Title:  Wonder by R.J. Palacio

Unit Theme:  Don’t Judge A Book By Its Cover!

Unit Question: What can we do to be more accepting of each other’s differences and show others respect?

Unit Statement:
“You can’t blend in when you were born to stand out.”- R.J. Palacio. Sometimes meeting someone new or experiencing a new situation can cause people to be nervous. New experiences may be difficult for a person of any age if you are different or unique because people can be judgmental and unkind. Learning about how people are unique or different, and learning how to treat others with respect prepares you to be a respectful and compassionate citizen. In this unit, students will explore how our own words and actions are capable of building up or breaking down others spirits. We will also explore how being different can be something full of wonder. You’ll read about a unique boy that changes his views and the views of others through of the ups and downs in their quest to understand friendship and relationships.

Culminating Project / Text Type:  Opinion Writing

Pacing:  June 27, 2016 – August 4, 2016
Culminating Project

There are three separate components for the Culminating Project: Opinion Essay, Interpretation, and a Presentation. You will need to rely on notes in your Reader's/Writer's Notebook, ideas from the conversations you have in class, and information contained in the charts you have made with classmates to complete the culminating projects. You will have time to work in class with your teacher and other students on completing each project.

TEXT TYPE: OPINION ESSAY
Prompt:
Option #1: In your opinion, what was the most valuable lesson that August learned in the novel Wonder? Explain your point of view using evidence from the text.

Option #2: What is the central message or lesson that can be learned by reading Wonder? Explain how that message is conveyed through the main characters in the text. Write an opinion essay with an introduction that identifies a central message or lesson that is learned from Wonder and a body paragraph that describes how that message is conveyed through August, Via, and one other character of your choice. Include a conclusion that recaps the major points of your opinion essay. Include specific evidence and details from the text to support your position.

INTERPRETATION
Option #1: You were hired by a nonprofit charity to raise awareness of bullying and promotes kindness, acceptance, and respect among teenagers. You will create an advertisement that communicates and promote the theme of the book Wonder by R.J. Palacio. The advertisement can be a poster, a video clip, a radio commercial, or a public service announcement that can be announced during morning announcements. Make sure your advertisement addresses the following information:

- What can we do to be more accepting of differences?
- How can we show others “respect”?
- What is the impact of bullying on the victim?

Option #2: Make a collage of August using materials that represent his character’s spirit in the book Wonder. Be sure to make the collage look like August and use materials that you feel best represent his spirit.

Option #3: Use the poetry that was assigned at homework to create a video. Recite the poem, add music, act, however you want to present the piece. It will be recorded and used during the presentation.

Option #4: Film a dramatic performance of “A Readers’ Theater Adaptation of R.J. Palacio’s WONDER” by Betty Potter. 8 characters are in the play. Each performer may use this at their ‘interpretation’.

PRESENTATION
- An area of the room will be assigned to you to set up the work you did over the summer. Guests will visit our room to view and discuss your experience and work done throughout the summer and on this novel. Ipads will be used to present any video you made, presentation boards will be available for you to display your opinion essay and other projects you may choose to do.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Chapter</th>
<th>Student Work</th>
<th>PA Core Standards</th>
</tr>
</thead>
</table>
| Lesson 1 | Building Background | **WORD WORK:**  
**GROUP #1**  
Vocabulary Surge  
- Lesson 11 – Day 1, p.78: Steps 1 and 2  
**GROUP #2**  
Syllasearch  
**Introduction:**  
- During this lesson students will build background for the unit theme. Students will also listen to a story told orally and identify the central message / lesson.  
**Unit Introduction:**  
- On chart paper, record the Unit Theme at the top: “Don’t judge a book by its cover!”  
- Create a t-chart under the Unit Theme with the Unit Question: “What can we do to be more accepting of each other’s differences and show others respect?” in the left column and “Source” in the right column.  
- Keep this chart visible so ideas can be added throughout the unit.  
- Have students create this chart in their notebook as well.  
- Introduce the unit by asking students if they have ever been treated with disrespect or disrespected another person.  
- Allow students to share their stories for a few minutes.  
**Book Walk:**  
- Provide students with a copy of the book, Wonder and allow students to preview the book.  
- Have students make predictions about the book.  
- Inform students that over the next few weeks they will read, discuss, write about and respond creatively to the novel Wonder.  
- Guide students to read the description of the book on the back cover of the novel.  
- Make connections between August’s life and the stories students have shared.  
**Introduce Part 1 Vocabulary:**  
- Introduce and discuss vocabulary, students fill in an example or a sentence using each word on the worksheet.  
  - petrified: so frightened to be unable to move or think  
    - The two boys were petrified when they watched the scary movie.  
  - anomalies: something that deviates from what is standard, normal or expected  
    - Her C grade is an anomaly, as she’s never made anything except A’s and B’s before.  
  - hind-sight: retrospection; perception after the fact  
    - We can look back at David’s bravery and victory with the perfect hindsight  
  - sarcastically: mockingly; to mock or convey contempt  
    - “How touching,” a voice said sarcastically and they all glanced up to find Lori standing over them, hands on hips. |  
|  | Materials:  
- Wonder  
- Student Journals  
- Chart Paper  
- Vocabulary definitions worksheet |  |  
|  |  | **CC.1.3.3.A**  
Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.  
**CC.1.5.3.A**  
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly. |
schlep: tedious, heavy haul
  ♦ The woman schleps bags up the stairs.
precept: teaching; principal; rule; guideline
  ♦ A precept from Sappho, “What is beautiful is good, and who is good will soon be beautiful.
aversion: a strong dislike
  ♦ Do you have an aversion to eating fish?
Lesson 2
Part 1
“August” pages 1-40

Materials:
- Wonder
- Student Journals
- Chart Paper
- Character Analysis charts
- Character trait list

WORD WORK
GROUP #1
Vocabulary Surge
- Lesson 11 – Day 1, p.78: Steps 1 and 2

GROUP #2
Syllasearch

Introduction:
- During this lesson students will read and discuss Part 1 of Wonder.

Whole Group Reading:
- Create a two column chart for the big ideas from each chapter on chart paper.
- In the right column, record the central idea/character from the chapter.
- In the left column, record an inference about the central idea/character that explains why it is important.
- Read aloud the first fourteen pages of the Chapter, “August.”
- Model for students how to record the big ideas from pages 1 - 14 in their notebooks.

Partner / Independent Reading:
- Have students work with a partner to read pages 15 – 40.
- As an option, students can also read independently.
- Work in a small group with struggling readers to provide additional support.

Whole Group Discussion:
- Engage in a discussion of Part 1 so far with students using the following questions as a guide:
  ✓ Reread page 3. How is August extraordinary? Use character traits and details from the text in your response.
  ✓ Why did people think August didn’t go to school until the 5th grade? How is that different than the real reason he didn’t go to school until 5th grade?
  ✓ What was the chapter “Christopher’s House” about?
  ✓ On page 10, August’s father describe August going to school as “sending a lamb to the slaughter”. Why did he describe it that way?
  ✓ How did August feel about his visited to Beecher Prep and the people he met?
  ✓ How did August’s first day go?
- While discussing the chapter, add big ideas to the classroom chart.

Character Analysis:
- Introduce character analysis charts and character trait list. As students come across a meaningful example for each character, use the chart to record. As the book goes on, add to and possible change the notes.

Closing:
- During the next lesson, students will return to Part 1 to finish reading the chapter.

CC.1.3.4.A
Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B
Cite relevant details from the text to support what the text says explicitly and make inferences.

