Wonder

Created by Gay Miller
Thank you for downloading this preview of *Wonder Book Unit*. This is a phenomenal book that I’m sure your students will love! Other book units may be found at


**Gay Miller**

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, comprehension questions, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

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**Wonder**

Realistic Fiction  
Interest Level ~ Grades 5-7  
Grade level Equivalent: 5  
Lexile Measure®: 790L  
Genre: Realistic Fiction
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Vocabulary List

Chapter 3 -- How I Came to Life

**anomalies (anomaly)** (noun)
something that deviates from what is standard, normal, or expected

Syn: irregularity, difference, variance, abnormality

About two months before I was born, the doctors realized there was something wrong with my face, but they didn’t think it was going to be bad. They told Mom and Dad I had a cleft palate and some other stuff going on. They called it “small anomalies.”

From Oliver’s Brother

i think she used the phrase “a craniofacial abnormality” to describe his face. or maybe it was “craniofacial anomaly.”

Chapter 6—Paging Mr. Tushman

**elective(s)** (noun)
an optional course of study

Syn: voluntary, selective, no obligatory, non-compulsory

“We have a couple of great science electives at Beecher,” he said. “Maybe you’ll take one of them?”

Chapter 14 –Locks

**forewarn(ed)**
inform (someone) of a danger or possible problem

Syn: warn, caution, alert, prepare, tip off, put on the alert

Be forewarned that some lockers are not right outside this class but down the hall, and before anyone even thinks of asking: no, you cannot switch lockers and you can’t switch locks.
Chapters 3 & 6 - How I Came to Life & Faking Mr. Tushman

1. Is elective used correctly in the sentences below? True or False
   a. Foreign languages are elective subjects at our school.
   b. When school electives, August must leave in a hurry.
   c. You may wish to take electives in the subjects that interest you the most.

2. Circle six words in the box that are synonyms of anomaly.
   - Irregularity
   - Common
   - Abnormality
   - Not standard
   - Difference
   - Customary
   - Natural
   - Usual
   - Away from expected
   - Average
   - Variance
   - Standard

3. Give an example of an anomaly.

Page 1
Chapters 116 & 119 – The Last Percept & A Simple Thing

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

1. ________ long speech  a. ovation
2. ________ uncommunicative in speech  b. bungalow
3. ________ botch or bungle  c. monologue
4. ________ low house with a front porch  d. taciturn
5. ________ ability to do or understand something  e. attribution
6. ________ giving credit to a particular person as the creator of a work of art  f. flub
7. ________ cheering  g. capacity

8. Complete the following analogy:

   attribution is to acknowledgement as capacity is to ________.

   attribution : acknowledgement :: capacity : ________.

---

Chapters 3 & 6 – How I Came to Life & Paging Mr. Tushman

1. Is electives used correctly in the sentences below?
   True or False

   _____________ Foreign languages are elective subjects at our school.

   _____________ When school electives, August must leave in a hurry.

   _____________ You may wish to take electives in the subjects that interest you the most.

2. Circle six words in the box that are synonyms of anomaly.

   irregularity  common  abnormality
   not standard  difference  customary
   natural  usual  away from expected
   average  variance  standard

3. Give an example of an anomaly.

   ________________________________
   ________________________________
   ________________________________
   ________________________________

Page 16
Chapters 116 & 119 – The Last Percept & A Simple Thing

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

1. _____c____ long speech       a. ovation
2. _____d____ uncommunicative in speech       b. bungalow
3. _____f____ botch or bungle       c. monologue
4. _____b____ low house with a front porch       d. taciturn
5. _____g____ ability to do or understand something       e. attribution
6. _____e____ giving credit to a particular person as the creator of a work of art       f. flub
7. _____a____ cheering       g. capacity

8. Complete the following analogy:

Attribution is to acknowledgement as capacity is to ______.

Is electives used correctly in the sentences below? True or False

1. _____T______ Foreign languages are elective subjects at our school.
2. _____F______ When school electives, August must leave in a hurry.
3. _____T______ You may wish to take electives in the subjects that interest you the most.

