



COMPLETE LESSON PLANS

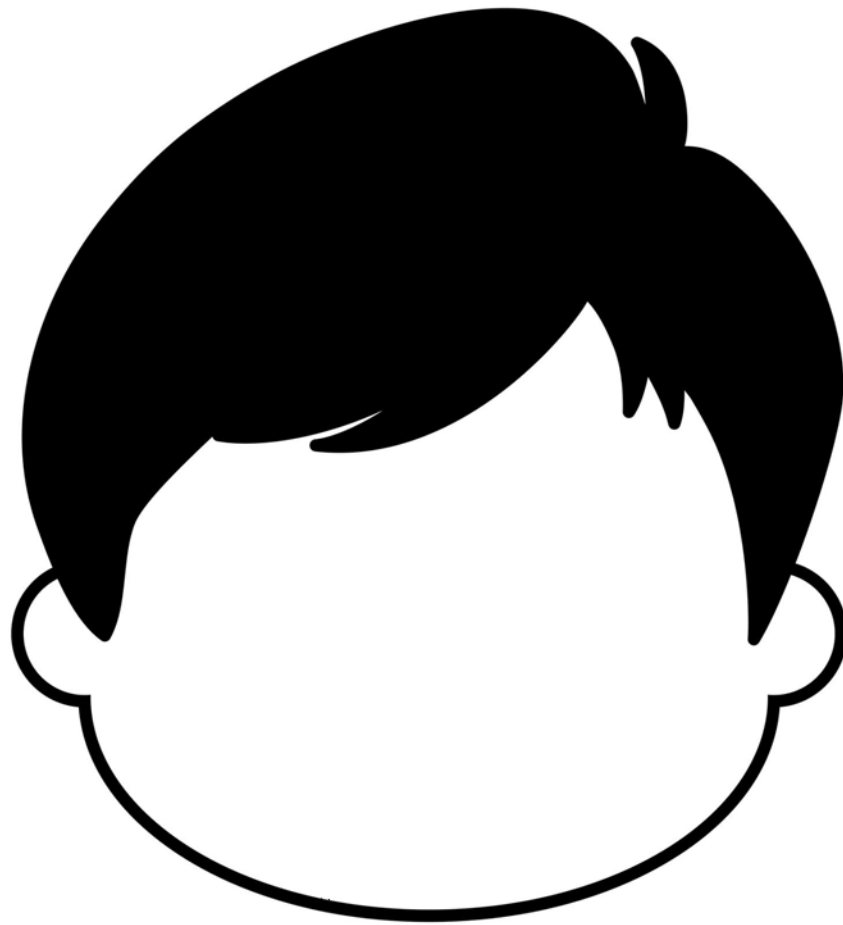
Grades 4-7

LitPlan

Novel Study

Wonder

By R. J. Palacio



Teacher's Pet Publications



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LITPLAN NOVEL STUDY

for

Wonder

based on the book by

R. J. Palacio

Written by

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ABOUT THE AUTHOR

R. J. Palacio

Raquel Jaramillo Palacio was born July 13, 1963, in New York, New York. Her parents were immigrants from Colombia.

R. J. attended the High School of Art and Design and then at Parsons School of Design. She also studied at the American University of Paris in France during her junior year at Parsons.

R. J. began her career as a graphic designer, illustrating book covers. During her twenty year career as an art director and graphic designer, she designed hundreds of book covers, both fiction and nonfiction. She also illustrated several of her children's books. Her writing career began with a chance encounter with an extraordinary child outside an ice cream store and she wrote *Wonder*. She started writing books in the evenings after working all day as a graphic designer.

Wonder was published in 2012 and was adapted for the big screen in 2017 starring Julia Roberts and Owen Wilson.

R. J. Palacio currently lives in North Carolina with her husband Russell Gordon and their sons, Caleb and Joseph.

Books by R. J. Palacio:

- *Wonder* (2012)
- *The Extraordinary* (2012)
- *Auggie & Me: Three Wonder Stories* (2014)
- *365 Days of Wonder: Mr. Browne's Book of Precepts* (2014)
- *We're All Wonders* (2017)
- *White Bird* (2019)
- *Pony* (2021)

INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Wonder* by R. J. Palacio. It includes twenty-two lessons, supported by extra resource materials.