CC.1.3.4.C
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

CC.1.5.3.A
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
Lesson 3  
Part 1: August  
pages 41-80  

**Materials:**  
- Wonder  
- Student Journals  
- Chart Paper  
- Character Analysis Charts  

**WORD WORKS**  
**GROUP #1**  
Vocabulary Surge  
- MAT Lesson 11, p.78: Step 3  

**GROUP #2**  
Syllasearch  

**Introduction:**  
During this lesson students will return to Part 1 of Wonder, continue reading.  

**Review Part 1 Vocabulary:**  
- **petrified**: so frightened to be unable to move or think  
  - *The two boys were petrified when they watched the scary movie.*  
- **anomalies**: something that deviates from what is standard, normal or expected  
  - *Her C grade is an anomaly, as she’s never made anything except A’s and B’s before.*  
- **hind-sight**: retrospection; perception after the fact  
  - *We can look back at David’s bravery and victory with the perfect hindsight.*  

**Opening:**  
Guide students through a discussion of the key elements that make up a story: characters, setting, problem, and solution. Discuss elements of the story they know to this point, as review  

**Whole Group Reading:**  
- Create a two column chart for the big ideas from each chapter on chart paper.  
- In the right column, record the central ideas/character from the chapter.  
- In the left column, record an inference about the central idea/character that explains why it is important.  
- Read aloud the next few pages of the Chapter, “August.”  
- Model for students how to record the big ideas from pages 41-56 in their notebooks.  

**Partner / Independent Reading:**  
- Have students work with a partner to read pages 56-80.  
- As an option, students can also read independently.  
- Work in a small group with struggling readers to provide additional support.  

**Whole Group Discussion:**  
- Engage in a discussion of Part 1 so far with students using the following questions as a guide:  
  - Reread pages 43-44. How does August know that Julian was being disrespectful when he was introducing himself to the class? Use character traits and details from the text in your response.  
  - How did August feel about school after Mr. Brown’s class? How do you know?  
  - What happened during lunch?  
  - Why do you think Summer and August decided “if someone doesn’t have a summer name they can sit with them if they are nice?”  
  - Why was it a big deal that August cut off his braid? What did the braid symbolize?  

**CC.1.3.4.J**  
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.  

**CC.1.3.4.E**  
Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.  

**CC.1.3.4.C**  
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
✓ In what was did August and Jack’s friendship change from the first time they met? What about Summer and August?
✓ What happened in the chapter labeled “The Cheese Touch”? Why did August connect the reaction to the *Diary of a Wimpy Kid*?
✓ What does were a mask for Halloween symbolize? Why did August sit and listen to the kids while in his bleeding scream mask? How did it make him feel?

• While discussing the chapter, add big ideas to the classroom chart.

**Classroom Summary:**
• As a class, summarize/recount Part 1.
• Record the classroom summary on a chart.

**Closing:**
• During the next lesson, students will analyze characters and write about what they read in the text.
Lesson 4 | Part 1: August pages 1-80

Materials:
- Wonder
- Student Journals
- Chart Paper
- Analysis Response Graphic Organizer
- Analysis Response Check List

WORD WORKS:
GROUP #1
Vocabulary Surge
- Lesson 11 – Day 1, p.78: Steps 1 and 2

GROUP #2
Syllasearch

Introduction:
- During this lesson students will analyze characters and use details from the text to explain the central message/lesson of Part 1.

Review Part 1 Vocabulary:
- sarcastically: mockingly; to mock or convey contempt
  - "How touching," a voice said sarcastically and they all glanced up to find Lori standing over them, hands on hips.
- schlep: tedious, heavy haul
  - The woman schlep bags up the stairs.
- precept: teaching; principal; rule; guideline
  - A precept from Sappho, “What is beautiful is good, and who is good will soon be beautiful.
- aversion: a strong dislike
  - Do you have an aversion to eating fish?
- Challenge students to use the vocabulary words from Chapter 1 in their open ended written response.

Analysis Writing Prompt:
- In the book, Wonder by R.J Palacio, August states, “I’m not an ordinary 10 year old kid. My mom and dad don’t see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.” Write an essay analyzing how August responds to the challenges of being an “ordinary” kid with his extraordinary medical condition. Use evidence from the text to support your response.

Gathering Ideas
- Review and discuss the prompt with students.
- Engage in a whole class discussion regarding the lesson August learned and how he stays ordinary with his extraordinary condition.
- Guide students to gather evidence from Part 1 for the prompt in their notebooks.

Organizing Ideas:
- Provide students with a copy of the open ended written response graphic organizer.
- Model for students how to turn the prompt into a topic sentence.
- Have students identify the lesson the boys learned in the left column of the organizer.
- In the right column of the organizer, have students explain the lesson using key details from the text.
- Information in the left and right columns of the organizer should be notes, not sentences.
- Allow students to develop a conclusion for their writing.

CC.1.3.4.A
Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B
Cite relevant details from the text to support what the text says explicitly and make inferences.

CC.1.4.4.D
Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
**Written Response:**
- Guide students to use the information on their graphic organizer to write their response to the prompt.

**Partner / Independent Activity:**
- Encourage students to share their writing with a partner using the attached open ended writing checklist.

**Whole Class Share Out:**
- Select a few students to share their writing with the entire class.
- Have students return to the Unit Question in their notebooks to add the lesson from Part 1.

**Closing:**
- Explain to students that over the next few weeks they will engage in activities centered on the book, Wonder.
Text Analysis #1

Prompt:

In the book, *Wonder* by R.J Palacio, August states, “I’m not an ordinary 10 year old kid. My mom and dad don’t see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.” Write an essay analyzing how August responds to the challenges of being an “ordinary” kid with his extraordinary medical condition. Use evidence from the text to support your response.

1. **Read and analyze the prompt.** Read the prompt two times. Circle or highlight words or phrases in the prompt. Identify the

   Topic: ________________________________________________
   Key words:____________________________________________

2. **Stop and think** for at least one minute about your topic.

3. **Brainstorm:** Return to the text to find evidence. Annotate the text.

4. **Pick and choose** the best ideas from your brainstorming. Circle them on your paper.

5. **Plan/Color Code.**

6. **Topic Sentence(s).** Write 2-3 topic sentences

7. **Turn and Talk.**

8. **Draft.**
# Text Analysis: Graphic Organizer

**Introduction:**

<table>
<thead>
<tr>
<th><strong>Big Ideas</strong></th>
<th><strong>Test Evidence</strong></th>
<th><strong>Implicit: Inference, how does this prove…?</strong></th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Conclusion:**
**Lesson 5**  
**Part 2- Via**  
**Pages 82-117**  

**Materials:**  
- Wonder  
- Student Journals  
- Chart Paper  
- Vocabulary definitions worksheet

**WORD WORK:**  
**GROUP #1**  
Vocabulary Surge  
- Lesson 11 – Day 2, p.79: Steps 1 and 2  

**GROUP #2**  
Syllasearch

**Introduction:**  
- During this lesson students will read and discuss Part 2 of Wonder.

**Opening:**  
- Have students listen to the song August and his dad listen to the song they sing in the car and write what are some reason to feel like the luckiest person in the world.  
- Select a student to share their ideas. As a group, discuss the central message or lesson.  
- Luckiest Guy on the Lower East Side: [https://www.youtube.com/watch?v=GhO1XIDFxgE](https://www.youtube.com/watch?v=GhO1XIDFxgE)

**Introduce Part 2 Vocabulary:**  
- **catastrophe**: an event causing great and often sudden damage or suffering.  
  - *The hurricane in Florida was a catastrophe.*  
- **prude**: a person who is or claims to be easily shocked.  
  - *She was such a prude that she didn’t acknowledge their presence.*  
- **meticulously**: showing great attention to detail; very careful and precise.  
  - *My mom cleans the house so meticulously that you can eat off the floors.*  
- **indifferently**: uncaring, apathetically; unconcernedly  
  - *He reacted indifferently to the offer of a free CD.*  
- **mutant**: changing of structure of a gene resulting in a variant form.  
  - *The blue lobster is a mutant species.*  
- **diverse**: showing a great deal of variety  
  - *Our school is full of a diverse group of students.*

**Whole Group Reading:**  
- Create a two column chart for the big ideas from each chapter on chart paper.  
- In the right column, record the central ideas/ character from the chapter.  
- In the left column, record an inference about the central idea/ character that explains why it is important.  
- Read aloud the first few pages of the Chapter, “Via.”  
- Model for students how to record the big ideas from pages 82 - 99 in their notebooks.

