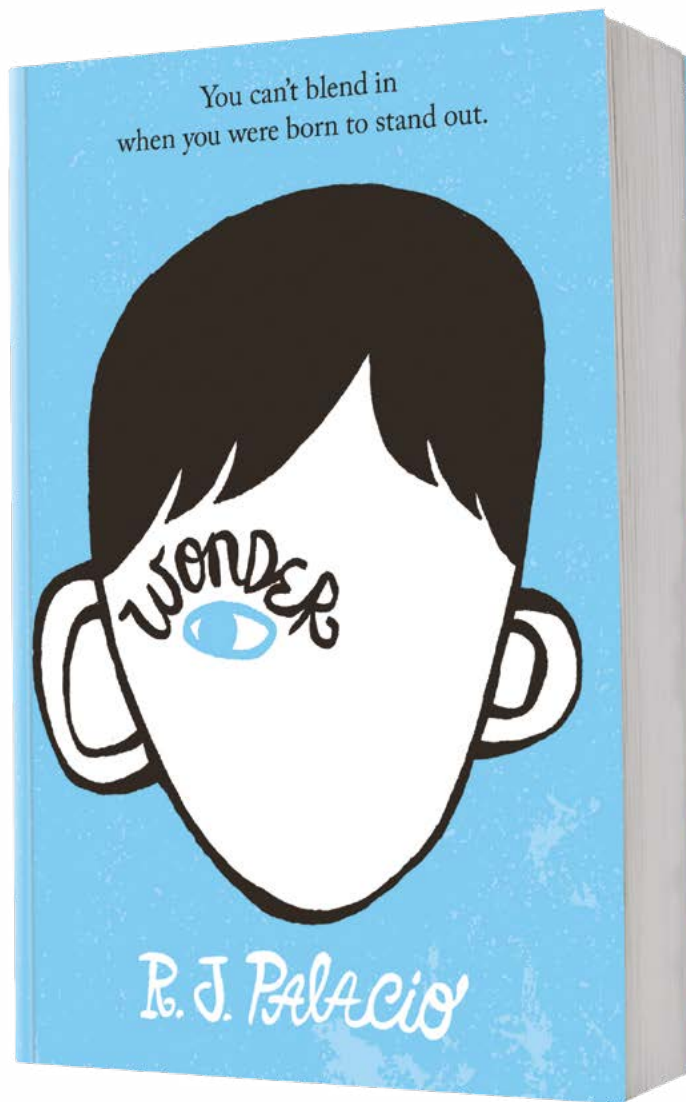


WONDER

FREE CLASSROOM RESOURCES

Learn about the
#ChooseKind
movement!
Details inside!



Explore the themes of:

- ✦ Bullying
- ✦ Friendship
- ✦ Family
- ✦ Getting on and falling out.

Read-along resources including lesson plans, extracts, Literacy and PSHE learning objectives, guided reading cards and activity sheets.





Dear Teachers,

R.J. Palacio's inspirational novel *Wonder* has been spreading the message of love and kindness for five years and this December comes to the big screen in a blockbuster family movie starring Julia Roberts, Owen Wilson and Jacob Tremblay.

Encourage your class to discover *Wonder* and its many important themes before they see the film with the help of the detailed lesson plans, reading cards and activities in this resource pack.

Wonder is the story of Auggie Pullman, a 10-year-old boy who longs to be ordinary. He does ordinary things – eating ice cream, playing on his Xbox. He feels ordinary – inside. But ordinary kids don't make other ordinary kids run away screaming in playgrounds and ordinary kids aren't stared at wherever they go. Born with a facial anomaly, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school – and he's dreading it. All he wants is to be accepted – but can he convince his new classmates that he's just like them, underneath it all?

Within this resource pack are lesson plans that have both a Literacy and a PSHE objective, exploring the themes of: Bullying, Friendship, Family, and Getting on and falling out. You will also find detailed reading cards which explore the themes of Judging by appearances, Humour and Storytelling.

Plus, join the [#ChooseKind](#) movement and help your class bring the spirit of *Wonder* into the classroom by promoting, recognizing and celebrating acts of kindness throughout the school year.

