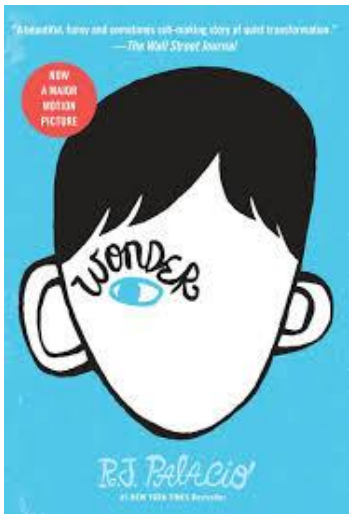
Wonder



ISBN-13	978-0-375-86902-0
Author	R.J. Palacio
Publisher	Alfred A. Knopf
Copyright	2012
Lexile	790L
Genre	Fiction
Synopsis	Ten-year-old August Pullman was born with extreme facial abnormalities and was not expected to survive. As he goes from being home-schooled to entering fifth grade at a private middle school in Manhattan, he endures the taunting and fear of his classmates and struggles to fit in.
Themes	Caring; Friendship; Kindness; Courage; Personal Growth

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan *Wonder*, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.4 - 8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.6.1 - 8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Treacher Collins Syndrome?

The main character in *Wonder*, Auggie Pullman, was born with a rare form of Treacher Collins syndrome, a gene mutation that affects approximately one in every 50,000 babies born in the United States. It is a craniofacial syndrome, meaning the bones and tissues of the face do not develop as they should, affecting facial structures like the jaw, nose, cheeks and ears. Though it can result in serious complications and children with Treacher Collins may need several corrective surgeries, the syndrome doesn't affect an individual's intelligence.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

august (3)	ordinary (3)	petrified (4)	anomalies (6)	leadership (28)

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Challenge Question

According to Merriam-Webster Dictionary, august (adjective) comes from the Latin word augustus, which means "venerable." Pronounced /ɔˈgʌst/, according to Cambridge Dictionary, august means "having great importance and respect in society."

In your opinion, why did the author give the main character the name August?

READ

Review the timeline from the beginning every day.

Read the selection.

Look at the front cover of the book and make a prediction about what this story might be about. Does the illustration give you any clues about the main character?

Read the first half of "Part One: Auggie" (pp. 1–34)

Setting	Characters	Pages
Auggie's Opening Narrative	Auggie (August), Mom (Isabel), Dad (Nate), Via (Olivia)	3–5
Hospital	Mom, Dad, Nurse	6–7
Christopher's House	Auggie, Mom, Dad, Christopher, Christopher's Mom	8–9
Car Ride	Auggie, Mom, Dad, Via	10–14
Beecher Prep (Auggie's new school)	Auggie, Mom, Mrs G (Mrs. Garcia), Mr. Tushman, Julian, Jack (Jack Will), Charlotte	15–27
Beecher Prep Auditorium	Auggie, Julian, Jack, Charlotte	27–30
Mr. Tushman's Office	Auggie, Mom, Mrs. G, Mr. Tushman, Julian, Jack, Charlotte	31–32
Pullman House	Auggie, Mom	33–34

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Auggie introduces himself and explains why he thinks he's ordinary.
- Auggie finds out that his parents have enrolled him in school for the first time.
- Auggie visits his school before school starts and meets Mrs. Garcia and Mr. Tushman.
- Auggie's future classmates, Julian, Charlotte, and Jack, take him on a tour of the school.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 3
"I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an XBox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, you will write a persuasive essay about the central message, or messages, of *Wonder*. You are encouraged to use evidence from the text, personal experiences, and external examples to support your claims.

Each lesson in this unit will culminate in a writing prompt that will explore possible themes. You may choose to use these assignments in your final essay, but it is not required.

Today's prompt is as follows:
What does it mean to be an ordinary kid? Do you agree with Auggie when he says that the "only reason I'm not ordinary is that no one else sees me that way?" (pg. 3). Why or why not.

Close by extending today's lesson to life and the world.

