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R.J. Palacio

R. J. Palacio is the pen name of Raquel Jaramillo. She lives in New York City with her husband, two sons, and two dogs. They live in the Park Slope neighborhood of Brooklyn. They spend part of their summer in Montauk.



Palacio has more than twenty years of experience in book publishing. She has had an interest in children's literature for many years, and began working on *Wonder* in 2007.

Wonder is her first novel. She has since published some spin-offs of the story, including *365 Days of Wonder*. Palacio is a *Star Wars* fan like August (Auggie) Pullman, the main character of the novel. She is currently working on a line of *Star Wars*-themed workbooks for reading, writing and math at different grade levels.

The idea for *Wonder* came from a real-life event with her own kids. They were at an ice cream shop and sat next to a little girl with a facial deformity. Her three-year-old son started to cry. Palacio left the store with her kids. Afterwards, she regretted her decision. She missed an important learning moment for her kids about choosing to be kind and accepting differences. Palacio started writing the book that night.

The main ideas behind the story are kindness and acceptance. Since publishing *Wonder*, Palacio has been speaking all over the United States, to promote the importance of kindness.

Did You Know?

- "Choose Kind" is a real life movement inspired by the book.
- The title of the book is inspired by Natalie Merchant's song "Wonder".
- Palacio was an artist before she was a writer.



Chapters Thirteen to Thirty-One

(Part One: August — from "First-Day Jitters" to "Names")

Answer the questions in complete sentences.

1. When the chapter *Home* ends, Auggie has just returned from his tour of the school. He has decided that he wants to go to school. What do you predict will happen on Auggie's first day of school?

2. Do you think Auggie and Jack will end up becoming friends? Why?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1. aversion
2. mortality
3. adjusting
4. precept
5. forewarned
6. phobia
7. contagious
8. prehistoric
9. alignment
10. monument

- A. To bring to a better position.
- B. Able to spread from person to person.
- C. A strong fear of something or someone.
- D. To give advance warning.
- E. Very old.
- F. A strong dislike.
- G. Built for an important event.
- H. A basic rule that guides action or thought.
- I. The quality of being destined to die.
- J. Act of adjusting into a straight line.



Chapters Thirteen to Thirty-One

(Part One: August — from "First-Day Jitters" to "Names")

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Growing up, Auggie had spent a lot of time on the same block as Beecher Prep.
- T F b) Charlotte is the first student to talk to Auggie on the first day of school.
- T F c) Mr. Browne says precepts are rules about really important things.
- T F d) Auggie cuts his Padawan braid off because Julian made a comment about it in class.
- T F e) Auggie goes as Boba Fett for Halloween.
- T F f) Jack Will sticks up for Auggie to Julian on Halloween.

2. Number the events from 1 to 6 in the order they occurred in these Chapters.

- a) Auggie has a birthday party with his friends and family.
- b) Summer sits with Auggie at lunch on the first day of school.
- c) Auggie goes home from school on Halloween because he is sick.
- d) Mr. Browne announces his precept for October: Your deeds are your monuments.
- e) Tristan avoids touching Auggie's hand during Science class.
- f) Julian tells Jack to ditch Auggie.



Chapters Thirteen to Thirty-One

(Part One: August — from "First-Day Jitters" to "Names")

Answer each question with a complete sentence.

1. Describe Auggie's experience in the cafeteria on the first day of school.

2. Auggie's mom says that Summer is very pretty. Auggie says, "We're kind of like Beauty and the Beast." What does Auggie mean by that?

3. After the first day of school, Auggie cuts off his Padawan braid. He tells Via that he doesn't know why he cut it. What is the real reason?

4. What is one of the hardest things for Auggie at the beginning of the school year?

5. Explain the meaning of Mr. Browne's October precept: Your deeds are your monuments.

6. Julian asks Jack Will why he hangs out with Auggie so much. What reason does Jack give?

Journaling Prompt

Via warns Auggie that lunch in middle school can be hard. On the first day of school, Auggie ends up sitting at a table alone. Then, Summer asks to sit with him. Imagine you're Summer, sitting at a table with people who are whispering about Auggie. What was she thinking at that moment? Why would she choose to sit with Auggie instead of her friends?



Chapters 54 to 73

Write a News Story

You will write a news story about some of the book's events so far. Decide what events to write about. Use a mind-map to plan.

Your news story will:

- have a catchy headline
- tell background information
- answer the 5Ws (who, what, when, where, why)
- have quotes from the characters
- have a conclusion
- be about 1 page long



Chapters 74 to 92

Another Part

The novel is divided into parts. Each part is told from a different character's point of view. Characters include Auggie, Via, Summer, Jack, Justin, and Miranda.

Imagine you are given the task of writing another part for the novel. Which character's point of view would you write it from? It must be a character that does not already tell part of the story.