We hope that within these pages there is everything you need to discover and fall in love with the story of *Wonder* with your class.

Best wishes

Puffin Schools



CONTENTS

- ✦ Inspiring quotes from *Wonder*
- ✦ What does it mean to Choose Kind?
- ✦ LESSON PLAN ONE: *Creating an Extraordinary Character*
 - 🌀 ENGLISH OBJECTIVE: *Creating a character and using similar writing as a model for their own*
 - 🌀 PSHE OBJECTIVE: *Understanding the differences and similarities between people*
- ✦ LESSON PLAN TWO: *Tackling a Bully*
 - 🌀 ENGLISH OBJECTIVE: *Devising and performing a short role-play*
 - 🌀 PSHE OBJECTIVE: *Understanding the consequences of bullying, including how to respond and ask for help*
- ✦ LESSON PLAN THREE: *Don't Judge a Book by its Cover*
 - 🌀 ENGLISH OBJECTIVE: *Participating in discussion and debate*
 - 🌀 PSHE OBJECTIVE: *understanding that we should not judge others by their appearance*
- ✦ Guided Reading cards: *Higher Ability*
- ✦ Guided Reading cards: *Middle Ability*
- ✦ Guided Reading cards: *Lower Ability*
- ✦ *Wonder Crossword*
- ✦ *Wonder Wordsearch*
- ✦ *About the Author*



A SELECTION OF FAVOURITE QUOTES FROM WONDER

"When given the choice between being right or being kind, choose kind."



"It's like people you see sometimes, and you can't imagine what it would be like to be that person, whether it's somebody in a wheelchair or somebody who can't talk. Only, I know that I'm that person to other people, maybe to every single person in that whole auditorium. To me, though, I'm just me. An ordinary kid."

"I think there should be a rule that everyone in the world should get a standing ovation at least once in their lives."



"Kinder than is necessary. Because it's not enough to be kind. One should be kinder than needed."

"Courage. Kindness. Friendship. Character. These are the qualities that define us as human beings, and propel us, on occasion, to greatness."



"Sometimes I think my head is so big because it is so full of dreams."

"It's not enough to be friendly. You have to be a friend."



"Learning who you are is what you're here to do."

"We carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness."



WHAT DOES IT MEAN TO CHOOSE KIND?

R.J.Palacio's *WONDER* is a celebration of kindness. In the story, Auggie's teacher

Mr Browne provides his English class with a monthly 'precept' and encourages students to follow these monthly principles or rules when making decisions.

"Like a motto!" said Mr. Browne, nodding as he continued writing on the board. "Like a famous quote. Like a line from a fortune cookie. Any saying or ground rule that can motivate you. Basically, a precept is anything that helps guide us when making decisions about really important things."

Wonder, chapter: Choose Kind

Mr Browne's first precept of the school year is:

'When given the choice between being right or being kind, choose kind'.

This precept becomes an integral and symbolic part of *WONDER*. Throughout the story, many of the characters face difficult decisions, forcing them to question how they behave towards others. Here are a few ideas to help you celebrate kindness in your school:

KINDNESS AWARDS

At the end of each half term, ask children to each nominate a person they think has been the kindest child. Nominations can be placed in a designated *CHOOSE KIND* ballot box. The kindest child receives an award.

WONDER WALL

Create a *WONDER* display wall in your classroom or library. Encourage children to post on the wall once they have read the book. They could post reviews, quotes from the book or even pictures which relate to the book.

SHARING PRECEPTS

In *WONDER*, teacher Mr Browne shares a monthly precept with his students. Why not do the same? You could use the precepts from the story or create your own, and encourage children to share their own precepts, display the completed postcards on a *WONDER* wall.

REFLECTION

At the end of the school term or year, ask children to write a short piece on what they have felt, learnt and discovered over their school year. The writing can be anonymous and can be 50 or 500 words.

WONDER FILM

To incorporate the film version of *WONDER*, divide children into groups and task them to create and perform a *WONDER* film trailer.



