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EASY MARKING™ ANSWER KEY

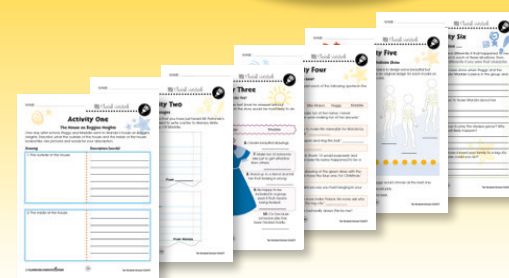
GRAPHIC ORGANIZERS

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Eleanor Estes

Eleanor Estes was born Eleanor Rosenfield on May 9, 1906 in West Haven, Connecticut. She was the third child in a family of four children. Her father was a bookkeeper for the railway. He died very suddenly when Estes was very young. Her mother worked as a seamstress. She was also a storyteller who entertained her children and encouraged them to read.



In 1923, she started her training at New Haven Free Library. Later she became a children's librarian. After winning a scholarship, she moved to study at the Pratt Institute library school in New York. She met and married fellow student Rice Estes.

Her career as a children's author began in a strange way. She had to stay in bed to recover from tuberculosis. She became well-known for *The Moffats*. These fictional characters were based on her own family members and their experiences. She created the youngest daughter, Janey, to be like herself. Rufus was

created after her brother Teddy. Eleanor and Rice Estes had one child, Helena. She did her writing and working mainly as a librarian. As well, Eleanor Estes taught at the University of New Hampshire Writer's Conference. She died July 15, 1988 in Hamden, Connecticut.

Did You Know?

- **Estes' mother supported her family by working as a seamstress after Eleanor's father died suddenly.**
- **Her books have won numerous awards: the Newbery Medal, Newbery Honor and Lewis Carroll Shelf Award.**
- **The story of *The Hundred Dresses* was inspired by a real-life experience from Estes' childhood. She had a Polish classmate who was teased for wearing the same dress to school each day. This girl moved away suddenly, and Estes felt sorry that she never had the chance to get to know her.**



Chapter Two

Answer the questions in full sentences.

1. What do you think about someone who lives in a nice and big house? What do you think about someone who lives in a dirty and small house?

2. What do you think other people think about someone living in these two different houses?

Vocabulary

Match the words on the left with its meaning on the right with a straight line.

1	courteous	made something greater than it is in real life	A
2	derisively	to scatter, to spread around	B
3	exaggerated	a game where players hop over lines on the ground	C
4	hopscotch	polite; having pleasant manners	D
5	fringe	mocking, ridiculing	E
6	peals	loud, long sounds	F
7	disperse	an edge, just at the outside of an area	G



Chapter Two

1. Put a check mark (✓) next to the answer that is most correct.

- a) How did Peggy and Maddie realize that Wanda had been away for a few days?
 - A They missed playing with her.
 - B Her desk was dusty.
 - C The teacher asked if anyone knew why Wanda was missing.
 - D Her desk was moved from the classroom.
- b) Why did people in town tell stories about old man Svenson?
 - A He had a huge vegetable garden.
 - B He raised chickens in his yard.
 - C He lived in a rundown house with a messy yard.
 - D He let people pick wildflowers in his yard in the summer.
- c) Wanda always wore the same dress to school. What did it look like?
 - A Faded, blue and dirty.
 - B Yellow with pink flowers.
 - C Pink and white and fancy.
 - D Blue, clean and faded.
- d) Why didn't Wanda join in the game of hopscotch?
 - A She was very shy and no one invited her.
 - B She didn't know how to play the game.
 - C She wanted to talk with her friends instead.
 - D She was too busy jumping rope.
- e) Why did Maddie go along with the game Peggy liked to play?
 - A She thought it was fun.
 - B She wanted Wanda to admit she was lying about the dresses.
 - C Everyone else was enjoying it.
 - D She was afraid that Peggy and the others might start on her next.



Chapter Two

Answer each question with a full sentence.

1. Does Wanda have many friends? How do you know?

2. What is the dresses game and how do you think Wanda feels about it? Why do you think Wanda continues to say she has 100 dresses?

3. Maddie struggles between her loyalty to her friend Peggy and her dislike for the dresses game. Why do you think Maddie doesn't tell Peggy how she feels?

4. Could what's happening to Wanda happen today? Why or why not?



Journaling Prompt

Why do you think Wanda claimed she had 100 dresses? Was she trying to fit in? Is Peggy a bully? Explain your opinion. Why does Maddie go along with Peggy? Have you ever been in a situation like this? Write about it.



Chapter 5

And After This

Wanda's father decided that the way to deal with the school problem was to move to the city.

Write a paragraph from Wanda's point of view telling her feelings about the move.

Include:

- how she felt when she heard her father's decision
- her thoughts about moving to live in a big city
- her thoughts about starting a new school: new teacher, new classmates
- how she might deal with teasing if it starts again
- her thoughts about the classmates she left behind

Add other ideas of your own as well.

You might begin like this: "Father has just told Jake and I that we will be moving to the city at the end of the month."



Chapter 6

Drama

With some classmates, choose a scene from these sections to act out.

