

KS2 Guided Reading Record

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context.	Retrieve and record information/identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text/explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.

Group: _____

Notes

Skill achieved ✓

Date:	Text:		
Reading Skill:	Focus:		
Date:	Text:		
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KS2 Reading Skills

Name:																				
Reading Skills																				
Pupils should be taught to:																				
2a. Give/explain the meaning of words in context.																				
2b. Retrieve and record information/identify key details from fiction and non-fiction.																				
2c. Summarise main ideas from more than one paragraph.																				
2d. Make inferences from the text/explain and justify inferences with evidence from the text.																				
2e. Predict what might happen from details stated and implied.																				
2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole.																				
2g. Identify/explain how meaning is enhanced through choice of words and phrases.																				
2h. Make comparisons within the text.																				

KS2 Reading Skills Questions

2a Give/explain the meaning of words in context

1. What does this word tell us about the character/setting/atmosphere?
2. Look at a sentence/passage and circle a word/phrase that means the same as...
3. Read this sentence...and circle a word that means the same as...
4. Which words/phrase in this text give us the impression that the main character is...?
5. Which words/phrase in this text give us the impression that the setting is...?
6. Which words/phrase in this text give us the impression that the atmosphere is...?
7. The author uses words like...to describe...What impression does this give us of the character/setting/atmosphere?
8. The author describes the main character/setting/atmosphere as... Think of another word that could be used instead.
9. The author describes the main character/setting/atmosphere as... What impression does this give us about...?
10. Why did the author use the word ... to describe ...?
11. How does the author make the reader feel...in this part of the text?
12. How has the choice of words created the feeling of...?
13. What do phrases such as ... tell you about...?
14. Why did the author choose the words ... and ... to describe...?

KS2 Reading Skills Questions

2b Retrieve and record information/identify key details from fiction and non-fiction

1. Where is the story set?

2. Put the events of the story in the order in which they have happened?

3. What is the name of the main character?

4. How does the main character look/behave/speak?

5. When is the story set?

6. What are the names of the characters in the book?

7. Where would you find a section about...?

8. Can ... have more than one meaning?

9. What does the word... mean?

10. Which word told you that...?

11. What does the phrase...mean?

12. Which phrase told you that...?

13. Find evidence to justify your opinion.

14. What did the...do when...?

15. Where did...go?

16. What does this section tell you about...?

17. Find a word or phrase which tells us how the character is feeling.

18. Where would you look for information about...?

19. What happened at...?

20. Describe...

21. Using the information that you have, could you plan a day at the museum/zoo/gallery?

22. Which paragraph tells us...?

23. Which section tells us...?

KS2 Reading Skills Questions

2c Summarise main ideas from more than one paragraph

1. What is the main argument in this paragraph?
2. What is the main message in this paragraph? Can you describe what has happened in this chapter?
3. Describe how to ride a bike/cross the road/complete the experiment.
4. Using less than 20 words, describe/write a blurb for this book.
5. Highlight only ten words from this page. Close the book. Using the ten words you picked out, turn these into a paragraph about this book.
6. Organise the sentences into the order that you have read them.
7. Make a table/graph/chart/drawing that demonstrates the information in this book.
8. Which is the most important message in this book?
9. Can you describe what happened in 3 sentences?

KS2 Reading Skills Questions

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

1. What does...think?

2. How did ... react?

3. What makes you think that? Give evidence for your opinions.

4. Which words/phrases give you that impression?

5. Why do you think the author chose to...? Give reasons for your answer.

6. Explain why the author chose to...?

7. How was... different after...?

8. How did...?

9. Why did...?

10. Explain why the author chose this word to describe...

11. What ideas are we given about...?

12. What impression do we get about...?

13. What do you think will happen to the main character now? Can you give reasons for your opinion?

14. What makes you think this?

15. Why is...important?

16. What words tell us...?

17. What does the word...imply about...?

18. Which character would you most like to meet? Explain why.

19. Why did the character behave like this?

KS2 Reading Skills Questions

2e Predict what might happen from details stated and implied

1. Using the front cover, can you make a list of details about what you see?
2. Find another book/story with the same topic/themes. Is the content similar? What should this book contain? Check the contents/recap on the story to see if this happens.
3. Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?
4. Based on what you know about the character/event what do you think the story will develop next?
5. Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?
6. Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?
7. Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.
8. Why did the author choose this setting? How does this affect what happens in the story?
9. How is the character like someone that you know? How would she he/react to this situation? How does that affect how you think this character might respond?
10. The character is in a tricky situation. What will the character do next? What would you do? Why?

KS2 Reading Skills Questions

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

1. Explain why the character has done this.
2. Look at the section entitled... Why has this been included in this text?
3. Look at the front cover of this book. What sections would you expect to find in this book?
4. Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?
5. Does the author like the main character? How do you know?
6. What is the purpose of...?
7. How does the layout help...?
8. Why is...in...?
9. Why are..used?
10. What clues do we have that the main character is...?
11. Compare one character to the other. How are they different or similar?
12. Why is it easier to read...?
13. When might someone choose to use this book?
14. In what ways is...like...?
15. Why was this moment important for the rest of the story?
16. What is the author trying to say by writing this story?
17. Why did the author write this book?
18. How has the author organised the text? Why?
19. How does the organisation of this text help us to better understand the information?
20. In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text?
21. Who has the author written this text for?
22. Do the events happen in time (chronological) order? Why is this?
23. Why did the author choose to...?
24. Why does the author use...?

KS2 Reading Skills Questions

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

1. What does the word ...tell us about the character/setting/atmosphere?
2. Find examples from the text that describe ...as being...
3. What does the word...tell us about the character/setting/atmosphere?
4. Look for a phrase that implies that the character is...
5. Look for a phrase that implies that the setting is...
6. Look for a phrase that implies that the atmosphere is...
7. The author uses the word ...to describe... What impression does this give us?
8. How does the author show that the character/setting/atmosphere is...?
9. The author uses the word...to describe... Think of a synonym/antonym for this word.
10. Look for an example of a simile in the text. How does this add meaning?
11. Look for an example of a metaphor in the text. How does this add meaning?
12. Look for an example of personification in the text. How does this add meaning?
13. How have the headings/chapter names been chosen for this book?
14. Explain why the word...is used to describe...
15. Why does the writer compare... to...?
16. What does the word/phrase... tell you about ...?
17. How does the word/phrase...help us to describe...?
18. How has the choice of words created a feeling of...?
19. What does a phrase like ... tell us about ...?
20. Why did the author choose the verbs/adjectives... to describe...?

KS2 Reading Skills Questions

2h Make comparisons within the text

1. Describe how the character reacts to this problem. How is this different/similar to his/her previous reactions?
2. Compare how two characters are reacting to this problem. Who deals best with the situation?
3. How has the character changed during the text?
4. Which is the most important section in this book? Justify your choice.
5. How did people in the past understand this topic, compared to how we understand it today? Why have these views changed?
6. Compare one setting to another in the book. Why are the two settings significant to the story?
7. Why have the sections of the book been organised in this way? Reorganise the sections differently. Which do you prefer?
8. What can you tell about the viewpoint/opinion of the author in this situation/on this topic?

Wonder Y6

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Reading Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

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Reading books that are structured in different ways and reading for a range of purposes.

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✓

Increasing their familiarity with a wide range of books, including fairy stories, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

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Recommending books that they have read to their peers, giving reasons for their choices.

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Identifying and discussing themes and conventions in and across a wide range of writing.

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Making comparisons within and across books.

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Learning a wider range of poetry by heart.

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

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Asking questions to improve their understanding.

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drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

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predicting what might happen from details stated and implied .

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summarising the main ideas drawn from more than one paragraph, identifying key ideas that support the main ideas.

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identifying how language, structure and presentation contribute to meaning.

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discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

✓

✓

✓

✓

Wonder Y6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
distinguish between statements of fact and opinion.									
retrieve and record and present information from non-fiction.	✓			✓		✓	✓		
participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.									
explain and discuss their understanding of what they have read, including through presentations, debates, maintaining a focus on the topic and using notes where necessary.									
provide reasoned justifications for their views.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Wonder Comprehension

Wonder p. 6-7 'How I Came to Life'.

Part A

1. Do you think there are any pictures of August's birth?

2. What does August mean when he says, 'cracking up'?

3. What phrase tells you that August and Via have heard the story before?

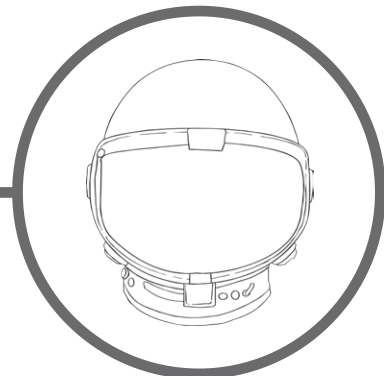
4. What does Mom's expression, 'a walk in the park' mean?

5. Did the video camera break into 'a million pieces'?

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

7. List the events that happened in the delivery room immediately after August was born.

8. Use the **Cartoon Strip Template** to draw these events as a cartoon strip.



Wonder Comprehension

Wonder p. 6-7 'How I Came to Life'.

Part B

1. August says that the room went very quiet when he was born. Why do you think it went quiet?

2. Why does August/the author use multiple short sentences at the beginning of page 7?

3. Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

4. What does the nurse mean by, 'Everyone born of God overcometh the world'?

5. What can you work out about the nurse's background from this phrase?

6. Compare Mom's reaction on first seeing August compared to everyone else's reaction.

7. Why does August mention what the rest of his family look like in the final paragraph on p.7?

Wonder Comprehension Answers

Part A

1. Do you think there are any pictures of August's birth?

Example answer: There are unlikely to be any pictures of August's birth because Dad broke the video camera when August was born. The hospital, though, may have taken pictures for medical records in case August needed medical treatment later or Dad may have had another camera.

2. What does August mean when he says, 'cracking up'?

August means he and Via laugh hysterically when the story is told and they can't stop laughing.

3. What phrase tells you that August and Via have heard the story before?

The phrase is 'when Mom tells this story' or 'when Mom tells it'. It implies that she tells the story a lot and has probably told it throughout their childhoods.

4. What does Mom's expression, 'a walk in the park' mean?

Example answer: A walk in the park means something is easy. Compare walking in the park to walking up a mountain – it's much easier. Via's birth was straightforward compared with August's.

5. Did the video camera break into 'a million pieces'?

Example answer: No, the camera didn't break. It's just an everyday expression (idiom) that it fell to bits. It's an exaggeration, to make the story funnier.

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

Example answer: The word 'fart' is funny anyway because it's a bit rude. If you keep on using the word 'fart' a lot it can be even funnier because you're getting away with writing a rude word like 'fart' down (like I have done here!). August is using it a lot because he's a ten-year-old boy and they tend to find that kind of thing funny, so he's using it as much as he can to make the story funnier. The author is using the word because it shows August's character – his sense of humour. He also knows that the readership is either about that age, slightly older or are the parents of a child that age; they'll appreciate the humour that most ten-year-olds have.

7. List the events that happened in the delivery room immediately after August was born.

1. *The doctor fainted.*
2. *The 'nice' nurse rushed August out of the room.*
3. *Dad ran after her.*
4. *Dad dropped the video camera and it broke.*
5. *Mom got upset and tried to get out of bed.*
6. *The 'farting' nurse tried to keep Mom from getting up.*
7. *Mom was hysterical and the nurse was yelling at her.*
8. *The 'farting' nurse shouted at the doctor and 'kicked' him.*
9. *The doctor woke up.*

Not necessarily in this order, but it's likely that the doctor fainted first, as soon as he saw August's face.

Part B

1. August says that the room went very quiet when he was born. Why do you think it went quiet?

Example answer: Everyone was shocked by August's face. They weren't expecting it – they knew something was going to be wrong with his face but weren't prepared for how bad it was going to be. The doctor, who you'd expect to take control in a situation like this, was young and unfamiliar with the case so he didn't say anything.

2. Why does August/the author use multiple short sentences at the beginning of p. 7?

Example answer: Short sentences tend to make the action go quicker and the rhythm can add to the humour of a situation. August tells the story to the rule of three: short question, short answer plus a short detail – a typical joke rhythm. The author also uses them to indicate August's eagerness and excitement at retelling the story.

3. Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

Example answer: The author wants to show how excited August is about telling the story, to indicate how funny he thinks it is and to show the way August speaks – like an ordinary ten-year-old boy.

4. What does the nurse mean by, 'Everyone born of God overcometh the world'?

Example answer: The nurse is using a Biblical quotation (1 John 5:4). She's trying to comfort August's mum (and probably herself) and give her hope. She means that since the baby is one of God's children, that all will be well: either that he will die and go to heaven where there is no illness or abnormality or that things will turn out fine in the end. It's more a hope, wish and reassurance than a prediction.

5. What can you work out about the nurse's background from this phrase?

The nurse is probably a Christian. (In fact, she may be a born-again Christian, as this phrase is used widely in evangelical Christian churches).

6. Compare Mom's reaction on first seeing August compared to everyone else's reaction.

Example answer: August's mum had no reaction to August's face other than love. She looked beyond his facial features to focus on the beauty of his eyes. She loves him because she's his mother and nothing else matters to her.

7. Why does August mention what the rest of his family look like in the final paragraph on p.7?

Example answer: August is self-conscious about his looks. He wants the reader to know that his family aren't affected by the same conditions that affect him. He's second-guessing what he thinks the reader is thinking. He's also as proud and protective of his family as they are of him so he wants the reader to think well of them (and looks are something he focuses on because of the way he looks).

★ ★
★ Challenge Task ★

Why do August and Via like the story so much?

Example answer: They like the story because it's a funny one and because it's something the family has always told between themselves – so it's a part of the family's history and love for each other. They like it because the comedy of it takes the sting out of a potentially hurtful memory – the shock of August's birth. August likes it because it gives a light-hearted and loving retelling of his birth – he and the family seem to use humour a lot to help him (and them) understand and cope with his condition. Via likes it because, as a young child growing up, she may, equally, have gained comfort from the retelling – it may have helped her to understand or cope with other people's negative reactions to August.

Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part A

Reread p. 54-56. Compare August and his mum's reactions to his first day at school. You should discuss your ideas in your group before you write anything down.

If you wish, you can answer these questions to help you write your answer:

1. Why does Mom ask August how he feels on a scale of 1-10?

2. Why do you think she did the same now?

3. Why do you think August's answer surprised her?

4. Mom offers to carry August's backpack. Why?

5. She calls him 'sweetness'. What do you think of that?

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

7. How do you think August might feel at his mum hugging him in front of everyone?

8. How long are August's answers to Mom's questions on p. 55? Why?

9. Why do you think August kicks the rock down the street?



Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part B

Reread p. 57-60. Compare August's mum and dad's reactions to his first day at school. If you wish, it might help to use the bullet points to structure your comparison.

1. Explain how his dad treats August on these pages, using evidence in the text.
(Aim for 2 points with evidence.)

2. Explain how August's mum treats him on these pages, using evidence in the text.
(Aim for 2 points with evidence.)

3. Do you think his parents have spoken to one another before Dad comes into August's room?

4. What do their reactions tell you about their different relationships with August?
(Aim for 2-3 points.)

★ Challenge Task ★

Reread the section on p. 57 when Dad comes into August's room, then watch one of the **Augie Doggie and Doggie Daddy** episodes on the Internet. Think about how this cartoon and the characters are used by August and his dad in their relationship.

Consider and reflect on the following:

1. When August's dad first saw the cartoons.

2. When and where August himself first saw the cartoons.

3. What their different reactions would have been when August first saw the cartoons.

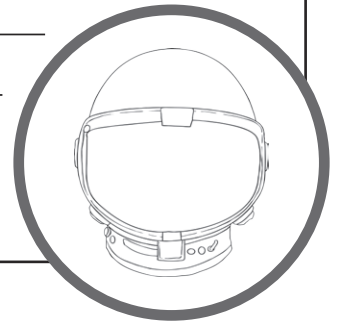
4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

★ Challenge Task ★

5. Their love and care for one another.

6. How their relationship is beginning to change now that August has started school.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.



Wonder Comprehension Answers

Part A

1. Why does Mom ask August how he feels on a scale of 1-10?

Mom asks how August feels on the scale because it's something she's always done during his hospital treatments to show her how much pain he was in.

2. Why do you think she did the same now?

Mom's doing the same now because she's treating the first day at school like a trip to the hospital – something that's going to be painful for August and something that she's going to have to nurse him through, just like she's done countless times before through his childhood.

3. Why do you think August's answer surprised her?

His answer would have surprised her because she was expecting him to have a tough time at school – she would have thought he would have been bullied or had bad reactions to his face and that he would have been upset by it.

4. Mom offers to carry August's backpack. Why?

Mom offers to carry August's backpack because she wants to look after him. She's treating him like a child – the way you'd treat a five-year-old or someone who couldn't look after themselves.

5. She calls him 'sweetness'. What do you think of that?

Mom calling him 'sweetness' is another example of treating him like a child. She's patronising him – but because she just wants to look after him and make it better if he's upset.

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

She's asking him lots of questions partly because she wants to know what's happened, partly because she's nervous and partly because she's only getting short answers from August. She probably spots that he's upset because of his short answers – he's avoiding – and she wants to get to the bottom of what's happened.

7. How do you think August might feel at his mum hugging him in front of everyone?

I think August would feel embarrassed at his mum hugging him here. He's already had a challenging day he doesn't want the other kids to see him being treated like a young kid (as he'd see it) by his mum.

8. How long are August's answers to Mom's questions on p. 55? Why?

August's answers are short, probably because he doesn't want to think about school now it's over. He can't really answer in detail about what's happened because his day has been so complicated and emotional and Mom's questions are coming one after the other. He might be aware that if he did answer properly, he might cry.

9. Why do you think August kicks the rock down the street?

August kicks the rock down the street because he wants to get away from the situation and Mom's questioning. He just wants to have some down time and not think about school and how challenging and emotional it's been.

Part B

Children may choose to answer the question in any way they wish. If they choose to answer the structured questions, example answers are given below. All answers should cover: Dad treating August as both a child and teenager; Mom being nervous and then comforting him (also Mom's treating him in a 'babyish' way earlier in the chapter); and a comparison summary of the two parents' reactions.

1. Explain how his dad treats August on these pages, using evidence in the text.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager ('that was the deal', 'can I ask you something', 'I'm as much to blame').

2. Explain how August's mum treats him on these pages, using evidence in the text.

August's mum acts nervously towards him when she first comes into the room (she peeked her head into the room and 'looked kind of shy'). At the end of the chapter, she comforts him when he's upset (she wraps her arms around him, offers him 'soft words' and kisses him on the face).

3. Do you think his mum and dad have spoken to one another before Dad comes into August's room?

I think they have spoken to one another beforehand. Mom knocks on the door straight after Dad and August have talked about her and Dad conveniently has work to do that will allow Mom to spend time with August. They've been shown as loving parents prior to this – and that's what good parents would do.

4. What do their reactions tell you about their different relationships with August?

Dad seems to allow August to open up, with a combination of his humour and direct talk. Once he's opened up and begun to react to his true feelings, his mum gives him support and comforts him emotionally. It's like they're August's support tag-team with different roles.

★ Challenge Task ★

1. When August's dad first saw the cartoons.

Dad probably saw the cartoons in the 1970s or 80s, when he was a boy. They'll remind him of when he was a child and of his relationship with his own dad.

2. When and where August himself first saw the cartoons.

The book says that August first saw the cartoons in hospital when he was four.

3. What their different reactions would have been when August first saw the cartoons.

August, as a four-year-old would have just found them funny. He wouldn't have been able to understand some of the humour in them because it's aimed at adults or older children, but he'd have liked the silliness, the animals and the relationship of Augie Doggie and his dad. Dad would have wanted to share the cartoons with his son because he'd have enjoyed them when he was a boy. August would have been in pain in hospital, so the funny cartoons would have been good to show him to take his mind off the pain. Dad tends to use humour to connect with August – he uses it to distract August from demanding situations.

4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

Dad's a bit of a joker. He's got a kid's sense of humour and he likes making people, especially August, laugh (for example, the jokes about Mr Tushman in the car). August laughs at his dad's jokes and likes the shared references they have (Augie Doggie) and joins in with them – 'dear ol' Dad'.

5. Their love and care for one another.

They clearly get along. Dad seems to know just when to be silly with August and when to speak to him seriously: when they're talking in August's room, he asks him if he's annoyed with Mom then soon after picks up his hand and waves it at Mom, to lighten the mood.

6. How their relationship is beginning to change now that August has started school.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager. August is opening up to his dad and beginning to tell him how he really feels. He trusts his dad and responds to him. He knows being put to be is 'babyish', as he says, but he accepts it for the moment.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.

Dad refers to Augie Doggie because he's trying to lighten the mood a little. He knows that August is upset and perhaps annoyed with his mum – they'll have spoken about it before he goes into August's room. Mum comforts him with hugs, kisses and kind words towards the end of the chapter, when August cries. Both care for him and treat him with love and – to some extent – treat him younger than his years.

Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part A

1. Why do you think that dance class is August's least favourite subject?

2. Does August like science? How do you know?

3. On page 71, do you think that the dance teacher was aware what was going on?

4. Why did August's hand touch Tristan's?

5. How do you think the Cheese Touch idea got started at Beecher Prep?

6. What's the difference between Tristan and Julian in the way they treat August?

7. Why does August like Halloween so much?

8. Do you think the astronaut helmet had been put in Gran's attic?

9. Why does August want to be Boba Fett from The Empire Strikes Back?

10. Why do you think Dad thinks Bleeding Scream is a better costume?



Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part B

1. On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

3. Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him. What would you say?

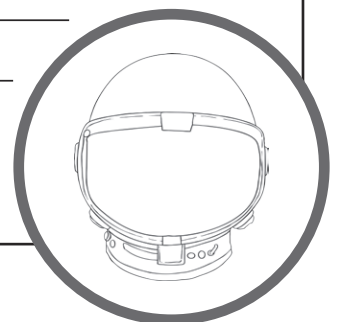
6. Do you have any thoughts about the costumes August has worn for Halloween in his life?

7. Mom spent ages making August's costume. Why doesn't he put it on?

8. August gets annoyed with Dad at the end of page 75. Why?

★ ★ ★
★ **Challenge Task** ★

The author doesn't tell us what's wrong with Via on page 74. Why not? What do you think the problem might be?



Wonder Comprehension Answers

Part A

1. Why do you think that dance class is August's least favourite subject?

August is probably embarrassed about other children not wanting to dance with him. He doesn't want to have to deal with it.

2. Does August like science? How do you know?

August clearly likes science because he talks about the lesson in detail and he says it's cool.

3. On page 71, do you think that the dance teacher was aware what was going on?

I think the dance teacher probably was aware what was going on because she changed the lesson so that no one was dancing with anyone else. She probably didn't want to embarrass the children.

4. Why did August's hand touch Tristan's?

August's hand touched Tristan's because he was trying to move his foil from the plates just as Tristan was moving his.

5. How do you think the Cheese Touch idea got started at Beecher Prep?

Example answer: The Cheese Touch idea was probably started by someone like Julian. It's the kind of nasty game that children play. They are being nasty but after a while it just becomes something that everybody does without even thinking about it – the children aren't being deliberately horrible, they've become caught up in the nasty game but that doesn't excuse their behaviour.

6. What's the difference between Tristan and Julian in the way they treat August?

Example answer: Julian is deliberately nasty towards August. He goes out of his way to bully him and set other children against him. Tristan, however, is 'okay-nice' to August but he's not particularly friendly and he is one of those who continues the Cheese Touch 'game'.

7. Why does August like Halloween so much?

August likes Halloween because he gets to wear a mask so that no-one can see his face. He gets to be treated like everyone else.

8. Do you think the astronaut helmet had been put in Gran's attic?

Example answer: I don't think the helmet is in Gran's attic otherwise Mom would have found it by now. I think that Mom got rid of the helmet because August was wearing it so much and it wasn't good for him to keep hiding his face inside the helmet.

9. Why does August want to be Boba Fett from The Empire Strikes Back?

August wants to be the grown-up version of Boba Fett. Since he's started school, he's consistently wanted to be treated like a grown-up.

10. Why do you think Dad thinks Bleeding Scream is a better costume?

I think that Dad thinks Bleeding Scream is more grown up than the Star Wars costume. It's also more appropriate for Halloween.

Part B

1. On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

Example answer: Mrs Antanabi wouldn't have wanted to embarrass August and the other children with bringing up the subject of no-one wanting to dance with him. It's probably happened before in the dance lessons and she'd be aware that it was a problem.

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

Example answer: Ximena couldn't help how she felt. She had a panic attack and that's not something you can immediately stop yourself from having. She felt fearful and this is how the fear showed itself. It's still insulting to August and would need to be talked about. If I were her friend, I'd tell her to get to know August and see what he's like so that she'd find out that he was really nice and that his face is just how it is – nothing to be afraid of. I think it would be difficult for her to do this because of people like Julian who would tease her for being friends with August. I'd suggest she talks to her dance teacher about it so that she can help to sort the situation.

3. Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

Example answer: Ms Rubin dealt with the issue of the other children avoiding being close to August there and then. She gave direct instructions to the children to go and stand next to him. She doesn't avoid the situation like Mrs Antanabi does and tackles it head on. Although August says he doesn't like it, I think that this is a better reaction because it's less likely to happen again in future science lessons because the children know that the teacher will deal with it.

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

Example answer: August is about to tell us something horrible that Tristan has done. He doesn't want us to get the wrong idea about him that he's someone like Julian who's deliberately nasty. He's trying to be fair. If you ask me, he's a bit too forgiving of people who treat him like dirt!

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him. What would you say?

Answers written as Ms Rubin which mention Tristan's behaviour, how August feels about it, how the Cheese Touch got started and how she expects Tristan to behave in class in the future. Ms Rubin would probably take the matter further with Mr Tushman.

6. Do you have any thoughts about the costumes August has worn for Halloween in his life?

Example answer: August's costumes match his age and his interests. When he's younger, he wears costumes related to Disney films and stories. His dad wears matching costumes alongside him for a time so that he can accompany him to Halloween parades and parties. He then gets into space and Star Wars when he's a bit older – that matches his age. Finally, he wears the Bleeding Scream mask – a scary one that's suitable for Halloween.

7. Mom spent ages making August's costume. Why doesn't he put it on?

Example answer: August didn't feel like wearing it. It could have been the paint smell or the amount of time it took to put on. It could be that he knew his dad was in a hurry or that he was flustered by Via's meltdown. Or it could be that he subconsciously had a feeling about Julian when he heard about his Jango Fett costume.

8. August gets annoyed with Dad at the end of page 75. Why?

Example answer: August gets annoyed because Dad doesn't know the difference between Boba and Jango Fett. Everyone knows the what difference is for goodness' sake! He's also probably a bit flustered about Via's meltdown and maybe a feeling a little guilty about not wearing Mom's Boba Fett costume.

★ ★
★ Challenge Task ★

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?

I think the author is wanting us to read on. The section of the book (if you sneakily read on) looks like it's about Via so she's linking this section with the next – it's a cohesive device. We don't know at the moment what the problem is but all through the book we've been hearing about August's problems, we've not heard anything about Via's. She must be going through her own difficulties starting a new school, having August's problems to deal with herself and just being a teenager. We're likely to find out more in the next section.

Wonder Comprehension

Wonder p. 88-90

Part A

1. On page 88-89, Via describes August's face. Make notes on August's eyes and mouth in spidergram form.

2. Close your eyes and imagine what August's face looks like, feature by feature. Spend about a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

3. Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

4. There are no illustrations of August in the book? Why not?

5. Why do you think the author gives such a detailed description of August's face?

6. Why doesn't Via speak to him about the hearing aids?

7. Why was August easier to 'read' before the surgeries?

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Wonder Comprehension

Wonder p. 88-90

Part B

1. Why do you think the author has waited until this point in the book to describe August's face in detail?

2. On page 89, Via compares August with Grans. Explain this comparison.

3. Which word on page 90 recalls another part of the chapter? Explain your answer.

4. On page 90, What does Via think of her family's treatment of her brother? Can you find two examples elsewhere in the text to illustrate this?

5. Why do you think the author has introduced Via as narrator at this point in the book? Give two reasons and explanations for your answers.

6. How does Via's narration change our view of August? Give two reasons with explanations.

7. Why does the author have Via describing August's face instead of Mom, Jack or Julian?

Wonder Comprehension Answers

Part A

1. On page 88-89, Via describes August's face. Make notes on August's eyes and mouth in spidergram form.

Example answers could include:

<i>Eyes</i>	<i>Mouth</i>
<i>Inch below 'normal'</i> <i>Slant downwards</i> <i>Diagonal slits</i> <i>Bulge outwards</i> <i>Top lids half closed</i> <i>Lower lids sag</i> <i>Can see red part of eyes</i> <i>No eyebrows or lashes</i>	<i>Gash from upper lip to nose</i> <i>Teeth small and splayed out</i> <i>Overbite</i> <i>Undersized jawbone</i> <i>Small chin</i>

2. Close your eyes and imagine what August's face looks like, feature by feature. Spend about a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

No written response.

3. Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

Various answers, perhaps focusing on understanding her discomfort with August's appearance or a better understanding of how she felt than they had when they first read page 17.

4. There are no illustrations of August in the book? Why not?

Answers focus on using imagination from the description or from the story. For example: There are no illustrations of August because everyone will have their own picture of how August looks. If the author had supplied her own illustration, there would be a single image of August and that might limit how we see him in our imaginations. No illustration means that we must imagine his looks through the description.

5. Why do you think the author gives such a detailed description of August's face?

Example answers: The author gives us such a detailed description because she wants us to have a vivid picture of August from this point forwards.

So far, we've not had any description – we've almost ignored what August looks like and we need to see the reality of August's situation for ourselves.

6. Why doesn't Via speak to him about the hearing aids?

Example answers: Via doesn't speak to August about the hearing aids because she knows that he knows people are more concerned with his facial disfigurement than they would be with a new hearing aid.

They don't speak to one another about August's problems – on page 89, Via says she wishes she could 'ask him about this stuff'.

7. Why did Via find August easier to 'read' before the surgeries?

Example answer: Via found August easier to 'read' because there were very simple signs of simple emotions. Now his face can make more complex movements and he has more complex emotions because he's growing up. Via is also growing up, so she is seeing more complexity in her view of August than she did when she was younger.

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Answers will vary.

Part B

1. Why do you think the author has waited until this point in the book to describe August's face in detail?

Example answer: I think the author has waited until page 88 to describe August's face because we needed to get to know August and accept him in the way the people who love him do before we got to know his physical features. Our understanding of and love for August helps us to see his facial disfigurement in a more mature way.

2. On page 89, Via compares August with Grans. Explain this comparison.

Example answer: Grans' face has changed over time. She used to be a pretty girl but then the wrinkles formed on her face. She looked different, older and some might say not 'pretty' any more, but Grans had a beautiful personality (p. 85) which meant that her looks were a part of her personality and she was 'beautiful' as a whole person. August's looks aren't 'pretty' either and his personality is attractive or 'beautiful' in the same way.

When Grans looked in the mirror, she might see the pretty girl from Ipanema underneath the 'deformity' of wrinkles; when August looks, he might see his true personality or his face as it would be without the disfigurement.

3. Which word on page 90 recalls another part of the chapter? Explain your answer.

Circle.

Example answer: At the beginning of Via's narration, she described the family as 'orbiting' August. She is criticising the way her family behaves towards August in the way that he is still the centre of attention even though he has grown up and does not need the amount of medical treatment he needed earlier in life.

4. On page 90, What does Via think of her family's treatment of her brother? Can you find two examples elsewhere in the text to illustrate this?

Via thinks the family treat August like a baby. Various examples throughout the text so far, e.g. Mom calls him honey at various points, Dad brings up the Auggie Doggie cartoon.

5. Why do you think the author has introduced Via as narrator at this point in the book? Give two reasons and explanations for your answers.

Example answer: The author has introduced Via as narrator so that we can have another perspective on the family's situation. So far, we have only had August's view and his view is limited by his understanding of situations (e.g. Via's 'crying meltdown', Mr Tushman's Mr T joke). Via is older and has a different, more mature understanding of August's situation.

Via's view also gives the reader a better understanding of what the rest of the family go through in dealing with August's situation. It makes us realise that the people supporting August are real, have feelings of their own and aren't perfect.

6. How does Via's narration change our view of August? Give two reasons plus explanations

Example answers: Via's narration helps us to see that August can be focused on himself (he wasn't too bothered about Via's 'crying meltdown', but he's only ten).

It gives us a clear view of what it's like for the family living with August's difficulties over the years and some of the sacrifices that they've made to look after him.

Via's narration helps us see that August is not necessarily the centre of the world (as his parents have treated him) but that he is just another character or another person. It's a more realistic view – the realistic description of his face and Via's reaction to it when she returned from Grans' illustrates this.

7. Why does the author have Via describing August's face instead of Mom, Jack or Julian?

Example answer: Via loves August, her description is clear and honest, without either sentimentality or cruelty. Julian would have made fun of August in the description, Jack might also have done (judging by his behaviour on page 77) – he wouldn't have been able to describe it in such detail as he doesn't seem to take that much notice of August's face at other times. Mom would likely have been emotional and sentimental about August's face – she's not as detached as Via. Via is a little older than Jack and Julian, so her description is more mature than theirs would have been; it's more candid than Mom's would have been because she's a teenager and is happy to be blunter than an adult might be.

★ Challenge Task ★

Answers will vary.

Wonder Comprehension

Wonder p. 134-152

Part A

1. p. 136 What was Jack's first reaction on seeing August?

2. p. 139 Mom says that Jack has a problem with everyone these days. Can you give three examples?

3. p. 140 Do you think Jamie was being serious or being silly when he was talking about August? Explain your answer using evidence from the text.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and find examples in the book where August shows these qualities (not on page 142!). You can copy down sentences or describe what August does.

5. p. 144 Why do you think Jack is being so negative about Summer?

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill and the old sled?

7. p. 152 Explain why Jack wants to puke at the end of the page.

Part B

1. On page 135, why is Jack so reluctant to help August out?

2. On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

3. p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

4. p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

5. Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

6. Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to Julian and Miles'?

Wonder Comprehension Answers

Part A

1. p. 136 What was Jack's first reaction on seeing August?

He said, 'Uhh!' and was scared. He thought it was someone wearing a zombie mask.

2. p. 139 Mom says that Jack has a problem with everyone these days. Can you give three examples?

Jack called August 'deformed', he says 'ugh' when Julian is mentioned, and calls Charlotte a 'Goody Two-Shoes'.

3. p. 140 Do you think Jamie was being serious or being silly when he was talking about August? Explain your answer using evidence from the text.

Example answer: I think Jamie was being a bit of both. He started out talking about a time when he was genuinely scared and he was whining. But at the end, he was running around the kitchen being silly. He was also a bit cheeky at the end by asking what sympathetic meant.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and find examples in the book where August shows these qualities (not on page 142!). You can copy down sentences or describe what August does.

Various answers possible. Example must match the quality.

5. p. 144 Why do you think Jack is being so negative about Summer?

Example answer: Jack is probably jealous of August and Summer's relationship. Previously he had been August's best friend but now August is blanking him. He's upset. Also, he is probably annoyed that Summer didn't give him a straight answer to the question he asked about August.

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill and the old sled?

Example answer: Jack was probably embarrassed that he had been so enthusiastic about the Skeleton Hill and the other boys mocked the hill. He was also probably embarrassed that Julian corrected him about why it was so called. Jack would have been upset about the way they talked about the old sled because he loved it, had put a lot of work on it and had a great time with his family. He probably thought they were 'jerks'!

7. p. 152 Explain why Jack wants to puke at the end of the page.

Example answer: Jack realises that August heard him saying the horrible things about him to Julian and the other boys. He realises now why August hasn't been speaking to him. He feels dreadful about what he's done.

Part B

1. On page 135, why is Jack so reluctant to help August out?

Jack knows who August is because he's seen him around town and he doesn't want to be associated with him.

2. On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

Example answer: Page 3 and page 85 show us Via's reaction to people being rude to August. On the three pages, we see all sides of the situation - August's, Via's and Jack's perspective. So, the different pages let us have a much wider view of the situation than just a single character's. It's like the author is showing us that there are lots of sides to a story.

3. p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

Example answer: When we read p24-26, we didn't know what the relationship was like between Jack and the others. On this page, we're finding out what was in Jack's head as he was in the scene. It helps us to put ourselves into his shoes or see things from his perspective.

4. p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

Example answer: Jack is seeing how his little brother behaves badly towards August. In the book, as readers, we have seen lots of examples of people behaving badly to him. It's made him think about how he will treat August better in future; hopefully reading the book and seeing people's reactions to August, it has made us think about how we ourselves treat people.

5. Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

Various examples, including: What the heck? A bit out there. You know, I've got plenty of other friends. [Examples of 10 year-old speech and casual conversational phrases].

6. Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to Julian and Miles'?

Example answer: Jack enjoys simple things like the sensation of quiet and whiteness - he's childlike. He's also practical - he enjoys fixing the sled up. He spent all day with his dad and brother at the park, just sledding and enjoying himself in a natural and genuine way. For Julian and Miles, however, everything must be the best - Julian goes on holiday to an exotic place like Paris (and says he hates it), he has an expensive sled, and Skeleton Hill isn't good enough for him. Miles is similar: he calls the sled that Jack fixed up and is proud of a piece of junk. These boys have a good time by dissing everyone else.

7. p. 152 Look up images of 'Home Alone' and the painting, 'The Scream'. Explain how these images match Jack's feeling at the end of the page.

Example answer: All the images are similar. They all represent horror or panic or agony. And that's how Jack feels when he realises what he's done and how he's insulted August.

Challenge Task

Answers will vary.

Wonder Comprehension

Wonder 7 p. 184-204

Part A

1. Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

3. List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

5. Why have Justin's tics stopped by the end of the meal?

6. p. 195 What might Via have wished for? Explain each of your suggestions.

7. On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short video clip from Little Rascals and explain why Justin describes Jack like that.

8. Why is Via crying on p. 202-203? Give two reasons if you can.

Wonder Comprehension

Wonder 7 p. 184-204

Part B

1. p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.
3. Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad		
Relationship between siblings		
Stability of home life		
Interest in Justin		
Protectiveness		
Pets		

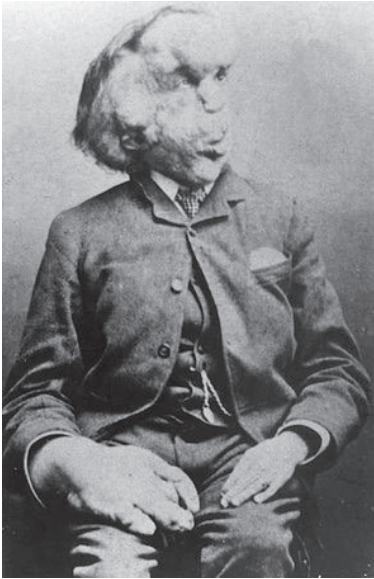
4. p. 199. Justin sprints down the subway at the end of this chapter. Can you explain why?

5. At the end of p. 204, Justin says 'the Universe takes care of all its birds'. What does he mean? Use the information on p. 204 to help you answer.

★ Challenge Task ★

Joseph Merrick (referred to as John Merrick in Wonder) is mentioned on page 186. Research Mr Merrick to complete the fact file, including why he's referred to in Wonder (check p. 193) and what his quote, "Sometimes I think my head is so big because it is so full of dreams", has got to do with August.

Joseph Merrick Fact File



Full name: _____

Nick name(s): _____

Date of birth: _____

Place of birth: _____

Date of death: _____

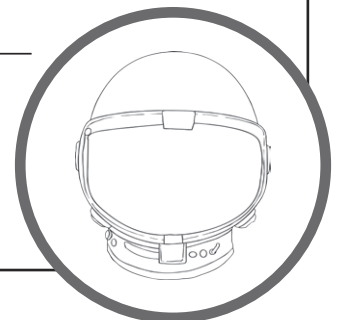
Place of death: _____

Famous for: _____

Interesting Facts:

- 1. _____
- 2. _____
- 3. _____

I think Mr Merrick's quote, "Sometimes I think my head is so big because it is so full of dreams" relates to August in Wonder because:



Wonder Comprehension Answers

Part A

1. Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

Suggested answer: Justin is meeting Via's little brother for the first time and that's quite scary in itself. But he's also meeting August and seeing his face, which can be startling for some people, and he wants to be cool about it in front of Via. The boys are also being a bit cheeky towards him and he's got to be cool about them making fun of him – he knows what's going on because he's older.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

Suggested answer: Justin is probably trying to be cool and be a bit different. Teenagers do that kind of thing! He doesn't use inverted commas for speech either.

3. List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

Vibe, rocked, awesome, hanging out, registered, I guess.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

Suggested answer: Justin shakes hands with Via's dad to be respectful and hugs her mum because that's how grown women tend to greet people casually. He kisses Via because they're girlfriend and boyfriend. And he fist-punches August because he's being cool and friendly.

5. Why have Justin's tics stopped by the end of the meal?

Suggested answer: Justin is much more relaxed at the end of the meal. The family are treating him like he's one of the family and they've accepted him. He's enjoying being with them because they're loving, laugh a lot and are relaxed themselves. Justin's tics come on when he's nervous – he's not nervous by the end of the meal.

6. p. 195 What might Via have wished for? Explain each of your suggestions.

Answers might include:

Via might have wished for everything to be OK with August – she's just mentioned him and he might be on her mind

She might be wishing for Justin to remember his lines and for the performance to go well.

She might have wished for Justin to love her as much as she loves him or for their relationship to continue.

Or she might be wishing he'd kiss her. They're caught kissing at the beginning of the next chapter.

7. On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short video clip from Little Rascals and explain why Justin describes Jack like that.

Possible answer. Jack is small, with a gravelly voice, like the Little Rascals in the clip. He's a tough guy and a bit cheeky – he wants to wait for the bus by himself and borrows some money from Justin for gum. The Rascals look fed up in the clip and Jack's fed up later in the chapter when he talks about Julian and his gang.

8. Why is Via crying on p. 202-203? Give two reasons if you can.

She's ashamed of herself that the reason she hasn't told her family about the play is that she doesn't want August to come and have to deal with the way people react to him. She is probably also upset about the breakdown in her friendship with Miranda – they've just been arguing about it.

Part B

1. p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

Suggested answer: August and Jack are having fun with each other. They've only just bonded again after having fallen out for a long time. So, they're just sharing a joke, with Justin as the butt of the joke. Younger brothers often make fun of their older sisters' boyfriends, since it's a bit like making fun of your sister by proxy.

They are bullying Justin, but since he's older and they're just being silly rather than being nasty, it's not as serious as the bullying that August and Jack have been subject to earlier in the book.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.

3. Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad	<i>Mum and dad clearly love one another. They're tender towards one another in this scene and earlier on in the book.</i>	<i>Justin's parents split up when he was younger and he says they hate one another.</i>
Relationship between siblings	<i>We've seen that Via is protective of August and that August is a loving, teasing younger brother.</i>	<i>Justin says his older half-brother barely knows he exists.</i>
Stability of home life	<i>The family are strong and look out for one another. They show their love for one another regularly and are relaxed with each other.</i>	<i>Justin lived between two houses and his parents don't seem to care much about him as far as he's concerned.</i>
Interest in Justin	<i>Via's parents ask all about him and his music. They pay him lots of attention that he's just not used to.</i>	<i>Justin says his parents never ask about his life and that they're self-absorbed.</i>
Protectiveness	<i>We've seen that the family are very protective of August and they're there for Via too when she has problems.</i>	<i>Justin feels that he must fend for himself. He says that his parents 'could hardly wait for him to be old enough to take care of himself.</i>
Pets	<i>They've got Daisy, who is a big part of the family scene in this chapter.</i>	<i>Justin's family probably never had pets since he lived between two houses and he never mentions a pet of his own, which he'd be likely to do.</i>

Wonder Comprehension

Wonder p. 228-248

Part A

1. Why do you think Via hugged August before she went out to the play on p. 228?

2. August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

3. p. 230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

6. Why does Miranda call August Major Tom? (Clue on p.93 and 201)

7. On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

8. On p. 244, was Miranda sick? Can you explain?

Wonder Comprehension

Wonder p. 228-248

Part B

1. Refer to earlier in the book on p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

3. Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230? *Once you have answered this, go back and add more detail to your answer to question 2.*

4. Compare p. 231-232 with p. 216. How are these scenes linked?

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing this table?

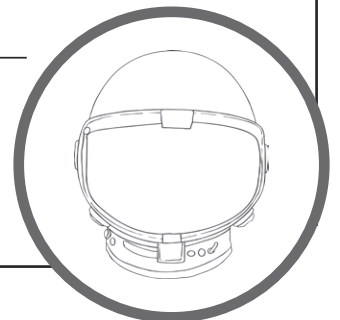
Mood	Explanation
<i>Worry</i>	<i>At the beginning of the page, August is worried about Miranda.</i>
	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
<i>Confusion</i>	
	<i>August calls out for his mum.</i>
<i>Relief</i>	

6. Why do you think Miranda plays the make-believe game on p. 236-237?

7. Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

★ ★
★ Challenge Task ★

This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.



Wonder Comprehension Answers

Part A

1. Why do you think Via hugged August before she went out to the play on p. 228?

Example answer: Via was sorry that she'd been ashamed of him earlier on and that she wasn't going to invite him. She realised that she'd upset him and wanted to make it better. She had also realised herself, after having some time to think, how proud she was of him and how much she loved him (particularly after Daisy died).

2. August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

Example answer: August has grown up since the beginning of the book. He's been through experiences that have made him mature and he's no longer happy to be treated like a small child. He's embarrassed by it.

3. p. 230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

Example answer: August likes the play because it's grown-up seeming and makes him feel smarter. It reminds me of the detail on p. 229 where he asked his dad not to call him Auggie Doggie because it made him feel childish.

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

Example answer: At the end of the play, the main character, Emily, is dying – she's saying goodbye to everything. Mom and Via will be remembering Daisy dying and perhaps also thinking about how it could have been August that had died. It's an emotional time for Via and she's had a triumph playing the lead, so her emotions are bound to be up. And for Mom, she'll be proud of Via, particularly after their argument earlier in the book.

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

Example answer: Mr Davenport was going to make a scene about August's looks – he'd just frozen. Justin had seen this and he didn't want to spoil this moment for Via and her family with someone's poor reaction to August's looks interfering. This shows how much he cares for Via and the family and how sensitive he is to others' feelings.

6. Why does Miranda call August Major Tom? (Clue on p.93 and 201)

Miranda was closest to August at the time when he was wearing the spaceman's outfit (Major Tom is a spaceman in a famous song). She's still got a picture of him in her wallet with an astronaut helmet on (p. 201). She remembers those happy times with Via and her family, so uses that nickname for him.

7. On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

Example answer: Bungalow 32 is like the popular kids in August's school who hang around together. They're Julian's and Savanna's groups, who control who can and cannot join their group and have rules about how people should look and behave. Bungalow 32 change the way Miranda looks and acts so that she fits it with them.

8. On p. 244, was Miranda sick? Can you explain?

Example answer: Miranda wasn't sick – it was a lie. She didn't go on stage because she wanted to do something for Via. She saw all her family (who Miranda loved) turning up in the audience and had no-one from her own family attending. She wanted to give Via and her family this experience because she loved them and wanted to do something special for them. It would also help her to become closer to Via – she missed her friendship.

Part B

1. Refer to earlier in the book to p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

Example answer: Via wasn't going to tell anyone in the family about the play. She didn't want her new school friends to see August because she didn't want to go through the ordeal of other people's reactions to him. We find out in this line that she's changed her mind and bought tickets for the whole family.

August's reaction to finding out, Daisy's death, and the family's grief and togetherness at the death probably made Via rethink her priorities and understand how important her family are to her. On p. 222, Via hugs August tight – it could very easily have been August that the family would have been grieving for at many points in the past, and Via realises this.

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

Example obvious answer: Dad brings up Miranda's parents getting divorced because he's seen Miranda's picture. He's not seen her for a while and is probably surprised at how she's grown up. The divorce has happened since the families last met one another (remember, the parents tend to hang around with the children's friends' parents).

Example structural answer: The author is setting up the plot for later in the book where Miranda tells us about her family life. It's an example of 'Chekhov's gun' or 'set up'. The small detail earlier in the text introduces the reader to what's going to happen later, almost without them realising it. It's an example of cohesion.

3. Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230?

Example answer: Mom doesn't recognise Via when she comes on stage because earlier we learnt that she's forgotten her glasses. It's another example of Chekhov's gun. The author introduces a small detail that seems irrelevant at the time, but it's important later because Mom needs to be surprised at it being Via rather than Miranda who comes on stage (and we need to be surprised too). If the author had introduced that Mom had forgotten her glasses at the same time, it would have seemed clumsy and obvious.

4. Compare p. 231-232 with p. 216. How are they linked?

Example answer: On p. 216, Via complains that her mother has left her alone her whole life and goes quiet – Mom would have been upset by this. On p. 231-232, Via has all the attention and August is almost forgotten. Mom is showing her pride in Via and is delighted at how well she's done. It's what Via wanted – her mum's attention.

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing this table?

Mood	Explanation
<i>Worry</i>	<i>At the beginning of the page, August is worried about Miranda.</i>
<i>Happy/excited</i>	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
<i>Embarrassment/awkwardness</i>	<i>Mr Davenport notices August's face.</i>
<i>Confusion</i>	<i>August gets lost in the crowd.</i>
<i>Panic</i>	<i>August calls out for his mum.</i>
<i>Relief</i>	<i>Someone picks him up.</i>
<i>Happiness</i>	<i>It's Miranda, who he hasn't seen in ages.</i>

6. Why do you think Miranda plays the make-believe game on p. 236-237?

Example answers: Miranda wants to impress the other girls about her life. She doesn't want to tell the sad story of her parents' divorce and how unhappy she feels, so she chooses the family she knows who love one another and she feels close to – Via's family. Miranda also probably wanted attention and sympathy for herself – we hear that her mother isn't someone she can be close to and that she's suffering after the divorce. Mentioning August would have been a quick way to do that. And she feels like a sister to Auggie. It's ironic that Auggie made her popular in camp!

7. Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

Various pieces of evidence, including: Davenport's reaction to August on p. 233; his lack of sympathy for Miranda's 'illness'; his undisguised anger at her; his rudeness to her when he asks her why she's still here; Davenport's nerves whilst watching the play; and Miranda (who we're sympathetic to) calls him a wreck.

★ ★
★ Challenge Task ★

Challenge! This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.

A range of possible answers covering Via forgiving her mother for not giving her the attention she wanted; Miranda becoming reconciled with Via; the growth of the relationship between Via and her mum; Via's growth in maturity regarding others' reactions to August's face; August's desire to be treated in a more grown-up way; Miranda has grown up in that she values genuine people like Via's family rather than people like those in bungalow 32. Mr Davenport is an example of someone who doesn't forgive, in contrast to the main characters.

Wonder Comprehension

Wonder p. 249-267

Part A

1. Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

2. p. 251. Give three reasons from your own ideas why August might be excited to go to the retreat.

3. p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

4. On p. 253, why does August correct Mom – “Three days and two nights”?

5. p. 257. Why hasn't Julian come on the trip?

Wonder Comprehension

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

7. p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August between p. 249 and p. 264.

Wonder Comprehension

Wonder p. 249-267

Part B

1. p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

3. p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Complete the table by picking out evidence to support this argument from pages 253-255.

Child	Teenager

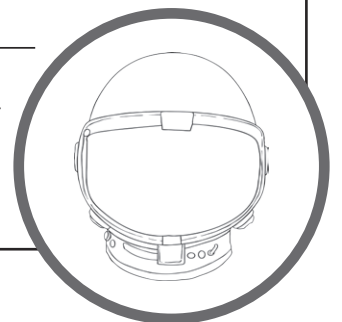
4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

★ Challenge Task ★

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?



Wonder Comprehension Answers

Part A

1. Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

Answers from: He's never slept away from home before. There might be medical problems. His mum and dad might have to come and pick him up like they did from Christopher's. He might get panicky in the middle of the night like he did at Christopher's. It's a long way away (4 hours). Most others have already had sleepovers, so they know what it's about but he doesn't.

2. p. 251. Give three reasons from your own ideas why he might be excited to go to the retreat.

Various answers from own experience or empathising with August's feelings. For example: The campfire atmosphere. Sleeping in a cabin on bunk beds with his friends. Walking through the woods – being out in nature. Being with his friends 24/7. Being grown-up and away from home.

3. p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

Example answer. It may be that Star Wars is special to the doctor – he did know a bit about the characters after all. But it's likely that the doctor was just picking up on what August was interested in so that he'd accept the hearing aid. August doesn't know that the doctor was 'playing' him, but we as readers do, if we infer correctly.

4. On p. 253, why does August correct Mom – “Three days and two nights”?

Various answers. For example: He's afraid of how long he's going to be away and it's preying on his mind. Ten-year olds can be a bit like that – contrary to their parents.

5. p. 257. Why hasn't Julian come on the trip?

Example answer. Julian says it's because the trip is 'dorky' but he's probably losing his popularity and power with the other kids because of his behaviour to Jack Will and August. He doesn't want to be confronted by the fact and lose face in front of everyone. Julian's a bit of a snob anyway – he's always talking about the amazing places he's visited, so he wouldn't be impressed or excited by the retreat like August is.

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

Example answer. Grans lived in Montauk. It's mentioned on p. 85. August will have been there as a child visiting his grandmother.

7. p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August between p. 249 and p. 264.

Example answer. In the earlier pages, August has been having a great time. Everyone in school has accepted him and his face isn't an issue – it's hardly mentioned. Then suddenly there's a terrible reaction to August's face, like a magnification of the reactions we've seen before.

Part B

1. p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

August (and Christopher) are obsessed with Star Wars when they're younger. Star Wars is a theme that runs through the book. It's a small 'Chekhov's gun' to set up August moving away from his childish Star Wars obsession and growing up, with the purchase of the new, plain, duffel bag.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

Various answers. For example: The school don't want the children getting upset talking to their parents; they don't want the parents to be concerned about their children and coming out to pick them up; there are no cell phones allowed in school – the teachers are responsible for the children in their care. The children are here to get away from it all – it's a 'retreat' after all. They might phone out for pizza!

3. p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Pick out evidence to support this argument from these pages. Draw and complete the table.

Child	Teenager
<ul style="list-style-type: none"> • Mom helps August to pack. • He's asking, 'what if' questions. • Mom calls him 'sweetie' and 'Auggie' and says, 'sweet dreams'. • He wants to bring Baboo. • She tests whether the bag is too heavy for him. • Mom reminds him about bug spray, sunscreen and taking off his hearing aid. • She gives him a kiss on the forehead. • Mom turns on the reading light for him. 	<ul style="list-style-type: none"> • The rolling duffel is plain. • Mom tries to deter August from taking Baboo. • They stuff Baboo where he can't be seen. • He's taken down the Empire Strikes Back poster to change his image. • He goes to sleep on his own. • August reads to himself.

4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

Easier: They've gone to the woods for the retreat, so the author is describing the setting. The hearing aid gives August an advantage over the other kids that he's unfamiliar with. His hearing aid also makes the experience much more vibrant for him.

Difficult: I wonder whether this is another Chekhov's gun. Something is going to happen later in the woods so the author is preparing us with a description of the setting. Something's going to happen with August's hearing aid. Mom's mentioned it earlier and Chekhov says that every element in a story must be necessary so it's got to be important to the plot later.

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

Example answer. I think that things are going to turn and something dramatic will happen; probably something not very nice. The author is pacing the story and providing some calm and light before she moves the story on suddenly to a crisis. She's done this several times before in the book where there have been good times followed immediately by bad. The calm before the crisis acts to make the crisis more surprising and shocking.

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

p. 263-264 contain mainly description and description of action. Nothing much is happening on these pages. The author makes the pace quite slow but it speeds up a little towards the end, with the short speeches from Jack and August.

p. 265-267 contain lots of short sections of speech and short actions. This makes the pace of the passage very quick. There are lots of full stops which introduces a stop-start feel to the section.

Challenge Task

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?

Various answers. Compare the violence of the bullying, the length of time and the physical versus psychosocial bullying; the involvement of others and the power structure of the bullying groups.

Example answer: Ironically, August and others' reactions to Julian's bullying of August and Jack Will might have stopped Julian becoming an Eddie when he's older. Julian's had his social power taken away from him by the other kids and he's unlikely to forget that. Eddie still has his social power so is assured in his behaviour in a way that Julian now isn't.

Wonder Comprehension

Wonder p. 6-7 'How I Came to Life'.

Part

1 Do you think there are any pictures of August's birth?

2. What does August mean when he says, 'cracking

3 What phrase tells you that August and Via have heard the story before?

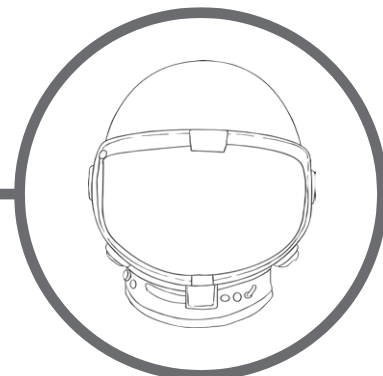
4. What does Mom's expression, 'a walk in the park'

5. Did the video camera break into 'a million pieces'?

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

7 List the events that happened in the delivery room immediately after August was born.

8. Use the **Cartoon Strip Template** to draw these events as a cartoon



Wonder

Comprehension

Part

1 August says that the room went very quiet when he was born. Why do you think it went quiet?

2. Why does August/the author use multiple short sentences at the beginning of page 7?

3 Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

4. What does the nurse mean by, 'Everyone born of God overcometh the

5. What can you work out about the nurse's background from this phrase?

6. Compare Mom's reaction on first seeing August compared to everyone else's

7 Why does August mention what the rest of his family look like in the final paragraph on p.7?

Wonder Comprehension Answers

Part A

1. Do you think there are any pictures of August's birth?

Example answer: *There are unlikely to be any pictures of August's birth because Dad*

2. What does August mean when he says, 'cracking up'?

August means he and Via laugh hysterically when the story is told and they can't

3. What phrase tells you that August and Via have heard the story before?

The phrase is 'when Mom tells this story' or 'when Mom tells it'. It implies that she tells the story a lot and has probably told it throughout their childhoods.

4. What does Mom's expression, 'a walk in the park' mean?

Example answer: *A walk in the park means something is easy. Compare walking in the park to walking up a mountain – it's much easier. Via's birth was straightforward*

5. Did the video camera break into 'a million pieces'?

Example answer: *No, the camera didn't break. It's just an everyday expression (idiom) that it fell to bits. It's an exaggeration, to make the story funnier.*

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

Example answer: *The word 'fart' is funny anyway because it's a bit rude. If you keep on using the word 'fart' a lot it can be even funnier because you're getting away with writing a rude word like 'fart' down (like I have done here!). August is using it a lot because he's a ten-year-old boy and they tend to find that kind of thing funny, so he's using it as much as he can to make the story funnier. The author is using the word because it shows August's character – his sense of humour. He also knows that the readership is either about that age, slightly older or are the parents of a child that age; they'll appreciate the humour that most ten-year-olds have.*

7. List the events that happened in the delivery room immediately after August was born.

1. ***The doctor fainted.***
 2. ***The 'nice' nurse rushed August out of the***
 3. ***room. Dad ran after her.***
 4. ***Dad dropped the video camera and it***
 5. ***broke. Mom got upset and tried to get***
 6. ***out of bed.***
 7. ***The 'farting' nurse tried to keep Mom from***
 8. ***getting up. Mom was hysterical and the nurse***
 9. ***was yelling at her.***
- The 'farting' nurse shouted at the doctor and 'kicked' him.***
- The doctor woke up.***

Not necessarily in this order, but it's likely that the doctor fainted first, as soon as he saw August's face.

Part B

1. August says that the room went very quiet when he was born. Why do you think it went quiet?

Example answer: Everyone was shocked by August's face. They weren't expecting it – they knew something was going to be wrong with his face but weren't prepared for how bad it was going to be. The doctor, who you'd expect to take control in a situation like this, was young and unfamiliar with the case so he didn't say anything.

2. Why does August/the author use multiple short sentences at the beginning of p. 7?

Example answer: Short sentences tend to make the action go quicker and the rhythm can add to the humour of a situation. August tells the story to the rule of three: short question, short answer plus a short detail – a typical joke rhythm. The author also uses them to indicate August's eagerness and excitement at retelling the story.

3. Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

Example answer: The author wants to show how excited August is about telling the story, to indicate how funny he thinks it is and to show the way August speaks – like an

4. What does the nurse mean by, 'Everyone born of God overcometh the world'?

Example answer: The nurse is using a Biblical quotation (1 John 5:4). She's trying to comfort August's mum (and probably herself) and give her hope. She means that since the baby is one of God's children, that all will be well: either that he will die and go to heaven where there is no illness or abnormality or that things will turn out fine in the end. It's more a hope, wish and reassurance than a prediction.

5. What can you work out about the nurse's background from this phrase?

The nurse is probably a Christian. (In fact, she may be a born-again Christian, as this phrase is used widely in evangelical Christian churches).

6. Compare Mom's reaction on first seeing August compared to everyone else's reaction.

Example answer: August's mum had no reaction to August's face other than love. She looked beyond his facial features to focus on the beauty of his eyes. She loves him because she's his mother and nothing else matters to her.

7. Why does August mention what the rest of his family look like in the final paragraph on p.7?

Example answer: August is self-conscious about his looks. He wants the reader to know that his family aren't affected by the same conditions that affect him. He's second-guessing what he thinks the reader is thinking. He's also as proud and protective of his family as they are of him so he wants the reader to think well of them (and looks are something he focuses on because of the way he looks).

★ ★ ★
★ Challenge ★ ★ ★

Why do August and Via like the story so much?

Example answer: They like the story because it's a funny one and because it's something the family has always told between themselves – so it's a part of the family's history and love for each other. They like it because the comedy of it takes the sting out of a potentially hurtful memory – the shock of August's birth. August likes it because it gives a light-hearted and loving retelling of his birth - he and the family seem to use humour a lot to help him (and them) understand and cope with his condition. Via likes it because, as a young child growing up, she may, equally, have gained comfort from the retelling – it may have helped her to understand or cope with other people's negative reactions to August.

Wonder Comprehension

Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

Part A

1. Even though he wasn't there, how had Dad helped August cope with the meeting with Mr Tushman on page 15?

2. Do you think Mr Tushman makes a good impression on August? Find three pieces of evidence on pages 15 and 16 to support your opinion.

3. On page 17, why doesn't August look at Mrs Garcia's face?

4. On page 19, what does Mr Tushman's office tell you about his attitude to his students?

5. On page 20, what is a jack-o'-lantern?

6. On page 20, why does August shake his head and cover his mouth? Does this action remind you of any other character's actions earlier in the book?

7. Why didn't Mr Tushman tell August about meeting the other children at the beginning of the visit?

Wonder Comprehension

Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

Part B

1. August calls his mum and dad 'Mommy' and 'Daddy' on pages 15-16. What does this tell you about the way he's feeling on visiting his new school?

2. At the bottom of page 16, August says the school smells like a hospital. Why do you think he uses this comparison?

3. On page 18, August's mum admires the picture of Mrs Garcia's grandson and Mrs G is about to say something else about him. Why do you think she doesn't?

4. Describe the change in August's behaviour with Mr Tushman on page 20 with how he reacted to him on pages 15 and 16. What has caused this change?

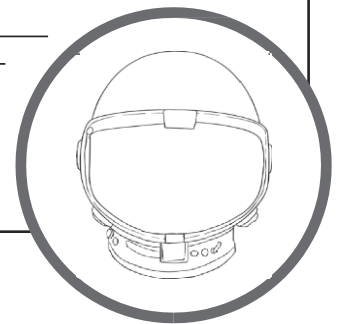
5. On page 20, immediately after Mr Tushman and August joke together, August hears kids' voices outside the office. Why does the author position these two scenes right next to each other?

6. There's a lot of tension on page 21. Find three pieces of evidence that illustrate the tense mood.

7. On page 22, neither August nor the author describe the children’s faces. Why not?

Challenge Task

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he’s talking about?



Wonder Comprehension Answers

Part A

1. Even though he wasn't there, how had Dad helped August cope with the meeting with Mr Tushman on page 15?

Example answer: Dad had made fun of Mr Tushman's name in the car in the previous chapter. August was concentrating on that rather than being worried about meeting him.

2. Do you think Mr Tushman makes a good impression on August? Find three pieces of evidence on pages 15 and 16 to support your opinion.

Evidence from: Mr Tushman looks right at him and smiles, without any embarrassment; He tries to shake August's hand – he treats him with respect; He speaks to him normally, without any embarrassment or being patronising; He gets down to August's level so they can be face to face; He's kind, and interested in August; He's encouraging.

3. On page 17, why doesn't August look at Mrs Garcia's face?

Example answer: He doesn't want to see the expression on her face. He's seen her do 'that thing' where her eyes dropped as she looked at him for the first time. He doesn't want to see any more discomfort on her face so he avoids looking at all.

4. On page 19, what does Mr Tushman's office tell you about his attitude to his students?

Mr Tushman respects students because he's got their drawings and paintings framed on the wall like they're important. He understands what children that age like because he's got 'cool stuff' in his office – the floating globe and the Rubik's-type cube.

5. On page 20, what is a jack-o'-lantern?

A jack-o'-lantern is a pumpkin that's been carved out to make a lantern, like those you make at halloween.

6. On page 20, why does August shake his head and cover his mouth? Does this action remind you of any other character's actions earlier in the book?

Example answer: August is about to say that Mr Tushman does look like a pumpkin but stops himself just in time, since he realises it might be rude. It reminds me of when Mrs Garcia is about to continue talking about how beautiful her grandchild is but stops herself at the last minute.

7. Why didn't Mr Tushman tell August about meeting the other children at the beginning of the visit?

Example answer: Mr Tushman and August's mum probably thought that August wouldn't have stayed to meet the children if he'd have known about it. He was very nervous at the beginning of the visit. Mr Tushman has been trying to win his trust and to get him to relax so that he would accept meeting the other children.

Wonder Comprehension Answers

Part B

1. August calls his mum and dad 'Mommy' and 'Daddy' on pages 15-16. What does this tell you about the way he's feeling on visiting his new school?

Example answer: He's using 'childish' language for his mum and dad here. This hints that he's feeling scared and vulnerable and he wants to be protected like he was when he was younger.

2. At the bottom of page 16, August says the school smells like a hospital. Why do you think he uses this comparison?

Example answer: August has spent a lot of time in hospitals in his life. They wouldn't have been pleasant places for him to be since he'd have likely been in pain or uncomfortable. He feels similarly uncomfortable in this situation.

3. On page 18, August's mum admires the picture of Mrs Garcia's grandson and Mrs G is about to say something else about him. Why do you think she doesn't?

Example answer: August's mum has mentioned how beautiful he is, and normally Mrs Garcia would probably have agreed and carried on talking about how lovely looking the baby was (and maybe how the boy still is). But she may have thought that this might have been upsetting or embarrassing for August and his mum – it's clear that she's embarrassed about the situation herself. She doesn't want to make an embarrassing mistake.

4. Describe the change in August's behaviour with Mr Tushman on page 20 with how he reacted to him on pages 15 and 16. What has caused this change?

Example answer: On page 20, August is laughing with Mr Tushman, making jokes and asking questions. He's even laughing at him. On pages 15 and 16, August hardly says anything and is reluctant even to look at Mr Tushman. He's fearful in the earlier scene, but now he's enjoying himself.

Mr Tushman has won August over with his patience, kindness and good humour. Funny jokes have melted the ice too!

5. On page 20, immediately after Mr Tushman and August joke together, August hears kids voices outside the office. Why does the author position these two scenes right next to each other?

Example answer: The author wants to create an instant change of mood. One minute August is laughing and comfortable with Mr Tushman, the next his heart is pounding with fear. It takes the reader by surprise and helps them to understand August's own feelings, where fear of meeting strangers can come over him instantly.

6. There's a lot of tension on page 21. Find three pieces of evidence that illustrate the tense mood.

Evidence from: August asks, 'Who's here?' – a short, panicky sentence; August looks over at Mom and tells her that he doesn't want to meet anyone; Mr Tushman works fast – he's over to reassure to August before August realises and he opens the door to the kids before August can change his mind; The kids don't look at August or his mum, they stare straight at Mr Tushman; The kids just nod. They don't say anything.

7. On page 22, neither August nor the author describe the children's faces. Why not?

Example answer: August doesn't look at people's faces when he first meets them, so he isn't going to be able to give a detailed description of them. August describes their shoes instead, which shows where he is looking (Charlotte's bright green Crocs and Mr Tushman's red Adidas trainers). The author has perhaps deliberately left these descriptions out to show how self-conscious and fearful August is of meeting other people and making face to face eye-contact. In fact, we've not had a description of August's face so far.

★ ★
★ Challenge Task ★

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?

Example answer: Mr T is a (retired) larger-than-life actor in a TV series called The A Team and a Rocky boxing movie from the 1980s (nearly 40 years ago). His catchphrase was 'I pity the fool'.

Mr Tushman is doing an impression of Mr T. He's trying to be funny and make August laugh. He remembers it because he's a middle-aged man but August is too young to have heard of the 'famous' Mr T, so he doesn't get the joke.

Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part A

Reread p. 54-56. Compare August and his mum's reactions to his first day at school. You discuss your ideas in your group before you write anything down.

If you wish, you can answer these questions to help you write your answer:

1 Why does Mom ask August how he feels on a scale of 1-

2. Why do you think she did the same now?

3 Why do you think August's answer surprised her?

4. Mom offers to carry August's backpack.

5. She calls him 'sweetness'. What do you think of that?

Wonder

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

7. How do you think August might feel at his mum hugging him in front of everyone?

8. How long are August's answers to Mom's questions on p. Why?

9. Why do you think August kicks the rock down the street?



Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part B

Reread p. 57-60. Compare August's mum and dad's reactions to his first day at school. If you wish, it might help to use the bullet points to structure your comparison.

- 1 Explain how his dad treats August on these pages, using evidence in the text. (Aim for 2 points with evidence.)

2. Explain how August's mum treats him on these pages, using evidence in the text. (Aim for 2 points with evidence.)

- 3 Do you think his parents have spoken to one another before Dad comes into August's

4. What do their reactions tell you about their different relationships with August? (Aim for 2-3points.)

Challenge

Reread the section on p. 57 when Dad comes into August's room, then watch one of the **Augie Doggie and Doggie Daddy** episodes on the Internet. Think about how this cartoon and the characters are used by August and his dad in their relationship.

Consider and reflect on the following:

1. When August's dad first saw the cartoons.

2. When and where August himself first saw the cartoons.

3. What their different reactions would have been when August first saw the cartoons.

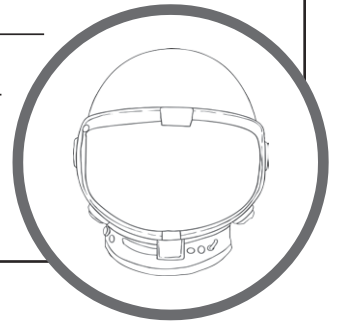
4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

Challenge

5. Their love and care for one another.

6. How their relationship is beginning to change now that August has started school.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.