Consider how Auggie sees himself, and how the actions of the characters around him make him feel. Think of Auggie's school tour with Charlotte, Jack and Julian. Can you identify with Auggie or one of the other characters? What might you have done if you were one of the kids chosen to show Auggie around school?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan *Wonder*, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.4 - 8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.6.1 - 8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How does empathy differ from sympathy?

People often confuse empathy and sympathy. To understand the central themes of *Wonder*, it may be helpful to review and understand the differences between these two terms. Empathy can be defined as a person's ability to share the emotions of another. When you empathize with a person or character, you can imagine yourself as him or her in a particular setting. In contrast, when you sympathize with someone you may feel care or concern and wish to see him or her in a better situation, but you don't necessarily share the person's perspective or emotions. When expressing sympathy, one's facial expression may show caring and concern, but not shared distress. Sympathy can lead to empathy, but not always.

What is a Padawan?

When Auggie starts school he has a small braid in the back of his hair. Julian asks if it's a "Padawan" thing, and the chapter titled "Padawan" begins with Auggie cutting off the

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

braid. A Padawan is a Jedi apprentice in the Star Wars series. Meaning “learner” in Sanskrit, a Padawan must pass trials before becoming a Jedi Knight.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

precept (45)	kind (48)	monuments (65)	aversion (70)	observations (71)

READ

Review the timeline from the beginning every day.

Read the selection.

Read Part One: Auggie (pp. 35–80)

Setting	Characters	Pages
North River Heights, Walk to School	Auggie, Via, Mom and Dad	35–36
Auggie’s Homeroom	Auggie, Ms. Petosa, Charlotte, Jack, Julian, Henry Joplin	37–44
Mr. Browne’s English Class	Auggie, Mr. Browne, Jack	45-48
Cafeteria	Auggie, Summer	49–53
Walking Home from School	Auggie, Mom, Summer	54–56
Pullman House	Auggie, Mom, Dad, Via	57–60
Beecher Prep	Auggie, Jack	61–65
Pullman Kitchen	Auggie, Mom	66–67
Beecher Prep	Auggie, Summer, Mrs. Atanabi, Ximena Chin, Ms. Rubin, Tristan	68–-72
Pullman House	Auggie, Via, Mom, Dad	73–75
Homeroom	Auggie, Julian, Jack	76–78
Beecher Prep	Auggie, Mom, Nurse Molly	79–80

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important events on the timeline.

Students might mention:

- Auggie begins Beecher Prep and describes how students react to his presence.
- Auggie adapts to life at Beecher Prep and befriends Summer and Jack.
- Auggie has a birthday party.
- Auggie notices how his classmates react to him, and how they won’t touch him as though his condition is contagious.
- Auggie is excited for Halloween until he overhears Jack talking about him with other students.

EXPLORE

Analyze the key paragraph.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Key paragraph, p. 65

"YOUR DEEDS ARE YOUR MONUMENTS…*This precept means that we should be remembered for the things we do. The things we do are the most important things of all. They are more important than what we say or what we look like. The things we do outlast our mortality. The things we do are like monuments that people build to honor heroes after they've died. They're like the pyramids that the Egyptians built to honor the pharaohs. Only instead of being made of stone, they're made out of the memories people have of you. That's why your deeds are like your monuments. Built with memories instead of stone."*

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one paragraph about why people might reject others who are different from them. You are encouraged to use evidence from the text, personal experiences, and other resources to support your opinions.

Use the proofreading checklist (next page) to review your paragraph.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Paragraph Proofreading Checklist

Checked by: _____ Date:_____

☐ The paragraph includes a topic sentence.
☐ Every sentence has a subject and a verb.
☐ The paragraph includes at least one sentence that contains a subordinate clause.
☐ All required capitalizations are in place.
☐ There are no spelling mistakes.
☐ All verb forms are correct.
☐ There is at least one transition word.
☐ The paragraph includes at least three sophisticated vocabulary words.
☐ There are at least three supporting details.
☐ The paragraph ends with a sentence that gives a sense of closure to the reader.

My Revision "To Do" List

_____
_____
_____
_____
_____
_____
_____
_____
_____

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan *Wonder*, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.4 - 8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.6.1 - 8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is a Punnett Square?