**Partner / Independent Reading:**  
- Have students work with a partner to read pages 99-117.  
- As an option, students can also read independently.  
- Work in a small group with struggling readers to provide additional support.

**CC.1.3.3.A**  
Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

**CC.1.5.3.A**  
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
Whole Group Discussion:
• Engage in a discussion of Part 2 so far with students using the following questions as a guide:
  ✓ Why did Via think she was understanding? Use character traits and details from the text in your response.
  ✓ Why was the school year so different than years past?
  ✓ What were Via’s feelings about August when she first saw August?
  ✓ How did Via feel about Grans? How do you know?
  ✓ What new information did you learn about August?
  ✓ How did August’s first day go?
• While discussing the chapter, add big ideas to the classroom chart.

Closing:
• During the next lesson, students will analyze characters and write about what they read in the text.
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Chapter</th>
<th>Student Work</th>
<th>PA Core Standards</th>
</tr>
</thead>
</table>
| Lesson 6 | Part 2 “Via” pages 82-117 | **WORD WORK:**  
**GROUP #1**  
Vocabulary Surge  
- Lesson 11 – Day 1, p.78: Steps 1 and 2  
**GROUP #2**  
Syllasearch  

**Introduction:**  
- During this lesson students will read and discuss Part 2 of *Wonder*, analyze characters, and write about the text.  

**Opening:** During this lesson, students will analyze characters and evaluate Point of View.  

**Poetry**  
- Recite Poem “Wonder” by Natalie Merchant and discuss the theme of the poem. This is an option for the culminating project, to film a performance of the poem.  

**Review Part 2 Vocabulary:**  
- **catastrophe:** an event causing great and often sudden damage or suffering.  
  - *The hurricane in Florida was a catastrophe.*  
- **prude:** a person who is or claims to be easily shocked.  
  - *She was such a prude that she didn’t acknowledge their presence.*  
- **meticulously:** showing great attention to detail; very careful and precise.  
  - *My mom cleans the house so meticulously that you can eat off the floors.*  
- **indifferently:** uncaring, apathetically; unconcernedly  
  - *He reacted indifferently to the offer of a free CD.*  
- **mutant:** changing of structure of a gene resulting in a variant form.  
  - *The blue lobster is a mutant species.*  
- **diverse:** showing a great deal of variety  
  - *Our school is full of a diverse group of students*  

**Character Analysis:**  
- Use the character analysis chart to analyze Via’s character using character traits.  

**Friendly Letter**-this can be started in class and sent home for completion  
- Explain to students that they will be writing a friendly letter to August in the voice and point of view of Via. The letter should be about one event from the story that involves Via and August to have a different point of view. It can be about their views about their parents, each other, their interactions with other people, or school.  
- Review the parts of a friendly letter and the importance of capturing Via’s voice while writing.  
- After all students write the letter to August, have them pair share.

**Materials:**  
- Wonder  
- Student Journals  
- Chart Paper  
- Character Analysis charts  

**CC.1.3.4.A**  
Determine a theme of a text from details in the text; summarize the text.  

**CC.1.3.4.B**  
Cite relevant details from the text to support what the text says explicitly and make inferences.  

**CC.1.3.4.C**  
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.  

**CC.1.5.3.A**  
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
• Choose a few letters to share whole group.

Closing:
• During the next lesson, students will read Part 3 of the chapter and discuss the big ideas and central message.
### Lesson 7
#### Part 3: Summer
pages 118-134

**Materials:**
- Wonder
- Student Journals
- Chart Paper

**WORD WORK:**

**GROUP #1**

**Vocabulary Surge**
- MAT Lesson 11, p.81: Day 2 Step 3

**GROUP #2**

**Syllasearch**

**Introduction:**
- During this lesson students will read Part 3 of Wonder.

**Opening:**
- Students will read Part 3 of the novel and discuss the central message and big ideas.

**Review Part 1 Vocabulary:**
- **plague:** a disease; infection; outbreak; epidemic; curse; affliction
- *Ever since I loaned her $20, she has been avoiding me like the plague. Our team has been plagued with injuries this season.*
- **dramatic:** theatrical; spectacular; remarkable; impressive
  - *Staying in a high class hotel was a dramatic change of scene for Martha.*

**Whole Group Reading:**
- Create a two column chart for the big ideas from each chapter on chart paper.
- In the right column, record the central ideas/character from the chapter.
- In the left column, record an inference about the central idea/character that explains why it is important.
- Read aloud the next few pages of the Chapter, “Summer.”
- Model for students how to record the big ideas from pages 118-123 in their notebooks.

**Partner / Independent Reading:**
- Have students work with a partner to read pages 124-132.
- As an option, students can also read independently.
- Work in a small group with struggling readers to provide additional support.

**Whole Group Discussion:**
- Engage in a discussion of Part 3 so far with students using the following questions as a guide:
  - Reread page 119. How does Summer feel about the other kids at school including August? Use character traits and details from the text in your response.
  - What were the other kids’ feelings about August? How do you know? Use evidence from Part 3 to support your response.
  - Summer had to make a big decision at Savanna’s Halloween party. What decision did she have to make? How did this decision make her feel about the kids in her class?
  - Summer made a promise to August. What was that promise? Did she keep her promise or did she break it? Would you have kept August’s promise? Explain your response.

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**CC.1.3.4.J**
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**CC.1.3.4.E**
Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

**CC.1.3.4.C**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
✓ What did Summer learn about August when he came over for dinner? What did August learn about Summer?

- While discussing the chapter, add big ideas to the classroom chart.

**Closing:**
- During the next lesson, students will analyze characters and write about what they read in the text.
**Lesson 8**

Part 3: Summer pages 118-132

**Materials:**
- Wonder
- Student Journals
- Chart Paper
- Character Analysis Charts

-Copies of "Wonder" poem
-Copies of the readers’ theater

**WORD WORK:**

**GROUP #1**

Vocabulary Surge
- Lesson 11 – Day 1, p.78: Steps 1 and 2

**GROUP #2**

Syllasearch

**Introduction:**
- During this lesson students will analyze characters and use details from the text to explain the central message / lesson of Part 3.

**Review Part 3 Vocabulary:**
- **plague**: a disease; infection; outbreak; epidemic; curse; affliction
- *Ever since I loaned her $20, she has been avoiding me like the plague.* *Our team has been plagued with injuries this season.*
- **dramatic**: theatrical; spectacular; remarkable; impressive
  - *Staying in a high class hotel was a dramatic change of scene for Martha.*

**Classroom Summary:**
- Using the story map, have students summarize/ recount Part 3.
- Record the classroom summary on a chart.

**Character Analysis:**
- Use the character analysis character outlines to analyze Summer’s character using character traits.

**There should be time for students to begin planning their culminating projects.**
- Review Poem “Wonder” by Natalie Merchant
- Introduce ‘A Readers’ Theater Adaptation of R.J. Palacio’s Wonder’

**Closing:**
- During the next lesson, students will write about the text by responding to a prompt and finding evidence to support their response.

