

113-2 CSGHS Book Report



THE HUNDRED DRESSES

by Eleanor Estes

Class _____ St. No. _____ Name _____

Chapter 1 Wanda

Exposition (Beginning)

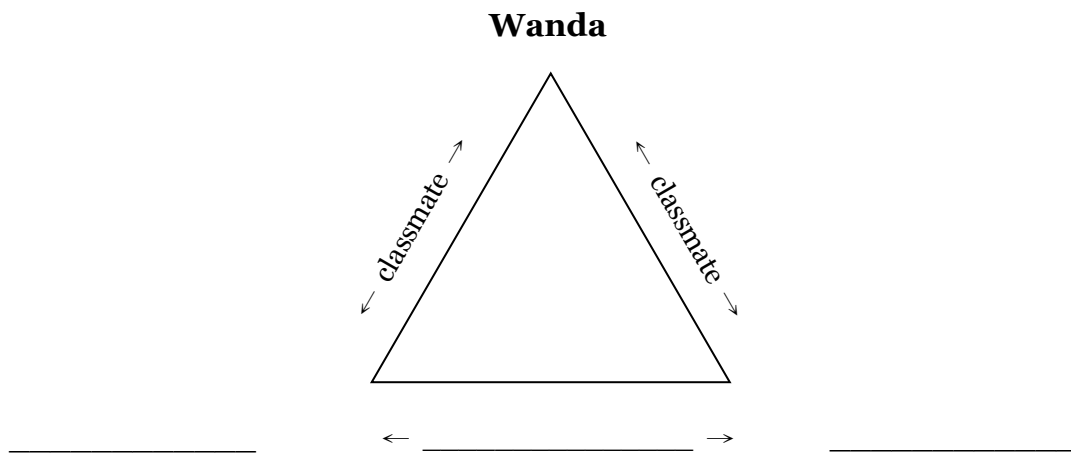
A **character triangle** can make clear the complex relationships between various characters.

1. What do we know about the main character? What was her name? Where did she live? How did she behave in school? Use two sentences to describe her.

(1) _____

(2) _____

2. Who were the other girls? What was the relationship between Wanda and the girls? Complete the character triangle below.



3. (1) Fill in the blanks with the word from the article.

Nobody in Room 13 noticed the _____ of Wanda, not knowing she had not been in her seat for several days, except the teacher.

- (2) Have you ever seen someone left out like Wanda? What happened? How did it make you feel?

Chapter 2 & 3 The Dresses Game

Rising Action (Build-Up)

When you read an article about a particular subject, such as a story or a report, you can use the **“Five Ws and One H” strategy** to identify the basic information and understand the article.

1. Below is the 5W1H about “the dresses game.” Answer the questions to complete the table.

The Dresses Game	
Who started it? Who were involved?	
What was the game?	Peggy would ask Wanda, “ _____ ” _____ Wanda would repeated say, “ _____ ” _____ (Please directly quote what the girls said from pp. 10-25, pp. 28-33.)
When did it happen?	
Where did it take place?	
Why did it happen?	
How did it continue?	

2. What role did Peggy and Maddie play in this game? How did they view the dresses game? Why?

Chapter 4&5 The Hundred Dresses

Rising Action (Build-Up)

Perspective in literature refers to how a story is told—who is telling the story and how they see and experience the events. It affects (1) what information the readers receive, (2) how characters and events are described, (3) what emotions or thoughts are shared.

1. Who was the speaker of Chapter 4? What clues in the text help you identify the perspective?

2. We've learned more about Wanda through _____'s inner thoughts. List two more things about Wanda from her perspective.

(1) _____

(2) _____

Climax (Turning Point)

In a story, the **climax is the turning point** where the conflict is resolved. It's the point where the tension that had been building since the beginning breaks, and a change occurs.

1. What did the students of Room 13 see upon entering the classroom? How did they react?

2. What was the news Miss Mason announced? How did the teachers and the students react?

3. How did the letter from Wanda's father change Peggy and Maddie? What thoughts and feelings did they have?

4. Chapter 5 is the climax of the story. How do you feel when reading it? Why? Does it serve as a good turning point in the story? Why or why not?

Chapter 6 Up on Boggins Heights

Falling Action (Wrap-Up)

Writing descriptively brings text to life. A writer could describe a person, location, object, event, emotion, the weather, an action, landscape and much more. Good **descriptive writing** allows the reader to imagine, hear and see what is depicted and feel or empathize with the subjects being portrayed in a text. – from BBC Bitesize

1. On Maddie and Peggy’s way to Wanda’s house, what did the author describe? Write down two descriptions (sentences) that you find the most vivid.

(1) _____

(2) _____

2. What atmosphere did the descriptions create? Why did the author do so?

Chapter 7 The Letter to Room 13

Resolution (Ending)

Themes are **the main ideas or underlying meanings** explored within a text, and are often universal ideas or experiences. Readers can identify themes by looking for repeated symbols or ideas, or by asking themselves “What is the book about?” to connect with the work on a deeper level.

1. What did Peggy and Maddie do after the visit? Did they succeed? Why or why not?

2. Why did Wanda send the letter? If you were Wanda, would you send a letter to the class? Why or why not?

3. What is the story about? Hashtag (#) three keywords to describe its theme. What message do you think the author wants to deliver to readers?

(1) _____ (2) _____ (3) _____

Extended Activity

Task 1 Design Your Own Hundred Dresses

#creativity #art #personality

In the story, Wanda drew 100 dresses, which not only impressed her classmates and teacher but also show what kind of person she was. To understand how Wanda **expressed herself through art** and reflect on personal identity, you are invited to **draw one dress that represent your personality or emotions.**

Each dress can show a feeling, a memory, or a dream. Write a short explanation for each design.

Dress Design	Short Explanation

Task 2 Write a Letter to Wanda

#empathy #perspective-taking

In the story, although Wanda was treated unfairly in school, she still sent a letter to made peace with the students. Now, imagine you are one of the students in Room 13. You can be Maddie, Peggy, or one of the bystanders. **Write a response letter to Wanda.** Apologize, explain how you feel now, and tell her what you learned.

Be sure to include the following contents in your letter:

- (1) Greeting:** Start the letter with “Dear Wanda,”
- (2) Opening Lines:** Introduce who you are and why you are writing.
- (3) Body Paragraphs:** Write two paragraphs. Each paragraph should have a clear topic (e.g., your thoughts, your apology, your wishes) and complete sentences.
- (4) Closing Lines:** End politely with a kind or hopeful sentence.
- (5) Closure and Signature:** Use a polite closing phrase (e.g., Sincerely, Best Wishes, etc.), and then sign your name.

Below is an example. You may also refer to Wanda’s letter on page 72.

Dear Wanda,

My name is _____, a student from Room 13.

[Body Paragraph 1]

[Body Paragraph 2]

I hope you are happy in your new school.

Sincerely,

_____ (your signature)

Start to write your letter on the next page.

[illegible]

※ 恭喜你完成暑假作業！請你在封面處**完整填寫**新的班級、座號、姓名，並於開學第一天繳交紙本給高二的任課教師。