

Wonder: Activity Plan 7

Reading Skill:

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

I can make inferences about character from the text and justify my inferences with evidence from elsewhere in the text.

Vocabulary and Key Phrases:

Retrospect, protocol, prejudicial, secured, burden, abundance, dissed, sup, freakin', messed up, news flash, Photoshopping, hypocrite, hot, zydeco, Creole, floppy disks, tic, gig, lame, blew, gangbanger, folksy, jock, cheerleader, theorem, flattened third, major chord.

Prior Learning: Children will have read p. 118–152

Reading Task: p. 153–204.

Reading Questions

Reading Questions and Answers p. 153–183

Content Domain Focus: 2d

p. 153–154. Why do August and Jack go out of the room so quickly? Give two reasons for each of them.

p. 155–157. The chapter, 'Detention', is a chapter of two parts. Can you explain why?

p. 158. Do you think August sent the holiday card to Jack? Explain your answer.

p. 163. How do you know that Jack's parents got the email from Julian's mum? And which of Jack's parents wrote the email?

p. 168–169. What does Jack's experience remind you of?

p. 170–173. Charlotte is nervous. Find evidence for this and explain why she is nervous.

p. 177. Summer tells the boys that Charlotte made the list. Why is this not a surprise?

p. 180–183. Why might Jack envy August? Find evidence.

Deeper Reading:

p. 154. Why does Jack punch Julian? Give three reasons.

p. 155–157. Mr Tushman is in a dilemma in the chapter, 'Detention'. What do you think is going through his mind?

p. 161–163. Do you sense any conflict between Julian's mum and Mr Tushman in the emails between them? Explain your answer.

p. 153–183. On page 172, Charlotte says that Julian intends for Jack to have a 'wake-up call'. Do you think Jack has a wake-up call in the chapters? Page 176 might give you a clue! Explain your answer.

p. 179–183. At the end of p. 179 and p. 183, August says something funny. Explain why either of the things he says is funny.

Related Activities

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

Challenge! Children write a letter/email with a different level of formality in each paragraph.

Vocabulary: Children complete the [Textspeak Activity Sheet](#).

Challenge! Children research and make an emoticon dictionary.

Comprehension: Children reread p. 186–204 and complete the [Comprehension Activity Sheet](#).

Cubism Multiple Perspectives: This [Cubism Multiple Perspectives Presentation](#) is a whole class art activity or can be used by an adult, teaching small groups during guided reading sessions. Children can then use the [Cubism Cards](#) to view more cubist artwork and complete the [Cubism Criticism Activity Sheet](#).

Different Perspectives: Children watch a TV advert in stages, thinking about how seeing an event from different perspectives can change our views. They then complete the [Different Perspectives Activity Sheet](#).

Challenge! Children read stories from the 'Changing Faces' website.

Making Cubist Portraits: Children complete one of the activities in the [Making Cubist Portraits Activity Sheet](#). The materials for the activity can be pre-prepared by the teacher or the activity completed over two guided reading sessions. Children can choose or be directed to one of the activities, depending on ability.