

Wonder: Activity Plan 9

Reading Skill:

2c Summarise main ideas from more than one paragraph.

2g Identify/explain how meaning is enhanced through choice of words and phrases.

I can summarise the main ideas in a section of the book.

I can explain how the author's choice of words and phrases enhances the meaning of the text.

Vocabulary and Key Phrases:

S'mores, prepping, trache, duffel bag, flashlight, cell phone, poncho, chop chop, dorky, quote unquote, pumped, goofing off, rec room, rapelled, ginormous, fairgrounds, soda, jock, brainiac, whooped and hollered, gotten, hopscotched, gross, freakin', firecracker, Freddie Krueger, schmuck, bam, bummed, thug, moron, imbecile, monumental, seismic, cosmic, knuckle punch, juvie court, academically, congrats.

Prior Learning: Children will have read p. 205–248.

Reading Task: p. 249–313.

Reading Questions

Reading Questions and Answers p. 268–310

p. 268–270. How would you describe the structure of these pages? (How are they written?)

p. 271–272. Explain why this chapter is called 'The Emperor's Guard'? Who is the emperor and why?

p. 274. At the top of the page, the author uses the word 'same' a lot. Is this bad writing?

p. 277. Why does August laugh when his mum says, 'thugs'?

p. 282. Describe a 'seismic' shift and a 'cosmic' shift. How does the choice of those phrases add to your understanding of August's new situation?

p. 284–287. Can you summarise this chapter in five bullet points?

p. 289–90. What is the significance of August's hair on these pages and at different points in the story?

Look at the last and first paragraphs of each of the final chapters. How does the author use chapter breaks?

What do you think of the book? Have you learnt anything from August?

Deeper Reading:

p. 268–270. What does the structure of this section tell you about the characters at this point?

p. 273 The author uses a quotation from 'The Lion, the Witch and the Wardrobe' at the beginning of this chapter. Why?

p. 274. At the end of the chapter, August remembers his dad's words, 'like a lamb to the slaughter'. Explain the synonym with reference to the 'Alien' chapter (p. 265–266).

p. 276–280. There are lots of emotions going on in this chapter and a mix of moods. Can you map out some of the moods and emotions through the chapter and match them to paragraphs or phrases? Here are some ideas to work from: Worry, laughter, love, family, hunger and food, funny, sad, serious, pride, gauche, learning, relief, excitement.

p. 285. What's the significance of Mr Tushman calling August 'Auggie'?

p. 290–291. Can you track the changing emotions of Dad and August during their talk about the astronaut helmet? You can draw it as a roadmap (or two), annotate the text, or just discuss each shift of emotion.

p. 293. Why does August say 'dear ol' Dad' at the end of the chapter? He doesn't seem to like those reminders of childhood.

p. 306, 310. August says he's 'an ordinary kid'. At the end of the book, his mum says he's 'a wonder'. Which is he? Support your answer with evidence from the text.

What do you think of the book? Has reading it changed you or your opinions in any way?

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Related Activities

Punctuation and Grammar: Children view the [Subjunctive Mood Reminder Cards](#) and complete the [Subjunctive Mood Activity Sheets](#). If you wish, you can work through the [What Is the Subjunctive Mood PowerPoint](#) with the group or class beforehand.

Comprehension: Children reread p. 249-267 and complete the [Comprehension Activity Sheet](#).

Wonder Music: Children listen to a song which relates to Wonder and complete the [Wonder Music Activity Sheet](#).

Alternatively, set computers up with the songs prior to the lesson.

[Song 1](#) | [Song 2](#) | [Song 3](#) | [Song 4](#) | [Song 5](#)
[Song 6](#) | [Song 7](#) | [Song 8](#) | [Song 9](#)

Challenge! Children write about their response to a song of their own that 'speaks' to them.

Vocabulary: Children use the [Inferring Meaning from Context Activity Sheet](#).

Challenge! Children make their own collection of key words from p. 288-313 and create definitions from context.

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

Challenge! Children pick out other themes in Wonder and explain their choices.

Getting to Know R J Palacio: Children watch the 20 minute [R J Palacio Interview](#) by Tacoma Public Library's Interactive Media Teen Book Club.

Children can read the [Palacio's FAQ Page](#).

Children write a question they'd like to ask the author. The class can choose the three best questions from the class and you could submit it her [twitter account](#) or her email at rjpalaciowebmail@gmail.com.