Wonder Comprehension

Answers

Part A

1. Why does Mom ask August how he feels on a scale of 1-10?

Mom asks how August feels on the scale because it's something she's always done during his hospital treatments to show her how much pain he was in.

2. Why do you think she did the same now?

Mom's doing the same now because she's treating the first day at school like a trip to the hospital – something that's going to be painful for August and something that she's going to have to nurse him through, just like she's done countless times before through his childhood.

3. Why do you think August's answer surprised her?

His answer would have surprised her because she was expecting him to have a tough time at school – she would have thought he would have been bullied or had bad reactions to his face and that he would have been upset by it.

4. Mom offers to carry August's backpack. Why?

Mom offers to carry August's backpack because she wants to look after him. She's treating him like a child – the way you'd treat a five-year-old or someone who couldn't look after themselves.

5. She calls him 'sweetness'. What do you think of that?

Mom calling him 'sweetness' is another example of treating him like a child. She's patronising him – but because she just wants to look after him and make it better if he's upset.

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

She's asking him lots of questions partly because she wants to know what's happened, partly because she's nervous and partly because she's only getting short answers from August. She probably spots that he's upset because of his short answers – he's avoiding - and she wants to get to the bottom of what's happened.

7. How do you think August might feel at his mum hugging him in front of everyone?

I think August would feel embarrassed at his mum hugging him here. He's already had a challenging day he doesn't want the other kids to see him being treated like a young kid (as he'd see it) by his mum.

8. How long are August's answers to Mom's questions on p. 55? Why?

August's answers are short, probably because he doesn't want to think about school now it's over. He can't really answer in detail about what's happened

Wonder Comprehension

9. Why do you think August kicks the rock down the street?

August kicks the rock down the street because he wants to get away from the situation and Mom's questioning. He just wants to have some down time and not think about school and how challenging and emotional it's been.

Part B

Children may choose to answer the question in any way they wish. If they choose to answer the structured questions, example answers are given below. All answers should cover: Dad treating August as both a child and teenager; Mom being nervous and then comforting him (also Mom's treating him in a 'babyish' way earlier in the chapter); and a comparison summary of the two parents' reactions.

1. Explain how his dad treats August on these pages, using evidence in the text.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager ('that was the deal', 'can I ask you something', 'I'm as much to blame').

2. Explain how August's mum treats him on these pages, using evidence in the text.

August's mum acts nervously towards him when she first comes into the room (she peeked her head into the room and 'looked kind of shy'). At the end of the chapter, she comforts him when he's upset (she wraps her arms around him, offers him 'soft words' and kisses him on the face).

3. Do you think his mum and dad have spoken to one another before Dad comes into August's room?

I think they have spoken to one another beforehand. Mom knocks on the door straight after Dad and August have talked about her and Dad conveniently has work to do that will allow Mom to spend time with August. They've been shown as loving parents prior to this – and that's what good parents would do.

4. What do their reactions tell you about their different relationships with August?

Dad seems to allow August to open up, with a combination of his humour and direct talk. Once he's opened up and begun to react to his true feelings, his mum gives him support and comforts him emotionally. It's like they're August's support tag-team with different roles.

★ Challenge ★

1. When August's dad first saw the cartoons.

Dad probably saw the cartoons in the 1970s or 80s, when he was a boy. They'll remind him of when he was a child and of his relationship with his own dad.

2. When and where August himself first saw the cartoons.

The book says that August first saw the cartoons in hospital when he was four.

3. What their different reactions would have been when August first saw the cartoons.

August, as a four-year-old would have just found them funny. He wouldn't have been able to understand some of the humour in them because it's aimed at adults or older children, but he'd have liked the silliness, the animals and the relationship of Augie Doggie and his dad. Dad would have wanted to share the cartoons with his son because he'd have enjoyed them when he was a boy. August would have been in pain in hospital, so the funny cartoons would have been good to show him to take his mind off the pain. Dad tends to use humour to connect with August – he uses it to distract August from demanding situations.

4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

Dad's a bit of a joker. He's got a kid's sense of humour and he likes making people, especially August, laugh (for example, the jokes about Mr Tushman in the car). August laughs at his dad's jokes and likes the shared references they have (Augie Doggie) and joins in with them – 'dear ol' Dad'.

5. Their love and care for one another.

They clearly get along. Dad seems to know just when to be silly with August and when to speak to him seriously: when they're talking in August's room, he asks him if he's annoyed with Mom then soon after picks up his hand and waves it at Mom, to lighten the mood.

6. How their relationship is beginning to change now that August has started school.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager. August is opening up to his dad and beginning to tell him how he really feels. He trusts his dad and responds to him. He knows being put to be is 'babyish', as he says, but he accepts it for the moment.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.

Dad refers to Augie Doggie because he's trying to lighten the mood a little. He knows that August is upset and perhaps annoyed with his mum – they'll have spoken about it before he goes into August's room. Mum comforts him with hugs, kisses and kind words towards the end of the chapter, when August cries. Both care for him and treat him with love and – to some extent – treat him younger than his years.

Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part

1 Why do you think that dance class is August's least favourite subject?

2. Does August like science? How do you

3 On page 71, do you think that the dance teacher was aware what was going on?

4. Why did August's hand touch Tristan's?

5. How do you think the Cheese Touch idea got started at Beecher

6. What's the difference between Tristan and Julian in the way they treat August?

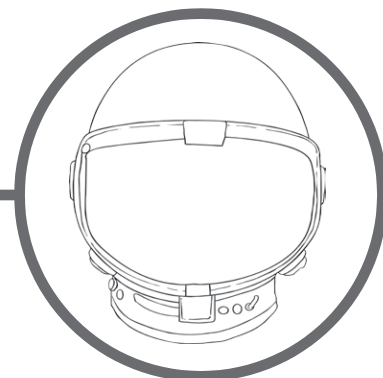
Wonder

7 Why does August like Halloween so

8. Do you think the astronaut helmet had been put in Gran's attic?

9. Why does August want to be Boba Fett from The Empire Strikes

10 Why do you think Dad thinks Bleeding Scream is a better costume?



Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part

- 1 On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

- 3 Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him. What would you say?

*

Wonder

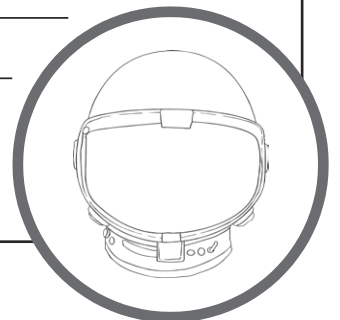
6. Do you have any thoughts about the costumes August has worn for Halloween in his life?

7. Mom spent ages making August's costume. Why doesn't he put it

8. August gets annoyed with Dad at the end of page 75. Why?

Challenge

The author doesn't tell us what's wrong with Via on page 74. Why not? What do you think the problem might be?



Wonder Comprehension Answers

Part A

1. Why do you think that dance class is August's least favourite subject?

2. Does August like science? How do you know?

August clearly likes science because he talks about the lesson in detail and he

3. On page 71, do you think that the dance teacher was aware what was going on?

I think the dance teacher probably was aware what was going on because she changed the lesson so that no one was dancing with anyone else. She probably didn't want to embarrass the children

4. Why did August's hand touch Tristan's?

August's hand touched Tristan's because he was trying to move his foil from the plates just as Tristan was moving his.

5. How do you think the Cheese Touch idea got started at Beecher Prep?

Example answer: The Cheese Touch idea was probably started by someone like Julian. It's the kind of nasty game that children play. They are being nasty but after a while it just becomes something that everybody does without even thinking about it – the children aren't being deliberately horrible, they've become caught up in the nasty game but that doesn't excuse their behaviour.

6. What's the difference between Tristan and Julian in the way they treat August?

Example answer: Julian is deliberately nasty towards August. He goes out of his way to bully him and set other children against him. Tristan, however, is 'okay-nice' to August but he's not particularly friendly and he is one of those who continues the Cheese Touch 'game'.

7. Why does August like Halloween so much?

August likes Halloween because he gets to wear a mask so that no-one can see his face. He gets to be treated like everyone else.

8. Do you think the astronaut helmet had been put in Gran's attic?

Example answer: I don't think the helmet is in Gran's attic otherwise Mom would have found it by now. I think that Mom got rid of the helmet because August was wearing it so much and it wasn't good for him to keep hiding his face inside the helmet.

Wonder Comprehension

9. Why does August want to be Boba Fett from The Empire Strikes Back?

August wants to be the grown-up version of Boba Fett. Since he's started school, he's consistently wanted to be treated like a grown-up.

10. Why do you think Dad thinks Bleeding Scream is a better costume?

I think that Dad thinks Bleeding Scream is more grown up than the Star Wars costume. It's also more appropriate for Halloween.

Part

1 On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

Example answer: Mrs Antanabi wouldn't have wanted to embarrass August and the other children with bringing up the subject of no-one wanting to dance with him. It's probably happened before in the dance lessons and she'd be aware that it was a problem.

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

Example answer: Ximena couldn't help how she felt. She had a panic attack and that's not something you can immediately stop yourself from having. She felt fearful and this is how the fear showed itself. It's still insulting to August and would need to be talked about. If I were her friend, I'd tell her to get to know August and see what he's like so that she'd find out that he was really nice and that his face is just how it is – nothing to be afraid of. I think it would be difficult for her to do this because of people like Julian who would tease her for being friends with August. I'd suggest she talks to her dance teacher about it so that she can help to sort the situation.

3. Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

Example answer: Ms Rubin dealt with the issue of the other children avoiding being close to August there and then. She gave direct instructions to the children to go and stand next to him. She doesn't avoid the situation like Mrs Antanabi does and tackles it head on. Although August says he doesn't like it, I think that this is a better reaction because it's less likely to happen again in future science lessons because the children know that the teacher will deal with it.

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

Example answer: August is about to tell us something horrible that Tristan has done. He doesn't want us to get the wrong idea about him that he's someone like Julian who's deliberately nasty. He's trying to be fair. If you ask me, he's a bit too forgiving of people who treat him like dirt!

Wonder Comprehension

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him.

What would you say?

Answers written as Ms Rubin which mention Tristan's behaviour, how August feels about it, how the Cheese Touch got started and how she expects Tristan to behave in class in the future. Ms Rubin would probably take the matter further with Mr Tushman.

6. Do you have any thoughts about the costumes August has worn for Halloween in his life?

Example answer: August's costumes match his age and his interests. When he's younger, he wears costumes related to Disney films and stories. His dad wears matching costumes alongside him for a time so that he can accompany him to Halloween parades and parties. He then gets into space and Star Wars when he's a bit older – that matches his age. Finally, he wears the Bleeding Scream mask – a scary one that's suitable for Halloween.

7. Mom spent ages making August's costume. Why doesn't he put it on?

Example answer: August didn't feel like wearing it. It could have been the paint smell or the amount of time it took to put on. It could be that he knew his dad was in a hurry or that he was flustered by Via's meltdown. Or it could be that he subconsciously had a feeling about Julian when he heard about his Jango Fett costume.

8. August gets annoyed with Dad at the end of page 75. Why?

Example answer: August gets annoyed because Dad doesn't know the difference between Boba and Jango Fett. Everyone knows the what difference is for goodness' sake! He's also probably a bit flustered about Via's meltdown and maybe a feeling a little guilty about not wearing Mom's Boba Fett costume.

Challenge

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?

I think the author is wanting us to read on. The section of the book (if you sneakily read on) looks like it's about Via so she's linking this section with the next – it's a cohesive device. We don't know at the moment what the problem is but all through the book we've been hearing about August's problems, we've not heard anything about Via's. She must be going through her own difficulties starting a new school, having August's problems to deal with herself and just being a teenager. We're likely to find out more in the next section.

Wonder Comprehension

Wonder p. 88-90

Part

1 On page 88-89, Via describe August' face Mak note on August' eye and mouth in spidergram form.

2. Close your eyes and imagine what August's face looks like, feature by Spend a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

3 Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

Wonder

4. There are no illustrations of August in the book? Why not?

5. Why do you think the author gives such a detailed description of August's face?

6. Why doesn't Via speak to him about the hearing aids?

7. Why was August easier to 'read' before the

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Wonder Comprehension

Wonder p. 88-90

Part

1 Why do you think the author has waited until this point in the book to describe August's face in detail?

2. On page 89, Via compares August with Grans. Explain this comparison.

3 Which word on page 90 recalls another part of the chapter? Explain your answer.

4. On page 90, What does Via think of her family's treatment of her brother? Can you find two examples elsewhere in the text to illustrate this?

5. Why do you think the author has introduced Via as narrator at this point in the book? Give two reasons and explanations for your answers.

6. How does Via's narration change our view of August? Give two reasons with explanations.

7 Why does the author have Via describing August's face instead of Mom, Jack or Julian?

Wonder Comprehension

Answers

1. On page 88-89, Via describes August's face. Make notes on August's eye and mouth in spidergram form.

Example answers could

Eyes	Mouth
Inch below 'normal' Slant downwards Diagonal slits Bulge outwards Top lids half closed Lower lids sag Can see red part of eyes No eyebrows or lashes	Gash from upper lip to nose Teeth small and splayed out Overbite Undersized jawbone Small chin

2. Close your eyes and imagine what August's face looks like, feature by feature. Spend a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

No written response.

3. Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

Various answers, perhaps focusing on understanding her discomfort with August's appearance or a

better understanding of how she felt than they had when they first read page 17.

4. There are no illustrations of August in the book? Why not?

Answers focus on using imagination from the description or from the story. For example: There are no illustrations of August because everyone will have their own picture of how August looks. If the author had supplied her own illustration, there would be a single image of August and that might limit how we see him in our imaginations. No illustration means that we must imagine his looks through the description.

5. Why do you think the author gives such a detailed description of August's face?

Example answers: The author gives us such a detailed description because she wants us to have a vivid picture of August from this point forwards.

So far, we've not had any description – we've almost ignored what August looks like and we need to see the reality of August's situation for ourselves.

Wonder Comprehension

6. Why doesn't Via speak to him about the hearing aids?

Example answers: *Via doesn't speak to August about the hearing aids because she knows that he knows people are more concerned with his facial disfigurement than they would be with a new hearing aid.*

They don't speak to one another about August's problems – on page 89, Via says she wishes she could 'ask him about this stuff'.

7. Why did Via find August easier to 'read' before the surgeries?

Example answer: *Via found August easier to 'read' because there were very simple signs of simple emotions. Now his face can make more complex movements and he has more complex emotions because he's growing up. Via is also growing up, so she is seeing more complexity in her view of August than she did when she was younger.*

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Answers will vary.

Part

1 Why do you think the author has waited until this point in the book to describe August's face in detail?

Example answer: *I think the author has waited until page 88 to describe August's face because we needed to get to know August and accept him in the way the people who love him do before we got to know his physical features. Our understanding of and love for August helps us to see his facial disfigurement in a more mature way.*

2. On page 89, Via compares August with Grans. Explain this comparison.

Example answer: *Grans' face has changed over time. She used to be a pretty girl but then the wrinkles formed on her face. She looked different, older and some might say not 'pretty' any more, but Grans had a beautiful personality (p. 85) which meant that her looks were a part of her personality and she was 'beautiful' as a whole person. August's looks aren't 'pretty' either and his personality is attractive or 'beautiful' in the same way.*

When Grans looked in the mirror, she might see the pretty girl from Ipanema underneath the 'deformity' of wrinkles; when August looks, he might see his true personality or his face as it would be without the disfigurement.

3. Which word on page 90 recalls another part of the chapter? Explain your answer.

Circle.

Example answer: *At the beginning of Via's narration, she described the family as 'orbiting' August. She is criticising the way her family behaves towards August in the way that he is still the centre of attention even though he has grown up and does not need the amount of medical treatment he needed earlier in life.*

Wonder Comprehension

4. On page 90, What does Via think of her family's treatment of her brother? Can you find two examples elsewhere in the text to illustrate this?

Via thinks the family treat August like a baby. Various examples throughout the text so far, e.g. Mom calls him honey at various points, Dad brings up the Auggie Doggie cartoon.

5. Why do you think the author has introduced Via as narrator at this point in the book? Give two reasons and explanations for your answers.

Example answer: The author has introduced Via as narrator so that we can have another perspective on the family's situation. So far, we have only had August's view and his view is limited by his understanding of situations (e.g. Via's 'crying meltdown', Mr Tushman's Mr T joke). Via is older and has a different, more mature understanding of August's situation.

Via's view also gives the reader a better understanding of what the rest of the family go through in dealing with August's situation. It makes us realise that the people supporting August are real, have feelings of their own and aren't perfect.

6. How does Via's narration change our view of August? Give two reasons plus explanations

Example answers: Via's narration helps us to see that August can be focused on himself (he wasn't too bothered about Via's 'crying meltdown', but he's only ten).

It gives us a clear view of what it's like for the family living with August's difficulties over the years and some of the sacrifices that they've made to look after him.

Via's narration helps us see that August is not necessarily the centre of the world (as his parents have treated him) but that he is just another character or another person. It's a more realistic view – the realistic description of his face and Via's reaction to it when she returned from Grans' illustrates this.

7. Why does the author have Via describing August's face instead of Mom, Jack or Julian?

Example answer: Via loves August, her description is clear and honest, without either sentimentality or cruelty. Julian would have made fun of August in the description, Jack might also have done (judging by his behaviour on page 77) – he wouldn't have been able to describe it in such detail as he doesn't seem to take that much notice of August's face at other times. Mom would likely have been emotional and sentimental about August's face – she's not as detached as Via. Via is a little older than Jack and Julian, so her description is more mature than theirs would have been; it's more candid than Mom's would have been because she's a teenager and is happy to be blunter than an adult might be.

★
★
★
Challenge

Answers will vary.

Wonder Comprehension

Wonder p. 134-152

Part

1 p. 136 What was Jack's first reaction on seeing

2. p. 139 Mom says that Jack has a problem with everyone these days. you give
Can

3 p. 140 Do you think Jamie was being serious or being silly when he was talking about August?
Explain your answer using evidence from the text.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and
find examples in the book where August shows these qualities (not on page 142!). You
can

5. p. 144 Why do you think Jack is being so negative about Summer?

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill
and the oldsled?

7 p. 152 Explain why Jack wants to puke at the end of the page.

Part

1 On page 135, why is Jack so reluctant to help August out?

2. On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

3 p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

4. p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

5. Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

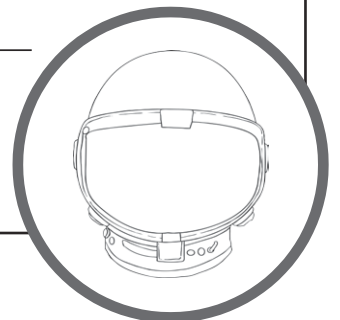
6. Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to

Wonder

7. p. 152 Look up images of 'Home Alone' and the painting, 'The Scream'. Explain how these images match Jack's feeling at the end of the page.

Challenge

Return to p. 134. Can you write the other side of the telephone conversation – the part that Mr Tushman is speaking?



Wonder Comprehension Answers

Part A

2. p. 139 Mom says that Jack has a problem with everyone these days. Can you give three examples?

Jack called August 'deformed', he says 'ugh' when Julian is mentioned, and calls Charlotte a 'Goody Two-Shoes'.

3. p. 140 Do you think Jamie was being serious or being silly when he was talking about August? Explain your answer using evidence from the text.

Example answer: I think Jamie was being a bit of both. He started out talking about a time when he was genuinely scared and he was whining. But at the end, he was running around the kitchen being silly. He was also a bit cheeky at the end by asking what sympathetic meant.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and find examples in the book where August shows these qualities (not on page 142!). You can copy down sentences or describe what August does.

Various answers possible. Example must match the quality.

5. p. 144 Why do you think Jack is being so negative about Summer?

Example answer: Jack is probably jealous of August and Summer's relationship. Previously he had been August's best friend but now August is blanking him. He's upset. Also, he is probably annoyed that Summer didn't give him a straight answer to the question he asked about August.

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill and the oldsled?

Example answer: Jack was probably embarrassed that he had been so enthusiastic about the Skeleton Hill and the other boys mocked the hill. He was also probably embarrassed that Julian corrected him about why it was so called. Jack would have been upset about the way they talked about the old sled because he loved it, had put a lot of work on it and had a great time with his family. He probably thought they were 'jerks'!

7. p. 152 Explain why Jack wants to puke at the end of the page.

Example answer: Jack realises that August heard him saying the horrible things about him to Julian and the other boys. He realises now why August hasn't been speaking to him. He feels dreadful about what he's done.

Wonder Comprehension

Part

- 1 On page 135, why is Jack so reluctant to help August out?

Jack knows who August is because he's seen him around town and he doesn't want to be associated with him.

- 2 On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

Example answer: Page 3 and page 85 show us Via's reaction to people being rude to August. On the three pages, we see all sides of the situation - August's, Via's and Jack's perspective. So, the different pages let us have a much wider view of the situation than just a single character's. It's like the author is showing us that there are lots of sides to a story.

- 3 p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

Example answer: When we read p24-26, we didn't know what the relationship was like between Jack and the others. On this page, we're finding out what was in Jack's head as he was in the scene. It helps us to put ourselves into his shoes or see things from his perspective.

- 4 p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

Example answer: Jack is seeing how his little brother behaves badly towards August. In the book, as readers, we have seen lots of examples of people behaving badly to him. It's made him think about how he will treat August better in future; hopefully reading the book and seeing people's reactions to August, it has made us think about how we ourselves treat people.

- 5 Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

Various examples, including: What the heck? A bit out there. You know, I've got plenty of other friends. [Examples of 10 year-old speech and casual conversational phrases].

- 6 Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to Julian and Miles'?

Example answer: Jack enjoys simple things like the sensation of quiet and whiteness – he's childlike. He's also practical – he enjoys fixing the sled up. He spent all day with his dad and brother at the park, just sledding and enjoying himself in a natural and genuine way. For Julian and Miles, however, everything must be the best – Julian goes on holiday to an exotic place like Paris (and says he hates it), he has an expensive sled, and Skeleton Hill isn't good enough for him. Miles is similar: he calls the sled that Jack fixed up and is proud of a piece of junk. These boys have a good time by dissing everyone else.

- 7 p. 152 Look up images of 'Home Alone' and the painting, 'The Scream'. Explain how these images match Jack's feeling at the end of the page.

Example answer: All the images are similar. They all represent horror or panic or agony. And that's how Jack feels when he realises what he's done and how he's insulted August.

Challenge

Answers will vary.

Wonder Comprehension

Wonder 7 p. 184-204

Part

1 Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

3 List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

5. Why have Justin's tics stopped by the end of the meal?

Wonder

6. p. 195 What might Via have wished for? Explain each of your suggestions.

7 On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short

8. Why is Via crying on p. 202-203? Give two reasons if you can.

Wonder Comprehension

Wonder 7 p. 184-204

Part

- 1 p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.
- 3 Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad		
Relationship between siblings		
Stability of home life		
Interest in Justin		
Protectiveness		
Pets		

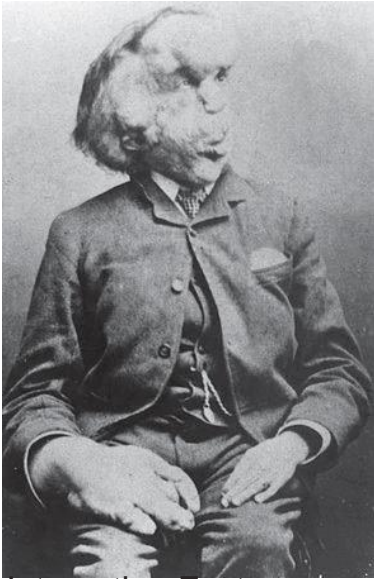
4. p. 199. Justin sprints down the subway at the end of this chapter. Can you explain why?

5. At the end of p. 204, Justin says 'the Universe takes care of all its birds'. What does he mean? Use the information on p. 204 to help you answer.

Challenge

Joseph Merrick (referred to as John Merrick in Wonder) is mentioned on page 186. Research Mr Merrick to complete the fact file, including why he's referred to in Wonder (check p. 193) and what his quote, "Sometimes I think my head is so big because it is so full of dreams", has got to do with August.

Joseph Merrick Fact File



Full name: _____

Nick name(s): _____

Date of birth: _____

Place of birth: _____

Date of death: _____

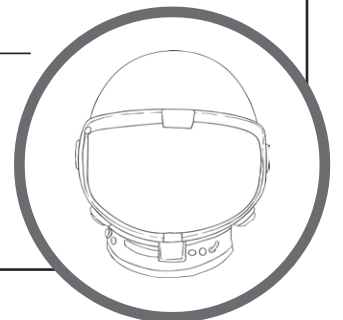
Place of death: _____

Famous for: _____

Interesting Facts:

1. _____
2. _____
3. _____

I think Mr Merrick's quote, "Sometimes I think my head is so big because it is so full of dreams" relates to August in Wonder because:



Wonder Comprehension

Answers

Part A

1. Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

Suggested answer: Justin is meeting Via's little brother for the first time and that's quite scary in itself. But he's also meeting August and seeing his face, which can be startling for some people, and he wants to be cool about it in front of Via. The boys are also being a bit cheeky towards him and he's got to be cool about them making fun of him – he knows what's going on because he's older.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

Suggested answer: Justin is probably trying to be cool and be a bit different. Teenagers do that kind of thing! He doesn't use inverted commas for speech either.

3. List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

Vibe, rocked, awesome, hanging out, registered, I guess.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

Suggested answer: Justin shakes hands with Via's dad to be respectful and hugs her mum because that's how grown women tend to greet people casually. He kisses Via because they're girlfriend and boyfriend. And he fist-punches August because he's being cool and friendly.

5. Why have Justin's tics stopped by the end of the meal?

Suggested answer: Justin is much more relaxed at the end of the meal. The family are treating him like he's one of the family and they've accepted him. He's enjoying being with them because they're loving, laugh a lot and are relaxed themselves. Justin's tics come on when he's nervous – he's not nervous by the end of the meal.

6. p. 195 What might Via have wished for? Explain each of your suggestions.

Answers might include:

Via might have wished for everything to be OK with August – she's just mentioned him and he might be

She might be wishing for Justin to remember his lines and for the performance

She might have wished for Justin to love her as much as she loves him or for their relationship to continue.

Or she might be wishing he'd kiss her. They're caught kissing at the beginning of the next chapter.

7. On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short video clip from Little Rascals and explain why Justin describes Jack like that.

Possible answer. Jack is small, with a gravelly voice, like the Little Rascals in the clip. He's a tough guy and a bit cheeky – he wants to wait for the bus by himself and borrows some money from Justin for gum. The Rascals look fed up in the clip and Jack's fed up later in the chapter when he talks about Julian and his gang.

Wonder Comprehension

8. Why is Via crying on p. 202-203? Give two reasons if you can.

She's ashamed of herself that the reason she hasn't told her family about the play is that she doesn't want August to come and have to deal with the way people react to him. She is probably also upset about the breakdown in her friendship with Miranda – they've just been arguing about it.

Part B

1. p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

Suggested answer: August and Jack are having fun with each other. They've only just bonded again after having fallen out for a long time. So, they're just sharing a joke, with Justin as the butt of the joke. Younger brothers often make fun of their older sisters' boyfriends, since it's a bit like making fun of your sister by proxy.

They are bullying Justin, but since he's older and they're just being silly rather than being nasty, it's not as serious as the bullying that August and Jack have been subject to earlier in the book.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.

3. Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad	<i>Mum and dad clearly love one another. They're tender towards one another in this scene and earlier on in the book.</i>	<i>Justin's parents split up when he was younger and he says they hate one another.</i>
Relationship between siblings	<i>We've seen that Via is protective of August and that August is a loving, teasing younger brother.</i>	<i>Justin says his older half-brother barely knows he exists.</i>
Stability of home life	<i>The family are strong and look out for one another. They show their love for one another regularly and are relaxed with each other.</i>	<i>Justin lived between two houses and his parents don't seem to care much about him as far as he's concerned.</i>
Interest in Justin	<i>Via's parents ask all about him and his music. They pay him lots of attention that he's just not used to.</i>	<i>Justin says his parents never ask about his life and that they're self-absorbed.</i>
Protectiveness	<i>We've seen that the family are very protective of August and they're there for Via too when she has problems.</i>	<i>Justin feels that he must fend for himself. He says that his parents 'could hardly wait for him to be old enough to take care of himself.</i>
Pets	<i>They've got Daisy, who is a big part of the family scene in this chapter.</i>	<i>Justin's family probably never had pets since he lived between two houses and he never mentions a pet of his own, which he'd be likely to do.</i>

Wonder Comprehension

4. p. 199. Justin sprints down the subway at the end of this chapter. Can you explain why?

Suggested answer: He's just done something completely out of character and had a great time doing it. Before this, Justin has been quite serious but here he's had fun by pretending to be a tough guy with a gun in his violin case. He's also pleased that he's been able to take these bullies down a peg or two and help August and Jack out. And he's in love!

5. At the end of p. 204, Justin says 'the Universe takes care of all its birds'. What does he mean? Use the information on p. 204 to help you answer.

Suggested answer: August and his family have a lot to put up with because of his facial disfigurement

– medical treatments, everyday discomfort, worries about his health and the way others treat him. Justin has seen the bullying that Jack is going through too.

On the other hand, he's also seen the love that the family have for August, and that his friend has for him and Miranda, who he didn't even know knew August. He is probably contrasting the love so many people have for August with the love he lacks from his own family. He is showing that life gives positives as well as negatives – the universe takes care of all its birds.

Challenge

Joseph Merrick (referred to as John Merrick in Wonder) is mentioned on page 186. Research Mr Merrick to complete the fact file, including why he's referred to in Wonder (check p. 193) and what his quote, "Sometimes I think my head is so big because it is so full of dreams", has got to do with August.

Full name: **Joseph Merrick.**

Nick name(s): **Elephant Man, John Merrick.**

Date of birth: **5 August 1862.**

Place of birth: **Leicester, United Kingdom.**

Date of death: **11 April 1890.**

Place of death: **London Hospital.**

Famous for: **Various answers that could relate to: his disfigurements, his ailments being a scientific mystery, travelling in fairs as an exhibit/novelty.**

Interesting Facts: **Various answers.**

I think Mr Merrick's quote, "Sometimes I think my head is so big because it is so full of dreams" relates to August in Wonder because:

Various answers possible. Answers should compare August's treatment with that of Merrick.

Wonder Comprehension

Wonder p. 228-248

Part

1 Why do you think Via hugged August before she went out to the play on p. 228?

2 August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

3 p. 230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

Wonder

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

6. Why does Miranda call August Major Tom? (Clue on p.93 and

7 On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

8. On p. 244, was Miranda sick? Can you explain?

Wonder Comprehension

Wonder p. 228-248

Part

- 1 Refer to earlier in the book on p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

- 3 Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230? *Once you have answered this, go back and add more detail to your answer to question 2.*

Wonder

4. Compare p. 231-232 with p. 216. How are these scenes

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing

Mood	Explanation
Worry	<i>At the beginning of the page, August is worried about Miranda.</i>
	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
Confusion	
	<i>August calls out for his mum.</i>
Relief	

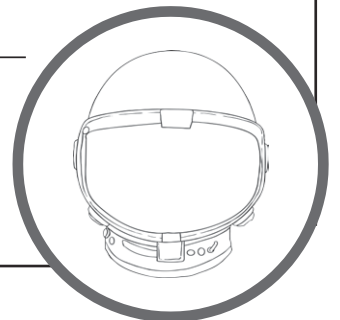
Wonder

6. Why do you think Miranda plays the make-believe game on p. 236-237?

7 Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

★ ★
★ **Challenge** ★ ★

This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.



Wonder Comprehension Answers

Part A

1. Why do you think Via hugged August before she went out to the play on p. 228?

Example answer: *Via was sorry that she'd been ashamed of him earlier on and that she wasn't going to invite him. She realised that she'd upset him and wanted to make it*

2. August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

Example answer: *August has grown up since the beginning of the book. He's been through experiences that have made him mature and he's no longer happy to be treated like a small child. He's embarrassed by it.*

3. p.230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

Example answer: *August likes the play because it's grown-up seeming and makes him feel smarter. It reminds me of the detail on p. 229 where he asked his dad not to call him Auggie Doggie because it made him feel childish.*

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

Example answer: *At the end of the play, the main character, Emily, is dying – she's saying goodbye to everything. Mom and Via will be remembering Daisy dying and perhaps also thinking about how it could have been August that had died. It's an emotional time for Via and she's had a triumph playing the lead, so her emotions are bound to be up. And for Mom, she'll be proud of Via, particularly after their argument earlier in the book.*

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

Example answer: *Mr Davenport was going to make a scene about August's looks – he'd just frozen. Justin had seen this and he didn't want to spoil this moment for Via and her family with someone's poor reaction to August's looks interfering. This shows how much he cares for Via and the family and how sensitive he is to others' feelings.*

6. Why does Miranda call August Major Tom? (Clue on p.93 and 201)

Example answer: *Miranda was closest to August at the time when he was wearing the spaceman's outfit (Major Tom is a spaceman in a famous song). She's still got a picture of him in her wallet with an astronaut helmet on (p. 201). She remembers those happy times with Via and her family, so uses that nickname for him.*

7. On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

Example answer: *Bungalow 32 is like the popular kids in August's school who hang around together. They're Julian's and Savanna's groups, who control who can and cannot join their group and have rules about how people should look and behave. Bungalow 32 change the way Miranda looks and acts so that she fits it with them.*

Wonder Comprehension

8. On p. 244, was Miranda sick? Can you explain?

Example answer: Miranda wasn't sick – it was a lie. She didn't go on stage because she wanted to do something for Via. She saw all her family (who Miranda loved) turning up in the audience and had no-one from her own family attending. She wanted to give Via and her family this experience because she loved them and wanted to do something special for them. It would also help her to become closer to Via – she missed her friendship.

Part B

1 Refer to earlier in the book to p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

Example answer: Via wasn't going to tell anyone in the family about the play. She didn't want her new school friends to see August because she didn't want to go through the ordeal of other people's reactions to him. We find out in this line that she's changed her mind and bought tickets for the whole family.

August's reaction to finding out, Daisy's death, and the family's grief and togetherness at the death probably made Via rethink her priorities and understand how important her family are to her. On p. 222, Via hugs August tight – it could very easily have been August that the family would have been grieving for at many points in the past, and Via realises this.

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

Example obvious answer: Dad brings up Miranda's parents getting divorced because he's seen Miranda's picture. He's not seen her for a while and is probably surprised at how she's grown up. The divorce has happened since the families last met one another (remember, the parents tend to hang around with the children's friends' parents).

Example structural answer: The author is setting up the plot for later in the book where Miranda tells us about her family life. It's an example of 'Chekhov's gun' or 'set up'. The small detail earlier in the text introduces the reader to what's going to happen later, almost without them realising it. It's an example of cohesion.

3. Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230?

Example answer: Mom doesn't recognise Via when she comes on stage because earlier we learnt that she's forgotten her glasses. It's another example of Chekhov's gun. The author introduces a small detail that seems irrelevant at the time, but it's important later because Mom needs to be surprised at it being Via rather than Miranda who comes on stage (and we need to be surprised too). If the author had introduced that Mom had forgotten her glasses at the same time, it would have seemed clumsy and obvious.

4. Compare p. 231-232 with p. 216. How are they linked?

Example answer: On p. 216, Via complains that her mother has left her alone her whole life and goes quiet – Mom would have been upset by this. On p. 231-232, Via has all the attention and August is almost forgotten. Mom is showing her pride in Via and is delighted at how well she's done. It's what Via wanted – her mum's attention.

Wonder Comprehension

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing

Moo	Explanatio
Worry	<i>At the beginning of the page, August is worried about Miranda.</i>
Happy/excited	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
Embarrassment/awkwardnes	<i>Mr Davenport notices August's face.</i>
Confusion	<i>August gets lost in the crowd.</i>
Panic	<i>August calls out for his mum.</i>
Relief	<i>Someone picks him up.</i>
Happiness	<i>It's Miranda, who he hasn't seen in ages.</i>

6. Why do you think Miranda plays the make-believe game on p. 236-237?

Example answers: *Miranda wants to impress the other girls about her life. She doesn't want to tell the sad story of her parents' divorce and how unhappy she feels, so she chooses the family she knows who love one another and she feels close to – Via's family. Miranda also probably wanted attention and sympathy for herself – we hear that her mother isn't someone she can be close to and that she's suffering after the divorce. Mentioning August would have been a quick way to do that. And she feels like a sister to Auggie. It's ironic that Auggie made her popular in camp!*

7. Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

Various pieces of evidence, including: *Davenport's reaction to August on p. 233; his lack of sympathy for Miranda's 'illness'; his undisguised anger at her; his rudeness to her when he asks her why she's still here; Davenport's nerves whilst watching the play; and Miranda (who we're sympathetic to) calls him a wreck.*

* Challenge *

Challenge! This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.

A range of possible answers covering *Via forgiving her mother for not giving her the attention she wanted; Miranda becoming reconciled with Via; the growth of the relationship between Via and her mum; Via's growth in maturity regarding others' reactions to August's face; August's desire to be treated in a more grown-up way; Miranda has grown up in that she values genuine people like Via's family rather than people like those in bungalow 32. Mr Davenport is an example of someone who doesn't forgive, in contrast to the main characters.*

Wonder Comprehension

Wonder p. 249-267

Part

- 1 Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

2. p. 251. Give three reasons from your own ideas why August might be excited to go to the retreat.

- 3 p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

4. On p. 253, why does August correct Mom – “Three days and two nights”?

5. p. 257. Why hasn't Julian come on the trip?

Wonder

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

- 7 p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August

Wonder Comprehension

Wonder p. 249-267

Part

1 p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

3 p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Complete the table by picking out evidence to support this argument from pages 253-255.

Child	Teenage

Wonder

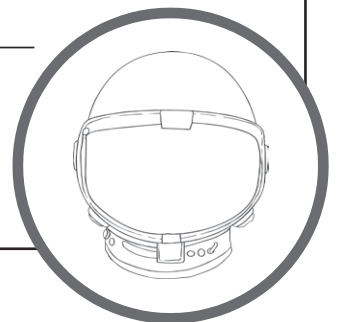
4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

★ Challenge ★

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?



Wonder Answers

Comprehension

Part A

1. Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

Answers from: He's never slept away from home before. There might be medical problems. His mum and dad might have to come and pick him up like they did from

2. p. 251. Give three reasons from your own ideas why he might be excited to go to the retreat.

Various answers from own experience or empathising with August's feelings. For example: The campfire atmosphere. Sleeping in a cabin on bunk beds with his friends. Walking through the woods – being out in nature. Being with his friends 24/7. Being grown-up and away from home.

3. p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

Example answer. It may be that Star Wars is special to the doctor – he did know a bit about the characters after all. But it's likely that the doctor was just picking up on what August was interested in so that he'd accept the hearing aid. August doesn't know that the doctor was 'playing' him, but we as readers do, if we infer correctly.

4. On p. 253, why does August correct Mom – “Three days and two nights”?

Various answers. For example: He's afraid of how long he's going to be away and it's preying on his mind. Ten-year olds can be a bit like that – contrary to their parents.

5. p. 257. Why hasn't Julian come on the trip?

Example answer. Julian says it's because the trip is 'dorky' but he's probably losing his popularity and power with the other kids because of his behaviour to Jack Will and August. He doesn't want to be confronted by the fact and lose face in front of everyone. Julian's a bit of a snob anyway – he's always talking about the amazing places he's visited, so he wouldn't be impressed or excited by the retreat like August is.

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

Example answer. Grans lived in Montauk. It's mentioned on p. 85. August will have been there as a child visiting his grandmother.

7. p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August between p. 249 and p. 264.

Example answer. In the earlier pages, August has been having a great time. Everyone in school has accepted him and his face isn't an issue – it's hardly mentioned. Then suddenly there's a terrible reaction to August's face, like a magnification of the reactions we've seen before.

Part

1 p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

August (and Christopher) are obsessed with Star Wars when they're younger. Star Wars is a theme that runs through the book. It's a small 'Chekhov's gun' to set up August moving away from his childish Star Wars obsession and growing up, with the purchase of the new, plain, duffel bag.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

Various answers. For example: The school don't want the children getting upset talking to their parents; they don't want the parents to be concerned about their children and coming out to pick them up; there are no cell phones allowed in school – the teachers are responsible for the children in their care. The children are here to get away from it all – it's a 'retreat' after all. They might phone out for pizza!

3 p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Pick out evidence to support this argument from these pages. Draw and complete the table.

Child	Teenage
<ul style="list-style-type: none"> • Mom helps August to pack. • He's asking, 'what if' questions. • Mom calls him 'sweetie' and 'Auggie' and says, 'sweet dreams'. • He wants to bring Baboo. • She tests whether the bag is too heavy for him. • Mom reminds him about bug spray, sunscreen and taking off his hearing aid. • She gives him a kiss on the forehead. • Mom turns on the reading light for him. 	<ul style="list-style-type: none"> • The rolling duffel is plain. • Mom tries to deter August from taking Baboo. • They stuff Baboo where he can't be seen. • He's taken down the Empire Strikes Back poster to change his image. • He goes to sleep on his own. • August reads to himself.

4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

Easier: They've gone to the woods for the retreat, so the author is describing the setting. The hearing aid gives August an advantage over the other kids that he's unfamiliar with. His hearing aid also makes the experience much more vibrant for him.

Difficult: I wonder whether this is another Chekhov's gun. Something is going to happen later in the woods so the author is preparing us with a description of the setting. Something's going to happen with August's hearing aid. Mom's mentioned it earlier and Chekhov says that every element in a story must be necessary so it's got to be important to the plot later.

Wonder Comprehension

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

Example answer. I think that things are going to turn and something dramatic will happen; probably something not very nice. The author is pacing the story and providing some calm and light before she moves the story on suddenly to a crisis. She's done this several times before in the book where there have been good times followed immediately by bad. The calm before the crisis acts to make the crisis more surprising and shocking.

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

p. 263-264 contain mainly description and description of action. Nothing much is happening on these pages. The author makes the pace quite slow but it speeds up a little towards the end, with the short speeches from Jack and August.

p. 265-267 contain lots of short sections of speech and short actions. This makes the pace of the passage very quick. There are lots of full stops which introduces a stop-start feel to the section.

Challenge

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?

Various answers. Compare the violence of the bullying, the length of time and the physical versus psychosocial bullying; the involvement of others and the power structure of the bullying groups.

Example answer: Ironically, August and others' reactions to Julian's bullying of August and Jack Will might have stopped Julian becoming an Eddie when he's older. Julian's had his social power taken away from him by the other kids and he's unlikely to forget that. Eddie still has his social power so is assured in his behaviour in a way that Julian now isn't.

Wonder Comprehension

Wonder p. 6-7 'How I Came to Life'.

Part

1 Do you think there are any pictures of August's birth?

2. What does August mean when he says, 'cracking

3 What phrase tells you that August and Via have heard the story before?

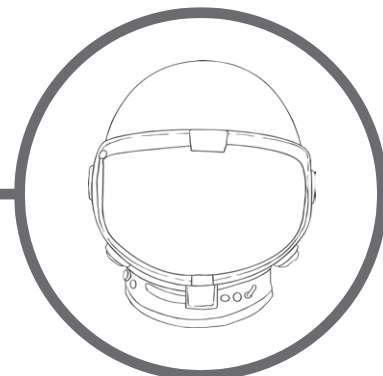
4. What does Mom's expression, 'a walk in the park'

5. Did the video camera break into 'a million pieces'?

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

7 List the events that happened in the delivery room immediately after August was born.

8. Use the **Cartoon Strip Template** to draw these events as a cartoon



Wonder

Comprehension

Part

1 August says that the room went very quiet when he was born. Why do you think it went quiet?

2. Why does August/the author use multiple short sentences at the beginning of page 7?

3 Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

4. What does the nurse mean by, 'Everyone born of God overcometh the

5. What can you work out about the nurse's background from this phrase?

6. Compare Mom's reaction on first seeing August compared to everyone else's

7 Why does August mention what the rest of his family look like in the final paragraph on p.7?

Wonder Comprehension Answers

Part A

1. Do you think there are any pictures of August's birth?

Example answer: *There are unlikely to be any pictures of August's birth because Dad*

2. What does August mean when he says, 'cracking up'?

August means he and Via laugh hysterically when the story is told and they can't

3. What phrase tells you that August and Via have heard the story before?

The phrase is 'when Mom tells this story' or 'when Mom tells it'. It implies that she tells the story a lot and has probably told it throughout their childhoods.

4. What does Mom's expression, 'a walk in the park' mean?

Example answer: *A walk in the park means something is easy. Compare walking in the park to walking up a mountain – it's much easier. Via's birth was straightforward*

5. Did the video camera break into 'a million pieces'?

Example answer: *No, the camera didn't break. It's just an everyday expression (idiom) that it fell to bits. It's an exaggeration, to make the story funnier.*

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

Example answer: *The word 'fart' is funny anyway because it's a bit rude. If you keep on using the word 'fart' a lot it can be even funnier because you're getting away with writing a rude word like 'fart' down (like I have done here!). August is using it a lot because he's a ten-year-old boy and they tend to find that kind of thing funny, so he's using it as much as he can to make the story funnier. The author is using the word because it shows August's character – his sense of humour. He also knows that the readership is either about that age, slightly older or are the parents of a child that age; they'll appreciate the humour that most ten-year-olds have.*

7. List the events that happened in the delivery room immediately after August was born.

1. ***The doctor fainted.***
 2. ***The 'nice' nurse rushed August out of the***
 3. ***room. Dad ran after her.***
 4. ***Dad dropped the video camera and it***
 5. ***broke. Mom got upset and tried to get***
 6. ***out of bed.***
 7. ***The 'farting' nurse tried to keep Mom from***
 8. ***getting up. Mom was hysterical and the nurse***
 9. ***was yelling at her.***
- The 'farting' nurse shouted at the doctor and 'kicked' him.***
- The doctor woke up.***

Not necessarily in this order, but it's likely that the doctor fainted first, as soon as he saw August's face.

Part B

1. August says that the room went very quiet when he was born. Why do you think it went quiet?

Example answer: Everyone was shocked by August's face. They weren't expecting it – they knew something was going to be wrong with his face but weren't prepared for how bad it was going to be. The doctor, who you'd expect to take control in a situation like this, was young and unfamiliar with the case so he didn't say anything.

2. Why does August/the author use multiple short sentences at the beginning of p. 7?

Example answer: Short sentences tend to make the action go quicker and the rhythm can add to the humour of a situation. August tells the story to the rule of three: short question, short answer plus a short detail – a typical joke rhythm. The author also uses them to indicate August's eagerness and excitement at retelling the story.

3. Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

Example answer: The author wants to show how excited August is about telling the story, to indicate how funny he thinks it is and to show the way August speaks – like an

4. What does the nurse mean by, 'Everyone born of God overcometh the world'?

Example answer: The nurse is using a Biblical quotation (1 John 5:4). She's trying to comfort August's mum (and probably herself) and give her hope. She means that since the baby is one of God's children, that all will be well: either that he will die and go to heaven where there is no illness or abnormality or that things will turn out fine in the end. It's more a hope, wish and reassurance than a prediction.

5. What can you work out about the nurse's background from this phrase?

The nurse is probably a Christian. (In fact, she may be a born-again Christian, as this phrase is used widely in evangelical Christian churches).

6. Compare Mom's reaction on first seeing August compared to everyone else's reaction.

Example answer: August's mum had no reaction to August's face other than love. She looked beyond his facial features to focus on the beauty of his eyes. She loves him because she's his mother and nothing else matters to her.

7. Why does August mention what the rest of his family look like in the final paragraph on p.7?

Example answer: August is self-conscious about his looks. He wants the reader to know that his family aren't affected by the same conditions that affect him. He's second-guessing what he thinks the reader is thinking. He's also as proud and protective of his family as they are of him so he wants the reader to think well of them (and looks are something he focuses on because of the way he looks).

★ ★ ★
★ Challenge ★ ★ ★

Why do August and Via like the story so much?

Example answer: They like the story because it's a funny one and because it's something the family has always told between themselves – so it's a part of the family's history and love for each other. They like it because the comedy of it takes the sting out of a potentially hurtful memory – the shock of August's birth. August likes it because it gives a light-hearted and loving retelling of his birth - he and the family seem to use humour a lot to help him (and them) understand and cope with his condition. Via likes it because, as a young child growing up, she may, equally, have gained comfort from the retelling – it may have helped her to understand or cope with other people's negative reactions to August.

Wonder Comprehension

Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

Part A

1. Even though he wasn't there, how had Dad helped August cope with the meeting with Mr Tushman on page 15?

2. Do you think Mr Tushman makes a good impression on August? Find three pieces of evidence on pages 15 and 16 to support your opinion.

3. On page 17, why doesn't August look at Mrs Garcia's face?

4. On page 19, what does Mr Tushman's office tell you about his attitude to his students?

5. On page 20, what is a jack-o'-lantern?

6. On page 20, why does August shake his head and cover his mouth? Does this action remind you of any other character's actions earlier in the book?

7. Why didn't Mr Tushman tell August about meeting the other children at the beginning of the visit?

Wonder Comprehension

Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

Part B

1. August calls his mum and dad 'Mommy' and 'Daddy' on pages 15-16. What does this tell you about the way he's feeling on visiting his new school?

2. At the bottom of page 16, August says the school smells like a hospital. Why do you think he uses this comparison?

3. On page 18, August's mum admires the picture of Mrs Garcia's grandson and Mrs G is about to say something else about him. Why do you think she doesn't?

4. Describe the change in August's behaviour with Mr Tushman on page 20 with how he reacted to him on pages 15 and 16. What has caused this change?

5. On page 20, immediately after Mr Tushman and August joke together, August hears kids' voices outside the office. Why does the author position these two scenes right next to each other?

6. There's a lot of tension on page 21. Find three pieces of evidence that illustrate the tense mood.

Wonder Comprehension Answers

Part A

1. Even though he wasn't there, how had Dad helped August cope with the meeting with Mr Tushman on page 15?

Example answer: Dad had made fun of Mr Tushman's name in the car in the previous chapter. August was concentrating on that rather than being worried about meeting him.

2. Do you think Mr Tushman makes a good impression on August? Find three pieces of evidence on pages 15 and 16 to support your opinion.

Evidence from: Mr Tushman looks right at him and smiles, without any embarrassment; He tries to shake August's hand – he treats him with respect; He speaks to him normally, without any embarrassment or being patronising; He gets down to August's level so they can be face to face; He's kind, and interested in August; He's encouraging.

3. On page 17, why doesn't August look at Mrs Garcia's face?

Example answer: He doesn't want to see the expression on her face. He's seen her do 'that thing' where her eyes dropped as she looked at him for the first time. He doesn't want to see any more discomfort on her face so he avoids looking at all.

4. On page 19, what does Mr Tushman's office tell you about his attitude to his students?

Mr Tushman respects students because he's got their drawings and paintings framed on the wall like they're important. He understands what children that age like because he's got 'cool stuff' in his office – the floating globe and the Rubik's-type cube.

5. On page 20, what is a jack-o'-lantern?

A jack-o'-lantern is a pumpkin that's been carved out to make a lantern, like those you make at halloween.

6. On page 20, why does August shake his head and cover his mouth? Does this action remind you of any other character's actions earlier in the book?

Example answer: August is about to say that Mr Tushman does look like a pumpkin but stops himself just in time, since he realises it might be rude. It reminds me of when Mrs Garcia is about to continue talking about how beautiful her grandchild is but stops herself at the last minute.

7. Why didn't Mr Tushman tell August about meeting the other children at the beginning of the visit?

Example answer: Mr Tushman and August's mum probably thought that August wouldn't have stayed to meet the children if he'd have known about it. He was very nervous at the beginning of the visit. Mr Tushman has been trying to win his trust and to get him to relax so that he would accept meeting the other children.

Wonder Comprehension Answers

Part B

1. August calls his mum and dad 'Mommy' and 'Daddy' on pages 15-16. What does this tell you about the way he's feeling on visiting his new school?

Example answer: He's using 'childish' language for his mum and dad here. This hints that he's feeling scared and vulnerable and he wants to be protected like he was when he was younger.

2. At the bottom of page 16, August says the school smells like a hospital. Why do you think he uses this comparison?

Example answer: August has spent a lot of time in hospitals in his life. They wouldn't have been pleasant places for him to be since he'd have likely been in pain or uncomfortable. He feels similarly uncomfortable in this situation.

3. On page 18, August's mum admires the picture of Mrs Garcia's grandson and Mrs G is about to say something else about him. Why do you think she doesn't?

Example answer: August's mum has mentioned how beautiful he is, and normally Mrs Garcia would probably have agreed and carried on talking about how lovely looking the baby was (and maybe how the boy still is). But she may have thought that this might have been upsetting or embarrassing for August and his mum – it's clear that she's embarrassed about the situation herself. She doesn't want to make an embarrassing mistake.

4. Describe the change in August's behaviour with Mr Tushman on page 20 with how he reacted to him on pages 15 and 16. What has caused this change?

Example answer: On page 20, August is laughing with Mr Tushman, making jokes and asking questions. He's even laughing at him. On pages 15 and 16, August hardly says anything and is reluctant even to look at Mr Tushman. He's fearful in the earlier scene, but now he's enjoying himself.

Mr Tushman has won August over with his patience, kindness and good humour. Funny jokes have melted the ice too!

5. On page 20, immediately after Mr Tushman and August joke together, August hears kids voices outside the office. Why does the author position these two scenes right next to each other?

Example answer: The author wants to create an instant change of mood. One minute August is laughing and comfortable with Mr Tushman, the next his heart is pounding with fear. It takes the reader by surprise and helps them to understand August's own feelings, where fear of meeting strangers can come over him instantly.

6. There's a lot of tension on page 21. Find three pieces of evidence that illustrate the tense mood.

Evidence from: August asks, 'Who's here?' – a short, panicky sentence; August looks over at Mom and tells her that he doesn't want to meet anyone; Mr Tushman works fast – he's over to reassure to August before August realises and he opens the door to the kids before August can change his mind; The kids don't look at August or his mum, they stare straight at Mr Tushman; The kids just nod. They don't say anything.

7. On page 22, neither August nor the author describe the children's faces. Why not?

Example answer: August doesn't look at people's faces when he first meets them, so he isn't going to be able to give a detailed description of them. August describes their shoes instead, which shows where he is looking (Charlotte's bright green Crocs and Mr Tushman's red Adidas trainers). The author has perhaps deliberately left these descriptions out to show how self-conscious and fearful August is of meeting other people and making face to face eye-contact. In fact, we've not had a description of August's face so far.

Challenge Task

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?

Example answer: Mr T is a (retired) larger-than-life actor in a TV series called The A Team and a Rocky boxing movie from the 1980s (nearly 40 years ago). His catchphrase was 'I pity the fool'.

Mr Tushman is doing an impression of Mr T. He's trying to be funny and make August laugh. He remembers it because he's a middle-aged man but August is too young to have heard of the 'famous' Mr T, so he doesn't get the joke.

Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part A

Reread p. 54-56. Compare August and his mum's reactions to his first day at school. You discuss your ideas in your group before you write anything down.

If you wish, you can answer these questions to help you write your answer:

1 Why does Mom ask August how he feels on a scale of 1-

2. Why do you think she did the same now?

3 Why do you think August's answer surprised her?

4. Mom offers to carry August's backpack.

5. She calls him 'sweetness'. What do you think of that?

Wonder

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

7. How do you think August might feel at his mum hugging him in front of everyone?

8. How long are August's answers to Mom's questions on p. Why?

9. Why do you think August kicks the rock down the street?



Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part B

Reread p. 57-60. Compare August's mum and dad's reactions to his first day at school. If you wish, it might help to use the bullet points to structure your comparison.

- 1 Explain how his dad treats August on these pages, using evidence in the text. (Aim for 2 points with evidence.)

2. Explain how August's mum treats him on these pages, using evidence in the text. (Aim for 2 points with evidence.)

- 3 Do you think his parents have spoken to one another before Dad comes into August's

4. What do their reactions tell you about their different relationships with August? (Aim for 2-3points.)

Challenge

Reread the section on p. 57 when Dad comes into August's room, then watch one of the **Augie Doggie and Doggie Daddy** episodes on the Internet. Think about how this cartoon and the characters are used by August and his dad in their relationship.

Consider and reflect on the following:

1. When August's dad first saw the cartoons.

2. When and where August himself first saw the cartoons.

3. What their different reactions would have been when August first saw the cartoons.

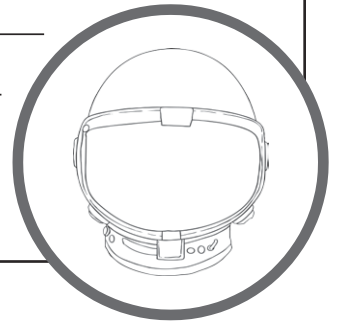
4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

Challenge

5. Their love and care for one another.

6. How their relationship is beginning to change now that August has started school.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.



Wonder Comprehension

Answers

Part A

1. Why does Mom ask August how he feels on a scale of 1-10?

Mom asks how August feels on the scale because it's something she's always done during his hospital treatments to show her how much pain he was in.

2. Why do you think she did the same now?

Mom's doing the same now because she's treating the first day at school like a trip to the hospital – something that's going to be painful for August and something that she's going to have to nurse him through, just like she's done countless times before through his childhood.

3. Why do you think August's answer surprised her?

His answer would have surprised her because she was expecting him to have a tough time at school – she would have thought he would have been bullied or had bad reactions to his face and that he would have been upset by it.

4. Mom offers to carry August's backpack. Why?

Mom offers to carry August's backpack because she wants to look after him. She's treating him like a child – the way you'd treat a five-year-old or someone who couldn't look after themselves.

5. She calls him 'sweetness'. What do you think of that?

Mom calling him 'sweetness' is another example of treating him like a child. She's patronising him – but because she just wants to look after him and make it better if he's upset.

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

She's asking him lots of questions partly because she wants to know what's happened, partly because she's nervous and partly because she's only getting short answers from August. She probably spots that he's upset because of his short answers – he's avoiding - and she wants to get to the bottom of what's happened.

7. How do you think August might feel at his mum hugging him in front of everyone?

I think August would feel embarrassed at his mum hugging him here. He's already had a challenging day he doesn't want the other kids to see him being treated like a young kid (as he'd see it) by his mum.

8. How long are August's answers to Mom's questions on p. 55? Why?

August's answers are short, probably because he doesn't want to think about school now it's over. He can't really answer in detail about what's happened

Wonder Comprehension

9. Why do you think August kicks the rock down the street?

August kicks the rock down the street because he wants to get away from the situation and Mom's questioning. He just wants to have some down time and not think about school and how challenging and emotional it's been.

Part B

Children may choose to answer the question in any way they wish. If they choose to answer the structured questions, example answers are given below. All answers should cover: Dad treating August as both a child and teenager; Mom being nervous and then comforting him (also Mom's treating him in a 'babyish' way earlier in the chapter); and a comparison summary of the two parents' reactions.

1. Explain how his dad treats August on these pages, using evidence in the text.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager ('that was the deal', 'can I ask you something', 'I'm as much to blame').

2. Explain how August's mum treats him on these pages, using evidence in the text.

August's mum acts nervously towards him when she first comes into the room (she peeked her head into the room and 'looked kind of shy'). At the end of the chapter, she comforts him when he's upset (she wraps her arms around him, offers him 'soft words' and kisses him on the face).

3. Do you think his mum and dad have spoken to one another before Dad comes into August's room?

I think they have spoken to one another beforehand. Mom knocks on the door straight after Dad and August have talked about her and Dad conveniently has work to do that will allow Mom to spend time with August. They've been shown as loving parents prior to this – and that's what good parents would do.

4. What do their reactions tell you about their different relationships with August?

Dad seems to allow August to open up, with a combination of his humour and direct talk. Once he's opened up and begun to react to his true feelings, his mum gives him support and comforts him emotionally. It's like they're August's support tag-team with different roles.

★ Challenge ★

1. When August's dad first saw the cartoons.

Dad probably saw the cartoons in the 1970s or 80s, when he was a boy. They'll remind him of when he was a child and of his relationship with his own dad.

2. When and where August himself first saw the cartoons.

The book says that August first saw the cartoons in hospital when he was four.

3. What their different reactions would have been when August first saw the cartoons.

August, as a four-year-old would have just found them funny. He wouldn't have been able to understand some of the humour in them because it's aimed at adults or older children, but he'd have liked the silliness, the animals and the relationship of Augie Doggie and his dad. Dad would have wanted to share the cartoons with his son because he'd have enjoyed them when he was a boy. August would have been in pain in hospital, so the funny cartoons would have been good to show him to take his mind off the pain. Dad tends to use humour to connect with August – he uses it to distract August from demanding situations.

4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

Dad's a bit of a joker. He's got a kid's sense of humour and he likes making people, especially August, laugh (for example, the jokes about Mr Tushman in the car). August laughs at his dad's jokes and likes the shared references they have (Augie Doggie) and joins in with them – 'dear ol' Dad'.

5. Their love and care for one another.

They clearly get along. Dad seems to know just when to be silly with August and when to speak to him seriously: when they're talking in August's room, he asks him if he's annoyed with Mom then soon after picks up his hand and waves it at Mom, to lighten the mood.

6. How their relationship is beginning to change now that August has started school.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager. August is opening up to his dad and beginning to tell him how he really feels. He trusts his dad and responds to him. He knows being put to be is 'babyish', as he says, but he accepts it for the moment.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.

Dad refers to Augie Doggie because he's trying to lighten the mood a little. He knows that August is upset and perhaps annoyed with his mum – they'll have spoken about it before he goes into August's room. Mum comforts him with hugs, kisses and kind words towards the end of the chapter, when August cries. Both care for him and treat him with love and – to some extent – treat him younger than his years.

Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part

1 Why do you think that dance class is August's least favourite subject?

2. Does August like science? How do you

3 On page 71, do you think that the dance teacher was aware what was going on?

4. Why did August's hand touch Tristan's?

5. How do you think the Cheese Touch idea got started at Beecher

6. What's the difference between Tristan and Julian in the way they treat August?

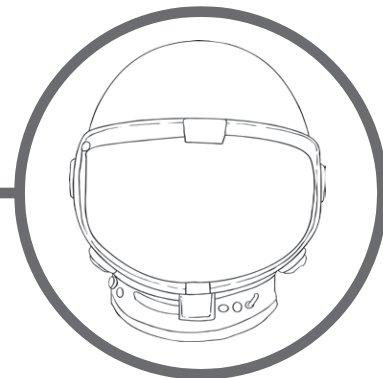
Wonder

7 Why does August like Halloween so

8. Do you think the astronaut helmet had been put in Gran's attic?

9. Why does August want to be Boba Fett from The Empire Strikes

10 Why do you think Dad thinks Bleeding Scream is a better costume?



Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part

- 1 On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

- 3 Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him. What would you say?

*

Wonder Comprehension Answers

Part A

1. Why do you think that dance class is August's least favourite subject?

2. Does August like science? How do you know?

August clearly likes science because he talks about the lesson in detail and he

3. On page 71, do you think that the dance teacher was aware what was going on?

I think the dance teacher probably was aware what was going on because she changed the lesson so that no one was dancing with anyone else. She probably didn't want to embarrass the children

4. Why did August's hand touch Tristan's?

August's hand touched Tristan's because he was trying to move his foil from the plates just as Tristan was moving his.

5. How do you think the Cheese Touch idea got started at Beecher Prep?

Example answer: The Cheese Touch idea was probably started by someone like Julian. It's the kind of nasty game that children play. They are being nasty but after a while it just becomes something that everybody does without even thinking about it – the children aren't being deliberately horrible, they've become caught up in the nasty game but that doesn't excuse their behaviour.

6. What's the difference between Tristan and Julian in the way they treat August?

Example answer: Julian is deliberately nasty towards August. He goes out of his way to bully him and set other children against him. Tristan, however, is 'okay-nice' to August but he's not particularly friendly and he is one of those who continues the Cheese Touch 'game'.

7. Why does August like Halloween so much?

August likes Halloween because he gets to wear a mask so that no-one can see his face. He gets to be treated like everyone else.

8. Do you think the astronaut helmet had been put in Gran's attic?

Example answer: I don't think the helmet is in Gran's attic otherwise Mom would have found it by now. I think that Mom got rid of the helmet because August was wearing it so much and it wasn't good for him to keep hiding his face inside the helmet.

Wonder Comprehension

9. Why does August want to be Boba Fett from The Empire Strikes Back?

August wants to be the grown-up version of Boba Fett. Since he's started school, he's consistently wanted to be treated like a grown-up.

10. Why do you think Dad thinks Bleeding Scream is a better costume?

I think that Dad thinks Bleeding Scream is more grown up than the Star Wars costume. It's also more appropriate for Halloween.

Part

1 On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

Example answer: Mrs Antanabi wouldn't have wanted to embarrass August and the other children with bringing up the subject of no-one wanting to dance with him. It's probably happened before in the dance lessons and she'd be aware that it was a problem.

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

Example answer: Ximena couldn't help how she felt. She had a panic attack and that's not something you can immediately stop yourself from having. She felt fearful and this is how the fear showed itself. It's still insulting to August and would need to be talked about. If I were her friend, I'd tell her to get to know August and see what he's like so that she'd find out that he was really nice and that his face is just how it is – nothing to be afraid of. I think it would be difficult for her to do this because of people like Julian who would tease her for being friends with August. I'd suggest she talks to her dance teacher about it so that she can help to sort the situation.

3. Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

Example answer: Ms Rubin dealt with the issue of the other children avoiding being close to August there and then. She gave direct instructions to the children to go and stand next to him. She doesn't avoid the situation like Mrs Antanabi does and tackles it head on. Although August says he doesn't like it, I think that this is a better reaction because it's less likely to happen again in future science lessons because the children know that the teacher will deal with it.

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

Example answer: August is about to tell us something horrible that Tristan has done. He doesn't want us to get the wrong idea about him that he's someone like Julian who's deliberately nasty. He's trying to be fair. If you ask me, he's a bit too forgiving of people who treat him like dirt!

Wonder Comprehension

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him.

What would you say?

Answers written as Ms Rubin which mention Tristan's behaviour, how August feels about it, how the Cheese Touch got started and how she expects Tristan to behave in class in the future. Ms Rubin would probably take the matter further with Mr Tushman.

6. Do you have any thoughts about the costumes August has worn for Halloween in his life?

Example answer: August's costumes match his age and his interests. When he's younger, he wears costumes related to Disney films and stories. His dad wears matching costumes alongside him for a time so that he can accompany him to Halloween parades and parties. He then gets into space and Star Wars when he's a bit older – that matches his age. Finally, he wears the Bleeding Scream mask – a scary one that's suitable for Halloween.

7. Mom spent ages making August's costume. Why doesn't he put it on?

Example answer: August didn't feel like wearing it. It could have been the paint smell or the amount of time it took to put on. It could be that he knew his dad was in a hurry or that he was flustered by Via's meltdown. Or it could be that he subconsciously had a feeling about Julian when he heard about his Jango Fett costume.

8. August gets annoyed with Dad at the end of page 75. Why?

Example answer: August gets annoyed because Dad doesn't know the difference between Boba and Jango Fett. Everyone knows the what difference is for goodness' sake! He's also probably a bit flustered about Via's meltdown and maybe a feeling a little guilty about not wearing Mom's Boba Fett costume.

Challenge

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?

I think the author is wanting us to read on. The section of the book (if you sneakily read on) looks like it's about Via so she's linking this section with the next – it's a cohesive device. We don't know at the moment what the problem is but all through the book we've been hearing about August's problems, we've not heard anything about Via's. She must be going through her own difficulties starting a new school, having August's problems to deal with herself and just being a teenager. We're likely to find out more in the next section.

Wonder Comprehension

Wonder p. 88-90

Part

1 On page 88-89, Via describe August' face Mak note on August' eye and mouth in spidergram form.

2. Close your eyes and imagine what August's face looks like, feature by Spend a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

3 Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

Wonder

4. There are no illustrations of August in the book? Why not?

5. Why do you think the author gives such a detailed description of August's face?

6. Why doesn't Via speak to him about the hearing aids?

7. Why was August easier to 'read' before the

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Wonder Comprehension

Wonder p. 88-90

Part

1 Why do you think the author has waited until this point in the book to describe August's face in detail?

2. On page 89, Via compares August with Grans. Explain this comparison.

3 Which word on page 90 recalls another part of the chapter? Explain your answer.

4. On page 90, What does Via think of her family's treatment of her brother? Can you find two examples elsewhere in the text to illustrate this?

5. Why do you think the author has introduced Via as narrator at this point in the book? Give two reasons and explanations for your answers.

6. How does Via's narration change our view of August? Give two reasons with explanations.

7 Why does the author have Via describing August's face instead of Mom, Jack or Julian?

Wonder Comprehension

Answers

1. On page 88-89, Via describes August's face. Make notes on August's eye and mouth in spidergram form.

Example answers could

Eyes	Mouth
Inch below 'normal' Slant downwards Diagonal slits Bulge outwards Top lids half closed Lower lids sag Can see red part of eyes No eyebrows or lashes	Gash from upper lip to nose Teeth small and splayed out Overbite Undersized jawbone Small chin

2. Close your eyes and imagine what August's face looks like, feature by feature. Spend a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

No written response.

3. Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

Various answers, perhaps focusing on understanding her discomfort with August's appearance or a

better understanding of how she felt than they had when they first read page 17.

4. There are no illustrations of August in the book? Why not?

Answers focus on using imagination from the description or from the story. For example: There are no illustrations of August because everyone will have their own picture of how August looks. If the author had supplied her own illustration, there would be a single image of August and that might limit how we see him in our imaginations. No illustration means that we must imagine his looks through the description.

5. Why do you think the author gives such a detailed description of August's face?

Example answers: The author gives us such a detailed description because she wants us to have a vivid picture of August from this point forwards.

So far, we've not had any description – we've almost ignored what August looks like and we need to see the reality of August's situation for ourselves.

Wonder Comprehension

6. Why doesn't Via speak to him about the hearing aids?

Example answers: *Via doesn't speak to August about the hearing aids because she knows that he knows people are more concerned with his facial disfigurement than they would be with a new hearing aid.*

They don't speak to one another about August's problems – on page 89, Via says she wishes she could 'ask him about this stuff'.

7. Why did Via find August easier to 'read' before the surgeries?

Example answer: *Via found August easier to 'read' because there were very simple signs of simple emotions. Now his face can make more complex movements and he has more complex emotions because he's growing up. Via is also growing up, so she is seeing more complexity in her view of August than she did when she was younger.*

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Answers will vary.

Part

1 Why do you think the author has waited until this point in the book to describe August's face in detail?

Example answer: *I think the author has waited until page 88 to describe August's face because we needed to get to know August and accept him in the way the people who love him do before we got to know his physical features. Our understanding of and love for August helps us to see his facial disfigurement in a more mature way.*

2. On page 89, Via compares August with Grans. Explain this comparison.

Example answer: *Grans' face has changed over time. She used to be a pretty girl but then the wrinkles formed on her face. She looked different, older and some might say not 'pretty' any more, but Grans had a beautiful personality (p. 85) which meant that her looks were a part of her personality and she was 'beautiful' as a whole person. August's looks aren't 'pretty' either and his personality is attractive or 'beautiful' in the same way.*

When Grans looked in the mirror, she might see the pretty girl from Ipanema underneath the 'deformity' of wrinkles; when August looks, he might see his true personality or his face as it would be without the disfigurement.