**CC.1.3.4.A**
Determine a theme of a text from details in the text; summarize the text.

**CC.1.3.4.B**
Cite relevant details from the text to support what the text says explicitly and make inferences.

**CC.1.4.4.D**
Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
Lesson 9 Part 2: Via
Part 3: Summer

Materials:
- Wonder
- Student Journals
- Chart Paper
- Analysis Response Graphic Organizer
- Analysis Response Check List

WORD WORK:

GROUP #1
Vocabulary Surge
- MAT Lesson 11, p.81: Day 3 Steps 1-2

GROUP #2
Syllasearch

Introduction:
- During this lesson students will analyze characters and use details from the text to explain the central message/lesson of Part 1.

Review Part 2 and 3 Vocabulary:
- catastrophe: an event causing great and often sudden damage or suffering.
  ♦ The hurricane in Florida was a catastrophe.
- prude: a person who is or claims to be easily shocked.
  ♦ She was such a prude that she didn’t acknowledge their presence.
- meticulously: showing great attention to detail; very careful and precise.
  ♦ My mom cleans the house so meticulously that you can eat off the floors.
- indifferently: uncaring, apathetically; unconcernedly
  ♦ He reacted indifferently to the offer of a free CD.
- mutant: changing of structure of a gene resulting in a variant form.
  ♦ The blue lobster is a mutant species.
- diverse: showing a great deal of variety
  ♦ Our school is full of a diverse group of students
- plague: a disease; infection; outbreak; epidemic; curse; affliction
  ♦ Ever since I loaned her $20, she has been avoiding me like the plague. Our team has been plagued with injuries this season.
- dramatic: theatrical; spectacular; remarkable; impressive
  ♦ Staying in a high class hotel was a dramatic change of scene for Martha.

Analysis Writing Prompt:
- In Part 2, Via opens the chapter by saying, “August is the Sun. Me and Mom and Dad are planets orbiting the Sun. The rest of our family and friends are asteroids and comets floating around the planets orbiting the Sun.” Write an essay analyzing why Via compare her family to the universe. Use evidence from the passage in your response.

Gathering Ideas
- Review and discuss the prompt with students.
- Engage in a whole class discussion around the prompt.
- Guide students to gather evidence from the text for the prompt in their notebooks.

Organizing Ideas:
- Provide students with a copy of the open ended written response graphic organizer.

CC.1.3.4.A
Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B
Cite relevant details from the text to support what the text says explicitly and make inferences.
<p>| | |</p>
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<thead>
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</table>
|   | • Model for students how to turn the prompt into a topic sentence.  
|   | • In the right column of the organizer, have students explain the lesson using key details from the text.  
|   | • Information in the left and right columns of the organizer should be notes, not sentences.  
|   | • Allow students to develop a conclusion for their writing.  
| **Written Response:** | • Guide students to use the information on their graphic organizer to write their response to the prompt.  
| **Partner / Independent Activity:** | • Encourage students to share their writing with a partner using the attached open ended writing checklist.  
| **Whole Class Share Out:** | • Select a few students to share their writing with the entire class.  
|   | • Have students return to the Unit Question in their notebooks to add the lesson.  
| **Closing:** | • Explain to students that over the next few weeks they will engage in activities centered on the book, *Wonder*. |
In Part 2, Via opens the chapter by saying, “August is the Sun. Me and Mom and Dad are planets orbiting the Sun. The rest of our family and friends are asteroids and comets floating around the planets orbiting the Sun.” Write an essay analyzing why Via compares her family to the universe. Use evidence from the passage in your response.

1. **Read and analyze the prompt.** Read the prompt two times. Circle or highlight words or phrases in the prompt. Identify the
   - Topic: ________________________________________________
   - Audience: ____________________________________________
   - Key words: ___________________________________________

2. **Stop and think** for at least one minute about your topic.

3. **Brainstorm:** Return to the text to find evidence. Annotate the text.

4. **Pick and choose** the best ideas from your brainstorming. Circle them on your paper.

5. **Plan/Color Code.**

6. **Topic Sentence(s).** Write 2-3 topic sentences

7. **Turn and Talk.**

8. **Draft.**
Text Analysis: Graphic Organizer

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Tell Me More: Textual Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explicit: Evidence</td>
</tr>
<tr>
<td></td>
<td>Implicit: Inference</td>
</tr>
</tbody>
</table>

Introduction:

Conclusion:
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Chapter</th>
<th>Student Work</th>
<th>PA Core Standards</th>
</tr>
</thead>
</table>
| Lesson 10 | Part 4- Jack Pages 133-185 | **WORD WORK:**  
**GROUP #1**  
Vocabulary Surge  
- Lesson 11 –, p.83: Day 4 Steps 3  
**GROUP #2**  
Syllasearch  
**Introduction:**  
- During this lesson students will read and discuss Part 4 of Wonder.  
**Opening:**  
- Have students read the verse of the poem on page 133.  
- Select a student to share their ideas. As a group, discuss the central message or lesson.  
**Introduce Part 4 Vocabulary:**  
- sympathetic: understanding; kindly; concerned; compassionate; considerate.  
  - *The soccer team was sympathetic when they found out I broke my foot.*  
- technically: strictly; in principal; in theory; precisely; exactly; theoretically.  
  - *Technically, John didn’t want the red Popsicle because he asked for the blue one.*  
- retrospect: a review of past events.  
  - *In retrospect, the boy’s intent may have been to comfort her.*  
- hypocrite: charlatan; fraud  
  - *She was being a hypocrite when she was nice to Jake in front of him, but talked badly about him behind his back.*  
**Whole Group Reading:**  
- Create a two column chart for the big ideas from each chapter on chart paper.  
- In the right column, record the central ideas/ character from the chapter.  
- In the left column, record an inference about the central idea/ character that explains why it is important.  
- Read aloud the first few pages of the Chapter, “Jack”  
- Model for students how to record the big ideas from pages 134-141 in their notebooks.  
**Partner / Independent Reading:**  
- Have students work with a partner to read pages 142-159.  
- As an option, students can also read independently.  
- Work in a small group with struggling readers to provide additional support.  
**Whole Group Discussion:**  
- Engage in a discussion of Part 4 so far with students using the following questions as a guide:  

**CC.1.3.3.A**  
Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.  
**CC.1.5.3.A**  
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
✓ How did Jack react to Mr. Tushman’s request to welcome a new student? Use character traits and details from the text in your response.
✓ What were Jack’s feelings about August before he became his classmate? How do you know? Use details from the text to support your response.
✓ What changed Jack’s mind about Mr. Tushman’s request to welcome August?
✓ What did Jack decide about August? How did he come up with these things?
✓ Why was it hard to be ex-friends with August?
✓ What new information did you learn about Jack after reading “Snow”? How did Jack feel when he found out where the sled came from?
✓ What happened between Jack and Julian? Use evidence to support your answer.

- While discussing the chapter, add big ideas to the classroom chart.

**Closing:**
- During the next lesson, students will finish reading Part 4, analyze characters and write about what they read in the text.
Lesson 11
Part 4 - Jack
Pages 132-185

Materials:
- Wonder
- Student Journals
- Chart Paper
- Character Analysis charts

<table>
<thead>
<tr>
<th>WORD WORK: GROUP #1</th>
<th>Vocabulary Surge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 11 –, p.83: Day 4 Steps 3</td>
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</table>

<table>
<thead>
<tr>
<th>GROUP #2</th>
<th>Syllasearch</th>
</tr>
</thead>
</table>

Introduction:
- During this lesson students will read and discuss Part 4 of Wonder, analyze characters, and write about the text.

Opening: During this lesson, students will analyze characters and evaluate Point of View.

Poetry
- Recite Poem "Beautiful" by Christina Aguilera and discuss the theme of the poem. This can be used as the "Interpretation" piece of their culminating project.

