

Student Packet

Grades 7–8

Wonder

R. J. Palacio

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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WONDER

by
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Student Packet

Written by
Mina Watts

- Contains masters for:**
- 2 Prereading Activities
 - 6 Vocabulary Activities
 - 1 Study Guide
 - 4 Character Analysis Activities
 - 3 Literary Analysis Activities
 - 1 Comprehension Activity
 - 1 Critical Thinking Activity
 - 1 Writing Activity
 - 3 Quizzes
 - 1 Novel Test
- PLUS** Detailed Answer Key
and Scoring Rubric

Teacher Note

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

Note

The 2012 Alfred A. Knopf hardcover edition of the novel, © 2012 by R.J. Palacio, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-375-86902-0

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

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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 _____

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 _____

A Tour of the Galaxy–The Egyptian Tomb

1. To what does Via compare Auggie in her galaxy metaphor?
2. How does Via gain another perspective after spending four weeks at her grandmother's?
3. What miracles have doctors witnessed with Auggie's case?
4. How did elementary school and middle school differ for Via?
5. How has Miranda and Via's friendship changed since middle school?
6. Why is Via surprised when Auggie asks her, "Why would people be mean" (p. 96)?
7. Why does Via insist she can take the subway home on the second day of school?
8. Why does it worry Via that she and Auggie carry the same mutant gene as both their parents?
9. Why is Via allowed to stay home from school on Halloween?
10. How does Via cheer Auggie up after he comes home sick on Halloween?
11. How does Via feel when Auggie tells her that Miranda called?
12. Why did Summer initially sit with Auggie?
13. Why does Savanna invite Summer to her Halloween party?
14. What is Summer's hint to Jack about why Auggie is mad at him?

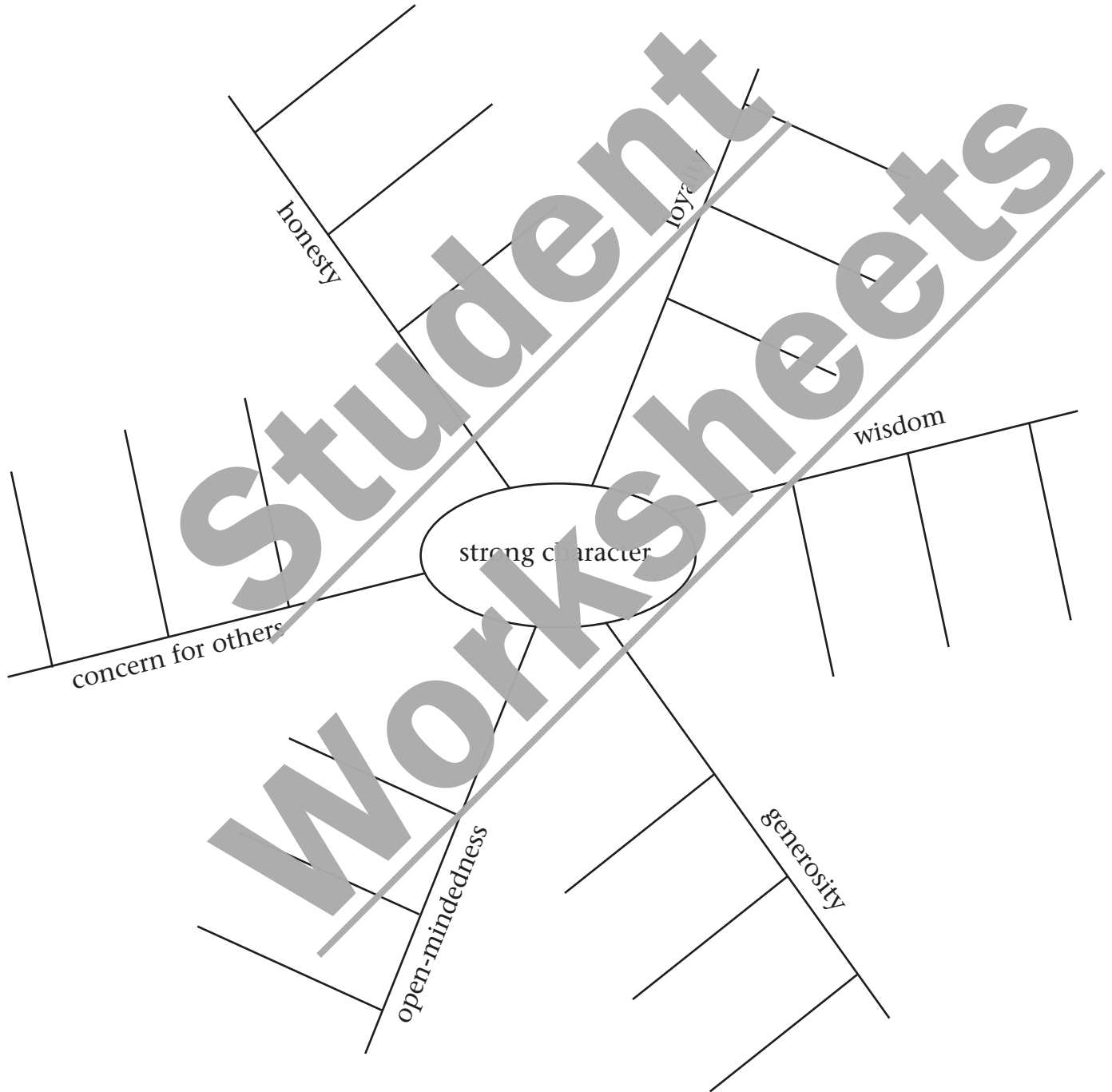
The Call–The Boyfriends

1. When did Jack first see Auggie?
2. Why does Jack sometimes give in to Mr. Tushman's request?
3. Why does Jack feel ashamed of the sled he got punished?
4. Why does Summer's hint finally make sense to Jack?
5. Why does Jack punch Julian?
6. What significant events are revealed in the chapter titled, "Letters, Emails, Facebook, Texts"?
7. Why do all of Jack's classmates ignore him when he returns to school?
8. Why does Jack call himself a hypocrite?
9. Who tells Summer the "official sides" of Julian's war?
10. How does Jack know that Auggie told Via about the Halloween incident?

