

Wonder: Activity Plan 6

Reading Skill:

2f Identify / explain how narrative content is related and contributes to meaning as a whole.

2h Make comparisons within the text.

I can relate narrative content to the meaning of the text as a whole and make comparisons with other sections of the text.

Vocabulary and Key Phrases:

Plague, grade, bragging, bummer, Anubis, Uggs, pinky, faking, weirded out, mantel, register, biracial, buff, mandibulofacial dysostosis, batted, morphed, exhibit, artifacts, flashlights, deformed, stroller, block, kindergarten, kiddo, messed up, hanging out, bummed, honking, sledding, banged-up, slats, duct tape, sphinx, gazillions, doorman, kinetic, puke.

Prior Learning: Children will have read p. 82–117.

Reading Task: Read p. 118–152.

Reading Questions

Reading Questions and Answers p. 119–132.

2f & 2h Content Domain Focus.

p. 119–120 Why does Summer sit with August at lunch?

p. 121–122 Summer isn't in the 'popular group'; why is she invited to Savanna's party?

p. 124–126 One of the themes of this chapter is 'secrets and lies'. Can you explain this?

p. 127–130 In this chapter, we see in detail what a good relationship Summer has with August. Can you summarise (get it?) what they're doing with each other in this chapter?

p. 131–132 Which other scene does this chapter remind you of? How is it different to that scene? It might be helpful to look back at it.

p. 132 Does Summer break her pinky promise?

Deeper Reading:

p. 119 Where do you think Charlotte got the idea about Mr Tushman in line 9? Where have you heard this before?

p. 121–123 Why do you think the author has included this chapter? What does it tell us about the community, about Summer and what message is the author sending to the reader?

p. 124–126 Compare August and Summer's behaviour in this chapter to that of the 'popular' kids in the previous chapter.

p. 128 August mentions his grandmother on this page. His words provide a contrast to other characters. Explore your ideas around this.

p. 131 Why do you think the author has included this scene? Remember, authors usually have more than one purpose!

Related Activities

Punctuation and Grammar: Children complete the [Italics Activity Sheet](#).

Challenge! Children create their own text with italics in accordance with the rules.

Vocabulary: Children complete the [Reverse Crossword](#) activity sheet.

Challenge! Children skim a dictionary or the Internet for 10–15 foreign words used in English and create a crossword or word search with clues (using online tools if available). (Non-online version available).

Comprehension: Children read pages 134–152 and complete the [Comprehension Activity Sheet](#).

For part B, Q. 7, you may wish to find examples of images to share with children rather than asking them to search themselves.

Wah Wa Wa Wah Wa Wa: Children watch the short [Charlie Brown Extract](#).

They write a short script for a scene from Charlie Brown, from a missing chapter from Wonder, or their own school.

Girls' Attitudes Survey: Children complete the [Girls' Attitudes Survey Activity Sheet](#) with data from [Girlguiding](#). Further data can be extracted from the full Girlguiding report if desired.

Challenge! Children have two opportunities to debate and give their opinions on what the data tells them about girls' attitudes and their situation regarding 'looks'.

SpeakIt – Inspirational & Ordinary: It is recommended that this activity is taught as a whole class as a Speaking and Listening Lesson so that children can be supported by the teacher in their exploration of the topic of facial disfigurement, difference and inspiration. The lesson could be delivered by an adult in small groups during a guided reading session using the [Inspirational or Ordinary – Supported Prompt Sheet](#). Alternatively, the [Inspirational or Ordinary – Independent Activity Sheet](#) is available if you wish to teach this lesson as an independent guided reading task.