Via's section begins with her attempt at describing August objectively and exploring the genetic causes of his syndrome, including a reference to Punnett Squares. Punnett Squares are visual representations of Mendelian inheritance theory. They illustrate possible combinations of recessive and dominant genes. Recessive genes aren't likely to show up as a trait, whereas dominant genes are more commonly expressed. A common example is blue and brown eyes. Blue eyes are caused by a recessive gene, and brown eyes are caused by a dominant gene, but people who have brown eyes can carry recessive genes for blue eyes in their DNA. So if both of your parents have brown eyes, but carry the recessive gene for blue eyes, you may be born with blue eyes. In *Wonder*, we learn that Via worries that she too carries the gene that caused Auggie to have Treacher Collins syndrome.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

via (81)	universe (82)	apparition (99)	spitefully (101)	flabbergasted (116)

READ

Review the timeline from the beginning every day.

Read the selection.

Read Part Two: Via (pp. 82–117)

Setting	Characters	Pages
Via's Opening Narrative	Via, Auggie, Mom, Dad	81–84
Montauk	Via, Grans, Auggie	85–87
Via's narrative - Auggie	Via, Auggie	88–90
Via's narrative – school and friendships	Via, Miranda, Ella, Auggie	91–92
High School	Via, Miranda, Ella, Auggie	93–94
Pullman House	Via, Mom, Auggie, Dad	95–102
Via's narrative – genetics	Via, Mom, Dad, Family	103–106
High School	Via, Eleanor, Justin, Miranda, Ella	107–108
Pullman House	Via, Mom, Auggie	109–117

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Via describes her relationship with her grandmother.
- Via describes Auggie's physical appearance and some of his surgeries from her perspective.
- Via's longtime friendships change when she starts high school.
- Via is mourning her grandmother and is looking forward to a day with her mother when the nurse calls from Auggie's school on Halloween.
- Via convinces Auggie to tell him what happened at school on Halloween and gets him to Trick or Treat and ultimately return to school.

EXPLORE

Analyze the key paragraph.

Key paragraph, p. 109

"Auggie really wanted to be a Star Wars character called Boba Fett, so Mom looked for a Boba Fett costume in Auggie's size, which, strangely enough, was out of stock everywhere. She went to every online store, found a few on eBay that were going for an outrageous amount, and finally ended up buying a Jango Fett costume that she then

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

converted into a Boba Fett costume by painting it green. I would say, all in all, she must have spent two weeks working on the stupid costume. And no, I won't mention the fact that Mom has never made any of my costumes, because it really has no bearing on anything at all."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Why does the author retell some of the same story events from another character's perspective? Write one paragraph about whether or not the shift in perspective from August to Via changes your understanding of the story. You are encouraged to use evidence from the text, personal experiences, and external examples to support your claims.

Consider the following: How do Via's character descriptions compare or contrast with August's? What does she add to key events, like the first day of school and Halloween?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan
Wonder, Day 4

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes
CCSS.ELA-LITERACY.W.6.4 - 8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.6.1 - 8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is "The Plague"?
Students at Beecher Prep say they have "the Plague" if they touch Auggie. The Plague, also known as Black Death, refers to several incidences in which highly contagious diseases which resulted in the death of as many as 45-50% of the European population within a four-year period. The deaths of 75-200 million people resulted in significant religious, social, and economic upheaval and ultimately the course of European history. This is what students say will happen if they touch Auggie.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

saint (119)	plague (120)	Anubis (125)	biracial (127)	museum (131)

READ

Review the timeline from the beginning every day.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Read the selection.

Read Part Three: Summer (pp. 118–132)

Setting	Characters	Pages
Summer's Opening Narrative	Summer, Auggie, Julian, Ximena Chin, Maya Markowitz	119–120
Savanna's House	Summer, Savanna	121–123
Beecher Prep	Summer, Savanna, Auggie	124–126
Summer's House	Summer, Auggie, Summer's Mom	127–130
Egyptian Museum Exhibition at Beecher Prep	Summer, Auggie, Jack	131–132