Review Part 4 Vocabulary:
- sympathetic: understanding; kindly; concerned; compassionate; considerate.
  - *The soccer team was sympathetic when they found out I broke my foot.*
- technically: strictly; in principal; in theory; precisely; exactly; theoretically.
  - *Technically, John didn't want the red Popsicle because he asked for the blue one.*
- retrospect: a review of past events.
  - *In retrospect, the boy’s intent may have been to comfort her.*
- hypocrite: charlatan; fraud
  - *She was being a hypocrite when she was nice to Jake in front of him, but talked badly about him behind his back.*

Whole Group Reading:
- Create a two column chart for the big ideas from each chapter on chart paper.
- In the right column, record the central ideas/ character from the chapter.
- In the left column, record an inference about the central idea/ character that explains why it is important.
- Read aloud the first few pages of the Chapter, “Jack”
- Model for students how to record the big ideas from pages 160-167 in their notebooks.

Partner / Independent Reading:
- Have students work with a partner to read pages 168-185.
- As an option, students can also read independently.
- Work in a small group with struggling readers to provide additional support.

Whole Group Discussion:
- Engage in a discussion of Part 4 so far with students using the following questions as a guide:

**CC.1.3.4.A**
Determine a theme of a text from details in the text; summarize the text.

**CC.1.3.4.B**
Cite relevant details from the text to support what the text says explicitly and make inferences.

**CC.1.3.4.C**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**CC.1.5.3.A**
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why were the letters important in the story? What was the outcome of the letters? Use character traits and details from the text in your response.</td>
<td>Why were the letters important in the story? What was the outcome of the letters? Use character traits and details from the text in your response.</td>
</tr>
<tr>
<td>What did Jack find out about the “clean slate” idea when school resumed? How do you know? Use details from the text to support your response.</td>
<td>What did Jack find out about the “clean slate” idea when school resumed? How do you know? Use details from the text to support your response.</td>
</tr>
<tr>
<td>How did Jack find out about the kids at school shunning him? What did he find out?</td>
<td>How did Jack find out about the kids at school shunning him? What did he find out?</td>
</tr>
<tr>
<td>What happened at lunch that made Jack switch tables?</td>
<td>What happened at lunch that made Jack switch tables?</td>
</tr>
<tr>
<td>What did we find out about the students in fifth grade in the chapter “Sides”?</td>
<td>What did we find out about the students in fifth grade in the chapter “Sides”?</td>
</tr>
<tr>
<td>Why did Via act so cold toward Jack when he visited August’s house?</td>
<td>Why did Via act so cold toward Jack when he visited August’s house?</td>
</tr>
<tr>
<td>What made Jack and August laugh hysterically when they met Via’s boyfriend?</td>
<td>What made Jack and August laugh hysterically when they met Via’s boyfriend?</td>
</tr>
</tbody>
</table>

- While discussing the chapter, add big ideas to the classroom chart.

**Character Analysis:**
- Use the character analysis character chart to analyze Jack’s character using character traits.

**Friendly Letter—This can be started in class and completed at home.**
- Explain to students that they will be writing a friendly letter to August in the voice and point of view of Jack. The letter should be about the reason August and Jack are not friends anymore.
- Review the parts of a friendly letter and the importance of capturing Jack’s voice while writing.
- After all students write the letter to August, have them pair share.
- Choose a few letters to share whole group.

**Closing:**
- During the next lesson, students will read Part 5 of the chapter and discuss the big ideas and central message.
| Lesson 12 | Part 5: Justin  
| pages 186-204 | MATERIALS:  
| Wonder  
| Student Journals  
| Chart Paper | **WORD WORKS:**  
| **GROUP #1**  
| Vocabulary Surge  
| • MAT Lesson 11, p.84: Day 5 Steps 1-3  
| **GROUP #2**  
| Syllasearch | **Introduction:**  
| • During this lesson students will read Part 5 of Wonder. | **Opening:**  
| • Have students read the verse of the poem on page 186.  
| • Select a student to share their ideas. As a group, discuss the central message or lesson. | **Review Part 5 Vocabulary:**  
| • **fluke**: stroke of luck; accident  
| ♦ *It was such a fluke that I won the baseball tickets at the school function.*  
| • **dutifully**: obediently; unquestionable, respectfully  
| ♦ *The dog was always dutiful and obedient to his owners.*  
| • **random**: chance; accidental; hit and miss  
| ♦ *I was chosen at random to participate in the contest.* | **Whole Group Reading:**  
| • Create a two column chart for the big ideas from each chapter on chart paper.  
| • In the right column, record the central ideas/character from the chapter.  
| • In the left column, record an inference about the central idea/character that explains why it is important.  
| • Read aloud the next few pages of the Chapter, “Justin.”  
| • Model for students how to record the big ideas from pages 186-193 in their notebooks. | **Partner / Independent Reading:**  
| • Have students work with a partner to read pages 194-204.  
| • As an option, students can also read independently.  
| • Work in a small group with struggling readers to provide additional support. | **Whole Group Discussion:**  
| • Engage in a discussion of Part 5 so far with students using the following questions as a guide:  
| ✔ What did you notice about the way the text is printed? Why do you think the print is this way?  
| ✔ How did Justin react when he first met August? Use evidence from Part 5 to support your response.  
| ✔ What happens to Justin when he is nervous and stressed?  
| ✔ What new information did we learn about Justin on Valentine’s Day? What new information did you learn about August’s family? Explain your response. | **CC.1.3.4.J**  
| Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. | **CC.1.3.4.E**  
| Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text. | **CC.1.3.4.C**  
| Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. |
✓ Why did Justin try out for the play?
✓ What happened when Jack and Justin went to the bus stop? Why didn’t Jack tell Justin about what was the cause of his troubles?
✓ What surprised Justin about Miranda?
✓ Why did Via tell Justin that she was an awful person?
✓ What did Justin finally decide about the universe?

- While discussing the chapter, add big ideas to the classroom chart.

Closing:
- During the next lesson, students will analyze characters and write about what they read in the text.
Lesson 13 | Part 5: Justin pages 186-204

Materials:
- Wonder
- Student Journals
- Chart Paper
- Character analysis charts
- Analysis Response Graphic Organizer
- Analysis Response Check List

WORD WORK

GROUP #1
Vocabulary Surge
- MAT Lesson 11, p.84: Day 5 Steps 1-3

GROUP #2
Syllasearch

Introduction:
- During this lesson students will analyze characters and use details from the text to explain the central message / lesson of Part 4 and 5.

Review Part 5 Vocabulary:
- fluke: stroke of luck; accident
  ♦ It was such a fluke that I won the baseball tickets at the school function.
- dutifully: obediently; unquestionable, respectfully
  ♦ The dog was always dutiful and obedient to his owners.
- random: chance; accidental; hit and miss
  ♦ I was chosen at random to participate in the contest.

Character Analysis:
- Use the character analysis charts to analyze Justin’s character using character traits.

**There should be time for students to begin working their culminating projects.
- Review Poem “Wonder” by Natalie Merchant
- Introduce ‘A Readers’ Theater Adaptation of R.J. Palacio’s Wonder’
- Introduce ‘Your Own Way’ by Jada Facer

Closing:
- During the next lesson, students will write about the text by responding to a prompt and finding evidence to support their response.

---

CC.1.3.4.A
Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B
Cite relevant details from the text to support what the text says explicitly and make inferences.

CC.1.4.4.D
Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
### Lesson 14 Part 5 - Justin

**Materials:**
- Wonder
- Student Journals
- Chart Paper
- Analysis Response Graphic Organizer
- Analysis Response Check List

**WORK WORK:**

**GROUP #1**
Vocabulary Surge
- MAT Lesson 12, p.86: Day 1 Steps 1-2

**GROUP #2**
Syllasearch

**Introduction:**
- During this lesson students will analyze characters and use details from the text to explain the central message/lesson of Part 1.