In the **introductory lesson** students respond to a quote from *Wonder* in a quick-write exercise and receive the books and materials necessary for this unit of study.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading. Because there are no chapter numbers in this book, the reading assignments are numbered and are sometimes referred to as reading assignment #: beginning chapter name - ending chapter name (for example 1: Ordinary - The Deal).

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, two lessons are devoted to the **critical thinking questions** and **quotations**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There are three **writing assignments** in this unit. The first is **informational writing**: students will write a composition about a nonfiction topic related to *Wonder*. The second is a **narrative writing** assignment: students will rewrite an event from *Wonder* from a different point of view by taking on the persona of one of the other characters in the story. The third is **persuasive writing**: students write a persuasive letter to a boy/girl who has been bullying Auggie or Jack and persuade them to stop.

There is a **nonfiction reading assignment**. Students will read at least one nonfiction article and view at least one nonfiction video about some topic related to *Wonder*. Students will fill out a nonfiction data sheet after completing their research, to help you (the teacher) evaluate their nonfiction experiences and to help the students think about and evaluate their own nonfiction experiences.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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READING ASSIGNMENTS

Reading Assignment	Chapters	Complete Reading By
1	Ordinary - The Deal (Part One: August)	
2	Home - Padawan (Part One: August)	
3	Wake Me Up When September Ends - Names (Part One: August)	
4	A Tour of the Galaxy - Time to Think (Part Two: Via)	
5	Weird Kids - The Egyptian Tomb (Part Three: Summer)	
6	The Call - Detention (Part Four: Jack)	
7	Season's Greetings - The Boyfriend (Part Four: Jack)	
8	Olivia's Brother - The Universe (Part Five: Justin)	
9	North Pole - The Ending (Part Six: August)	
10	Camp Lies - Day One (Part Seven: Miranda, Part Eight: August)	
11	The Fairgrounds - Bear (Part Eight: August)	
12	The Shift - The Walk Home (Part Eight: August)	

LESSON ONE

Objectives

1. Students will be introduced to the book *Wonder* by R. J. Palacio.
2. Students will write in response to a quote from the book.
3. Students will practice the conventions of writing and grammar.
4. Students will receive the books and materials necessary for this unit of study.
5. Students will preview the study questions for 1: Ordinary - The Deal.
6. Students will complete the vocabulary work for 1: Ordinary - The Deal.
7. Students will read 1: Ordinary - The Deal.
8. Students will be assigned oral reading assignments.

Activity #1

Distribute Writing Assignment 1. Discuss the directions in detail, and give students ample time to complete the assignment. Make yourself available to touch base with students and help those who have questions or need help.

Activity #2

Distribute the books and materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Preview the study questions for 1: Ordinary - The Deal together in class.

Vocabulary Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Do the Vocabulary Worksheet for 1: Ordinary - The Deal together in class.

Reading Assignment Sheet You (the teacher) need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You could post the assignment sheet in your classroom and leave it there for students to see each day, or you could post it in your learning management system where students have access to materials. In either case, you should advise students to become very familiar with the reading assignments, so they know what is expected of them.

Extra Activities Center The Unit Resources portion of this LitPlan contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. Bring books and articles in and keep several copies of the puzzles on hand. Make a list of links to videos and articles related to *Wonder*. Explain to students that these materials are available for students to use when they finish reading assignments or other class work early. Note that the puzzles are for after students have finished reading the book.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school. Preview the book. Look at the covers, front matter, etc.

Activity #3

Begin reading 1: Ordinary - The Deal in class.

- If you have poor readers, read the first chapter to them orally.
- If you have mixed levels of readers, choose whether you want to read it to them orally or have them read it orally or silently on their own.
- If you have good readers, let them read silently at their own pace so they can get into the book.

If students do not complete reading 1: Ordinary - The Deal during the remaining class time, they should do so as homework prior to the next class meeting.

Activity #4

Oral Reading Teacher Notes

Starting in the next class period, this LitPlan provides for oral reading opportunities for practice and/or evaluation. The oral reading includes Reading Assignments 2-5. Beginning with Reading Assignment 6 you will determine how students will read each assignment.

Every class is different, but if possible, it's good to have students do at least some oral reading, for practice.

If you choose to follow the oral reading outlined in this unit, you should let students know in advance which chapters or pages you want them to read, so they can practice prior to reading in class. Practicing pre-assigned passages has several purposes:

- It gets students in the habit of practicing oral reading.
- It helps students be more comfortable doing the reading, especially poor readers.
- It makes for a better reading/listening experience for other students.
- You may also find that students become more interested in the book, wanting to know more about what happens before and after their reading parts. It's a little different approach to reading a story and adds a little mystery or intrigue to the process.

