired. This children's book should contain text as well as pictures.

Review/Assessment:

1. Each group will share their story with the class. A grade should be awarded for the presentation portion of this activity. If time allows, the teacher might have students act out a portion of their book. Make sure that the task/rubric is clear on what will be graded.
2. After all groups have shared their stories, review the vocabulary, the D-A-N Vocabulary activity that was completed, the concepts of stereotyping, discrimination and prejudice and re-introduce the meaning of one who is a bystander.
3. The successful completion of this group activity would be appropriate for assessment for this book.

Vocabulary D-A-N Activity

Directions: Students will classify each vocabulary word/term as a describing word (D), action word (A) or naming word (N). Middle school students can expand this activity by adding prefixes, suffixes, naming synonyms and antonyms. CIRCLE THE CORRECT LETTER.

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|-----|--------------|---|---|---|
| 1. | scuffle | D | A | N |
| 2. | askew | D | A | N |
| 3. | precarious | D | A | N |
| 4. | intruder | D | A | N |
| 5. | hopscotch | D | A | N |
| 6. | incredulous | D | A | N |
| 7. | derisive | D | A | N |
| 8. | crimson | D | A | N |
| 9. | console | D | A | N |
| 10. | drab | D | A | N |
| 11. | sparse | D | A | N |
| 12. | dilapidated | D | A | N |
| 13. | disconsolate | D | A | N |