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- After the popular kids tell Summer she can join their group if she stops being friends with Auggie, she chooses Auggie.
- Auggie and Summer become closer friends and find out more about each other's backgrounds. They consider the idea of reincarnation while working on their Egyptian Museum projects.
- Beecher Prep students display their work at the Egyptian Museum Day.
- Jack asks Summer why Auggie is mad at him. She gives him a hint, but she won't break Auggie's confidence to tell him the full story.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 120

"I should say that I don't really feel sorry for him anymore. That might have been what made me sit down with him the first time, but it's not why I keep sitting down with him. I keep sitting down with him because he's fun."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Charlotte is nice to Auggie, but Summer is kind to him. What is the difference is between being nice and being kind? Write one paragraph about the courage it took for Summer to demonstrate kindness. You are encouraged to use evidence from the text, personal experiences, and external examples to support your claims.

Consider the following: Is it difficult not to go along with excluding someone when others are?

Close by extending today's lesson to life and the world.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Have you ever taken a risk to be kind to someone? How did it feel? Was it ultimately worth the risk to do what you thought was right? Has anyone ever taken a risk to be kind to you?

© 2018 The President and Board of Trustees of Santa Clara College

Character-Based Literacy Program 40-Minute Lesson Plan
Wonder, Day 5

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes
CCSS.ELA-LITERACY.W.6.4 - 8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.6.1 - 8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

shepherd (134)	deformed (139)	sympathetic (140)	hobo (150)	empathy (163)

READ

Review the timeline from the beginning every day.

Read the selection.

Read Part Four: Jack (pp. 133–185)

Setting	Characters	Pages
Jack's House	Jack, Jack's Mom	134–135
Outside the Ice Cream shop	Jack, Jamie, Veronica, Auggie, Auggie's Mom, Via	136–138
Jack's House	Jack, Jack's Mom, Jamie	139–141

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Jack's Narrative	Jack, Auggie, Ms. Rubin	142–-145
Jack's Home / The Park	Jack, Jamie, Jack's Dad, Auggie	146–147
Beecher Prep	Jack, Julian, Miles	148–154
Mr. Tushman's Office	Jack, Mr. Tushman, Mom	155–157
Jack's House	Jack, Jack's Mom	158–159
Exchanges of letters, texts, and Facebook friend requests	Jack, Mr. Tushman, Julian's Mom	160–167
Beecher Prep	Jack Will, Luca, Isaiah, Charlotte, Auggie, Summer	168–179
Auggie's House	Jack Will, Auggie, Via, Justin	182–185

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Jack recalls his mother getting the call from Mr. Tushman to meet Auggie before school began.
- Jack recalls the first time he saw Auggie, years before the Beecher Prep meeting.
- Jack reflects on his friendship with Auggie. He tries to convince himself that it was Auggie's loss to end their friendship, but he admits that he misses him.
- Jack is excited to fix up a used wooden sled and goes sledding in the park. He wants to tell Auggie but doesn't. He later learns that his new sled was thrown away by another student.
- Jack gets angry at Julian and punches him. We learn how Julian's attitudes toward Auggie are likely influenced by his mother.
- Jack and Auggie become friends again. Jack joins Summer and Auggie's table.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 141

"So, here's why I changed my mind. It wasn't so I wouldn't have to hear Mom give me a whole lecture. And it wasn't to protect this Auggie kid from Julian, who I knew would be a jerk about the whole thing. It was because when I heard Jamie talking about how he had run away from Auggie going 'Ahhh,' I suddenly felt really bad. The thing is, there are always going to be kids like Julian who are jerks. But if a little kid like Jamie, who's usually a nice enough kid, can be that mean, then a kid like Auggie doesn't stand a chance in middle school."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

In the beginning of the novel, Jack is described as a well-liked, popular student. In this section, his actions result in him being socially excluded by people that he had considered friends. Do you think social exclusion is a form of bullying, even if it doesn't involve physical harm? Write a paragraph to express your opinion, and support your claims with evidence from the text, personal experiences, or external examples.

Close by extending today's lesson to life and the world.