If you choose to do the oral reading evaluations:

1. **Tell students now what their reading assignments are.** The pages that follow have an **Oral Reading Assignments** page you can fill out and make available to students. It would be helpful to your students if you would look up the page numbers of the passages in the edition of *Wonder* that you are using and add those to the assignment page.
2. There is an **About Oral Reading** and **Getting The Most From Your Reading** pages you can give to your students to help them with practicing their oral reading. If you give this to them, take a few minutes to review it with them.
3. There is an **Oral Reading Evaluation** form you can use to evaluate your students' oral reading. This helps to quantify a grade and lets students know specifically what they do well and what they need to practice. Fill out one of these for each student as s/he reads and give the reports to the students at a time you feel is appropriate (after the student finishes reading, at the end of class, after the grade has been recorded, etc.).
4. **You may need to adjust the schedule to accommodate the speed at which your students do the oral reading.** The length of time in classes varies and the speed at which students read varies, so it's difficult to say exactly how long it will take to complete the oral reading. Each daily lesson may or may not fit into the amount of time you have each day, so you might need to think of the daily lessons as a series of things to do rather than each lesson as being one class period. It might work out that one lesson will equal one class period, but it may not.
5. **You don't need to read the whole book orally.** There are actually 42 oral reading assessment chapters, but if you have fewer than 42 students in your class, you may want to only have each student take one assignment. The rest can be read silently/independently or in whatever way you feel is best for your students.

QUICK WRITE “IF I COULD MAKE ONE WISH”

PROMPT

The protagonist (main character) of the story we are about to read says, “If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all.” If you found a magic lamp and could be granted one wish, what would you wish for?

Write at least one good, full paragraph stating what your wish would be and explaining in great detail why you would wish for that.

PREWRITING

Really think about all the things you could wish for and what benefits or drawbacks getting each item would create.

Decide on the one item for your wish. Jot down the main benefits as well as the main drawbacks to getting this wish. If there are many benefits, decide which few are the best. (If there are many drawbacks, you might want to reconsider your wish!)

DRAFTING

Create your topic sentence.

Here are some examples of ways to start your topic sentence:

Although [insert the biggest drawback of getting your wish], I would wish for...

Some people think wishing for [insert wish] would be silly, but I ...

I have always wanted ...

If I could have only one wish, I would wish for ...

Wishing for [insert wish] might be [insert descriptive word], but ...

Having [insert wish] would be [insert descriptive phrase]!

Of course, you are free to start your topic sentence in any way you would like; these are just some ideas to help you if you are stuck.

Fill out your paragraph, explaining why you would wish for the thing you would choose to wish for and using the best benefits that your wish would bring as support for your choice.

PROMPT

When you finish the rough draft of your paper, ask a person whose opinion you value to read it. After reading your rough draft, s/he should tell you what s/he liked best about your work, which parts were difficult to understand, and ways in which your work could be improved.

PROOFREADING

Reread your paper considering your critic's comments, and make the corrections you think are necessary. Do a final proofreading of your paper, double-checking your grammar, spelling, organization, and the clarity of your ideas prior to submitting it for grading.

WRITING EVALUATION

Student's Name _____ Date _____

Assignment _____

	Excellent	Good	Average	Poor	Needs a Lot of Work
Content	5	4	3	2	1
Grammar	5	4	3	2	1
Spelling	5	4	3	2	1
Punctuation	5	4	3	2	1
Capitalization	5	4	3	2	1
Organization	5	4	3	2	1
Sentence Structure	5	4	3	2	1
Legibility	5	4	3	2	1
	5	4	3	2	1

- **Content Coverage:** How well do you cover the content or purpose of the assignment?
- **Grammar:** Did you use appropriate word endings, tenses, subject/verb agreement, etc.?
- **Spelling:** Were the words you used spelled correctly?
- **Punctuation:** Did you use correct punctuation in your sentences?
- **Capitalization:** Did you use capital letters where appropriate?
- **Organization:** How well did you organize the information? Is like information together? Do ideas flow from one to the next well?
- **Sentence Structure:** Do you write complete sentences? Did you use different types of sentences (simple, compound, complex)?
- **Legibility:** How well was your script written on the page? Was it neat and could it be easily read?

