

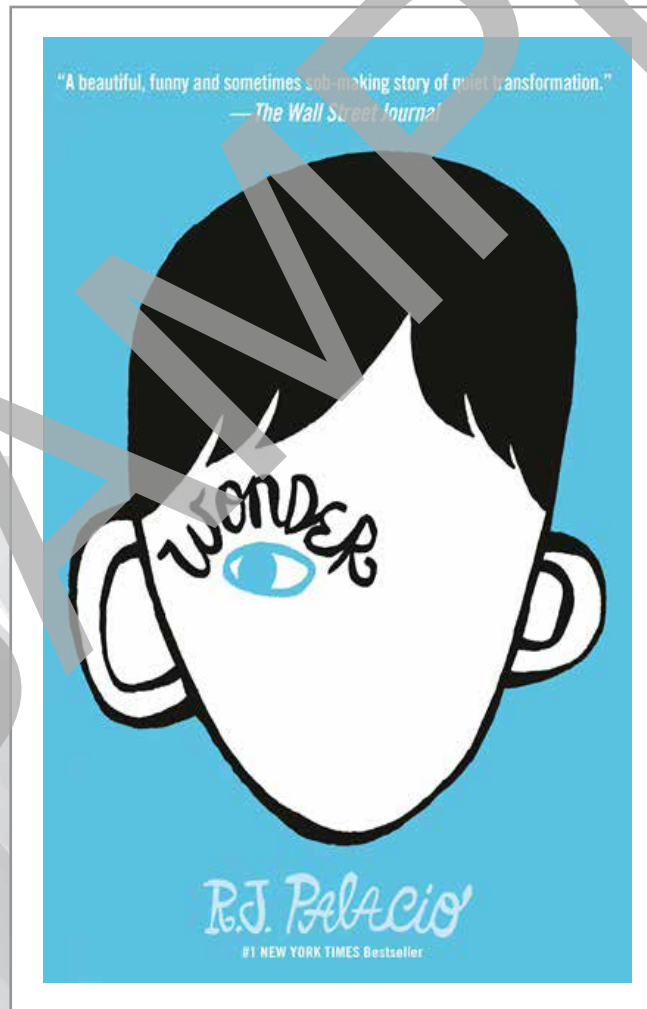


STUDENT PACKET

GRADES 6-8

Wonder

R. J. Palacio



READ, WRITE, THINK, DISCUSS AND CONNECT

Wonder

R. J. Palacio

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following questions.

1. Who is the author?

2. What does the title suggest to you about the novel?

3. When was the novel first copyrighted?

4. How many pages are in the novel?

5. Thumb through the novel. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the novel?

6. What does the cover suggest to you about the novel?

Name _____

Word Map

extraordinary	petrified	surgeries	hysterical
hindsight	electives	percussion	baritone
incubator	sarcastically	obnoxious	forewarned

Directions: Complete a word map like the one below for six of the above words.

Synonyms

Antonyms

WORD

Definition in your own words

Used in a sentence

Name _____

Olivia's Brother—After the Show

1. Why is Justin surprised at Auggie's appearance, even though Via described him?
2. How do the Pullmans differ from Justin's parents?
3. How does Justin help Jack without Jack knowing it?
4. Why doesn't Via want to tell her parents about the show?
5. Why does the "war" at Beecher Prep eventually fade?
6. Why does Auggie finally agree to wear his "new bionic Lobot hearing aids" (p. 215)?
7. Why is Via, Auggie, and their mom's argument over dinner cut short?
8. How does the reader know that the dispute over attending the play is over?
9. Why did Miranda lie about herself at summer camp?
10. Why does Miranda fake a sickness just before the play?

