

Wonder: Activity Plan 4

Reading Skill:

2d. Make inferences from the text / explain and justify inferences with evidence from the text.

I can make inferences and justify my opinions with evidence from the text.

Vocabulary and Key Phrases:

evites, RSVP, blaster, first grade, dorky, aversion, elective, squished, oozing.

Prior Learning: Children will have read p. 43-65.

Reading Task: p. 66-81, [Wonder by Natalie Merchant Video](#) & lyrics.

Reading Questions

Reading Questions and Answers p. 76-78

Content Domain Focus: 2d

- p. 76. Would the person who high-fived August on the stairs have done so if they'd not been wearing masks? Why not?
- p.76. In the first paragraph, August says he wants to be seen. Why?
- p.76. How did August know that Darth Sidious was Julian? How is Julian's mask appropriate?
- p. 76. Why do you think August went to stand near the other boys?
- p. 77. Who is the second mummy?
- p. 77. August would be upset about two aspects of what the second mummy said. What are they?
- p.77. Why do you think August leaves the classroom at this point?

Deeper Reading:

- p. 76. Why might it be ironic that August is proud to walk around in a scary 'freak' mask?
- p. 76. This is a quotation from The Rose Society by Marie Lu: "Those who wear masks often tell us more truths than those with open faces." How might this quotation be true in the case of the scene on page 77?
- p. 77. August is listening to the conversation throughout page 77. At the point where Julian asks, "Then why do you hang out with him so much?" how do you think August's emotions would change?

Related Activities

Punctuation and Grammar: Children complete [Consolidating Speech and Action](#) Activity Sheet.

Vocabulary: Children complete [Portmanteau Words eVitation](#) Activity Sheet.

Comprehension: Children reread p. 71-75 'The Cheese Touch & Costumes'. And complete the [Comprehension Activity Sheet](#).

Music Video and Lyrics: Children watch [Wonder by Natalie Merchant](#). Then complete the [Wonder Song](#) Activity Sheet.

A Life in Costumes: Children work with a partner to draw and/or describe alternative fancy dress costumes that would be suitable for a child to wear at ages 1 to 10. They can use kids' fancy dress costume images from the Internet and the Costume Template to help them to draw the costumes.

Challenge! Next to each drawing/description, children explain why the child might be wearing that costume at that age and why it's particularly suitable to their interests.

Draw and Make: Children will design a halloween mask or costume (or if you prefer, an ordinary fancy dress mask or costume). Working with a partner, they will annotate the mask/costume by giving instructions to their partner, the mask/costume maker. Children can use the [Design a Mask](#) activity or [Design a Halloween Costume](#) activity to design the mask or costume.

Children can then compare their partner work and completed designs with those of August and Summer's on p. 68-69.

Challenge! If there is time, they can make and decorate their mask or costume.