Consider Jack's story, and the choices he's made. Do you think Jack's punishment by the school leading into winter break is fair? Why or why not.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan
Wonder, Day 6

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes
CCSS.ELA-LITERACY.W.6.4 - 8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.6.1 - 8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is *The Elephant Man*?
In this chapter, Justin mentions that his school is originally going to put on a production of "The Elephant Man," but the teacher suddenly switches to "Our Town" instead. The Elephant Man is a play by Bernard Pomerance which premiered in London in 1977. The story is based on the life of Joseph Merrick, who was known for the deformity of his body. The play doesn't call for prosthetic makeup, but asks the audience to imagine Merrick's appearance based on the physicality of the actors.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

abnormality (188)	anomaly (188)	geneticist (190)	cyan (194)	monologues (200)

READ

Review the timeline from the beginning every day.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Read the selection.

Read Part Five: Justin (pp. 186–204)

Setting	Characters	Pages
Via's Room	Justin, Via	187–189
Mexican Restaurant, Pullman House	Justin, Via, Auggie, Mom, Dad	190–192
Justin and Via's School	Justin, Via	193
Pullman House Front Stoop	Justin, Via	194–195
Neighborhood Walk to a Bus Stop	Justin, Jack, Julian, Henry, Miles	196–199
Backstage, Play rehearsal	Justin, Miranda	200–201
Justin and Via's School	Justin, Via	202–203
Justin's Room	Justin, Auggie	204

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Justin gets to know Via's family.
- Justin and Miranda are assigned the leads in "Our Town."
- Justin witnesses Jack being bullied by Julian, Henry, and Miles. He tries to help by threatening them after Jack has left on the bus.
- Via tells Justin that she doesn't want her family to go to the play.
- Justin reflects on Auggies' "luck."

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 204

"…the universe was not kind to auggie pullman. what did that little kid ever do to deserve his sentence? … you purchase a ticket when you're born. and it's all just random whether you get a good ticket or a bad ticket. it's all just luck…no,no, it's not all random, if it really was all random, the universe would abandon us completely and the universe doesn't. it takes care of its most fragile creations in ways we can't see. like with parents who adore you blindly. and a big sister who feels guilty for being human over you. and a little gravelly-voiced kid whose friends have left him over you. and even a pink-haired girl who carries your picture in her wallet. maybe it is a lottery, but the universe makes it all even out in the end. the universe takes care of all its birds."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At this point in the novel, you've read from the perspectives of five different characters who each experience and demonstrate kindness in different ways. Using specific

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

examples from the text, cite three or more instances in which these characters have gone out of their way to choose to show kindness. How are these examples similar? How are they different?

Close by extending today's lesson to life and the world.

Consider Justin's story, and how he views Auggie's "luck" in comparison to his own. From your perspective, do you think Auggie lucky or unlucky? Why?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan *Wonder*, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.4 - 8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.6.1 - 8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Who is Lobot?

In this chapter, we find that Auggie's hearing has deteriorated to the point where he needs hearing aids. Most hearing aids hook over your ears or fit inside your ear. The shape of Auggie's ears won't allow this, so he had to get a hearing aid that wraps around the back of his head. Auggie's doctor compares this to Lobot, another *Star Wars* character. In the *Empire Strikes Back,*Lobot had a computer wrapped around his head so that his brain was connected with central computers allowing him to "talk" with the computers directly.

What is Our Town?

Auggie and his family go to Via's school's production of the play, *Our Town*. *Our Town* is a play within a play written in 1938 by Thornton Wilder. It tells the story of a fictional American small town in the early 20th century through the lives of its citizens. In the final act, one of the main characters has died and returns to Earth to relive one day. Her joy at seeing loved ones turns to pain as she realizes how little people appreciate their lives.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bionic (212)	taciturn (216)	hysterically (221)	ashamed (226)	ovation (231)

READ

Review the timeline from the beginning every day.

Read the selection.