✦ LESSON PLAN ONE ✦

CREATING AN EXTRAORDINARY CHARACTER

LESSON OBJECTIVES:

PSHE:

Understanding the differences and similarities between people

ENGLISH:

Creating a character

Using similar writing as a model for their own

YOU WILL NEED:

- 🌀 a copy of extracts 1 and 2 for every pair of children
- 🌀 a copy of *resource 1: WHO IS AUGGIE PULLMAN?* to display on the whiteboard
- 🌀 a copy of *resource 2: ANIMAL CARDS*, already cut up to hand out
- 🌀 a copy of *resource 3: EXTRAORDINARY ANIMALS* for every child
- 🌀 a copy of *resource 4: WONDER WRITING FRAME* for every child
- 🌀 access to research tools for every child (laptops/iPads with internet access, reference books on animals, encyclopaedias).

STARTER ACTIVITY:

Read aloud extract 1 with the class. Auggie says right at the beginning of *Wonder*, 'I know I'm not an ordinary kid.' Ask the children to discuss in pairs what they think it is about Auggie that means he's not 'an ordinary kid', and take feedback. Draw out that there is something about the way Auggie looks that is different to other people, and that other people are scared of him and/or make fun of him because of this. Explain that Auggie was born with a facial anomaly which means his face did not form properly, so he looks very different to other people'.

At the end of the extract, Auggie says, 'I won't describe what I look like. Whatever you're thinking, it's probably worse.' Ask the children for their ideas of what Auggie might look like.

MAIN ACTIVITIES:

Task one

Display *resource 1: WHO IS AUGGIE PULLMAN?* on the whiteboard. Tell the class this is a list of facts about Auggie's character. Reading out one item from the list at a time, ask the children to raise their hands if this is something they share with Auggie, e.g. 'Likes Star Wars'. Record their responses as a tally beside each item. What do these facts tell us about Auggie? Draw out that Auggie might look different on the outside, but he is very ordinary on the inside.



✦ LESSON PLAN ONE ✦

Task two

Explain to the children that their job today is to create an animal character who, like Auggie, looks different on the outside. It might be a lion with a blue mane, or a rabbit with no ears, or a snake who has legs! Children may wish to think of their own animals, or you may prefer to shuffle *resource 2: ANIMAL CARDS* and assign animals at random. Lower ability children could work in pairs on the same animal.

Give each child a copy of *resource 3: EXTRAORDINARY ANIMALS*. Explain that they will need to use the internet or non-fiction books to research their chosen animal and fill out the fact file, before deciding what will be different about their animal character on the outside. What difficulties does this create for their character? There is space for them to draw a portrait of their character, if time allows.

Task three

Provide each child with a copy of *resource 4: WONDER WRITING FRAME*, and ask them to look at their copy of extract 1 again. What do they notice about the way it is written? Draw out that it is first-person perspective, and is written in quite simple, conversational prose, as if Auggie is just talking directly to the reader. Explain that their job will be to write a new introduction to Wonder from the point of view of the animal character they created in the previous task. *Resource 4: WONDER WRITING FRAME* will help them to structure their introduction, and they may wish to refer to their copy of extract 1 to help give them ideas for what to write. (For higher ability writers, you may prefer that they write without the frame for support.)

EXTENSION:

Ask the children to continue their story, imagining that their character goes somewhere for the very first time. How do the other animals react to their extraordinary appearance? What happens next?

PLENARY:

Read extract 2 with the class. Explain that this is Auggie's sister's description of her little brother. Is his appearance similar or different to what the children imagined when they read extract 1? Ask the class to imagine that Auggie is going to join their class as a new pupil. What sort of things would they say to make Auggie feel welcome? How could they show Auggie that they understand that he is ordinary on the inside, just like them?



✦ LESSON PLAN ONE ✦
EXTRACT 1: p.3 (321 words)

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.

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 then 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.

But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them myself, but Via heard and she just started yelling at the kids. That's the way she is. I'm not that way.

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.

My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse.