3. Which word on page 90 recalls another part of the chapter? Explain your answer.

Circle.

Example answer: *At the beginning of Via's narration, she described the family as 'orbiting' August. She is criticising the way her family behaves towards August in the way that he is still the centre of attention even though he has grown up and does not need the amount of medical treatment he needed earlier in life.*

Wonder Comprehension

4. On page 90, What does Via think of her family's treatment of her brother? Can you find two examples elsewhere in the text to illustrate this?

Via thinks the family treat August like a baby. Various examples throughout the text so far, e.g. Mom calls him honey at various points, Dad brings up the Auggie Doggie cartoon.

5. Why do you think the author has introduced Via as narrator at this point in the book? Give two reasons and explanations for your answers.

Example answer: The author has introduced Via as narrator so that we can have another perspective on the family's situation. So far, we have only had August's view and his view is limited by his understanding of situations (e.g. Via's 'crying meltdown', Mr Tushman's Mr T joke). Via is older and has a different, more mature understanding of August's situation.

Via's view also gives the reader a better understanding of what the rest of the family go through in dealing with August's situation. It makes us realise that the people supporting August are real, have feelings of their own and aren't perfect.

6. How does Via's narration change our view of August? Give two reasons plus explanations

Example answers: Via's narration helps us to see that August can be focused on himself (he wasn't too bothered about Via's 'crying meltdown', but he's only ten).

It gives us a clear view of what it's like for the family living with August's difficulties over the years and some of the sacrifices that they've made to look after him.

Via's narration helps us see that August is not necessarily the centre of the world (as his parents have treated him) but that he is just another character or another person. It's a more realistic view – the realistic description of his face and Via's reaction to it when she returned from Grans' illustrates this.

7. Why does the author have Via describing August's face instead of Mom, Jack or Julian?

Example answer: Via loves August, her description is clear and honest, without either sentimentality or cruelty. Julian would have made fun of August in the description, Jack might also have done (judging by his behaviour on page 77) – he wouldn't have been able to describe it in such detail as he doesn't seem to take that much notice of August's face at other times. Mom would likely have been emotional and sentimental about August's face – she's not as detached as Via. Via is a little older than Jack and Julian, so her description is more mature than theirs would have been; it's more candid than Mom's would have been because she's a teenager and is happy to be blunter than an adult might be.

★ ★ ★
★ **Challenge** ★ ★ ★

Answers will vary.

Wonder Comprehension

Wonder p. 134-152

Part

1 p. 136 What was Jack's first reaction on seeing

2. p. 139 Mom says that Jack has a problem with everyone these days. you give
Can

3 p. 140 Do you think Jamie was being serious or being silly when he was talking about August?
Explain your answer using evidence from the text.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and
find examples in the book where August shows these qualities (not on page 142!). You
can

5. p. 144 Why do you think Jack is being so negative about Summer?

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill
and the oldsled?

7 p. 152 Explain why Jack wants to puke at the end of the page.

Part

1 On page 135, why is Jack so reluctant to help August out?

2. On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

3 p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

4. p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

5. Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

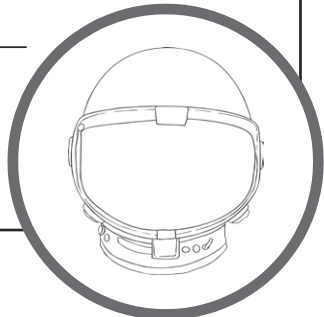
6. Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to

Wonder

7. p. 152 Look up images of 'Home Alone' and the painting, 'The Scream'. Explain how these images match Jack's feeling at the end of the page.

Challenge

Return to p. 134. Can you write the other side of the telephone conversation – the part that Mr Tushman is speaking?



Wonder Comprehension Answers

Part A

2. p. 139 Mom says that Jack has a problem with everyone these days. Can you give three examples?

Jack called August 'deformed', he says 'ugh' when Julian is mentioned, and calls Charlotte a 'Goody Two-Shoes'.

3. p. 140 Do you think Jamie was being serious or being silly when he was talking about August? Explain your answer using evidence from the text.

Example answer: I think Jamie was being a bit of both. He started out talking about a time when he was genuinely scared and he was whining. But at the end, he was running around the kitchen being silly. He was also a bit cheeky at the end by asking what sympathetic meant.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and find examples in the book where August shows these qualities (not on page 142!). You can copy down sentences or describe what August does.

Various answers possible. Example must match the quality.

5. p. 144 Why do you think Jack is being so negative about Summer?

Example answer: Jack is probably jealous of August and Summer's relationship. Previously he had been August's best friend but now August is blanking him. He's upset. Also, he is probably annoyed that Summer didn't give him a straight answer to the question he asked about August.

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill and the oldsled?

Example answer: Jack was probably embarrassed that he had been so enthusiastic about the Skeleton Hill and the other boys mocked the hill. He was also probably embarrassed that Julian corrected him about why it was so called. Jack would have been upset about the way they talked about the old sled because he loved it, had put a lot of work on it and had a great time with his family. He probably thought they were 'jerks'!

7. p. 152 Explain why Jack wants to puke at the end of the page.

Example answer: Jack realises that August heard him saying the horrible things about him to Julian and the other boys. He realises now why August hasn't been speaking to him. He feels dreadful about what he's done.

Wonder Comprehension

Part

- 1 On page 135, why is Jack so reluctant to help August out?

Jack knows who August is because he's seen him around town and he doesn't want to be associated with him.

- 2 On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

Example answer: Page 3 and page 85 show us Via's reaction to people being rude to August. On the three pages, we see all sides of the situation - August's, Via's and Jack's perspective. So, the different pages let us have a much wider view of the situation than just a single character's. It's like the author is showing us that there are lots of sides to a story.

- 3 p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

Example answer: When we read p24-26, we didn't know what the relationship was like between Jack and the others. On this page, we're finding out what was in Jack's head as he was in the scene. It helps us to put ourselves into his shoes or see things from his perspective.

- 4 p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

Example answer: Jack is seeing how his little brother behaves badly towards August. In the book, as readers, we have seen lots of examples of people behaving badly to him. It's made him think about how he will treat August better in future; hopefully reading the book and seeing people's reactions to August, it has made us think about how we ourselves treat people.

- 5 Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

Various examples, including: What the heck? A bit out there. You know, I've got plenty of other friends. [Examples of 10 year-old speech and casual conversational phrases].

- 6 Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to Julian and Miles'?

Example answer: Jack enjoys simple things like the sensation of quiet and whiteness – he's childlike. He's also practical – he enjoys fixing the sled up. He spent all day with his dad and brother at the park, just sledding and enjoying himself in a natural and genuine way. For Julian and Miles, however, everything must be the best – Julian goes on holiday to an exotic place like Paris (and says he hates it), he has an expensive sled, and Skeleton Hill isn't good enough for him. Miles is similar: he calls the sled that Jack fixed up and is proud of a piece of junk. These boys have a good time by dissing everyone else.

- 7 p. 152 Look up images of 'Home Alone' and the painting, 'The Scream'. Explain how these images match Jack's feeling at the end of the page.

Example answer: All the images are similar. They all represent horror or panic or agony. And that's how Jack feels when he realises what he's done and how he's insulted August.

Challenge

Answers will vary.

Wonder Comprehension

Wonder 7 p. 184-204

Part

1 Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

3 List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

5. Why have Justin's tics stopped by the end of the meal?

Wonder

6. p. 195 What might Via have wished for? Explain each of your suggestions.

7 On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short

8. Why is Via crying on p. 202-203? Give two reasons if you can.

Wonder Comprehension

Wonder 7 p. 184-204

Part

- 1 p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.
- 3 Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad		
Relationship between siblings		
Stability of home life		
Interest in Justin		
Protectiveness		
Pets		

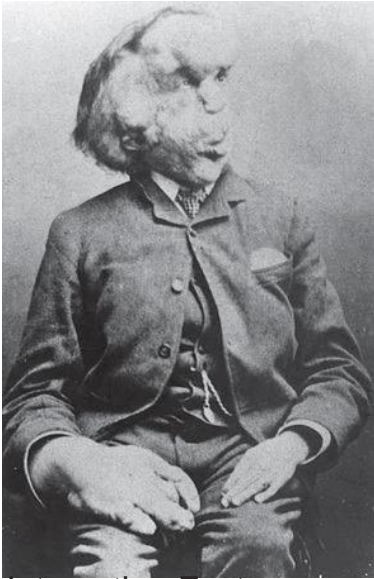
4. p. 199. Justin sprints down the subway at the end of this chapter. Can you explain why?

5. At the end of p. 204, Justin says 'the Universe takes care of all its birds'. What does he mean? Use the information on p. 204 to help you answer.

Challenge

Joseph Merrick (referred to as John Merrick in Wonder) is mentioned on page 186. Research Mr Merrick to complete the fact file, including why he's referred to in Wonder (check p. 193) and what his quote, "Sometimes I think my head is so big because it is so full of dreams", has got to do with August.

Joseph Merrick Fact File



Full name: _____

Nick name(s): _____

Date of birth: _____

Place of birth: _____

Date of death: _____

Place of death: _____

Famous for: _____

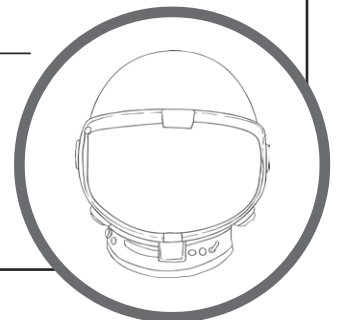
Interesting Facts:

1. _____

2. _____

3. _____

I think Mr Merrick's quote, "Sometimes I think my head is so big because it is so full of dreams" relates to August in Wonder because:



Wonder Comprehension

Answers

Part A

1. Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

Suggested answer: Justin is meeting Via's little brother for the first time and that's quite scary in itself. But he's also meeting August and seeing his face, which can be startling for some people, and he wants to be cool about it in front of Via. The boys are also being a bit cheeky towards him and he's got to be cool about them making fun of him – he knows what's going on because he's older.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

Suggested answer: Justin is probably trying to be cool and be a bit different. Teenagers do that kind of thing! He doesn't use inverted commas for speech either.

3. List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

Vibe, rocked, awesome, hanging out, registered, I guess.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

Suggested answer: Justin shakes hands with Via's dad to be respectful and hugs her mum because that's how grown women tend to greet people casually. He kisses Via because they're girlfriend and boyfriend. And he fist-punches August because he's being cool and friendly.

5. Why have Justin's tics stopped by the end of the meal?

Suggested answer: Justin is much more relaxed at the end of the meal. The family are treating him like he's one of the family and they've accepted him. He's enjoying being with them because they're loving, laugh a lot and are relaxed themselves. Justin's tics come on when he's nervous – he's not nervous by the end of the meal.

6. p. 195 What might Via have wished for? Explain each of your suggestions.

Answers might include:

Via might have wished for everything to be OK with August – she's just mentioned him and he might be

She might be wishing for Justin to remember his lines and for the performance

She might have wished for Justin to love her as much as she loves him or for their relationship to continue.

Or she might be wishing he'd kiss her. They're caught kissing at the beginning of the next chapter.

7. On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short video clip from Little Rascals and explain why Justin describes Jack like that.

Possible answer. Jack is small, with a gravelly voice, like the Little Rascals in the clip. He's a tough guy and a bit cheeky – he wants to wait for the bus by himself and borrows some money from Justin for gum. The Rascals look fed up in the clip and Jack's fed up later in the chapter when he talks about Julian and his gang.

Wonder Comprehension

8. Why is Via crying on p. 202-203? Give two reasons if you can.

She's ashamed of herself that the reason she hasn't told her family about the play is that she doesn't want August to come and have to deal with the way people react to him. She is probably also upset about the breakdown in her friendship with Miranda – they've just been arguing about it.

Part B

1. p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

Suggested answer: August and Jack are having fun with each other. They've only just bonded again after having fallen out for a long time. So, they're just sharing a joke, with Justin as the butt of the joke. Younger brothers often make fun of their older sisters' boyfriends, since it's a bit like making fun of your sister by proxy.

They are bullying Justin, but since he's older and they're just being silly rather than being nasty, it's not as serious as the bullying that August and Jack have been subject to earlier in the book.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.

3. Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad	<i>Mum and dad clearly love one another. They're tender towards one another in this scene and earlier on in the book.</i>	<i>Justin's parents split up when he was younger and he says they hate one another.</i>
Relationship between siblings	<i>We've seen that Via is protective of August and that August is a loving, teasing younger brother.</i>	<i>Justin says his older half-brother barely knows he exists.</i>
Stability of home life	<i>The family are strong and look out for one another. They show their love for one another regularly and are relaxed with each other.</i>	<i>Justin lived between two houses and his parents don't seem to care much about him as far as he's concerned.</i>
Interest in Justin	<i>Via's parents ask all about him and his music. They pay him lots of attention that he's just not used to.</i>	<i>Justin says his parents never ask about his life and that they're self-absorbed.</i>
Protectiveness	<i>We've seen that the family are very protective of August and they're there for Via too when she has problems.</i>	<i>Justin feels that he must fend for himself. He says that his parents 'could hardly wait for him to be old enough to take care of himself.</i>
Pets	<i>They've got Daisy, who is a big part of the family scene in this chapter.</i>	<i>Justin's family probably never had pets since he lived between two houses and he never mentions a pet of his own, which he'd be likely to do.</i>

Wonder Comprehension

4. p. 199. Justin sprints down the subway at the end of this chapter. Can you explain why?

Suggested answer: He's just done something completely out of character and had a great time doing it. Before this, Justin has been quite serious but here he's had fun by pretending to be a tough guy with a gun in his violin case. He's also pleased that he's been able to take these bullies down a peg or two and help August and Jack out. And he's in love!

5. At the end of p. 204, Justin says 'the Universe takes care of all its birds'. What does he mean? Use the information on p. 204 to help you answer.

Suggested answer: August and his family have a lot to put up with because of his facial disfigurement

– medical treatments, everyday discomfort, worries about his health and the way others treat him. Justin has seen the bullying that Jack is going through too.

On the other hand, he's also seen the love that the family have for August, and that his friend has for him and Miranda, who he didn't even know knew August. He is probably contrasting the love so many people have for August with the love he lacks from his own family. He is showing that life gives positives as well as negatives – the universe takes care of all its birds.

Challenge

Joseph Merrick (referred to as John Merrick in Wonder) is mentioned on page 186. Research Mr Merrick to complete the fact file, including why he's referred to in Wonder (check p. 193) and what his quote, "Sometimes I think my head is so big because it is so full of dreams", has got to do with August.

Full name: **Joseph Merrick.**

Nick name(s): **Elephant Man, John Merrick.**

Date of birth: **5 August 1862.**

Place of birth: **Leicester, United Kingdom.**

Date of death: **11 April 1890.**

Place of death: **London Hospital.**

Famous for: **Various answers that could relate to: his disfigurements, his ailments being a scientific mystery, travelling in fairs as an exhibit/novelty.**

Interesting Facts: **Various answers.**

I think Mr Merrick's quote, "Sometimes I think my head is so big because it is so full of dreams" relates to August in Wonder because:

Various answers possible. Answers should compare August's treatment with that of Merrick.

Wonder Comprehension

Wonder p. 228-248

Part

1 Why do you think Via hugged August before she went out to the play on p. 228?

2 August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

3 p. 230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

Wonder

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

6. Why does Miranda call August Major Tom? (Clue on p.93 and

7 On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

8. On p. 244, was Miranda sick? Can you explain?

Wonder Comprehension

Wonder p. 228-248

Part

- 1 Refer to earlier in the book on p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

- 3 Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230? *Once you have answered this, go back and add more detail to your answer to question 2.*

Wonder

4. Compare p. 231-232 with p. 216. How are these scenes

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing

Mood	Explanation
Worry	<i>At the beginning of the page, August is worried about Miranda.</i>
	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
Confusion	
	<i>August calls out for his mum.</i>
Relief	

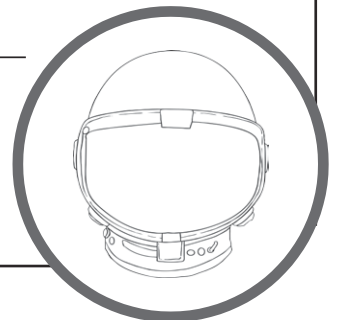
Wonder

6. Why do you think Miranda plays the make-believe game on p. 236-237?

7 Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

★ ★
★ **Challenge** ★ ★

This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.



Wonder Comprehension Answers

Part A

1. Why do you think Via hugged August before she went out to the play on p. 228?

Example answer: *Via was sorry that she'd been ashamed of him earlier on and that she wasn't going to invite him. She realised that she'd upset him and wanted to make it*

2. August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

Example answer: *August has grown up since the beginning of the book. He's been through experiences that have made him mature and he's no longer happy to be treated like a small child. He's embarrassed by it.*

3. p.230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

Example answer: *August likes the play because it's grown-up seeming and makes him feel smarter. It reminds me of the detail on p. 229 where he asked his dad not to call him Auggie Doggie because it made him feel childish.*

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

Example answer: *At the end of the play, the main character, Emily, is dying – she's saying goodbye to everything. Mom and Via will be remembering Daisy dying and perhaps also thinking about how it could have been August that had died. It's an emotional time for Via and she's had a triumph playing the lead, so her emotions are bound to be up. And for Mom, she'll be proud of Via, particularly after their argument earlier in the book.*

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

Example answer: *Mr Davenport was going to make a scene about August's looks – he'd just frozen. Justin had seen this and he didn't want to spoil this moment for Via and her family with someone's poor reaction to August's looks interfering. This shows how much he cares for Via and the family and how sensitive he is to others' feelings.*

6. Why does Miranda call August Major Tom? (Clue on p.93 and 201)

Example answer: *Miranda was closest to August at the time when he was wearing the spaceman's outfit (Major Tom is a spaceman in a famous song). She's still got a picture of him in her wallet with an astronaut helmet on (p. 201). She remembers those happy times with Via and her family, so uses that nickname for him.*

7. On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

Example answer: *Bungalow 32 is like the popular kids in August's school who hang around together. They're Julian's and Savanna's groups, who control who can and cannot join their group and have rules about how people should look and behave. Bungalow 32 change the way Miranda looks and acts so that she fits it with them.*

Wonder Comprehension

8. On p. 244, was Miranda sick? Can you explain?

Example answer: Miranda wasn't sick – it was a lie. She didn't go on stage because she wanted to do something for Via. She saw all her family (who Miranda loved) turning up in the audience and had no-one from her own family attending. She wanted to give Via and her family this experience because she loved them and wanted to do something special for them. It would also help her to become closer to Via – she missed her friendship.

Part B

1 Refer to earlier in the book to p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

Example answer: Via wasn't going to tell anyone in the family about the play. She didn't want her new school friends to see August because she didn't want to go through the ordeal of other people's reactions to him. We find out in this line that she's changed her mind and bought tickets for the whole family.

August's reaction to finding out, Daisy's death, and the family's grief and togetherness at the death probably made Via rethink her priorities and understand how important her family are to her. On p. 222, Via hugs August tight – it could very easily have been August that the family would have been grieving for at many points in the past, and Via realises this.

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

Example obvious answer: Dad brings up Miranda's parents getting divorced because he's seen Miranda's picture. He's not seen her for a while and is probably surprised at how she's grown up. The divorce has happened since the families last met one another (remember, the parents tend to hang around with the children's friends' parents).

Example structural answer: The author is setting up the plot for later in the book where Miranda tells us about her family life. It's an example of 'Chekhov's gun' or 'set up'. The small detail earlier in the text introduces the reader to what's going to happen later, almost without them realising it. It's an example of cohesion.

3. Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230?

Example answer: Mom doesn't recognise Via when she comes on stage because earlier we learnt that she's forgotten her glasses. It's another example of Chekhov's gun. The author introduces a small detail that seems irrelevant at the time, but it's important later because Mom needs to be surprised at it being Via rather than Miranda who comes on stage (and we need to be surprised too). If the author had introduced that Mom had forgotten her glasses at the same time, it would have seemed clumsy and obvious.

4. Compare p. 231-232 with p. 216. How are they linked?

Example answer: On p. 216, Via complains that her mother has left her alone her whole life and goes quiet – Mom would have been upset by this. On p. 231-232, Via has all the attention and August is almost forgotten. Mom is showing her pride in Via and is delighted at how well she's done. It's what Via wanted – her mum's attention.

Wonder Comprehension

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing

Moo	Explanatio
<i>Worry</i>	<i>At the beginning of the page, August is worried about Miranda.</i>
<i>Happy/excited</i>	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
<i>Embarrassment/awkwardnes</i>	<i>Mr Davenport notices August's face.</i>
<i>Confusion</i>	<i>August gets lost in the crowd.</i>
<i>Panic</i>	<i>August calls out for his mum.</i>
<i>Relief</i>	<i>Someone picks him up.</i>
<i>Happiness</i>	<i>It's Miranda, who he hasn't seen in ages.</i>

6. Why do you think Miranda plays the make-believe game on p. 236-237?

Example answers: *Miranda wants to impress the other girls about her life. She doesn't want to tell the sad story of her parents' divorce and how unhappy she feels, so she chooses the family she knows who love one another and she feels close to – Via's family. Miranda also probably wanted attention and sympathy for herself – we hear that her mother isn't someone she can be close to and that she's suffering after the divorce. Mentioning August would have been a quick way to do that. And she feels like a sister to Auggie. It's ironic that Auggie made her popular in camp!*

7. Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

Various pieces of evidence, including: *Davenport's reaction to August on p. 233; his lack of sympathy for Miranda's 'illness'; his undisguised anger at her; his rudeness to her when he asks her why she's still here; Davenport's nerves whilst watching the play; and Miranda (who we're sympathetic to) calls him a wreck.*

* Challenge *

Challenge! This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.

A range of possible answers covering *Via forgiving her mother for not giving her the attention she wanted; Miranda becoming reconciled with Via; the growth of the relationship between Via and her mum; Via's growth in maturity regarding others' reactions to August's face; August's desire to be treated in a more grown-up way; Miranda has grown up in that she values genuine people like Via's family rather than people like those in bungalow 32. Mr Davenport is an example of someone who doesn't forgive, in contrast to the main characters.*

Wonder Comprehension

Wonder p. 249-267

Part

- 1 Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

2. p. 251. Give three reasons from your own ideas why August might be excited to go to the retreat.

- 3 p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

4. On p. 253, why does August correct Mom – “Three days and two nights”?

5. p. 257. Why hasn't Julian come on the trip?

Wonder

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

- 7 p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August

Wonder Comprehension

Wonder p. 249-267

Part

1 p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

3 p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Complete the table by picking out evidence to support this argument from pages 253-255.

Child	Teenage

Wonder

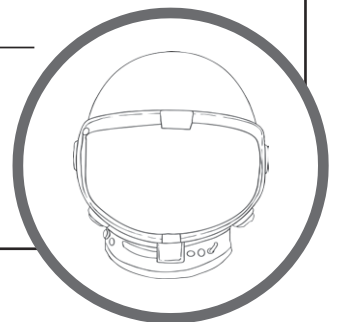
4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

Challenge

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?



Wonder Answers

Comprehension

Part A

1. Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

Answers from: He's never slept away from home before. There might be medical problems. His mum and dad might have to come and pick him up like they did from

2. p. 251. Give three reasons from your own ideas why he might be excited to go to the retreat.

Various answers from own experience or empathising with August's feelings. For example: The campfire atmosphere. Sleeping in a cabin on bunk beds with his friends. Walking through the woods – being out in nature. Being with his friends 24/7. Being grown-up and away from home.

3. p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

Example answer. It may be that Star Wars is special to the doctor – he did know a bit about the characters after all. But it's likely that the doctor was just picking up on what August was interested in so that he'd accept the hearing aid. August doesn't know that the doctor was 'playing' him, but we as readers do, if we infer correctly.

4. On p. 253, why does August correct Mom – “Three days and two nights”?

Various answers. For example: He's afraid of how long he's going to be away and it's preying on his mind. Ten-year olds can be a bit like that – contrary to their parents.

5. p. 257. Why hasn't Julian come on the trip?

Example answer. Julian says it's because the trip is 'dorky' but he's probably losing his popularity and power with the other kids because of his behaviour to Jack Will and August. He doesn't want to be confronted by the fact and lose face in front of everyone. Julian's a bit of a snob anyway – he's always talking about the amazing places he's visited, so he wouldn't be impressed or excited by the retreat like August is.

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

Example answer. Grans lived in Montauk. It's mentioned on p. 85. August will have been there as a child visiting his grandmother.

7. p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August between p. 249 and p. 264.

Example answer. In the earlier pages, August has been having a great time. Everyone in school has accepted him and his face isn't an issue – it's hardly mentioned. Then suddenly there's a terrible reaction to August's face, like a magnification of the reactions we've seen before.

Part

1 p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

August (and Christopher) are obsessed with Star Wars when they're younger. Star Wars is a theme that runs through the book. It's a small 'Chekhov's gun' to set up August moving away from his childish Star Wars obsession and growing up, with the purchase of the new, plain, duffel bag.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

Various answers. For example: The school don't want the children getting upset talking to their parents; they don't want the parents to be concerned about their children and coming out to pick them up; there are no cell phones allowed in school – the teachers are responsible for the children in their care. The children are here to get away from it all – it's a 'retreat' after all. They might phone out for pizza!

3 p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Pick out evidence to support this argument from these pages. Draw and complete the table.

Child	Teenage
<ul style="list-style-type: none"> • Mom helps August to pack. • He's asking, 'what if' questions. • Mom calls him 'sweetie' and 'Auggie' and says, 'sweet dreams'. • He wants to bring Baboo. • She tests whether the bag is too heavy for him. • Mom reminds him about bug spray, sunscreen and taking off his hearing aid. • She gives him a kiss on the forehead. • Mom turns on the reading light for him. 	<ul style="list-style-type: none"> • The rolling duffel is plain. • Mom tries to deter August from taking Baboo. • They stuff Baboo where he can't be seen. • He's taken down the Empire Strikes Back poster to change his image. • He goes to sleep on his own. • August reads to himself.

4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

Easier: They've gone to the woods for the retreat, so the author is describing the setting. The hearing aid gives August an advantage over the other kids that he's unfamiliar with. His hearing aid also makes the experience much more vibrant for him.

Difficult: I wonder whether this is another Chekhov's gun. Something is going to happen later in the woods so the author is preparing us with a description of the setting. Something's going to happen with August's hearing aid. Mom's mentioned it earlier and Chekhov says that every element in a story must be necessary so it's got to be important to the plot later.

Wonder Comprehension

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

Example answer. *I think that things are going to turn and something dramatic will happen; probably something not very nice. The author is pacing the story and providing some calm and light before she moves the story on suddenly to a crisis. She's done this several times before in the book where there have been good times followed immediately by bad. The calm before the crisis acts to make the crisis more surprising and shocking.*

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

p. 263-264 contain mainly description and description of action. Nothing much is happening on these pages. The author makes the pace quite slow but it speeds up a little towards the end, with the short speeches from Jack and August.

p. 265-267 contain lots of short sections of speech and short actions. This makes the pace of the passage very quick. There are lots of full stops which introduces a stop-start feel to the section.

Challenge

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?

Various answers. Compare the violence of the bullying, the length of time and the physical versus psychosocial bullying; the involvement of others and the power structure of the bullying groups.

Example answer: Ironically, August and others' reactions to Julian's bullying of August and Jack Will might have stopped Julian becoming an Eddie when he's older. Julian's had his social power taken away from him by the other kids and he's unlikely to forget that. Eddie still has his social power so is assured in his behaviour in a way that Julian now isn't.

Guided Reading Order of Teaching – Option 1

This option will work well with KS1 and KS2 children. Using the same text with each group and one **Activity Plan** to last the week.

Teacher Focus

On day 1, you will need to allow an extra long session. Share the section of the text specified on the **Activity Plan 1** with the whole class and discuss the Reading Questions. (*Note the deeper reading questions will be focused on during group guided reading.*) The children will then be familiar with the text so that they can move on to completing the tasks outlined in the timetable.

Independent

Throughout the rest of the week, rotate the carousel of suggested activities from the **Activity Cards**; each group will work on a different activity each day.

Note – With option 1, each pack is intended to last a whole week. On week 2, the order will be repeated but with **Activity Plan 2** and so on.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Shared class reading session with all groups. Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension	Vocabulary
Group 2	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension
Group 3	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar
Group 4	Punctuation and Grammar	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.
Group 5	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)

Guided Reading Order of Teaching – Option 2

This option will work well with KS1 children. This option uses a different text with each group and one **Activity Plan** to last the week.

Teacher Focus

This option will work if your guided reading sessions are structured in such a way that only one group will have the text from this unit as their guided reading focus. On day 1, read the section of the text specified on **Activity Plan 1** with the focus group and discuss the Reading Questions. (This will take the whole session.)

Independent

On the following days, the children will independently complete a different related activity from the **Activity Cards** each day, allowing the teacher to focus on a guided reading session with a different group using a different text.

Note – With option 2, each pack is intended to last a whole week. On week 2, the order will be repeated but with Activity Plan 2 and so on.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
	Comprehension	Punctuation and Grammar	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)

Teacher focus –
Read the section of the text identified on the **Activity Plan** and answer the Reading Questions and the Deeper Reading Questions.

Guided Reading Order of Teaching – Option 3

This option will work well with KS2 children. This option uses the same text with each group and one new **Activity Plan** each day .

Teacher Focus

This option will work if the text is being looked at as a class text/book study. On day 1, share the section of the text specified on **Activity Plan 1** with the whole class and discuss the Reading Questions and the Deeper Reading Questions.

Independent

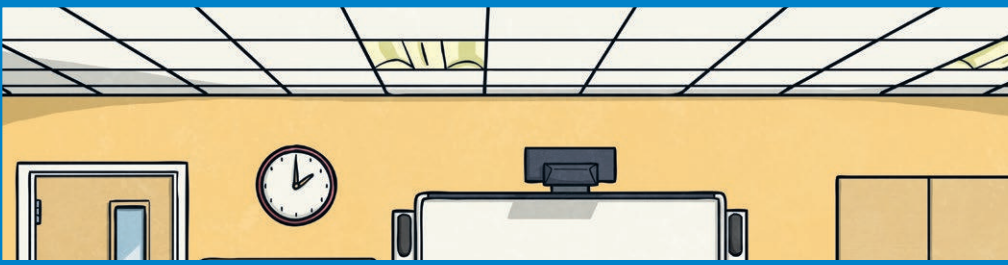
On day 1, children complete one of the activities from the **Activity Cards**. There is the option for the whole class to complete the same activity or different groups to work on a different activity.

Note – With option 3, the teacher will pick up a new **Activity Plan** each day and repeat. It is suggested that the teacher ensures each child has an even coverage of the different types of activities they work on each day, e.g. comprehension one day and then punctuation and grammar the next, etc.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Share the section of the text specified on Activity Plan 1 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Comprehension</p>	<p>Share the section of the text specified on Activity Plan 2 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Punctuation and Grammar</p>	<p>Share the section of the text specified on Activity Plan 3 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Phonics: (KS1) or a non-core activity (KS2)</p>	<p>Share the section of the text specified on Activity Plan 4 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Choose from one of the non-core activities.</p>	<p>Share the section of the text specified on Activity Plan 5 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Vocabulary</p>



Wonder

Activity Cards 1



Wonder Activity Cards

Punctuation and Grammar

- Complete the [Dialogue Activity Sheet](#).



Wonder Activity Cards

Comprehension

- Complete the [Comprehension Activity Sheet](#) on 'How I Came to Life' p. 6-7.



Wonder Activity Cards

Vocabulary

- Play the games explained on the [US English Match Up Activity Sheet](#).



Character Sketch

- Complete the [Character Sketch Activity Sheet](#).



Write

- Complete the [Anecdote Activity Sheet](#).



Compare

- Complete the [Comparing the Same Characters Activity Sheet](#).



Reading Task

- Read pages 3-14.



Wonder: Activity Plan 1

Reading Skill:

2a. Give/explain the meaning of words in context.

2b. Retrieve and record information/identify key details from fiction and non-fiction.

I can explain words and retrieve information from a text that reveal character.

Vocabulary and Key Phrases:

Connecticut, fundamental, engaging, uplifting, havoc, cleft palate, anomaly, mshed-up, bummed, principal, hindsight, IQ test, white lie, cheeks, groggily.

Prior Learning: New text.

Reading Task: Read p. 3-14.

Reading Questions

Cover. What information about the plot of the book can you glean from the front and back covers?

Cover. What can you work out about the main character from the back cover?

Cover. In the quotation on the back cover, August has nothing positive to say about her/himself. Contrast this with the words describing the book and character in the reviews (on the outer and inner covers).

Cover. The title of the book is 'Wonder'. What does 'wonder' mean?

p. 3. August uses the word 'ordinary' seven times in the first paragraph. Why?

p. 3. Find evidence on page 3 to show how others react to August as not 'ordinary'.

On p. 4, August mentions the operations he's had. What were the operations for? How do you know?

p. 5. Do August's current friends treat him now the same way they previously treated him? Explain your answer.

p. 3-5. Find words and phrases that show that this book is set in the USA

Deeper Reading:

Do you think August hides the way he feels? Find evidence in the text to back up your ideas.

Related Activities

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

Vocabulary: Children play the American English match-up games explained in the [US English Match Up Activity Sheet](#).

Comprehension: Children complete the [Comprehension Activity Sheet](#) on How I Came to Life p. 6-7.

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

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

Compare: Children complete the [Comparing the Same Characters Activity Sheet](#).

Anecdote Activity

Part A

Reread p. 6-7 'How I Came to Life'. Every family has a funny anecdote that they tell and retell. An anecdote is something that really happened to a person but often the story becomes exaggerated and favourite bits become emphasised.

In this activity, you will be making a storyboard of events. Think back to stories your family tell when you all get together. Are there any funny ones that you remember? *Turn one of your own family's anecdotes into a storyboard of events before, during and after the event.*

If you can't think of a family one, are there any stories about events that have happened to you or your friends in school that you could write about? If you want to, you can exaggerate the story to make it funnier. If you wish to use one, ask your teacher for a **Storyboard Template**.

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Cartoon Strip Template



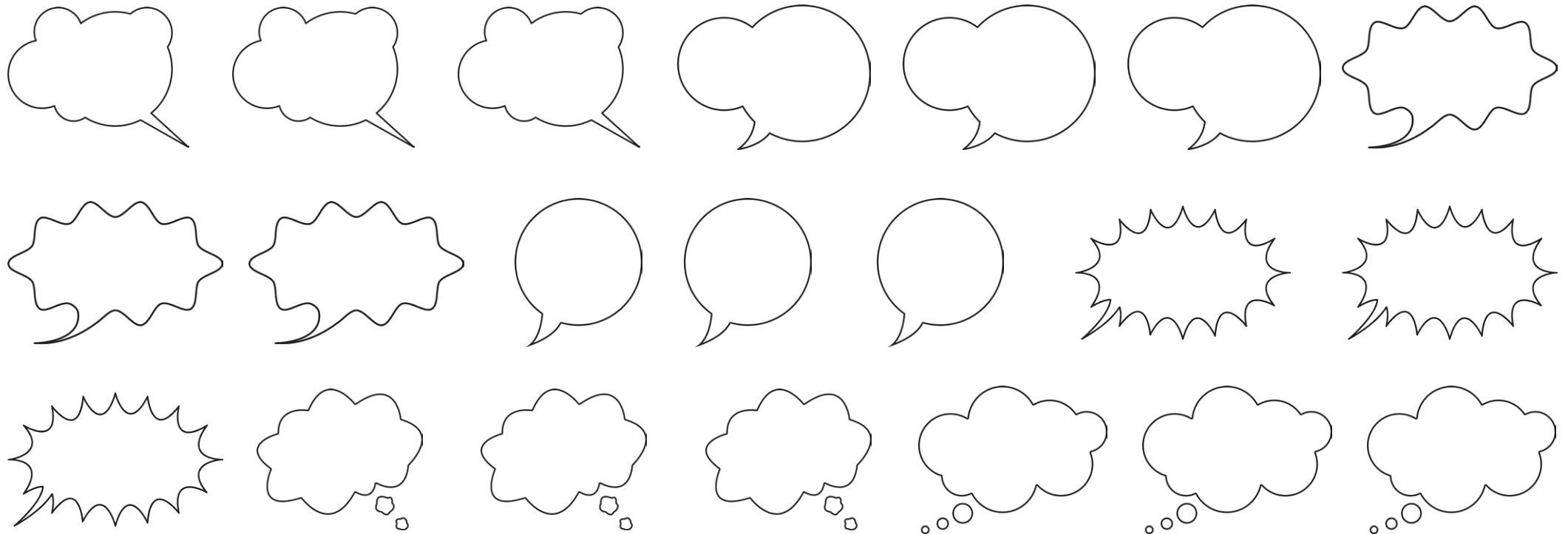
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Cartoon Strip Template

You can use the following cut outs to include sound effects, thoughts and speech into your comic strip.



Character Sketch

Part A

In this activity, you will explore the character of one of August's family.

Reread p. 3-14. *Choose one of August's family and write a short character sketch of them (that just means write about what they're like).* Use these prompts to help you write your characters sketch. Don't forget to read the book to give you clues about the character.

What kind of person are they? Are they kind, funny, loving, scared, a worrier, frustrated?

How do they interact with the rest of the family? Do they look after others? Do they help to keep everyone in good spirits? Do they get annoyed with the rest of the family?

How do they react to and feel about August's situation (his face, his surgeries and the way others react)? Are they panicked by it? Do they look after August? Do they help him? Are they upset by August's situation? Do they try to protect him?

Character Sketch

Part B

In this activity you will explore the character of one of August's family by writing a character sketch for them. A character sketch means that you write about what that person is like. You could think about what kind of person they are, whether they are kind or funny or a worrier.

You could also think about how they interact with others in the family, and how they react to August's situation. For each point you make, you must add a reference to the text to justify your point. Here's an example (not of a family member):

The nurse in the delivery room is quite well-built, since it says in the text that she had big arms to keep Mom down on the bed. I think that she can get quite stressed because on page 7 it says that she was yelling at the doctor when he fainted, and that's not a very professional thing to do.

★ Challenge Task ★

Using your character sketch from Part B, write a short diary entry for your character following any of the events from p. 3-14. As you write, ensure the character traits you've identified in the character come out in their writing. In fact, annotate these parts of the text to show what each section of the writing reveals about the character.

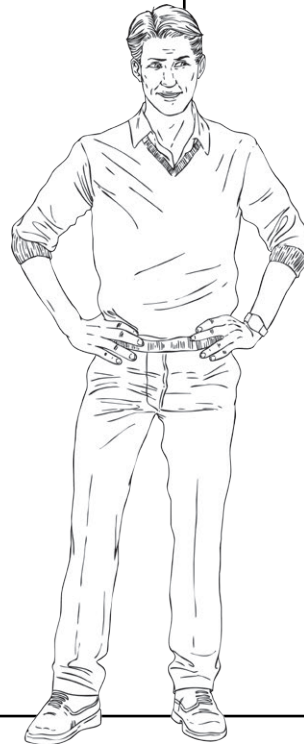
Comparing the Same Characters

Part A

In this activity, you will be comparing the different aspects of Dad's character.

Reread p.10-14 'Driving'. Dad's character is quite jokey, but he can also be serious. Using short phrases or paraphrases, give examples in the text where Dad is jokey and serious. Two examples are done for you.

Points in the text where Dad is joking	Points in the text where Dad is serious
<p><i>“It could be worse, though!” Dad continued in his normal voice.’ Dad’s introducing a joke in this bit.</i></p>	<p><i>Dad makes sure he talks quietly to Mom in the car so that August and Via won’t hear.</i></p>




Comparing the Same Characters

Part B

In this activity, you will be comparing the different ways August is treated by his parents.

August says he usually loves it when his parents talk about when he was a baby (p.12). Find and sort examples from p. 8-14 where his parents treat him as younger than his age (10) and those where they treat him as his age. Two examples are done for you.

Points in the text where his parents treat him younger	Points in the text where his parents treat him as his age
<p><i>They call him Auggie instead of August. That's like a young child's nickname.</i></p>	<p><i>"I'm not going to say it won't be a big challenge for you, because you know better than that." (p12) – Mom is crediting August with intelligence.</i></p>



★ ★ ★
Challenge Task

On page 10, 'Driving', Dad angrily describes sending August to middle school as 'like a lamb to the slaughter'. What does he mean? Find out where this phrase comes from and explain why dad might be using it here. Does it remind you of anything you've read earlier in the book?

Comparing the Same Characters Answers

Part A

Points in the text where Dad is joking	Points in the text where Dad is serious
<p><i>Various answers from p.10-14. Quotation or paraphrase, plus (depending on ability) justification of choice.</i></p> <p><i>E.g. "What? She had big cheeks is all I'm saying." Dad is pretending he doesn't know the other meaning of cheeks.</i></p> <p><i>The part where Dad pretends he doesn't know what 'cheeks' means.</i></p>	<p><i>Various answers from p. 10-14. Quotation or paraphrase, plus (depending on ability) justification of choice.</i></p> <p><i>E.g. "We both talked to him, yes," Dad is being straight with August.</i></p> <p><i>The part where Dad admits to being at the meeting with the principal.</i></p>

Part B

Points in the text where Dad is joking	Points in the text where Dad is serious
<p><i>Various answers from p. 8-14. Quotation or paraphrase, plus justification of choice.</i></p> <p><i>E.g. Dad 'carried me over to sit on his lap...' (p. 6). Dad is treating him as if he's a toddler.</i></p> <p><i>The point where Dad carried him to sit on his lap when August acted babyish. You'd treat a toddler or baby like that, not a 10-year old.</i></p>	<p><i>Various answers from p. 8-14. Quotation or paraphrase, plus justification of choice.</i></p> <p><i>E.g. "And that great shot of you holding that flounder in the boat." Dad deliberately refers to an achievement August is proud of.</i></p> <p><i>The point where Dad reminds August of the holiday in Montauk and the great picture they took. Dad deliberately reminds August of a photo where he looks happy and that he's proud of.</i></p>

Challenge Task

On page 10, 'Driving', Dad angrily describes sending August to middle school as 'like a lamb to the slaughter'. What does he mean? Find out where this phrase comes from and explain why dad might be using it here. Does it remind you of anything you've read earlier in the book?

Example answer:

Dad means that he thinks August will be bullied when he goes to school and that the other children will make life a misery for him. He thinks that by sending him to middle school, they are abandoning him to a terrible fate. Dad feels that August is an innocent being forced into a dangerous situation that he's ill-equipped to deal with. August will have no understanding that something bad will happen to him, but they know only too well what is likely to occur. He feels angry with August's mum for suggesting it.

Like a lamb to the slaughter is a biblical reference to a part of the Old Testament (Isaiah 53:7) where the prophet Isiah writes about the future suffering of the coming servant of God (Christians would view this as the coming of Jesus); that he would be 'oppressed and afflicted' (he would suffer) and take this suffering silently 'like a lamb that is led to slaughter'. Dad doesn't mean the reference in a biblical sense – he's not obviously a practising Christian, as far as we can tell – it's just that he's using a common idiom.

It's like the nurse's, 'Everyone born of God overcometh the world,' when August was born. As it's a story from the bible, she probably was a practising Christian and meant it in a biblical way (it's from the Bible) whereas Dad probably doesn't.

Wonder Comprehension

Wonder p. 6-7 'How I Came to Life'.

Part A

1. Do you think there are any pictures of August's birth?

2. What does August mean when he says, 'cracking up'?

3. What phrase tells you that August and Via have heard the story before?

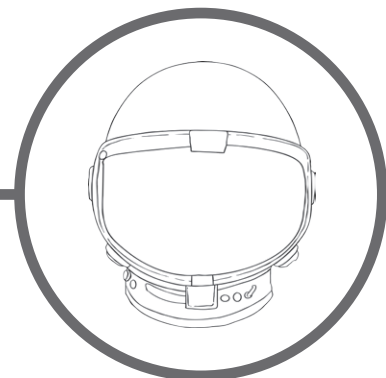
4. What does Mom's expression, 'a walk in the park' mean?

5. Did the video camera break into 'a million pieces'?

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

7. List the events that happened in the delivery room immediately after August was born.

8. Use the **Cartoon Strip Template** to draw these events as a cartoon strip.



Wonder Comprehension

Wonder p. 6-7 'How I Came to Life'.

Part B

1. August says that the room went very quiet when he was born. Why do you think it went quiet?

2. Why does August/the author use multiple short sentences at the beginning of page 7?

3. Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

4. What does the nurse mean by, 'Everyone born of God overcometh the world'?

5. What can you work out about the nurse's background from this phrase?

6. Compare Mom's reaction on first seeing August compared to everyone else's reaction.

7. Why does August mention what the rest of his family look like in the final paragraph on p.7?

Wonder Comprehension Answers

Part A

1. Do you think there are any pictures of August's birth?

Example answer: There are unlikely to be any pictures of August's birth because Dad broke the video camera when August was born. The hospital, though, may have taken pictures for medical records in case August needed medical treatment later or Dad may have had another camera.

2. What does August mean when he says, 'cracking up'?

August means he and Via laugh hysterically when the story is told and they can't stop laughing.

3. What phrase tells you that August and Via have heard the story before?

The phrase is 'when Mom tells this story' or 'when Mom tells it'. It implies that she tells the story a lot and has probably told it throughout their childhoods.

4. What does Mom's expression, 'a walk in the park' mean?

Example answer: A walk in the park means something is easy. Compare walking in the park to walking up a mountain – it's much easier. Via's birth was straightforward compared with August's.

5. Did the video camera break into 'a million pieces'?

Example answer: No, the camera didn't break. It's just an everyday expression (idiom) that it fell to bits. It's an exaggeration, to make the story funnier.

6. August/the author uses the words 'fart' and 'farting' a lot in this anecdote. Why?

Example answer: The word 'fart' is funny anyway because it's a bit rude. If you keep on using the word 'fart' a lot it can be even funnier because you're getting away with writing a rude word like 'fart' down (like I have done here!). August is using it a lot because he's a ten-year-old boy and they tend to find that kind of thing funny, so he's using it as much as he can to make the story funnier. The author is using the word because it shows August's character – his sense of humour. He also knows that the readership is either about that age, slightly older or are the parents of a child that age; they'll appreciate the humour that most ten-year-olds have.

7. List the events that happened in the delivery room immediately after August was born.
1. *The doctor fainted.*
 2. *The 'nice' nurse rushed August out of the room.*
 3. *Dad ran after her.*
 4. *Dad dropped the video camera and it broke.*
 5. *Mom got upset and tried to get out of bed.*
 6. *The 'farting' nurse tried to keep Mom from getting up.*
 7. *Mom was hysterical and the nurse was yelling at her.*
 8. *The 'farting' nurse shouted at the doctor and 'kicked' him.*
 9. *The doctor woke up.*

Not necessarily in this order, but it's likely that the doctor fainted first, as soon as he saw August's face.

Part B

1. August says that the room went very quiet when he was born. Why do you think it went quiet?

Example answer: Everyone was shocked by August's face. They weren't expecting it – they knew something was going to be wrong with his face but weren't prepared for how bad it was going to be. The doctor, who you'd expect to take control in a situation like this, was young and unfamiliar with the case so he didn't say anything.

2. Why does August/the author use multiple short sentences at the beginning of p. 7?

Example answer: Short sentences tend to make the action go quicker and the rhythm can add to the humour of a situation. August tells the story to the rule of three: short question, short answer plus a short detail – a typical joke rhythm. The author also uses them to indicate August's eagerness and excitement at retelling the story.

3. Why does the author have August say, 'so, so, so, so, funny!' instead of just 'so funny'?

Example answer: The author wants to show how excited August is about telling the story, to indicate how funny he thinks it is and to show the way August speaks – like an ordinary ten-year-old boy.

4. What does the nurse mean by, 'Everyone born of God overcometh the world'?

Example answer: The nurse is using a Biblical quotation (1 John 5:4). She's trying to comfort August's mum (and probably herself) and give her hope. She means that since the baby is one of God's children, that all will be well: either that he will die and go to heaven where there is no illness or abnormality or that things will turn out fine in the end. It's more a hope, wish and reassurance than a prediction.

5. What can you work out about the nurse's background from this phrase?

The nurse is probably a Christian. (In fact, she may be a born-again Christian, as this phrase is used widely in evangelical Christian churches).

6. Compare Mom's reaction on first seeing August compared to everyone else's reaction.

Example answer: August's mum had no reaction to August's face other than love. She looked beyond his facial features to focus on the beauty of his eyes. She loves him because she's his mother and nothing else matters to her.

7. Why does August mention what the rest of his family look like in the final paragraph on p.7?

Example answer: August is self-conscious about his looks. He wants the reader to know that his family aren't affected by the same conditions that affect him. He's second-guessing what he thinks the reader is thinking. He's also as proud and protective of his family as they are of him so he wants the reader to think well of them (and looks are something he focuses on because of the way he looks).

★ Challenge Task ★

Why do August and Via like the story so much?

Example answer: They like the story because it's a funny one and because it's something the family has always told between themselves – so it's a part of the family's history and love for each other. They like it because the comedy of it takes the sting out of a potentially hurtful memory – the shock of August's birth. August likes it because it gives a light-hearted and loving retelling of his birth – he and the family seem to use humour a lot to help him (and them) understand and cope with his condition. Via likes it because, as a young child growing up, she may, equally, have gained comfort from the retelling – it may have helped her to understand or cope with other people's negative reactions to August.

Dialogue Activity

Part A

Reread p. 8-9 'Christopher's House'. You'll notice lots of speech sentences on these pages.

In this activity, you will be exploring how dialogue is used effectively.

Task 1: Some of the speech sentences are simply the speech itself plus the reporting clause (e.g. I answered). In your group, you've got one minute to find all the examples where this occurs on p. 8-9 – you don't need to write them down: after a minute, just agree with your group where the examples are... Go on then! What are you waiting for?

Task 2: Other sentences contain not only speech and reporting clause but also have short actions. For example, what does Lisa do at the top of page 9? What do you notice about the verb?

Now find all three examples of speech with action on p. 8-9 in your text. Work with a partner to find the examples. Here is the first one: "Then that's it, case closed," I said, shrugging.

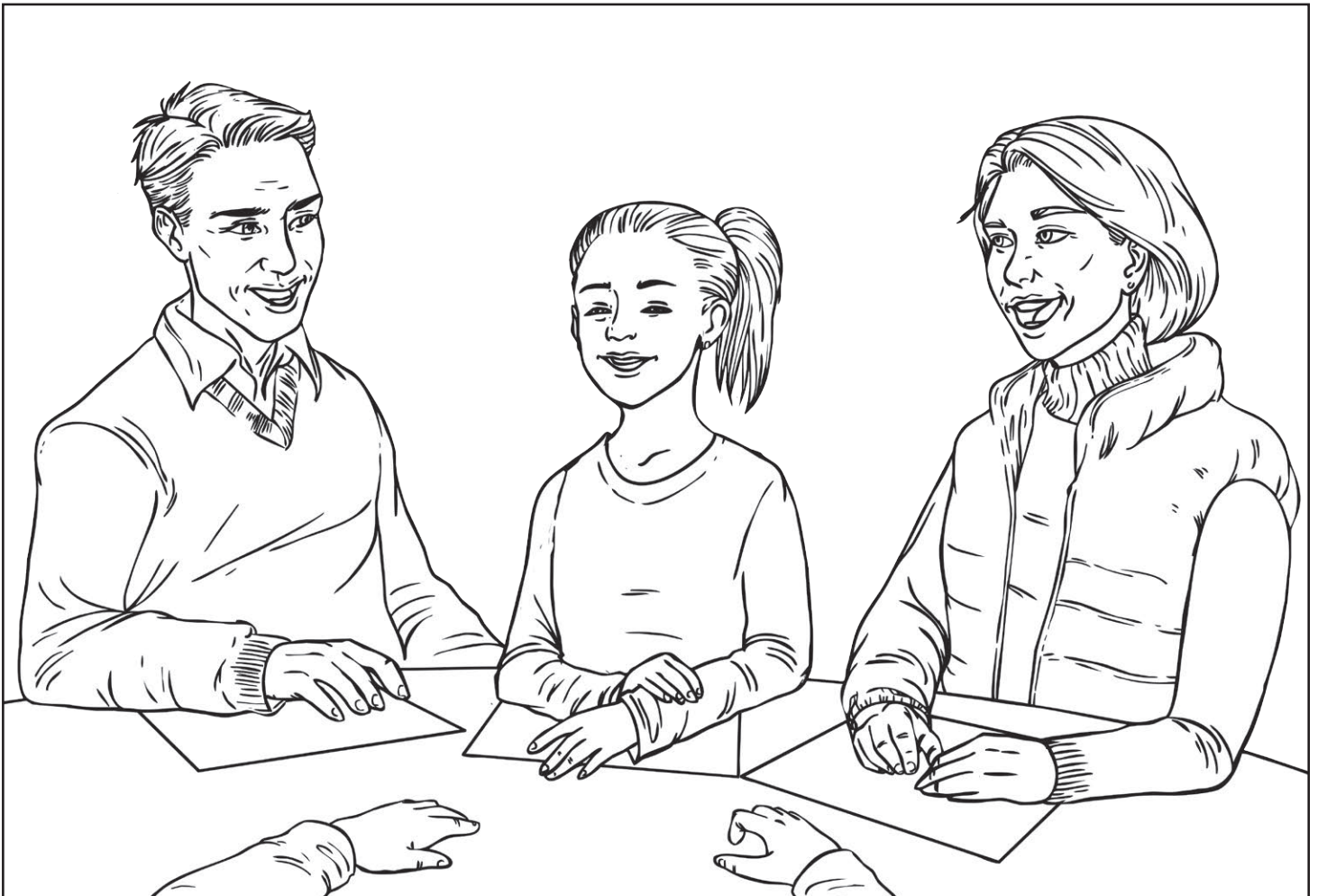
Task 3: Now, highlight the parts of your dialogue with action sentences, like this:

"Then that's it, case closed,"	I said,	shrugging.
↑	↑	↑
speech	reporting clause	action

Either label the parts of your dialogue or make a key to show which colour represents which part of the dialogue.

Activity 4:

Write three speech with action sentences of your own. Check with a partner that your speech punctuation is correct. If you're unsure, use the **Inverted Commas Poster** to remind you.



Dialogue Activity

Part B

Reread p. 8-9 'Christopher's House'. You'll notice lots of speech sentences on these pages. In this activity, you will be exploring how dialogue is used effectively.

Task 1: Work with your group to highlight different examples of dialogue on p. 8-9 of your text into the categories below. Work through each example on the pages, and highlight the same types of dialogue with the same colour. Once you've coloured the sentences/sections, what do you notice about the colouring?

Speech with reporting clause	Speech with action	Speech with description/comment
E.g. "What are you talking about?" I said.	E.g. "Then that's it, case closed," I said, shrugging.	E.g. "What school?" I said. I already felt like crying.

Task 2: Writing dialogue isn't just a matter of writing down what characters say to one another. The best writers mix speech up with other elements such as little bits of action or description or narrator comment. *In your group, look at these two examples: discuss which you prefer and why.*

"What are you talking about?" I asked. "You should tell him, Isabel," Dad said.	"What are you talking about?" I asked, rubbing the sleep from my eyes. Dad looked over at Mom and shook his head. "You should tell him, Isabel," he said, quietly. My stomach fell. I knew something bad was coming.
--	---

Writing dialogue is like a creating a meal – you wouldn't just eat chips, you'd maybe have vegetables and chicken with it. It's the same with dialogue: you don't just have speech, you have reporting clauses and action or description or narrator comment; and you mix them up to create variety and interest.

Choose a section of text from page 8 without speech or with simple speech with reporting clauses and write a 'dialogue meal' like the one in Task 2. You should aim for at least three examples of speech and a variety of reporting clauses, short actions, descriptions and narrator comment.

Use the **Inverted Commas Poster** and check with a partner to make sure that your speech punctuation is correct. *Compare your version with R J Palacio's version. Which is better?*

Inverted Commas

Useful Tips

- Speech marks are always used in pairs.
- Speech marks surround direct speech.
- All non-spoken words belong outside the speech marks.
- Only punctuation that is part of the direct speech should go inside the speech marks.
- If the end of the direct speech falls at the end of the sentence, only one punctuation mark is needed.
- The break between speech and non-spoken words is normally signalled by a comma.
- Put each different speaker on a new line.

The reporting clause can be placed before or after the direct speech.

“Wow, this is like heaven!” exclaimed Mrs Bloom.

Mrs Bloom exclaimed, “Wow, this is like heaven.”



Comma after speech verb.

When a sentence using speech is split by a speech verb (said, shouted), there should be one comma inside the speech marks at the end of the first part of a direct speech, and a comma after the speech verb before the speech marks which surround the second part of speech.

“Wow,” exclaimed Mrs Bloom, “this is like heaven!”



1st comma
inside the
speech
marks.

2nd comma before the
speech marks
and after the
speech verb

lowercase letter



Reading Questions: Prompt Sheet

Wonder by R J Palacio

The covers & p. 3-14

Reading Questions and Answers

Content Domain Focus: 2a/2b

What information about the plot of the book can you glean from the front and back covers?

- Example answer: There is no clear plot information given on the cover other than a theme of someone who stands out, probably because of her/his looks.

What can you work out about the main character from the back cover?

- Example answers: Her/his name is August. There's something bad about the way s/he looks (or s/he thinks there is). S/he won't tell us what s/he looks like, so s/he's probably ashamed of it. S/he cares about what other people think about her/him (s/he says, 'whatever you're thinking') and it's likely that s/he's had bad reactions from others about her/his looks (it's the very first thing s/he says about her/himself).

In the quotation on the back cover, August has nothing positive to say about her/himself. Contrast this with the words describing the book and character in the reviews (on the outer and inner covers).

- Positive vocabulary examples: 'has the power...', 'tremendously uplifting', 'all-too-rare power', 'charming', 'brilliant', 'moving', 'uplifting', 'hopeful', 'important', 'touches the heart', 'life affirming', 'a character whom readers will remember forever', 'your life will be better for it', 'powerful, 'terrific'.

Ambivalent vocabulary examples: 'wreaks emotional havoc', 'brutal'.

The title of the book is 'Wonder'. What does 'wonder' mean?

- A feeling of being amazed.
- A person or thing that's remarkable.
- A miracle.
- To be curious.
- To be doubtful.

August uses the word 'ordinary' seven times in the first paragraph. Why?

- Example answer: He's ordinary in the sense that he does normal things that any ten-year-old would do and he feels ordinary. But he doesn't feel ordinary (in his first sentence, he says he's not). He's not ordinary because of the way other people treat him ('running screaming' and 'staring'). He wants to be ordinary and to be seen as ordinary; he's probably deeply hurt at the way he's routinely treated by others ('wherever [I] go').

Find evidence on p. 3 to show how others react to August as not 'ordinary'.

- Others: 'that look-away thing', 'the faces people make', 'older kids made some noises', 'running away screaming', 'star[ing]'

Via: gets annoyed at others being rude to August; she's protective of him.

Mom and Dad: pretend they don't see the 'faces'; they see him as extraordinary (in a positive sense).

On p. 4, August mentions the operations he's had. What were the operations for? How do you know?

- August says he doesn't have a 'normal face' on page 3, so the operations were likely to be on his face.

Do August's current friends treat him now the same way they previously treated him?

Explain your answer.

- Example answer: Christopher treats him the same way as ever (he invites him to his party) but he doesn't see him as regularly since he now lives a long way away.

When they were younger, they saw a lot of each other but now Zach and Alex don't invite him to their parties, don't see him (they 'bump into each other') and don't engage with him when they meet ('they always say hello'). They have now started school, have other friends and are probably now embarrassed about August's face.

His other 'friends' weren't really friends at all – they didn't engage with him and never/rarely invited him to parties. He's unlikely to see them at all. They were probably always embarrassed about August's face.

Find words and phrases that show that this book is set in the USA.

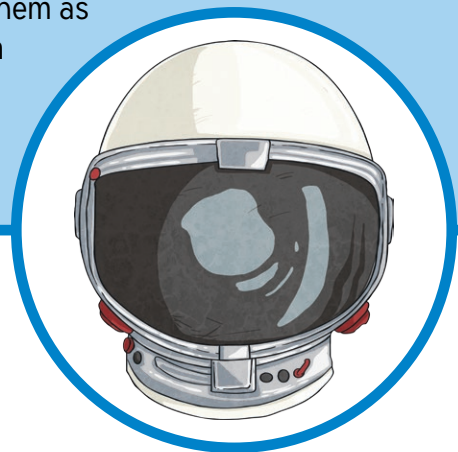
- 'Play ball', 'Mom', 'yelling', 'fifth grade', 'homeschools', 'hang out', 'playdates', locations.

Deeper Reading

Do you think August hides the way he feels? Find evidence in the text to back up your ideas.

- Example answer: He pretends not to see the faces people make when they see him. He doesn't display any annoyance at his treatment in the same way Via does. He's matter of fact about all the surgeries he's undergone. He simply describes upsetting events such as not being invited to birthdays or not being invited back again without commenting on his feelings about this. He says 'maybe' he's making a big deal about parties.

He says Zach and Alex are still nice to him and describes them as 'really good friends', but the only contact he has with them now is bumping into each other in the street. Maybe he doesn't want even to acknowledge the poor quality of this relationship.



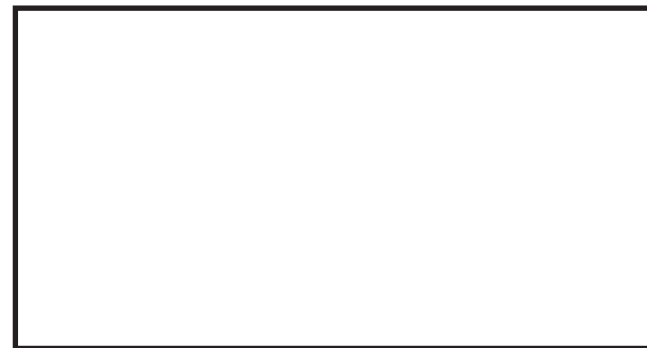
Storyboard Template

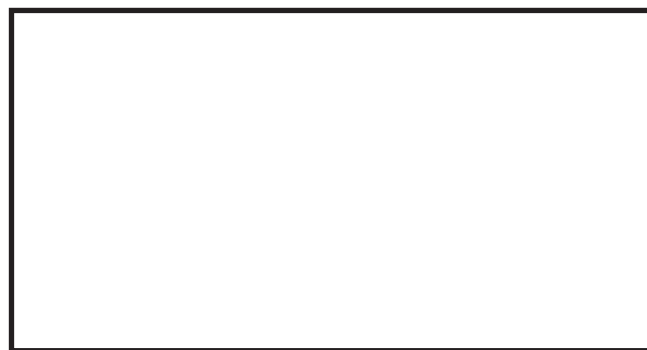


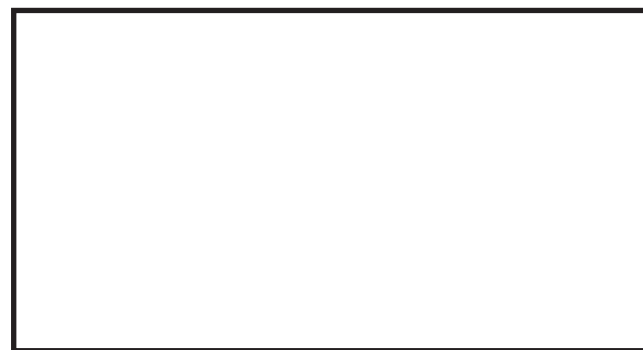


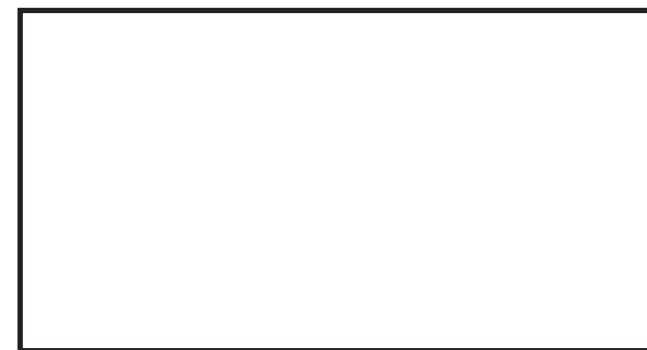






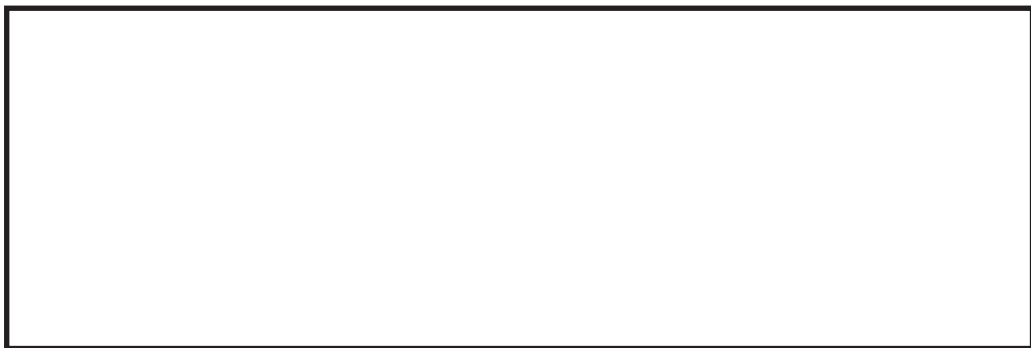




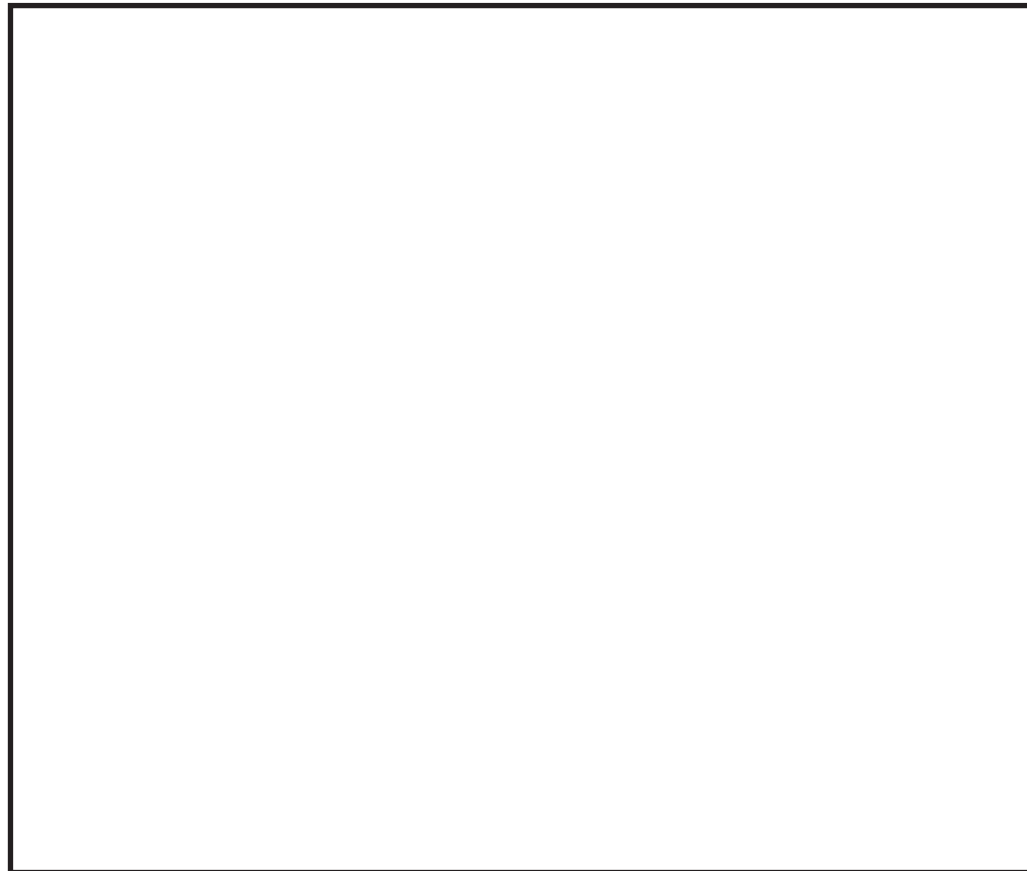
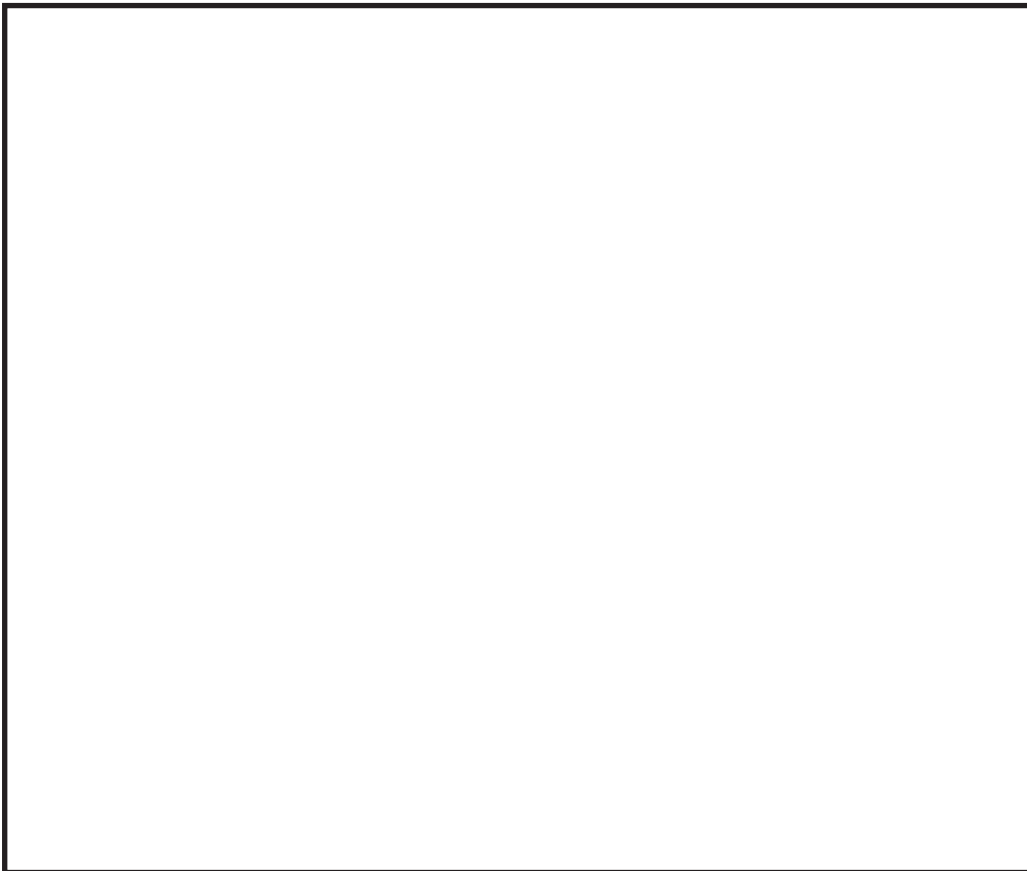












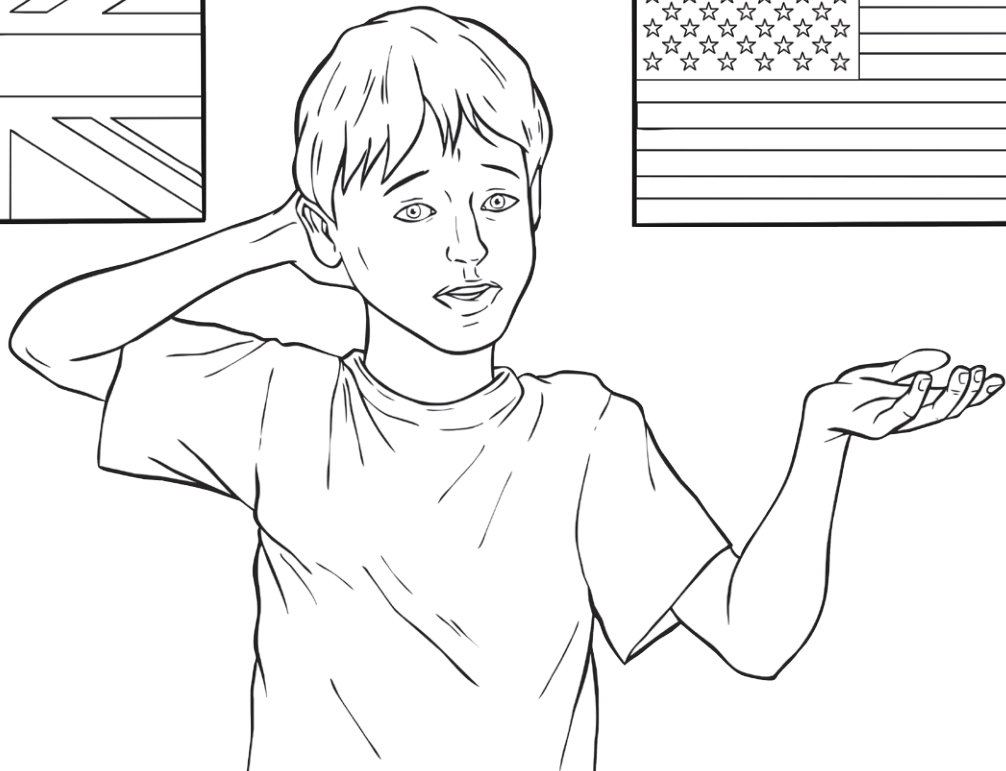
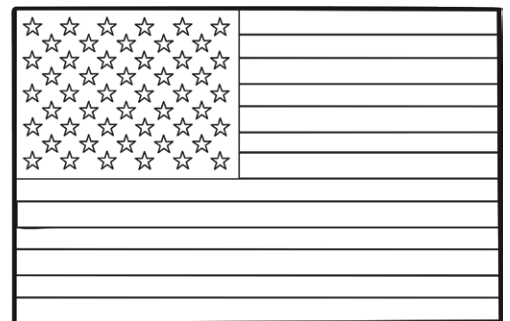
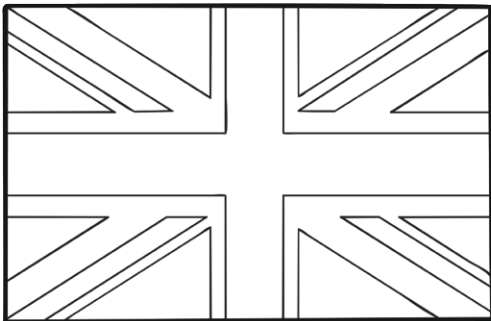
US-English Match Up

Part A

US-English has many words that are different to their UK-English equivalents.