Read Part Six: Auggie (pp. 205–234)

Setting	Characters	Pages
Beecher Prep Gymnasium	Auggie, Mom	206–207
Beecher Prep	Auggie, Jack, Julian, Maya	208–210
Doctor's Office	Auggie, Mom, ear doctor	211–213
Pullman House	Auggie, Mom, Via, Daisy, Dad	216–227
Via's School Auditorium	Mom, Dad, Auggie, Via, Justin, the drama teacher, Miranda	228–234

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Auggie and Jack present their Spud Clock at the school science fair. Auggie describes his thoughts about presenting to parents.
- Auggie gets hearing aids.
- Via, Mom and Auggie get in arguments about going to the school play at Via's school.
- Daisy dies.
- The Pullman's go to see Justin in the school play. Via appears in the lead role.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 225

"I've never seen Dad cry before, but I saw him cry tonight. I had gone into Mom and Dad's bedroom looking for Mom to put me to bed, but saw Dad sitting on the edge of the bed, taking off his socks. His back was to the door, so he didn't know I was there. At first I thought he was laughing because his shoulders were shaking, but then he put his palms on his eyes and I realized he was crying. It was the quietest crying I've ever heard. Like a whisper. I was going to go over to him, but then I thought maybe he was whisper-crying because he didn't want me or anyone else to hear him."

EXTEND

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Write a short product based on today's prompt to connect to the unit theme.

Throughout this section, characters overcome their disagreements with each other when they are confronted by a shared loss. Using specific examples from the text, cite two or more instances in which grief drives change in the plot. Consider how this change is connected to the character's growth throughout the novel to this point.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan
Wonder, Day 8

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes
CCSS.ELA-LITERACY.W.6.4 - 8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.6.1 - 8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

remote (236)	entitled (237)	pathetic (241)	extraordinary (243)	euphoric (246)

READ

Review the timeline from the beginning every day.

Read the selection.

Read Part Seven: Miranda (pp. 235–248)

Setting	Characters	Pages
Miranda's Summer Camp	Miranda, Auggie, Via, Ella	236–238
High School	Miranda, Via, Mr. Davenport	239–240
Pullman House	Miranda, Auggie	241–242
High School Auditorium	Miranda, Via	243–245
Backstage	Miranda, Auggie	246–248

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Miranda changes her image at camp, in part through lying about her relationship with Auggie.
- Miranda signs up for theatre because Via has signed up. She convinces the drama teacher not to choose The Elephant Man because of "her" little brother.
- Miranda misses Via's family.
- Miranda tells Mr. Davenport that she is sick and cannot perform in the play, leaving Via to play the lead.
- Miranda appears to feel happy again as she joins the Pullman family for a celebratory dinner after the play.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 243

"So on opening night, no one that was even remotely close to me was even there. And the thing is, I realized in my third or fourth rehearsal that I was good at this acting thing. I felt the part. I understood the words I spoke. I could read the lines as if they were coming from my brain and my heart. And on opening night, I can honestly say I knew I was going to be more than good: I was going to be great. I was going to be extraordinary, but there would be no one there to see."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

In *Wonder* the characters' identities emerge and change throughout the novel. How do characters bridge the gap between the type of person they think they are and the type of person others see them as? Using specific examples from the text, cite two or more instances in which we see Miranda struggle with her sense of self. How do her struggles impact the broader narrative?

Close by extending today's lesson to life and the world.

How are the changes that Miranda and Via experienced this year different? How are they similar? How do you think Miranda's and Via's struggles to grow into new identities while also wanting to hold on to the familiar compare to the growing pains of most teens?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan *Wonder*, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.4 - 8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.6.1 - 8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

incantation (255)	courteous (261)	orc (266)	intense (268)	Imbeciles (277)

READ

Review the timeline from the beginning every day.

Read the selection.

Read Read Part Eight: Auggie (pp. 249–281)

Setting	Characters	Pages
Pullman House	Auggie, Mom	250–256
Broarwood Nature Reserve, Pennsylvania	Auggie, Jack, Beecher Prep Students	257–258

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Fairgrounds Movie Night	Auggie, Jack, Miles, Henry, Amos, Eddie	259–274
Pullman House	Auggie, Mom, Dad, Via, Bear	275–281

