

Wonder: Activity Plan 8

Reading Skill:

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

2h. Make comparisons within the text.

I can compare different episodes and characters, making links between content and themes in the book.

Vocabulary and Key Phrases:

Psyched, pharaohs, artefact, diorama, orc, KidzBop, Uglydolls, flunked, Lobot, white noise, FBI, bionic, stoop, downtown, fix, understudy, latitude, longitude, ovation, et cetera, snuck, badmouth, prude, Xerox, collegiate.

Prior Learning: Children will have read p. 153-204.

Reading Task: p. 205-248

Reading Questions

Reading Questions and Answers p. 205-227

p. 207 Mom says, 'like seeks like'. Can you think of other examples in the book where this is so?

p. 207-208 August uses two extended metaphors in this chapter. Can you explain them?

p. 211 Why couldn't August wear a standard hearing aid? How does he feel about this?

p. 216 Why are Mom and Via annoyed with one another?

p. 219-220 Why doesn't anyone come into the room for ten minutes? What does August think Mom wants him for?

p. 221-224 How does Mom know that Daisy is going to die?

p. 222 Why does Via hug August so tightly?

Deeper Reading:

p. 207 Why do you think the teachers aren't running the Science Fair like they did the Egyptian Museum? Give two reasons.

p. 208-209 This chapter forms a turning point for Julian and August. Can you explain?

p. 212-213 How does the doctor persuade August to wear the hearing aids?

p. 216 What do you think Mom's reaction was to Via's, 'you've been really good at leaving me alone my whole life'?

p. 219-220 The author often uses sharp contrasts in the book. Can you explain the effect of this sharp change of mood?

p. 225 Mom, Dad and Via are grieving separately to August. August's not involved at all. Why do you think the author has done this?

Related Activities

Punctuation and Grammar: Children complete the [Where's Your Reporting Clause, Auggie? Activity Sheet](#).

Challenge! Children find examples from other books where the author has used a lack of reporting clauses.

Vocabulary: Children work in a group to make a poster with words or phrases which describe or relate to sound.

Challenge! Children imagine a world without sound and pick their *top ten favourite sounds*, justifying why they're so important.

Comprehension: Children reread p. 228-248 and complete the [Comprehension Activity Sheet](#).

Julian's Guide to Bullying: Children complete the [Julian's Guide to Bullying Activity Sheet](#).

It Was OK in the End: Children write about a situation in their own lives where they've been worrying about something for a long time but when the situation has arisen, it's ended up being OK.

Challenge! Children imagine that they're a collector of negative thoughts and have been given the task of writing down as many as they can find.

Chekhov's Gun: Children watch the [Chekhov's Gun PowerPoint](#) and complete the [Chekhov's Gun Activity Sheet](#).