**Review Part 4 and 5 Vocabulary:**
- **sympathetic**: understanding; kindly; concerned; compassionate; considerate.
  - The soccer team was **sympathetic** when they found out I broke my foot.
- **technically**: strictly; in principal; in theory; precisely; exactly; theoretically.
  - Technically, John didn’t want the red Popsicle because he asked for the blue one.
- **retrospect**: a review of past events.
  - In retrospect, the boy’s intent may have been to comfort her.
- **hypocrite**: charlatan; fraud
  - She was being a hypocrite when she was nice to Jake in front of him, but talked badly about him behind his back.
- **fluke**: stroke of luck; accident
  - It was such a **fluke** that I won the baseball tickets at the school function.
- **dutifully**: obediently; unquestionable, respectfully
  - The dog was always **dutiful** and obedient to his owners.
- **random**: chance; accidental; hit and miss
  - I was chosen at **random** to participate in the contest.

**Analysis Writing Prompt:** (choose 1)
- In Part 5, Justin’s part is written in lower case letters without proper punctuation. Write an essay analyzing why the author would write the chapter in this format and how it helps you understand Justin’s character. Use evidence from the text to support your response.

**Gathering Ideas**
- Review and discuss the prompt with students.
- Engage in a whole class discussion around the prompt.
- Guide students to gather evidence from the text for the prompt in their notebooks.

**Organizing Ideas:**
- Provide students with a copy of the open ended written response graphic organizer.
- Model for students how to turn the prompt into a topic sentence.
- Have students identify the lesson the boys learned in the left column of the organizer.

---

**CC.1.3.4.A**
Determine a theme of a text from details in the text; summarize the text.

**CC.1.3.4.B**
Cite relevant details from the text to support what the text says explicitly and make inferences.
- In the right column of the organizer, have students explain the lesson using key details from the text.
- Information in the left and right columns of the organizer should be notes, not sentences.
- Allow students to develop a conclusion for their writing.

**Written Response:**
- Guide students to use the information on their graphic organizer to write their response to the prompt.

**Partner / Independent Activity:**
- Encourage students to share their writing with a partner using the attached open ended writing checklist.

**Whole Class Share Out:**
- Select a few students to share their writing with the entire class.
- Have students return to the Unit Question in their notebooks to add the lesson from Chapter 1.

**Closing:**
- Explain to students that over the next few weeks they will engage in activities centered on the book, *Wonder.*
Prompt:

- In Part 5, Justin’s part is written in lower case letters without proper punctuation. Write an essay analyzing why the author would write the chapter in this format and how it helps you understand Justin’s character. Use evidence from the text to support your response.

1. **Read and analyze the prompt.** Read the prompt two times. Circle or highlight words or phrases in the prompt. Identify the
   
   Topic: ____________________________________________________

   Key words: ______________________________________________

2. **Stop and think** for at least one minute about your topic.

3. **Brainstorm:** Return to the text to find evidence. Annotate the text.

4. **Pick and choose** the best ideas from your brainstorming. Circle them on your paper.

5. **Plan/Color Code.**

6. **Topic Sentence(s).** Write 2-3 topic sentences

7. **Turn and Talk.**

8. **Draft.**
## Text Analysis: Graphic Organizer

### Introduction:

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Tell Me More: Textual Evidence</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

### Conclusion:

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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Chapter</th>
<th>Student Work</th>
<th>PA Core Standards</th>
</tr>
</thead>
</table>
| Lesson 15 | Part 6- August Pages 205-234 | **WORD WORK:**
**GROUP #1**
Vocabulary Surge
- Lesson 11 – Day 3, p.83: Steps 3

**GROUP #2**
Syllasearch

**Introduction:**
- During this lesson students will read and discuss Part 6 of Wonder.

**Opening:**
- Have students read the verse of the poem on page 205.
- Select a student to share their ideas. As a group, discuss the central message or lesson.

**Introduce Part 6 Vocabulary:**
- **psyched**: excited.
  - The soccer team was *psyched* when they won the championship game.
- **pathetic**: wrenched; dismal; sad; pitiable.
  - She was telling everyone *pathetic* jokes and spoiling the mood of the party.
- **cringes**: shrink in fear; cower.
  - The boy *cringes* at the sight of liver and onions.

**Whole Group Reading:**
- Create a two column chart for the big ideas from each chapter on chart paper.
- In the right column, record the central ideas/character from the chapter.
- In the left column, record an inference about the central idea/character that explains why it is important.
- Read aloud the first few pages of the Chapter, “August”
- Model for students how to record the big ideas from pages 205-215 in their notebooks.

**Partner / Independent Reading:**
- Have students work with a partner to read pages 216-234.
- As an option, students can also read independently.
- Work in a small group with struggling readers to provide additional support.

**Whole Group Discussion:**
- Engage in a discussion of Part 6 so far with students using the following questions as a guide:
  - Why did August say that he was like the North Pole and the parents’ eyes were compasses? Use details from the text in your response.

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
</table>
- Wonder
- Student Journals
- Chart Paper
- Vocabulary definition worksheet

**CC.1.3.3.A**
Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

**CC.1.5.3.A**
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
| ✓ What was going on between the boys at school? How do you know? Use details from the text to support your response. |
| ✓ Why did Maya give August a little Uglydoll key chain? |
| ✓ Why didn’t August want hearing aids? Why did he finally consent to wearing them? |
| ✓ What happened when August wore his hearing aids to school? Was that the reaction he predicted? How do you know? |
| ✓ What did Via do that made August angry? |
| ✓ Why did Via come into August’s room when he was angry? |
| ✓ How did the family deal with the unexpected tragedy? How do you know? Use evidence from the text to support your response. |
| ✓ Why was August so interested in what Heaven would be like? What were his thoughts about Heaven? |
| ✓ What happened with the play, Our Town? |

- While discussing the chapter, add big ideas to the classroom chart.

**Closing:**
- During the next lesson, students will analyze characters, identify similes, and write about what they read in the text.
Lesson 16
Part 6- August
Pages 205-234

Materials:
- Wonder
- Student Journals
- Chart Paper
- Character Analysis charts

WORD WORK:
GROUP #1
Vocabulary Surge
- Lesson 11 – Day 3, p.83: Steps 3

GROUP #2
Syllasearch

Introduction:
- During this lesson students will read and discuss Part 6 of Wonder, analyze characters, identify similes in text, and identify symbolism, and write about the text.

Opening: During this lesson, students will analyze characters and evaluate Point of View.

Review Part 6 Vocabulary:
- **psyched**: excited.
  - The soccer team was **psyched** when they won the championship game.
- **pathetic**: wrenched; dismal; sad; pitiable.
  - She was telling everyone **pathetic** jokes and spoiling the mood of the party.
- **cringes**: shrink in fear; cower.
  - The boy **cringes** at the sight of liver and onions.

Character Analysis:
- Use the character analysis character charts to analyze all the characters using their character traits list. Add any new characteristics to all of the characters.

Symbolism
- There are a number of symbolic things that pop up throughout the book. Choose something from the book Wonder that has symbolic meaning and create a storyboard of it along with a text explanation of why it is symbolic. See example in the resources.

Figurative Language: Simile
- A simile is a phrase that uses the words *like* or *as* to describe someone or something by comparing it with someone or something else that is similar. Use one of the examples to model a simile. Then have students find more similes in the text. Guide the students by going to the page numbers where they can find the simile.
  - Examples from the text:
    - “My head on Via’s lap like she is a pillow” p.10
    - “like a lamb to the slaughter” p.10
    - “it (school) smelled like a hospital” p.16
    - “Like a lamb to the slaughter” defined p.43
    - “her eyes were like a green leaf” p.53

Closing:
- During the next lesson, students will read Part 7 of the chapter and discuss the big ideas and central message.

CC.1.3.4.A
Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B
Cite relevant details from the text to support what the text says explicitly and make inferences.