Examples:

- Maddie and Peggy walking up to Boggin Heights, discussing what to say to Wanda.
- Maddie and Peggy's reactions when they finally found Wanda's house.
- Maddie and Peggy's conversation with Mr. Svenson.

Write out the scene.

Find some costumes and props to use to present your play.

Practice your scene and then present it to your class.



Word Search Puzzle

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

admiring	costumes	hopscotch	shabby
applause	courage	jaunty	sparse
apt	downcast	lavish	fiit
askew	finery	miserable	unison
carefree	foreigner	monitor	vividly

l	a	s	c	e	f	g	j	x	y	r	a	v	s	t
d	e	v	h	t	n	o	a	d	m	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	a	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



Comprehension Quiz

Answer each question with a full sentence.

- Why did no one notice when Wanda was away from school?

- How did Wanda being away from school affect Maddie and Peggy?

- Explain how the "dresses game" is played.

- Why does Wanda's brother—Jake—come to school earlier than the others?

- How do you know Wanda is shy about joining the group of girls?

- What is Maddie scared of happening if she doesn't go along with Peggy's teasing?

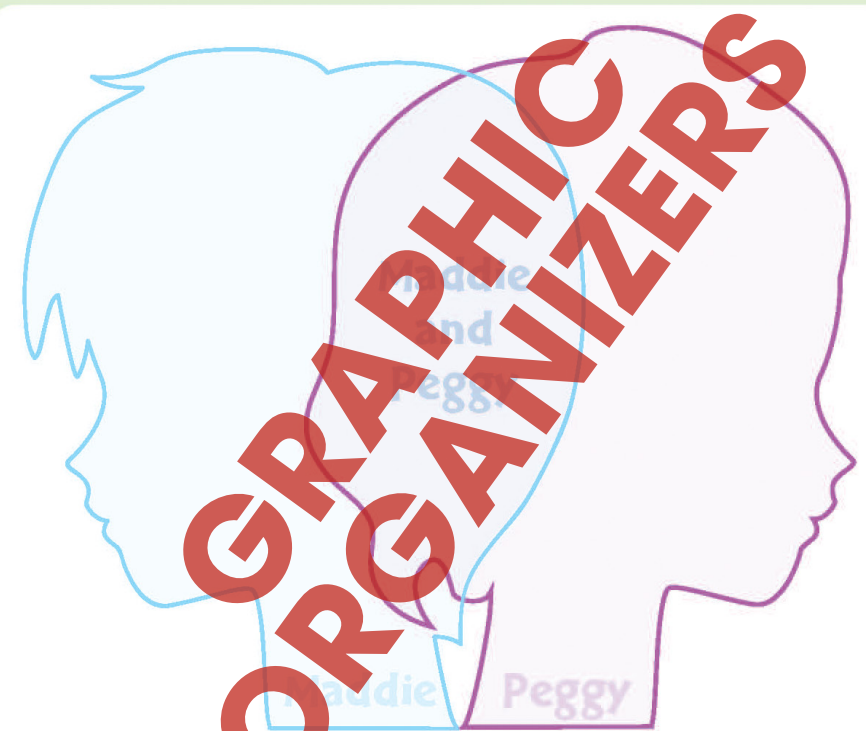
- Who did Maddie think would win the drawing contest? Why?



SUBTOTAL: /17

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.

NAME: _____

After You Read 



Chapter Four

Answer each question with a full sentence.

1. "She wished she had the nerve to write Peggy a note ..." Why does Maddie want to write a note instead of just talking to Peggy?

2. Explain the secret about Maddie's dress that she doesn't want Peggy to know.

3. Maddie struggles between being loyal to her friend Peggy and her dislike for the dresses game. If Maddie says something to Peggy about how she feels, is she being disloyal to her friend? Explain your thinking.

4. Why does Maddie just assume that Peggy will win the drawing and coloring contest?

Journaling Prompt

What do you think about the idea that Peggy could not do anything that was really wrong just because she is best liked? Is that true in some cases today? Explain your answer. What are some other reasons that people are not blamed for bullying? Give some examples that you have seen.

1.

She is afraid to talk to Peggy in person.

2.

Maddie's dress is one of Peggy's old ones that Maddie's mother disguised with new trimmings so no one would recognize it.

3.

Answers will vary.

4.

Peggy is the best at drawing and coloring in the whole class.

Vocabulary

Across

2. assembled
5. exhibition
6. miserable
7. monitor
8. drizzling
9. dazzling
10. deliberately

Down

1. applause
3. expectant
4. unfortunately
6. murmured

1.

a) F

b) T

c) F

d) T

e) F

f) T

g) T

2.

a) 5

b) 3

c) 6

d) 2

e) 7

f) 1

g) 4

27

1.

It was raining and they were hurrying so they wouldn't be late.

2.

Answers will vary.

3.

Answers will vary, but may include: She told the children to return to their seats; she waited until the room was silent; she adjusted her glasses; she read the note slowly and in a soft voice.

4.

Maddie didn't tease Wanda like Peggy did, but she didn't do anything to stop it even though she knew it was wrong.

5.

Answers will vary, but may include: Perhaps they were going to apologize for their behavior; to say they were sorry for doubting her about the dresses.

28



25

26

The Hundred Dresses

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** 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.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.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.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.