Score: _____ of a possible _____ points

Comments:

ABOUT ORAL READING

Oral reading is something most people have to do at some point in their lives. Here is a list of a few times when you might want to be able to have good oral reading skills:

- giving a report in front of classmates at school or colleagues at work
- making a presentation to prospective customers or clients
- reading story books to your siblings or your own children at home
- making a speech or toast at a wedding
- giving a eulogy for a loved one
- sharing a funny story or an article from a book, paper, or the Internet with a friend

The best way to improve your oral reading is to do it frequently. If the only time you read orally is in class, you are not likely to improve quickly.

Here are some tips about how to improve your oral reading:

Practice

Read aloud to yourself at home. Read the cereal box in the morning, posts your friends have made on your media page, text messages friends send to you, recipes, instructions, news articles, comic book or graphic novel bubbles...anything that has printed words.

Pre-Read

Before you begin reading something orally, read it silently first. Because you are familiar with the text from reading it silently once, your oral reading will go better.

Reread

It sounds silly and obvious, but it works. Read aloud something you have read aloud before, or repeat reading the same sentence(s) more than once. Each time you repeat a sentence, it gets easier to read because you are more familiar with it. Your mouth works better because your mind knows what's coming. Each time you read the same sentence over again, try for smoother fluency and more expression.

Pretend

Imagine you are in a situation that requires better projection or clearer enunciation. You are a king or queen making a proclamation to the subjects of your kingdom gathered in your courtyard. You are in a room of old people who are hard of hearing. You're delivering a special message to a friend and want to say it perfectly. The possibilities are endless...and helpful.

Ask For Feedback

Read with a friend, each practicing your oral reading, then evaluate each other. Read to a parent, guardian, or relative and ask how you did. Repeat the process often.

Mind Reading

Read to yourself in your mind. Listen for your outwardly silent, inner voice as you read the words on the page.

The more you practice reading orally, the better you'll get!

GETTING THE MOST FROM YOUR READING

As you do your reading for class, there are a few things you can do that will help you to understand and remember what you read.

Review the Study Questions Before Reading

By reading through the study questions before you actually read the text, you can see what kinds of things might be important to remember as you read. It gives your brain a “heads-up” about key things to notice.

Do the Vocabulary Worksheet(s) Before Reading

The Vocabulary Worksheet for each reading assignment points out key words that you may be unfamiliar with and helps you become familiar with these words before you run into them in your reading. Then, when you do come across one of these words in your reading, you will better understand what is happening in the story.

Pay Attention

During your reading, pay attention to details—things that happen, word choices, characters’ actions, figurative language, etc.

Read It Again

Simply skimming (quickly reading) through the reading assignment a second time will help to embed in your mind what happens in that section of the book. You don’t need to read every word—just enough to be able to think to yourself, “Oh, yeah. I remember that happening.”

Take A Few Notes

As you read (or afterward as you skim through the assignment again) take a few notes. Jot down things like main events, characters’ names, questions you might have, things that seem important (could be symbolic, seem to show up in the story often, could be related to theme, etc.), and any thoughts you have about what you are reading. You’d be surprised how much this will help you remember what you read—plus your notes will be a great study guide and reference tool later!

Talk About It

Grab a classmate and talk about what you just read. It will help you both remember, give you both new insights, and maybe even spark a conversation in which you find out something you never thought about or knew before.

Do A Quick Search

If you’re on the Internet surfing or on social media, take a couple of minutes to do a search for the title of the book you are reading and read something more about it or watch a video related to it. You’d be surprised how much more you can learn quickly and easily by just taking a couple of minutes to look at a short video or look at a post someone has made about the book.

Attitude Is 90% Of It

It doesn’t take a lot of effort to make the most of the opportunity to learn something from what you are reading. ***If you look at the book as an opportunity instead of a chore, you’ll be surprised at how much you can get from it!***

ORAL READING ASSIGNMENTS

Wonder

Student Name	Chapter
	Home
	First-Day Jitters
	Locks
	Around the Room
	Lamb to the Slaughter
	Choose Kind
	Lunch
	The Summer Table
	One to Ten
	Padawan
	Wake Me Up when September Ends
	Jack Will
	Mr. Browne's October Precept
	Apples
	Halloween
	School Pictures
	The Cheese Touch
	Costumes
	The Bleeding Scream
	Names
	A Tour of the Galaxy
	Before August
	Seeing August

ORAL READING EVALUATION

Name _____ Date _____

Book _____

	Excellent	Good	Average	Fair	Needs a Lot of Work
Fluency	5	4	3	2	1
Clarity	5	4	3	2	1
Audibility	5	4	3	2	1
Pronunciation	5	4	3	2	1
Characterization	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Fluency is reading smoothly without stumbling over words.