✦ LESSON PLAN ONE ✦

EXTRACT 2: p.88 (114 words)

His head is pinched in on the sides where the ears should be, like someone used giant pliers and crushed the middle part of his face. He doesn't have cheekbones. There are deep creases running down both sides of his nose to his mouth, which gives him a waxy appearance. Sometimes people assume he's been burned in a fire; his features look like they've been melted, like drippings on the side of a candle. Several surgeries to correct his lip have left a few scars around his mouth, the most noticeable one being a jagged gash running from the middle of his upper lip to his nose. His teeth are small and splay out.





✦ LESSON PLAN ONE ✦

RESOURCE 1: WHO IS AUGGIE PULLMAN?

AUGGIE PULLMAN...

...is ten years old

...eats ice cream

...rides a bike

...plays ball

...has an Xbox

...likes Star Wars

...has a sister

...is kind

...is funny

...hates his mom talking to him
like a baby in front of others

...has a pet dog

...is a good artist

...likes science





✦ LESSON PLAN ONE ✦

RESOURCE 2: ANIMAL CARDS

LEOPARD

ELEPHANT

TIGER

COW

DOG

HAMSTER

IGUANA

SNAIL

MONKEY

POLAR BEAR

WHALE

GIRAFFE

KOALA

ROBIN

CRAB

BEE

SHARK

TORTOISE

HEDGEHOG

OCTOPUS

OWL

BUTTERFLY

BADGER

PANDA

PIG

FLAMINGO

FOX

BEAVER

CROCODILE

FROG

LADYBIRD

SWAN





✦ LESSON PLAN ONE ✦

RESOURCE 3: EXTRAORDINARY ANIMALS

1. Research your chosen animal and fill in the fact file below.
2. Decide what is going to be different about your animal character's appearance.
3. Draw a portrait of your character.

1. My animal is a

Habitat:

Diet:

Special skills:.....

Interesting fact:.....

This type of animal usually looks like:

.....

.....

2. My animal character is different on the outside because:

.....

.....

This creates difficulties for my character because:.....

.....

.....

.....

.....

.....

.....

TURN OVER





✦ LESSON PLAN ONE ✦

3. A portrait of my character:

Draw a portrait of your character here





LESSON PLAN ONE

RESOURCE 4: WONDER WRITING FRAME

Write a new introduction to *WONDER* from the point of view of your animal character. You may wish to refer to *extract 1* to help you come up with ideas for what to write.

I know I'm not an ordinary _____ . I mean, sure, I do ordinary things.

I _____ . I _____ . I _____

_____ . I _____ . Stuff like that makes me

ordinary. I guess. And I feel ordinary. Inside. But I know ordinary _____

don't make other ordinary _____ run away _____

_____ . I know ordinary _____

don't _____ .

If I found a magic lamp and I could have one wish, I would wish _____

Here's what I think: _____



✦ LESSON PLAN TWO ✦

TACKLING A BULLY

LESSON OBJECTIVES:

PSHE:

Understanding the consequences of bullying, including how to respond and ask for help

ENGLISH:

Devising and performing a short role-play

YOU WILL NEED:

- ① a copy of extracts 1 and 2 for every pair of children
- ② a copy of *resource 1: SCENARIO CARDS* cut up ready to hand out to groups.

STARTER ACTIVITY:

In pairs, give the children one minute to come up with a definition of bullying. Take suggestions from around the class. Now read extract 1 as a class. Do the children think Auggie is being bullied here? Draw out that he is being left out or excluded by the other children, and that this is a form of social bullying. It's not as obvious as some other types of bullying – such as verbal bullying, physical bullying and cyber bullying – but it's still bullying. It makes Auggie feel bad about himself.

MAIN ACTIVITIES:

Task one

In pairs, ask children to read extract 2 together. Ask them to underline all the incidents of bullying in red, and all the places where Auggie and Jack try to stop the bullying in green. What strategies do Auggie and Jack use against the bullies? Draw out that they try not responding to the bullies, they try walking away from them, they ask them to leave them alone, and they also calmly confront the bullies by asking them what their problem is. Can the children think of any other strategies Auggie and Jack could have tried? Record all their suggestions on the whiteboard for use in their next task. (Suggestions might include: staying calm; keeping strong body language; not resorting to bullying back; telling a trusted adult; running from danger.)