2. Circle six words in the box that are synonyms of anomaly.

irregularity    common    abnormality
not standard    difference    customary
natural    usual    away from expected
average    variance    standard

3. Give an example of an anomaly.

____________________________________________
____________________________________________
____________________________________________

   a) aptitude
   b) powerless
   c) failure
   d) lack
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students complete the organizer by writing complete sentences.
1. A good title for Chapters 1-8 could be ---.
   a. My Birth
   b. Meet August Pullman (Auggie)
   c. Mr. Tuchman
   d. Beecher Prep

2. Chapters 1-8 are told from which point of view?
   a. 1st through Auggie
   b. 1st through Mom
   c. 3rd through Auggie
   d. 3rd through Mom

3. What can be inferred about Mom and Dad?
   a. They differ in how much they love Auggie.
   b. They both wish to push Auggie into going out into the world to meet new people.
   c. They differ in how protective they are of Auggie.
   d. They want to shelter Auggie, so no one will ever make him feel bad.

4. Check the words that describe the tone of Wonder. Select one in each row.
   ___ tolerable   ___ longing
   ___ humorous   ___ dark
   ___ open and honest   ___ secretive

5. Read this passage from Chapter 5.
   “Hi, Mr. Tushman! I see you’re running a little behind today! Did your car get rear-ended again? What a bum rap!”
   This passage contains ---.
   a. puns
   b. alliteration
   c. hyperbole
   d. personification

6. Which word best describes Auggie’s mental state?
   a. playful
   b. frightened
   c. confused
   d. serious

7. Which genre is Wonder? Check one from each row.
   ___ fiction   OR   ___ drama
   ___ young adult lit   OR   ___ horror
   ___ fantasy   OR   ___ realistic
   ___ mystery   OR   ___ coming of age
   Explain why you selected these answers.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

8. Match each quote with the word that best describes its theme.
   ______ Ch 1 Via doesn’t see me as ordinary. She says she does, but if I were ordinary, she wouldn’t feel like she needs to protect me as much. And 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.
   a. family
   b. courage
   c. isolation

   ______ Ch 2 - I can’t say I always wanted to go to school because that wouldn’t be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school.

   ______ Ch 3 - Mom remembers exactly what the nurse whispered in her ear when the doctor told her I probably wouldn’t live through the night: “Everyone born of God overcometh the world.”
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4. Check the words that describe the tone of *Wonder*. Select one in each row.
   ___ tolerable
   ___ longing
   ___ humorous
   ___ dark
   ___open and honest
   ___ secretive

5. Read this passage from Chapter 5.
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   ___ horror
   ___ realistic
   ___ coming of age

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   b. Ch 2 - I can’t say I always wanted to go to school because that wouldn’t be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school.
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   c. isolation
   c. Ch 3 - Mom remembers exactly what the nurse whispered in her ear when the doctor told her I probably wouldn’t live through the night: “Everyone born of God overcometh the world.”
   a. family
   b. courage
   c. isolation
Construction Response

R.J. Palacio quotes words from Natalie Merchant’s song *Wonder* at the beginning of the book and again at the beginning of *Part One ~ August*. How is this song and the book *Wonder* alike?

Doctors have come from distant cities
just to see me
stand over my bed
disbelieving what they’re seeing
They say I must be one of the wonders
of God’s own creation
and as far as they can see they can offer
no explanation
—NATALIE MERCHANT, “Wonder”

Fate smiled and destiny
laughed as she came to my cradle ...
—Natalie Merchant, “Wonder”

---

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
**CCSS.ELA-Literacy.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as
R.J. Palacio quotes words from Natalie Merchant’s song *Wonder* at the beginning of the book and again at the beginning of *Part One ~ August*. How is this song and the book *Wonder* alike?

Doctors have come from distant cities  
just to see me  
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disbelieving what they’re seeing  
They say I must be one of the wonders  
of God’s own creation  
and as far as they can see they can offer  
no explanation  
—NATALIE MERCHANT, “Wonder”

Fate smiled and destiny  
laughed as she came to  
my cradle ...  
—Natalie Merchant,  
“Wonder”

Answers will vary depending on when you have students answer this question. Obviously, Palacio is comparing her character Auggie to the person in the song.

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as
Describe how August views himself and how his family views him.

August

The Pullmans

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes.
• Describe how August views himself and how his family views him.