In this activity, you will learn the differences between American and UK-English. Cut out the "Part A" cards. Working together as a group, write the UK translation on the UK side. Once your group are sure you've got the matches right, ask your teacher for the answer sheet.























Can you write some sentences, each containing one US-English word?



US-English Match Up

Part A Cards

	
candy	
	
cell phone	
	
closet	
	
cookie	
	
diaper	
	
drugstore	
	
eraser	
	
fall	
	
flashlight	
	
fries	
	
garbage	

	
gasoline	
	
molasses	
	
pants	
	
popsicle	
	
restroom	
	
sidewalk	
	
sneakers	
	
subway	
	
sweater	
	
trash can	
	
yard	

US-English Match Up

Part B

US-English has many words that are different to their UK-English equivalents.

In this activity, you will learn the differences between American and UK-English. Cut out the cards below. Working together in a group, translate UK-English to US-English and vice versa.

			
	pub	popsicle	
			
chips			first floor
			
drapes			football
			
	aubergine	station wagon	
			
	tap (on a sink)	suspenders	
			
hood	car bonnet		car boot
			
	jelly	zucchini	
			
pacifier			

US-English Mash Up Answers

Part A

How did you do?

20 or more correct (2 or fewer wrong) – Peachy!

15 or more correct (7 or fewer wrong) – Swell!

Less than 15 correct (more than 7 wrong) – That sucks, dude!

US-English	UK-English
candy	sweets
cell phone	mobile phone
closet	wardrobe
cookie	biscuit
diaper	nappy
drugstore	chemist's
eraser	rubber
fall	autumn
flashlight	torch
fries	chips
garbage	rubbish

US-English	UK-English
gasoline	petrol
molasses	treacle
pants	trousers
popsicle	ice lolly
restroom	toilet
sidewalk	pavement
sneakers	trainers
subway	underground
sweater	jumper
trash can	bin
yard	garden

Part B

How did you do?

10 or more correct (1 or fewer wrong) – Peachy!

7 or more correct (4 or fewer wrong) – Swell!

Less than 7 correct (more than 4 wrong) – That sucks, dude!

US-English	UK-English
bar	pub
chips	crisps
drapes	curtains
eggplant	aubergine
faucet	tap (on a sink)
hood	Car bonnet
jello	jelly
pacifier	dummy
popsicle	Ice lolly
second floor	First floor
soccer	football
station wagon	estate car
suspenders	braces
trunk	car boot
zucchini	courgette

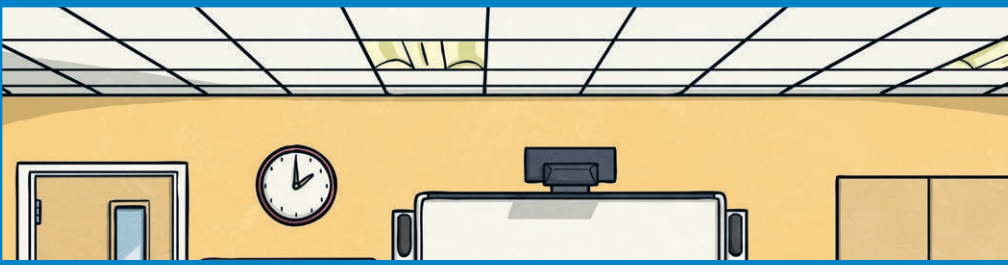
US-English Vocabulary List

Challenge Task

Write a short section of script (perhaps based on an American TV show you're familiar with), incorporating at least 10 American English words. You can use the vocabulary list to help.

US-English	UK-English
bar	pub
candy	sweets
cell phone	mobile phone
chips	crisps
closet	wardrobe
cookie	biscuit
diaper	nappy
drapes	curtains
drugstore	chemist's
eggplant	aubergine
eraser	rubber
fall	autumn
faucet	tap
flashlight	torch
fries	chips
garbage	rubbish
gasoline	petrol
jello	jelly

US-English	UK-English
mollasses	treacle
pacifier	dummy
pants	trousers
popsicle	ice lolly
rest room	toilet
second floor	first floor
sidewalk	pavement
sneakers	trainers
soccer	football
station wagon	estate car
subway	underground
suspenders	braces
sweater	jumper
trash can	bin
trunk	car boot
yard	garden
zucchini	courgette



Wonder

Activity Cards 2



Wonder Activity Cards

Punctuation and Grammar

- Play the **Commonly Mispronounced Words Spellings Game – Supposably.**



Wonder Activity Cards

Comprehension

- Reread p. 15-23 and complete **Comprehension Activity Sheet.**



Wonder Activity Cards

Vocabulary

- Reread p. 33- 34 'Home'. Read and complete the **Synonyms and Antonyms for Nice** Activity Sheet.



Character Sketch

- Reread p. 39-40 'Locks'. Write a short (15 line) speech that Henry Joplin might make to introduce himself to his classmates. You will need to infer from the text what Henry is like, the kind of things he's likely to like doing, who his friends are and how he might write, speak and react.
- **Challenge!** Write a stream of consciousness 'diary' of Ms Petosa's thoughts during the scene (that's a piece of writing which captures every single one of her thoughts as she's thinking them).

Write

- Reread p. 35-36 'First Day Jitters'. In this section of the book, August is nervous on his first day at school. Write about an event where you felt nervous – it could be your first day at school, in a new year group, going to a party, or some other daunting event. Explain your feelings and thoughts.
- **Challenge!** Write about how you felt prior to the event and how you felt afterwards. Compare the two feelings and write what you can learn from that experience.

Compare

- Reread p. 24-26 'The Grand Tour'.
- Read and complete the **Comparing Characters - Julian's a Jerk** Activity Sheet.



Reading Task

- Read pages 15-42.



Wonder: Activity Plan 2

Reading Skill:

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

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

Vocabulary and Key Phrases:

Sneakers, elective, bangs, Jack-o'-lantern, homeroom, tuba, baritone, Bunsen burner, eraser, diva, dork, geez, jerk, dude, pocketbook, sidewalk, crosstown, A-train, deli, chalkboard, accordion folders, combination lock.

Prior Learning: Children will have read p. 3-14.

Reading Task: Read p. 15-42.

Reading Questions

p. 31. Why does August feel uncomfortable about his mum talking about the chicks?

p. 32. Why does August give the signal to his mum to leave?

p. 33. Why do you think August feels 'very sad and a tiny bit happy'?

p. 34. August lies to his mum on this page. Find where, and explain why he does so.

p. 34. Why does the author have August say that he wasn't lying at the end of the chapter?

p. 35. What do you think has made August's mum and dad change sides about his attending school?

p. 35-36. How does August feel on his block? Why?

p. 35-6. How does the author contrast August's block with the front of school?

Deeper Reading:

p. 31. What do you think Mrs Garcia's 'shiny smile' looks like? It's also mentioned on p.17 and 18. What can you deduce about the smile?

p. 31 Why do you think Mom talks about the chicks?

Related Activities

Punctuation and Grammar: Children play the [Commonly Mispronounced Words Spellings Game – Supposably](#).

Vocabulary: Read and complete the [Synonyms and Antonyms for Nice – It's Nice, Isn't It?](#) activity sheet.

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

Write: Children write about their first day at school, first day in their year group or some other daunting event. They explain their feelings and thoughts.

Challenge! Children write about how they felt prior to the event and how they felt afterwards. They compare the two feelings and relate what they learnt from the experience.

Character Sketch: Children read p. 39-40. They write a short speech that Henry Joplin might make to introduce himself to his classmates.

Challenge! Children write a stream of consciousness 'diary' of Ms Petosa's thoughts during the scene.

Compare: Children work from the [Comparing Characters – Julian's a Jerk](#) Activity Sheet.

Commonly Mispronounced Words Game

A game for 3-4 players.

How to play

1. Shuffle the word cards and place them, shaded side up, in a pile.
2. Write the correct spelling of the word on your whiteboard, covering it up so that others can't see.
3. Turn over the card to see the correct spelling and if you are correct, you gain a point.
4. If all players got the correct spelling, everyone's points this round are doubled.
5. Once you have seen the correct spelling, if any player doesn't know what the word means, use a dictionary to find the definition before you start the next round.

Gaming version

1. Play as above, but before you turn the card over to see the correct spelling, each player decides whether they want to take the chance of:
 - doubling their points this round;
 - doubling their total score;
 - or not to take the chance.
2. Then reveal the correct spelling.
3. Roll a dice and use this table to decide on the outcome:

Decision	Incorrect & Roll 1-3	Incorrect & Roll 4-6	Correct & Roll 1-3	Correct & Roll 4-6	All players correct
Double points this round	0 points this round	0 points this round	0 points this round	2 points this round	Add 2 more points
Double total score	Lose all points	Lose all points	Lose all points	Double total score	Add 2 more points
Not taking a chance	0 points this round	0 points this round	1 point	1 point	Add 1 more point

★ Challenge Task ★

Create mnemonics for the challenging spellings and teach them to other children in the class.

Commonly Mispronounced Words Game

Cut along the dotted lines. Once cut, fold the cards in half and use a glue stick to stick them together. The shaded side, with the incorrect spelling, will be on one side and the correct spelling will be on the other.

Artic Circle	Arctic Circle	irreverend	irreverent
atherlite	athlete	jewlery	jewellery
7th Calvary	7th Cavalry	libry	library
chimbley	chimney	mainnaise	mayonnaise
comfable	comfortable	miniture	miniature
excetera	et cetera	mischievious	mischievous
expresso coffee	espresso coffee	nucular	nuclear
Febury	February	offen	often
foalige	foliage	Ordinance Survey map	Ordnance Survey map

Commonly Mispronounced Words Game

hyperbowl	Hyperbole <small>[pronounced: hy-per-bol-i]</small>	parlament	parliament
pacific	specific	revelant	relevant
perscription	prescription	acks	ask
the pitcher of health	the picture of health	sherbert	sherbet
perogative	prerogative	St. Pancreas Station	St. Pancras station
perscption	prescription	supposably	supposedly
prespire	perspire	tenderhooks	tenterhooks
proibly	probably	triathalon	triathlon
pronounciation	pronunciation	ostensively	ostensibly
hospical	hospital		

Commonly Mispronounced Vocabulary List

Commonly Mispronounced Word	Correct Spelling
Artic Circle	Arctic Circle
atherlite	athlete
7th Calvary	7th Cavalry
chimbley	chimney
comfable	comfortable
excetera	Et cetera
expresso coffee	espresso coffee
Febury	February
Foalige	foliage
hospical	hospital
hyperbowl	hyperbole [pronounced hy-per-bol-i]
irreverend	irreverent
jewlery	jewellery
libry	library
mainnaise	mayonnaise
miniture	miniature
mischievious	mischievous
nucular	nuclear

Commonly Mispronounced Vocabulary List

Commonly Mispronounced Word	Correct Spelling
offen	often
Ordinance Survey map	Ordnance Survey map
ostensively	ostensibly
parlament	parliament
pacific	specific
perscription	prescription
the pitcher of health	the picture of health
perogative	prerogative
perscription	prescription
prespire	perspire
proably	probably
pronounciation	pronunciation
revelant	relevant
sammon fillets	salmon fillets
sherbert	sherbet
St. Pancreas Station	St. Pancras station
supposably	supposedly
tenderhooks	tenterhooks
triathalon	triathlon

Comparing Characters: Julian's a Jerk

In this activity, you will compare the characters of Charlotte, Julian and Jack on p. 24-26 'The Grand Tour'. Reread p. 24-26.

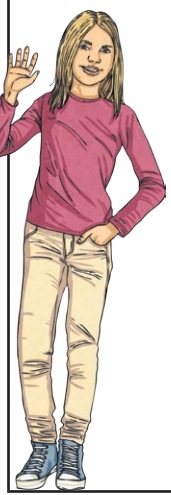


Part A

In this section of the book, you might say that Charlotte is bossy, Julian is rude and Jack is impatient. *In pairs or groups of three, find and highlight sentences or sections that show each of these characteristics on pages 24-26. You'll need to use a different colour for each character/characteristic. The table below shows the first three examples:*

Charlotte's bossiness	Julian's rudeness	Jack's impatience
<i>p. 24. Lines 10 & 21. Charlotte flat disagrees with Julian.</i>	<i>p. 24. Lines 5-6. Julian stands in front of the door so August can't go inside.</i>	<i>p. 24. Line 24. Jack pushes past Julian.</i>

Then, choose at least one sentence/section per character, write it down and *explain why you think that sentence/section shows that characteristic.* (How does it show Charlotte is bossy/Julian is rude/Jack is impatient?)

For example: Charlotte says, "That's not true," to Julian. This shows that she's bossy because she comes straight out with it and contradicts him. She could have been more polite about it but she's probably the sort of person that wants to be right about everything.

Charlotte's bossiness	Julian's rudeness	Jack's impatience
		

Comparing Characters: Julian's a Jerk

Part B

In this activity, you will find evidence in the text that reveals Julian's character and explain why it does.

Reread p. 27-30 'The Performance Space'.

On p. 30, Jack says, "Julian's a jerk". *In pairs, find at least four pieces of evidence (text) on p. 27-30 that prove Jack's point. For each piece of evidence, explain why it illustrates that "Julian's a jerk".*

Evidence in the text	How it illustrates that "Julian's a jerk"

★ Challenge Task ★

Julian's and Jack's reactions to August (and each other) change across this section of the book (p. 24-30). *Explain how each of their reactions develop and back up your ideas with evidence from the text. If you want to work in pairs and take one character each, that's fine, but you must check with your partner regularly to ensure that they agree with your interpretation.*

Comparing Characters: Julian's a Jerk **Answers**

Plan A

Example Answers:

Charlotte's bossiness	Julian's rudeness	Jack's impatience
<p>p. 24</p> <p>Lines 10 & 21. Charlotte flat disagrees with Julian.</p> <p>p.25</p> <p>Line 13. She says, "right?".</p> <p>Line 25-29. Charlotte begins to give a detailed explanation.</p> <p>p. 26</p> <p>Line 14. She decides where they're going to go next.</p>	<p>p. 24</p> <p>Lines 5-6. Julian stands in front of the door so August can't go inside.</p> <p>Line 10. He says "whatever".</p> <p>Lines 16-17. Julian didn't look at August while he was talking.</p> <p>Line 22. He contradicts/ shouts at Charlotte.</p> <p>p. 25</p> <p>Line 2. Julian moved out of August's way.</p> <p>Lines 5-8. He gives a sarcastic tour of the science room.</p> <p>p. 26</p> <p>Line 11. Julian ridicules August about Jack's name.</p>	<p>p. 24</p> <p>Line 24. Jack pushes past Julian.</p> <p>p. 25</p> <p>Line 16. He won't wait for August's answer.</p> <p>Line 30. Jack cuts Charlotte off.</p> <p>p. 26</p> <p>Line 1. He walks off without waiting.</p> <p>Line 4. Jack rolls his eyes at Charlotte.</p> <p>Line 13. He suggests they go now.</p>

Plan B

Example Answers:

Evidence in the text	How it illustrates that "Julian's a jerk"
<p><i>p. 27. Julian looks at August out of the corner of his eye.</i></p>	<p><i>If Julian were being respectful, he'd look at August directly. He's looking out of the corner of his eye, probably because he's feeling uncomfortable about August's face and because he's curious, but it's not a polite way to look at someone.</i></p>
<p><i>p. 28. He is sarcastic to Charlotte about her suggested electives.</i></p>	<p><i>Charlotte is trying to be helpful and make constructive suggestions to August – they're supposed to be welcoming to the school. But all Julian can do is rubbish what Charlotte is saying. It's insulting to Charlotte and August alike.</i></p>
<p><i>p. 29. Julian asks August blunt personal questions about his appearance.</i></p>	<p><i>Julian has just met August. It would be clear to anyone that August would be self-conscious about his face and not welcome aggressive questioning about it. It's the kind of question you'd ask after you've got to know someone a little and earned some trust.</i></p>
<p><i>p. 30. He cuts in front of August and makes him stumble</i></p>	<p><i>Julian deliberately cut into August's path to be nasty. He is annoyed that August had corrected him over the word 'supposedly'.</i></p>

Challenge Task

Julian's and Jack's reactions to August (and each other) change across this section of the book (p. 24-30). Explain how each of their reactions develop and back up your ideas with evidence from the text. If you want to work in pairs and take one character each, that's fine, but you must check with your partner regularly to ensure that they agree with your interpretation.

At first, Jack is impatient at having to show August around – he didn't really want to do it in the first place (His first line to August is: "Hey, can you talk?"). As Julian becomes more rude to August, Jack takes August's side ("Just shut up") – he never liked Julian in the first place ("Julian's a jerk"). He deliberately seeks to make friends with August at the door (he looks directly at him and smiles). He gives August helpful advice at the end of the scene ("you're gonna have to talk"). So gradually, Jack comes to defend, like and support August through this section of the book.

At first, Julian seems impatient at having to show August around. Whereas Jack is mostly silent, Julian is aggressively impatient (he stands in front of the doors so that August can't get it, so that the tour will be over more quickly). He won't talk directly to August at first ("how would I know what he knows") and he's outright rude to him when August misunderstands Jack's name. He is rude to August when he assumes that he's not done "real science" before and he continues to be rude about August's mother, his hair and his face. He knows that August wasn't in a fire because Mr Tushman had told them but deliberately asks the question as an insult. Eventually, he turns to physical aggression when August annoys him by correcting him about "supposably". So gradually, Julian gets nastier as this section goes on and he comes to dislike August by the end of the passage.

Comparing Characters: Julian's a Jerk

In this activity, you will compare the characters of Charlotte, Julian and Jack on p. 24-26 'The Grand Tour'. Reread p. 24-26.




Part A

In this section of the book, you might say that Charlotte is bossy, Julian is rude and Jack is impatient. *In pairs or groups of three, find and highlight sentences or sections that show each of these characteristics on pages 24-26. You'll need to use a different colour for each character/characteristic. The table below shows the first three examples:*

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Charlotte's bossiness	Julian's rudeness	Jack's impatience
		

Comparing Characters: Julian's a Jerk

Part B

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Comparing Characters: Julian's a Jerk **Answers**

Plan A

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Plan B

Example Answers:

Evidence in the text	How it illustrates that "Julian's a jerk"
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Wonder Comprehension

Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

Part A

1. Even though he wasn't there, how had Dad helped August cope with the meeting with Mr Tushman on page 15?

2. Do you think Mr Tushman makes a good impression on August? Find three pieces of evidence on pages 15 and 16 to support your opinion.

3. On page 17, why doesn't August look at Mrs Garcia's face?

4. On page 19, what does Mr Tushman's office tell you about his attitude to his students?

5. On page 20, what is a jack-o'-lantern?

6. On page 20, why does August shake his head and cover his mouth? Does this action remind you of any other character's actions earlier in the book?

7. Why didn't Mr Tushman tell August about meeting the other children at the beginning of the visit?

Wonder Comprehension

Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

Part B

1. August calls his mum and dad 'Mommy' and 'Daddy' on pages 15-16. What does this tell you about the way he's feeling on visiting his new school?

2. At the bottom of page 16, August says the school smells like a hospital. Why do you think he uses this comparison?

3. On page 18, August's mum admires the picture of Mrs Garcia's grandson and Mrs G is about to say something else about him. Why do you think she doesn't?

4. Describe the change in August's behaviour with Mr Tushman on page 20 with how he reacted to him on pages 15 and 16. What has caused this change?

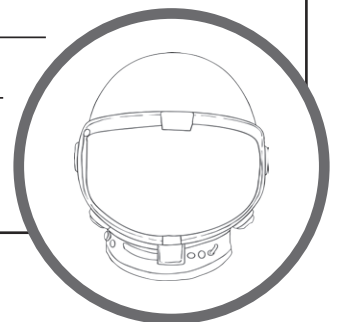
5. On page 20, immediately after Mr Tushman and August joke together, August hears kids' voices outside the office. Why does the author position these two scenes right next to each other?

6. There's a lot of tension on page 21. Find three pieces of evidence that illustrate the tense mood.

7. On page 22, neither August nor the author describe the children's faces. Why not?

★ Challenge Task ★

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?



Wonder Comprehension Answers

Part A

1. Even though he wasn't there, how had Dad helped August cope with the meeting with Mr Tushman on page 15?

Example answer: Dad had made fun of Mr Tushman's name in the car in the previous chapter. August was concentrating on that rather than being worried about meeting him.

2. Do you think Mr Tushman makes a good impression on August? Find three pieces of evidence on pages 15 and 16 to support your opinion.

Evidence from: Mr Tushman looks right at him and smiles, without any embarrassment; He tries to shake August's hand – he treats him with respect; He speaks to him normally, without any embarrassment or being patronising; He gets down to August's level so they can be face to face; He's kind, and interested in August; He's encouraging.

3. On page 17, why doesn't August look at Mrs Garcia's face?

Example answer: He doesn't want to see the expression on her face. He's seen her do 'that thing' where her eyes dropped as she looked at him for the first time. He doesn't want to see any more discomfort on her face so he avoids looking at all.

4. On page 19, what does Mr Tushman's office tell you about his attitude to his students?

Mr Tushman respects students because he's got their drawings and paintings framed on the wall 'like they're important'. He understands what children that age like because he's got 'cool stuff' in his office – the floating globe and the Rubik's-type cube.

5. On page 20, what is a jack-o'-lantern?

A jack-o'-lantern is a pumpkin that's been carved out to make a lantern, like those you make at halloween.

6. On page 20, why does August shake his head and cover his mouth? Does this action remind you of any other character's actions earlier in the book?

Example answer: August is about to say that Mr Tushman does look like a pumpkin but stops himself just in time, since he realises it might be rude. It reminds me of when Mrs Garcia is about to continue talking about how beautiful her grandchild is but stops herself at the last minute.

7. Why didn't Mr Tushman tell August about meeting the other children at the beginning of the visit?

Example answer: Mr Tushman and August's mum probably thought that August wouldn't have stayed to meet the children if he'd have known about it. He was very nervous at the beginning of the visit. Mr Tushman has been trying to win his trust and to get him to relax so that he would accept meeting the other children.

Wonder Comprehension Answers

Part B

1. August calls his mum and dad 'Mommy' and 'Daddy' on pages 15-16. What does this tell you about the way he's feeling on visiting his new school?

Example answer: He's using 'childish' language for his mum and dad here. This hints that he's feeling scared and vulnerable and he wants to be protected like he was when he was younger.

2. At the bottom of page 16, August says the school smells like a hospital. Why do you think he uses this comparison?

Example answer: August has spent a lot of time in hospitals in his life. They wouldn't have been pleasant places for him to be since he'd have likely been in pain or uncomfortable. He feels similarly uncomfortable in this situation.

3. On page 18, August's mum admires the picture of Mrs Garcia's grandson and Mrs G is about to say something else about him. Why do you think she doesn't?

Example answer: August's mum has mentioned how beautiful he is, and normally Mrs Garcia would probably have agreed and carried on talking about how lovely looking the baby was (and maybe how the boy still is). But she may have thought that this might have been upsetting or embarrassing for August and his mum – it's clear that she's embarrassed about the situation herself. She doesn't want to make an embarrassing mistake.

4. Describe the change in August's behaviour with Mr Tushman on page 20 with how he reacted to him on pages 15 and 16. What has caused this change?

Example answer: On page 20, August is laughing with Mr Tushman, making jokes and asking questions. He's even laughing at him. On pages 15 and 16, August hardly says anything and is reluctant even to look at Mr Tushman. He's fearful in the earlier scene, but now he's enjoying himself.

Mr Tushman has won August over with his patience, kindness and good humour. Funny jokes have melted the ice too!

5. On page 20, immediately after Mr Tushman and August joke together, August hears kids voices outside the office. Why does the author position these two scenes right next to each other?

Example answer: The author wants to create an instant change of mood. One minute August is laughing and comfortable with Mr Tushman, the next his heart is pounding with fear. It takes the reader by surprise and helps them to understand August's own feelings, where fear of meeting strangers can come over him instantly.

6. There's a lot of tension on page 21. Find three pieces of evidence that illustrate the tense mood.

Evidence from: August asks, 'Who's here?' – a short, panicky sentence; August looks over at Mom and tells her that he doesn't want to meet anyone; Mr Tushman works fast – he's over to reassure August before August realises and he opens the door to the kids before August can change his mind; The kids don't look at August or his mum, they stare straight at Mr Tushman; The kids just nod. They don't say anything.

7. On page 22, neither August nor the author describe the children's faces. Why not?

Example answer: August doesn't look at people's faces when he first meets them, so he isn't going to be able to give a detailed description of them. August describes their shoes instead, which shows where he is looking (Charlotte's bright green Crocs and Mr Tushman's red Adidas trainers). The author has perhaps deliberately left these descriptions out to show how self-conscious and fearful August is of meeting other people and making face to face eye-contact. In fact, we've not had a description of August's face so far.

Challenge Task

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?

Example answer: Mr T is a (retired) larger-than-life actor in a TV series called The A Team and a Rocky boxing movie from the 1980s (nearly 40 years ago). His catchphrase was 'I pity the fool'.

Mr Tushman is doing an impression of Mr T. He's trying to be funny and make August laugh. He remembers it because he's a middle-aged man but August is too young to have heard of the 'famous' Mr T, so he doesn't get the joke.

Reading Questions: Prompt Sheet

Wonder by R J Palacio

Reading Questions and Answers on p. 31–36 The Deal, Home, First-Day Jitters

p. 31. Why does August feel uncomfortable about his mum talking about the chicks?

- He's embarrassed in front of his friends that his mum is treating him like a baby.

p. 32. Why does August give the signal to his mum to leave?

- He doesn't want to go around the school again to see the art room – he's probably had enough of the ordeal of meeting the other children. He's also still embarrassed and he might sense that Julian would tease him if they went off again without adults.

p. 33. Why do you think August feels 'very sad and a tiny bit happy'?

- August has had a difficult experience, particularly with Julian's bullying at the new school. He's also about to start a new part of his life and he'll be growing up; he probably feels mixed about that, sad, scared and excited at the same time. He's at home and feels safe, so all the feelings he's been keeping in can now come out.

p. 34. August lies to his mum on this page. Find where, and explain why he does so.

- He says that Julian didn't ask whether he'd been in a fire in a mean way – he did. He's seen that his mum is shocked and he wants to make her feel better. He's not considered how she feels about his experience before now and he wants to shield her from hurt.

p. 34. Why does the author have August say that he wasn't lying at the end of the chapter?

- The author is contrasting August's statement that he wants to go to school with his earlier lie that Julian wasn't mean. She wants the reader to be clear that August does genuinely want to go to school, not just that he's still trying to make his mum feel better.

p. 35. What do you think has made August's mum and dad change sides about his attending school?

- Mum has seen almost at first-hand some of what August will be going through. The reality of it has shocked her and she's not sure she wants to put August through it.

Dad has focused on how August handled himself, his desire to go to school and that his own previous prediction of 'a lamb to the slaughter' didn't happen as he'd thought it might.

p. 35–36. How does August feel on his block? Why?

- August feels comfortable and loved. He knows everyone and they know him. The adults he mentions treat him well (he knows Mrs Grimaldi by name, so it's likely she talks to him; the waitresses call him 'honey' and give him sweets).

p. 35. How does the author contrast August's block with the front of school?

- The author describes August's block as a familiar place, where people treat him kindly and he doesn't have to be self-conscious about the way he looks. In this new situation, he doesn't know anyone, there are hundreds of people – many of whom seem to know one another ('talking to each other') – he's aware of people looking at his face and he becomes self-conscious about it ('I kept my head way down', 'girls whispering').

Deeper Reading

p. 31. What do you think Mrs Garcia's 'shiny smile' looks like? It's also mentioned on p. 17 and 18. What can you deduce about the smile?

- It's likely to be an exaggerated smile, showing lots of teeth and kept quite fixed. It's probably not a 'genuine' smile but that doesn't mean that Mrs Garcia isn't a genuine person. Her job is the principal's assistant, so she has to greet people cheerfully, even if she doesn't always feel that way. On p. 18, August likes Mrs Garcia when she's not wearing her 'shiny smile'.

p. 31 Why do you think Mom talks about the chicks?

- August's mum is treating him as if he's a young child. She's nervous about him starting a new school and is used to treating him as younger than his age at home – he's the youngest and with all his operations, she's probably had to care for him in the same way she would a small child for a long time.

Synonyms and Antonyms for Nice

Part A

Reread p.33-34 'Home'. The word 'nice' is repeated 6 times and it's repeated many times throughout the chapter. Often people use bland words like nice when they're in a difficult situation (like August and his mum were in this scene) to disguise what they're really thinking.

In this activity, you will find better synonyms and antonyms for the bland adjective 'nice'. Write phrases that contain stronger adjectives than 'nice' and antonyms (opposites) of the adjective 'nice'. Use a thesaurus to help you.

Nice	Stronger adjective	Antonym
A nice dress	<i>A beautiful dress</i>	<i>A terrible dress</i>
A nice party		
A nice book		
A nice person		
A nice holiday		
A nice song		
A nice haircut		
A nice dog		

Can you include any adjectival phrases to make them even more expressive?

Synonyms and Antonyms for Nice

Part B

Reread p.33-34 'Home'. The word 'nice' is repeated 6 times and it's repeated many times throughout the chapter. Often people use bland words like nice when they're in a difficult situation (like August and his mum were in this scene) to disguise what they're really thinking.

In this activity, you will find better synonyms for the bland adjective 'nice'. And put them in sentences. Find some synonyms for 'nice' and put them into a couple of sentences where you might actually mean the opposite. One synonym per pair of sentences. You are allowed to be sarcastic!

Here's an example:

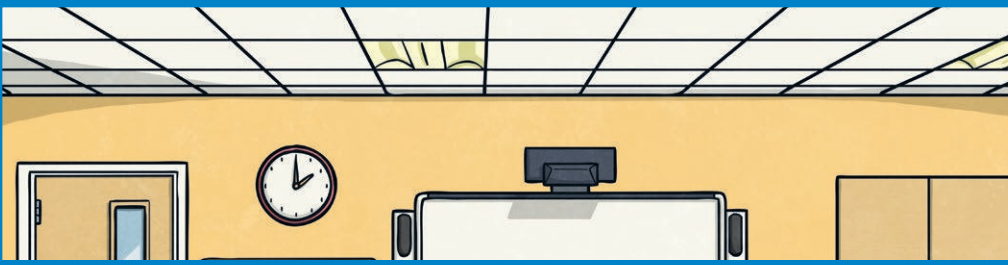
That was most considerate of you, opening your car door as I was riding past on my bike. Would you mind helping me up?

Challenge Task

Write a section of dialogue set at a party, where the guests are being very polite but are hating every minute of it. You must include words and phrases in their speech where it isn't obvious that the hosts and guests are unhappy but if the reader 'reads between the lines', they can work that out.

Here's an example:

Marie opened the door with the hostess' smile fixed to her face. "How pleasant it is too see you two." Her cheekbones dropped momentarily before she quickly restored the hostess' mask. Marie looked her up and down. "I must say, your dress is delightful, Ellie."



Wonder

Activity Cards 3



Wonder Activity Cards

Punctuation and Grammar

- Using the **Wonderfully Varied Sentences Activity Sheet**, children convert simple sentence paragraphs to mixed simple, compound and complex paragraphs. Then you can convert purely complex paragraph to a mixed one, with speech.
- **Challenge!** Children write an imagined conversation taking place on another table in the lunch room, including a range of sentence types with speech, action and description.

Wonder Activity Cards

Comprehension

- Reread p. 54-56. Using the **Comparing Mom, Dad and August Sheet**, they compare August and his mum's reactions to his first day at school. Others read p. 57-60 and compare his mum and dad's reactions.
- Refer to p. 37-42 and compare Mr Browne & Mrs Petosa's characters, using evidence from the text.
- **Challenge!** Watch one of the **Augie Doggie and Doggie Daddy Episodes**. Explore how this cartoon and the characters are used by August and his Dad in their relationship.

Wonder Activity Cards

Vocabulary

- Using the **US Vocabulary Sheet**, match up US vocabulary with definitions and play the matching pairs card game, create short fact files for either 5 states of the USA (with interesting names) or 5 minor characters from Star Wars.
- **Challenge!** Research and create a glossary for typical American foods.



Comparing Teachers

- Reread p. 45-48. Complete a table of evidence and inferred character of Mr Browne on the **Comparing Teachers Activity Sheet**.
- Refer to p. 37-42 and compare Mr Browne & Mrs Petosa's characters, using evidence from the text.
- **Challenge!** Write two separate classroom scenes with contrasting teachers, where their actions clearly illustrate the character traits you have decided on beforehand.



Precepts

- Reread p. 65. Choose a 'precept' from a range of choice cards from the **Precepts Activity Sheet** and write a postcard to your teacher about what it means and/or how you feel about it.
- **Challenge!** Write about how you felt prior to the event and how you felt afterwards. Compare the two feelings and write what you can learn from that experience.



Comparing Scenes

- Reread p. 61-63. Compare the events and atmosphere of the two chapters, *September* and *Jack Will*. Talk to a partner about the difference between the two chapters in terms of how August feels and how they might feel.
- **Challenge!** Draft and rehearse a two-minute speech that explores the differences between the chapters, *September* and *Jack Will*. Be prepared to give the speech to a group, if your teacher asks you!

Reading Task

- Read pages 43-65.



Wonder: Activity Plan 3

Reading Skill:

2h. Content Domain Focus: Make comparisons within the text.

I can compare elements within the text.

I can make inferences from evidence in the text.

Vocabulary and Key Phrases:

Padawan, recess, homeroom, chalkboard, precept, plaque, graham crackers, cleft palate, saltine cracker, mac and cheese, cool beans, Darth Sideous, Wookiee

Prior Learning: Children will have read p. 15-42.

Reading Task: Read p. 43-65.

Reading Questions

p. 43-44 'Lamb to the Slaughter', p. 51-53 'The Summer Table'

p. 43. Ms Petosa calls August 'honey'. Where have you heard this kind of language before in the book? What do you think of Ms Petosa calling him this - he's 11?

p. 43. Julian interrupts Ms Petosa to ask August a question. Do you think Julian's interested in the answer? What does this tell you about Julian?

p. 44. Why does Ms Petosa move the conversation on? Do you think she realises what's going on? How do you know?

p. 44. How is August sure that Julian was being insulting?

p. 52. What does Summer think of Ms Petosa? What do you think August might think of her?

p. 44 & 53. On the very last lines of these pages, there's a similarity or a contrast. Do you notice it?

Deeper Reading:

p. 43 & 51. Compare August feelings introducing himself to Ms Petosa and Summer and their reactions. What is the same and what is different?

p. 43 & 51. Compare what happens just after August introduces himself to Ms Petosa and Summer. Who is in control in each of the situations?

Related Activities

Punctuation and Grammar: Using the **Wonderfully Varied Sentences** sheet, children convert simple sentence paragraphs to mixed simple, compound and complex paragraphs. Then they will convert purely complex paragraph to a mixed one, with speech.

Challenge! Children write an imagined conversation taking place on another table in the lunch room, including a range of sentence types, speech and action/description.

Vocabulary: Using the **US Vocabulary** sheet, children match up US vocabulary with definitions, play a matching pairs card game and create short fact files for either 5 states of the USA (with interesting names) or 5 minor characters from Star Wars.

Challenge! Children research and create a glossary for typical American foods.

Comprehension: Children reread p. 54-56. Using the **Comparing Mom, Dad and August** sheet, they compare August and his mum's reactions to his first day at school. Others read p. 57-60 and compare his mum and dad's reactions.

Challenge! Children watch one of the **Augie Doggie and Doggie Daddy** episodes on the Internet. They explore how this cartoon and the characters are used by August and his Dad in their relationship.

Precepts: Children reread p. 65. Using the **Precept Choice Cards** and **Precept Activity Sheet**, they choose a 'precept' and write a postcard about what it means and/or how they feel about it.

Challenge! Children explain in detail how August's paragraph about the precept on p. 65 represents him, his life and the book so far. They use incidents from the book and what they know of August's character and that of his family to back up their opinions.

Comparing Teachers: Children reread p. 45-48. They complete a table of evidence and inferred character of Mr Browne on the **Comparing Teachers sheet**. Others refer to p. 37-42 and compare Mr Browne & Mrs Petosa's characters, using evidence from the text.

Challenge! Children write two separate classroom scenes with contrasting teachers, where their actions clearly illustrate the character traits they have decided on beforehand.

Compare: Children reread p. 61-63. They compare the events and atmosphere of the two chapters, 'September' and 'Jack Will'. They talk to a partner about the difference between the two chapters in terms of how August feels and how they might feel. No recording.

Challenge! Children draft and rehearse a two-minute speech that explores the differences between the chapters, September and Jack Will. They are to be prepared to give the speech to a group if asked.

Comparing Teachers

Part A

Reread p. 45-48. Complete this table of evidence and inferred character of Mr Browne. Two examples have been done for you.

Evidence from the text	What I think this shows about Mr Browne
<p><i>Mr Browne smiled and nodded when no-one knew what precept meant.</i></p>	<p><i>Mr Browne is good-humoured. He doesn't expect his students to know things before he's taught it.</i></p>
<p><i>Mr Browne talks about 'A Wrinkle in Time' and 'Shen of the Sea'.</i></p>	<p><i>He's an English teacher. He's interesting enough for August to remember exactly which books they'll be studying.</i></p>

Part B

Referring to p. 37-42 and 45-48, compare Mr Browne & Mrs Petosa's characters, using evidence from the text. If you wish to work in a pair to find evidence for your inferences, that's fine, but you should complete your own table. An example has been done for you.

Evidence from the text	What I think this shows about the two teachers (inference).
<p><i>Ms Petosa has to say to people 'settle down' and again for them to 'stop talking'. Mr Browne doesn't do that; he just turns around and they're ready.</i></p>	<p><i>Ms Petosa is stricter than Mr Browne. Maybe Mr Browne doesn't have to say anything because he has more 'presence' than Ms Petosa.</i></p>

Comparing Teachers Answers

Part A

Evidence from the text	What I think this shows about Mr Browne
<p><i>Mr Browne allowed the children to come into the class laughing and talking.</i></p> <p><i>Children sat where they wanted to.</i></p>	<p><i>He's confident enough in his own presence to let the children come into the classroom in a relaxed way and for them to sit where they choose.</i></p>
<p><i>Mr Browne doesn't stop talking when he notices August's face.</i></p>	<p><i>He's not fazed by August's looks. To him, it's just one of those things.</i></p>
<p><i>He let someone shout out an answer in his lesson.</i></p>	<p><i>Mr Browne wants children to join in with his lessons. He's not a strict teacher; he doesn't have to be.</i></p>
<p><i>Mr Browne stresses 'really important'.</i></p>	<p><i>He wants children to think about important things.</i></p>
<p><i>He writes down everything the students say, whatever it is. He accepts any and every answer.</i></p>	<p><i>Mr Browne doesn't judge the ideas the students have; he's keen to collect any ideas they think are important.</i></p>
<p><i>Mr Browne says, 'no one's named the most important thing of all' and waits.</i></p>	<p><i>He's dramatic. He makes them wait and struggle for an answer so that they want to learn more.</i></p>
<p><i>He says, 'learning who you are is what you're here to do'.</i></p>	<p><i>Mr Browne cares about the whole person, not just teaching children a subject.</i></p>
<p><i>Mr Browne jokes with Jack</i></p>	<p><i>He's cool and has a sense of humour.</i></p>
<p><i>The class did what he told them.</i></p>	<p><i>The children respect Mr Browne. They'll do as they're told, happily.</i></p>
<p><i>Graduated students send Mr Browne postcards after they've left.</i></p>	<p><i>Students are inspired by him.</i></p>

Part B

Accept inferences that are backed up by evidence from the text.

Features of Sentences Colour Key

adjective	determiner	subordinate clause
noun	preposition	modal verb
verb	subordinating conjunction	relative pronoun/ relative adverb
pronoun	adverb	



Complex Sentences: Features of Sentences

1

Bethany might win the prize
if she enters the competition.

subordinate clause

subordinate clause

If she enters the competition,
Bethany might win the prize.



Complex Sentences: Features of Sentences

2

The three girls wore their summer dresses **since it was a hot day.**

subordinate clause

subordinate clause

Since it was a hot day,

the three girls wore their summer dresses.



Complex Sentences: Features of Sentences

3

Dolphins breathe **out of** water

as they are mammals.

subordinate clause

subordinate clause

As they are mammals,

dolphins breathe **out of** water.



Complex Sentences: Features of Sentences

4 **The mischievous toddler threw his food while his mother wasn't watching.**

subordinate clause

subordinate clause

While his mother wasn't watching, the mischievous toddler threw his food.



Complex Sentences: Features of Sentences

5

Energetic salmon **often** leap from **the** water

although they have to be **wary** of hungry bears.

subordinate clause

subordinate clause

Although they have to be **wary** of hungry bears,

energetic salmon **often** leap from **the** water.



Complex Sentences: Features of Sentences

6

Babies like playing peekaboo

when they are a few months old.

subordinate clause

subordinate clause

When they are a few months old,
babies like playing peekaboo.



Complex Sentences: Features of Sentences

7

Can you tidy your bedroom

after you have finished your homework?

subordinate clause

subordinate clause

After you have finished your homework,

can you tidy your bedroom?



Complex Sentences: Features of Sentences

8

You should leave the last slice of cake
before you make yourself ill.

subordinate clause

subordinate clause

Before you make yourself ill,
you should leave the last slice of cake.



Complex Sentences: Features of Sentences

9

They clapped enthusiastically
until the curtain dropped.

subordinate clause

subordinate clause

Until the curtain dropped,
they clapped enthusiastically.



Complex Sentences: Features of Sentences

10

Mrs Rodgers laughed hysterically
because she had heard a joke.

subordinate clause

subordinate clause

Because she had heard a joke,
Mrs Rodgers laughed hysterically.



Complex Sentences: Features of Sentences

11

relative clause

Fatima, **who was a girl guide,**
went **on a** camping trip.

12

relative clause

Dart frogs, **whose venom is poisonous,**
are found **in** rainforests.



Complex Sentences: Features of Sentences

13

relative clause

The car suddenly exploded,
which made a tremendous noise.

14

relative clause

The doctor that saved the injured boy
was called Dr Francis.



Complex Sentences: Features of Sentences

15

relative clause

This is the place where we met.

Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part A

Reread p. 54-56. Compare August and his mum's reactions to his first day at school. You should discuss your ideas in your group before you write anything down.

If you wish, you can answer these questions to help you write your answer:

1. Why does Mom ask August how he feels on a scale of 1-10?

2. Why do you think she did the same now?

3. Why do you think August's answer surprised her?

4. Mom offers to carry August's backpack. Why?

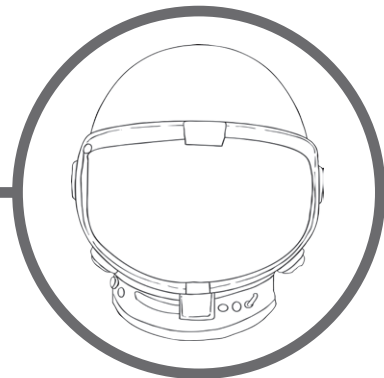
5. She calls him 'sweetness'. What do you think of that?

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

7. How do you think August might feel at his mum hugging him in front of everyone?

8. How long are August's answers to Mom's questions on p. 55? Why?

9. Why do you think August kicks the rock down the street?



Wonder Comprehension

Wonder p. 54-60 Comparing Mom, Dad and August

Part B

Reread p. 57-60. Compare August's mum and dad's reactions to his first day at school. If you wish, it might help to use the bullet points to structure your comparison.

1. Explain how his dad treats August on these pages, using evidence in the text.
(Aim for 2 points with evidence.)

2. Explain how August's mum treats him on these pages, using evidence in the text.
(Aim for 2 points with evidence.)

3. Do you think his parents have spoken to one another before Dad comes into August's room?

4. What do their reactions tell you about their different relationships with August?
(Aim for 2-3 points.)

★ Challenge Task ★

Reread the section on p. 57 when Dad comes into August's room, then watch one of the **Augie Doggie and Doggie Daddy** episodes on the Internet. Think about how this cartoon and the characters are used by August and his dad in their relationship.

Consider and reflect on the following:

1. When August's dad first saw the cartoons.

2. When and where August himself first saw the cartoons.

3. What their different reactions would have been when August first saw the cartoons.

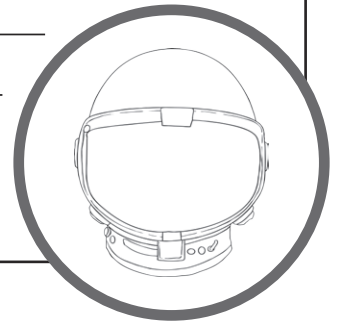
4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

★ Challenge Task ★

5. Their love and care for one another.

6. How their relationship is beginning to change now that August has started school.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.



Wonder Comprehension Answers

Part A

1. Why does Mom ask August how he feels on a scale of 1-10?

Mom asks how August feels on the scale because it's something she's always done during his hospital treatments to show her how much pain he was in.

2. Why do you think she did the same now?

Mom's doing the same now because she's treating the first day at school like a trip to the hospital – something that's going to be painful for August and something that she's going to have to nurse him through, just like she's done countless times before through his childhood.

3. Why do you think August's answer surprised her?

His answer would have surprised her because she was expecting him to have a tough time at school – she would have thought he would have been bullied or had bad reactions to his face and that he would have been upset by it.

4. Mom offers to carry August's backpack. Why?

Mom offers to carry August's backpack because she wants to look after him. She's treating him like a child – the way you'd treat a five-year-old or someone who couldn't look after themselves.

5. She calls him 'sweetness'. What do you think of that?

Mom calling him 'sweetness' is another example of treating him like a child. She's patronising him – but because she just wants to look after him and make it better if he's upset.

6. She's asking him lots of questions on p. 55. What do you think she is thinking?

She's asking him lots of questions partly because she wants to know what's happened, partly because she's nervous and partly because she's only getting short answers from August. She probably spots that he's upset because of his short answers – he's avoiding – and she wants to get to the bottom of what's happened.

7. How do you think August might feel at his mum hugging him in front of everyone?

I think August would feel embarrassed at his mum hugging him here. He's already had a challenging day he doesn't want the other kids to see him being treated like a young kid (as he'd see it) by his mum.

8. How long are August's answers to Mom's questions on p. 55? Why?

August's answers are short, probably because he doesn't want to think about school now it's over. He can't really answer in detail about what's happened because his day has been so complicated and emotional and Mom's questions are coming one after the other. He might be aware that if he did answer properly, he might cry.

9. Why do you think August kicks the rock down the street?

August kicks the rock down the street because he wants to get away from the situation and Mom's questioning. He just wants to have some down time and not think about school and how challenging and emotional it's been.

Part B

Children may choose to answer the question in any way they wish. If they choose to answer the structured questions, example answers are given below. All answers should cover: Dad treating August as both a child and teenager; Mom being nervous and then comforting him (also Mom's treating him in a 'babyish' way earlier in the chapter); and a comparison summary of the two parents' reactions.

1. Explain how his dad treats August on these pages, using evidence in the text.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager ('that was the deal', 'can I ask you something', 'I'm as much to blame').

2. Explain how August's mum treats him on these pages, using evidence in the text.

August's mum acts nervously towards him when she first comes into the room (she peeked her head into the room and 'looked kind of shy'). At the end of the chapter, she comforts him when he's upset (she wraps her arms around him, offers him 'soft words' and kisses him on the face).

3. Do you think his mum and dad have spoken to one another before Dad comes into August's room?

I think they have spoken to one another beforehand. Mom knocks on the door straight after Dad and August have talked about her and Dad conveniently has work to do that will allow Mom to spend time with August. They've been shown as loving parents prior to this – and that's what good parents would do.

4. What do their reactions tell you about their different relationships with August?

Dad seems to allow August to open up, with a combination of his humour and direct talk. Once he's opened up and begun to react to his true feelings, his mum gives him support and comforts him emotionally. It's like they're August's support tag-team with different roles.

★ Challenge Task ★

1. When August's dad first saw the cartoons.

Dad probably saw the cartoons in the 1970s or 80s, when he was a boy. They'll remind him of when he was a child and of his relationship with his own dad.

2. When and where August himself first saw the cartoons.

The book says that August first saw the cartoons in hospital when he was four.

3. What their different reactions would have been when August first saw the cartoons.

August, as a four-year-old would have just found them funny. He wouldn't have been able to understand some of the humour in them because it's aimed at adults or older children, but he'd have liked the silliness, the animals and the relationship of Augie Doggie and his dad. Dad would have wanted to share the cartoons with his son because he'd have enjoyed them when he was a boy. August would have been in pain in hospital, so the funny cartoons would have been good to show him to take his mind off the pain. Dad tends to use humour to connect with August – he uses it to distract August from demanding situations.

4. What Dad's sense of humour is like and how much August shares and appreciates the humour.

Dad's a bit of a joker. He's got a kid's sense of humour and he likes making people, especially August, laugh (for example, the jokes about Mr Tushman in the car). August laughs at his dad's jokes and likes the shared references they have (Augie Doggie) and joins in with them – 'dear ol' Dad'.

5. Their love and care for one another.

They clearly get along. Dad seems to know just when to be silly with August and when to speak to him seriously: when they're talking in August's room, he asks him if he's annoyed with Mom then soon after picks up his hand and waves it at Mom, to lighten the mood.

6. How their relationship is beginning to change now that August has started school.

Dad is still tucking August into bed and kissing him on the forehead, calling him Augie (a pet name), referring to the Augie Doggie with 'good night, my son, my son' and making jokes ('it's always something with you kids, isn't it?'). A parent is more likely to treat a younger child like that. However, he's also talking to him seriously as you would a teenager. August is opening up to his dad and beginning to tell him how he really feels. He trusts his dad and responds to him. He knows being put to be is 'babyish', as he says, but he accepts it for the moment.

7. Why Dad is referring to Augie Doggie at this point and how this relates to how August's mum is treating him in the chapter.

Dad refers to Augie Doggie because he's trying to lighten the mood a little. He knows that August is upset and perhaps annoyed with his mum – they'll have spoken about it before he goes into August's room. Mum comforts him with hugs, kisses and kind words towards the end of the chapter, when August cries. Both care for him and treat him with love and – to some extent – treat him younger than his years.

Conjunctions and Other Connectives

When?

afterwards
as
at that moment
finally
first
just then
last
later
meanwhile
soon
subsequently
then
until
when
while

Why?

as a result
because
consequently
for this reason
so
therefore

Opinion

fortunately
happily
luckily
sadly
unfortunately

But...

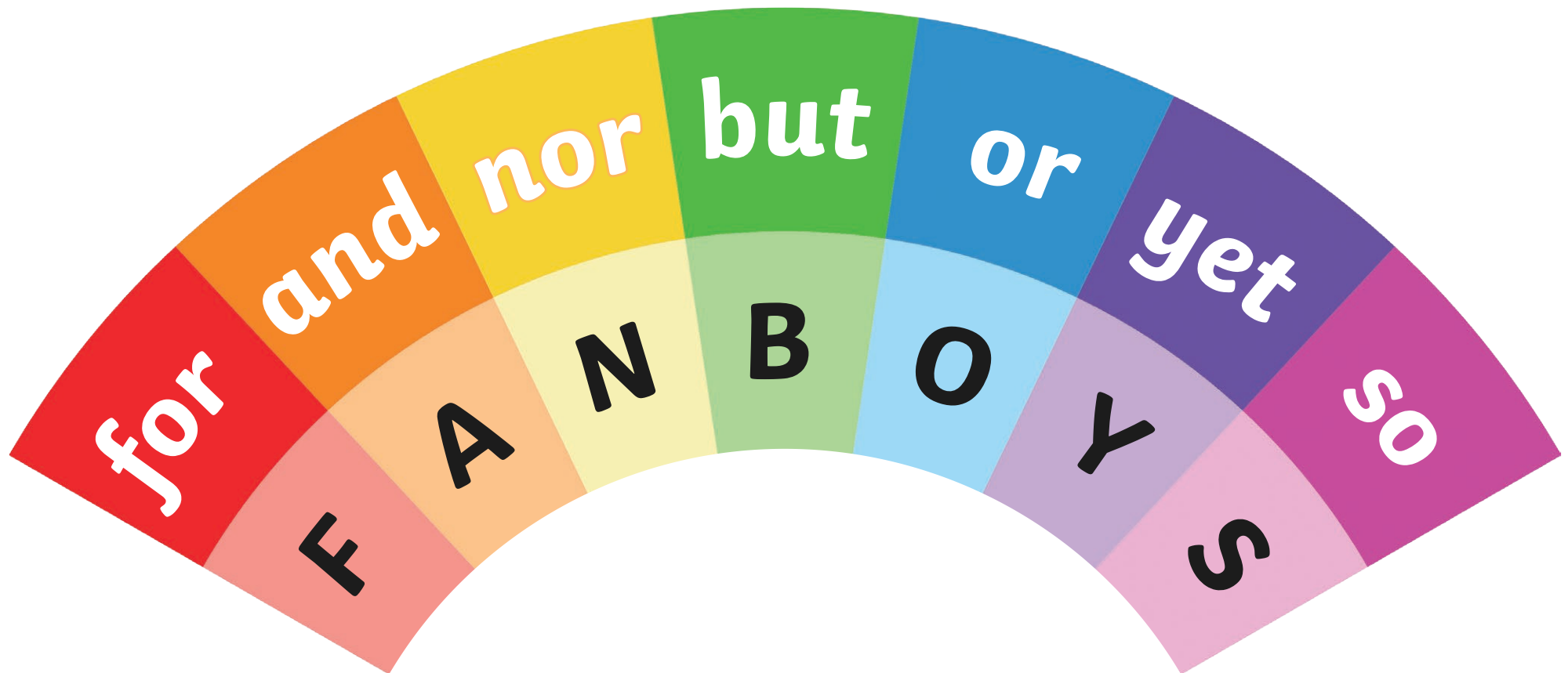
alternatively
although
anyway
aside from
besides
but
despite
however
in spite of
nevertheless
on the other hand
since
whereas
yet

And...

also
and
as well as
in addition
moreover
with

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



**It's not
enough to be
friendly, you
have to be
a friend.**

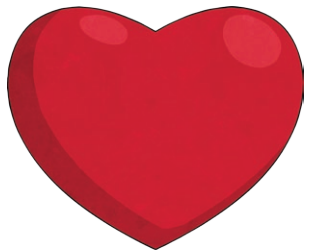


**Save the
oceans, save
the world!**

**Your deeds
may be your
monuments,
but a good
joke goes a
long way too.**



**Flowers
are great,
but love is
better.**



**All you need
is love.**

**Don't try
too hard
to be cool.
It always
shows, and
that's uncool.**



**Be true to
yourself.**



**Sometimes
it's good to
start over.**



**Keep
calm
and
carry on!**



**When given
the choice
between being
right or
being kind,
choose kind.**

**Your deeds
are your
monuments.**



**Have no
friends not
equal to
yourself.**



**Fortune
favours
the bold.**



**No man is an
island, entire
of itself.**

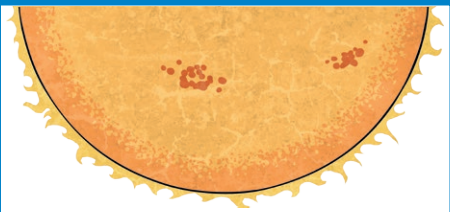
**It is better
to know
some of the
questions
than all of
the answers.**

**Kind words do
not cost much.
Yet they
accomplish
much.**



**What is
beautiful is
good, and
who is good
will soon be
beautiful.**

**Do all the
good you can
by all means
you can.**



**Just follow
the day and
reach for
the sun.**

Precepts

Part A

Reread p. 65. Choose a precept (motto) from the **Part A Precept Choice Cards** and write a postcard to your teacher on what it means or how you feel about it. Remember that August did the same thing for 'Your Deeds Are Your Monuments' on page 65.

Place
postage
here

Part B

Reread p. 65. Choose a precept from the **Part B Precept Choice Cards** and write a postcard to Mr Browne at Beecher Prep School, writing as August. Explain what your chosen precept might mean to August and how he might feel about it, at the point we're at in the book.

Place postage here

★ ★ ★
★ Challenge Task ★

Explain in detail how the paragraph about the precept 'Your deeds are your monuments' on page 65 represents him, his life and the book so far. Use incidents from the book and what you know of August's character and that of his family (think about what the characters do).

Reading Questions: Prompt Sheet

Wonder by R J Palacio

p. 43-44 Lamb to the Slaughter, p. 51-53 The Summer Table

p. 43. Ms Petosa calls August 'honey'. Where have you heard this kind of language before in the book? What do you think of Ms Petosa calling him this when he's 11 years old?

- August's mum calls him 'honey' earlier in the book (p. 15) and later on in the section we're reading this week she calls him 'sweetness' 'sweetie' and 'baby' (p. 54, 55 & 60). She might just be being nice, but the language is a bit patronising. Later in the section, August complains of his mum treating him like a baby.

p.43. Julian interrupts Ms Petosa to ask August a question. Do you think Julian's interested in the answer? What does this tell you about Julian?

- No, he's not. He's just asking the question as a lead-up to mentioning Darth Sideous. He's obviously planned the whole thing since it's quite a stretch from a braid to Padawan to Jango Fett to Darth Sideous (referring to August's face). This shows how devious and nasty Julian can be.

p. 44. Why does Ms Petosa move the conversation on? Do you think she realises what's going on? How do you know?

- Ms Petosa thinks they're talking in too much depth about a subject that the whole class might not be interested in – after all, it's only an introduction. She's keen to hear from the rest of the class and wants to move onto Jack. She doesn't know anything about Star Wars characters (she didn't know what a Padawan was) so it's unlikely that she realises that Julian is being cruel. The book also says she moves them on 'cheerfully'. She wouldn't be cheerful if she knew bullying was going on right under her nose.

p. 44. How is August sure that Julian was being insulting?

- He peeks over and Julian is looking at him, while Jack is talking. If he'd not meant anything by it, he'd be looking at Jack; but he's looking for August's reaction – he wants to see him hurt.

p. 52. What does Summer think of Ms Petosa? What do you think August might think of her?

- Summer isn't too keen on her. She made a face when she told August that she had Ms Petosa for Math. August probably feels a similar way about her – she's patronised him and not protected him from Julian (though she's not to blame for that).

p. 44 & 53. On the very last lines of these pages, there's a similarity or a contrast. Do you notice it?

There's a mention of eyes. Julian and August are looking at one another on p. 44. August mentions Summer's eyes (he talks about eyes a lot – can you find any other examples in the book so far?). The first isn't a nice experience, the second one is – he likes Summer's personality and probably likes the way she looks too.

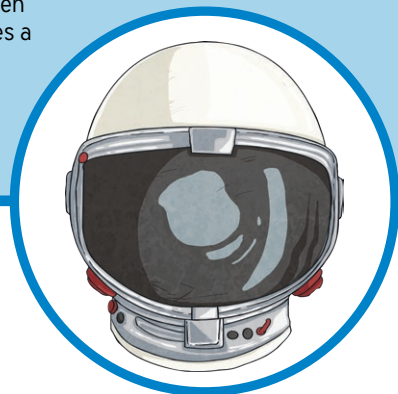
Deeper Reading

p. 43 & 51. Compare August feelings introducing himself to Ms Petosa and Summer and their reactions. What is the same and what is different?

- In both introductions, he only says his name. Ms Petosa asks him to speak up after someone (probably Julian) shouts, 'what?'. He's probably intimidated by having to speak in front of the whole class for the first time – they're sure to notice his face. Ms Petosa says 'wonderful' when what he's said isn't wonderful (note the title of the book). In contrast, when introducing himself to Summer, he's still nervous (he doesn't say much) but she makes him feel comfortable – she just says 'cool' then gets on with a normal conversation.

p. 43 & 51. Compare what happens just after August introduces himself to Ms Petosa and Summer. Who is in control in each of the situations?

- Julian interrupts Ms Petosa and brings the conversation around to Darth Sideous. Ms Petosa doesn't know what's going on because she's not aware of Star Wars characters, so Julian can control the insult to August. When Summer's friend comes over to bring her back to the table she was sitting at, she makes a polite excuse, embarrasses the other girl and stays with August. She knows what the other girls is trying to do and resists it. She's the one in control, in contrast to Ms Petosa earlier. August knows what's going on in each situation and it makes him warm to her and by the end of the scene, they're talking comfortably.



US Vocabulary

Part A

Task 1: Vocabulary Matching Game:

Cut out the cards on the next page and work in a group to match the words with the definitions

Task 2: Vocabulary Pairs Game:

Once you've finished, shuffle all the cards up and deal out all the cards to the players. The aim of the game is to collect as many matching pairs of cards (a word and its definition) as possible. Choose a player to start first. They place any matching pairs in a pile in front of them. If they don't have a pair, they pick a card (unseen) from any player they wish and if they now have a matching pair, they place that down.

The turn then passes to the player to their left, who does the same. If at any point, a player has no cards in their hand, they just continue playing by picking a card from another player on each of their turns. The game continues until the end of the session. The winner is the person with the most paired cards placed down in front of them.

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US Vocabulary

Part B

In the vocabulary list and the book, Connecticut and some characters from Star Wars are referred to. You have two choices for this task:

1. Find a list of US States and their capitals and choose five of them (ones with the most difficult or unusual spellings or just states/capitals that you're most interested in). Research a set of facts about each of the states, including neighbouring states, major cities, population, history – making notes as you go along. Now create a short fact file for each of the five states. Remember, this should be in your own words.
2. Find a list of Star Wars characters and choose five of them (little known ones or ones with interesting or unusual names – don't choose the main characters). Research a set of facts about each one, including the film they appeared in, their back-story, which side they're on, little-known facts – making notes as you go along. Now create a short fact file for each of your five characters. Remember, this should be in your own words.

★ Challenge Task ★

In the vocabulary list and the book, several US foods such as graham and saltine crackers are referred to. Research US foods that we might not have in the UK - these can be traditional dishes, common US foods or branded products. Choose a selection of 5-10 and create a short glossary that explains to a UK reader what these foods are (and if there are any British cuisine equivalents).

**'A Train
Service' (on
the A track)
in American
cities –
particularly
one in
New York.**

'A' train

fringe (hair)

bangs

a blackboard

a chalkboard

**A piece
of science
equipment
in secondary
schools for
heating
liquids.**

**bunsen
burner**

**A condition
where a person
has a split in
their palate
(top part of the
mouth), usually
from birth.**

cleft palate

**A state on
the eastern
coast of the
USA.**

Connecticut

Brilliant!

cool beans

**A public
transport
route that
goes across
town.**

cross town

deli

dork

Delicatessen
- a food shop selling (usually expensive) foods such as cheeses and cured meats.

Someone who's not 'cool'.
Always used as an insult.

Darth Sideous

diva

The name of the Star Wars' Emperor before he became Emperor.

A person who is difficult to please and thinks a lot of themselves.
Usually used as an insult.

**A slang word
for a man
– usually a
'cool' man or
friend.**

dude

**A class a
student is
allowed
to choose
outside their
required
classes.**

elective

**An
exclamation
to show
surprise.**

geez

**A thin
cracker
biscuit. A bit
like a thin
digestive
biscuit.**

**graham
crackers**

**jack-o'-
lantern**

**mac and
cheese**

**pumpkin
lantern**

**macaroni
cheese**

homeroom

jerk

**class base in
secondary
school**

**A foolish
person -
always used
as an insult.**

plaque

A tablet of metal, wood or stone usually fixed onto a wall, with an important saying or memorial on it.

Padawan

A trainee Jedi knight (from Star Wars).

precept

A general rule to live one's life to (a principle).

pocketbook

a wallet

recess

principal

school break

head teacher

sneakers

wookie

trainers

**Bear-like
creature from
the Star Wars
films.**

**A dry, salty
cracker (like
a salty cream
cracker).**

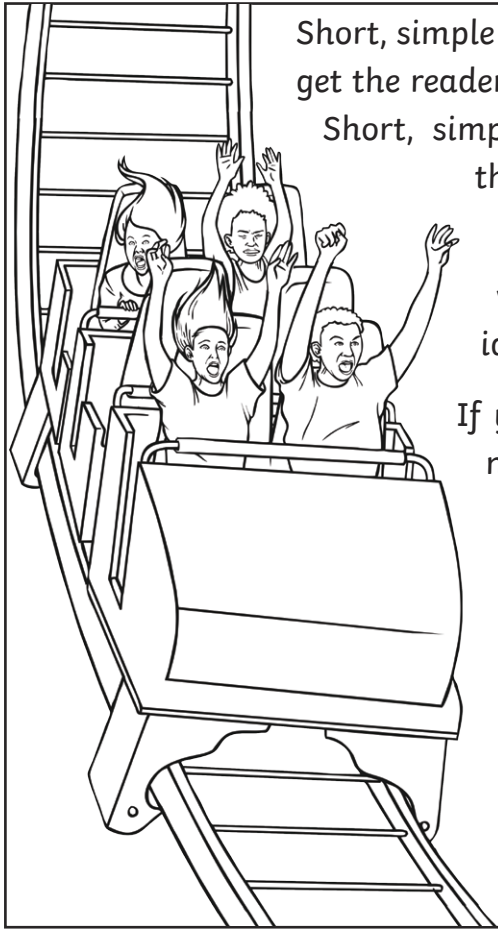
**saltine
cracker**

pavement

sidewalk

Wonderfully Varied Sentences

The best authors, like RJ Palacio, vary their sentences according to their purpose.



Short, simple sentences tend to be used to increase pace, to make a point, to get the reader's attention or to show that a character is feeling emotional.

Short, simple sentences tend to grab you, because they're short and there's a natural pause afterwards to let the words sink in.

Longer (compound or complex) sentences add detail and variety to sentences. They allow you to explain or explore ideas in depth and tend to slow the pace of your writing down.

If you think of your writing as being like a roller coaster, you need exciting bits but you also need sections to allow you to recover and get ready for the exciting bits. If everything on the ride was exciting all the time, you'd actually become bored. It's the same with sentences.

Varying your sentences is also like having an interesting meal, with different types of food. You wouldn't eat just chips for tea, would you? (Well...).

By the way, it's not recommended to eat chips on a rollercoaster!

Part A

Turn these three simple sentences into a varied paragraph with a simple, compound and complex sentence. Give your paragraph to a couple of partners to check over, then add further sentences to the paragraph, ensuring you have a mix of sentences.

- I went straight to room 301.
- Some kids were staring at me.
- I pretended not to notice.

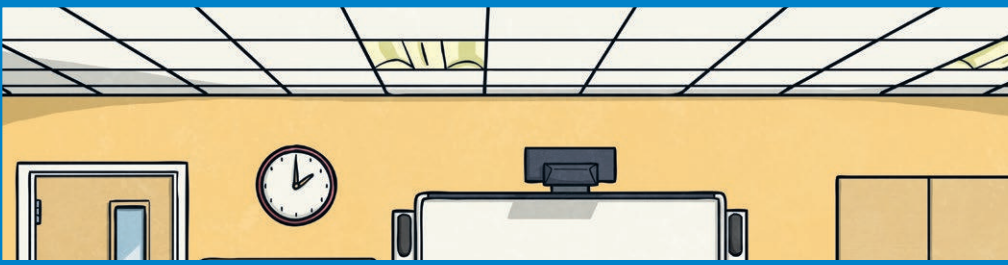
Part B

The paragraph below isn't a bad paragraph, it has plenty of detail but it doesn't have much variety – all the sentences are complex ones. Turn it into a varied paragraph with at least one simple, compound and complex sentence, while including speech. Give your paragraph to a couple of partners to check over. Once checked, add further sentences to the paragraph, ensuring you have a range of sentences. Can you add more speech?