Clarity is enunciation—how clearly you say the words.

Audibility is your volume. Do you read loudly enough for everyone to hear?

Pronunciation is how well you say the words in the correct way, accenting appropriate syllables, using correct vowel sounds, etc.

Characterization is how well you use your tone, inflection, and other voice skills to sound like the character would sound saying those words.

Total Score _____ of _____ possible points

Comments:

LESSON TWO

Objectives

1. Students will review the main events and ideas from 1: Ordinary - The Deal.
2. Students will preview the study questions and do the vocabulary work for 2: Home – Padawan.
3. Students will read 2: Home - Padawan orally and have their oral reading evaluated.

Activity #1

Give students a few minutes to formulate answers for the study guide questions for 1: Ordinary - The Deal, and then discuss the answers to the questions in detail. While students have their study guides out, preview the questions for 2: Home - Padawan.

NOTES:

- Post the answers where students can see them, so they can copy down the correct answers for study purposes.
- It is a good practice in public speaking and leadership skills for individual students to take charge of leading the discussions of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are discussed in this unit. Of course, you should guide the discussion when appropriate and try to fill in any gaps students may leave.
- The study questions could really be handled in a number of different ways, including in small groups with group reports following.
- Occasionally you may want to use the multiple choice questions as quizzes to check students' reading comprehension.
- As a short review now and then, students could pair up for the first (or last, if you have time left at the end of a class period) few minutes of class to quiz each other from the study questions.
- Mix up the methods of reviewing the materials and checking comprehension throughout the unit so students don't get bored just answering the questions the same way each day. Variety in methods will also help address the different learning styles of your students.
- From now on in this unit, the directions will simply say, "Discuss the answers to the study questions as previously directed." You will choose the method of preparation and discussion each day based on what best suits you and your class.

Activity #2

Continue your discussion of 1: Ordinary - The Deal with these close reading and critical thinking questions:

- ❖ Ordinary vs. Extraordinary
 - What does it mean to be ordinary?
 - What does it mean to be extraordinary?
 - What does August mean when he says, “Here’s what I think: the only reason I’m not ordinary is that no one else sees me that way.”?
 - Do you think it is better to be ordinary or extraordinary?
- ❖ August says Via can get really annoyed when people do something rude.
 - What does it mean to be “rude”?
 - Is being rude a good thing or a bad thing?
 - What kinds of things would be examples of how people could be rude to August?
- ❖ Petrified
 - What does August mean when he says he is pretty much totally and completely petrified about starting fifth grade at a new school? [*He means he is very scared.*]
 - Have you ever heard of the Petrified Forest? [*Do an Internet search for “Petrified Forest Images” and show the images to your students. Discuss that the organic matter is so old, it has become stone-like, which is called being in a petrified state.*]
 - How do you think the word *petrified* came to mean “very scared”? [*When you are very scared, you tend to freeze in place, to become like stone.*]
- ❖ Map Skills
 - Locate Bridgeport, CT on a map
 - Locate Manhattan on a map
- ❖ Figurative Language
 - August overhears his dad say to his mother, “So sending him off to middle school like a lamb to the slaughter” What does like a “lamb to the slaughter” mean? [*Discuss the symbolism of an “innocent lamb.”*]
- ❖ Is a “white lie” different from a regular lie? Are “white lies” acceptable? Why or why not?
- ❖ Humor
 - Why is Mr. Tushman’s name funny to Auggie and his dad? What is a “tush”? Explain the humor of “running behind” and “rear-ended” and “bum rap.”
- ❖ When Via wakes up, she asks who Mr. Tushman is. Auggie answers, “He’s the principal of my new school.” How do you know from Auggie’s reply that he has accepted the fact that he will have to go to school now? [*Auggie calls the school “my new school.” If he had not accepted it, he would probably have said something different, perhaps just giving the name of the school.*]
- ❖ Mrs. Garcia has a “really shiny smile.” What is a “really shiny smile”? When do people use “really shiny smiles”?