CC.1.3.4.C
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

CC.1.5.3.A
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
### Lesson 17: Part 7 - Miranda

**Materials:**
- Wonder
- Student Journals
- Chart Paper
- Vocabulary definition worksheet

**WORD WORK:**

#### GROUP #1

**Vocabulary Surge**
- MAT Lesson 11, p.83: Day 4 Steps 1-2

#### GROUP #2

**Syllasearch**

**Introduction:**
- During this lesson students will read Part 7 of Wonder.

**Opening:**
- Have students read the verse of the poem on page 235.
- Select a student to share their ideas. As a group, discuss the central message or lesson.

**Introduce Part 7 Vocabulary:**
- **elective**: not obligatory; optional; non-compulsory
  - You can take music or art as an **elective** in high school.
- **pathetic**: wrenched; dismal; sad; pitiable.
  - She was telling everyone **pathetic** jokes and spoiling the mood of the party.
- **outrageous**: shrink in fear; cower.
  - The student’s inappropriate behavior was **outrageous**.

**Whole Group Reading:**
- Create a two column chart for the big ideas from each chapter on chart paper.
- In the right column, record the central ideas/character from the chapter.
- In the left column, record an inference about the central idea/character that explains why it is important.
- Read aloud the next few pages of the Chapter, “Miranda.”
- Model for students how to record the big ideas from pages 234-238 in their notebooks.

**Partner / Independent Reading:**
- Have students work with a partner to read pages 239-248.
- As an option, students can also read independently.
- Work in a small group with struggling readers to provide additional support.

**Whole Group Discussion:**
- Engage in a discussion of Part 7 so far with students using the following questions as a guide:
  - What new information did you learn about Miranda?
  - What made Miranda sign up for theater? What was she thinking would happen if she took theater? Use evidence from Part 7 to support your response.
  - What was Miranda feeling guilty about? Why did it make her feel so badly? Use evidence from the story to support your answer.
  - What did Miranda do on the night of the play? Why did she do that? Explain your response.

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**CC.1.3.4.J**
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**CC.1.3.4.E**
Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

**CC.1.3.4.C**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- Why did Justin try out for the play?
- What happened between Miranda and Via after the show?
- While discussing the chapter, add big ideas to the classroom chart.

Closing:
- During the next lesson, students will analyze characters and write about what they read in the text.
Lesson 18 Part 8: August
Pages 249-264

Materials:
- Wonder
- Student Journals
- Chart Paper
- Vocabulary definition worksheet

WORD WORK:

GROUP #1
Vocabulary Surge
- MAT Lesson 11, p.83: Day 4 Steps 1-2

GROUP #2
Syllasearch

Introduction:
- During this lesson students will analyze characters and use details from the text to explain the central message / lesson of Part 6 and 7.

Poetry
- Recite Poem "Your Own Way" by Jada Facer. This poem can also be used for the ‘Interpretive’ portion of the culminating project.

Introduce Part 8 Vocabulary:
- obsession: an idea or thought that continually preoccupies or intrudes on a person’s mind.
  - He was so obsessed with Pokemon that he only wore Pokemon clothes.
- literally: used for emphasis or to express strong feeling while not being literally true.
  - I have received literally thousands of letters.

Whole Group Reading:
- Create a two column chart for the big ideas from each chapter on chart paper.
- In the right column, record the central ideas/ character from the chapter.
- In the left column, record an inference about the central idea/ character that explains why it is important.
- Read aloud the next few pages of the Chapter, “Miranda.”
- Model for students how to record the big ideas from pages 249 in their notebooks.

Partner / Independent Reading:
- Have students work with a partner to read pages 249-264.
- As an option, students can also read independently.
- Work in a small group with struggling readers to provide additional support.

Whole Group Discussion: (Use questions for this section)
- Engage in a discussion of Part 8 so far with students using the following questions as a guide:
  - What were August’s feelings about the trip? How do you know? Use details from the text in your response.
  - Why did August want a new duffle bag for the retreat? Use details from the text to support your response.
  - How did August and his mom prepare for camp?
  - What made August feel at ease about going to camp?
  - What happened at camp so far? What happened to Jack and August? Then what happened?
  - What surprised August once they got back to the movie area?
  - What happened with August’s hearing aids? How did he feel about it? How do you know?

CC.1.3.4.A
Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B
Cite relevant details from the text to support what the text says explicitly and make inferences.

CC.1.4.4.D
Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
✓ What happened when August got home?

- While discussing the chapter, add big ideas to the classroom chart.

Closing:
- During the next lesson, students will write about the text by responding to a prompt and finding evidence to support their response.
Lesson 18  Part 8: August  
Pages 265-287  
Materials:  
- Wonder  
- Student Journals  
- Chart Paper  

WORD WORK:  
GROUP #1  
Vocabulary Surge  
- MAT Lesson 11, p.84: Day 4 Step 3  

GROUP #2  
Syllasearch  

Introduction:  
- During this lesson students will analyze characters and use details from the text to explain the central message.  

Review Part 6 and 7 Vocabulary:  
- **psyched**: excited.  
  - The soccer team was *psyched* when they won the championship game.  
- **pathetic**: wrenched; dismal; sad; pitiable.  
  - She was telling everyone *pathetic* jokes and spoiling the mood of the party.  
- **cringes**: shrink in fear; cower.  
  - The boy *cringes* at the sight of liver and onions  
- **elective**: not obligatory; optional; non-compulsory  
  - You can take music or art as an *elective* in high school.  
- **outrageous**: shrink in fear; cower.  
  - The student's inappropriate behavior was *outrageous*.  

Whole Group Reading:  
- Create a two column chart for the big ideas from each chapter on chart paper.  
- In the right column, record the central ideas/ character from the chapter.  
- In the left column, record an inference about the central idea/ character that explains why it is important.  
- Read aloud the next few pages of the Chapter, “Alien”  
- Model for students how to record the big ideas from pages 265 in their notebooks.  

Partner / Independent Reading:  
- Have students work with a partner to read pages 265-287.  
- As an option, students can also read independently.  
- Work in a small group with struggling readers to provide additional support.  

Whole Group Discussion: (Use questions for this section)  
- Engage in a discussion of Part 8 so far with students using the following questions as a guide:  
  ✓ What were August’s feelings about the trip? How do you know? Use details from the text in your response.  
  ✓ Why did August want a new duffle bag for the retreat? Use details from the text to support your response.  
  ✓ How did August and his mom prepare for camp?  

CC.1.3.4.A  
Determine a theme of a text from details in the text; summarize the text.  

CC.1.3.4.B  
Cite relevant details from the text to support what the text says explicitly and make inferences.
| ✓ What made August feel at ease about going to camp? |
| ✓ What happened at camp so far? What happened to Jack and August? Then what happened? |
| ✓ What surprised August once they got back to the movie area? |
| ✓ What happened with August’s hearing aids? How did he feel about it? How do you know? |
| ✓ What happened when August got home? |

- While discussing the chapter, add big ideas to the classroom chart.