Mom, eager as ever to offer advice, whispered to me, “Honey, you do know, don't you, that everyone's just as nervous as you are although they might not show it on the surface?” Distracted by the presence of other kids, I nodded politely and pretended to listen until I was sure she was convinced I'd understood. Once the bell rang, I didn't stick around to make polite conversation with anyone and made a beeline for room 301, my home room, where I knew the first lesson was.

★ **Challenge Task** ★

Reread p. 49 Lunch. Write a paragraph, containing speech, describing the scene and conversation at another table in the lunch room. You should include a range of sentences and a mix of speech, action and description sentences.



Wonder

Activity Cards 4



Wonder Activity Cards

Punctuation and Grammar

- Read and complete the **Consolidating Speech and Action** activity sheet.



Wonder Activity Cards

Comprehension

- Reread p. 71-75 'The Cheese Touch and Costumes'.
- Complete the **Comprehension Activity Sheet**.



Wonder Activity Cards

Vocabulary

- Complete **Portmanteau Words eVitation Activity Sheet**.



Music Video and Lyrics

- Watch Wonder by Natalie Merchant. Then complete the [Wonder Song Activity Sheet](#).



A Life in Costumes

- On page 73, August lists all his Halloween costumes, from the first (a pumpkin) to his tenth (Boba Fett). Work with a partner to draw and/or describe alternative fancy dress costumes that would be suitable for a child. You can use kids' fancy dress costume images from the Internet and the [Design a Halloween Costume Template](#) to help you.
- **Challenge!** Explain why the child might be wearing that costume at that age. Would their parents wear a matching costume at any point? Explain.

Draw and Make

- Design a halloween mask or costume, using the [Design a Halloween Costume Template](#) or [Doodle Draft Masks Template](#). Write annotations around the mask/costume as if you are a designer giving instructions to the mask/costume maker on precisely how to make it.
- Work alongside someone else and compare how you got on compared to how August and Summer got on on p. 68-69.
- **Challenge!** If you have time, make and decorate your mask/costume.



Reading Task

- Read pages 66-81.
- Wonder by Natalie Merchant Video & lyrics.



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.

replied

retorted

shouted

boasted



gasped

stammered

screamed

whispered

crackled

queried

mumbled

shrieked

grunted

groaned

sighed

yelled

thundered

stormed

cried

pleaded

pestered

reported

uttered

remarked

observed

recited

ranted

howled

whined

sobbed

roared

chanted

yawned

crackled

lied

chanted



Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part A

1. Why do you think that dance class is August's least favourite subject?

2. Does August like science? How do you know?

3. On page 71, do you think that the dance teacher was aware what was going on?

4. Why did August's hand touch Tristan's?

5. How do you think the Cheese Touch idea got started at Beecher Prep?

6. What's the difference between Tristan and Julian in the way they treat August?

7. Why does August like Halloween so much?

8. Do you think the astronaut helmet had been put in Gran's attic?

9. Why does August want to be Boba Fett from The Empire Strikes Back?

10. Why do you think Dad thinks Bleeding Scream is a better costume?



Wonder Comprehension

Wonder p. 71-75 The Cheese Touch & Costumes.

Part B

1. On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

3. Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him. What would you say?

Wonder Comprehension Answers

Part A

1. Why do you think that dance class is August's least favourite subject?

August is probably embarrassed about other children not wanting to dance with him. He doesn't want to have to deal with it.

2. Does August like science? How do you know?

August clearly likes science because he talks about the lesson in detail and he says it's cool.

3. On page 71, do you think that the dance teacher was aware what was going on?

I think the dance teacher probably was aware what was going on because she changed the lesson so that no one was dancing with anyone else. She probably didn't want to embarrass the children.

4. Why did August's hand touch Tristan's?

August's hand touched Tristan's because he was trying to move his foil from the plates just as Tristan was moving his.

5. How do you think the Cheese Touch idea got started at Beecher Prep?

Example answer: The Cheese Touch idea was probably started by someone like Julian. It's the kind of nasty game that children play. They are being nasty but after a while it just becomes something that everybody does without even thinking about it – the children aren't being deliberately horrible, they've become caught up in the nasty game but that doesn't excuse their behaviour.

6. What's the difference between Tristan and Julian in the way they treat August?

Example answer: Julian is deliberately nasty towards August. He goes out of his way to bully him and set other children against him. Tristan, however, is 'okay-nice' to August but he's not particularly friendly and he is one of those who continues the Cheese Touch 'game'.

7. Why does August like Halloween so much?

August likes Halloween because he gets to wear a mask so that no-one can see his face. He gets to be treated like everyone else.

8. Do you think the astronaut helmet had been put in Gran's attic?

Example answer: I don't think the helmet is in Gran's attic otherwise Mom would have found it by now. I think that Mom got rid of the helmet because August was wearing it so much and it wasn't good for him to keep hiding his face inside the helmet.

9. Why does August want to be Boba Fett from The Empire Strikes Back?

August wants to be the grown-up version of Boba Fett. Since he's started school, he's consistently wanted to be treated like a grown-up.

10. Why do you think Dad thinks Bleeding Scream is a better costume?

I think that Dad thinks Bleeding Scream is more grown up than the Star Wars costume. It's also more appropriate for Halloween.

Part B

1. On page 71, why didn't the teacher deal with the issue of no-one wanting to dance with August there and then?

Example answer: Mrs Antanabi wouldn't have wanted to embarrass August and the other children with bringing up the subject of no-one wanting to dance with him. It's probably happened before in the dance lessons and she'd be aware that it was a problem.

2. On page 71, Can Ximena help how she feels about dancing with August? What would you say to her if you were her good friend?

Example answer: Ximena couldn't help how she felt. She had a panic attack and that's not something you can immediately stop yourself from having. She felt fearful and this is how the fear showed itself. It's still insulting to August and would need to be talked about. If I were her friend, I'd tell her to get to know August and see what he's like so that she'd find out that he was really nice and that his face is just how it is – nothing to be afraid of. I think it would be difficult for her to do this because of people like Julian who would tease her for being friends with August. I'd suggest she talks to her dance teacher about it so that she can help to sort the situation.

3. Compare Mrs Antanabi's reaction in the dance class with Ms Rubin's. Which do you think is the better reaction to the behaviour of the other children?

Example answer: Ms Rubin dealt with the issue of the other children avoiding being close to August there and then. She gave direct instructions to the children to go and stand next to him. She doesn't avoid the situation like Mrs Antanabi does and tackles it head on. Although August says he doesn't like it, I think that this is a better reaction because it's less likely to happen again in future science lessons because the children know that the teacher will deal with it.

4. On page 72, August wants 'to go on record' about Tristan and Nino. Why does he say this?

Example answer: August is about to tell us something horrible that Tristan has done. He doesn't want us to get the wrong idea about him that he's someone like Julian who's deliberately nasty. He's trying to be fair. If you ask me, he's a bit too forgiving of people who treat him like dirt!

5. Imagine you were Ms Rubin and you've kept Tristan back after class to speak to him. What would you say?

Answers written as Ms Rubin which mention Tristan's behaviour, how August feels about it, how the Cheese Touch got started and how she expects Tristan to behave in class in the future. Ms Rubin would probably take the matter further with Mr Tushman.

6. Do you have any thoughts about the costumes August has worn for Halloween in his life?

Example answer: August's costumes match his age and his interests. When he's younger, he wears costumes related to Disney films and stories. His dad wears matching costumes alongside him for a time so that he can accompany him to Halloween parades and parties. He then gets into space and Star Wars when he's a bit older – that matches his age. Finally, he wears the Bleeding Scream mask – a scary one that's suitable for Halloween.

7. Mom spent ages making August's costume. Why doesn't he put it on?

Example answer: August didn't feel like wearing it. It could have been the paint smell or the amount of time it took to put on. It could be that he knew his dad was in a hurry or that he was flustered by Via's meltdown. Or it could be that he subconsciously had a feeling about Julian when he heard about his Jango Fett costume.

8. August gets annoyed with Dad at the end of page 75. Why?

Example answer: August gets annoyed because Dad doesn't know the difference between Boba and Jango Fett. Everyone knows the what difference is for goodness' sake! He's also probably a bit flustered about Via's meltdown and maybe a feeling a little guilty about not wearing Mom's Boba Fett costume.

★ ★
★ Challenge Task ★

Find out who Mr T is and what his catchphrase was, then read the bottom of page 19 again. What is Mr Tushman doing when August asks about Mr T and why has August no idea what he's talking about?

I think the author is wanting us to read on. The section of the book (if you sneakily read on) looks like it's about Via so she's linking this section with the next – it's a cohesive device. We don't know at the moment what the problem is but all through the book we've been hearing about August's problems, we've not heard anything about Via's. She must be going through her own difficulties starting a new school, having August's problems to deal with herself and just being a teenager. We're likely to find out more in the next section.

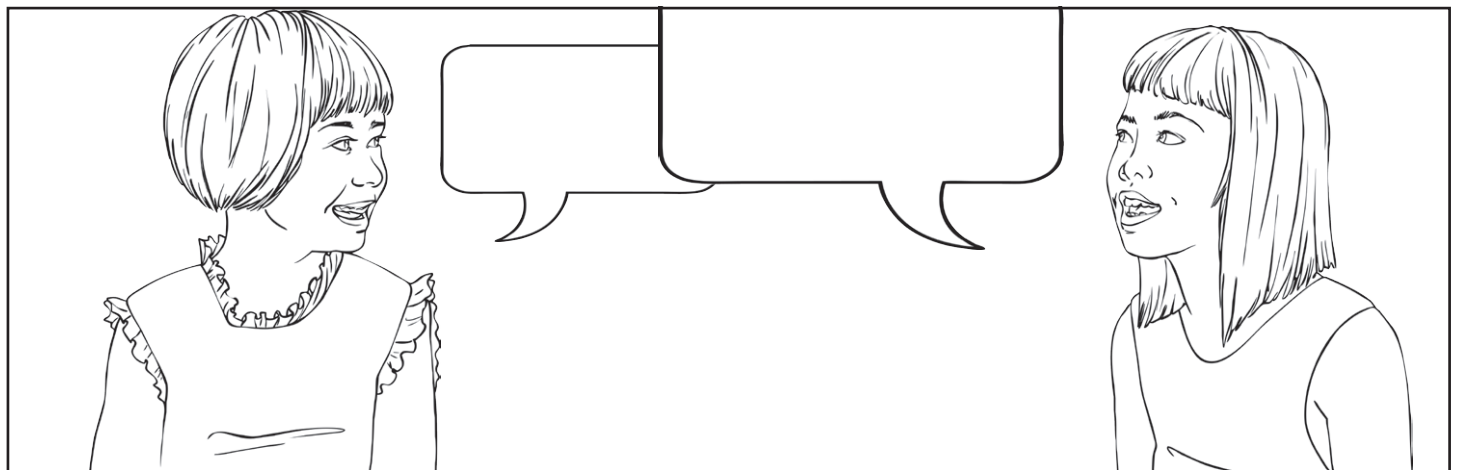
Consolidating Speech and Action

Part A

1. In this activity, you will be revising features of speech mixed with action.
2. Find pages 79-80 in a copy of the book. Using different coloured highlighters, underlining or ringing, highlight these features of the text (indicate on this key, which colour or marking matches which feature):

Feature	Marking/colour
The words spoken by the characters.	
Inverted commas	
Commas used after speech	
Commas used after the reporting clause	
Reporting clause	
Small action during or after speech	
An -ing verb form (e.g. putting)	

Can you collect all the synonyms for 'said' that are used in the reporting clauses on these two pages? Write down all the 'said' words (including 'said') however many times they appear (e.g. if they appear twice, write the word down twice). What do you notice?



Consolidating Speech and Action

Most of the sentences work in a similar way to this one:

Can you write four sentences in the same pattern as this one, with the same features?

inverted commas reporting clause -ing verb small, insignificant action


“Hold onto me, honey,” said Mum, putting one hand on my arm and her arm under mine.

Comma used after speech comma used after reporting clause

Plan B

In this activity, you will revise inferring characters' thoughts, feelings and personality from their actions.

Copy the pieces of short action that follow the speech on pages 79-80 into the first column of the table. In the second column, write what you think these actions tell the reader about the character at the time. The first one is done for you.

Short action (-ing & as phrases)	What they tell the reader about the character
 <p><i>coming over to hug me</i></p>	<p><i>Mom wants to comfort August straight away. She can see he's upset and needs a hug. She also maybe shows that she needs to give him a hug for herself – she's always worried about things going badly for him.</i></p>

Consolidating Speech and Action Answers

Part A

Can you collect all the synonyms for 'said' that are used in the reporting clauses on these two pages? Write down all the 'said' words (including 'said') however many times they appear (e.g. if they appear twice, write the word down twice). What do you notice?

Asked, whispered, answered, mumbled, said x6. Said is used a lot but it's mixed up with some other synonyms and action to give variety.

Can you write four sentences in the same pattern as this one, with the same features?

Answers will vary.

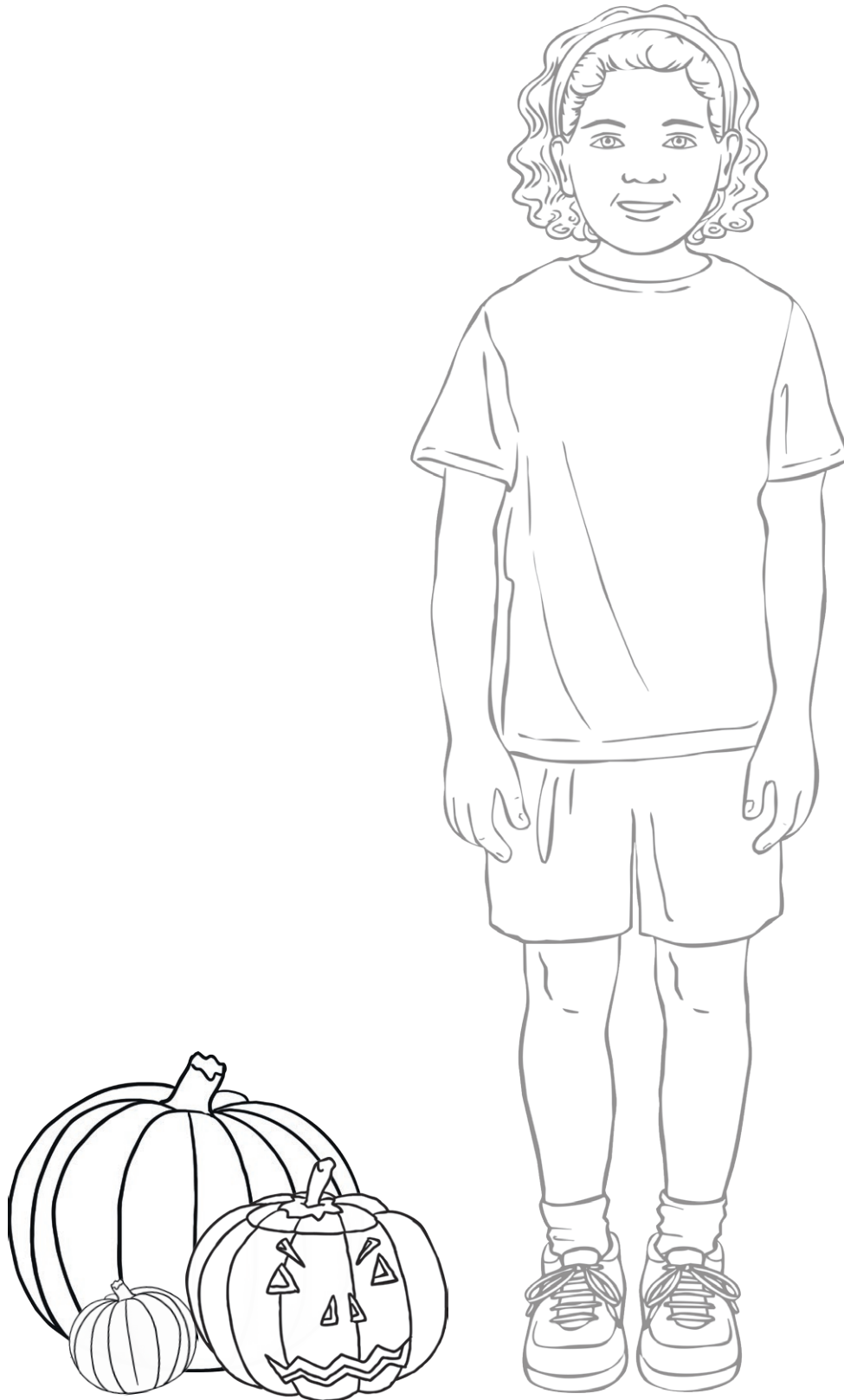
Part B

Example Answers:

Short action (-ing & as phrases)	What they tell the reader about the character
<i>automatically putting her hand on my forehead to check for my temperature</i>	<i>Answers around Mum's involvement with the medical treatment August has had.</i>
<i>looking at me with very nice eyes</i>	<i>Nurse is nice.</i>
<i>looking worried</i>	<i>Answers around Mom's concern or suspicion it might be some other reason connected with school.</i>
<i>her eyebrows going up as she shook her head. She helped me to my feet</i>	<i>Answers around Mom's concern or exasperation about the stomach bug outbreak.</i>
<i>patting me on the back as she walked us toward the door</i>	<i>Answers around the nurse showing August that she values his face.</i>
<i>putting her hand under my chin and tilting my face up</i>	<i>Answers around Mom's concern or exasperation about the stomach bug outbreak.</i>

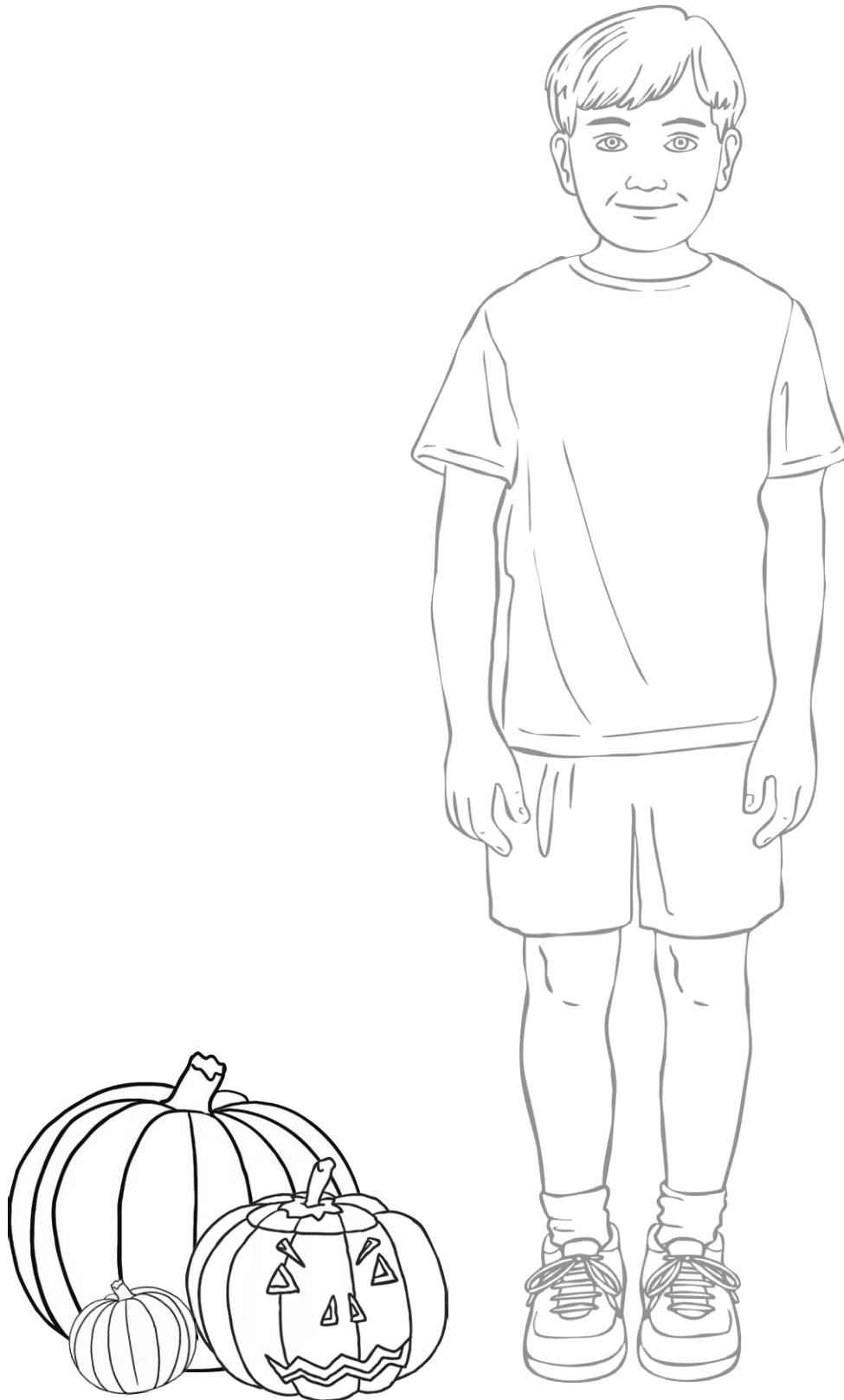
Design a Halloween Costume

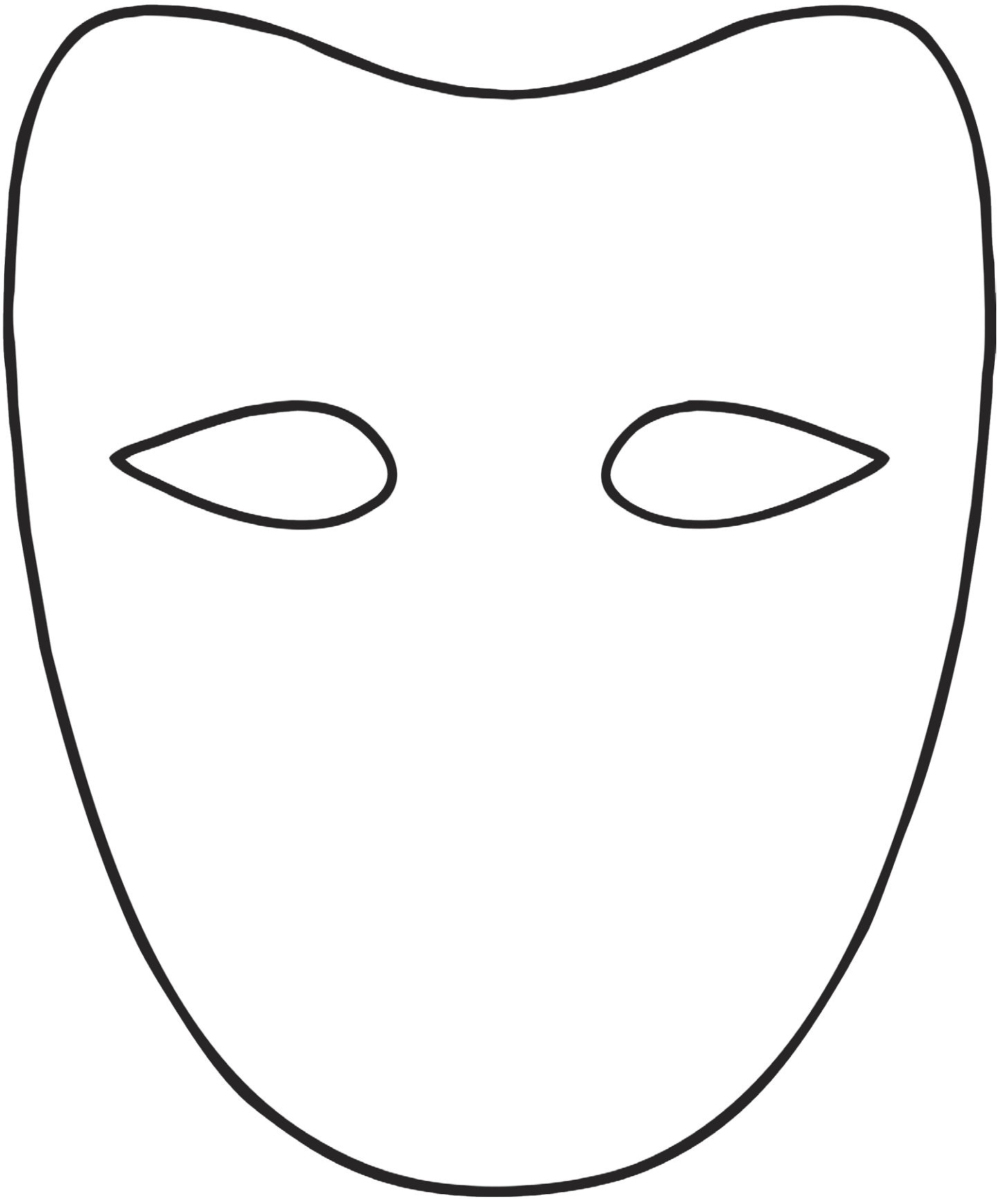
What will you design? Maybe a witch, wizard, mummy, ghost or a vampire?

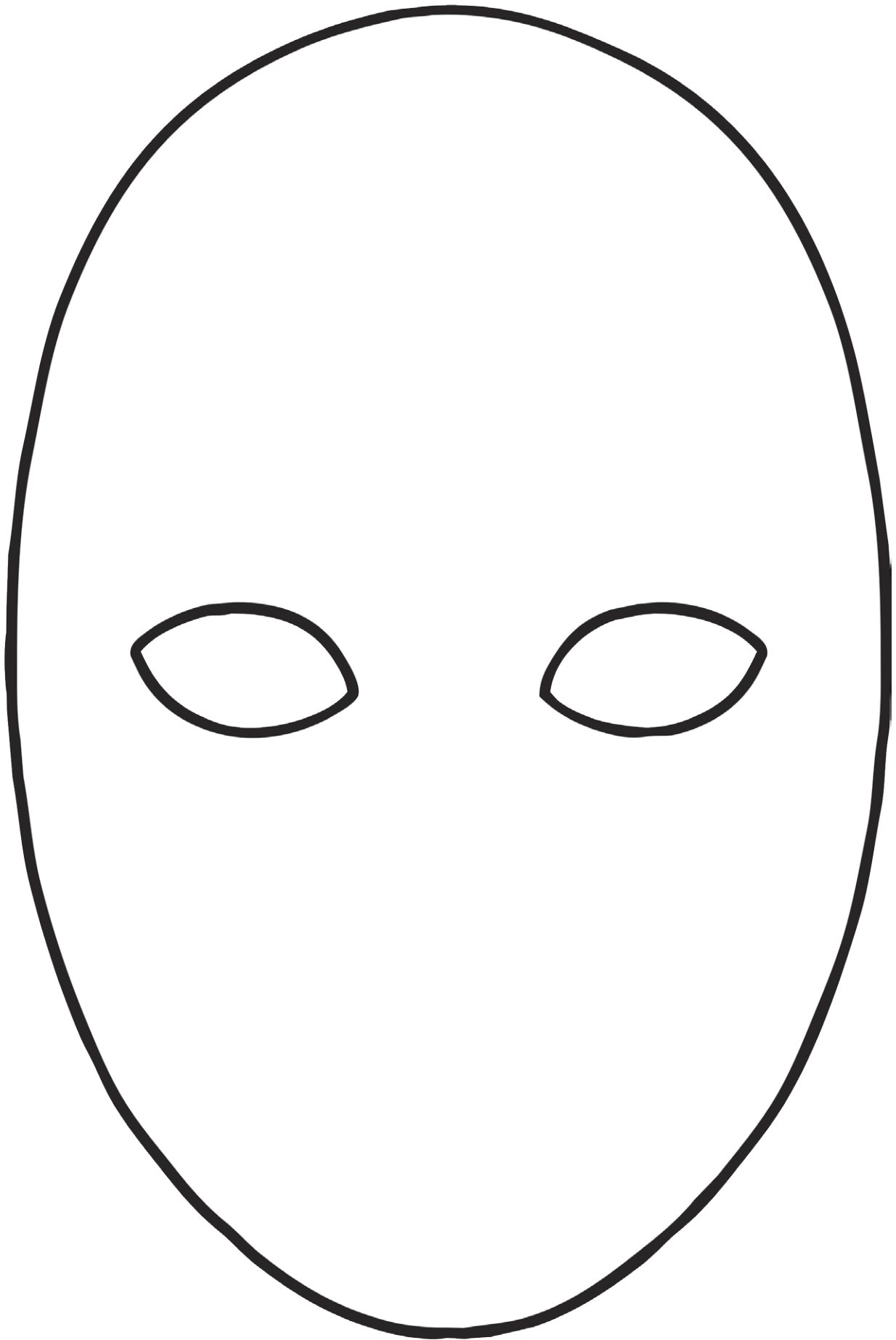


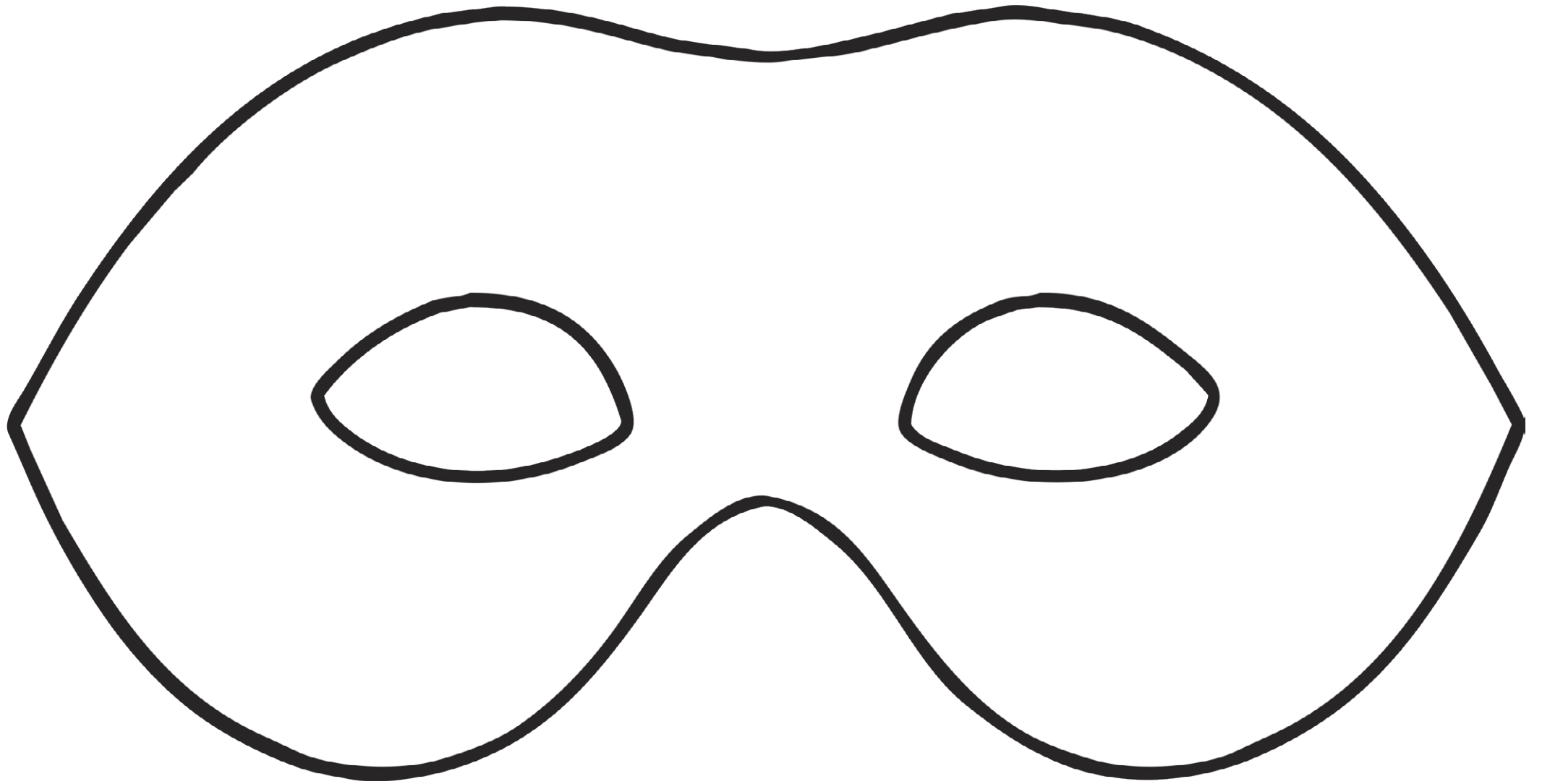
Design a Halloween Costume

What will you design? Maybe a witch, wizard, mummy, ghost or a vampire?









bionic

Bollywood

Brexit

emoticon

evite

smog

telethon

vidiot

biology

Bombay

Britain

emotion

electronic

smoke

television

video

electronic

Hollywood

exit

icon

invitation

fog

marathon

idiot

**artificial body
parts aided by
technology**

**Indian movie
industry**

**UK leaving
the EU**

**using
keyboard
characters to
make faces/
emotions**

**online
invitation**

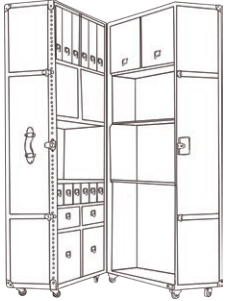
air pollution

**long TV
programme**

**someone
who'll watch
anything on
TV or DVD**

Portmanteau Words - An eVitation to Reconnoitre Evolving English

In this activity, you will be learning about portmanteau words. An example of a portmanteau word being used in Wonder is on page 67, when Mom mentions 'evites'.



English is one of the most versatile and malleable (look it up) languages in the world. It's a language that has influenced and come under the influence of many other languages over the years, usually through invasion or colonisation (look it up!).

And English is still changing. Technology and slang influence English vocabulary so that the language is constantly evolving (look it up!).

Part A

Find synonyms for these words:

Reconnoitre	
Malleable	
Colonisation	
Evolving	
Portmanteau	

Now read the page again from the top.

One way that new words evolve is by mixing parts of two different words to make a new combined word. These are called portmanteau words (but you already know that!).

Work in a group to match up the **Portmanteau Word cards**, the original word cards and the meanings. You should have sets of four cards. Check your answers with another group and then check the answer sheet.

Can you find any more examples of portmanteau words?

Portmanteau Words - An eVitation to Reconnoitre Evolving English

Part B

In this activity, you will be learning about slang portmanteau words. An example of a portmanteau word being used in Wonder is on page 67, when Mom mentions 'evites'.

English is one of the most versatile and malleable (look it up) languages in the world. It's a language that has influenced and come under the influence of many other languages over the years, usually through invasion or colonisation (look it up!).

And English is still changing. Technology and slang influence English vocabulary so that the language is constantly evolving (look it up!).

Can you match the meanings of these slang portmanteau words? For the blanks in the meaning column, fill in your own meaning. Can you work out what words make up the portmanteau?

Meaning
Laying your clothes across a chair at bedtime.
Lying in bed, surfing the web.
A big sneeze
Food that tastes like another.
Talking about nothing in particular.
Something that I already know.
Brilliant new word.
Just thinking about yourself.

Portmanteau	Words
cellfish	cellphone & selfish
chairdrobe	
dudevorce	
floordrobe	
internest	
juggersnot	
nomonym	
nonversation	
unlightening	
worderful	
youniverse	

Challenge Task

Research the portmanteau words that match these definitions:

Definition	Portmanteau
A mid-morning meal	
Take it easy!	
Gaining finance for a business venture from lots of people via the Internet	
A piece of music you can't get out of your head.	
Spending time under canvas, comfortably.	
Give a very rough idea of how much something will cost.	
A funny TV programme	
Remaining at home whilst on holiday.	
Instalment of a TV show that you watch on the Internet.	

Portmanteau Words - An eVitation to Reconnoitre Evolving English **Answers**

Part A

Find synonyms for these words:

Reconnoitre	<i>explore</i>
Malleable	<i>easily adapted/changed</i>
Colonisation	<i>one country taking over and settling another country</i>
Evolving	<i>changing bit by bit</i>
Portmanteau	<i>a large bag with two equal parts or a word that combines the sound and meaning of two others</i>

Portmanteau word card answers:

Portmanteau word	Original word	Original word	Meaning
bionic	biology	electronic	artificial body parts aided by technology
Bollywood	Bombay	Hollywood	Indian movie industry
Brexit	Britain	exit	UK leaving the EU
emoticon	emotion	icon	using keyboard characters to make faces/emotions
evite	electronic	invitation	online invitation
smog	smoke	fog	air pollution
telethon	television	marathon	long TV programme
vidiot	video	idiot	someone who'll watch anything on TV or DVD

Part B

Can you match the meanings of these slang portmanteau words? For the blanks in the meaning column, fill in your own meaning. Can you work out what words make up the portmanteau?

Meaning
<i>Ignoring the person you're with to check your mobile.</i>
Laying your clothes across a chair at bedtime.
<i>Two men breaking up a friendship.</i>
<i>Throwing your clothes on the floor.</i>
Lying in bed, surfing the web.
A big sneeze
Food that tastes like another.
Talking about nothing in particular.
Something that I already know.
Brilliant new word.
Just thinking about yourself.

Portmanteau	Words
cellfish	cellphone & selfish
chairdrobe	<i>chair & wardrobe</i>
dudevorce	<i>dude & divorce</i>
floordrobe	<i>floor & wardrobe</i>
internest	<i>internet & nest</i>
juggersnot	<i>juggernaut & snot</i>
nomonym	<i>nom nom & synonymous</i>
nonversation	<i>non & conversation</i>
unlightening	<i>un & enlightening</i>
worderful	<i>word & wonderful</i>
youniverse	<i>you & universe</i>

★ ★ Challenge Task ★ ★

Research the portmanteau words that match these definitions:

Definition	Portmanteau
A mid-morning meal	<i>brunch</i>
Take it easy!	<i>chillax</i>
Gaining finance for a business venture from lots of people via the Internet	<i>crowdfunding</i>
A piece of music you can't get out of your head.	<i>earworm</i>
Spending time under canvas, comfortably.	<i>glamping</i>
Give a very rough idea of how much something will cost.	<i>questimate</i>
A funny TV programme	<i>sitcom</i>
Remaining at home whilst on holiday.	<i>staycation</i>
Instalment of a TV show that you watch on the Internet.	<i>webisode</i>

Reading Questions: Prompt Sheet

Wonder by R J Palacio

Reading Questions and Answers on p.76-78 The Bleeding Scream

p. 76. Would the person who high-fived August on the stairs have done so if they'd not been wearing masks? Why not?

- I doubt that they would have high-fived him. In a previous chapter, August told us about the Cheese Touch. Many of the other children were effectively bullying him by denying him ordinary human touch (touch is a basic human need). The other child saw that he was the same as August, so he high-fived him as a form of acceptance and affinity. He probably would not have accepted August as he looks normally, since he would see him as somehow different because of his looks and that would be justification for avoiding or shunning him.

p.76. In the first paragraph, August says he wants to be seen. Why?

- August has always loved fancy dress and masks at Halloween. It has meant that he was just like everyone else or he might say that everyone else looks like him (or the way some people see him). He very rarely gets the feeling of acceptance other than from close family. He often pretends to joke and make light about the way others treat him, but his happiness at this moment tells you clearly how he feels at other times when he's not accepted.

p.76. How did August know that Darth Sidious was Julian? How is Julian's mask appropriate?

- Darth Sidious is an evil villain in the Star Wars films, Julian is the villain in this book. Julian is wearing the costume to insult and humiliate August - he made reference to Darth Sidious in an earlier chapter. Ironically, he is revealing his true nature in the mask/costume he's wearing. Masks often reveal more about our inner workings than we're happy to reveal face-to-face. Online bullying works in a similar way.

p. 76. Why do you think August went to stand near the other boys?

- August knew that they didn't know who he was. They were expecting him to come as Boba Fett and August had deliberately not come dressed as they expect because he expected - from their previous conversation - that Julian would bully him with the Darth Sidious costume. He knew that they would talk about him in a way that they wouldn't had they known he was there and he was curious to know what they really felt about him. It's like a scab you can't help but pick, even though you know it's going to hurt!

p. 77. Who is the second mummy?

- Jack Will.

p. 77. August would be upset about two aspects of what the second mummy said. What are they?

August knew that the second mummy was Jack at the point where Julian asks "Then why do you hang out with him so much?" He would have been upset at anyone insulting him by comparing him to shrunken heads and orcs - ridiculing him. But that one of those people was revealed as Jack, someone he thought was a good friend, would have been especially hurtful.

That Jack said that he would kill himself if he looked like August and that he only hung out with him because Tushman told him to, would have hurt August deeply. He thought that Jack was a good friend and enjoyed his company - that he accepted him. Here, he finds that the friendship was nothing of the kind.

p.77. Why do you think August leaves the classroom at this point?

- August is overwhelmed with emotion. He probably knows he's going to cry and so reveal who he actually is behind the mask. He also just wants to get away from this upsetting situation. He's in shock.

Deeper Reading

p. 76. Why might it be ironic that August is proud to walk around in a scary 'freak' mask?

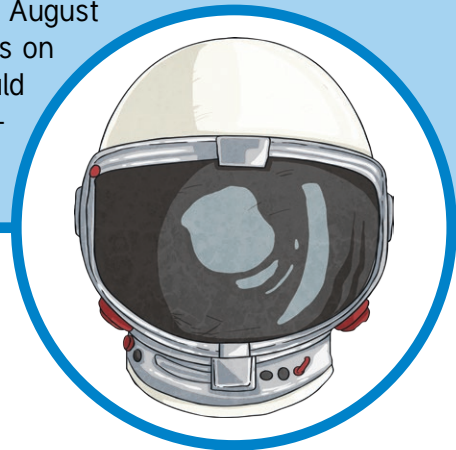
- It might be seen as ironic because many of the other children in school treat August as a 'freak' because of his face. August isn't proud of the look of the mask; it's that he's proud because he's suddenly – once a year – the same as everyone else. He's not special, he's not different; he's the same and he's treated the same – that's something rare for August to experience. It's doubly ironic that everyone is dressed as 'freaks', so they all look like their perception of August. You might say that August's face is a mask in itself – his face is unattractive to most (certainly at first) but his personality (beneath the mask of his face) is beautiful – he's one of the most attractive characters in the book.

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?

- The boys behind the masks felt as if they were able to be cruel and insulting towards August, probably because they didn't know he was there. It was as if their words were said by the masks they were wearing rather than by their true selves and, as a result, they weren't their responsibility and they could be as cruel as they wished. Politeness would normally have stopped them from revealing this inner cruelty but the masks allowed that side of their personalities to come through undisguised. Julian's chosen mask reveals his villainous side, while August's scream mask would act as a visual representation of his shock as he realises that one of the mummies is Jack Will.

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?

- August's heart would have dropped. He would be quite used to people talking about him like this. He would be upset but it wouldn't be unexpected. He knew how Julian and his friends felt about him and what they were likely to say about him behind his back. That he suddenly realised it was Jack Will – his best friend in school – that was saying these horrible things, would have been devastating for August. Jack's line, “I think that I'd kill myself,” is one of the most cruel lines in the whole book – the author has deliberately positioned it here to maximise the shock felt by August and the reader. In addition, August realises that Jack Will is on Julian's side, not on his. August's fixation with Star Wars would make him tend to see this in terms of 'sides' – Jedi and Sith – and Julian dressed as Darth Sidious would reinforce this.



Wonder Song by Natalie Merchant

Part A

In this activity, you will be learning to read visual language and intention in a music video.

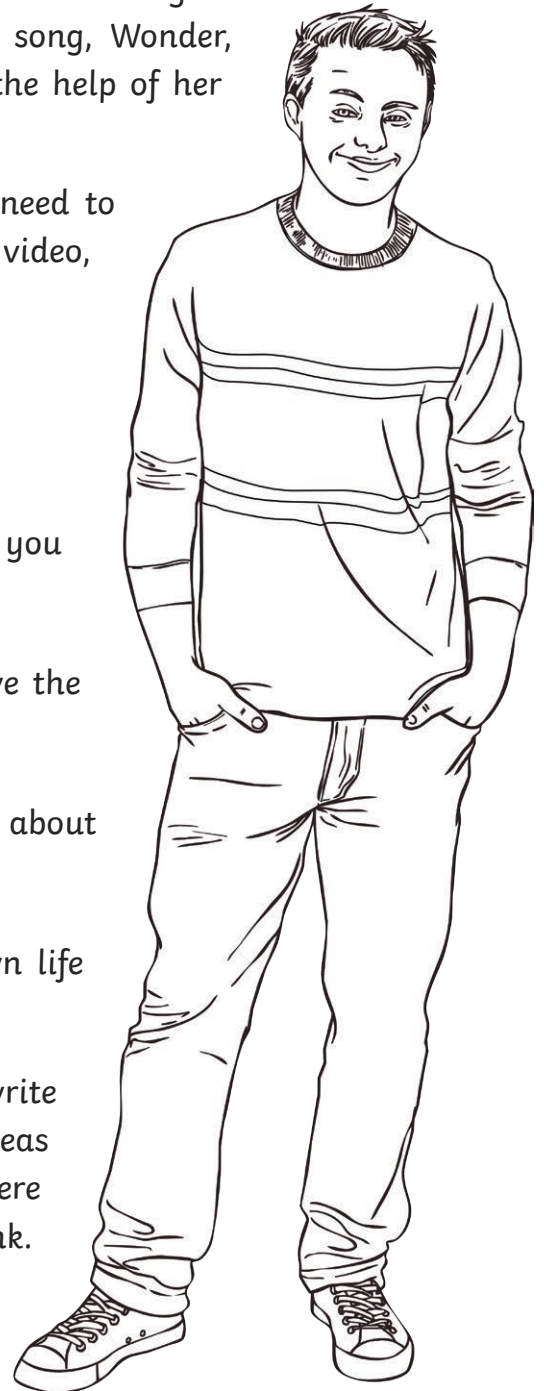
You'll notice at the beginning of each section of Wonder that there is a lyric from a song printed. The one on page 81 is from Space Oddity by David Bowie. All these lyrics reflect the story and its characters. The main lyric quoted is from Wonder by Natalie Merchant. The first two verses of this song are printed at the beginning of the book.

Natalie Merchant is an American singer and songwriter. As a teenager, she worked with children with special needs. These children were in institutional care and many of them had unpredictable behaviour. Natalie overcame her initial fear and became good friends with the children she worked with. She wrote the song, Wonder, about a woman with disabilities who overcame them with the help of her adopted family.

View the video of **Wonder by Natalie Merchant**. You may need to watch the video a few times. After you have watched the video, discuss these questions with your group:

1. Do you like the music and the video? Why/why not?
2. What types of people are featured in the video?
3. Who appears to be singing in the video? What message do you think this sends?
4. What message do you think the images in the video give the viewer about women?
5. What message do you think the images in the video give about people with disabilities?
6. Does the video make you think of anything in your own life or experience?

Once you have discussed the video in the group, split up and write down your own thoughts on the video. You can use the ideas your partners in the group have come up with, if you wish. There are no correct answers to this – you are writing what you think.



Part B

In this activity, you will be learning to summarise and infer from verses of a song. Find the lyrics and watch the video of **Wonder by Natalie Merchant**. For each verse, write a commentary on the verse, giving your thoughts, opinions and interpretations of the verse. Use the template overleaf if you wish. The first verse is done for you as an example. You can complete this activity in a group, in a pair or individually.

Verse	Commentary
Verse 1 <i>Doctors have come from distant cities...</i>	<i>I think that the woman's medical condition is so serious and unusual that doctors have come to see her to help to treat her and to learn from her condition. They can't believe that she can live like she does with the disabilities she has. This is quite shocking to me because you put your trust in doctors and that they're standing there disbelieving what they see would make me feel hopeless and depressed if I were their patient.</i>
Verse 2	
Verse 3	
Verse 4	
Verse 5	
Verse 6	
Verse 7	<i>Repeats verse 4.</i>
Verse 8	

Part A

Reflections on the music video Wonder by Natalie Merchant:

1. Do you like the music and the video? Why/why not?

Children give preferences on video. Perhaps comparing the music and video to other music/music videos.

2. What types of people are featured in the video?

All the people are women. There are a range of races and ages. Some of the women/girls are/may be disabled. One child has Downs Syndrome. They all look happy.

3. Who appears to be singing in the video? What message do you think this sends?

The main person singing is (presumably) Natalie Merchant. But many of the other women are made to look as if they are singing the song too. We think the message this sends is that we can all share in the meaning of the song – that we are all ‘wonders’, whoever we are. It sends a message that everyone has a voice and should be heard, whoever they are, however old they are, whatever race they are and whatever disability they might have.

4. What message do you think the images in the video give the viewer about women?

We think that the video shows women of all types and puts them together in the same room, singing the same song. This shows them unified and happy – they support one another. One message is that women are strong, supportive and have a voice. The images send a message that women can be together, whatever their perceived differences. Women are often shown as weak or lesser than men in the media and this video shows the opposite. The video sends a positive message – that women are ‘wonders’.

5. What message do you think the images in the video give about people with disabilities?

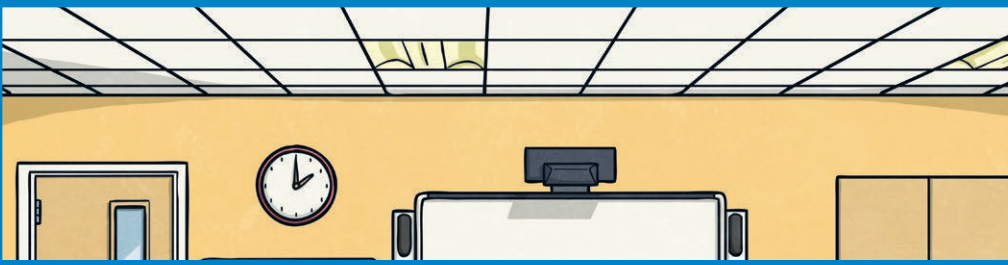
We think the images show the women with disabilities in the group as part of the group and as involved in what’s going on. The girl with Downs Syndrome joins in with Natalie as she’s singing the song. They laugh together and Natalie helps her with the singing. There is respect between the two of them and Natalie is supportive of the girl’s disabilities. The message is that people with disabilities have a voice (they sing the song too), that they belong in our society as much as anyone else, are respected, helped and are our friends.

6. Does the video make you think of anything in your own life or experience?

Children may relay situations or friendships in their own lives regarding belonging, being a girl/woman or having a disability or knowing/seeing someone in that situation. They may reflect on their thoughts on their own experience in comparison to their thoughts regarding the video.

Part B

Commentary on the lyrics for Wonder by Natalie Merchant will vary.



Wonder

Activity Cards 5



Wonder Activity Cards

Punctuation and Grammar

- Play the **Types of Pronouns Game** using the **Types of Pronoun Dartboard** and **Pronoun Definition Cards**.



Wonder Activity Cards

Comprehension

- Read pages 88-90 and complete the **Comprehension Activity Sheet**.
- **Challenge!** Watch a video of a woman with facial disfigurement and record your reaction.



Wonder Activity Cards

Vocabulary

- Play **US-UK Vocabulary Bingo** and/or **US-UK Vocabulary Loop Cards**.
- **Challenge!** Can you add your own cards to the Vocabulary Bingo game? Find examples of US-English in the book or use the Internet to help you find more examples.



Personal & Social Character Map

- Complete the [Orbiting August Activity Sheet](#).



Inferring & Comparing

- Complete the [August and Via at School Activity Sheet](#).



Compare

- Complete the [Good Or Bad Parents? Activity Sheet](#).



Reading Task

- Read pages 82-117.



Wonder: Activity Plan 5

Reading Skill:

2h Make comparisons within the text.

I can compare different narrators' versions of events.

Vocabulary and Key Phrases:

Procedure, IVs, gotten, sidewalk, Thanksgiving, janitor, dynamics, restroom, blocks, Geez, scooching, Padawan, meticulously, jerks, Nazis, NYC, ritzy, townhouse, sepia, babushkas, Polaroids, bell-bottomed, hippies, hippie-stroller, gene, tic-tac-toe, geneticists, Punnett squares, recessive genes, chromosome, hanging out, yearbook, ER, nauseous.

Prior Learning: Children will have read p. 66-81.

Reading Task: Read p. 82-117.

Reading Questions

Reading Questions and Answers p. 85-110.

p. 85 Why did Via say to Grans that she wished she could live with her forever? Can you think of three reasons?

p. 87 Do you think Grans loved Via more than August? Try to give two reasons.

p. 74 August describes Via's crying meltdown on the morning of Halloween. Can you explain it, giving three reasons?

p. 110 Why did Mom suggest watching the film together? Can you think of three reasons?

p. 74 Why do you think the author waits until page 109 to tell the reader why Via was having the crying breakdown on p. 74?

Deeper Reading

p. 85 Compare Via's reaction to others staring at August to August's own reaction. What might account for the difference?

p. 86 At the top of page p. 86, Via describes seeing August the way others see him. She hates herself for it? How do you feel about her reaction?

p. 110 Describe Via's mix of emotions when Mom became 'August's Mom' again.

p. 110 Via describes Mom's reaction to the costume at the end of the page. How is this reaction like Via's reaction to August's needs?

Related Activities

Punctuation and Grammar: Children play **Types of Pronouns Game** using the **Types of Pronoun Dartboard** and **Pronoun Definition Cards**.

Vocabulary: Children learn US-UK vocabulary by playing **US-UK Vocabulary Bingo** and **US-UK Vocabulary Loop Cards**.

Comprehension: Children read pages 88-90 and complete the **Comprehension Activity Sheet**.

Make sure to have [this video](#) of a woman with facial disfigurement. Be prepared for negative or even shocked reactions to the video. This activity will be followed up with a whole class activity in the next pack of lessons, you may wish to bring this lesson forward if you feel your class would benefit from more immediate discussion.

Please watch this video prior to class.

Personal and Social Character Map: Children complete the **Orbiting August** activity sheet.

Inferring and Comparing: Children complete the **August and Via at School** activity sheet.

Compare: Children complete the **Good Parents Bad Parents** activity sheet.

August and Via at School

Part A

Reread pages 91-96 and 107-108

In this activity, you will infer August and Via's thoughts from evidence in the text.

Both August and Via are upset around their first days at school. Use the thought bubbles to write thoughts they might have had about their first few days. You can flick back through the book to recall August's first days at school. Thoughts can come straight from the book or what you imagine them to be thinking, based on what they have gone through. Are there any similarities between their experiences? Two examples are done for you.

With a partner, compare the thought bubbles that you have come up with for August and Via.

Then use the thought bubbles to capture your own thoughts when you first started school.

August and Via at School

Part A

Reread pages 91-96 and 107-108

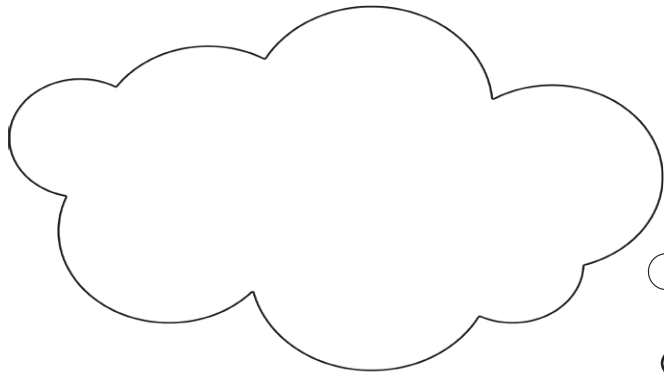
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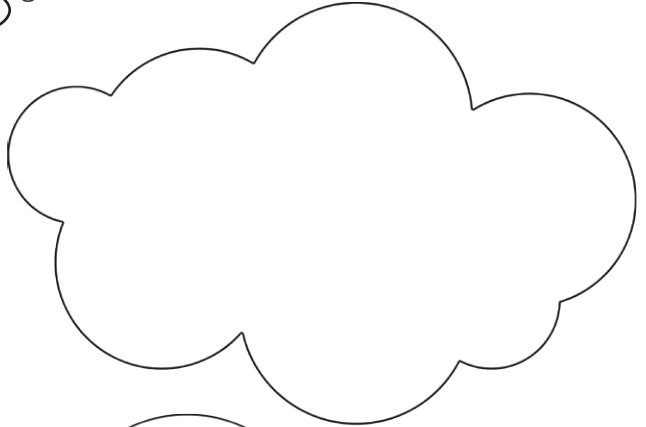
Then use the thought bubbles to capture your own thoughts when you first started school.

August and Via at School



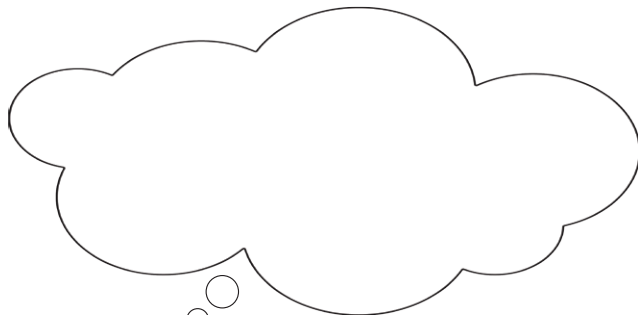
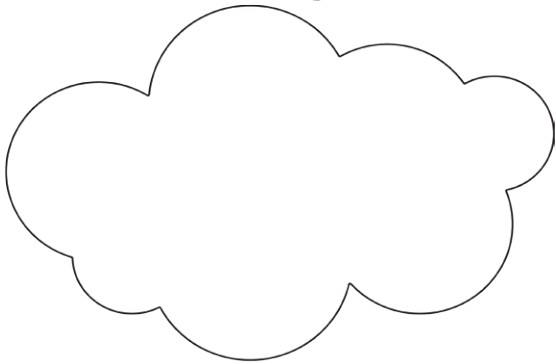
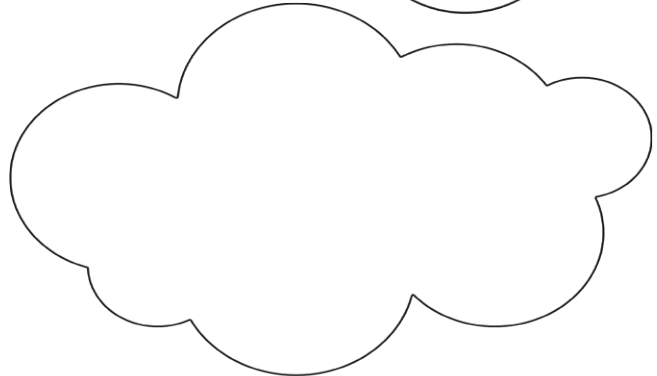
I don't want anyone at school to know about August.

Via

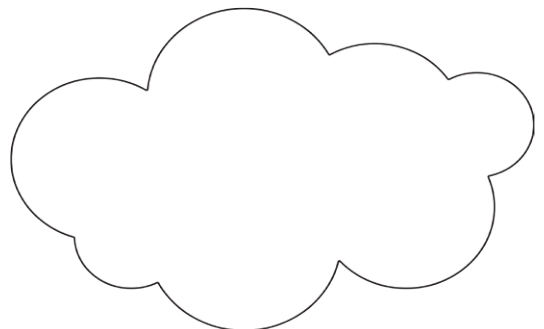
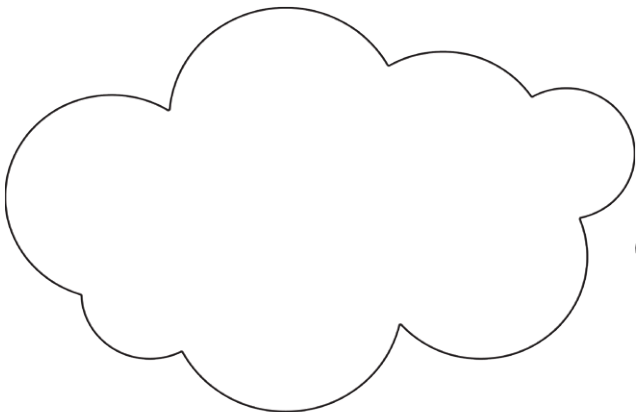


That kid in the lunch hall said someone was sitting there. They weren't!

August



Me



August and Via at School Answers

Part A

Thoughts related to events in the books. August's thoughts related to bullying, acceptance and embarrassment. Via's thoughts related to lost friendships, embarrassment about August, growing up and change and new friendships. Thoughts related to themes and inferences deduced from the book.

Part B

Script or narrative including details inferred from the book.

Challenge Task

Answers explaining that Via's experiences are the normal experiences of a child starting a new school. They put August's experiences in perspective in that he is having, at the same time, a normal school experience of negotiating friendships, and an extraordinarily challenging experience of being clearly 'different'. Via's experiences help us to empathise with August's – we are likely to have been through similar experiences and through Via's more familiar experience, we are likely to appreciate and put ourselves in August's position more easily. Very few of us have experienced August's situation and the comparison with Via's story helps us to step into his shoes.

Wonder Comprehension

Wonder p. 88-90

Part A

1. On page 88-89, Via describes August's face. Make notes on August's eyes and mouth in spidergram form.

2. Close your eyes and imagine what August's face looks like, feature by feature. Spend about a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

3. Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

4. There are no illustrations of August in the book? Why not?

5. Why do you think the author gives such a detailed description of August's face?

6. Why doesn't Via speak to him about the hearing aids?

7. Why was August easier to 'read' before the surgeries?

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Wonder Comprehension

Wonder p. 88-90

Part B

1. Why do you think the author has waited until this point in the book to describe August's face in detail?

2. On page 89, Via compares August with Grans. Explain this comparison.

3. Which word on page 90 recalls another part of the chapter? Explain your answer.

4. On page 90, What does Via think of her family's treatment of her brother? Can you find two examples elsewhere in the text to illustrate this?

5. Why do you think the author has introduced Via as narrator at this point in the book? Give two reasons and explanations for your answers.

6. How does Via's narration change our view of August? Give two reasons with explanations.

7. Why does the author have Via describing August's face instead of Mom, Jack or Julian?

Wonder Comprehension Answers

Part A

1. On page 88-89, Via describes August's face. Make notes on August's eyes and mouth in spidergram form.

Example answers could include:

<i>Eyes</i>	<i>Mouth</i>
<i>Inch below 'normal'</i> <i>Slant downwards</i> <i>Diagonal slits</i> <i>Bulge outwards</i> <i>Top lids half closed</i> <i>Lower lids sag</i> <i>Can see red part of eyes</i> <i>No eyebrows or lashes</i>	<i>Gash from upper lip to nose</i> <i>Teeth small and splayed out</i> <i>Overbite</i> <i>Undersized jawbone</i> <i>Small chin</i>

2. Close your eyes and imagine what August's face looks like, feature by feature. Spend about a minute with your eyes closed, imagining every part of August's face. You might need to reread pages 88-89 and close your eyes for a second time.

No written response.

3. Reread page 17 and think about Mrs Garcia's reaction. What do you think about her reaction after reading Via's description of August's face?

Various answers, perhaps focusing on understanding her discomfort with August's appearance or a better understanding of how she felt than they had when they first read page 17.

4. There are no illustrations of August in the book? Why not?

Answers focus on using imagination from the description or from the story. For example: There are no illustrations of August because everyone will have their own picture of how August looks. If the author had supplied her own illustration, there would be a single image of August and that might limit how we see him in our imaginations. No illustration means that we must imagine his looks through the description.

5. Why do you think the author gives such a detailed description of August's face?

Example answers: The author gives us such a detailed description because she wants us to have a vivid picture of August from this point forwards.

So far, we've not had any description – we've almost ignored what August looks like and we need to see the reality of August's situation for ourselves.

6. Why doesn't Via speak to him about the hearing aids?

Example answers: Via doesn't speak to August about the hearing aids because she knows that he knows people are more concerned with his facial disfigurement than they would be with a new hearing aid.

They don't speak to one another about August's problems – on page 89, Via says she wishes she could 'ask him about this stuff'.

7. Why did Via find August easier to 'read' before the surgeries?

Example answer: Via found August easier to 'read' because there were very simple signs of simple emotions. Now his face can make more complex movements and he has more complex emotions because he's growing up. Via is also growing up, so she is seeing more complexity in her view of August than she did when she was younger.

8. Why is Via frustrated with August? Give evidence from the text that backs up your opinion.

Answers will vary.

Part B

1. Why do you think the author has waited until this point in the book to describe August's face in detail?

Example answer: I think the author has waited until page 88 to describe August's face because we needed to get to know August and accept him in the way the people who love him do before we got to know his physical features. Our understanding of and love for August helps us to see his facial disfigurement in a more mature way.

2. On page 89, Via compares August with Grans. Explain this comparison.

Example answer: Grans' face has changed over time. She used to be a pretty girl but then the wrinkles formed on her face. She looked different, older and some might say not 'pretty' any more, but Grans had a beautiful personality (p. 85) which meant that her looks were a part of her personality and she was 'beautiful' as a whole person. August's looks aren't 'pretty' either and his personality is attractive or 'beautiful' in the same way.

When Grans looked in the mirror, she might see the pretty girl from Ipanema underneath the 'deformity' of wrinkles; when August looks, he might see his true personality or his face as it would be without the disfigurement.

3. Which word on page 90 recalls another part of the chapter? Explain your answer.

Circle.

Example answer: At the beginning of Via's narration, she described the family as 'orbiting' August. She is criticising the way her family behaves towards August in the way that he is still the centre of attention even though he has grown up and does not need the amount of medical treatment he needed earlier in life.

Good or Bad Parents?

Part B

In this activity, you will compare Via's contrasting feelings.

Read pages 82-87. Via goes to grandma's for four weeks on pages 85-87. Using the diary template on the next page, write a series of diary entries from Via's diary to show how she feels compared to her life at home. You should show how Via feels special and compare that to how she feels at home with August.

* Challenge Task *

Using the table below write arguments for and against Via being neglected by her parents, as a plan for a balanced argument. Then write a one paragraph summary of what you think about Mom and Dad's parenting of August and Via.

Good Parents	Neglectful Parents

Summary:

Guided Reading Order of Teaching – Option 1

This option will work well with KS1 and KS2 children. Using the same text with each group and one **Activity Plan** to last the week.

Teacher Focus

On day 1, you will need to allow an extra long session. Share the section of the text specified on the **Activity Plan 1** with the whole class and discuss the Reading Questions. (*Note the deeper reading questions will be focused on during group guided reading.*) The children will then be familiar with the text so that they can move on to completing the tasks outlined in the timetable.

Independent

Throughout the rest of the week, rotate the carousel of suggested activities from the **Activity Cards**; each group will work on a different activity each day.

Note – With option 1, each pack is intended to last a whole week. On week 2, the order will be repeated but with **Activity Plan 2** and so on.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Shared class reading session with all groups. Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension	Vocabulary
Group 2	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension
Group 3	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar
Group 4	Punctuation and Grammar	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/ re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.
Group 5	Teacher focus - recap/ re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)

Guided Reading Order of Teaching – Option 2

This option will work well with KS1 children. This option uses a different text with each group and one **Activity Plan** to last the week.

Teacher Focus

This option will work if your guided reading sessions are structured in such a way that only one group will have the text from this unit as their guided reading focus. On day 1, read the section of the text specified on **Activity Plan 1** with the focus group and discuss the Reading Questions. (This will take the whole session.)

Independent

On the following days, the children will independently complete a different related activity from the **Activity Cards** each day, allowing the teacher to focus on a guided reading session with a different group using a different text.

Note – With option 2, each pack is intended to last a whole week. On week 2, the order will be repeated but with Activity Plan 2 and so on.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
	Comprehension	Punctuation and Grammar	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)

Teacher focus –
Read the section of the text identified on the **Activity Plan** and answer the Reading Questions and the Deeper Reading Questions.

Guided Reading Order of Teaching – Option 3

This option will work well with KS2 children. This option uses the same text with each group and one new **Activity Plan** each day .

Teacher Focus

This option will work if the text is being looked at as a class text/book study. On day 1, share the section of the text specified on **Activity Plan 1** with the whole class and discuss the Reading Questions and the Deeper Reading Questions.

Independent

On day 1, children complete one of the activities from the **Activity Cards**. There is the option for the whole class to complete the same activity or different groups to work on a different activity.

Note – With option 3, the teacher will pick up a new **Activity Plan** each day and repeat. It is suggested that the teacher ensures each child has an even coverage of the different types of activities they work on each day, e.g. comprehension one day and then punctuation and grammar the next, etc.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Share the section of the text specified on Activity Plan 1 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Comprehension</p>	<p>Share the section of the text specified on Activity Plan 2 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Punctuation and Grammar</p>	<p>Share the section of the text specified on Activity Plan 3 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Phonics: (KS1) or a non-core activity (KS2)</p>	<p>Share the section of the text specified on Activity Plan 4 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Choose from one of the non-core activities.</p>	<p>Share the section of the text specified on Activity Plan 5 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Vocabulary</p>

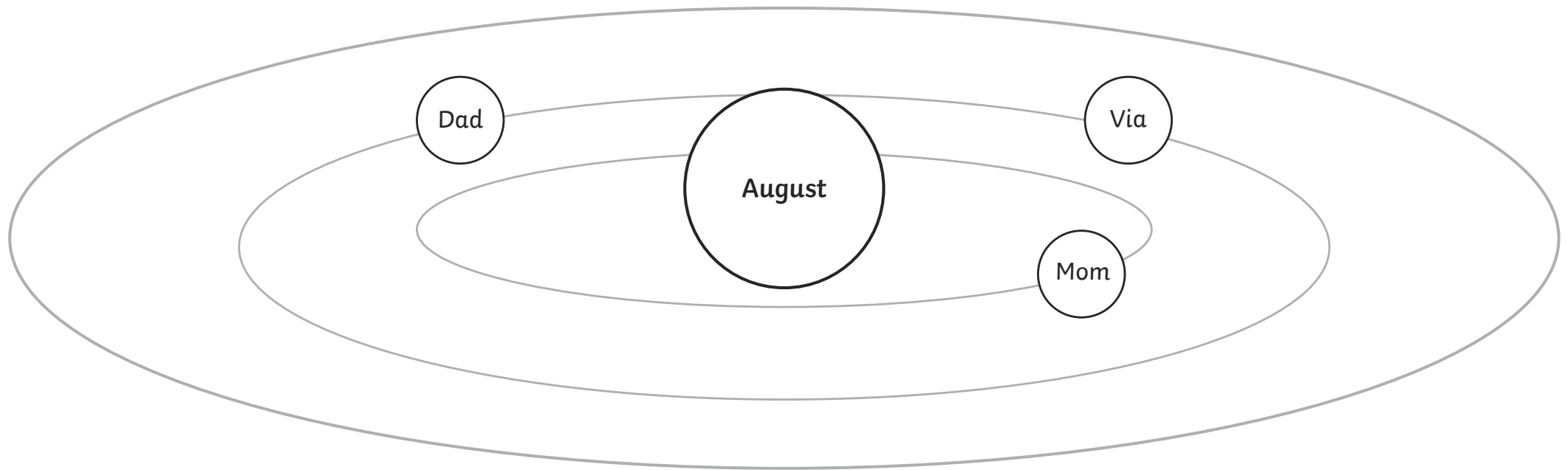
Orbiting August

Part A

On page 82, Via describes August as the Sun and his family and friends orbiting around him like the planets.