- 1) Write a paragraph about why you have chosen this character. What does their point of view offer to the story that another character's cannot?
- 2) Write the two opening paragraphs to the first chapter of your character's part.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

address	cosmic	glimmer	seismic
assume	devour	mangle	souvenir
clumsily	extraordinary	portrait	symbolism
commencement	fiction	revelation	universal
cooperating	gaze	ruminate	venture

w	c	t	d	m	r	h	r	u	e	s	r	p	l	p	a	r
y	o	e	n	d	s	u	y	r	n	e	e	r	r	d	l	n
y	s	m	h	e	m	i	u	s	m	l	e	i	d	u	o	a
t	m	m	f	i	m	t	l	m	t	c	v	r	s	t	d	e
c	i	c	n	r	n	e	i	o	o	e	e	e	a	m	p	e
i	c	a	l	e	i	l	c	g	b	s	r	y	r	r	i	o
t	t	r	v	u	g	n	n	n	s	m	e	i	e	s	h	c
e	s	r	u	b	m	l	e	r	e	p	y	s	c	p	a	j
h	c	r	w	f	z	s	c	v	a	m	e	s	a	a	e	l
t	z	y	o	e	i	t	i	o	u	n	m	t	e	o	l	r
a	s	s	u	m	e	c	c	l	t	o	e	o	u	g	g	u
p	o	r	t	r	a	i	t	a	y	m	s	t	c	a	n	o
c	o	o	p	e	r	a	t	i	n	g	r	g	j	z	a	v
r	t	y	r	a	n	i	d	r	o	a	r	t	x	e	m	e
n	o	i	t	a	l	e	v	e	r	n	y	t	l	u	c	d



Comprehension Quiz

Answer each question in a complete sentence.

1. Who is the only person in the world who knows how normal Auggie is?

2. Name TWO of Auggie's really good childhood friends.

3. Where is Auggie when he first learns he might be going to school in the fall?

4. Name THREE things Auggie notices when he goes into Mr. Tushman's office.

5. Why is it difficult for people to tell if Auggie is smiling or not?

6. Why is Halloween the best day in the world for Auggie?

7. How does Via link her family to the galaxy?



SUBTOTAL: /14

Storyboard Analysis

Finish the storyboard with information from the novel *Wonder*. Describe and draw the events that take place during the conflict, climax and resolution of the novel.

	Action: _____ _____ Dialog: _____ _____ Sound Effects: _____ _____
Conflict	Action: _____ _____ Dialog: _____ _____ Sound Effects: _____ _____
Climax	Action: _____ _____ Dialog: _____ _____ Sound Effects: _____ _____
Resolution	Action: _____ _____ Dialog: _____ _____ Sound Effects: _____ _____

NAME: _____

After You Read 



Chapters Fifty-Four to Sixty-Two

(Part Four: Jack — from "The Call" to "In Science")

Answer each question with a complete sentence.

- Does Jack's mom want him to be a welcome buddy for Auggie? Why?

- What changes Jack's mind about being a welcome buddy for Auggie?

- In the Chapter *Four Things*, what is the fourth thing Jack says about Auggie?

- What does Jack write in response to Mr. Browne's December precept: Fortune favors the bold? What does he want to write instead?

- What do Jack's parents do for a living?

- How does Jack realize that Auggie was the kid in the Bleeding Scream costume?

Journaling Prompt

Mr. Brown's precept is: Fortune favors the bold. Write your own response. Write a paragraph about a time in your life when you did something very brave. Because of it, how did something good happen to you?

1.
Jack's mom wants him to be a welcome buddy. She wants her son to be kind and giving and helpful to someone else.

2.
He changes his mind because if a nice, little kid like his brother can be mean to Auggie, then a kid like August doesn't stand a chance in middle school.

3.
The fourth thing Jack says about Auggie is that he actually wants to be friends with him.

4.
Jack writes about how he used to be afraid of the ocean. Jack wants to write that the bravest thing he did was become friends with August.

5.
Jack's dad is a teacher and his mom is a social worker.

6.
Jack realizes that Auggie was in the Bleeding Scream costume in science class when he thinks about the kid from home alone who holds his hands on his cheeks and has his mouth open.



1.
Answers will vary.

2.
Answers will vary.

Vocabulary

- impressionable
- incident
- neutral
- expulsion
- justifies
- exceptional
- inkling
- hypocrite
- Epsom salt
- retrospect

1.

a) **T**

b) **F**

c) **F**

d) **T**

e) **F**

f) **T**

2.

a) **5**

b) **6**

c) **2**

d) **1**

e) **3**

f) **4**

1.

Jack punches Julian in the mouth because Julian calls Auggie a freak and says he doesn't have to be friends with him.

2.

Mr. Tushman writes that nothing justifies striking another student, but that good friends are sometimes worth defending.

3.

Jack first sits at his usual table with Luca and Isaiah. After their table is called to get food, Luca and Isaiah go sit at another table.

4.

Julian's mom is pushing the school to review Auggie's application because Beecher Prep is not an "inclusion school".

5.

Jack didn't sit with August at lunch on the first day of school because he was wanting a "little normal time to chill with other kids."

6.

August, Reid, Max G, and Max W are on Jack's side.



Wonder – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** 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.5.4** 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.5.1** 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 ideas are logically grouped to support the writer’s purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses 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.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.