

# 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.