In this activity, you will outline August's personal and social network.

You'll need a copy of the book for this activity. Work with a partner to draw August's solar system with as many characters as you can remember orbiting around him. The people he's closest to should be closer to the Sun/August and people he doesn't have much to do with should be further away. People who have a major influence on August such as Julian and Jack are likely to be larger planets. For the minor planets/characters, note which page they appear on. Plan your diagram alongside your partner below and then make a final copy on your own on A3 or A2 paper for display.



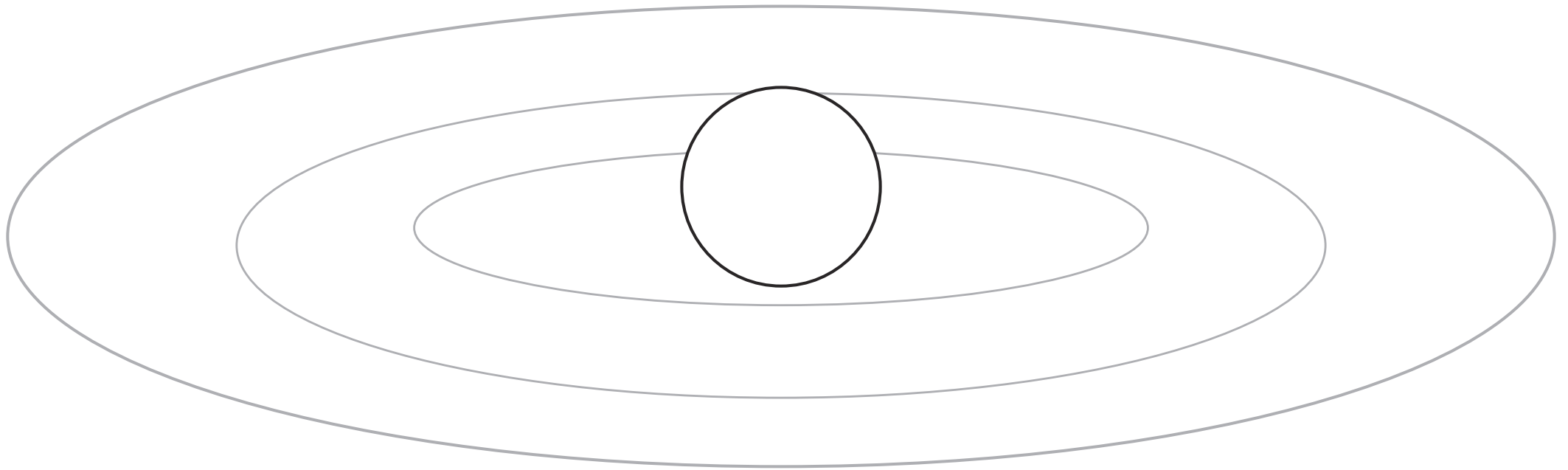
Orbiting August

Part B

On page 82, Via describes August as the Sun and his family and friends orbiting around him like the planets.

In this activity, you will create your own personal and social network.

Can you make a solar system of your family, friends and people you know? You might even include people in the media, on TV or on the Internet in your solar system. The people you're closest to should be closer to the Sun/you and people you don't have much to do with should be further away. People who have a major influence on you are likely to be larger planets. Draft your solar system below, then make a final copy on your own on A3 or A2 paper for display.



Orbiting August Answers

Part A

Answers will vary.

Part B

Answers will vary.

★ ★
★ Challenge Task ★

At the end of page 83, Via says, “The galaxy is changing. Planets are falling out of alignment.” What does she mean? Skim read pages 82-117 to find examples of how the family’s galaxy may be changing.

Example Answer:

Both August and Via have started new schools and are making new friends. August has met Julian and Jack, for instance, and doesn’t have much to do with Chris, who he was once good friends with. So far, we’ve only ever known August’s family to be supportive of him, but now we’re seeing from Via’s viewpoint how difficult it’s been for her to be August’s sister. We’re starting to see Via’s point of view as opposed to August’s so we as readers are beginning to move away from August being at the centre of things.

Type

Personal

Examples

I, you, she, me,
him, them

Sentence

She gave him a
piano lesson.

Type

Possessive

Examples

mine, hers, its, ours,
yours, theirs

Sentence

The piano is his.

Type

Demonstrative

Examples

this, that, these, those

Sentence

This is my instrument.

Type

Interrogative

Examples

who, whom, what,
which, whose

Sentence

Who is playing?

Type

Relative

Examples

who, whom, whose,
which, that, what

Sentence

Jack is the person
who plays the piano.

Type

Reflexive

Examples

myself, yourself,
himself, ourselves

Sentence

She taught herself.

Type

Indefinite

Examples

anybody, no one, both,
most, few, some

Sentence

I haven't seen anyone.

Reading Questions: Prompt Sheet

Wonder by R J Palacio

Reading Questions and Answers on p. 74, 85–87 Seeing August, 109–110 October 31

p. 85 Why did Via say to Grans that she wished she could live with her forever? Can you think of three reasons?

- While she was staying at Grans', Via was free of all the self-consciousness and awkwardness of people's reactions to August. She could be 'normal' and anonymous.
- Grans treated her and did nice things with her such as face painting, running in the ocean, eating ice cream. Via's mum probably didn't do that since she was focused on making sure August was OK.
- Via felt special at Grans'. She was the full focus of Grans' attention without August having to take priority.

p. 87 Do you think Grans loved Via more than August? Try to give two reasons.

- She said she did. Perhaps it was because Via was the first child and Grans preferred her because of that.
- She says she loves August very much but that he has enough angels looking after him.
- She knew that Via needed someone just for her and needed to hear that she was special.

p. 74 August describes Via's crying meltdown on the morning of Halloween. Can you explain it, giving three reasons?

- Halloween is the day after Grans died (four years before, p. 09).
- Via says she always feels sad but this is a particularly difficult time for her at the moment starting school and she feels the need for Grans' support more than ever.

p. 110 Why did Mom suggest watching the film together? Can you think of three reasons?

- Both were upset about the anniversary of Grans' death.
- It was their favourite film that they've probably watched together many times before when they've needed cheering up. It sounds like a 'girly' film (not Star Wars, which August would have watched).
- The film sounds like it's got a ghost in it (The Ghost and Mrs Muir). It might remind them of Grans since she's now a 'ghost'.

p. 74 Why do you think the author waits until page 109 to tell the reader why Via was having the crying breakdown on p74?

- The author is using a cliff hanger device to keep us interested in why Via was crying. The incident is towards the end of August's section before Via begins to narrate.
- August doesn't seem to give Via's upset a second thought. He's much more concerned with what's going on in his own life. It's interesting to see the contrast between their attitudes towards each other.
- The reader doesn't know enough yet about Via's story, so explaining her upset at that point would interfere with the story.

Deeper Reading

p. 85 Compare Via's reaction to others staring at August to August's own reaction. What might account for the difference?

- Via's reaction is angry – she'd get mad. August (e.g. p.49) is quiet about other people staring and being rude to him. He notices it and feels hurt but he never openly challenges it.
- August is in quite a weak position, socially. He's not used to challenging people and probably wouldn't know how to do it. Although he does with Julian when he corrects his 'supposably' on page 30.
- Via is in a stronger social position. She's not been used to people being rude directly to her but sees them being rude or staring at August regularly. Partly, she is trying to defend him as she feels protective of him; partly perhaps she's embarrassed (when she's a little older and more self-conscious) at others' treatment of him and some of her anger at having to deal with the situation comes out in her reactions.

p. 86 At the top of page 86, Via describes seeing August the way others see him. She hates herself for it? How do you feel about her reaction?

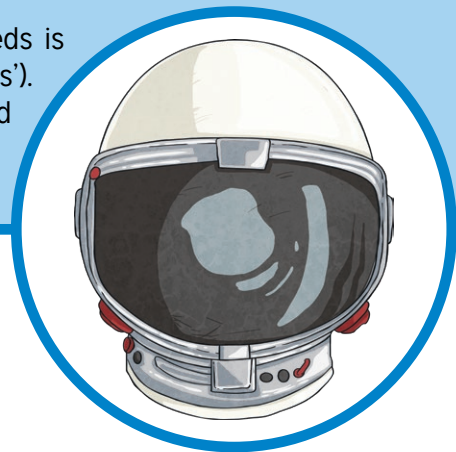
- Answers that capture the ambivalence Via feels. It's the first time there has been anything but a positive reaction to August from one of his family, so it's a shock to the reader too. It's quite a realistic reaction and a realistic passage that tackles her reaction head-on. Perhaps by allowing Via to have that reaction, the author takes some of the 'blame' away from the other people who feel the same way elsewhere in the book (we sympathise with Via so, as readers, we'll look for ways to forgive her).

p. 110 Describe Via's mix of emotions when Mom became 'August's Mom' again.

- Answers that capture Via's disappointment at the interruption to her special time with her mum and balance that with her love and care for August, her understanding that he has to come first because of what he goes through and has gone through, as well as her feeling of responsibility for him.

p. 110 Via describes Mom's reaction to the costume at the end of the page. How is this reaction like Via's reaction to August's needs?

- Both characters drop their own feelings and needs to support August.
- We hear from Via what that pushing away of her own needs is like for her (particularly with the contrast of her time at Grans'). It's likely that Mom feels a similar way – that her needs and feelings are secondary to August's but that that's what's necessary and what she wants to do.



Types of Pronouns

Part A

Task 1: In this activity, you will be categorising types of pronouns.

Take a set of **Pronoun Definition Cards** and deal them out to your group. When you have a card, you should read out either:

- the 'type' of pronoun,
- two 'examples' of the pronoun, or
- a 'sentence' containing one of this type of pronoun.

Decide which of the categories you want the other players to answer (Type, Example or Sentence). If they give you a correct answer they win the card and two points. If they're wrong, you keep the card and win one point.

Keep your score with a tally chart. Your group must decide whether it's correct or not. If you run out of cards, you can take one from the player with the most cards, but they win an extra point. Once you're confident that your whole group knows the different types of pronoun, count up who has the most points.

Task 2: Complete the **Types of Pronoun Dartboard**. Once you've completed your dartboard, decide which category you want your partner to answer and have them rotate the circles to give you the correct answer. Use the 'master copy' to check their answer.

If your teacher allows you to, go to a Year 4 class and teach a small group of children about the different types of pronouns, using your completed spinning dartboard.

Types of Pronouns

Part B

In this activity, you will be categorising types of pronouns.

Task 1: Take the Pronoun Dartboard Sheet and write the correct definition in the correct space so that the type of pronouns, examples and a sentence with one of these example pronouns in match up. If you're not sure, use the **Understanding Nouns and Pronouns Guide** to remind you of the types (but try to use this as little as possible). Once you've finished the dartboard, check your answers against this guide.

Task 2: Follow these instructions for the 'Pronoun Card Game':

1. Shuffle the cards and place them face up on the table (the answers are on the back-side).
2. Each of the players has a set of **Pronoun Type Cards**.
3. Look at the card face-up and decide which type(s) of pronoun match(es) with the card.
4. Place your chosen **Pronoun Type Card(s)** face down on the table.
5. Once everyone has placed their **Pronoun Type Cards**, turn over the card on the pile to show the answer.
6. Everyone should now turn over their Pronoun Type Cards. For every correct answer, a player earns a point. Keep score using the **Score Card**.
7. Once you have been through the cards once, you can stop or shuffle the cards and continue playing.

Challenge Task

Using the Understanding Nouns and Pronouns guide, write one (or two if you really want to challenge yourself) sentence containing each type of pronoun (seven/fourteen sentences in all). Use a stopwatch to time how long it took you to write all the sentences. Which one of your group was the quickest (and were all their answers correct)?

Pronoun Score Card	
Name	Tally

Pronoun Score Card	
Name	Tally

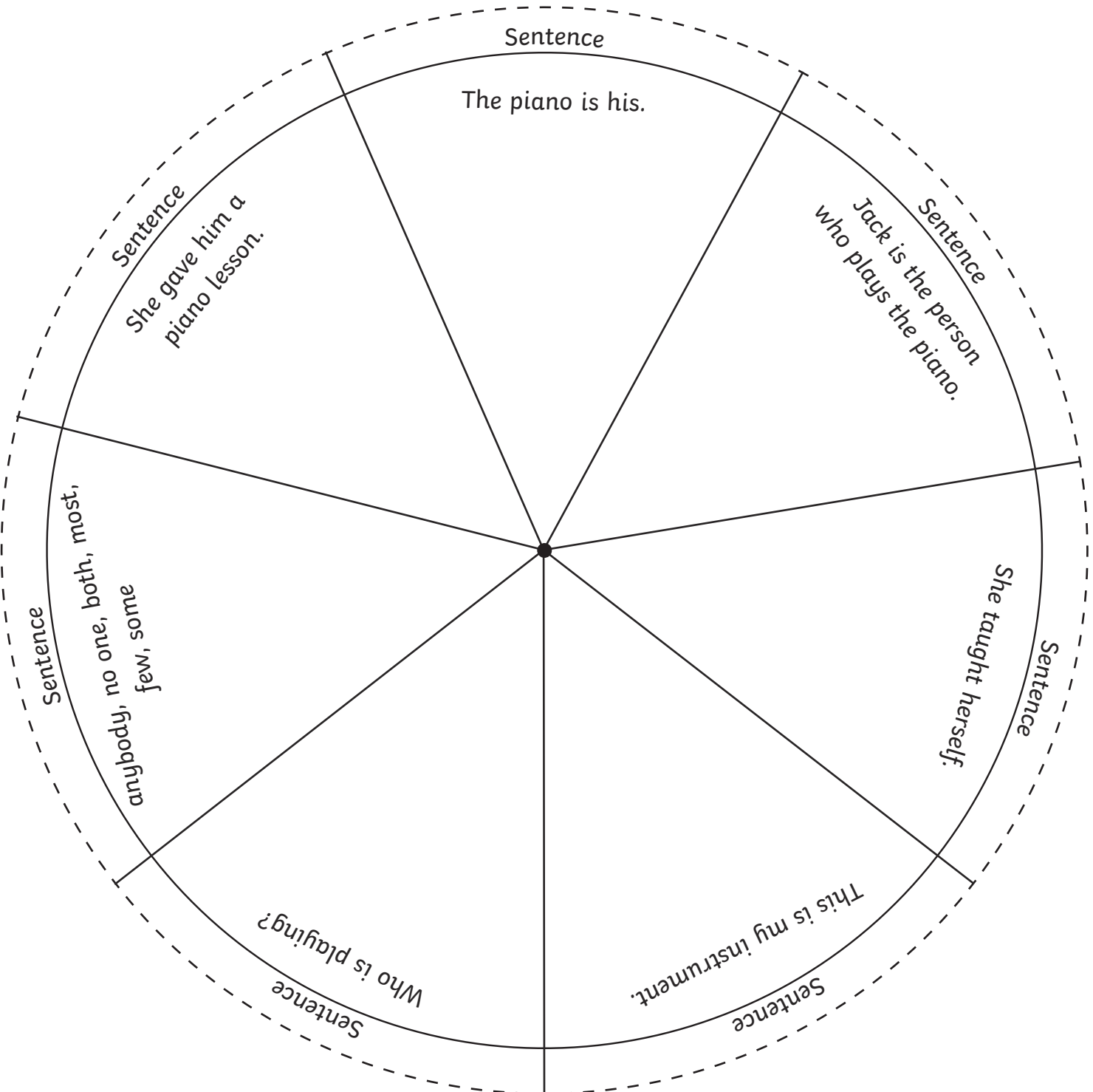
Pronoun Score Card	
Name	Tally

Pronoun Score Card	
Name	Tally

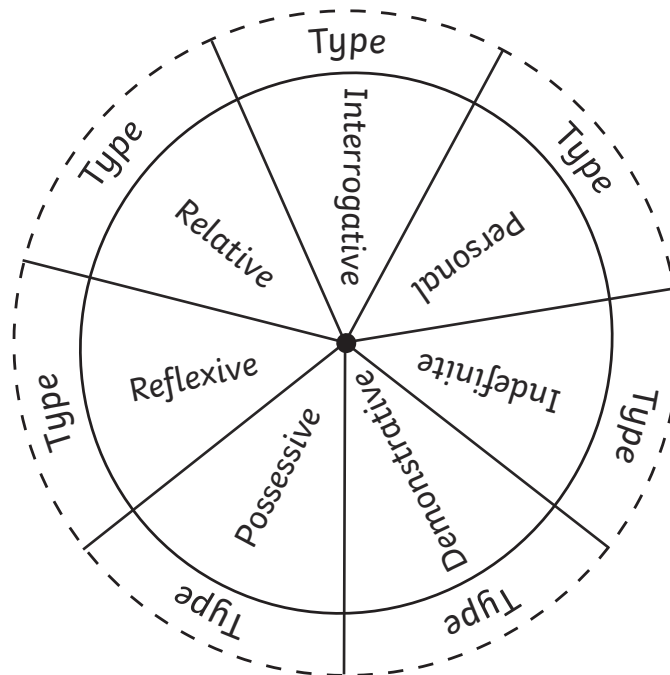
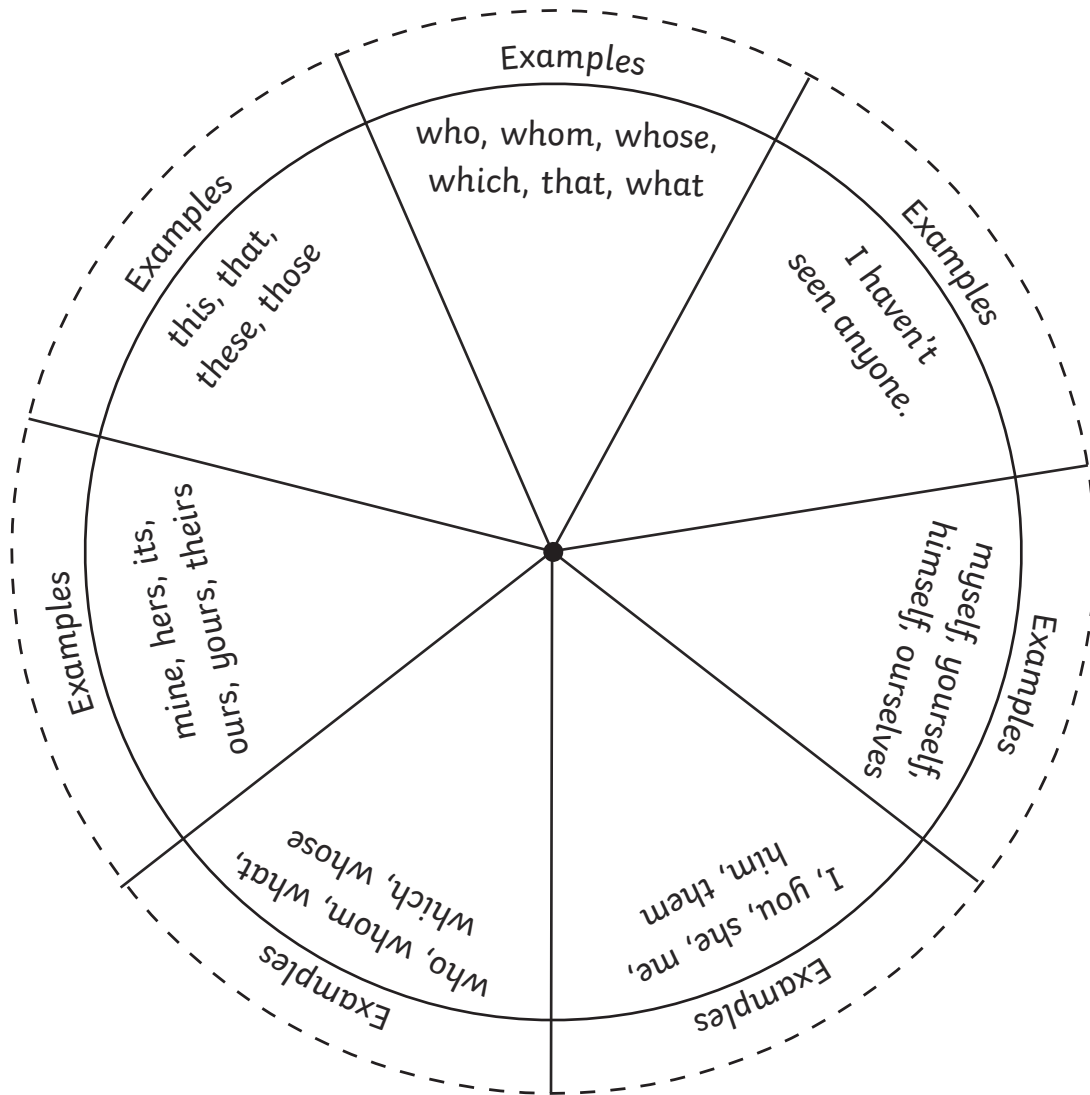
Types of Pronouns Dartboard

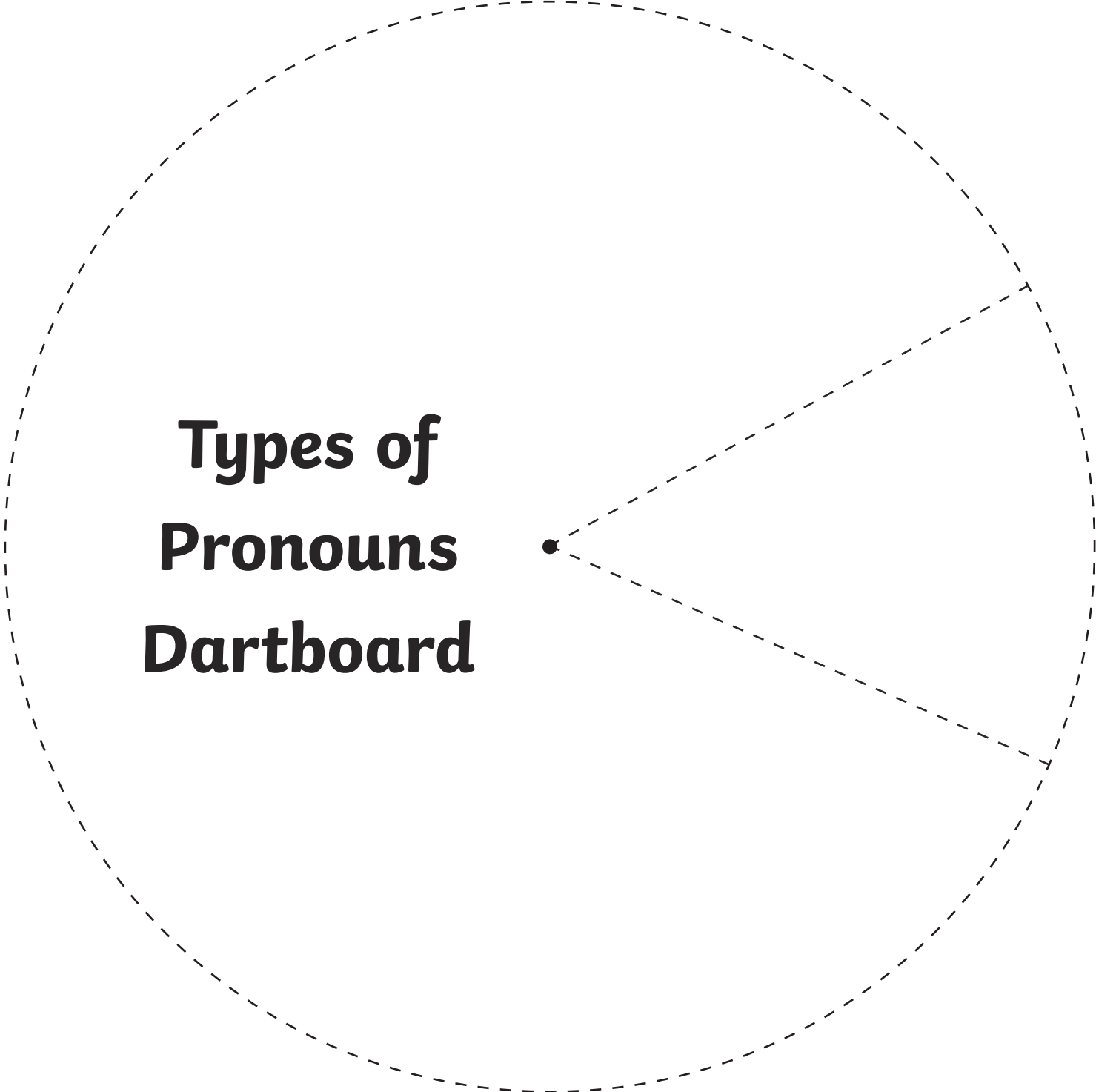
Follow these directions to create the Types of Pronouns Dartboard:

1. Cut out the circles along the dotted lines.
2. Stack the circles in order of: sentences, examples, type and the cover window.
3. Place a split pin in the middle of each circle so that you can rotate the circles and line up the correct answers.



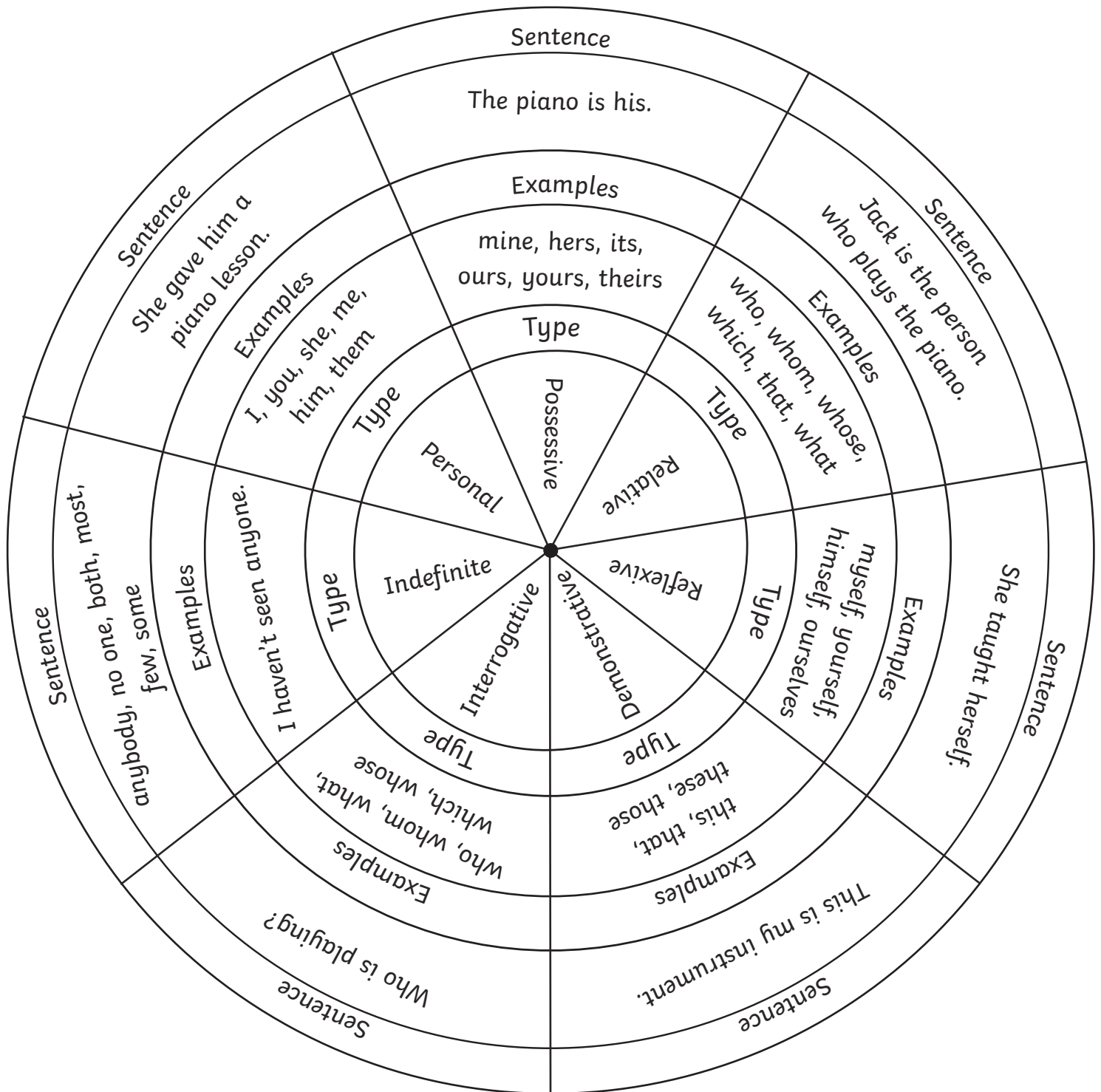
Types of Pronouns Dartboard





**Types of
Pronouns
Dartboard**

Types of Pronouns Dartboard Master Copy



Understanding Nouns and Pronouns

A pronoun is a word that takes the place of a noun.

Anna ate her tea when she got home.



There are seven types of pronouns, which are used for different purposes.

Personal Pronouns	Possessive Pronouns	Relative Pronouns	Reflexive Pronouns	Demonstrative Pronouns	Interrogative Pronouns	Indefinite Pronouns
These represent people, places and things.	These show ownership and replace possessive noun phrases.	These link one part of a sentence to another by introducing a relative clause that describes an earlier noun or pronoun.	These refer back to an earlier noun or pronoun in a sentence, so the performing and receiving of an action apply to the same person or thing.	These function as subjects of objects in a sentence, replacing nouns.	These are used to ask questions and represent an unknown subject or object.	These do not refer to any specific person or thing, but take the place of nouns in a sentence.
I, you, he, she, it, we, you, they (subject) me, you, him, her, it, us, you, them (object)	mine, yours, his, hers, its, ours, yours, theirs	who, whom, whose, which, that, what	myself, yourself, himself, herself, ourselves, themselves	this, that, these, those	who, whom, what, which, whose	somebody, someone, something, anybody, anyone, anything, nobody, no one, nothing, all, another, both, each, mavny, most, other, some, few, none, such
She gave him a piano lesson.	The piano is his.	Jack is the person who plays the piano.	She taught herself.	This is my instrument.	Who is playing?	I haven't seen anyone.

US-UK Vocabulary

Part A

*In this activity, you will be learning about some differences between US and UK English with the **US-UK Vocabulary Loop Cards**.*

English in the United States is different to the English spoken in the UK. In fact, there are differences in the versions of English spoken throughout the world (and in the UK for that matter). In your group, can you match up these US and UK English vocabulary equivalents.

US-UK Vocabulary

Part A

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US-UK Vocabulary

Part B

In this activity, you will be learning about some differences between US and UK English by playing **US-UK Vocabulary Bingo**.

English in the United States is different to the English spoken in the UK. In fact, there are differences in the versions of English spoken throughout the world (and in the UK for that matter). Play this Bingo game to match up US English vocabulary with UK English. You can play two different games: with US English to UK English or UK English to US English. Note that lots of the US words are also used in the UK but they are generally used slightly differently or not as frequently.

Challenge Task

Can you find more examples of US English in Wonder or on the Internet so you can add your own cards to the Vocabulary Bingo Game?



US-UK Vocabulary List

US English	UK English
toss	throw
trash	rubbish
procedure	operation
sideline	exclude
quit	stop
fake	pretend
buck	quid
sled	sledge
let's split	let's go
eggplant	aubergine
zucchini	courgette
chips	crisps
check	cheque
cookie	biscuit
vacation	holiday
sweater	jumper

US English	UK English
diaper	nappy
groceries	shopping
gotten	become
mom	mum
janitor	caretaker
gas	Petrol
long shot	remote possibility
sidewalk	pavement
parentheses	brackets
Candy	Sweets
subway	underground
townhouse	terrace
zero	nought
crush	fancy
ER	A&E
clothespin	clothes peg

nappy

become

caretaker

petrol

pavement

FREE

sweets

terrace

nought

cheque

A&E

rubbish



nappy

shopping

become

FREE

caretaker

jumper

Petrol

remote possibility

pavement

brackets

sweets

underground



pretend

stop

exclude

operation

aubergine

throw

A&E

clothes peg

rubbish

nought

terrace

FREE



remote possibility

petrol

underground

fancy

FREE

pretend

courgette

jumper

sledge

pavement

become

quid



clothes peg

holiday

courgette

cheque

nappy

throw

exclude

shopping

operation

crisps

FREE

pretend



brackets

jumper

FREE

biscuit

underground

mom

A&E

fancy

crisps

sledge

pavement

stop



diaper

groceries

gotten

mom

janitor

gas

long shot

sideline

sidewalk

trash

parentheses

subway

townhouse

zero

crush

fake

buck

ER

toss

candy

procedure

quit

sled

let's split

eggplant

zucchini

chips



check



cookie



vacation



sweater

clothespin

 <p>I have...</p> <p>diaper</p>	<p>Who has...?</p> <p>clothes peg</p> 
--	--

 <p>I have...</p> <p>groceries</p>	<p>Who has...?</p> <p>jumper</p> 
---	---

 <p>I have...</p> <p>gotten</p>	<p>Who has...?</p> <p>holiday</p> 
---	---

 <p>I have...</p> <p>mom</p>	<p>Who has...?</p> <p>biscuit</p> 
--	---



I have...

janitor

Who has...?

cheque



I have...

gas

Who has...?

crisps



I have...

long shot

Who has...?

courgette





I have...



sidewalk



Who has...?



aubergine







 <p>I have...</p> <p>parentheses</p>	<p>Who has...?</p> <p>let's go</p> 
---	---



 <p>I have...</p> <p>candy</p>	<p>Who has...?</p> <p>sledge</p> 
---	---



 <p>I have...</p> <p>subway</p>	<p>Who has...?</p> <p>quid</p> 
---	--



 <p>I have...</p> <p>townhouse</p>	<p>Who has...?</p> <p>pretend</p> 
--	---



 <p>I have...</p> <p>zero</p>	<p>Who has...?</p> <p>stop</p> 
--	---



 <p>I have...</p> <p>crush</p>	<p>Who has...?</p> <p>exclude</p> 
---	--



 <p>I have...</p> <p>ER</p>	<p>Who has...?</p> <p>operation</p> 
---	---



 <p>I have...</p> <p>toss</p>	<p>Who has...?</p> <p>rubbish</p> 
---	---



 <p>I have...</p> <p>trash</p>	<p>Who has...?</p> <p>throw</p> 
---	--



 <p>I have...</p> <p>procedure</p>	<p>Who has...?</p> <p>A&E (accident & emergency)</p> 
---	---

 <p>I have...</p> <p>sideline</p>	<p>Who has...?</p> <p>fancy</p> 
---	---



 <p>I have...</p> <p>quit</p>	<p>Who has...?</p> <p>nought</p> 
---	--



 <p>I have...</p> <p>fake</p>	<p>Who has...?</p> <p>terrace</p> 
--	--



 <p>I have...</p> <p>buck</p>	<p>Who has...?</p> <p>underground</p> 
--	--



 <p>I have...</p> <p>sled</p>	<p>Who has...?</p> <p>sweets</p> 
---	--


 <p>I have...</p> <p>let's split</p>	<p>Who has...?</p> <p>brackets</p> 
--	--



 <p>I have...</p> <p>eggplant</p>	<p>Who has...?</p> <p>pavement</p> 
--	---



 <p>I have...</p> <p>zucchini</p>	<p>Who has...?</p> <p>remote possibility</p> 
--	---



 <p>I have...</p> <p>chips</p>	<p>Who has...?</p> <p>petrol</p> 
--	--

 <p>I have...</p> <p>check</p>	<p>Who has...?</p> <p>caretaker</p> 
--	---

 <p>I have...</p> <p>cookie</p>	<p>Who has...?</p> <p>mum</p> 
--	--

 <p>I have...</p> <p>vacation</p>	<p>Who has...?</p> <p>become</p> 
--	---

 <p>I have...</p> <p>sweater</p>	<p>Who has...?</p> <p>shopping</p> 
--	--

 <p>I have...</p> <p>clothespin</p>	<p>Who has...?</p> <p>nappy</p> 
---	---

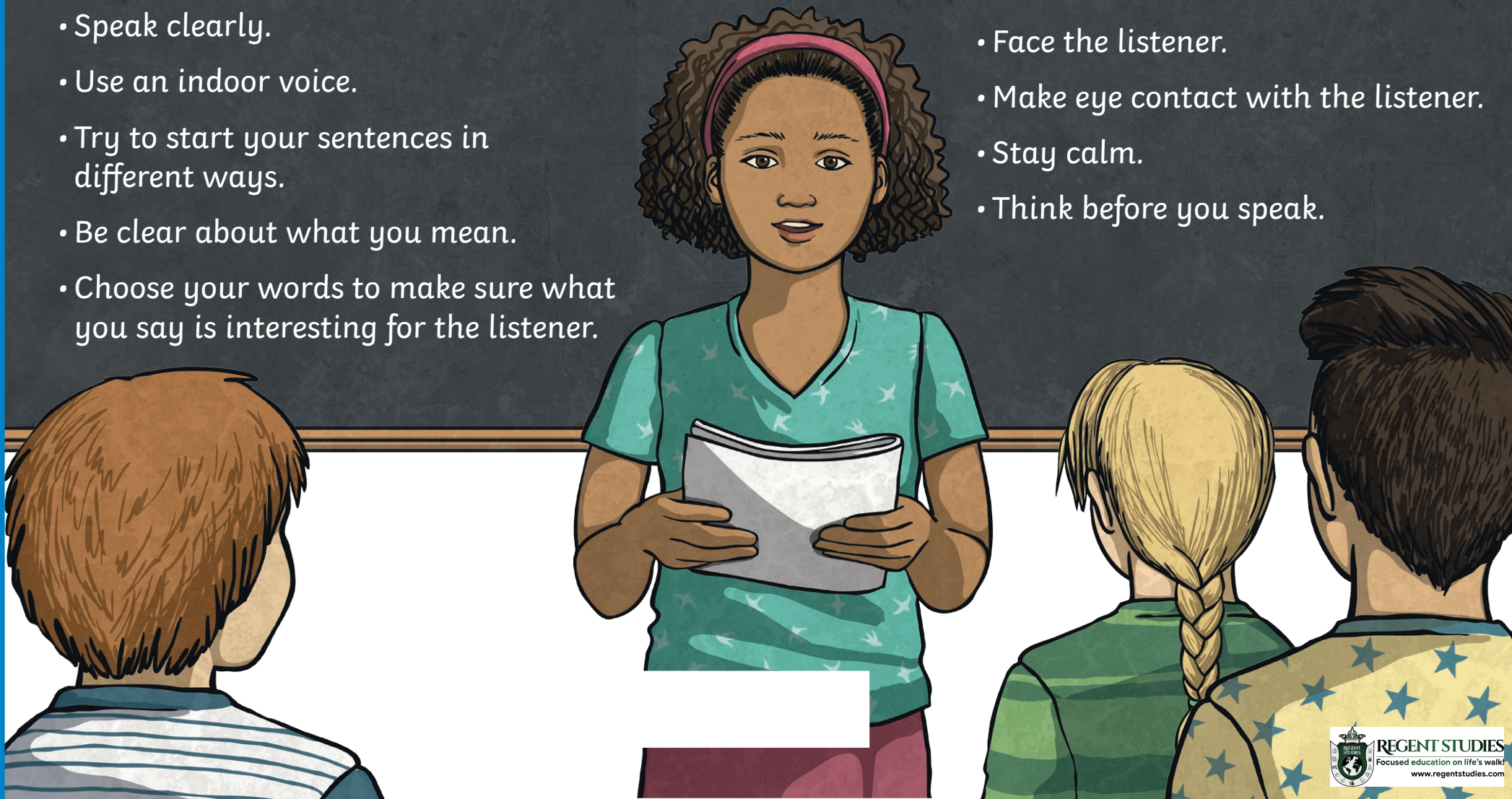
Active Speaking

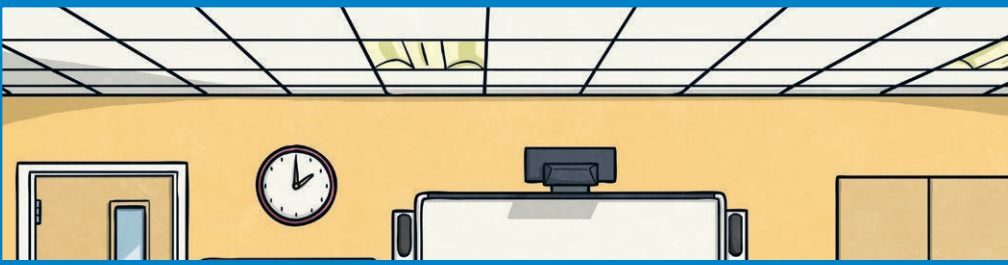
Sounds Like:

- Speak clearly.
- Use an indoor voice.
- Try to start your sentences in different ways.
- Be clear about what you mean.
- Choose your words to make sure what you say is interesting for the listener.

Looks Like:

- Face the listener.
- Make eye contact with the listener.
- Stay calm.
- Think before you speak.





Wonder

Activity Cards 6



Wonder Activity Cards

Punctuation and Grammar

- Complete the **Italics Activity Sheet**.
- **Challenge!** Create your own text with italics in accordance with the rules.



Wonder Activity Cards

Comprehension

- Read pages 134-152 and complete the **Comprehension Activity Sheet**



Wonder Activity Cards

Vocabulary

- Complete the **Reverse Crossword Activity Sheet**.
- **Challenge!** Skim a dictionary or the Internet for 10-15 foreign words used in English and create a crossword or word search with clues.



GraphIt! Girls' Attitudes Survey

- Complete the **Girls' Attitudes Survey Activity Sheet**.
- **Challenge!** Debate and give your opinions on what the data tells you about girls' attitudes and their situation regarding 'looks'.



SpeakIt – Inspirational & Ordinary

- Work with an adult to find out about **Inspirational or Ordinary**.
- Work on your own or with a group on the **Inspirational or Ordinary Independent Activity Sheet**.



Wah Wa Wa Wah Wa Wa

- Watch the short Charlie Brown video.
- Use the **Wah Wa Wa Wa Activity Sheet** to write a short script for a scene from Charlie Brown, a missing chapter from Wonder or your own school.



Reading Task

- Read pages 118-152.



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.

Wonder Comprehension

Wonder p. 134-152

Part A

1. p. 136 What was Jack's first reaction on seeing August?

2. p. 139 Mom says that Jack has a problem with everyone these days. Can you give three examples?

3. p. 140 Do you think Jamie was being serious or being silly when he was talking about August? Explain your answer using evidence from the text.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and find examples in the book where August shows these qualities (not on page 142!). You can copy down sentences or describe what August does.

5. p. 144 Why do you think Jack is being so negative about Summer?

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill and the old sled?

7. p. 152 Explain why Jack wants to puke at the end of the page.

Part B

1. On page 135, why is Jack so reluctant to help August out?

2. On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

3. p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

4. p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

5. Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

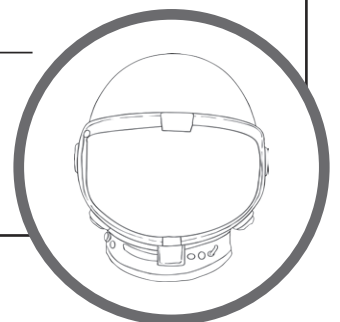
6. Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to Julian and Miles'?

Wonder Comprehension

7. p. 152 Look up images of 'Home Alone' and the painting, 'The Scream'. Explain how these images match Jack's feeling at the end of the page.
-
-

★
★ **Challenge Task** ★
★

Return to p. 134. Can you write the other side of the telephone conversation – the part that Mr Tushman is speaking?



Wonder Comprehension Answers

Part A

1. p. 136 What was Jack's first reaction on seeing August?

He said, 'Uhh!' and was scared. He thought it was someone wearing a zombie mask.

2. p. 139 Mom says that Jack has a problem with everyone these days. Can you give three examples?

Jack called August 'deformed', he says 'ugh' when Julian is mentioned, and calls Charlotte a 'Goody Two-Shoes'.

3. p. 140 Do you think Jamie was being serious or being silly when he was talking about August? Explain your answer using evidence from the text.

Example answer: I think Jamie was being a bit of both. He started out talking about a time when he was genuinely scared and he was whining. But at the end, he was running around the kitchen being silly. He was also a bit cheeky at the end by asking what sympathetic meant.

4. p. 142 Jack says that August is cool, funny, nice and smart. Choose two of these qualities and find examples in the book where August shows these qualities (not on page 142!). You can copy down sentences or describe what August does.

Various answers possible. Example must match the quality.

5. p. 144 Why do you think Jack is being so negative about Summer?

Example answer: Jack is probably jealous of August and Summer's relationship. Previously he had been August's best friend but now August is blanking him. He's upset. Also, he is probably annoyed that Summer didn't give him a straight answer to the question he asked about August.

6. p. 149-150 How do you think Jack felt when Julian and Miles were talking about Skeleton Hill and the old sled?

Example answer: Jack was probably embarrassed that he had been so enthusiastic about the Skeleton Hill and the other boys mocked the hill. He was also probably embarrassed that Julian corrected him about why it was so called. Jack would have been upset about the way they talked about the old sled because he loved it, had put a lot of work on it and had a great time with his family. He probably thought they were 'jerks'!

7. p. 152 Explain why Jack wants to puke at the end of the page.

Example answer: Jack realises that August heard him saying the horrible things about him to Julian and the other boys. He realises now why August hasn't been speaking to him. He feels dreadful about what he's done.

Part B

1. On page 135, why is Jack so reluctant to help August out?

Jack knows who August is because he's seen him around town and he doesn't want to be associated with him.

2. On page 136, Jack recounts first seeing August and he mentions August's sister's reaction. Look back to page 3 and 85. What links these three pages and why do you think the author has made this link?

Example answer: Page 3 and page 85 show us Via's reaction to people being rude to August. On the three pages, we see all sides of the situation - August's, Via's and Jack's perspective. So, the different pages let us have a much wider view of the situation than just a single character's. It's like the author is showing us that there are lots of sides to a story.

3. p. 139 Compare Jack's reaction to August, Julian and Charlotte on this page with the scene on pages 24-26. What does p. 139 add to our reading of the earlier pages?

Example answer: When we read p24-26, we didn't know what the relationship was like between Jack and the others. On this page, we're finding out what was in Jack's head as he was in the scene. It helps us to put ourselves into his shoes or see things from his perspective.

4. p. 141 In the last paragraph, Jack is like you, the reader of this book, Wonder. How so?

Example answer: Jack is seeing how his little brother behaves badly towards August. In the book, as readers, we have seen lots of examples of people behaving badly to him. It's made him think about how he will treat August better in future; hopefully reading the book and seeing people's reactions to August, it has made us think about how we ourselves treat people.

5. Find example words and phrases on pages 144 and 145 which the author has used to make it seem as if Jack is talking to himself in his mind.

Various examples, including: What the heck? A bit out there. You know, I've got plenty of other friends. [Examples of 10 year-old speech and casual conversational phrases].

6. Compare pages 146-147 and pages 149-150. How is Jack's idea of a good time different to Julian and Miles'?

Example answer: Jack enjoys simple things like the sensation of quiet and whiteness - he's childlike. He's also practical - he enjoys fixing the sled up. He spent all day with his dad and brother at the park, just sledding and enjoying himself in a natural and genuine way. For Julian and Miles, however, everything must be the best - Julian goes on holiday to an exotic place like Paris (and says he hates it), he has an expensive sled, and Skeleton Hill isn't good enough for him. Miles is similar: he calls the sled that Jack fixed up and is proud of a piece of junk. These boys have a good time by dissing everyone else.

7. p. 152 Look up images of 'Home Alone' and the painting, 'The Scream'. Explain how these images match Jack's feeling at the end of the page.

Example answer: All the images are similar. They all represent horror or panic or agony. And that's how Jack feels when he realises what he's done and how he's insulted August.

Challenge Task

Answers will vary.

Girls' Attitude Survey

Part A

August is judged, bullied and shunned for the way he looks. As we've been reading the book, we've found out what that feels like from August's point of view. But it's not only August or people with facial disfigurement this happens to. It happens to girls too.

Girlguiding published the results of a survey on girls' attitudes in 2016. Here are some of the findings. The questions will help you to explore the data and understand how girls feel about 'looks'. You might feel the same way yourself.

1. In 2016, Girlguiding asked whether girls were happy with the way they looked:



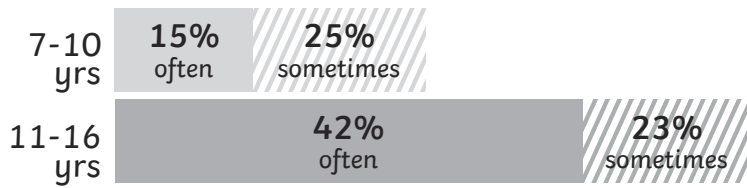
They asked the same question in the 2011 survey:



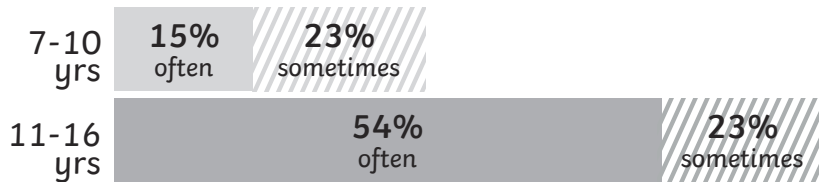
a. What was the difference in attitudes between 2011 and 2016?

b. Can you think of any reasons why girls may have become increasingly unhappy with their looks over the last few years?

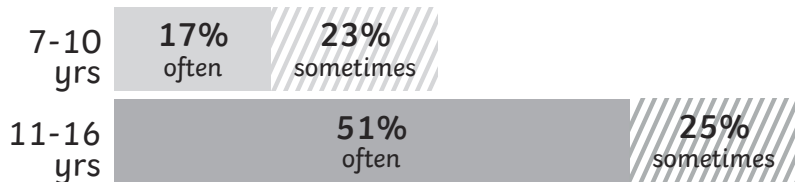
2. In 2016, girls were asked whether they were ashamed of their looks.



They were asked whether they ever felt that they weren't pretty enough.



Girls were asked if they ever felt they should lose weight.



Can you describe any similarities or differences in the data between the three questions?

3. Imagine that you have been asked to write a paragraph for a news article on these statistics. Can you summarise some of the data, explain what you think it means for girls and what you think of the situation?

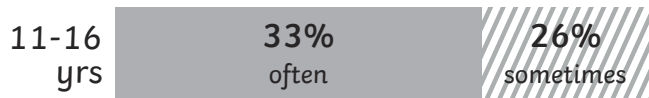
Girls' Attitude Survey

Part B

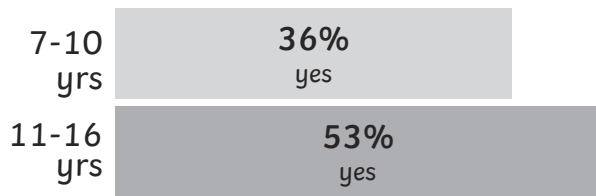
August is judged, bullied and shunned for the way he looks. As we've been reading the book, we've found out what that feels like from August's point of view. But it's not only August or people with facial disfigurement this happens to. It happens to girls too.

Girlguiding published the results of a survey on girls' attitudes in 2016. Here are some of the findings. The questions will help you to explore the data and understand how girls feel about 'looks'. You might feel the same way yourself.

11-16 year olds were asked if they ever compared themselves and their looks to celebrities:



Girls were asked if other people made them feel that their looks were the most important thing about them:



Remember pictures like these are often retouched with a computer to make the woman look prettier:



1. Look at the statistics and pictures on the last page of the Girlguiding report. What do you think? Talk to a partner and write down your opinions. If you wish, you can use these prompt words: real, role models, peer pressure and media.

2. What percentage of 7-10 year olds do you think felt they needed to be perfect 'often'?

3. What percentage of 11-16 year olds do you think answered in the same way?

4. What do you think were the percentages that 'sometimes' felt like that for both groups?

5. Now compare your answers with those of the survey. What percentage of girls felt that they needed to be perfect sometimes or more often than that?

6. Are your estimates different to the survey percentages? Do the girls' answers to this survey question surprise you? Write down your own thoughts.

7. Can you draw your own stacked bar graph (horizontal or vertical) from the survey data for this question?

8. They were asked their opinions too. What do you think the responses were to these questions?

9. Girls were asked whether people think their looks are the most important thing about them. Draw your own bar chart with your estimates and then look at the answers below to compare your estimate with the results of the survey.
10. They were asked whether they felt women were judged more on their appearance than by their ability. Draw your own bar chart and then look at the answers to compare your estimate with the results of the survey.

★ Challenge Task ★

Another survey question asked what girl's opinions were on this statement:

*“Women have to be attractive as well as talented to succeed.
For men, it doesn't matter what they look like.”*

Talk in a group and decide whether you agree or disagree with the statement. Draw or create a suitable graph or chart to represent your group's opinions.

Look at the bottom of the page for the attitudes of the girls in the survey, convert that to a similar chart and place it next to your own attitudes chart. Are there any differences in the two charts? If so, can you think of any reasons for differences?

Girls' Attitude Survey Answers

Part A

1. a. What was the difference in attitudes between 2011 and 2016?

Various answers: 7-10s 9% increase in unhappiness with looks, 11-16s 6% increase. Unhappiness with the way they looked increased for girls between 2011 and 2016. Girls have become unhappier with their looks since 2011.

- b. Can you think of any reasons why girls may have become increasingly unhappy with their looks over the last few years?

Possible answers with further explanation: increased use of social media, media attitudes to women, the influence of sexist images on the Internet.

2. Can you describe any similarities or differences in the data between the three questions?

Example answer: 7-10 year olds responses to feeling ashamed and not pretty enough are roughly the same. They are slightly more likely to feel that they should lose weight. 11-16 year olds were much more likely to feel negatively about their looks and weight than 7-10 year olds. They felt more concerned about their prettiness than their weight.

Challenge Task

Imagine that you have been asked to write a paragraph for a news article on these statistics. Can you summarise some of the data, explain what you think it means for girls and what you think of the situation?

Example paragraph: Girls were asked whether they were ashamed of their looks, whether they felt pretty enough or that they should lose weight. The results are shocking. 40% of 7-10s feel ashamed of their looks and a staggering 65% of 11-16 year olds felt ashamed. What are we doing to these girls that makes them feel so self-conscious about themselves? Something should be done!

Part B

1. Look at the statistics and pictures on the last page. What do you think? If you wish, you can use these prompt words: real, role models, peer pressure, media. Talk to a partner and write down your opinions.

Various answers (hopefully) related to the pressure on girls for them to look good. Perhaps mentioning make up, retouching photos, plastic surgery or age.

2. What percentage of 7-10 year olds do you think felt they needed to be perfect 'often'?

23%.

3. What percentage of 11-16 year olds do you think answered in the same way?

51%.

4. What do you think were the percentages that 'sometimes' felt like that for both groups?

7-10 year olds: 30%, 11-16 year olds: 21%.

5. Now compare your answers with those of the survey. What percentage of girls felt that they needed to be perfect sometimes or more often than that?

7-10 year olds: 53%, 11-16 year olds: 92%.

6. Are your estimates different to the survey percentages? Does the girls' answers to this survey question surprise you? Write down your own thoughts.

Various Answers.

7. Can you draw your own stacked bar graph (horizontal or vertical) from the survey data for this question?

Various Answers.

8. They were asked their opinions too. What do you think the responses were to these questions?

Various Answers.

9. Girls were asked whether people think their looks are the most important thing about them. Draw your own bar chart with your estimates and then look at the answers below to compare your estimate with the results of the survey.

7-10 year olds: 36%, 11-16 year olds: 54%.

10. They were asked whether they felt women were judged more on their appearance than by their ability. Draw your own bar chart and then look at the answers below to compare your estimate with the results of the survey.

7-10 year olds: 35%, 11-16 year olds: 75%.

★ Challenge Task ★

Another survey question asked what girls opinions were on this statement:

"Women have to be attractive as well as talented to succeed. For men, it doesn't matter what they look like."

Talk in a group and decide whether you agree or disagree with the statement. Draw or create a suitable graph or chart to represent your group's opinions. Look at the bottom of the page for the attitudes of the girls in the survey, convert that to a similar chart and place it next to your own attitudes chart. Are there any differences in the two charts? If so, can you think of any reasons for differences?

Answers to include the data stating 42% agree 34% disagree.

Inspirational or Ordinary?

Part A

Task 1: Make a list of your morning routine – the things you do every morning between getting up and arriving at school. Be as detailed as you can.

Task 2: Watch the **video of Nikki Lilly** (Nikki Christou), a girl with facial disfigurement.

Make a list of the ordinary things she does in this video.

What things does Nikki do in the video to show that she values her appearance?

Task 3: Watch the section again where Nikki is applying make-up and looking at her clothes and jewellery. Why might Nikki want to make herself look good?

Task 4: What would you like to do that's extraordinary? What's stopping you from doing that? Discuss your ideas with the rest of your group.

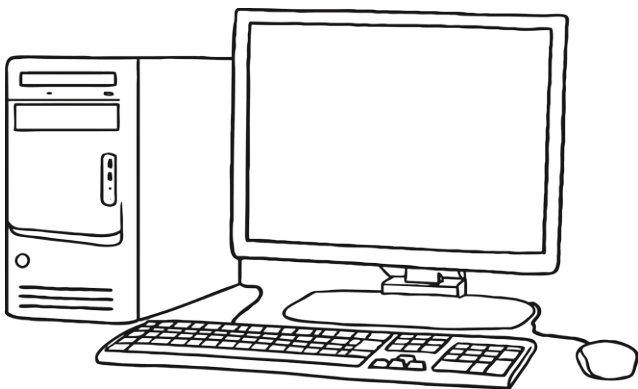
Inspirational or Ordinary?

Part B

Task 1: Pass around the **Nikki Lilly Fact Cards** and each person read aloud the facts about Nikki Lilly. Discuss the differences between yourselves and Nikki.

Task 2: Is Nikki extraordinary or is she extraordinary only because of her medical condition? Discuss this question in your group and record your own ideas below:

Task 3: Why might CBBC have invited her to compete in Junior Bake Off? Discuss this question in your group and record your own ideas below:



Inspirational or Ordinary?

Task 4: Discuss with your group how August might be thought of as both ordinary and inspirational. You should use evidence and incidents from the book to back up your points. Consider these questions:

- How does his life and the way he tackles his difficulties inspire us with our own difficulties?
- Is August an admirable person? Why?
- How is he just like any other 11-year old?

★ Challenge Task ★

Compare the way Nikki Lilly deals with her facial disfigurement to the way August has dealt with his so far in the book. Consider: does Nikki have it easy compared to August or have they reacted differently? Research the difficulties Nikki has had to deal with in her life. You can discuss this orally in your group and/or write down your thoughts.

Inspirational or Ordinary Answers

Part A

Task 1: Make a list of your morning routine – the things you do every morning between getting up and arriving at school. Be as detailed as you can.

Various answers.

Task 2: Watch the **video of Nikki Lilly** (Nikki Christou), a girl with facial disfigurement.

Make a list of the ordinary things she does in this video.

- *Gets up*
- *Checks her phone (3 times)*
- *Makes her bed*
- *Makes banana pancakes with blueberries*
- *Eats her breakfast*
- *Cleans her teeth*
- *Washes her face*
- *Pulls a face in front of the mirror*
- *Does her hair*
- *Does her make-up*
- *Shows off her clothes, watch and necklace*
- *Write a note*
- *Reads a book*

What things does Nikki do in the video to show that she values her appearance?

She does her hair and make-up and shows off her clothes, watch and necklace.

Task 3: Watch the section again where Nikki is applying make-up and looking at her clothes and jewellery. Why might Nikki want to make herself look good?

Example answer: Nikki is an ordinary 11/12 year old girl. Just because she has a facial disfigurement and a medical condition, doesn't mean that she shouldn't care about her appearance. Nikki's looks are different to most other people because of her medical condition and they're just that – different, neither 'good' or 'bad'.

Task 4: What would you like to do that's extraordinary? What's stopping you from doing that? Discuss your ideas with the rest of your group.

Part B

Task 1: Pass around the **Nikki Lilly Fact Cards** and each person read aloud the facts about Nikki Lilly. Discuss the differences between yourselves and Nikki.

Task 2: Is Nikki extraordinary or is she extraordinary only because of her medical condition? Discuss this question in your group and record your own ideas below:

Example answers:

Nikki is extraordinary because of her work on her blog. Very few children her age have done this and been so successful.

She is also extraordinary because of her achievement on Junior Bake Off – winning the competition. She must be a good baker if she won that.

That Nikki has a medical condition which has included 30 operations and yet has still achieved so much is even more impressive. This has been recognised by her two awards.

Nikki is brave and powerful to be presenting herself on her blog when others with her facial disfigurement might shy away from being seen in public (August wore the astronaut helmet, for example).

Nikki is particularly extraordinary since she is giving make-up tips on her vlog. This shows that she cares about her appearance not in spite of her facial disfigurement but proudly presents it as part of who she is.

Task 3: Why might CBBC have invited her to compete in Junior Bake Off? Discuss this question in your group and record your own ideas below:

Example answers:

Nikki is a good baker and probably won heats to enter the competition.

CBBC wants to present a range of people to its audience and celebrate difference.

CBBC just treated her like any other contestant. Her facial disfigurement has nothing to do with her baking skills.

Task 4: Discuss with your group how August might be thought of as both ordinary and inspirational. You should use evidence and incidents from the book to back up your points. Consider these questions:

- How does his life and the way he tackles his difficulties inspire us with our own difficulties?
- Is August an admirable person? Why?
- How is he just like any other 11-year old?

Example answers:

August doesn't shy away from going to school. He wants to be just like any other child his age and does it.

August has a great sense of humour and he's intelligent too. He helps other people out in lessons and makes people laugh.

August has the same feelings as anyone else. He laughs, he is hurt by others' unkindness, and he loves and is loved by his family.

August has lived with great pain, inconvenience and emotional difficulty (from others' treatment of him) but has come through it. The medical treatments he has had to have must have been very hard to cope with but we don't hear him complaining about it – he's very matter of fact.

It's clear that those who know him love and like August. He describes how the people in his neighbourhood are nice to him, the way he plays with his friend, Christopher and the way he interacts with Jack and Summer in the first half of the book.

August's attitude to his difficulties – he tries not to let them get in his way, even though they are clearly hard to deal with – inspires us to deal with our own difficulties in the same way.

★ ★
★ **Challenge Task** ★

Compare the way Nikki Lilly deals with her facial disfigurement to the way August has dealt with his so far in the book. Consider: does Nikki have it easy compared to August or have they reacted differently? Research the difficulties Nikki has had to deal with in her life. You can discuss this orally in your group and/or write down your thoughts.

Various answers.

Inspirational or Ordinary? – Supported

This activity has been designed to be presented as a whole class discussion, in conjunction with the **Inspirational or Ordinary Independent Lesson Presentation**, so that children can be supported by the teacher in their exploration of the topic of facial disfigurement, difference and inspiration. This adaptation of the **Inspirational or Ordinary Independent Activity Sheet** is to enable it to be delivered by an adult in small groups during a guided reading session, **Inspirational or Ordinary Independent Activity Sheet** is available if you wish to teach this lesson as an independent guided reading task.

1. Ask the children to make a list of their morning routines – the things they do every morning between getting up and arriving at school. Tell them about your own morning routine.
2. Watch the **video of Nikki Lilly** (Nikki Christou), a girl with facial disfigurement. As a group, make a list of the ordinary things she does in this video.

Answers may include:

- Gets up
- Checks her phone (3 times)
- Makes her bed
- Makes banana pancakes with blueberries
- Eats her breakfast
- Cleans her teeth
- Washes her face
- Pulls a face in front of the mirror
- Does her hair
- Does her make-up
- Shows off her clothes, watch and necklace
- Write a note
- Reads a book

3. Watch the section again where Nikki is applying make-up and looking at her clothes and jewellery. Ask the children why Nikki might want to make herself look good?

Example answers:

Nikki is an ordinary 11–12 year old girl. Just because she has a facial disfigurement and a medical condition, doesn't mean that she shouldn't care about her appearance. Nikki's looks are different to most other people because of her medical condition and they're just that – different, neither 'good' or 'bad'.

4. Pass around the **Nikki Lilly Fact Cards** and each child reads aloud the facts about Nikki Lilly. As a group, discuss the differences between themselves and Nikki. Discuss the question: Is Nikki extraordinary or is she extraordinary only because of her medical condition?

Example answers:

Nikki is extraordinary because of her work on her blog. Very few children her age have done this and been so successful.

She is also extraordinary because of her achievement on Junior Bake Off – winning the competition. She must be a good baker if she won that.

That Nikki has a medical condition which has included 30 operations and yet has still achieved so much is even more impressive. This has been recognised by her two awards.

Nikki is brave and powerful to be presenting herself on her blog when others with her facial disfigurement might shy away from being seen in public (August wore the astronaut helmet, for example).

Nikki is particularly extraordinary since she is giving make-up tips on her vlog. This shows that she cares about her appearance not in spite of her facial disfigurement but proudly presents it as part of who she is.

5. Discuss this question: Why might CBBC have invited her to compete in Junior Bake Off?

Example answers:

Nikki is a good baker and probably won heats to enter the competition.

CBBC wants to present a range of people to its audience and celebrate difference.

CBBC just treated her like any other contestant. Her facial disfigurement has nothing to do with her baking skills.

6. Discuss with the group how August might be thought of as both ordinary and inspirational. Make a poster recording the children's thoughts. They should use evidence and incidents from the book to back up their points. They should consider these questions:

- How does his life and the way he tackles his difficulties inspire us with our own difficulties?
- Is August an admirable person? Why?
- How is he just like any other 11-year old?

Example answers:

August doesn't shy away from going to school. He wants to be just like any other child his age and does it.

August has a great sense of humour and he's intelligent too. He helps other people out in lessons and makes people laugh.

August has the same feelings as anyone else. He laughs, he is hurt by others' unkindness, and he loves and is loved by his family.

August has lived with great pain, inconvenience and emotional difficulty (from others' treatment of him) but has come through it. The medical treatments he has had to have must have been very hard to cope with but we don't hear him complaining about it – he's very matter of fact.

It's clear that those who know him love and like August. He describes how the people in his neighbourhood are nice to him, the way he plays with his friend, Christopher and the way he interacts with Jack and Summer in the first half of the book.

August's attitude to his difficulties – he tries not to let them get in his way, even though they are clearly hard to deal with – inspires us to deal with our own difficulties in the same way.

★ ★ ★
★ **Challenge Task** ★

Ask the group to compare the way Nikki Lilly deals with her facial disfigurement to the way August has dealt with his so far in the book. Consider: does Nikki have it easy compared to August or have they reacted differently? The children can research the difficulties Nikki has had to deal with in her life (other posts on her YouTube vlog). The children should record their thoughts on a poster.

Various Answers.



English

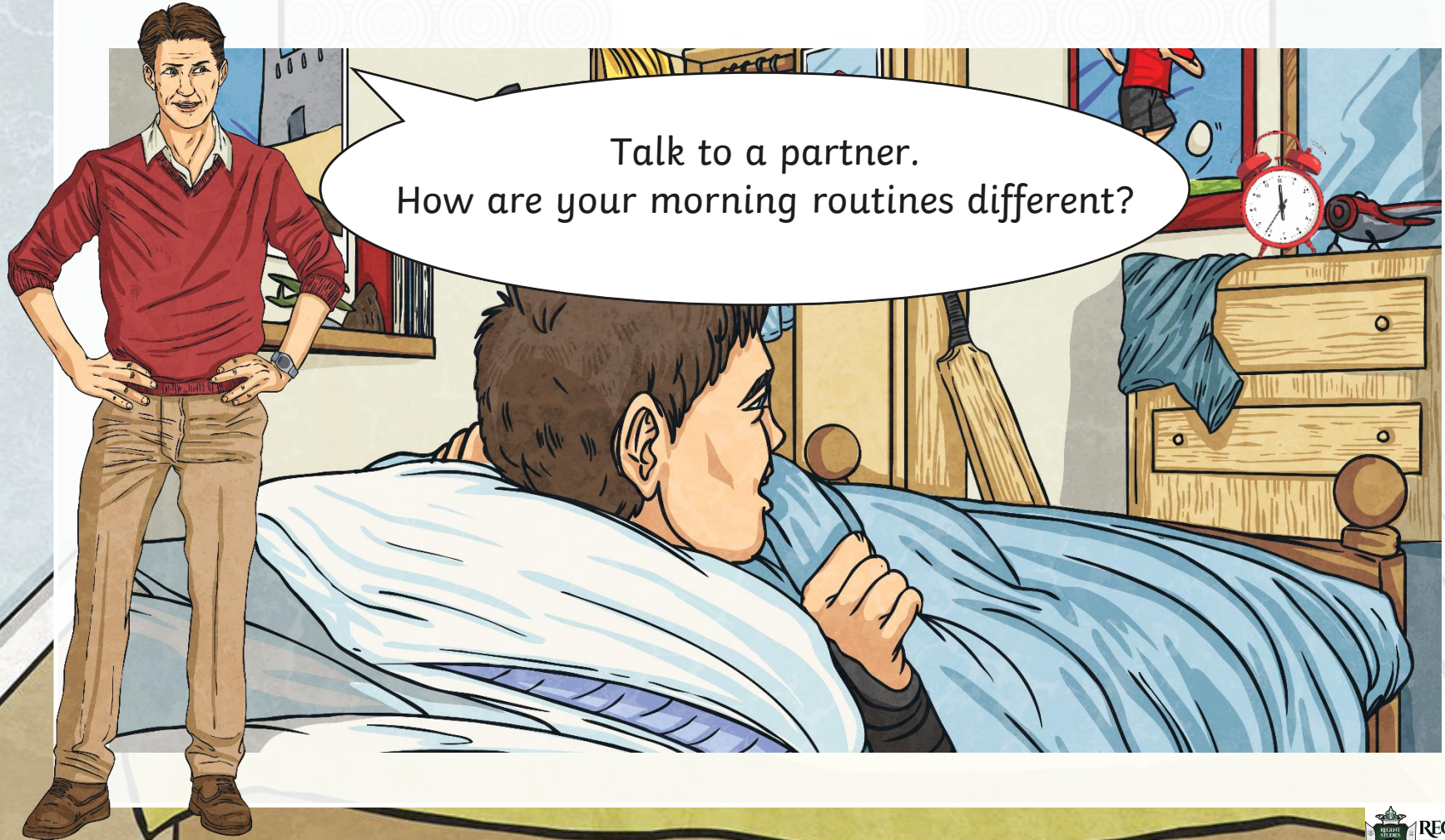
Wonder – Inspirational or Ordinary?