- ❖ Allusion
 - An allusion in literature is when a reference is made to something in real life, from the past, usually something most people would recognize.
 - Mrs. Garcia tells August he can call her Mrs. G, so later August asks Mr. Tushman if students call him Mr. T. August doesn't know who Mr. T is/was. Do you? Who is/was Mr. T? [Here is a link to the Wikipedia article about Mr. T: https://en.wikipedia.org/wiki/Mr._T
 - and here is a link to a YouTube video with Mr. T talking giving advice: <https://video.search.yahoo.com/yhs/search?fr=yhs-iba-syn&hsimp=yhs-syn&hspart=iba&p=mr+t+video#id=5&vid=109f7e467a993f37a2507e8e05d63e3c&action=view>
The video will explain why Mr. Tushman talked in a funny voice.]
 - Another allusion in this section of the book is to the play *Oliver!*. Charlotte played the main character. What is *Oliver!*? [*Oliver!* is a musical play based on Charles Dickens' book *Oliver Twist*, about a poor English orphan boy.]
- ❖ What does August say is one difference between little kids and big kids? Why is what big kids do worse? [*Auggie says, "... really little kids ... don't say stuff to try to hurt your feelings, even though sometimes they do ... Big kids, though: they know what they're saying."*]
- ❖ Mr. Resnick told Charlotte to stop being such a diva. What is a diva? [*A diva is a (usually) glamorous and successful female performer. Sometimes we call a person a diva when she knows she is successful and becomes egotistical and demanding.*]
- ❖ Charlotte tells Julian that asking August what happened to his face was rude. Was it rude? Is it rude to ask someone about something that makes them different from everyone else?
- ❖ August's mom says the trip to Via's school will be a "bit of a schlep." What does she mean? Can you guess the meaning from the rest of the paragraph in the book?" [*Shlep is usually a verb, meaning to drag or haul. Here it is used as a noun to mean a long or difficult trip. The paragraph in question is about three quarters of the way through the chapter called The Deal.*)]

Activity #3

Give students about 10 minutes to do the vocabulary work for 2: Home - Padawan. When they are finished, review the vocabulary, check their work together as a class, and ensure they have the correct answers to study from.

Note: Give students ample time to complete the vocabulary work for each reading assignment before beginning the reading. Be sure to review the vocabulary work for each reading assignment *prior to their reading* so students will have an understanding of the words when they encounter them in the text. This could be done as simply as posting the answer key for the worksheet so students can check their own answers or you could discuss each word thoroughly—meaning, usage, parts of speech, word forms, synonyms, antonyms, etc. It depends on how much emphasis you/your curriculum places on vocabulary. You will choose how you want to handle the vocabulary. **In the future, instructions for this activity will simply say, "Check the vocabulary work for Reading Assignment ___ as previously directed."**

Activity #4

Read 2: Home - Padawan orally in class.

If you are doing the oral reading evaluations, have students read their assigned sections and complete the Oral Reading Evaluation form for each student provided in Lesson One.

If students do not complete reading 2: Home - Padawan in this class time, they should do so prior to discussing the study questions for 2: Home - Padawan in the next class period.

That means either you will delay doing the discussion until students assigned to read orally in 2: Home - Padawan have done so (continuing at the beginning of the next class meeting), **or** you will skip the oral reading for the rest of 2: Home - Padawan (and let students read the remainder of 2: Home - Padawan as homework), do the study question discussion for 2: Home - Padawan as planned at the beginning of the next lesson, and continue with oral reading evaluations in the next class period with the next reading assignment (3: Wake Me Up - Names).

If you have completed the oral reading evaluation for this term, have students read 2: Home - Padawan silently.

Assignment 4

A Tour of the Galaxy - Time to Think

1. Why is Via able to take care of herself and not complain?
2. How does Via remember her life before Auggie was born?
3. When Via comes home from her visit to her grandmother, what does she become aware of?
4. What is the secret that Grans tells Via right before her death?
5. What does Via think is the best thing about high school?
6. Why does Via lie to Miranda about being picked up by her mother instead of being driven home by Miranda's mother?
7. What does Auggie do to his hair that upsets Via? Why?
8. What caused Auggie's facial problems?
9. What is the Punnett square?
10. Who are Via's new friends at the smart kids' lunch table?
11. Why is Halloween not Via and Auggie's favorite holiday this year?
12. Via talks Auggie into going to the parade and also into going back to school. During their conversation, what does Auggie tell Via that makes her feel happy?