Task two

Auggie and Jack did a really good job of resisting the bullies in extract 2. Tell the class that now it's their turn! Divide them into six groups, then hand out a card from *resource 1: SCENARIO CARDS* to each group. Each card describes a bullying scenario inspired by the events in *Wonder*. The children must act out the scenario and then decide what happens next. Which anti-bullying strategies will the characters use?

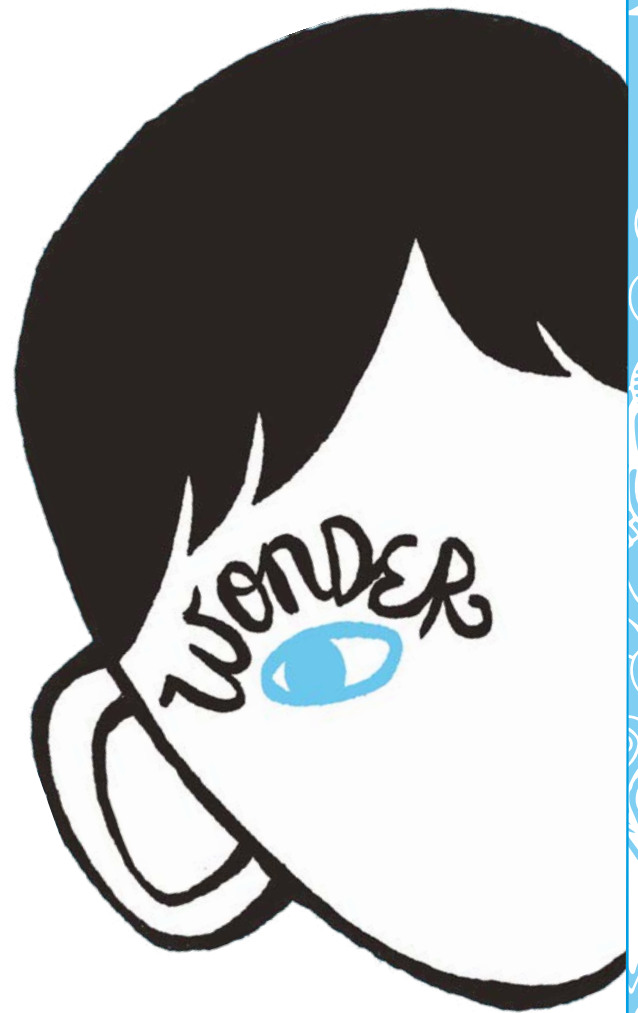


✦ LESSON PLAN TWO ✦

Give the groups plenty of time to prepare and practise their role-plays until they are ready to perform them to the class. When they come to perform, explain that you will be stopping each performance midway by shouting, 'FREEZE!' The actors must then freeze-frame their scene while the rest of the class offer suggestions for which anti-bullying strategies they think the characters will use next. The actors then un-freeze and play out the rest of their role-play while the rest of the class watches to see if they were right!

PLENARY:

Challenge the groups of children to come up with a short catchphrase or rhyme to help them remember the anti-bullying strategies they have explored during the lesson. Display the catchphrases or rhymes somewhere prominent in the classroom.



✦ LESSON PLAN TWO ✦

EXTRACT 1: p.49-50 (75 words)

I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.

There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.



✦ LESSON PLAN TWO ✦

EXTRACT 2: p.265 (288 words)

“What is that?” said the kid who was pointing the flashlight at us, and it was only then that I realized that the flashlight was pointed right at my face, and what they were talking about – screaming about – was me.

“Let’s get out of here,” Jack said to me quietly, and he pulled me by my sweatshirt sleeve and started walking away from them.

“Wait wait wait!” yelled the guy with the flashlight, cutting us off. He pointed the flashlight right in my face again, and now he was only about five feet away. “Oh man! Oh man!!” he said, shaking his head, his mouth wide open. “What happened to your face?”

“Stop it, Eddie,” said one of the girls.

“I didn’t know we were watching Lord of the Rings tonight!” he said. “Look, guys, it’s Gollum!”

This made his friends hysterical.