Inspirational or Ordinary?



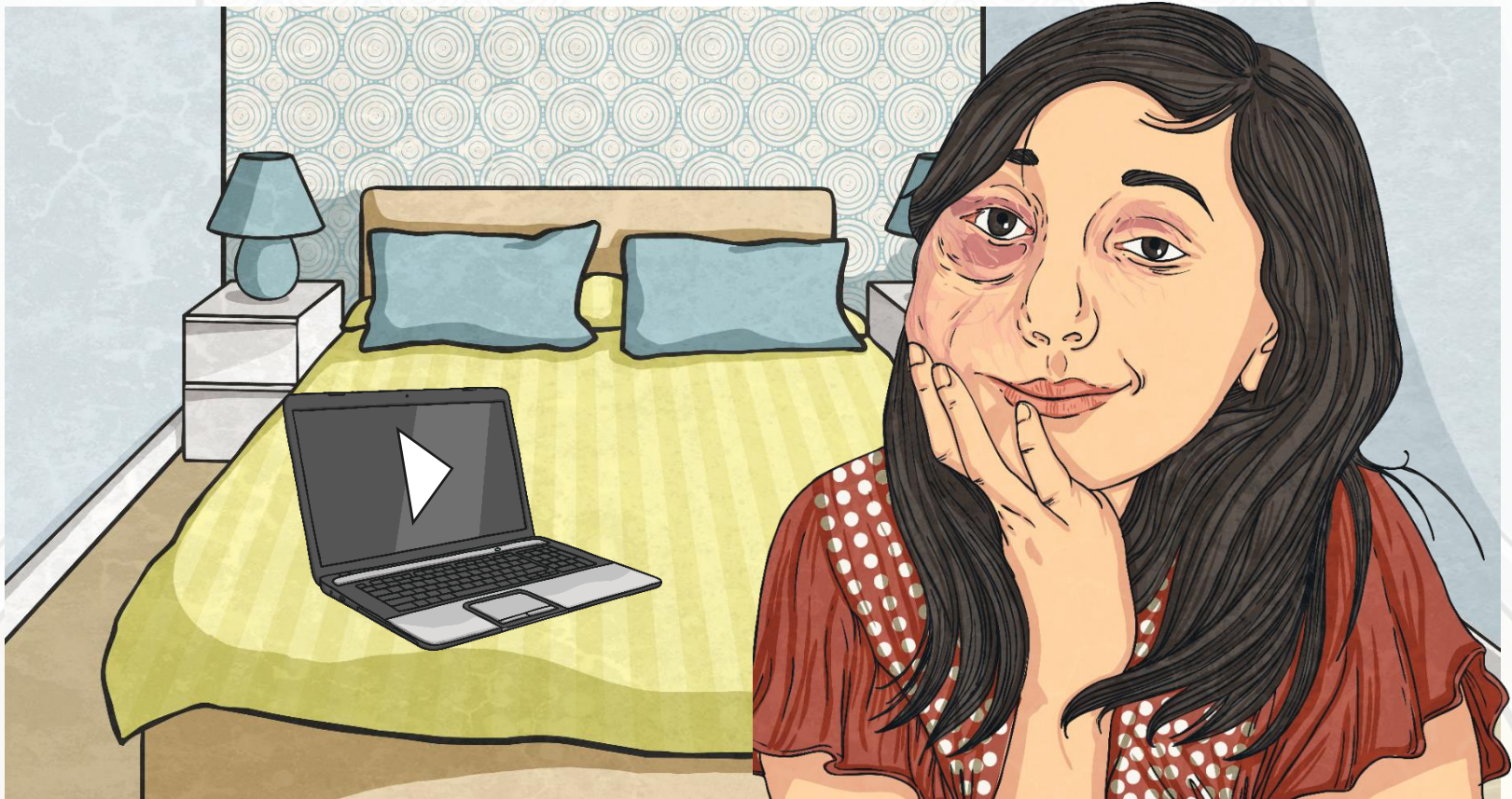
My Morning Routine

Before you come to school in a morning, what is your morning routine?



Meet Nikki

Click the laptop to watch the video of Nikki Lilly's morning routine.




Compare Your Morning Routines

What differences were there in your morning routine and Nikki's?



Who Is Nikki?

- Nikki won CBBC Junior Bake Off in 2016, when she was 12.
- She has also won the Most Inspirational Child award at the 2013 Well Child Awards and has won a Pride of Britain Award.
- Nikki is a vlogger. She has her own YouTube channel where she gives make-up tips. The channel has about $\frac{1}{4}$ of a million subscribers!
- She's half Greek-Cypriot, half-Indian and lives in London.
- Nikki has a condition called AVM, which affects her blood vessels. The AVM gives her terrible pain and headaches. She's had nearly 30 operations in the last few years.
- She's met Prince Harry.
- For more on Nikki, [click](#) here.



In what ways are you and I different?

Inspirational or Ordinary?

Why might you say that
Nikki is inspirational?



Is August Inspirational or Ordinary?

Get into small groups and create a poster and two-minute talk on:

Is August Pullman Inspirational or Ordinary?

Discuss:

- Why you might say that August is inspirational.
 - How does his life and the way he tackles his difficulties inspire us with our own difficulties?
 - Is August an admirable person? Why?
- Why you might say that August is ordinary.
 - How is he just like any other 11-year old?



Is August Inspirational or Ordinary?

Use the [Active Speaking Poster](#) to help you with your presentation.

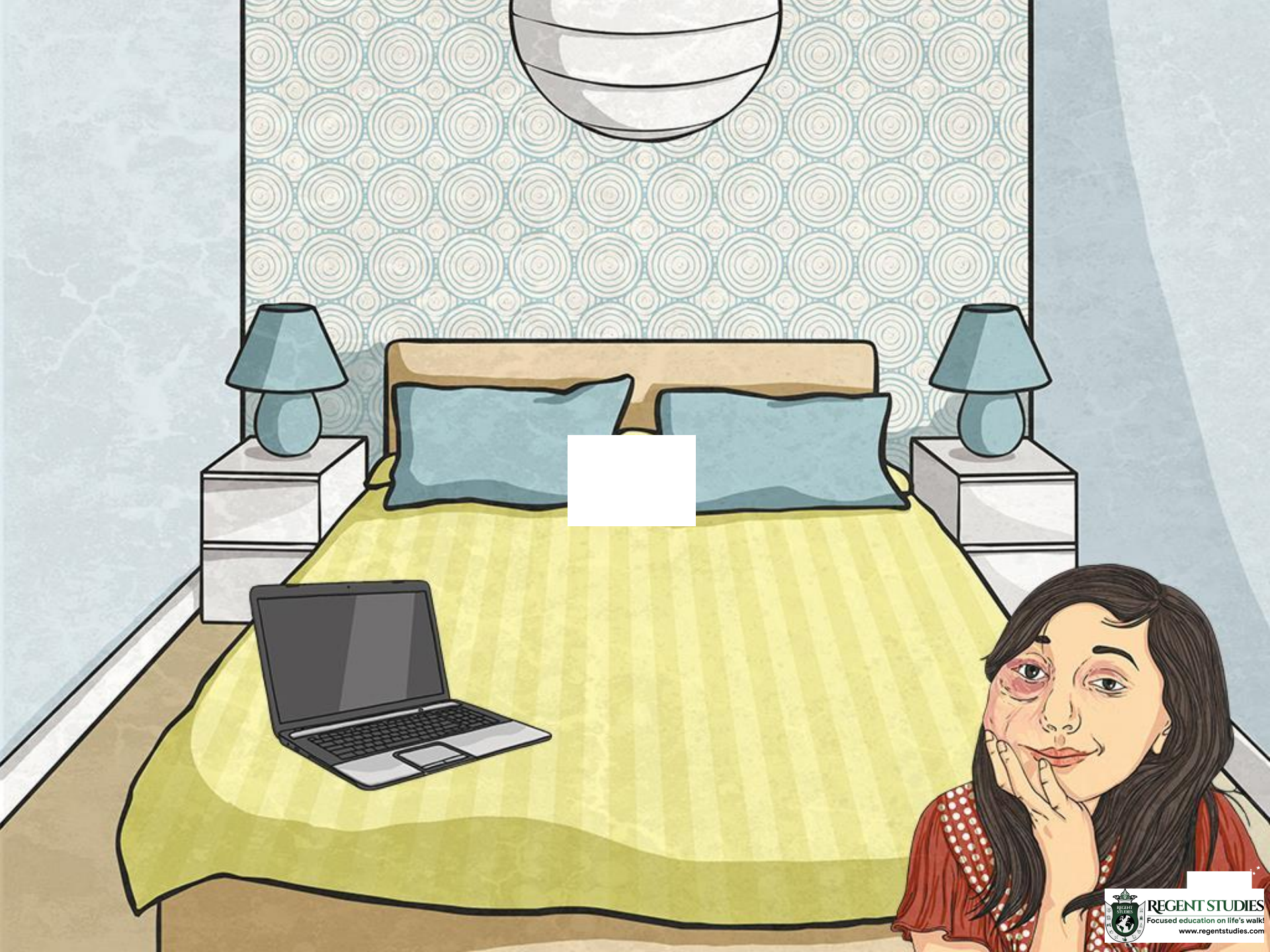
At the end of the activity can you say:



• I can present my opinions.

• I can speak clearly and use gesture.

• I can work together in a group to prepare and deliver a presentation.



Inspirational or Ordinary? – Supported

This activity has been designed to be presented as a whole class discussion, in conjunction with the **Inspirational or Ordinary Independent Lesson Presentation**, so that children can be supported by the teacher in their exploration of the topic of facial disfigurement, difference and inspiration. This adaptation of the **Inspirational or Ordinary Independent Activity Sheet** is to enable it to be delivered by an adult in small groups during a guided reading session, **Inspirational or Ordinary Independent Activity Sheet** is available if you wish to teach this lesson as an independent guided reading task.

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2. Watch the **video of Nikki Lilly** (Nikki Christou), a girl with facial disfigurement. As a group, make a list of the ordinary things she does in this video.

Answers may include:

- Gets up
- Checks her phone (3 times)
- Makes her bed
- Makes banana pancakes with blueberries
- Eats her breakfast
- Cleans her teeth
- Washes her face
- Pulls a face in front of the mirror
- Does her hair
- Does her make-up
- Shows off her clothes, watch and necklace
- Write a note
- Reads a book

3. Watch the section again where Nikki is applying make-up and looking at her clothes and jewellery. Ask the children why Nikki might want to make herself look good?

Example answers:

Nikki is an ordinary 11–12 year old girl. Just because she has a facial disfigurement and a medical condition, doesn't mean that she shouldn't care about her appearance. Nikki's looks are different to most other people because of her medical condition and they're just that – different, neither 'good' or 'bad'.

4. Pass around the **Nikki Lilly Fact Cards** and each child reads aloud the facts about Nikki Lilly. As a group, discuss the differences between themselves and Nikki. Discuss the question: Is Nikki extraordinary or is she extraordinary only because of her medical condition?

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Nikki is brave and powerful to be presenting herself on her blog when others with her facial disfigurement might shy away from being seen in public (August wore the astronaut helmet, for example).

Nikki is particularly extraordinary since she is giving make-up tips on her vlog. This shows that she cares about her appearance not in spite of her facial disfigurement but proudly presents it as part of who she is.

Italics

Part A

Italics are used in English for emphasis or to show a speaker's intonation or stress* on a word or for signalling foreign words that are used in English. They are also sometimes used for the names of book, films etc. People sometimes use them for the names of products.

They are also sometimes used for additional notes, such as the one below:

**Note 'stress' in this case means that the word is emphasised when spoken.*

Italics should be used *sparingly*, though. If you've got a mix of normal and italic text in a piece of writing, it can make it *very difficult* to read. Like this one!!!! It's a *bit* like using too many exclamation marks; it's just *not done* since it makes your writing sound over-excited!!

Using the rules above, highlight or underline where the italics should go in the text below, then fill in the table with the the italicised words under the column to which they relate to.

Last month, my family and I went on holiday to Italy. It was amazing! I'd never been there before but my dad had been when he was a boy so he wanted to take us there before we grew up. We drove all the way there! On the way, I listened to my new iPod. It's the first time I've heard Tears on the Dancefloor by Steps, and it's brilliant! I was bum-dancing all the way! My sister, Madison, though, talked ad nauseum* all the way there about some book she was reading, The Girl of Ink and Stars or something. I was exhausted by the time we got to Rome.

When we arrived at the 'villa', Dad went in first to check it out. When he came out, oh my god, his face was ashen. He was shouting at the guy, "This place is supposed to be for three but it's more like a pied-a-terre! I can't believe you're charging what you've charged us for that dump!" The guy just shrugged and grunted, "caveat emptor".

*Ad nauseum is Latin for when someone goes on about something so much you feel like you're going to be sick!

Intonation/Stress	Names of Books etc.	Foreign Words

Italics

Part B

Italics are used in English for emphasis or to show a speaker's intonation or stress* on a word or for signalling foreign words that are used in English. They are also sometimes used for the names of book, films etc. People sometimes use them for the names of products.

They are also sometimes used for additional notes, such as the one below:

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Highlight or underline where the italics should go in this text below, using the rules above:

Last month, my family and I went on holiday to Italy. It was amazing! I'd never been there before but my dad had been when he was a boy so he wanted to take us there before we grew up. We drove all the way there! On the way, I listened to my new iPod. It's the first time I've heard Tears on the Dancefloor by Steps, and it's brilliant! I was bum-dancing all the way! My sister, Madison, though, talked ad nauseum* all the way there about some book she was reading, The Girl of Ink and Stars or something. I was exhausted by the time we got to Rome.

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*Ad nauseum is Latin for when someone goes on about something so much you feel like you're going to be sick!

Can you carry on the story and include some italicised words of your own?

★ Challenge Task ★

Can you create your own passage of text using these rules?

- Some italicised words/phrases for your emphasis as the writer/narrator.
- Some italicised words/phrases in speech that indicate the speaker's intonation or stress.
- Some names of books or other media.
- An additional note.

Italics Answers

Suggested answers for the text. Your emphasis might be on some different words:

Last month, my family and I went on holiday to Italy. It was amazing! I'd never been there before but my dad had been when he was a boy so he wanted to take us there before we grew up. We drove all the way there! On the way, I listened to my new iPod. It's the first time I've heard Tears on the Dancefloor by Steps, and it's brilliant! I was bum-dancing all the way! My sister, Madison, though, talked ad nauseum all the way there about some book she was reading, The Girl of Ink and Stars or something. I was exhausted by the time we got to Rome.*

When we arrived at the 'villa', Dad went in first to check it out. When he came out, oh my god, his face was ashen. He was shouting at the guy, "This place is supposed to be for three but it's more like a pied-a-terre! I can't believe you're charging what you've charged us for that dump!" The guy just shrugged and grunted, "caveat emptor".



















** Ad nauseum is Latin for when someone goes on about something so much you feel like you're going to be sick!*

SpeakIt: Wonder

<p>Aim: Children can present spoken information clearly and in an appropriate form to the listener.</p> <p>I can present information clearly.</p>	<p>Prior Learning: Children will have read Wonder at least to page 117.</p>	<p>Resources: Inspiration or Ordinary? Lesson Presentation</p> <p>Large poster paper per group</p> <p>Active Speaking Poster</p>
<p>Success Criteria: I can speak clearly and use gesture.</p> <p>I can present my opinions.</p> <p>I can work together in a group to prepare and deliver a presentation.</p>	<p>Key/New Words: Vlogger, Cypriot, AVM (Arteriovenous Malformation).</p>	<p>Preparation: Watch the video of Nikki Lilly prior to the lesson to make sure that it is suitable for your class and shows correctly in your classroom.</p>

This lesson has been designed for a whole class discussion so that children can be supported by the teacher in their exploration of the topic of facial disfigurement, difference and inspiration. An adaptation of the lesson could equally be delivered by an adult in small groups during a guided reading session. An alternative version is available if you wish to teach this lesson as an independent guided reading task.

Learning Sequence

	<p>Slide 1: Tell the class about your morning routine before you leave the house for school. Go into minute (and dull) detail about it.</p>	
	<p>Slide 2: Children discuss their morning routines and any differences with a partner. Ask some of the children to tell the rest of the class their morning routines. Encourage them to go into some detail.</p> <p>Can the children summarise their activities coherently and with interesting detail?</p>	
	<p>Slide 3: Show the video of Nikki Lilly (Nikki Christou), a girl with facial disfigurement. Note the ordinary things Nikki does in a morning, note her applying make-up and pride in her appearance. Please watch the video prior to the lesson to make sure that it is suitable for your class and shows correctly in your classroom.</p>	
	<p>Slide 4: Work with the whole class to compare Nikki's routines with their own. They should notice similarities in the ordinariness of Nikki's day and their own. They will also notice Nikki's facial disfigurement.</p> <p>Discuss (and replay) the section with Nikki applying make-up and admiring her clothes and jewellery. Ask the children to consider why Nikki might want to make herself look good - is it because of her facial disfigurement or because she is an ordinary girl?</p> <p>Can the children present their opinions backed up with evidence or argument?</p>	
	<p>Slide 5: Work through Nikki's achievements, awards and medical condition with the class. Why might CBBC have invited her to compete in Junior Bake Off? Discuss the differences between themselves and Nikki. Consider the questions: 'is she extraordinary?' 'Is she extraordinary only because of her medical condition?'</p> <p>Can the children present their opinions backed up with evidence or argument?</p>	
	<p>Slide 6: With the class, discuss how Nikki might be thought of as both ordinary and inspirational. Collate the class's ideas on a whiteboard or flipchart.</p>	
	<p>Slide 7: Can the children work together in a group to prepare and deliver a presentation?</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="212 1706 534 1848">  <p>Some groups may use the class ideas about Nikki from Slide 6 to rehearse a group presentation.</p> </div> <div data-bbox="563 1706 1388 1870">  <p>Children get into small mixed groups of about 4. They discuss the question: August Pullman - inspirational or ordinary? Further prompts are provided beneath the two options on the Lesson Presentation.</p> <p>They make notes and create a large poster to support a group presentation on their thoughts. The groups rehearse their presentations.</p> </div> </div>	
	<p>Slide 8: Groups give their presentations either to the whole class or to other groups. You may choose to evaluate these presentations to set success criteria or agreed criteria on the Active Speaking Poster.</p> <p>Can the children speak clearly, using gesture to support their points?</p>	

Nikki Lilly Fact Cards



Nikki Lilly Fact Cards



Real Name: Nikki Christou

Age: 12 (in 2017)

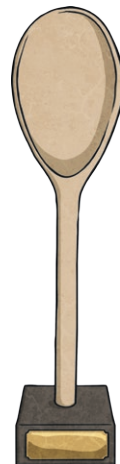
Lives: Enfield, London

Nikki Lilly Fact Cards

2013: Won the Most Inspirational Child award at the Well Child Awards

2016: Won a Pride of Britain Award

2016: Won CBBC Junior Bake Off



Nikki Lilly Fact Cards



Famous for: Her vlog (video log) and winning Junior Bake Off

YouTube: Own YouTube channel where she gives make-up tips

Subscribers: About $\frac{1}{4}$ of a million subscribers!

Video views: Most popular vlog has had over 5 million views!



Mum: Indian

Dad: Greek Cypriot

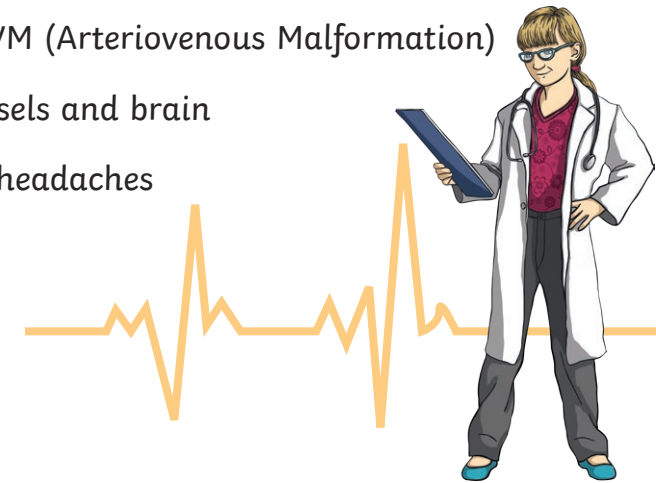
Siblings: Older brother and sister

Medical condition: AVM (Arteriovenous Malformation)

Affects: Her blood vessels and brain

Symptoms: Pain and headaches

Operations: 30



Royals she's met: Prince Harry

TV chefs she's met: Nadya Hussain

Star vlogger she's met: Em Ford

Reading Questions: Prompt Sheet

Wonder by R J Palacio

p. 119–132 Weird Kids, Plague, Halloween Party, November, Warning: This Kid is Rated R, Egyptian Tomb.

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

- Summer first sat with August at lunch because she felt sorry for him when others were being horrible about him. Now she sits with him because he's fun and not like the others who want to 'hang out' and 'talk'. She's also a decent human being and role model who can withstand peer pressure.

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

- The popular group is part of Julian's circle. They want to find out more about her relationship with August and to make her stop being friends with him. Julian also likes Summer and they want to pair them up as a couple. So, dumping August is a price for Summer joining the 'popular' set.

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

- Summer lied to Savanna when she said she got sick and that she had a crush on someone else. August said that he was sick on Halloween – he's lying to Summer to keep the incident in the classroom secret. He thought Summer was lying when she said that Tushman hadn't talked to her about him – he thought her friendship was all a big secret that everyone knew about but him. When he's sure of her friendship, he tells her the story he's been keeping from her about the classroom incident and makes her promise to keep it secret herself.

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?

- Summer has invited August around to her house to study. She tells her mum off for acting 'weirded-out' and shares her feelings with August about her dad's death. They talk about their thoughts and August jokes about his face. Summer is nervous about asking him about what's wrong with his face – they've never talked about it before, but August is happy to tell her about it. At the end, they share a joke. You can tell that they're both happy and relaxed in one another's company.

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.

- This scene is like the Bleeding Scream scene on p. 76–78. Everyone is in fancy dress and August's face is covered up, so he feels like everyone else. The difference is that in the first scene August felt bad when he heard Jack talking about him, in this scene, it's Jack who feels bad.

p.132 Does Summer break her pinky promise?

In a way, she does break her promise to August by half-telling Jack about the Bleeding Scream but because she doesn't tell him directly, she thinks she's not really broken her promise. We find out later that Jack doesn't understand what she meant anyway.

Deeper Reading

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

- This sounds like something Julian would say. On page 77, Jack says Tushman asked him to hang out with August and Julian has probably told everyone about that conversation.

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?

- This is the first time we've seen Julian's group close-up. We see how 'mannered' they are – they have a Halloween party but don't get dressed up. They are exclusive, deliberately excluding others. They are all in couples and have paired up with the popular girls/boys. They feign grown-up actions like kissing on the cheek – there are rules of behaviour in this group that everyone must adhere to. Summer is a contrast to this group; she's genuine and nice. The author is asking us to sympathise with Summer and to be like her in our own dealings with people rather than trying to be like the 'cool' kids.

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

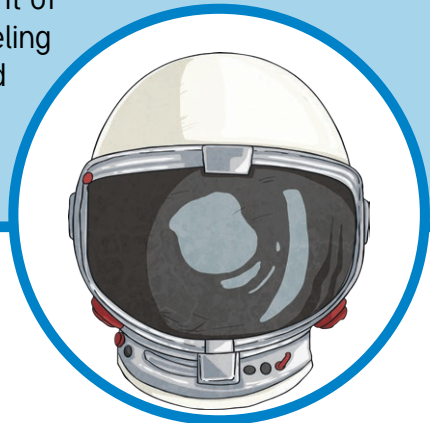
- August and Summer are genuine with one another. August is upset with her because he thinks she's only his friend because she was told to be. They're not mannered and not trying to be anything they're not, in contrast to the kissing in the previous chapter, for example. They have more childish conversations like the 'yeah, no' exchange at the top of p. 126 and they cross all their fingers and make pinky promises in a way that the 'popular' group would never do since it's not cool. They're not pretending to be something they're not or trying to live up to a set of 'cool rules'.

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

- August says that he can't remember his grandma. This contrasts with the way Summer feels about her dad – she thinks about him every day. It's also a reminder of Via's feelings towards their grandma earlier in the book and how strongly she felt about her death. There is also the scene on p. 87 showing Mom's reaction to Grans' death. But August doesn't feel anything – he doesn't know the pain of losing someone special.

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

- The author is driving the story along by Summer telling Jack about the Bleeding Scream. It's a reminder to the reader about the Bleeding Scream chapter and a contrast to it. There is also a theme throughout the book of dressing up in fancy dress and disguise or masks (like truth and secrets/lies). It shows August getting on with this life and the development of his friendship with Summer. It shows how Jack has been feeling about August since the previous scene we'd seen him in and we know that he is the nice guy we originally thought him to be. The reader knows more than August.



Reverse Crossword

Part A

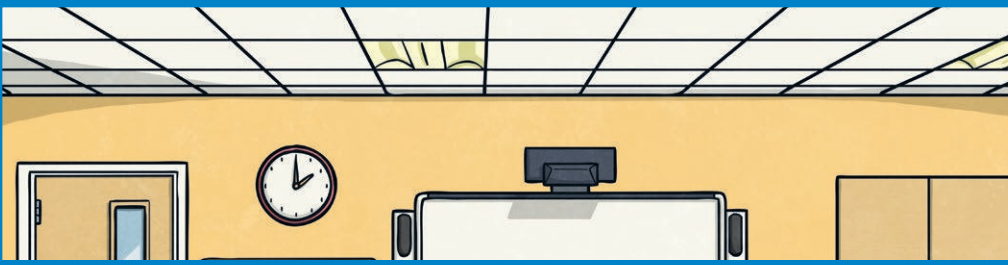
Here are the answers to a crossword. Your job is to create clues for the words in the crossword. You can use a dictionary, the Internet or pages 119-132 to help you. Remember to note the number of letters in each word.

Across

7. _____
10. _____
12. *Gradually changed.*
13. _____
14. _____
16. _____
17. _____
18. _____

Down

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
8. _____
9. _____
11. _____
14. _____
15. _____



Wonder

Activity Cards 7



Wonder Activity Cards

Punctuation and Grammar

- Complete the [Salutations Activity Sheet](#).
- **Challenge!** Write a letter/email with a different formality in each paragraph.



Wonder Activity Cards

Comprehension

- Read pages 184-204 and complete the [Comprehension Activity Sheet](#).



Wonder Activity Cards

Vocabulary

- Complete the [Textspeak Activity Sheet](#).
- **Challenge!** Research and make an emoticon dictionary.



Cubism Multiple Perspectives

- View the [Cubism Multiple Perspectives Presentation](#) and discuss the contents with an adult.
- Use the Cubism Cards to view more cubist work, complete the [Making Cubist Portraits Activity Sheet](#).



Different Perspectives

- Watch the TV advert in stages, thinking about how seeing an event from different perspectives can change our views. Then complete the [Different Perspectives Activity Sheet](#).
- **Challenge!** Read stories from the 'Changing Faces' website.



Making Cubist Portraits

- Complete one of the activities in the [Making Cubist Portraits Activity Sheet](#) – you can decide or your teacher may point out a particular activity they would like you to complete. Your teacher will have either prepared materials for you or you should complete the activity over two guided reading sessions.



Reading Task

- Read pages 153-204.



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.

Wonder Comprehension

Wonder 7 p. 184-204

Part A

1. Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

3. List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

5. Why have Justin's tics stopped by the end of the meal?

6. p. 195 What might Via have wished for? Explain each of your suggestions.

7. On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short video clip from Little Rascals and explain why Justin describes Jack like that.

8. Why is Via crying on p. 202-203? Give two reasons if you can.

Wonder Comprehension

Wonder 7 p. 184-204

Part B

1. p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.
3. Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad		
Relationship between siblings		
Stability of home life		
Interest in Justin		
Protectiveness		
Pets		

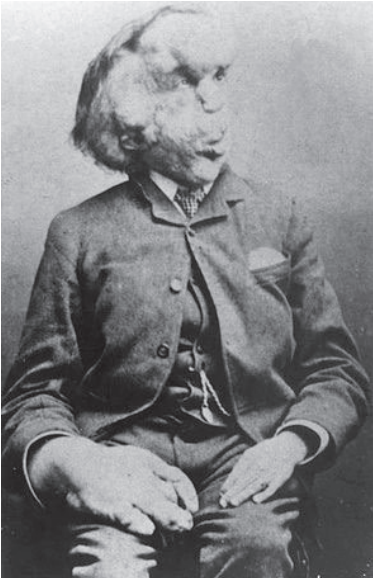
4. p. 199. Justin sprints down the subway at the end of this chapter. Can you explain why?

5. At the end of p. 204, Justin says 'the Universe takes care of all its birds'. What does he mean? Use the information on p. 204 to help you answer.

★ Challenge Task ★

Joseph Merrick (referred to as John Merrick in Wonder) is mentioned on page 186. Research Mr Merrick to complete the fact file, including why he's referred to in Wonder (check p. 193) and what his quote, "Sometimes I think my head is so big because it is so full of dreams", has got to do with August.

Joseph Merrick Fact File



Full name: _____

Nick name(s): _____

Date of birth: _____

Place of birth: _____

Date of death: _____

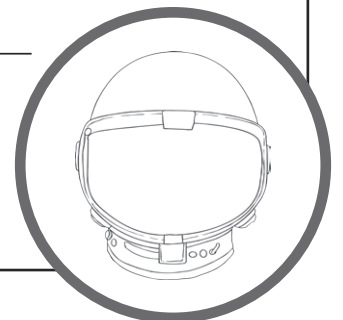
Place of death: _____

Famous for: _____

Interesting Facts:

1. _____
2. _____
3. _____

I think Mr Merrick's quote, "Sometimes I think my head is so big because it is so full of dreams" relates to August in Wonder because:



Wonder Comprehension Answers

Part A

1. Why do you think Justin was nervous on page 184? Think of at least two reasons and explain your answers.

Suggested answer: Justin is meeting Via's little brother for the first time and that's quite scary in itself. But he's also meeting August and seeing his face, which can be startling for some people, and he wants to be cool about it in front of Via. The boys are also being a bit cheeky towards him and he's got to be cool about them making fun of him – he knows what's going on because he's older.

2. Justin doesn't use capital letters. Why not? What other punctuation is missing?

Suggested answer: Justin is probably trying to be cool and be a bit different. Teenagers do that kind of thing! He doesn't use inverted commas for speech either.

3. List some words/phrases on p. 187-189 to indicate that Justin is cool (or acts like he is). There are six in all.

Vibe, rocked, awesome, hanging out, registered, I guess.

4. Why does Justin greet the different members of the family in four different ways on p. 190? Explain each greeting.

Suggested answer: Justin shakes hands with Via's dad to be respectful and hugs her mum because that's how grown women tend to greet people casually. He kisses Via because they're girlfriend and boyfriend. And he fist-punches August because he's being cool and friendly.

5. Why have Justin's tics stopped by the end of the meal?

Suggested answer: Justin is much more relaxed at the end of the meal. The family are treating him like he's one of the family and they've accepted him. He's enjoying being with them because they're loving, laugh a lot and are relaxed themselves. Justin's tics come on when he's nervous – he's not nervous by the end of the meal.

6. p. 195 What might Via have wished for? Explain each of your suggestions.

Answers might include:

Via might have wished for everything to be OK with August – she's just mentioned him and he might be on her mind

She might be wishing for Justin to remember his lines and for the performance to go well.

She might have wished for Justin to love her as much as she loves him or for their relationship to continue.

Or she might be wishing he'd kiss her. They're caught kissing at the beginning of the next chapter.

7. On p. 196, Justin describes Jack as being like one of those little-rascal-kids. Watch a short video clip from Little Rascals and explain why Justin describes Jack like that.

Possible answer. Jack is small, with a gravelly voice, like the Little Rascals in the clip. He's a tough guy and a bit cheeky – he wants to wait for the bus by himself and borrows some money from Justin for gum. The Rascals look fed up in the clip and Jack's fed up later in the chapter when he talks about Julian and his gang.

8. Why is Via crying on p. 202-203? Give two reasons if you can.

She's ashamed of herself that the reason she hasn't told her family about the play is that she doesn't want August to come and have to deal with the way people react to him. She is probably also upset about the breakdown in her friendship with Miranda – they've just been arguing about it.

Part B

1. p. 184-185 Would you say that August and Jack are having fun? Or would you say that they are bullying Justin? Explain your answer.

Suggested answer: August and Jack are having fun with each other. They've only just bonded again after having fallen out for a long time. So, they're just sharing a joke, with Justin as the butt of the joke. Younger brothers often make fun of their older sisters' boyfriends, since it's a bit like making fun of your sister by proxy.

They are bullying Justin, but since he's older and they're just being silly rather than being nasty, it's not as serious as the bullying that August and Jack have been subject to earlier in the book.

2. Read p. 187-189 and p. 194-195 and think about how the characters feel. Do you imagine yourself ever feeling this way when you are older? You don't have to write anything down.

3. Complete the table contrasting Via's family with Justin's. Use evidence from the text where you can:

	Via's family	Justin's family
Relationship between mum and dad	<i>Mum and dad clearly love one another. They're tender towards one another in this scene and earlier on in the book.</i>	<i>Justin's parents split up when he was younger and he says they hate one another.</i>
Relationship between siblings	<i>We've seen that Via is protective of August and that August is a loving, teasing younger brother.</i>	<i>Justin says his older half-brother barely knows he exists.</i>
Stability of home life	<i>The family are strong and look out for one another. They show their love for one another regularly and are relaxed with each other.</i>	<i>Justin lived between two houses and his parents don't seem to care much about him as far as he's concerned.</i>
Interest in Justin	<i>Via's parents ask all about him and his music. They pay him lots of attention that he's just not used to.</i>	<i>Justin says his parents never ask about his life and that they're self-absorbed.</i>
Protectiveness	<i>We've seen that the family are very protective of August and they're there for Via too when she has problems.</i>	<i>Justin feels that he must fend for himself. He says that his parents 'could hardly wait for him to be old enough to take care of himself.</i>
Pets	<i>They've got Daisy, who is a big part of the family scene in this chapter.</i>	<i>Justin's family probably never had pets since he lived between two houses and he never mentions a pet of his own, which he'd be likely to do.</i>



The Bottle of Anís del Mono, Juan Gris, 1914



Guitar with inlays, Juan Gris, 1925



Young Man with a Fountain Pen, Diego Rivera, 1914



Portrait of Jan Zrzavý, Bohumil Kubišta, 1912



Seated Man with Guitar, Jacques Lipchitz, 1918



Torso in Metal from 'The Rock Drill', Jacob Epstein, 1913-1914



Guitar and Newspaper, Juan Gris, 1925



"Dame" (the Carnation Girl), Amadeo de Souza Cardoso, 1913



Girl with a Cross. Georges Braque, 1911



Portrait of Pablo Picasso, Juan Gris, 1912



Fearsome First Daughter (Adiaha Unak) Mask for the Ekpo Association, Ibibio, Early 20th century.

This is not a cubist work of art, it's an African mask, can you see the similarity with cubism?



Mahavairochana (Bodhisattva Vajrapani) (12th Century CE), National Museum - New Delhi

This is not a cubist work of art, it's an Indian sculpture of Brahma, but can you see the similarity with cubism?

Cubism Criticism

Part A

Look at the **Cubism Cards** and choose one of the cards to describe. Use the sheet below to gather your thoughts and opinions. You can use the **Cubism Criticism Example** to guide your answers.

What do you think is the subject of the picture/sculpture?

What real-life objects can you see in the picture/sculpture?

Can you describe what the lines are like in the picture/sculpture? Straight, wavy, angular, thin, thick?

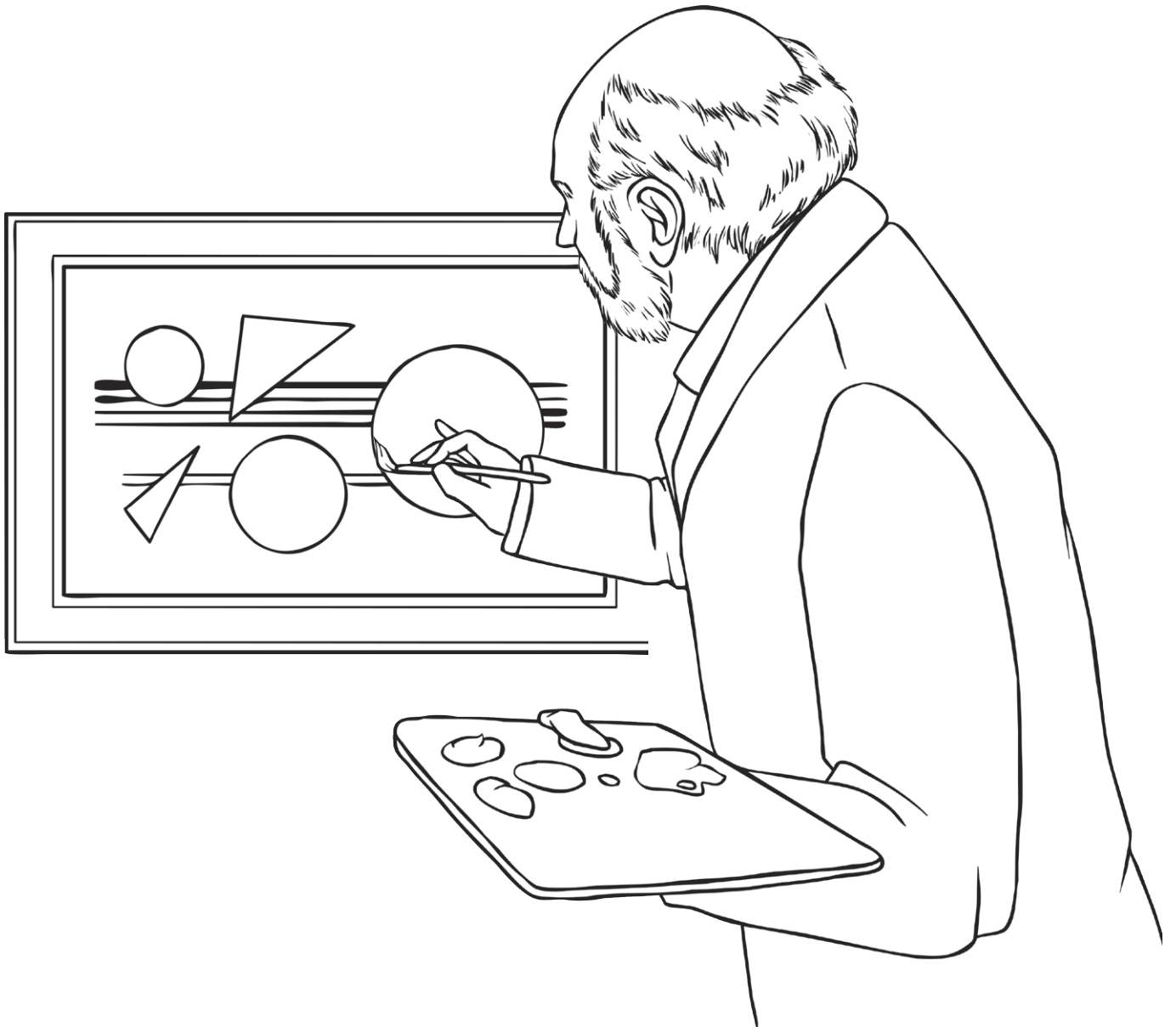
How would you describe the colours or light in the picture/sculpture?

How would you describe the shapes you can see in the picture/sculpture?

How does the picture/sculpture make you feel? Explain your answer.

What questions would you like to ask the artist about the picture/sculpture if you could?

Do you like the picture/sculpture? Is it interesting? Give your reasons.



Cubism Criticism Example



Girl with a Cross,
Georges Braque, 1911

What do you think is the subject of the picture/sculpture?

The subject is a picture of a girl wearing a crucifix around her neck.

What real-life objects can you see in the picture/sculpture?

I can see a crucifix, her coat, her hair, some flowers in her hair and maybe a hat (but I'm not sure).

Can you describe what the lines are like in the picture/sculpture? Straight, wavy, angular, thin, thick?

There are lots of curved lines in the picture. They're like arcs for her clothes. There are smaller arcs for the curls of her hair. Her face mainly has straight lines (her cheek bones for example). There are some right-angled lines in the background but other parts of it are vague, without obvious lines.

How would you describe the colours or light in the picture/sculpture?

There is a mix of light and dark in the picture. Her hair is very dark and around her forehead on the right of her face is quite dark – in shade. Her clothes are quite light, with browns and whites. The main colours in the picture are white, grey/blue and brown.

How would you describe the shapes you can see in the picture/sculpture?

Some of the shapes are like 3D shapes. If you look at her nose, it's like a door wedge or an axe head. One of her shoulders is like a sphere. The shapes are very blocky, with blocks of colour separated by lines.

How does the picture/sculpture make you feel? Explain your answer.

It makes me feel mixed. As I look at it more, I get more interested in it and I feel like I know the girl more. Sometimes she looks sad and that makes me feel sad, but I can't stop looking at it!

What questions would you like to ask the artist about the picture/sculpture if you could?

Why did you paint the painting all blocky like that? Why not just paint a normal picture? What did the girl think of the picture?

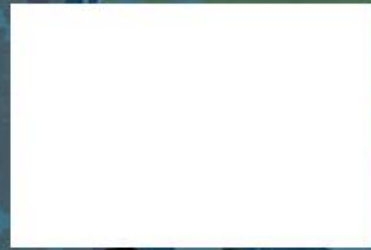
Do you like the picture/sculpture? Is it interesting? Give your reasons.

I love it. I thought it was rubbish to start with because I couldn't work out what it was and it didn't seem well drawn. But now I've studied it, I think it's really interesting and I can see something different each time I look.



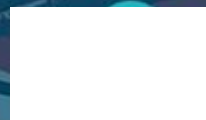
English

Wonder – Cubism Multiple Perspective



Cubism

Multiple Perspective



A Portrait in Multiple Perspectives



French photographer, Gaspard-Félix Tournachon, known as Nadar, took these photographs in 1865.

It's called *Autoportrait Tournant* (turning self-portrait) and are of different angles of his head.

This is the first ever photo gif! Click the picture to see the 12-images combined into a gif.

A Portrait in Multiple Perspectives

Usually, people have portraits or photos of their faces taken from the front or to a slight angle – think of the last selfie you took!

But others don't see you face-on all the time – they see you from behind, from the side (profile), from the front, even from above and below.

You could experiment with taking pictures of your head at different angles. Can you make a photo montage of the images?

Try to recreate Nadar's *Autoportrait Tournant* with a multiple perspective picture of a partner. Create your own gif with an online gif creator.



Triple Portraits



Nadar wasn't the first to use multiple perspective portraits. This triple portrait of King Charles I is by the Dutch artist, Anthony van Dyck, 1635.

Triple Portraits



This portrait of Cardinal Richelieu is by the French artist, Philippe de Champaigne, 1642. Do you think he had seen Van Dyck's portrait of Charles I before painting this?

Multiple Perspective Portraits in World Culture and Religion



These are multiple portraits of statues of Erawan from Thai culture, Brahma, from Hindu culture, Janus from Roman culture and a wooden mask from the Baule peoples of Côte d'Ivoire.

Talking Points

- What does a multiple perspective portrait give you that a full face portrait doesn't?

- What are people's personalities like? One dimensional or multi-dimensional?

- Are you the same person at home as you are at school? Are you the same person you were five years ago or will be in five years?

- Do people see you in the same way? Does your best mate see you in the same way as your mum or your dentist?

- Do you see the world in the same way when you're happy as you do when you're sad or upset?

Cubism

Cubism was an art movement invented by Pablo Picasso and Georges Braque. They were inspired by the work of Cezanne and African tribal masks.

Picasso said, “A head is a matter of eyes, nose, mouth, which can be distributed in any way you like”. So he did!

Cubist images are like fragments of pictures viewed from different points (planes), capturing people and objects from multiple perspectives.

Some cubist images can even look like they’re moving - they’re almost like modern gifs!

Cubism



You can watch a dramatization of Picasso talking about his cubist method [here](#).

You can learn more about Picasso by reading the [Pablo Picasso Factsheet](#).

Can you find any more cubist pictures by Picasso and more about his cubist method?

View the detail of other cubist artworks using the [Cubism Cards](#).

Can you make your own cubist portrait?

Tips for Drawing Cubist Portraits - Collage

1

Cut out portraits of heads viewed on different planes (viewpoints) from magazines, printed from online images or pictures you have taken of someone's head from different angles.

2

Cut the parts of the face/head up so that you have a range of facial features from different angles and viewpoints.

3

Now put the parts together to make a cubist portrait like the one on the next slide.

Tips for Drawing Cubist Portraits - Tracing

1

Take a photo of your face from two or more different angles and print out the photos.

2

Trace the features of some of the photos you particularly like or just two of the views.

3

Arrange the tracings on a piece of paper (you can cut them up or keep them whole) until you have an image you like.

4

Rub over your traced lines so that they mark the paper below. Go over the lines you're happy with and paint/colour the image with strong colours.

Tips for Drawing Cubist Portraits - Drawing

1

Draw quick portraits of your partner from different angles or points of view.

Draw some of their facial features from different angles.

2

Copy or trace features of the portrait you particularly like onto a new sheet of paper.

3

Look again at the subject (your partner) to improve the features or change them into something more angular and non-realistic.

4

Paint/colour the image with strong colours.

Use colours from other cubist paintings to inspire your colour palette.

Multiple Perspective Novels

Many novels have been published with multiple perspectives.

Wuthering Heights by Emily Bronte (1847) is a famous novel that has different narrators telling the story.

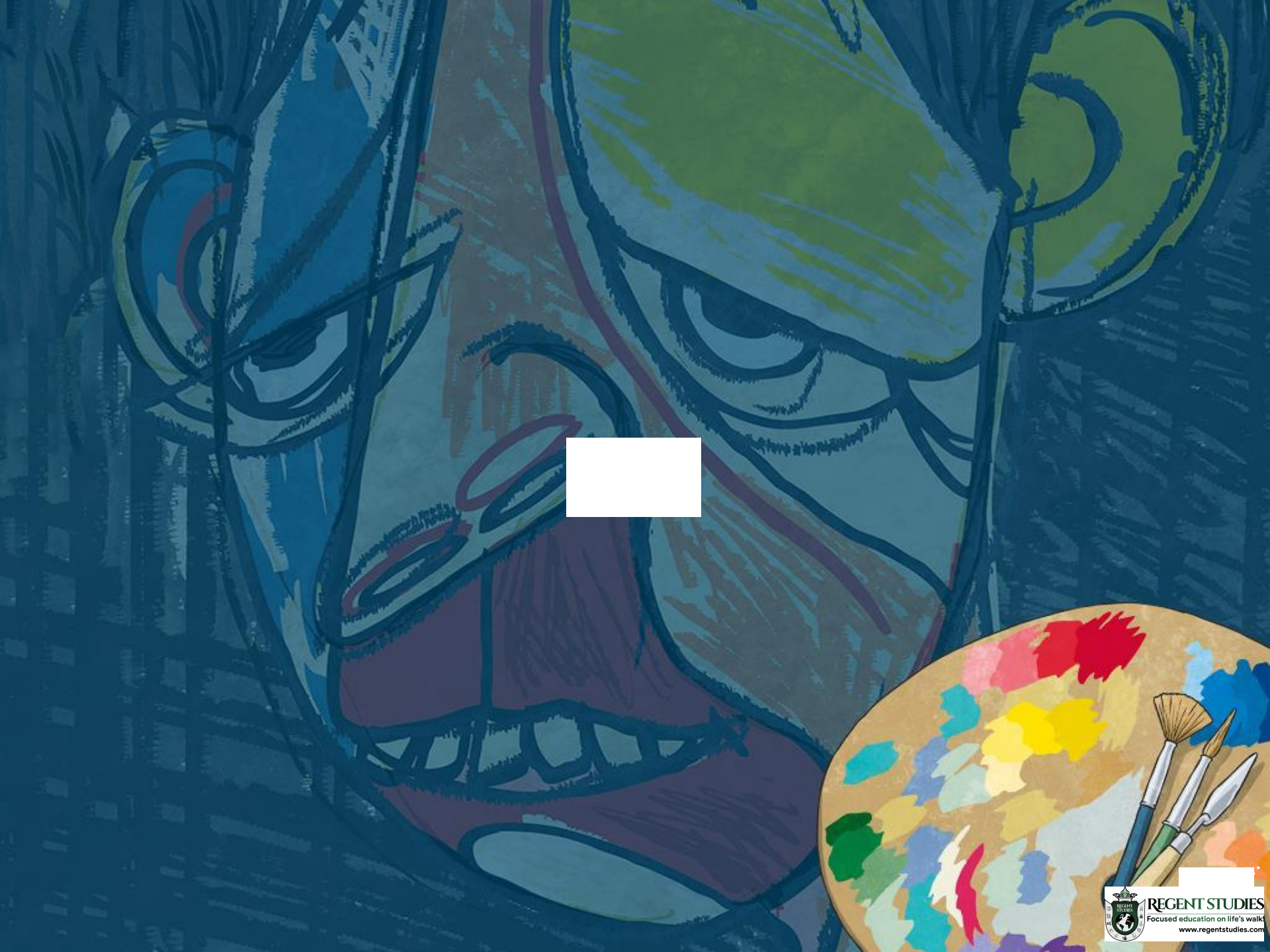
The Good Soldier by Ford Madox Ford (1915) is a famous novel where four narrators tell the same events from four different viewpoints. This was the first novel to be written like this.

Novels with multiple narrators include:

- *Wonder* by R J Palacio
- *The Amulet of Samarkand* by Jonathan Stroud
- *The Missing Girl* by Norma Fox Mazer
- *Mistik Lake* by Martha Brooks
- *The 5th Wave* by Rick Yancey
- *The Sun is Also a Star* by Nicola Yoon
- *Spellbook of the Lost and Found* by Moira Fowley-Doyle

There's even an episode of the Simpsons with multiple perspectives called *Trilogy of Error*.





Different Perspectives

Part A

1. Watch the first part of the old TV advert, <https://goo.gl/YMv9Aw>, and discuss it in your group. *What do you think is happening in this section of the video? Why do you think the man is running? Do you think the car has anything to do with what is going on? If so, what? Write down your group's thoughts here:*

2. Watch the second part of the TV advert, <https://goo.gl/eRyM4h>, continue to discuss it in your group. *What do you think is happening now? What do you think the man running is going to do to the man with the briefcase? What does the man with the briefcase think is happening? Write down your group's thoughts here:*

3. Watch the last part of the TV advert, <https://goo.gl/mH6uiR>, continue to discuss it in your group. *Why was the man running? Would you have been able to tell why the man was running at the beginning of the video?* Write down your group's thoughts here:

4. Now watch the whole advert, <https://goo.gl/2YwvrF>.

a. There are three camera angles. *Can you describe roughly where the cameras are positioned for each of the sections? Can you also say why you think the camera is positioned there?*

Camera position 1: _____

Camera position 2: _____

Camera position 3: _____

b. What do you think is the message of this advert?

Different Perspectives

3. Again, check what others have written and make some edits on your own work. When your group is ready, watch the rest of the video: <https://goo.gl/KgTF5S>. Talk in your group about how you feel about the story now. Do the two parts of your story match up with the reality of the story now you've seen it from another perspective? Write down a summary of your group's ideas:

4. Watch the video again in it's entirety. It was produced by Changing Faces, a charity which supports and promotes positive images of people with facial disfigurement. Why do you think they produced this video? What message do you think they were trying to convey?

★ ★
★ Challenge Task ★

Read some of the Life Stories on the Changing Faces website: <https://goo.gl/tYQd7W>. Record your reaction to the stories you read here:

Different Perspectives Answers

Part A

1. Watch the first part of the old TV advert, <https://goo.gl/YMv9Aw>, and discuss it in your group. *What do you think is happening in this section of the video? Why do you think the man is running? Do you think the car has anything to do with what is going on? If so, what? Write down your group's thoughts here:*

Various answers, perhaps relating to the man running from the people in the car.

2. Watch the second part of the TV advert, <https://goo.gl/eRyM4h>, continue to discuss it in your group. What do you think is happening now? What do you think the man running is going to do to the man with the briefcase? What does the man with the briefcase think is happening? Write down your group's thoughts here:

Various answers, most likely relating to the man running to attack or steal from the man with the briefcase.

3. Watch the last part of the TV advert, <https://goo.gl/mH6uiR>, continue to discuss it in your group. Why was the man running? Would you have been able to tell why the man was running at the beginning of the video? Write down your group's thoughts here:

Various answers, probably relating to the man running to save the man with the briefcase from the falling bricks. At the beginning of the video, you couldn't see the bricks, so there would have been no way of knowing that he was running to save the other man.

4. Now watch the whole advert, <https://goo.gl/2YwvrF>.
 - a. There are three camera angles. *Can you describe roughly where the cameras are positioned for each of the sections? Can you also say why you think the camera is positioned there?*

Camera position 1: *The camera is in front of the running man so you don't see what he's running towards, just what you think he's running from*

Camera position 2: *The camera is behind the running man so you think he is running towards the man to steal his bag.*

Camera position 3: *The camera is high up so that you can see the bricks about to fall on the man with the bag and that the running man is actually trying to save him.*

- b. *What do you think is the message of this advert?*

- b. *What do you think is the message of this advert?*

The message is that you need to see all sides of a story before you make up your mind about something. If you decide something from just one point of view, you might misunderstand the situation.

Part B

1. In your group, watch this section of video, <https://goo.gl/4BPg2o>. *Watch it twice.* Without talking to anyone else, write this scene as a story. This should take about ten minutes. Include detailed description of the scene, including the weather to set a mood for this part of the story. Decide on the mood that this section of the story has and ensure you capture this mood in your writing. Do not go beyond the action you have seen in the video clip.

Answers will vary.

2. Once you have all finished writing your story, read what others have written and edit your story to include ideas you've got from other people in your group. When your group is ready, watch the next section of the video, <https://goo.gl/TfhZ2i>. Again, without talking to anyone else, continue the scene as a story. This should also take about ten minutes. Try to capture the mood of the video carefully, don't go beyond the man standing at the door and make sure you write a description of him at some point during your writing.

Answers will vary.

3. Again, check what others have written and make some edits on your own work. When your group is ready, watch the rest of the video: <https://goo.gl/KgTF5S>. Talk in your group about how you feel about the story now. Does the two parts of your story match up with the reality of the story now you've seen it from another perspective? Write down a summary of your group's ideas:

Answers will vary.

4. Watch the video again in its entirety. It was produced by Changing Faces, a charity which supports and promotes positive images of people with facial disfigurement. Why do you think they produced this video? What message do you think they were trying to convey?

Answers to do with challenging people's first perception of people with facial disfigurement being scary and dangerous; that they are 'other' and separate from 'normal people'; and perhaps that they are 'good looking' people. Also perhaps that the portrayal of people with facial disfigurement in films is usually negative and supports the kind of first perceptions discussed above.

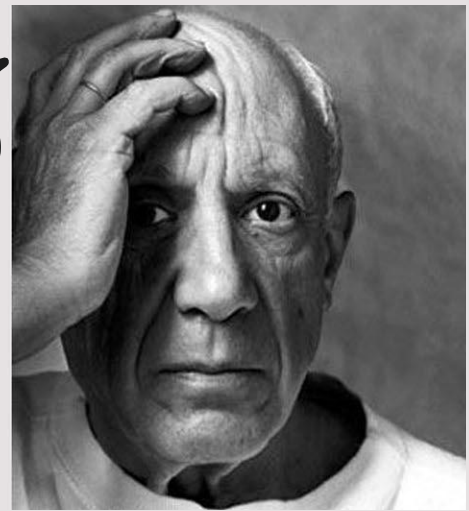
★ Challenge Task ★

Read some of the Life Stories on the Changing Faces website: <https://goo.gl/tYQd7W>. Record your reaction to the stories you read here:

Answers will vary.

Artists
Fact
Sheet

Pablo
Picasso
1881



Pablo Picasso was born in Malaga, Spain. Long! Pablo Diego José Francisco de Paula de la Santísima Trinidad Mártir Patricio Picasso's father was an artist and gave Picasso a bullfighting license, when he was nine. When he was 13 he moved to Barcelona. At 16, he went to Spain's top art school. In 1900, Picasso went to Paris where he met other artists. In 1905, some American art collectors became famous. Initially, Picasso painted more abstract.

Picasso co-founded the Cubist movement. Cubist artists would paint a person or object from multiple perspectives. Picasso created a picture of something by breaking it into geometric shapes. Later, artists began to add other materials to their paintings. Picasso died in France in 1973. Several of his paintings are in museums around the world. More of his paintings have been stolen.

Work: The Lovers (1923), Femme aux Bras Croisés (1905)

Reading Questions: Prompt Sheet

Wonder by R J Palacio

p. 153–183 Partners, Detention, Season's Greetings, Letters, emails, Facebook, texts, Back from Winter Break, The War, Switching Tables, Why I Didn't Sit with August the First Day of School, Sides, August's House

Content Domain Focus: 2d. Make inferences from the text/explain and justify inferences with evidence from the text.

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

- Suggested answer: August was embarrassed, surprised and probably annoyed that he'd got to work with Jack. He didn't want to see him and talk to him about the project because they hadn't been speaking for a long while – and he still didn't want to speak to him.

Jack wants to get away from Julian and his scheming. He knows if he stays in the room, then Julian will try to get the teacher to split up August and Jack. He's also probably angry with Julian and wants to get away from him.

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

- Suggested answer: At the beginning of the chapter, Jack is digging his heels in and is still angry. Mr Tushman and his mum are putting pressure on him and making him face up to what he's done. Then Jack cries. After this, the adults are more understanding and supportive and come to a solution.

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

- Suggested answer: August's mum probably sent the card. It's addressed to the family and August would still have been at the point of blanking Jack when it was sent. Besides, August wouldn't have been likely to send a picture of himself, since he's ashamed of his looks.

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?

- If you look at the cc on Julian's mum's email, it's addressed to Jack's dad and his mum. So they also got a copy of the email addressed to Mr Tushman. They'll have received Mr Tushman's reply also because they were cc'd into that. The email came from Jack's dad's email account, so he probably wrote it but signed it from both parents. Note that his dad looks like he works in a school so he will have an idea what's going on. His paragraph about Jack's friendship with August looks a bit sarcastic – he says he's 'touched' by her concern. He's not!

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

- This is just how August was treated. He was shunned by the other kids earlier in the book, partly because Julian had told them to. Jack says he didn't expect it to happen to him – that's because he's always been a popular kid.

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

- Suggested answer: Charlotte leaves a note in Jack's locker instead of speaking to him publicly, she looks to see if anyone saw them go into the room and then locks the door so that no-one can see them talking. She bites her nails as she talks and when she leaves the room, she makes sure she's not seen with Jack. Charlotte is afraid that if she's seen talking to Jack, word will get back to Julian and she'll be shunned by everyone in the same way.

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

- Charlotte is a bit of a busybody. From the beginning, she's been shown as an organiser and to be controlling. That she's make this kind of list is just like her character.

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

- August has a cute dog, he's got his own bedroom, he's got a much better computer, an Xbox 360 and Halo (which it doesn't sound like Jack's got). August is also smarter than Jack and he's also got a better work ethic (Jack just wants to do what's easier, he gets lower marks than August and he wants to play instead of work).

Deeper Reading

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

- Suggested answer: Jack is annoyed with Julian for trying to stir it with the teacher and not taking no for an answer. He's told him several times that he doesn't want to swap partners but Julian has deliberately ignored him. He's also upset and in shock after realising why August isn't talking to him, so he's in no mood for any of Julian's scheming. Jack probably holds Julian partly responsible for what happened in the Bleeding Scream scene where August heard Jack talking about him. He realised just what Julian's like and is sick of him.

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

- Suggested answer: Mr Tushman is puzzled as to what has been going on. He knows that Jack is a good kid and that punching Julian is out of character. He's probably got a pretty good idea that Julian is a stirrer and deserved what he got (though we don't have any evidence for that other than Mr Tushman being astute - we do get evidence later on p. 161). However, he's also got to follow the school rules and be fair to Julian as the victim of the attack and keep Jack out of school for what he's done. He may be frustrated that he can't get to the bottom of it immediately but the letter he's asking Jack to write might give Jack time to give him more information that Mr Tushman can use to investigate further and get to the bottom of the situation.

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

- Julian's mum doesn't agree with Mr Tushman's admitting August to the school in the first place - she doesn't think he should be there. She objects to Julian and other children being asked to support/befriend August. She also plays a bit of a power game by reminding him that she is a member of the school board. This would have annoyed Mr Tushman. He argues strongly in his email that August doesn't have special needs (as Mrs Albans had suggested) and questions her reason for complaining in the first place. He is probably being a little sarcastic about Julian in his comment towards the end of the email that 'it would teach them a thing or two...'. His praise for Jack having these qualities highlights, without saying it openly, that Julian doesn't have these qualities. It's a veiled insult!

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

- Suggested answer: Jack has always been one of the more popular children. He's not known what it was like to be socially isolated in a way that August has been (or even the two Max's). Julian intends for Jack to be pressured into rejecting August but actually it makes Jack understand August's position much better and to re-evaluate his actions previously in the book (such as not sitting next to August in the lunch room). He contrasts himself with Summer, who has been kind and genuine throughout. Jack's learning to be a better, more empathic person in these chapters because he's suffering.

p. 179-183 At the end of p. 179 and p. 183, August says something funny. Explain why either of them is funny.

- On p. 178-179, the three of them talk about dating and August joins in by saying that babes keep throwing themselves at him. This is very unlikely of course. He's making a joke at his own expense that he's super attractive to girls because of his looks, when everyone knows that this isn't the case. He uses the word 'babes' as if he's super experienced in the dating game. He makes Jack explode with laughter.
- On p. 183, he just says, 'both'. It's a really short joke (though it's true) to make Jack feel bad (in a funny way) that his sister hates him and knows all about what he's done. It's funnier because Jack thinks August's sister is 'hot' and he'd want to impress her. It's also funny because we know how angry Via gets when people insult her brother and Jack's probably a bit scared of her because he's seen it for himself. That August manages to capture all this in a single word - 'both' - is funny and witty.



Salutations

Part A

Letters and emails have a range of salutations based on the formality of the message, who you are writing to and whether you have written to them recently. Even in a formal letter or email, as you become more familiar with a person, you might drop some of the formality.

In your group, cut out these cards and then rank these salutations according to the level of formality. Once your group has sorted the cards, rank the salutations in the table below by giving them a number: 5 is extremely formal, 1 is extremely informal

Salutation	Ranking	Salutation	Ranking
All the best,		Respectfully yours,	
Always,		Respectfully,	
Best,		Sincerely yours,	
Cheers,		Sincerely,	
Cordially yours,		Take care,	
Fond regards,		Thank you for your assistance in this matter,	
Hope we can b friends agen.		Thanks,	
Hope you have a Happy New Year!		Very sincerely,	
Hugs		Warm regards,	
In appreciation,		With appreciation,	
In sympathy,		With deepest sympathy,	
Kind regards,		With sincere thanks,	
Love,		Yours faithfully,	
Many thanks,		Yours sincerely,	
Mwah!		Yours truly,	
Regards,			

All the best,

Always,

Best,

Cheers,

Cordially yours,

Fond regards,

Hope we can be
friends again.

Hope you have a
Happy New Year!

Thank you for
your assistance in
this matter,

In sympathy,

Kind regards,

Love,

Many thanks,

Mwah!

Regards,

Respectfully yours,

Respectfully,

Sincerely yours,

Sincerely,

Take care,

In appreciation,

Thanks,

Very sincerely,

Warm regards,

With appreciation,

With deepest
sympathy,

With sincere thanks,

Hugs,

Yours faithfully,

Yours sincerely,

Yours truly,

Salutations

Part B

Choose five salutations from this list with a range of formality from 1 to 5 (where 5 is extremely formal and 1 is extremely informal).

All the best,	Always,	Best,	Cheers,
Cordially yours,	Fond regards,	Hope we can b friends agen.	Hope you have a Happy New Year!
Hugs	In appreciation,	In sympathy,	Kind regards,
Love,	Many thanks,	Mwah!	Regards,
Respectfully yours,	Respectfully,	Sincerely yours,	Sincerely,
Take care,	Yours truly,	Thanks,	Very sincerely,
Warm regards,	With appreciation,	With deepest sympathy,	With sincere thanks,
Yours faithfully,	Yours sincerely,	Thank you for your assistance in this matter,	

For each salutation you will write a short, one-paragraph letter or email to match the salutation in formality, tone and meaning. Include a range of opening greetings that could be used for each level of formality you have picked.

Here is an example:

Formality ranking: **4**

Opening greeting: *Dear Liz,*

Short paragraph extract: *I believe that Margaret will be free on the 25th of the month for the meeting. She will be returning from her business trip in the US on the weekend before so will need some time to gather herself and prepare for the meeting. I hope that meets with your approval.*

Salutation: *Warm regards,*

Jonathan

Formality ranking: _____

Opening greeting: _____

Short paragraph extract: _____

Salutation: _____

Formality ranking: _____

Opening greeting: _____

Short paragraph extract: _____

Salutation: _____

Formality ranking: _____

Opening greeting: _____

Short paragraph extract: _____

Salutation: _____

Formality ranking: _____

Opening greeting: _____

Short paragraph extract: _____

Salutation: _____

Formality ranking: _____

Opening greeting: _____

Short paragraph extract: _____

Salutation: _____

★ Challenge Task ★

Can you create a five-paragraph letter or email, where each paragraph is written in a different level of formality, from very formal to very informal? The level of formality can be in order and the letter/email should make sense – you should stick to the same subject throughout the letter/email.

Lined area for writing the letter or email.

Textspeak

Part A

SMS stands for short message service. It's also known as text messaging or texting. You will probably have sent lots of texts in your life so far. Because text messages were originally limited to 160 characters, people used shortened words so that they could include more in each text. Nowadays, most people get free texts, so this doesn't matter too much; but the language has stuck and it's still used now.

The language of texting is also used in other messaging services. You might have heard of your parents or other older family members using them. Texting language is used so often that the abbreviations have carried over into the English language. C wot I mean?

Some words in textspeak are replaced by letters or numbers. Can you match the abbreviated SMS cards with their matching word?

Word	SMS
and	
are	
at	
be	
because	
before	
bye	
easy	
for	
ok	
one	
see	
someone	
to, too	
tomorrow	
what?	
why?	
would	
you	
your, you're	

4

2

1

@

ur

b4

wot

y

n

k

wud

c

ez

sum1

cuZ

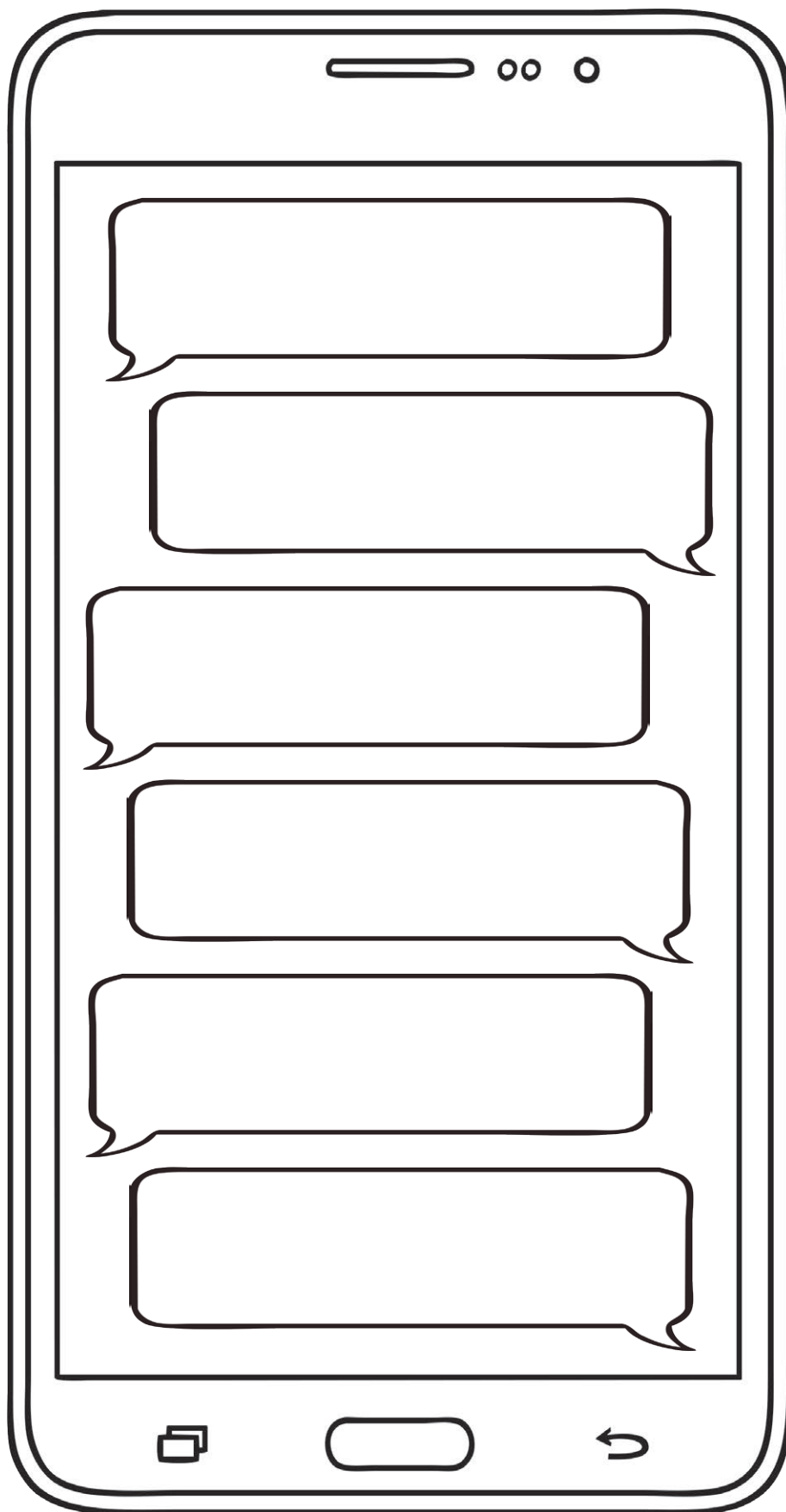
2moz

kk

u

b

Can you make up a text message conversation on this phone, using your completed table?