Assignment 5

Weird Kids - The Egyptian Tomb

1. Why does Summer sit at the lunch table with August the first day of school? Why does she keep sitting with him?
2. What does Maya explain to Summer about the Plague?
3. Why does Summer leave Savanna's Halloween Party?
4. Why is Summer mad at Auggie?
5. When Auggie goes to Summer's home to do homework, what surprising thing does he find out about her?
6. Why does Auggie like the idea that we are born again as a new person after death but with the same soul?
7. What is Auggie's attitude when Summer asks what is wrong with his face?
8. Is the Egyptian Museum exhibit a success?
9. What does Summer say to Jack when he asks why Auggie is mad at him?

Assignment 1

Ordinary - The Deal

- ___ 1. If August could have one wish, what would it be?
- A. August would wish for more money.
 - B. August would wish for more friends.
 - C. August would wish for a normal brain.
 - D. August would wish for a normal face.
- ___ 2. August was homeschooled until fifth grade. Why?
- A. August was homeschooled because he didn't want to go to school.
 - B. August was homeschooled because he had had twenty-seven surgeries since he was born.
 - C. August was homeschooled because his parents didn't want him to be teased at school.
 - D. August was homeschooled because he is a slow learner.
- ___ 3. When August's mother sees him for the first time, what does she notice about him?
- A. His mother sees a lot of future problems.
 - B. His mother notices that he reacts like any newborn baby.
 - C. All his mother can see is how pretty his eyes are.
 - D. All his mother sees is a tiny, ugly face.
- ___ 4. When the family visits Christopher in Bridgeport, what do August's parents quarrel about?
- A. August's mother says she can't teach fractions so August needs to go to school. His father says he will teach August fractions at home.
 - B. August's mother thinks they should go straight home; his father wants to stop at another friend's house.
 - C. August's mother thinks he should go to school; his father thinks Auggie should stay home.
 - D. August's mother thinks he should go to Beecher Prep; his father thinks he should go to public school.
- ___ 5. How does his dad convince Auggie he should go to school?
- A. Auggie's dad says he has been a brave boy about all his operations and must be brave about meeting new people.
 - B. Auggie's dad uses laughter; he makes jokes about Principal Tushman's name.
 - C. Auggie's dad tells him that Auggie's mother doesn't have time to teach him.
 - D. Auggie's dad tells him he has to try going to school. If he doesn't like it, he can quit.

Vocabulary Assignment 1

Ordinary - The Deal

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean in the spaces provided.

