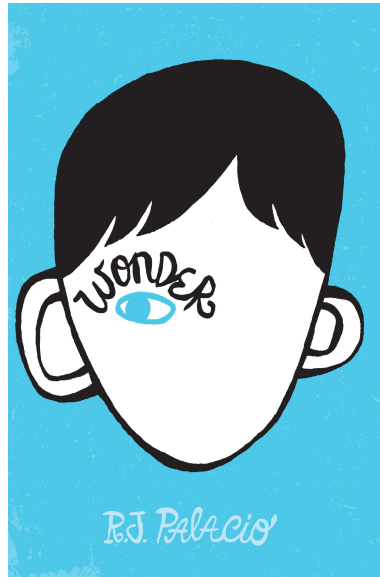


# Wonder



By

R.J. Palacio

A Novel Study  
by Nat Reed

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## Suggestions and Expectations

This 72 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on several chapters of **Wonder** and is comprised of four different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language and Extension Activities

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking.

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included as well as a **Student Checklist**.

**Themes** and **topics** which may be taught in conjunction with the novel include overcoming serious personal challenges, the importance of friends and family, perseverance and personal growth, kindness and courage.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of a *cliffhanger*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel
4. Five W's Chart

### Character Activities

1. Determine character traits
2. Protagonists/antagonists
3. Relating personal experiences
4. Comparing two Characters

### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Design an Information Card

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## Synopsis

August (Auggie Pullman) was born with a facial difference that prevented him from going to mainstream school – until now. He's about to enter fifth grade at Beecher Prep, and if you've ever been the new kid, then you know how hard that can be. The thing is Auggie's just an ordinary kid, with an extraordinary face. But can he convince his new classmates that he's just like them, despite appearances? [The Publisher]

## Author Biography R.J. Palacio

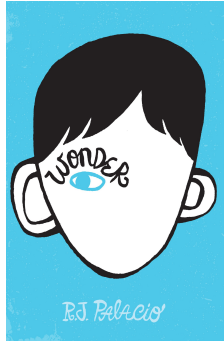
I live in NYC with my husband, two sons, and two dogs. For many years, I was an art director and book jacket designer, designing covers for countless well-known and not so well-known writers in every genre of fiction and nonfiction. I always wanted to write, though. I kept waiting for the perfect time in my life to start writing, but after more than twenty years of designing book jackets for other people, I realized that the perfect time would never really present itself. It's never the perfect time to start writing a book. So I decided to just go for it. *Wonder* is my first novel. And no, I didn't design the cover, but I sure do love it.



Courtesy of the author's website: <http://rjpalacio.com/author.html>

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## Student Checklist

Student Name: \_\_\_\_\_

Assignment	Grade / Level	Comments

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Name: \_\_\_\_\_

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## Part I – Ordinary to The Performance Space



### Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *Wonder* is grade five student, Auggie, a boy who has already *faced* many difficult challenges in his young life. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?




### Vocabulary:

Choose a word from the list to complete each sentence.

elective	exaggerate	incubator	obnoxious
percussion	anomaly	imitate	hindsight

1. Ralph didn't think it was funny when Jon began to \_\_\_\_\_ the way he talked.
2. Do you know if the drums are considered a \_\_\_\_\_ instrument?
3. We watched the chicks hatch in Mrs. Tubman's \_\_\_\_\_.
4. William was so \_\_\_\_\_ that he was asked to go home by Hilda's mom.
5. The doctor referred to Auggie's cleft palate as a small \_\_\_\_\_.
6. The jigsaw puzzle was far too \_\_\_\_\_ for my little brother to complete.
7. In \_\_\_\_\_ it probably wasn't a good idea to leave the children alone.
8. Jason has been known to \_\_\_\_\_ when describing his adventures at camp.



# Questions



1. What is the **setting** of the chapter entitled *Paging Mr. Tushman*?


2. Match each name with the proper description:

1	Auggie
2	Mr. Tushman
3	Charlotte
4	Nate Pullman
5	Jack Will
6	Via
7	Julian

A	Big sis.
B	Blond guide with green crocs.
C	A bit of a jerk.
D	Urged Auggie to talk more.
E	The protagonist.
F	Director of the middle school.
G	Dad.

3. What evidence do we find of Auggie's sense of humor in the chapter entitled, *Jack, Will, Julian and Charlotte*?


4. What was there about Auggie's appearance which made it difficult for him to go out in public?


5. If Auggie was a new student in your class, what do you think would be the best way to make him feel welcome?


6. Do you think Auggie's parents should have homeschooled him until he started grade five or should they have enrolled him at Beecher Prep earlier? Give one reason defending their decision and one reason why you think it was a mistake.

Good choice	
Mistake	

7. At least three people that Auggie meets in these chapters drop their eyes immediately after being introduced to Auggie. Why do you think that Auggie notices this behavior? How does Auggie feel about this behavior?


8. Think of four adjectives which you think accurately describes the character/personality of Auggie.


9. What is your impression of the three students that gave Auggie the tour? Do you think Mr. Tushman's choices were wise? Please defend your answer.


### Good to Know

**Mandibulofacial dysostosis** or Treacher-Collins syndrome is a rare disorder characterized by facial deformities such as absent cheekbones, downward-slanting eyes, a small lower jaw, drooping part of the lateral lower eyelids, and malformed or absent ears and hearing loss. Treacher-Collins syndrome is found in about one in 50,000 births.



## Language Activities

### A. Exaggeration

**Exaggeration** in a literary device defined as *a statement that represents something as better or worse than it really is*. We find an example of this in Part 1: *And then all of a sudden she let out the biggest, loudest, smelliest fart in the history of farts.*

Think of an exaggerated way of describing the following

The caw of a crow.	
A tree blown over in the wind	
Your choice.	

**B. Personification** is giving human qualities to something that is not human. In this section of the novel the author writes, ... *Mrs. Garcia's eyes dropped for a second*. In this sentence Mrs. Garcia's eyes are given human characteristics (her eyes seem to drop of their own accord).

a) Why do you think personification is a literary device used by many authors?


b) Create your own example of personification.


c) Rewrite the above sentence about Mrs. Garcia's eyes without changing the overall meaning so that her eyes are no longer personified.


## Extension Activity

### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first section of *Wonder*. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6