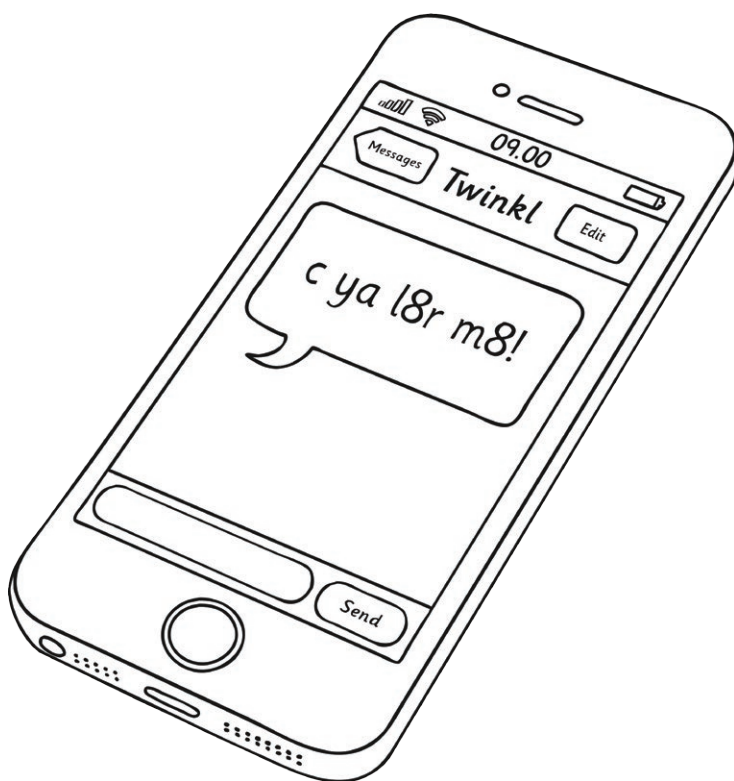
Textspeak

Part B

Use the textspeak glossary below, write a text conversation between two characters of your choice in Wonder.

SMS	English
<3	love
AFAIK	as far as I know
ALOL	actually laughing out loud
ATM	at the moment
BF	boyfriend/best friend
BRB	be right back
BTW	by the way
CD9	code 9 - parents around
CYE	check your email
gr8	great
GTG	got to go
h8	hate
HAHA	funny
IDK	I don't know
JSYK	just so you know
l8r	later
LMK	let me know
msg	message
muahaha	evil laugh
NP	no problem
OMG	oh my god
plz	please

SMS	English
POS	parent over shoulder
ppl	people
ROFL	rolling on the floor laughing
SAL	such a laugh
thx	thanks
TIME	tears in my eyes
TMB	text me back
TMS	That makes sense
UGTBK	you've got to be kidding
w/e	whatever
WAYD	what are you doing?
WYD	what are you doing?



★ Challenge Task ★

Can you research and make a glossary of text emoticons? One is done for you as an example.

Emoticon	Meaning
>-D	<i>Evil laugh</i>

Emoticon	Meaning

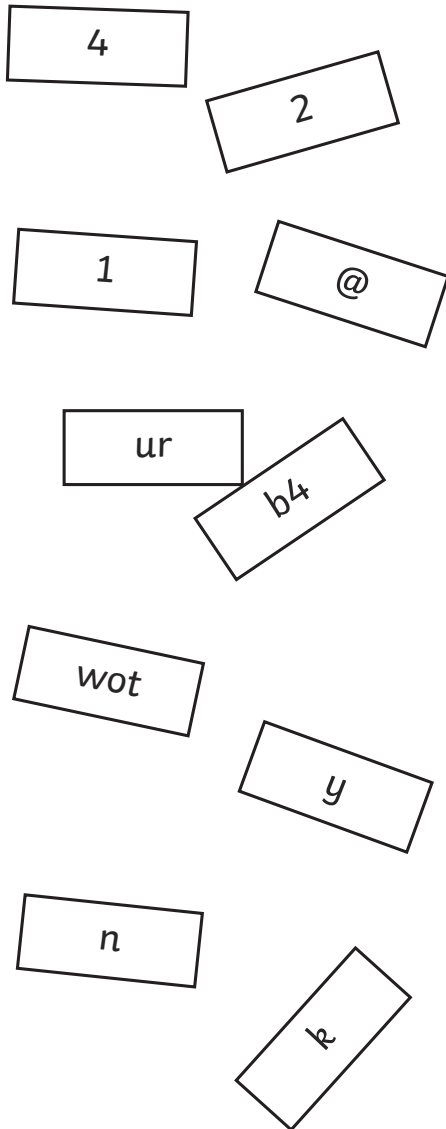
Textspeak Answers

Part A

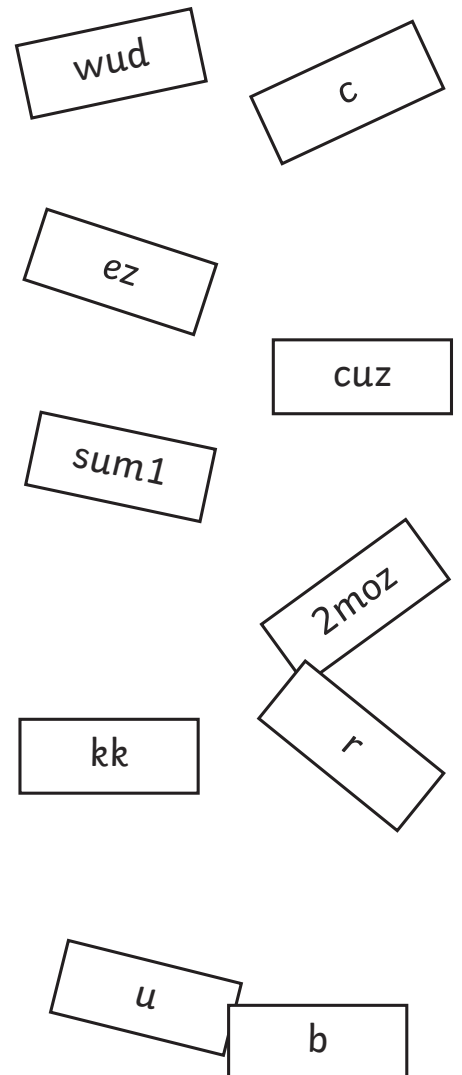
SMS stands for short message service. It's also known as text messaging or texting. You will probably have sent lots of texts in your life so far. Because text messages were originally limited to 160 characters, people used shortened words so that they could include more in each text. Nowadays, most people get free texts, so this doesn't matter too much; but the language has stuck and it's still used now.

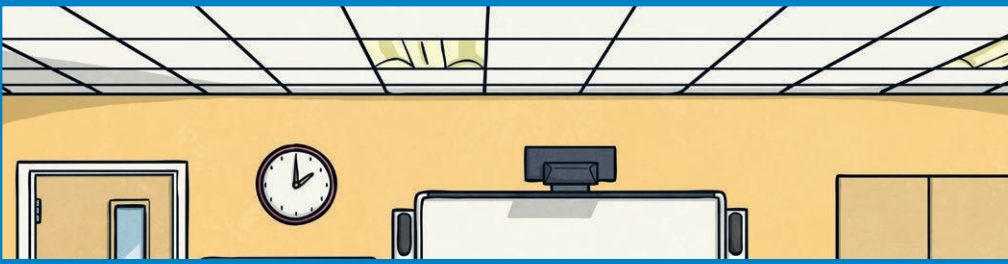
The language of texting is also used in other messaging services. You might have heard of your parents or other older family members using them. Texting language is used so often that the abbreviations have carried over into the English language. C wot I mean?

Some words in textspeak are replaced by letters or numbers. Can you match the abbreviated SMS cards with their matching word?



Word	SMS
and	<i>n</i>
are	<i>r</i>
at	<i>@</i>
be	<i>b</i>
because	<i>cu2</i>
before	<i>b4</i>
bye	<i>kk</i>
easy	<i>ez</i>
for	<i>4</i>
ok	<i>k</i>
one	<i>1</i>
see	<i>c</i>
someone	<i>sum1</i>
to, too	<i>2</i>
tomorrow	<i>2moz</i>
what?	<i>wot</i>
why?	<i>y</i>
would	<i>wud</i>
you	<i>u</i>
your, you're	<i>ur</i>





Wonder

Activity Cards 8



Wonder Activity Cards

Punctuation and Grammar

- Complete the **Where's Your Reporting Clause, Auggie? Activity Sheet**.
- **Challenge!** Find examples from other books where the author has used a lack of reporting clauses.

Wonder Activity Cards

Comprehension

- Read pages 228-248 and complete the **Comprehension Activity Sheet**.



Wonder Activity Cards

Vocabulary

- Work in a group to make a poster with as many words or phrases as you can which describe or relate to sound. Collect the words on paper first from dictionaries, the Internet or your memory, then transfer them to the poster for display.
- **Challenge!** Imagine a world without sound. What sounds would you most miss and why? Make a Top Ten of your favourite sounds and justify why those sounds are so important to you. (If you are hard of hearing yourself, write a description of your experiences that will help people to understand what it's like.)

Julian's Guide to Bullying

- Complete the [Julian's Guide to Bullying Activity Sheet](#).
- **Challenge!** We see some real bravery in the face of bullying from individuals within this novel, most notably Jack and Auggie. Choose one of these characters and from their perspective write some supportive guidance to someone who is being bullied.

It Was OK in the End

- On p. 215, August says, '*funny how sometimes you worry a lot about something and it turns out to be nothing*'. Write about a situation in your own life where you've been worrying about something for a long time but when the situation has arisen, it's ended up being OK. You can write this as a recount – make it interesting and dramatic.
- **Challenge!** Often when we're worried about something, we can feel like we have a version of ourselves 'talking' to us. Sometimes there are even negative thoughts going on in our minds that are hard to get rid of. Imagine that you're a collector of negative thoughts and you've been given the task of writing down as many as you can find. You can ask others for examples of their own negative thoughts for your collection.

Chekhov's Gun

- Watch the [Chekhov's Gun PowerPoint](#) and complete the [Chekhov's Gun Activity Sheet](#).



Reading Task

- Read pages 205-248.



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](#).

replied



retorted



shouted



boasted



gasped



stammered



screamed



whispered



crackled



queried



mumbled



shrieked



grunted



groaned



sighed



yelled



thundered



stormed



cried



pleaded



pestered



reported



uttered



remarked



observed



recited



ranted



howled



whined



sobbed



roared



chanted



yawned



crackled



lied



interjected



Chekhov's Gun

Part A

Watch the Chekhov's Gun PowerPoint.

Now you know what a Chekhov's gun is, can you find one on these pages and explain what incident they refer to later in the story? Complete the table:

Page	Chekhov's gun	Incident later
207	<i>The children's parents are mentioned.</i>	<i>Dad mentions that Miranda's parents are divorced, which is one of the reasons why Miranda wants to be friends with Via again.</i>
211		<i>He hears Mom and Via's argument, which he couldn't have done without it.</i>
217		
228		
229		<i>Miranda is upset because her parents have just got divorced.</i>
229		<i>August likes the play because it makes him feel grown up.</i>
233		
240	<i>Miranda tells us that her boyfriend's not the most sympathetic person in the world.</i>	

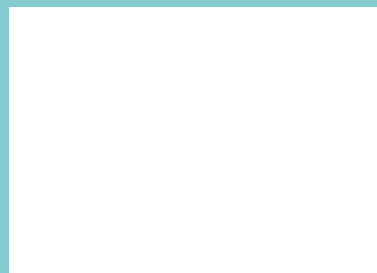
Chekhov's Gun

Part B

Watch the Chekhov's Gun PowerPoint.

Now you know what a Chekhov's gun is, can you find examples of Chekhov's Gun in the pages of Wonder you have read so far? Remember, you're looking for small details that help to make sense of things that happen later. They help the reader to be clear on what's going on – they've been given a little clue before something significant happens. One example has been done for you, can you find more throughout the book?

Chekhov's gun	Incident later
<i>On p. 240, Miranda tells us that her boyfriend's not the most sympathetic person in the world.</i>	<i>On p. 243, Zack doesn't show up to watch her performance. We already know that Zack is a self-centred character because of his attitude when he's first mentioned on p. 240.</i>



English

Wonder – Chekhov’s Gun

Chekhov's Gun



Who is Anton Chekhov?

Anton Chekhov was a famous Russian playwright and short story writer.

He wrote plays such as

- The Seagull
- The Cherry Orchard
- The Three Sisters
- Short stories such as The Lady with the Dog.



The Pistol



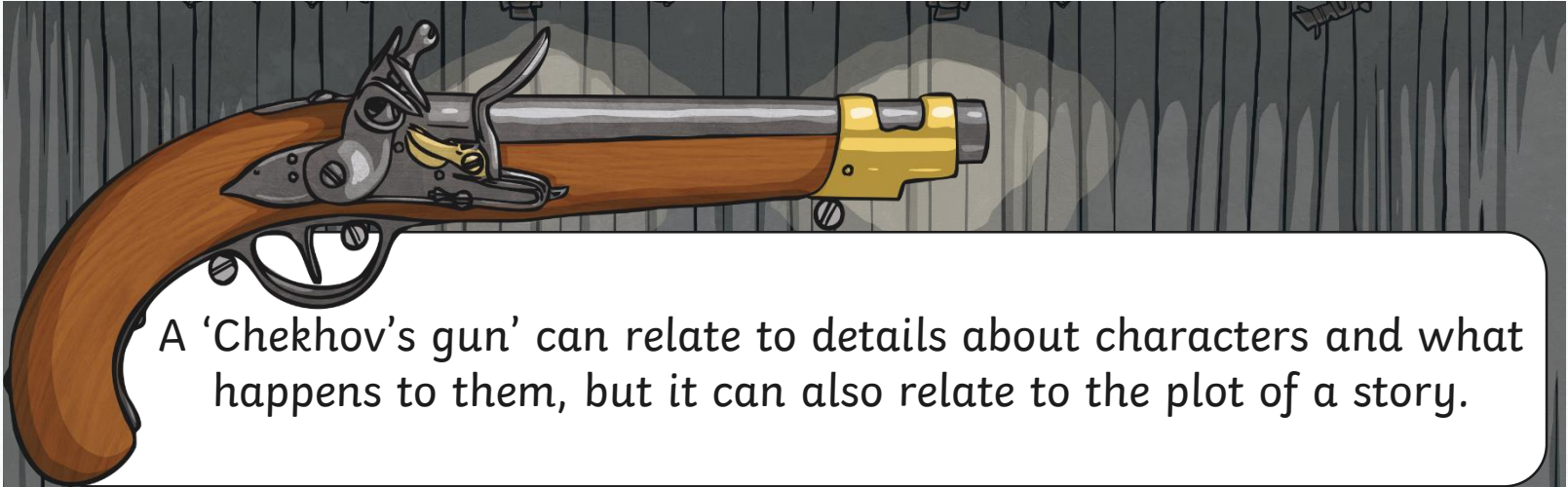
If in Act 1 you have a pistol hanging on the wall, then it must fire in the last act.

irrelevant to the telling of that story.

The Pistol



The Plot



A 'Chekhov's gun' can relate to details about characters and what happens to them, but it can also relate to the plot of a story.

We know that Chekhov was ill and was a doctor, so we could deduce that the liquid in the glass might be medicine.

A 'Chekhov's gun' can relate to details about characters and what happens to them, but it can also relate to the plot of a story.

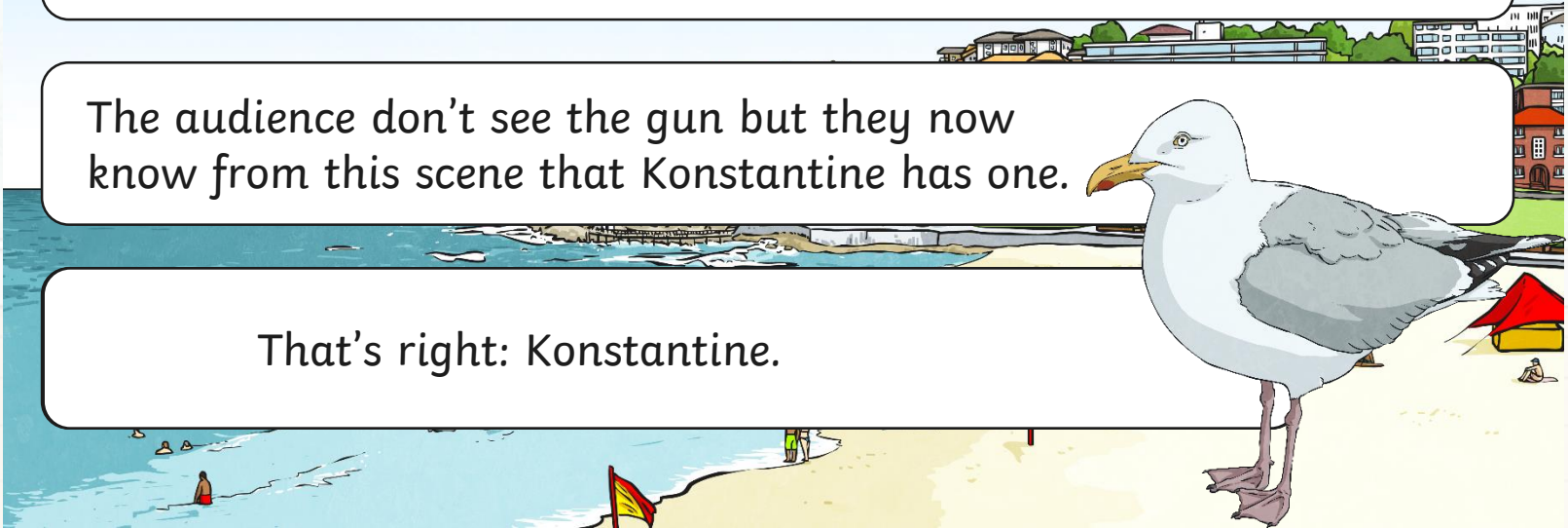
The Seagull

In Chekhov's play, 'The Seagull', two characters spot a dead seagull.

One of them says that the main character, Konstantine, has shot it.

The audience don't see the gun but they now know from this scene that Konstantine has one.

That's right: Konstantine.



Can You Spot the 'Chekhov's Gun'?

Why not watch a familiar film or read through a story you know well and try to spot the 'Chekhov's guns'?

Can you see how the writer has included them towards the beginning of the story?

When you next write a story or script, remember to include your own 'Chekhov's guns' so that there are no unplanned surprises for your reader or audience.



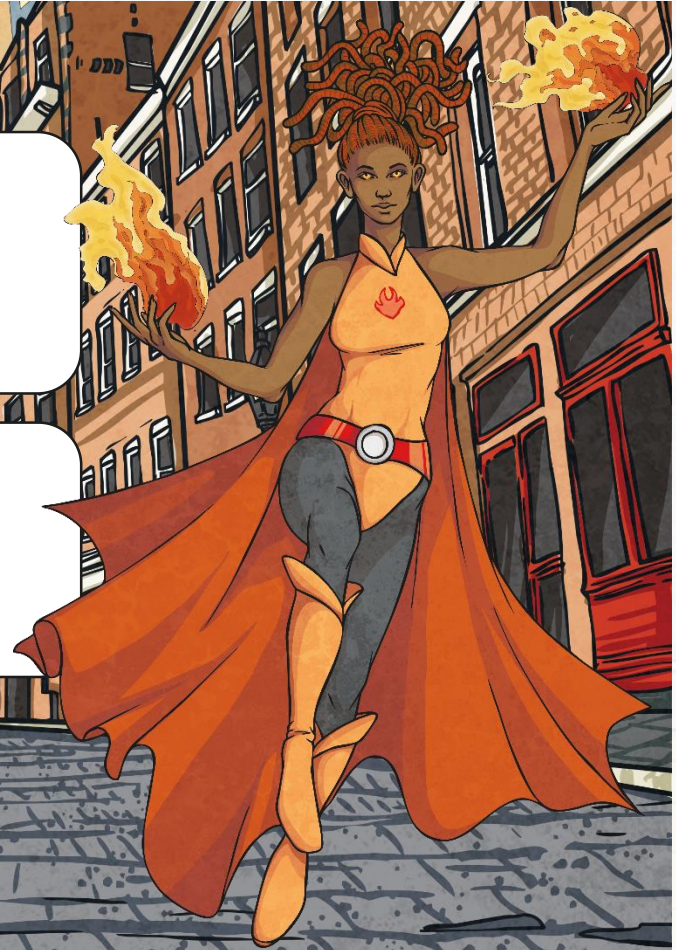
Special Powers

When you're writing a script or story about superheroes and you describe a special power they possess...

...or you need to show what kind of

...make sure that they use that special power later in the story.

...make sure you have introduced that detail beforehand so that it doesn't come as a surprise to your reader or audience!





Wonder Comprehension

Wonder p. 228-248

Part A

1. Why do you think Via hugged August before she went out to the play on p. 228?

2. August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

3. p. 230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

6. Why does Miranda call August Major Tom? (Clue on p.93 and 201)

7. On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

8. On p. 244, was Miranda sick? Can you explain?

Wonder Comprehension

Wonder p. 228-248

Part B

1. Refer to earlier in the book on p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

3. Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230? *Once you have answered this, go back and add more detail to your answer to question 2.*

4. Compare p. 231-232 with p. 216. How are these scenes linked?

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing this table?

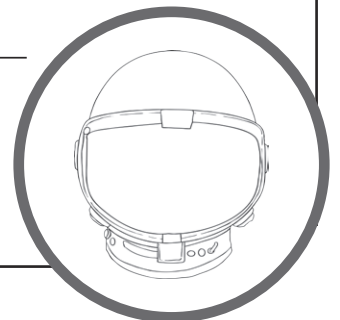
Mood	Explanation
<i>Worry</i>	<i>At the beginning of the page, August is worried about Miranda.</i>
	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
<i>Confusion</i>	
	<i>August calls out for his mum.</i>
<i>Relief</i>	

6. Why do you think Miranda plays the make-believe game on p. 236-237?

7. Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

★ ★
★ Challenge Task ★

This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.



Wonder Comprehension Answers

Part A

1. Why do you think Via hugged August before she went out to the play on p. 228?

Example answer: Via was sorry that she'd been ashamed of him earlier on and that she wasn't going to invite him. She realised that she'd upset him and wanted to make it better. She had also realised herself, after having some time to think, how proud she was of him and how much she loved him (particularly after Daisy died).

2. August was happy to be called Auggie Doggie earlier on in the book. Why is he not now on p. 229?

Example answer: August has grown up since the beginning of the book. He's been through experiences that have made him mature and he's no longer happy to be treated like a small child. He's embarrassed by it.

3. p. 230 Why does August like the play? Does his reason remind you of a detail earlier in the chapter?

Example answer: August likes the play because it's grown-up seeming and makes him feel smarter. It reminds me of the detail on p. 229 where he asked his dad not to call him Auggie Doggie because it made him feel childish.

4. August says he doesn't want to give the ending to the play away to us, but he does! How do you think the play ends? And why do you think Mom and Via are crying?

Example answer: At the end of the play, the main character, Emily, is dying – she's saying goodbye to everything. Mom and Via will be remembering Daisy dying and perhaps also thinking about how it could have been August that had died. It's an emotional time for Via and she's had a triumph playing the lead, so her emotions are bound to be up. And for Mom, she'll be proud of Via, particularly after their argument earlier in the book.

5. On p.233, Justin pulls Mr Davenport away to meet his mom. Why? What does this tell you about Justin and about Mr D.?

Example answer: Mr Davenport was going to make a scene about August's looks – he'd just frozen. Justin had seen this and he didn't want to spoil this moment for Via and her family with someone's poor reaction to August's looks interfering. This shows how much he cares for Via and the family and how sensitive he is to others' feelings.

6. Why does Miranda call August Major Tom? (Clue on p.93 and 201)

Miranda was closest to August at the time when he was wearing the spaceman's outfit (Major Tom is a spaceman in a famous song). She's still got a picture of him in her wallet with an astronaut helmet on (p. 201). She remembers those happy times with Via and her family, so uses that nickname for him.

7. On p. 237, Miranda mentions 'bungalow 32'. What does this remind you of earlier in the book?

Example answer: Bungalow 32 is like the popular kids in August's school who hang around together. They're Julian's and Savanna's groups, who control who can and cannot join their group and have rules about how people should look and behave. Bungalow 32 change the way Miranda looks and acts so that she fits it with them.

8. On p. 244, was Miranda sick? Can you explain?

Example answer: Miranda wasn't sick – it was a lie. She didn't go on stage because she wanted to do something for Via. She saw all her family (who Miranda loved) turning up in the audience and had no-one from her own family attending. She wanted to give Via and her family this experience because she loved them and wanted to do something special for them. It would also help her to become closer to Via – she missed her friendship.

Part B

1. Refer to earlier in the book to p. 217-218 and p. 222 to explain why the line 'Via brought home three tickets to her school play...' on p. 228 is significant. What events have added to the significance?

Example answer: Via wasn't going to tell anyone in the family about the play. She didn't want her new school friends to see August because she didn't want to go through the ordeal of other people's reactions to him. We find out in this line that she's changed her mind and bought tickets for the whole family.

August's reaction to finding out, Daisy's death, and the family's grief and togetherness at the death probably made Via rethink her priorities and understand how important her family are to her. On p. 222, Via hugs August tight – it could very easily have been August that the family would have been grieving for at many points in the past, and Via realises this.

2. p. 229 Why does the author mention Miranda's parents at this point? There's an obvious answer and harder answer about the structure of the text! (Clue on p.236)

Example obvious answer: Dad brings up Miranda's parents getting divorced because he's seen Miranda's picture. He's not seen her for a while and is probably surprised at how she's grown up. The divorce has happened since the families last met one another (remember, the parents tend to hang around with the children's friends' parents).

Example structural answer: The author is setting up the plot for later in the book where Miranda tells us about her family life. It's an example of 'Chekhov's gun' or 'set up'. The small detail earlier in the text introduces the reader to what's going to happen later, almost without them realising it. It's an example of cohesion.

3. Why doesn't Mom recognise Via when she first comes on the stage? Why did the author introduce that detail earlier instead of on p. 230?

Example answer: Mom doesn't recognise Via when she comes on stage because earlier we learnt that she's forgotten her glasses. It's another example of Chekhov's gun. The author introduces a small detail that seems irrelevant at the time, but it's important later because Mom needs to be surprised at it being Via rather than Miranda who comes on stage (and we need to be surprised too). If the author had introduced that Mom had forgotten her glasses at the same time, it would have seemed clumsy and obvious.

4. Compare p. 231-232 with p. 216. How are they linked?

Example answer: On p. 216, Via complains that her mother has left her alone her whole life and goes quiet – Mom would have been upset by this. On p. 231-232, Via has all the attention and August is almost forgotten. Mom is showing her pride in Via and is delighted at how well she's done. It's what Via wanted – her mum's attention.

5. On p. 233-234, there are several quick changes of mood. Can you explain each by completing this table?

Mood	Explanation
Worry	<i>At the beginning of the page, August is worried about Miranda.</i>
Happy/excited	<i>Immediately, Mr Davenport comes up and praises Justin and Via.</i>
Embarrassment/awkwardness	<i>Mr Davenport notices August's face.</i>
Confusion	<i>August gets lost in the crowd.</i>
Panic	<i>August calls out for his mum.</i>
Relief	<i>Someone picks him up.</i>
Happiness	<i>It's Miranda, who he hasn't seen in ages.</i>

6. Why do you think Miranda plays the make-believe game on p. 236-237?

Example answers: Miranda wants to impress the other girls about her life. She doesn't want to tell the sad story of her parents' divorce and how unhappy she feels, so she chooses the family she knows who love one another and she feels close to – Via's family. Miranda also probably wanted attention and sympathy for herself – we hear that her mother isn't someone she can be close to and that she's suffering after the divorce. Mentioning August would have been a quick way to do that. And she feels like a sister to Auggie. It's ironic that Auggie made her popular in camp!

7. Mr Davenport doesn't come out of this section of the book well. Can you collect evidence from the text to show how the author paints him unsympathetically?

Various pieces of evidence, including: Davenport's reaction to August on p. 233; his lack of sympathy for Miranda's 'illness'; his undisguised anger at her; his rudeness to her when he asks her why she's still here; Davenport's nerves whilst watching the play; and Miranda (who we're sympathetic to) calls him a wreck.

★
★
★ **Challenge Task** ★

Challenge! This section of the book (p. 228-248) is about forgiveness, reconciliation and growth. Do you agree? Explain your answer with references to aspects of the text.

A range of possible answers covering Via forgiving her mother for not giving her the attention she wanted; Miranda becoming reconciled with Via; the growth of the relationship between Via and her mum; Via's growth in maturity regarding others' reactions to August's face; August's desire to be treated in a more grown-up way; Miranda has grown up in that she values genuine people like Via's family rather than people like those in bungalow 32. Mr Davenport is an example of someone who doesn't forgive, in contrast to the main characters.

Julian's Guide to Bullying

Part A

Skim through Wonder and find examples of how Julian has bullied others. Remember, to skim, you don't need to read the whole book, just search for parts of the book where Julian appears (search for the word Julian). Complete the table below:

Page	Bullying incident	Who was bullied?
208	<i>Julian leaves notes in the lockers saying things like 'You stink, big cheese!'</i>	<i>Jack, August</i>



Julian's Guide to Bullying

Part B

Add to this 'Guide to Bullying' with examples from Julian that teach people how to be a bully. You should refer to incidents in the book or ones you've made up yourself and justify them as if you were Julian.

Obviously, we don't really want to teach anyone to be a bully, so make sure that your poor opinion of Julian is clear in your choice of words. Here's an example:

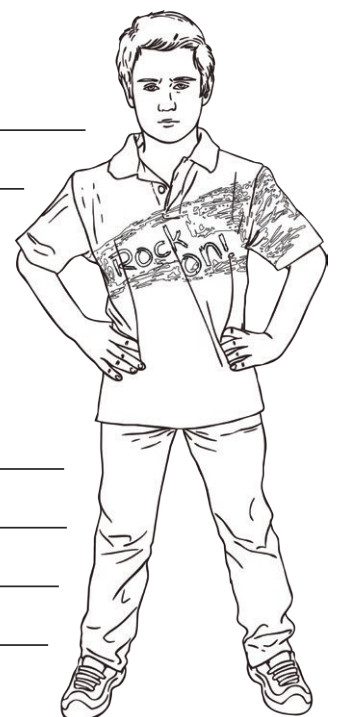
Hello, my name is Julian. I hear you're interested in becoming a bully. Well, you've come to the right person - I'm here to tell you how to be a bully! It's not bullying really, of course; it's just putting people right.

Bullying Tip #1

Why not send anonymous messages to your victim. These can be as horrible as you like and as personal as possible. So, if everyone is making fun of how someone looks, you should refer to that. Why not call them ugly or compare them to some kind of monster? Oh, but remember to write with your left hand (or right if you're left-handed) so that it can't be proved that you've sent it. Wear gloves too in case of fingerprints!

Bullying Tip #2

Bullying Tip #3



Bullying Tip #4

Challenge Task

We see some real bravery in the face of bullying from individuals within this novel, most notably Jack and Auggie. Choose one of these characters and from their perspective write some supportive guidance to someone who is being bullied.

Reading Questions: Prompt Sheet

Wonder by R J Palacio

p. 205–227 North Pole, Auggie Doll, Lobot, Hearing Brightly, Via's Secret, My Cave, Goodbye, Daisy's Toys, Heaven

Content Domain Focus: 2f Identify/explain how information/narrative content is related and contributes to meaning as a whole
2h Make comparisons within the text.

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

- Julian's friends are not very nice and have all gathered together. There are 'gangs' or cliques all over the school – the D&D group, the jocks and Summer and August, who share the same interests or just get on with one another. It's the same situation in Via's school where people split off according to their 'types'.

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

- August says that people's eyes are like compass needles when they look at him. It's as if their eyes are drawn to his face by magnetism. It's as automatic and routine as that. The author might have deliberately used the word 'needles' because another meaning of the word might suggest pain.
- August describes people's reactions to him as precipitation. A regular reaction is like drizzle but with everyone collected together in the hall, their combined reactions hit him like a hurricane or wall of water. August has become used to people's reactions and says they don't upset him. The metaphor describes the magnification of how he feels in this situation.

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

- August doesn't have outer ears to attach the inner bud in place, so he has to have a hearing aid with a heavy-duty headband that wraps around the back of his head. August isn't happy about it. He already thinks he looks strange and to add another strange thing for people to look at and make fun of is the last thing he wants.

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

- Mom is annoyed that Via didn't tell them about or invite them to the play. She knows that it was probably to do with August and people's reactions to him. She can't understand why Via would do such a thing. She's also concerned about how moody she's been lately.
- Via is annoyed that she's been found out. She wanted to keep it secret so that the reasons for her not inviting them wouldn't come out. She's also annoyed at Mom because she feels she's been neglected because of August's condition and medical treatments.

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

- Daisy has become sick and Mom and Via will be checking on her rather than going to see if August was OK as Mom usually would. August thinks Mom wants him to apologise to them for his outburst. He's ready for another argument.

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

- Mom knows that Daisy is going to die because she's been sick a lot lately, she's old and has been to the vet's three times in the last month. Daisy also bit Mom, so Mom knows she's in pain and suffering.

p. 222 Why does Via hug August so tightly?

- Via is sorry that she's been ashamed of August. She's upset about the fight. She's upset that Daisy is going to die. She wants to comfort August as his big sister. But mostly, it occurs to her that it could be August that is dead – he's had lots of scares in the past, after all. The family must have gone through this quite a lot in the past with August.

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.

- It makes sense for the people who have made the exhibits to explain them themselves. And the school will want the children to meet more people and challenge themselves by having to speak to strangers rather than just speaking to their own parents – it helps them to grow up.

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

- The other children are starting to turn against Julian. They're getting sick of his bullying and don't want to join in any more. They're probably growing up too but Julian is still doing childish things like sending notes or putting pencil shavings in Jack's backpack. They like Jack and for Julian to be behaving like that will make them think about whether they want to be connected to him. For August, this anti-Julian feeling will be a relief since Julian was the person making it most difficult for him. The other children are more likely to accept him as a result. This allows August's personality to come out – in the Uglydolls incident with Maya, for example.

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

- The doctor picks up on August's Star Wars fixation and calls the radio transmitter the Lobot wears 'cool'. He links himself to Star Wars gadgetry by saying he 'practically invented it'. Most of all, the Star Wars link gives him time to show August how much they'll improve his hearing. Once he hears the difference, he's hooked.

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'?

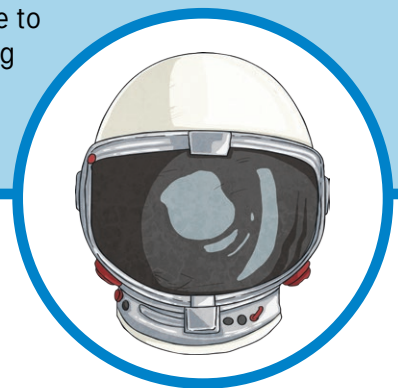
- Knowing Mom, she probably sobbed – she'd have done it quietly since August would have heard with his new super-powered hearing aid! She would have been shocked but probably recognised that what Via was saying had some truth in it. Mom would see how upset Via was about the situation and would understand how she felt. She and Via would probably have hugged one another. It's clear that they made an agreement about what to do when August asks about it in the next chapter.

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

- August is in his room sulking. He's waiting for his mum to come in and feeling sorry for himself. He's acting in a childish way, wishing guilt on Via and burrowing himself in stuffed animals. Suddenly on p. 220, the seriousness of Daisy's situation occurs and he's got to snap out of it and face the difficult reality that a member of the family is dying. The effect is to surprise the reader and to put them on the back foot, in the same way that the sudden shocking news does this to August – it makes us empathise with him. It also has the effect of seeing a situation where August must suddenly grow up.

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?

- Daisy's death is a metaphor for what could have happened to August. The long hug between Via and August at the end of p. 222 is a subconscious clue to this (see Chekhov's Gun). The scene shows you how the three remaining members of the family would have reacted if August had died (or how they will if he dies early). It's as if August is a ghost, looking at his family after his death.



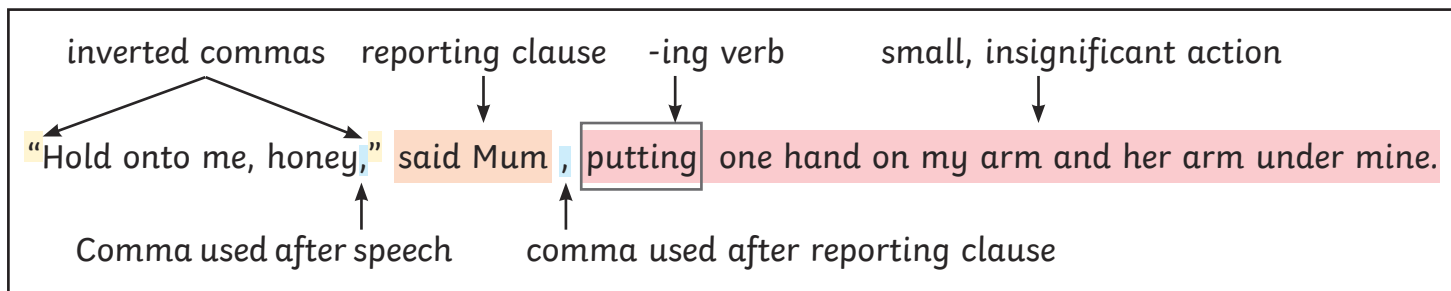
Where's Your Reporting Clause, Auggie?

Part A

You know the rules: when you are writing speech, you need a reporting clause to tell the reader who is speaking. Missing out the reporting clause is a schoolboy error, but R J Palacio has done just this on page 226 of *Wonder*. Has she made a mistake? No; she's done it deliberately!

Working from p. 226 line 15 ("Is Via ashamed of me?"), rewrite the speech, including reporting clauses and small insignificant actions. Use what you learned in the [Consolidating Speech and Action Activity Sheet](#) earlier in this unit and the [Alternative Words for 'Said' Cards](#).

Stop at p. 227 line 4 ("Then how do people recognize each other?").



Now compare your new version with the original. Which one do you think is best and why? Explain the effect that the lack of reporting clauses in the original has on the mood and pace of the story.

Where's Your Reporting Clause, Auggie?

Part B

You know the rules: when you are writing speech, you need a reporting clause to tell the reader who is speaking. Missing out the reporting clause is a schoolboy error, but R J Palacio has done just this on page 226 of *Wonder*. Has she made a mistake? No; she's done it deliberately!

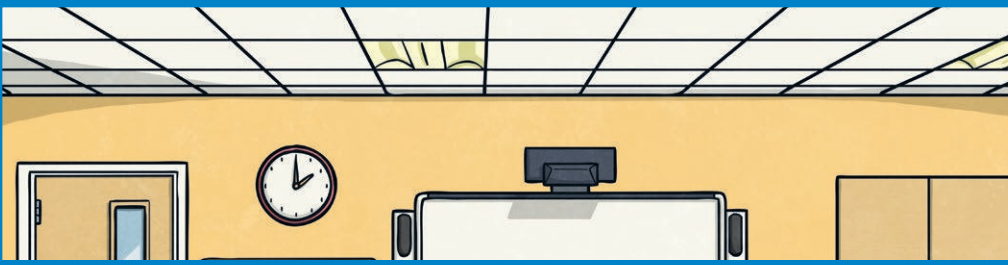
Read p. 226-227 to see how Palacio has ensured that the reader can easily follow who is speaking without inserting reporting clauses and interrupting the flow of the speech. She's done this to give the effect of quick, short speech interactions between the two characters and to create a mood of tiredness and intensity.

Your job is to try to do the same in a short piece of writing. Choose a subject where two characters are emotionally close. They don't say a lot at once, but they do have a long conversation. Notice that Palacio on p. 226-227 doesn't remove the reporting clauses and additional actions completely – she uses them at the beginning and end of the scene.

★ Challenge Task ★

Go to the school library and find other examples of books where the same technique is used. Write down the author, book title and pages where the technique is used.





Wonder

Activity Cards 9



Wonder Activity Cards

Punctuation and Grammar

- Look at the **Subjunctive Mood Reminder Cards** and complete the appropriate **Subjunctive Mood Activity Sheet**.



Wonder Activity Cards

Comprehension

- Read pages 249-267 and complete the **Comprehension Activity Sheet**.



Wonder Activity Cards

Vocabulary

- Use the **Inferring Meaning from Context Activity Sheet**.
- **Challenge!** Make your own collection of keywords from p. 288-313 and create definitions from context.



Alien

- Complete the [Alien Activity Sheet](#), thinking about where in the book aliens or space are mentioned.
- **Challenge!** Pick out other themes in Wonder and explain your choices.



Wonder Music

- Listen to a song related to Wonder and complete the [Wonder Music Activity Sheet](#).
- **Challenge!** Write about your response to a song of your own that 'speaks' to you.



Getting to Know R J Palacio

- Watch the [R J Palacio Interview](#) by Tacoma Public Library's Interactive Media Teen Book Club.
- If you have time, read the [R J Palacio FAQ Page](#).
- Write a question you'd like to ask the author.

Reading Task

- Read pages 249-313.



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?

Wonder: Activity Plan 9

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.

Alien

Part A

On p. 260, August talks about a moment from a movie about aliens. This isn't the only time in Wonder that aliens or space are mentioned.

Find and note the pages of other times in the book where space, aliens or 'alienation' are mentioned. You can quote short sections of the text or paraphrase them (explain them in your own words). One is done for you.

Page	Example
p. 272	<i>August mentions the David Bowie Song, 'Space Oddity', after he loses his hearing aids and feels out of touch because he can't hear properly.</i>

Alien

Part B

On p. 260, August talks about a moment from a movie about aliens. This isn't the only time in *Wonder* that aliens or space are mentioned.

The author mentions the scene from this film deliberately. In this particular part of the movie, aliens communicate with earth through musical notes. It is strange at first, and people are a little scared by it, but the spaceship is teaching humans a new language so that they can communicate better. How is this like August and the people around him? Be as detailed as you can in your answer and give evidence.

★ Challenge Task ★

Aliens is just one theme from the book. What other themes have you spotted so far in the book? Can you give examples and explain your choices?

Alien Answers

Part B

On p. 260, August talks about a moment from a movie about aliens. This isn't the only time in *Wonder* that aliens or space are mentioned.

The author mentions the scene from this film deliberately. In this particular part of the movie, aliens communicate with earth through musical notes. It is strange at first, and people are a little scared by it, but the spaceship is teaching humans a new language so that they can communicate better. How is this like August and the people around him? Be as detailed as you can in your answer and give evidence.

Example part-answers:

August is like an alien in the book. He's different to the other kids and he's treated differently by them. In the book, he's feared by some of the kids in the same way as an alien might be. In the film, the humans look scared by something they've never encountered before.

In the film, the space ship teaches the humans a language so they can communicate. In the book, people's encounters with August teach them something new. He makes people change and become more accepting and loving – not just to August but to one another. August changes the whole tone of the school from one dominated by Julian's nastiness to one where people get on with one another and look out for each other.

[Many other comparisons can be made.]

* Challenge Task *

Aliens is just one theme from the book. What other themes have you spotted so far in the book? Can you give examples and explain your choices?

Various answers.

*Example answer: Growing up is one of the key themes of *Wonder*. We see August being treated with kid gloves by his parents (particularly his mum) at the beginning of the book to becoming independent and successful at the end.*

Other possible themes: journeys, friendship, bullying, disability, communication, love, family, death.

Wonder Comprehension

Wonder p. 249-267

Part A

1. Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

2. p. 251. Give three reasons from your own ideas why August might be excited to go to the retreat.

3. p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

4. On p. 253, why does August correct Mom – “Three days and two nights”?

5. p. 257. Why hasn't Julian come on the trip?

Wonder Comprehension

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

7. p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August between p. 249 and p. 264.

Wonder Comprehension

Wonder p. 249-267

Part B

1. p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

3. p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Complete the table by picking out evidence to support this argument from pages 253-255.

Child	Teenager

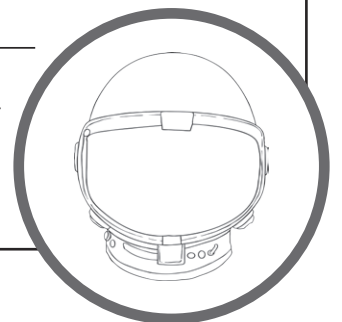
4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

★ Challenge Task ★

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?



Wonder Comprehension Answers

Part A

1. Give three reasons August mentions on pages 250-251 why he might be afraid of going to the school retreat.

Answers from: He's never slept away from home before. There might be medical problems. His mum and dad might have to come and pick him up like they did from Christopher's. He might get panicky in the middle of the night like he did at Christopher's. It's a long way away (4 hours). Most others have already had sleepovers, so they know what it's about but he doesn't.

2. p. 251. Give three reasons from your own ideas why he might be excited to go to the retreat.

Various answers from own experience or empathising with August's feelings. For example: The campfire atmosphere. Sleeping in a cabin on bunk beds with his friends. Walking through the woods – being out in nature. Being with his friends 24/7. Being grown-up and away from home.

3. p. 252. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August?

Example answer. It may be that Star Wars is special to the doctor – he did know a bit about the characters after all. But it's likely that the doctor was just picking up on what August was interested in so that he'd accept the hearing aid. August doesn't know that the doctor was 'playing' him, but we as readers do, if we infer correctly.

4. On p. 253, why does August correct Mom – “Three days and two nights”?

Various answers. For example: He's afraid of how long he's going to be away and it's preying on his mind. Ten-year olds can be a bit like that – contrary to their parents.

5. p. 257. Why hasn't Julian come on the trip?

Example answer. Julian says it's because the trip is 'dorky' but he's probably losing his popularity and power with the other kids because of his behaviour to Jack Will and August. He doesn't want to be confronted by the fact and lose face in front of everyone. Julian's a bit of a snob anyway – he's always talking about the amazing places he's visited, so he wouldn't be impressed or excited by the retreat like August is.

6. p. 258. August mentions that he's seen the sky look like this in Montauk. When has he been to Montauk and who lived there? You'll need to scan through the book for earlier mentions of 'Montauk'.

Example answer. Grans lived in Montauk. It's mentioned on p. 85. August will have been there as a child visiting his grandmother.

7. p. 265. Why are the events on p. 265 such a shock? Think about what has happened to August between p. 249 and p. 264.

Example answer. In the earlier pages, August has been having a great time. Everyone in school has accepted him and his face isn't an issue – it's hardly mentioned. Then suddenly there's a terrible reaction to August's face, like a magnification of the reactions we've seen before.

Part B

1. p. 252. Why do you think the author mentions Lego Star Wars on p.250? Give two reasons.

August (and Christopher) are obsessed with Star Wars when they're younger. Star Wars is a theme that runs through the book. It's a small 'Chekhov's gun' to set up August moving away from his childish Star Wars obsession and growing up, with the purchase of the new, plain, duffel bag.

2. p. 253. Why do you think the school doesn't allow mobile phones while the children are away at the retreat?

Various answers. For example: The school don't want the children getting upset talking to their parents; they don't want the parents to be concerned about their children and coming out to pick them up; there are no cell phones allowed in school – the teachers are responsible for the children in their care. The children are here to get away from it all – it's a 'retreat' after all. They might phone out for pizza!

3. p. 253-255. In this scene, you could say that August and his mum are dealing with him transforming from a child to a teenager (one of many scenes in this part of the book). Pick out evidence to support this argument from these pages. Draw and complete the table.

Child	Teenager
<ul style="list-style-type: none"> • Mom helps August to pack. • He's asking, 'what if' questions. • Mom calls him 'sweetie' and 'Auggie' and says, 'sweet dreams'. • He wants to bring Baboo. • She tests whether the bag is too heavy for him. • Mom reminds him about bug spray, sunscreen and taking off his hearing aid. • She gives him a kiss on the forehead. • Mom turns on the reading light for him. 	<ul style="list-style-type: none"> • The rolling duffel is plain. • Mom tries to deter August from taking Baboo. • They stuff Baboo where he can't be seen. • He's taken down the Empire Strikes Back poster to change his image. • He goes to sleep on his own. • August reads to himself.

4. p. 257-258. The author mentions the woods and August's hearing aid here. Why? There's an easier answer and a difficult one.

Easier: They've gone to the woods for the retreat, so the author is describing the setting. The hearing aid gives August an advantage over the other kids that he's unfamiliar with. His hearing aid also makes the experience much more vibrant for him.

Difficult: I wonder whether this is another Chekhov's gun. Something is going to happen later in the woods so the author is preparing us with a description of the setting. Something's going to happen with August's hearing aid. Mom's mentioned it earlier and Chekhov says that every element in a story must be necessary so it's got to be important to the plot later.

5. p. 262. Things seem to be going very well at this point. If you've not read further than this point, do you have any suggestions as to roughly what might happen next? If you have read on, what effect does this 'going very well' have on the structure of the story?

Example answer. I think that things are going to turn and something dramatic will happen; probably something not very nice. The author is pacing the story and providing some calm and light before she moves the story on suddenly to a crisis. She's done this several times before in the book where there have been good times followed immediately by bad. The calm before the crisis acts to make the crisis more surprising and shocking.

6. Compare the pace of p. 263-264 and p. 265-267. How has the author written the two sections to create this contrast in pace?

p. 263-264 contain mainly description and description of action. Nothing much is happening on these pages. The author makes the pace quite slow but it speeds up a little towards the end, with the short speeches from Jack and August.

p. 265-267 contain lots of short sections of speech and short actions. This makes the pace of the passage very quick. There are lots of full stops which introduces a stop-start feel to the section.

Challenge Task

Compare Eddie and Julian. In what ways are they similar, in what ways different? What might have stopped Julian becoming an Eddie?

Various answers. Compare the violence of the bullying, the length of time and the physical versus psychosocial bullying; the involvement of others and the power structure of the bullying groups.

Example answer: Ironically, August and others' reactions to Julian's bullying of August and Jack Will might have stopped Julian becoming an Eddie when he's older. Julian's had his social power taken away from him by the other kids and he's unlikely to forget that. Eddie still has his social power so is assured in his behaviour in a way that Julian now isn't.

Reading Questions: Prompt Sheet

Wonder by R J Palacio

p. 268–310 **Voices in the Dark, The Emperor’s Guard, Sleep, Aftermath, Home, Bear, The Shift, Ducks, The Last Precept, The Drop-Off, Take Your Seats Everyone, A Simple Thing, Awards, Floating, Pictures, The Walk Home**

Content Domain Focus: 2c Summarise main ideas from more than one paragraph.
2g Identify/explain how meaning is enhanced through choice of words and phrases.

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

- This section is mainly speech. The speeches are short, with one person speaking soon after another which makes the pace very quick.

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

- The other boys are surrounding August so that he is protected. They’re looking after him so that nothing else happens to him. August is the emperor because he’s now important – he’s the focus of their attention in a way that he has never been before. He’s probably also the emperor in a Star Wars reference too.

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

- The author deliberately uses the word ‘same’ repeatedly because it emphasises the sameness of everything. The repetition of ‘same’ is the same, so the way the passage is written matches what August is trying to describe about the scene. It’s not bad writing at all!

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

- Mom pauses before and after she says ‘thugs’, as if she’s choosing the word carefully and deliberately. It’s quite an old-fashioned word and August thinks it’s funny. She has a laugh afterwards about the word and substitutes it for more modern words and one that her mother would have used.

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?

- A seismic shift is where the Earth moves, a cosmic shift is where the whole of space moves. The phrases are hyperbolic (exaggerated) to emphasise the massive social shift that’s happened for August.

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

- Various answers.

p. 289–290. What is the significance of August’s hair on these pages and at different points in the story?

- August had bangs at the beginning of the story that covered up his face. He used his hair to hide his disfigurement. Now he’s had his hair cut and gelled, so he’s not now afraid of showing his face because others have accepted what he looks like. He’s also wanting to look good – just like any other teen – and make his hair fashionable. He cut off his Padawan braid just before he started school because he felt self-conscious about it – the braid was also part of the Star Wars theme.

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

- Example answer: The author uses chapter breaks as natural pauses. The last and first paragraphs are related to one another and they move the story on. For example, at the end of p. 304, August wins the award and the beginning of the next chapter relates August’s feelings about it with a description of what happens next. The breaks mean that the reader has some time to think – they’re a bit like the pauses in reality TV competitions, building up the drama.

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

- Open response.

Deeper Reading

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

- The pace is quick because of the amount of short speech followed by short description. This pace reflects the relief, excitement and adrenalin going on with the characters after the scary experience. They're relieved and joking around with each other to get over the shock of what's just happened.

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

- This is the book that August has taken away with him. He was reading it before he left and he's reading it now because he can't sleep.
- 'The Lion, the Witch and the Wardrobe' is about good overcoming evil and, in a way, this is what Wonder is about – August's positive influence and his family's love overcoming the negativity of others towards his difference.
- The scene August is reading reflects the fight August has just been through. It's like he can't get the fight out of his head and is reliving it over again, even in his reading.
- It's interesting that the horrible creatures are described as 'deformed' because that's a word that's used negatively against August.

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).

- August is a lamb because he's innocent and powerless. He doesn't know what he's walking into when he walks into the wood – he's never experienced this amount of hatred and violence before. He's slaughtered because they're physically violent to him but also, they've traumatised him mentally and emotionally – he can't get Eddie's face out of his head. This is another evil reference – it's originally from the Bible.
- August's realisation of what the phrase means in reality might be a milestone on his way to growing up.

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 (look it up), learning, relief, excitement*. There are no right answers, by the way.

- Various answers.

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

- Mr Tushman has always called him August before now. This is the first time he's called him Auggie. It's what his family and people who love him call him. That Mr Tushman is using the name now tells us how close he's got to August and how much he values him. He's being quite open with him in this chapter – not really speaking to him like a Principal, more as a friend or parent. He had given him a quick hug in the earlier chapter after the Eddie incident. The use of August or Auggie is a signifier of relative closeness.

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.

- Various answers, covering: matter-of-fact, shock, laughter, realisation, anger, tenderness, revelation, love, humour/mischief, conspiracy, humour.

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.

- August and his dad have just had a bonding moment in the car. Even though August wants to move away from 'childishness', the Auggie Doggie reference is and always will be a part of his relationship with his dad. He's using it to tell his dad, in a roundabout way, that he loves him – it's their language with one another. Dad responds using the same language, 'bye my son...'

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.

- Various answers weighing up August's ordinariness and extraordinariness backed up by reference to the text.

What do you think of the book? Has it changed you reading it?

- Open response.

Subjunctive Mood

Part A

For each question, tick the box next to the sentence that is written using the subjunctive mood and underline the subjunctive verb.

- If I were chosen, I would do my best.
- If you choose me, I would do my best.
- I request that she demand a recount in the election.
- I have requested that she demands a recount in the election.
- Honesty is part of our school rules.
- Our school rules require that all children be honest.
- The head teacher demanded that she attend the important meeting.
- The head teacher demanded her attendance at the important meeting.
- The detective knew nothing about the secret so he could not solve the crime.
- If the detective had known the secret, he would have solved the crime.

Subjunctive Mood

Part B

1. Here's a request that uses the subjunctive mood. Can you write another request in the same style? Underline the phrase that makes the request subjunctive.

It is requested that you be dressed appropriately for the formal dinner.

2. Here's a command in the subjunctive mood. Can you write another command in the same style? Underline the phrase that makes the command subjunctive. You can use a thesaurus to find suitable verbs to match the subjunctive mood.

The judge requires you to be standing while the sentence is delivered.

3. Here's a wish in the subjunctive mood. Can you write another wish in the same style? Underline the phrase that makes the wish subjunctive. You can use a thesaurus again.

The Lord Mayor hereby wishes that all applaud the victorious United team.

4. Here's a subjunctive for a condition that's not true. Can you write another in the same style? Underline the phrase that makes the request subjunctive.

If they had played like they did last week, they would have won the game.

5. Are these sentences in the subjunctive? And are they requests (R), commands (C), wishes (W) or conditions that are not true (Cond)?

Sentence	Subjunctive Y/N	R, C, W, Cond
Get out of the car immediately!		
He demanded that she apologise immediately for her behaviour.		
I want a bike for Christmas.		
If I had been in charge, I wouldn't have allowed it.		
The doctors have suggested that he stay in bed.		
You'll know where it is if you put it in the cupboard.		

6. Why might you use the subjunctive mood in your writing?

★ Challenge Task ★

The subjunctive mood is not used as much in English as it is in other languages. It tends to be used in formal situations and for formal writing.

Write a series of paragraphs for different formal purposes that include at least one example of a sentence in the subjunctive mood. Some ideas are:

- A royal invitation;
- A play depicting a court scene;
- An instruction leaflet;
- A letter from or to the headteacher;
- Part of a story containing speech of a character with a formal manner.

These words might be useful:

advise

had

recommend

that

ask

if... were

request

vital

command

imperative

require

warn

crucial

important

require

wish

demand

insist

should be

essential

instruct

suggest

Subjunctive Mood **Answers**

For each question, tick the box next to the sentence that is written using the subjunctive mood and underline the subjunctive verb.

If I were chosen, I would do my best.

If you choose me, I would do my best.

I request that she demand a recount in the election.

I have requested that she demands a recount in the election.

Honesty is part of our school rules.

Our school rules require that all children be honest.

The head teacher demanded that she attend the important meeting.

The head teacher demanded her attendance at the important meeting.

The detective knew nothing about the secret so he could not solve the crime.

If the detective had known the secret, he would have solved the crime.

Subjunctive Mood Answers

1. Here's a request that uses the subjunctive mood. Can you write another request in the same style? Underline the phrase that makes the request subjunctive.

It is requested that you be dressed appropriately for the formal dinner.

Any answer presented as formal requests and underlining 'to be'.

2. Here's a command in the subjunctive mood. Can you write another command in the same style? Underline the phrase that makes the command subjunctive. You can use a thesaurus to find suitable verbs to match the subjunctive mood.

The judge requires you to be standing while the sentence is delivered.

Any answer presented as formal command and underlining the 'be' phrase.

3. Here's a wish in the subjunctive mood. Can you write another wish in the same style? Underline the phrase that makes the wish subjunctive. You can use a thesaurus again.

The Lord Mayor hereby wishes that all applaud the victorious United team.

Any answer presented as formal wish and underlining the 'that' phrase.

4. Here's a subjunctive for a condition that's not true. Can you write another in the same style? Underline the phrase that makes the request subjunctive.

If they had played like they did last week, they would have won the game.

Any answer with an untrue condition and underlining the 'If... had' phrase.

5. Are these sentences in the subjunctive? And are they requests (R), commands (C), wishes (W) or conditions that are not true (Cond)?

Sentence	Subjunctive Y/N	R, C, W, Cond
Get out of the car immediately!	N	C
He demanded that she apologise immediately for her behaviour.	Y	C
I want a bike for Christmas.	N	W
If I had been in charge, I wouldn't have allowed it.	Y	Cond
The doctors have suggested that he stay in bed.	Y	R/C
You'll know where it is if you put it in the cupboard.	N	Cond

6. Why might you use the subjunctive mood in your writing?

To give the writing a more formal tone.

What Is the Subjunctive Mood?



What Is the Subjunctive Mood?

The subjunctive mood is about how the **verb** appears in a sentence. Subjunctives can make language sound more **formal**.

They can be used for:

- Showing conditions that are not true.
- Making a command more formal.
- Making a wish more formal.
- Making a request more formal.



Using the Subjunctive Mood - Conditions That Are Not True

To do this, we can use the verb 'were' instead of 'was'.

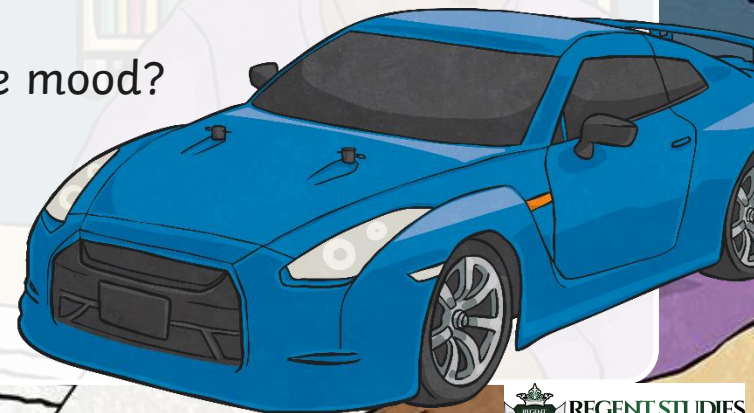
This creates a more formal sentence.

Subjunctive Mood	Normal Verb Use
If I <i>were</i> the boss, I'd leave.	If I <i>was</i> the boss, I'd leave
If I <i>were</i> to be rude.	If I <i>was</i> going to be rude.
If that <i>were</i> the case, I would go.	If that <i>was</i> the case, I would go.

Can you say this sentence using the subjunctive mood?

"If I *was* rich, I'd buy a Ferrari."

"If I **were** rich, I'd buy a Ferrari."



Using the Subjunctive Mood - Conditions That Are Not True

'Had' can also be used to create the subjunctive mood in sentences that show conditions that are not true.

Subjunctive Mood	Normal Verb Use
If I had known, I would have never gone.	Now that I know, I wish I hadn't gone.
If he had seen it, he would have loved it.	He didn't see it, but he would have loved it.

Do you notice that the sentences in the second column are quite different from the sentences in the first column?

The sentences in the first column need the subjunctive mood to make sense.

Using the Subjunctive Mood - Commands

We can use the subjunctive mood if we want to make an indirect command sound formal. Remember, it's all about the verb!



Using 'to be' instead (called the infinitive verb).

The teacher requires you **to be** present on time.



Subjunctive Mood

The teacher **demand**s that you be on time.

Notice that the verb in bold has been changed to further reflect the subjunctive mood.

Using the Subjunctive Mood - Wishes

We can use the subjunctive mood if we want to make an indirect wish sound formal. Remember, it's all about the verb!



Using 'to be' instead (called the infinitive verb).

King Henry wants all of his wives **to be** beheaded.



Subjunctive Mood

King Henry **wishes** that all of his wives be beheaded..

Notice that the verb in bold has been changed to further reflect the subjunctive mood.

Using the Subjunctive Mood - Requests

We can use the subjunctive mood if we want to make an indirect request sound formal. Remember, it's all about the verb!

Using 'to be' instead (called the infinitive verb).

Our queen asks you **to be** at the palace gates for 9 a.m.



Subjunctive Mood

Our queen **requests** you be at the palace gates for 9 a.m.

Notice that the verb in bold has been changed to further reflect the subjunctive mood.





What Is the Subjunctive Mood?



What Is the Subjunctive Mood?

The subjunctive mood is about how the **verb** appears in a sentence. Subjunctives can make language sound more **formal**.

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- Making a request more formal.



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To do this, we can use the verb 'were' instead of 'was'.

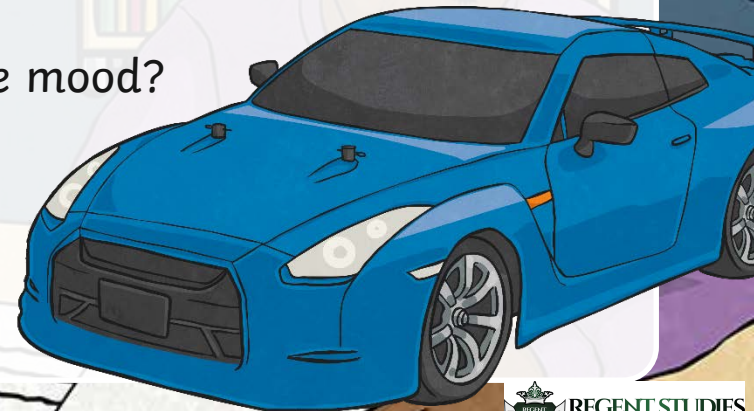
This creates a more formal sentence.

Subjunctive Mood	Normal Verb Use
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If I <i>were</i> to be rude.	If I <i>was</i> going to be rude.
If that <i>were</i> the case, I would go.	If that <i>was</i> the case, I would go.

Can you say this sentence using the subjunctive mood?

"If I *was* rich, I'd buy a Ferrari."

"If I **were** rich, I'd buy a Ferrari."



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'Had' can also be used to create the subjunctive mood in sentences that show conditions that are not true.

Subjunctive Mood	Normal Verb Use
If I had known, I would have never gone.	Now that I know, I wish I hadn't gone.
If he had seen it, he would have loved it.	He didn't see it, but he would have loved it.

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We can use the subjunctive mood if we want to make an indirect wish sound formal. Remember, it's all about the verb!



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King Henry wants all of his wives **to be** beheaded.



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We can use the subjunctive mood if we want to make an indirect request sound formal. Remember, it's all about the verb!

Using 'to be' instead (called the infinitive verb).

Our queen asks you **to be** at the palace gates for 9 a.m.



Subjunctive Mood

Our queen **requests** you be at the palace gates for 9 a.m.

Notice that the verb in bold has been changed to further reflect the subjunctive mood.





Wonder Music

Part A

The author refers to specific songs at the beginning of sections of the book and the producers of the film version of Wonder have chosen a musical soundtrack to complement the film. What do you think the music and lyrics add to the book/film? Complete the table with your response to one of the songs.

Choose one of the songs below to listen to. Your teacher may be able to supply you with lyrics for those videos without.



<https://goo.gl/Euiikq>

Natalie Merchant -
Wonder

Wonder, p. 1



<https://goo.gl/ws3UV8>

David Bowie -
Space Oddity

Wonder, p. 81



<https://goo.gl/ki6Lbo>

Andain -
Beautiful Things

Wonder, p. 235



<https://goo.gl/Eh7pUE>

Tim Myers - Life's
Adventures

Theme to Wonder,
the film



<https://goo.gl/Fytksw>

Eurythmics -
Beautiful Child

Wonder, p. 249



<https://goo.gl/QLzemG>

Polyphonic Spree -
Light and Day/
Reach for the Sun

Wonder, p. 288



<https://goo.gl/jU3bxJ>

The Magnetic Fields -
The Luckiest Guy on the
Lower East Side

Wonder, p. 289-290



<https://goo.gl/HBBRSP>

Christina Aguilera -
Beautiful

Wonder, p. 118



<https://goo.gl/WQuUaG>

Bea Miller -
Brand New Eyes

First single from
the Wonder film
soundtrack

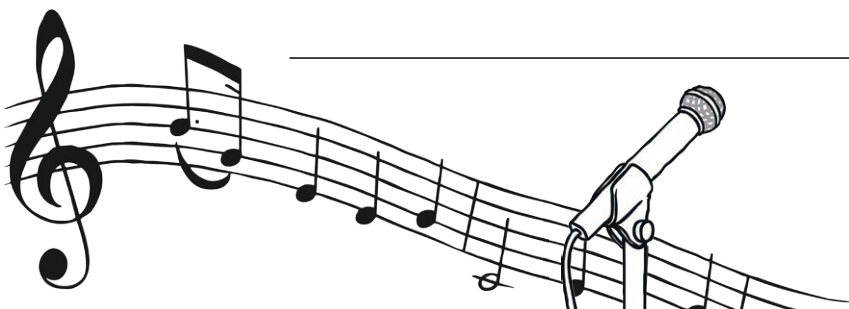
1. Which song have you chosen and why?

2. Write down some lyrics in the song that reminded you of the book Wonder or any of the characters?

3. What was it about those lyrics that reminded you of Wonder or the character?

4. What message is the song trying to convey? Is that a similar message to those in Wonder?

5. Why do you think that this song is so suitable for the book/film of Wonder?



Wonder Music

Part B

The author refers to specific songs at the beginning of sections of the book and the producers of the film version of Wonder have chosen a musical soundtrack to complement the film. What do you think the music and lyrics add to the book/film? Complete the table with your response to one of the songs.

Choose one of the songs below to listen to. Your teacher may be able to supply you with lyrics for those videos without.



<https://goo.gl/Euiikq>

Natalie Merchant -
Wonder

Wonder, p. 1



<https://goo.gl/ws3UV8>

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Space Oddity

Wonder, p. 81



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Adventures

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the film



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Reach for the Sun

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Wonder, p. 289-290



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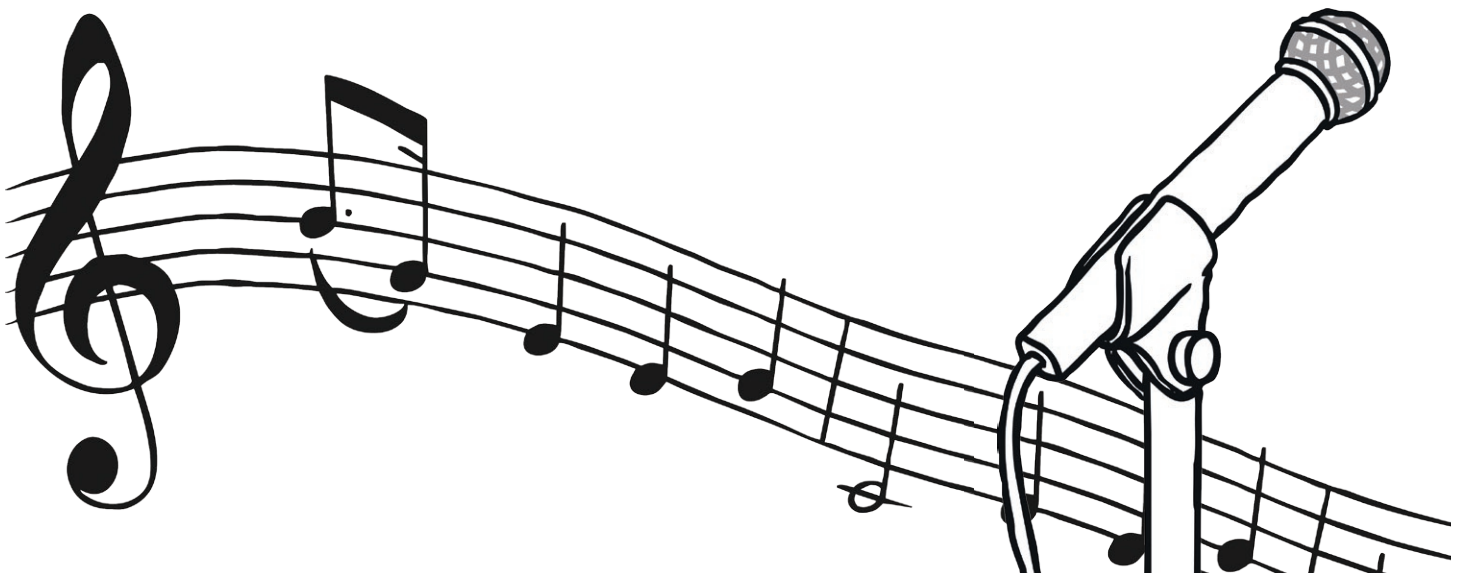
First single from
the Wonder film
soundtrack

1. Which song have you chosen and why?

2. If a song appears at the beginning of a section, what is it about the song that embodies that section of the book? Otherwise, what is it about the song that embodies Wonder?

3. In the book, the author selects quotations from songs to emphasise themes from the book. Choose a short quotation from the song and match it to a point or theme from the book. Explain your choice and how it relates to that section or theme in the book.

4. Give a personal response to the song. How does the song relate to you and your life? If you had to take a message from the song what would it be? What would it mean to you to live your life this way in the future?



Challenge Task

Think of a song which has lyrics that you love. What is it about that song that 'speaks' to you? Explain why that song is so special and how the ideas or feelings in the song have helped you in your life and made you the person that you are. Does the song bring back any special memories of a time in your life?