• This quote pretty much sums up how Auggie feels:

  “If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and doing that look-away thing. Here’s what I think: the only reason I’m not ordinary is that no one else sees me that way.”

• Auggie’s family has had to deal with multiple surgeries, August needing special care to recoup from those surgeries, as well as how strangers view Auggie. The family deals with their problems by using humor.

  “For example, August tells the story about how he was born. "I like when Mom tells this story because it makes me laugh so much. It’s not funny in the way a joke is funny, but when Mom tells it, Via and I just start cracking up."

• Another example is how the family deals with August going to school for the first time, a major step for the Pullman family. The family jokes about the principal’s name, Mr. Tushman. “Auggie, you know, you should go to that school just so you can hear his name said over the loudspeaker!” Dad said excitedly. “Can you imagine how funny that would be? Hello, hello? Paging Mr. Tushman!” He was using a fake high, old-lady voice. “Hi, Mr. Tushman! I see you’re running a little behind today! Did your car get rear-ended again? What a bum rap!”
Activities

Author R. J. Palacio not only created a fantastic story with a good “lesson” for the reader, but the book includes many cross curricular teaching opportunities as well. This section provides a few suggestions that may be incorporated into your unit study.

- #1 ~ Epigraphs You will find Youtube videos for each epigraph here: http://bookunitsteacher.com/reading_wonder/wonder.htm
- #2 ~ Many state standards require 5th graders to learn about genetics and the Punnett Square that Via spoke about in Chapters 42 and 43. Our students created an edible genetic bug. Photos and instructions are included.
- #3 ~ I wish I had thought of having an Egyptian Exhibit in the dark using flashlights. That would have been great fun! Our exhibit included not only displays from Egypt but Greece and Rome as well. I have included the requirement page we gave our students and many photos of our Egyptian projects. [Note: We did this with sixth graders as fifth graders study American history.]
- #4 ~ Fifth graders must create a science fair project using the scientific method. I have included the materials we used for teaching the scientific method. I have also included photos of three science fair projects: the potato battery, the lemon battery, and fruit batteries.
- #5 ~ Justin’s part is written with all lower case letters and includes grammatical mistakes. Simply photocopy one page from this part for students to edit.
- #6 ~ Nature Retreat ~ In past years, our fifth graders went to Bays Mountain each spring. Although the trip was not a sleep over, I imagine the nature retreat was similar to Auggie’s. You can read about Bays Mountain here: http://www.baysmountain.com/

We no longer take this trip because our school system adopted a policy that if a field trip takes place on a school day, students must be back to school before the final bell rings. The trip was impossible to do in such a short day. I looked for photos to share; however, they must be stored away on a floppy disk somewhere.
- #7 ~ Mini posters of Mr. Brown’s precepts are included for display and discussion.
In this Book Unit Interactive Notebook Series [Note: This series is set up differently from my products that simply say Book Units.] each unit will have seven sets of skill practice. Each practice will include one or more graphic organizers and an activity. The activities will not be worksheets as most of us have plenty of those, but will instead be a hands-on type of activity. Here is how it works:

1) Each unit will focus on two prefixes and two suffixes. Both graphic organizers and a practice activity will be provided. The affixes selected will be different for each unit, so that nothing repeats.

2) Each unit will focus on two Greek or Latin root words. Graphic organizers as well as a practice activity will be included.

3) Each unit will practice with one or more of the following: figurative language, sound devices, idioms, proverbs, and/or adages. Each unit will include a set of response cards, graphic organizers, and practice activity. Activities will be based on the writing style of the book’s author.

4) Each unit from this series will contain practice using context clues. Two types of organizers will be provided with this skill; one explaining many types of context clues -- definition, synonym, antonym, example, cause/effect, comparison, lists/series description, etc. plus a graphic organizer which focuses on just one type of context clue.

Cards containing multiple choice questions will be provided based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however the games will remain the same. [Note: This only refers to the context clues game activities. Activities for the other skills will change from unit to unit.]

5) Each unit will contain an organizer going over rules and a practice activity with a punctuation skill.

6) Each unit will contain practice with one part of speech.

7) Each unit will contain practice with synonyms, antonyms, homographs, and/or analogies.
Graphic Organizers

Samples
# Game Samples

## Personification Jeopardy

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**Final Question**
Purchase the full unit here.