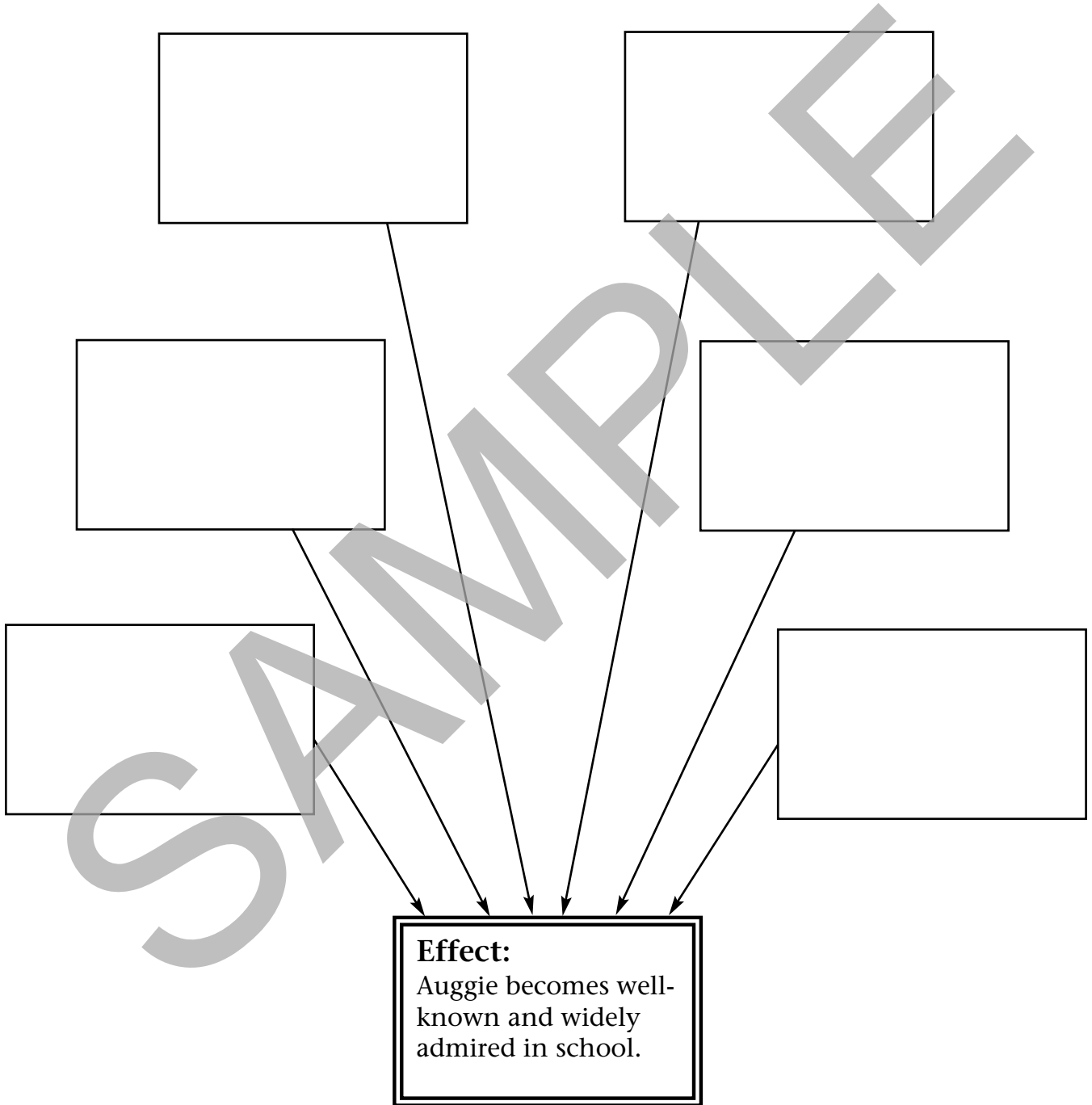
The Fifth-Grade Nature Retreat—Appendix

1. Why is Auggie nervous about the fifth-grade nature retreat?
2. Why does Auggie place Baboo and a note on his bed?
3. Whom do Jack and Auggie encounter in the woods?
4. Describe the confusion that occurs in the woods.
5. What do Auggie's parents believe about good people and bad people?
6. What surprise do Via and her father bring home to Auggie?
7. What "shift" does Auggie notice when he returns to school?
8. Why isn't Julian returning to Beecher Prep for sixth grade?
9. Why did Auggie's dad throw out Auggie's astronaut helmet?
10. What does Auggie notice about Jack's feelings toward Summer?
11. What points does Mr. Tushman stress in his speech to the fifth-grade students?
12. Which award does Auggie receive at the graduation ceremony?
13. What does Auggie's mom thank him for on the walk home?
14. How does Auggie's precept tie in with the story of his birth?

Name _____

Cause/Effect Map

Directions: Fill in six causes that lead to the effect listed below.



Name _____

Sociogram

Directions: Write the name of a different character in each circle. On the “spokes” surrounding each character’s name, write several adjectives that describe that character. How does one character influence another? On the arrows joining one character to another, write a description of the relationship between the two characters. Remember, relationships go both ways, so each line requires a descriptive word.