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Auggie packs for the fifth-grade nature retreat.
- Beecher Prep students are joined by other schools at the Nature Retreat Movie Night
- Jack and Auggie are cornered by kids from another school after sneaking into the woods to avoid the bathroom line. The kids stare and make fun of Auggie.
- Amos, Henry and Miles help Jack and Auggie escape the kids who are bullying them.
- Auggie returns home from nature camp. Dad and Via surprise him with a new puppy.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 273
"When we got back to our section in front of the movie screen, no one had even noticed we'd been gone. Mr. Tushman and Ms. Rubin and Summer and all the rest of the kids were just watching the movie. They had no clue how something bad had almost happened to me and Jack. It's so weird how that can be, how you could have a night that's the worst in your life, but to everybody else it's just an ordinary night. Like, on my calendar at home, I would mark this as being one of the most horrific days of my life. This and the day that Daisy died. But for the rest of the world, this was just an ordinary day. Or maybe it was even a good day. Maybe somebody won the lottery today."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

As much as Auggie and his friends have grown throughout the story, suffering is a constant presence. Even when he's having a great time at the nature retreat, the cruelty of others proves inescapable and once again he's left to rebuild his sense of dignity and self-esteem.

Write one paragraph about the ways in which Auggie handles his sadness and suffering. Consider the following: What does Auggie learn from his suffering, and how does this compare and contrast with other characters like Jack, Miranda, and Via?

You are encouraged to use evidence from the text, personal experiences, and external examples to support your claims.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Close by extending today's lesson to life and the world.

How do Julian's actions toward Auggie compare with Eddie's? Why do you think the Beecher Prep boys followed Julian's lead in isolating Auggie and Jack, but responded differently when they saw them threatened by Eddie? What does this say about the nature of bullying in general?

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Character-Based Literacy Program 40-Minute Lesson Plan
Wonder, Day 10

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Outcomes
CCSS.ELA-LITERACY.W.6.4 - 8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.6.1 - 8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

seismic (282)	metaphors (287)	attribution (288)	revelation (290)	cusp (299)

READ

Review the timeline from the beginning every day.

Read the selection.

Read Read Part Eight: Auggie (pp. 282–313)

Setting	Characters	Pages
Beecher Prep	Auggie, Amos, Miles, Henry, Jack	282–283
Mr. Tushman's Office	Auggie, Mr. Tushman	284–288
Mr. Browne's Class	Mr. Brown	289
Dad's Car	Auggie, Dad	290–293

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

Beecher Prep Upper School Auditorium	Auggie, Jack, Summer, Mrs. G, Mr. Tushman	294–308
Walk back to the Pullman House	The Pullman family, Jack and his family, Summer and her family	309–310
Appendix	Postcard Precepts from Beecher Prep Students	311–313

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- The Beecher Prep students start treating Auggie differently after the incident at the Nature Retreat.
- Mr. Tushman asks Auggie if he wants to press charges against the students that threatened him on movie night.
- Auggie notices that his self-portrait is hanging in Mr. Tushman's office.
- Auggie and his friends are promoted to 6th grade in the Beecher Prep Graduation Ceremony.
- Auggie wins an award at graduation.

EXPLORE

Analyze the key paragraph.

Key Paragraph, p. 300
"Here Mr. Tushman looked up at the audience. 'Kinder than is necessary,' he repeated. 'What a marvelous line, isn't it? Kinder than is *necessary*. Because it's not enough to be kind. One should be kinder than is needed. Why I love that line, that concept, is that it reminds me that we carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Final Writing Product

Your final writing product is a persuasive essay in response to the following questions:

- What is Wonder's central message?
- Is there more than one?

Your essay should be 500 words (two pages double-spaced). You may use your previous writing responses for parts of the essay.

The essay should have a clear argument aimed at convincing readers to accept your interpretation of the novel. Use the following checklist to review your work:

- The first paragraph introduces your topic and states your opinion.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character

- You have two or three middle paragraphs, each of which makes a convincing point that supports your opinion.
- The main supporting points are organized in a way that allows readers to clearly understand your argument.
- The final paragraph summarizes your argument and restates your opinion.
- You have included a title that helps readers identify your essay topic.

Close by extending today's lesson to life and the world.

Consider the visible and invisible struggles of all the characters in *Wonder*. Return one last time to the wrapped fabric activity and recall that everyone's struggle is not as visible as Auggie's, but they still require strength and courage to overcome. Everyone should be treated to kindness, because you never know what someone else might be going through.

© 2018 The President and Board of Trustees of Santa Clara College
Visit us at www.scu.edu/character