Again we tried to walk away from them, and again the kid named Eddie cut us off. He was at least a head taller than Jack, who was about a head taller than me, so the guy looked huge to me.

“No man, it’s Alien!” said one of the other kids.

“No, no, no, man. It’s an orc!” laughed Eddie, pointing the flashlight in my face again. This time he was right in front of us.

“Leave him alone, okay?” said Jack, pushing the hand holding the flashlight away.

“Make me,” answered Eddie, pointing the flashlight in Jack’s face now.

“What’s your problem, dude?” said Jack.

“Your boyfriend’s my problem!”

“Jack, let’s just go,” I said, pulling him by the arm.

“Oh man, it talks!” screamed Eddie, shining the flashlight in my face again. Then one of the other guys threw a firecracker at our feet.





✦ LESSON PLAN TWO ✦

RESOURCE 1: SCENARIO CARDS

A game has started at school called the Plague. Anyone who accidentally touches one particular child has thirty seconds to wash their hands or find hand sanitizer before they catch the Plague. The child hasn't been told that this game is being played about them.

A group of children steal a boy's PE shorts and throw them to each other in the changing room, not letting him have them back.

A boy goes into a shop to buy some chewing gum. A group of other children notice him go in and hide outside the shop waiting for him. When the child comes out, they walk behind him, making loud 'throw-up' noises.

A group of friends come back to school after the summer holidays. It turns out that all of the friends have met up over the summer except for one girl. They are being very distant with her at school and they don't seem to want her in their friendship group any more.

It's lunchtime and a boy comes into the cafeteria and chooses a table of people to sit with. When their table is called to go up to collect their lunch, all the other children deliberately sit back down at a different table, leaving the boy on his own.

Children have started to leave nasty notes in the lockers and schoolbags of two other children. They have also started to dump horrible things like pencil-sharpener shavings into the children's bags.



✦ LESSON PLAN THREE ✦

DON'T JUDGE A BOOK BY ITS COVER

LESSON OBJECTIVES:

PSHE:

Understanding that we should not judge others by their appearance

ENGLISH:

Participating in discussion and debate

YOU WILL NEED:

- a copy of extracts 1, 2 and 3 to read with the class
- a copy of *resource 1: INSIDE AUGGIE* for every child
- a blank fact card cut from *resource 2: GETTING TO KNOW YOU* for every child
- mini whiteboards for each child for use during the debate.

STARTER ACTIVITY:

Read extract 1 with the class. In this extract, Jack is explaining to his mom why he doesn't want to help show Auggie around when he starts at school. In pairs, ask the children to discuss why they think Jack doesn't want to help Auggie, and then take feedback. Draw out that Jack is afraid of Auggie because he looks different. How do the children think that Auggie would have felt when Jamie screamed and ran away from him? Ask them to fill in the outline of Auggie's face on *resource 1: INSIDE AUGGIE* with things that Auggie might be feeling and thinking at that moment.

MAIN ACTIVITIES:

Task one

Remind the children that we already know from LESSON ONE that just because someone looks different on the outside, it doesn't mean that they're not ordinary on the inside. Read extract 2 with the class. Explain that Ms Petosa is helping Auggie and his classmates to get to know each other by finding out what they are like on the inside.

Hand out a blank fact card from *resource 2: GETTING TO KNOW YOU* to every child. Ask them to write down two things about themselves that nobody else in the class knows (if they have trouble thinking of things that nobody knows, ask them to think of things that most people don't know). It might be an interest or hobby they have, something that has happened to them in the past, or a fascinating fact about themselves or their family. When everyone has finished writing, take a basket around the class for the children to drop their cards into. Pull out cards from the basket one at a time, and read the two facts aloud to the class. The children have to guess which of their classmates wrote each card.



✦ LESSON PLAN THREE ✦

At the end of the exercise, discuss whether it was easy or difficult to guess which facts belonged to which child. Draw out that we cannot tell everything about someone just from the way they look – your appearance is only a small part of who you are.

Task two

Read extract 3 with the class. Why does Auggie wish it could be Halloween every day? Draw out that he is tired of being judged by his appearance all the time. If everyone wore masks, people would be able to find out who he is on the inside instead of judging him by the way he looks on the outside.