Name _____

Attribute Web

Directions: Consider what makes up a person's character. For each quality shown below, list three characters who demonstrate it in the novel. You may use characters more than once, but do not use one character more than three times.



Name _____

Bio-poem

Directions: Using the format below, write a bio-poem about the protagonist in the novel. Then, write a bio-poem about yourself using the same format. Write a paragraph describing the values and characteristics you share.

- Line 1: First name only
- Line 2: Lover of (list three things character loves)
- Line 3: Giver of (list three things character gives)
- Line 4: Needs (list three things character needs)
- Line 5: Wants (list three things character wants)
- Line 6: Is good at (list three things character is good at)
- Line 7: Should work on (list three things character needs to improve)
- Line 8: Is similar to (list three people/other characters to whom this character is similar and list a reason for being like each character)
- Line 9: Survivor of (list three things the character survives)
- Line 10: Last name only

Title _____

1. _____

2. _____

3. _____

4. _____

5. _____

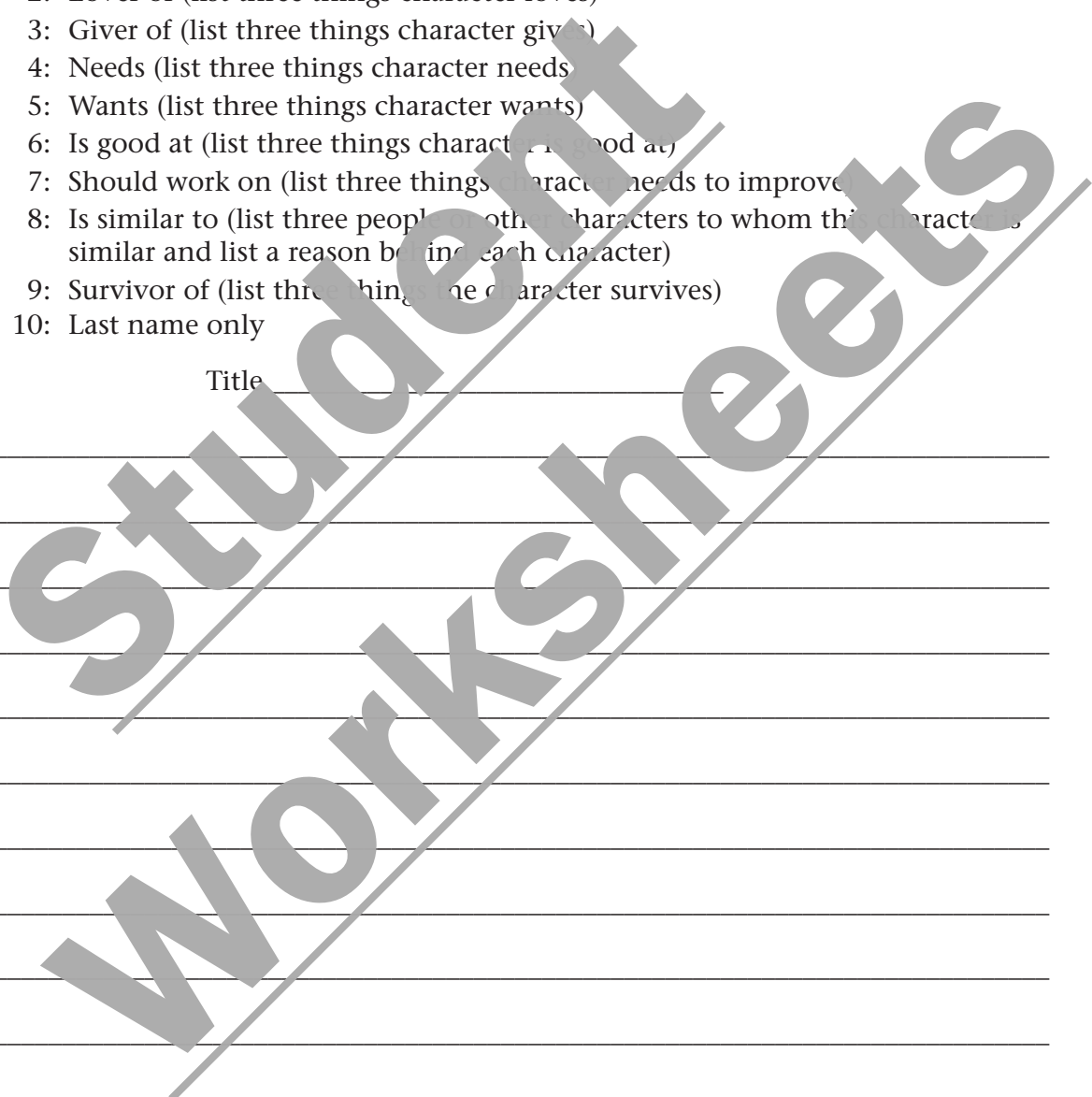
6. _____

7. _____

8. _____

9. _____

10. _____



Name _____

Character Growth

Directions: Characters often “grow” throughout a novel as they learn and change. In the rings surrounding Auggie’s name below, write either examples of Auggie’s growth or events that caused the growth. Write the examples or events in the order they occurred in the novel.

5.

4.

3.

2.

1.

Auggie