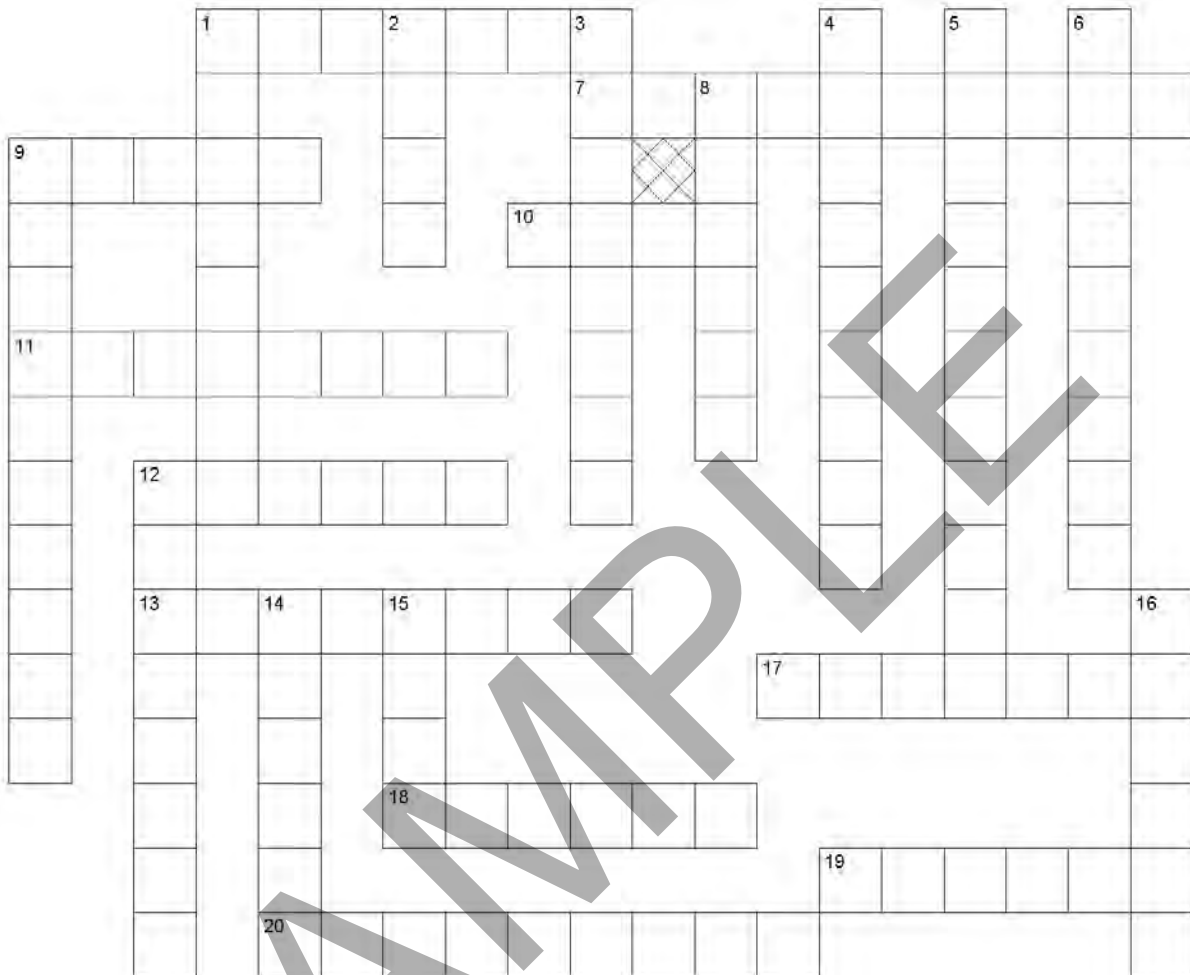
1. She once tried to draw me a Darth Vader, but it ended up looking like some weird mushroom-shaped robot.
2. They told Mom and Dad I had a cleft palate and some other stuff going on. They called it "small anomalies."
3. "...we should have told you." said Dad. "In hindsight," sighed Mom, "yes, I guess."
4. "You didn't tell me we were taking a tour," I said in my accusing voice.
5. "I pity the fool?" he said in a funny voice, like he was imitating someone.
6. "Auggie, sweetie, don't interrupt," said Mom.
7. I'm not exaggerating when I say this, but my heart literally started beating like I'd just run the longest race in the world.
8. "No, that's just your group," explained Charlotte, ignoring Julian's smirk.
9. "I don't think he's going to want to be in the school play, Charlotte," said Julian sarcastically.
10. "Julian, you're being so obnoxious!" said Charlotte, which made Julian laugh.

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

- | | |
|----------------------|---|
| ___ 1. WEIRD | A. Things that are unusual, unexpected |
| ___ 2. ANOMALIES | B. Charging with an offense; blaming |
| ___ 3. HINDSIGHT | C. Understanding an event after it has happened |
| ___ 4. ACCUSING | D. Exactly as the words mean |
| ___ 5. IMITATING | E. Not noticing or paying attention to someone or something on purpose |
| ___ 6. INTERRUPT | F. Spoken in a negative way in which the words mean the opposite of what they usually mean |
| ___ 7. LITERALLY | G. Copying |
| ___ 8. IGNORING | H. Unusual; strange |
| ___ 9. SARCASTICALLY | I. Unpleasantly annoying |
| ___ 10. OBNOXIOUS | J. To cause a break in conversation or actions before the conversation or process is complete |

SAMPLE

VOCABULARY CROSSWORD



Across

1. Highly ornate as in the style of the European music, art, and architecture in the 17th and 18th centuries
7. Failing to care for or pay proper attention to
9. Unusual; strange
10. Small, involuntary, repeated muscle movements
11. Give a reason for doing something
12. Creatures from another planet; foreigners
13. Ability or strength to do something
17. Experiences an inward embarrassment or disgust; pulls away in fear
18. Continuous walking back and forth
19. Extreme confusion and disorder; violent disorder and/or damage
20. Plenty; a large amount

Down

1. From two different races of people
2. Promise
3. Having a right to something
4. Mark an event with a joyful social gathering or by other means
5. A statement giving the creator of the work credit
6. Science concerned with hearing
8. Rumors or talk of a personal or sensational nature
9. Making quiet sounds showing sadness or need
12. Charging with an offense; blaming
14. Extreme fear or dislike of something
15. On the edge between two situations
16. Think something is true without looking for proof or thinking about other possibilities