**Closing:**
- Explain to students that over the next few weeks they will engage in activities centered on the book, *Wonder*. 
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Chapter</th>
<th>Student Work</th>
<th>PA Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 19</td>
<td>Part 8- August</td>
<td><strong>WORD WORK:</strong></td>
<td>CC.1.3.3.A Determine the central message, lesson, or</td>
</tr>
<tr>
<td></td>
<td>Pages 288-310</td>
<td><strong>GROUP #1</strong></td>
<td>moral in literary text; explain how it is conveyedin text.</td>
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<tr>
<td></td>
<td><strong>Materials:</strong></td>
<td><strong>GROUP #2</strong></td>
<td>CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>Wonder</td>
<td><strong>Introduction:</strong></td>
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<tr>
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<td>Student Journals</td>
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<td>Chart Paper</td>
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<tr>
<td></td>
<td></td>
<td>• During this lesson students will read and discuss Part 8 of <em>Wonder</em>.</td>
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<td><strong>Opening:</strong></td>
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<td>• Have students read the verse of the poem on page 249.</td>
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<td>• Select a student to share their ideas. As a group, discuss the central message or lesson.</td>
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<td><strong>Whole Group Reading:</strong></td>
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<td>• Create a two column chart for the big ideas from each chapter on chart paper.</td>
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<td>• In the right column, record the central ideas/ character from the chapter.</td>
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<td>• In the left column, record an inference about the central idea/ character that explains why it is important.</td>
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<td>• Read aloud the first few pages of the Chapter, “August”</td>
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<td>• Model for students how to record the big ideas from pages 288 in their notebooks.</td>
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<td><strong>Partner / Independent Reading:</strong></td>
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<td>• Have students work with a partner to read pages 288-310.</td>
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<td>• As an option, students can also read independently.</td>
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<td>• Work in a small group with struggling readers to provide additional support.</td>
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<td></td>
<td><strong>Whole Group Discussion:</strong></td>
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<td></td>
<td>• Engage in a discussion of Part 8 so far with students using the following questions as a guide:</td>
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<tr>
<td></td>
<td></td>
<td>✓ Why was this section titled “Bear”?</td>
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<td></td>
<td></td>
<td>✓ What was Mr. Tushman’s speech about? How was it different from other years?</td>
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<td></td>
<td></td>
<td>✓ What is Mr. Tushman’s opinion of August and the school year that passed?</td>
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<td></td>
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<td>✓ What happened at graduation?</td>
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<td></td>
<td></td>
<td>✓ What was everyone so thankful for?</td>
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<td>• While discussing the chapter, add big ideas to the classroom chart</td>
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<td><strong>Closing:</strong></td>
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<tr>
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<td></td>
<td>During the next lesson, students will begin their culminating projects.</td>
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</tbody>
</table>
### Lesson 20 Culminating Project

**Materials:**
- Wonder
- Student Journals
- Culminating Project handout

**WORD WORK:**

**GROUP #1**
Vocabulary Surge
- MAT Lesson 12, p.87: Day 2 Step 3

**GROUP #2**
Syllasearch

**Introduction:**
- During this lesson students will work on the culminating project for Wonder.

**Opening:**
- Direct students to the culminating project handout and discuss the elements of their culminating project.

**Prompt:**

- **Option #1:** In your opinion, what was the most valuable lesson that August learned in the novel Wonder? Explain your point of view using evidence from the text.

- **Option #2:** What is the central message or lesson that can be learned by reading Wonder? Explain how that message is conveyed through the main characters in the text. Write an opinion essay with an introduction that identifies a central message or lesson that is learned from Wonder and a body paragraph that describes how that message is conveyed through August, Via, and one other character of your choice. Include a conclusion that recaps the major points of your opinion essay. Include specific evidence and details from the text to support your position.

**Culminating Project:**
- Students will start the opinion writing part of the culminating project.
- Have students follow the writing process: brainstorm, prewriting, drafting, revising, and publishing.
- Use Write Tools Organizers to scaffold and organize the writing.

**Closing:**
- During the next lesson, students will continue to work on the culminating project.

---

**CC.1.3.4.A**
Determine a theme of a text from details in the text; summarize the text.

**CC.1.3.4.B**
Cite relevant details from the text to support what the text says explicitly and make inferences.

**CC.1.3.4.C**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**CC.1.5.3.A**
Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
**Lesson 21 Culminating Project**

**Materials:**
- Wonder
- Student Journals
- Chart Paper
- Culminating Project handout

**WORD WORK:**

**GROUP #1**

Vocabulary Surge
- MAT Lesson 12, p.87: Day 2 Step 3

**GROUP #2**

Syllasearch

**Introduction:**
- During this lesson students will work on the culminating project for *Wonder*.

**Opening:**
- Direct students to the culminating project handout and discuss the elements of their culminating project.

**Culminating Project:**
- Students will start the opinion writing part of the culminating project.
- Have students follow the writing process: brainstorm, prewriting, drafting, revising, and publishing.
- Use Write Tools Organizers to scaffold and organize the writing.

**Gathering Ideas**
- Review and discuss the prompt with students.
- Engage in a whole class discussion around the prompt you chose.
- Guide students to gather evidence from the text for the prompt in their notebooks.

**Organizing Ideas:**
- Provide students with a copy of the open ended written response graphic organizer.
- Model for students how to turn the prompt into a topic sentence.
- Have students identify the lesson the boys learned in the left column of the organizer.
- In the right column of the organizer, have students explain the lesson using key details from the text.
- Information in the left and right columns of the organizer should be notes, not sentences.
- Allow students to develop a conclusion for their writing.

**While students are working, pull students for filming and other work for the interpretation portion of the culminating project.**

**Closing:**
- During the next lesson, students will continue to work on the culminating project.

**CC.1.4.4.H**

Introduce the topic and state an opinion on the topic.
<table>
<thead>
<tr>
<th>Lesson 22</th>
<th>Culminating Project</th>
<th>MATERIALS: - poster board, and other materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORD WORK:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GROUP #1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Vocabulary Surge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MAT Lesson 12, p.87: Day 2 Step 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GROUP #2</strong></td>
<td></td>
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<tr>
<td>Syllasearch</td>
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<tr>
<td><strong>Work will continue on the culminating project:</strong></td>
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<tr>
<td>• Opinion Writing</td>
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<tr>
<td>• Performing and filming</td>
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<tr>
<td>• Provide various materials for posters for advertisements or collages</td>
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</tbody>
</table>

**CC.1.4.4.G**
Write opinion pieces on topics or texts.

<table>
<thead>
<tr>
<th>Lesson 23</th>
<th>Culminating Project</th>
<th><strong>WORD WORK:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP #1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Surge</td>
<td></td>
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<tr>
<td>• MAT Lesson 12, p.87: Day 2 Step 3</td>
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</tr>
<tr>
<td><strong>GROUP #2</strong></td>
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<tr>
<td>Syllasearch</td>
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<tr>
<td><strong>Work will continue on the culminating project:</strong></td>
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<td>• Provide various materials for posters for advertisements or collages</td>
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<tr>
<td>• Students can work together, discussing their work and what they learned to practice for presentations</td>
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</tbody>
</table>

**CC.1.4.4.G**
Write opinion pieces on topics or texts.
Opinion Writing Essay Organizer

Thesis/Opinion

(Big Ideas)

(Prove, Explain, Support, **Evidence**
Elaborate, Give examples)
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Chapter</th>
<th>Student Work</th>
<th>PA Core Standards</th>
</tr>
</thead>
</table>
| Lesson 24 | Culminating Project | **WORD WORK:**  
**GROUP #1**  
Vocabulary Surge  
- MAT Lesson 12, p.87: Day 2 Step 3  
**GROUP #2**  
Syllasearch  
**Work will continue on the culminating project:**  
- Opinion Writing  
- Performing and filming  
- Provide various materials for posters for advertisements or collages  
- Students can work together, discussing their work and what they learned to practice  
**SET UP ROOM SO THAT VISITORS WILL BE ABLE TO WALK AROUND AND DISCUSS STUDENT WORK WITH THEM TOMORROW!** | CC.1.4.4.G  
Write opinion pieces on topics or texts. |
| Lesson 25 | Culminating Project Presentation | **Culminating Project Presentations**  
- Students will present their projects much like a science fair. Visitors will walk around asking questions, making comments, reading student work. | CC.1.4.4.G  
Write opinion pieces on topics or texts. |
| Lesson 26 | Culminating Project | **Culminating Project Presentations**  
- Students will share their work with one another.  
- Have a whole group discussion about final thoughts and feelings about their work and about the novel.  
- Break down projects so that students may take them home. | CC.1.4.4.G  
Write opinion pieces on topics or texts. |