Explain to the class that they are going to hold a debate on the motion: "mask should be part of our school uniform." Display this motion somewhere prominent at the front of the classroom. Divide the children into two groups, proposers and opposers, and give them time to prepare arguments. It may be useful for them to record notes on mini whiteboards to refer to during the debate.

Choose one child from each group who will sum up the debate. Ask them to make notes of what is said during the debate by their group. Explain that they will be responsible for reminding the class of their group's main argument at the end of the debate.

Starting with the first proposer, invite the children to share their arguments for and against the motion. The children should take turns to speak from either group until everyone has had a chance to put forward their argument. Once the arguments have been summed up, the children should vote to support or oppose the motion.

EXTENSION:

Children design a mask to go with their school uniform. They should consider its colour, the materials it would be made from, how it would attach to the wearer's head, and how it would function in terms of comfort, ease of vision and communication.

PLENARY:

In Wonder, Auggie was judged by his appearance by many of the other characters until they got to know him. Can the children think of other characters from books and films who are judged by their appearance? In pairs, give the children three minutes come up with as many other characters as they can, then take feedback. (Examples might include Quasimodo from The Hunchback of Notre Dame; Shrek and Fiona from Shrek; the Beast from Beauty and the Beast; Dumbo.) Choose a couple of the most well-known characters that the children suggest. What happened when people in the story looked beyond this character's appearance and saw who they were on the inside?



★ LESSON PLAN THREE ★
EXTRACT 1: p.139-140 (193 words)

“It’s just...” I started. “Mom, you have no idea what this kid looks like.”

“I can imagine.”

“No! You can’t! You’ve never seen him. I have.”

“It might not even be who you’re thinking it is.”

“Trust me, it is. And I’m telling you, it’s really, really bad. He’s deformed, Mom. His eyes are like down here.” I pointed to my cheeks. “And he has no ears. And his mouth is like...”

Jamie had walked into the kitchen to get a juice box from the fridge.

“Ask Jamie,” I said. “Right, Jamie? Remember that kid we saw in the park after school last year? The kid named August? The one with the face?”

“Oh, that kid?” said Jamie, his eyes opening wide. “He gave me a nightmare! Remember, Mommy? That nightmare about the zombies from last year?”

“I thought that was from watching a scary movie!” answered Mom.

“No!” said Jamie, “it was from seeing that kid! When I saw him, I was like, ‘Ahhh!’ and I ran away...”

“Wait a minute, said Mom, getting serious. “Did you do that in front of him?”

“I couldn’t help it!” said Jamie, kind of whining.



✦ LESSON PLAN THREE ✦
EXTRACT 2 p.41 (202 words)

Ms. Petosa told us a little about who she was. It was boring stuff about where she originally came from, and how she always wanted to teach, and she left her job on Wall Street about six years ago to pursue her “dream” and teach kids. She ended by asking if anyone had any questions, and Julian raised his hand.

“Yes...” She had to look at the list to remember his name. “Julian.”

“That’s cool about how you’re pursuing your dream,” he said.

“Thank you!”

“You’re welcome!” He smiled proudly.

“Okay, so why don’t you tell us a little about yourself, Julian? Actually, here’s what I want everyone to do. Think of two things you want other people to know about you. Actually, wait a minute: how many of you came from Beecher lower school?” About half the kids raised their hands. “Okay, so a few of you already know each other. But the rest of you, I guess, are new to the school, right? Okay, so everyone think of two things you want other people to know about you – and if you know some of the other kids, try to think of things they don’t already know about you. Okay? Okay.”

✦ LESSON PLAN THREE ✦
EXTRACT 3 p.73 (95 words)

For me, Halloween is the best holiday in the world. It even beats Christmas. I get to dress up in a costume. I get to wear a mask. I get to go around like every other kid with a mask and nobody thinks I look weird. Nobody takes a second look. Nobody notices me. Nobody knows me.

I wish every day could be Halloween. We could all wear masks all the time. Then we could walk around and get to know each other before we got to see what we looked like under the masks.

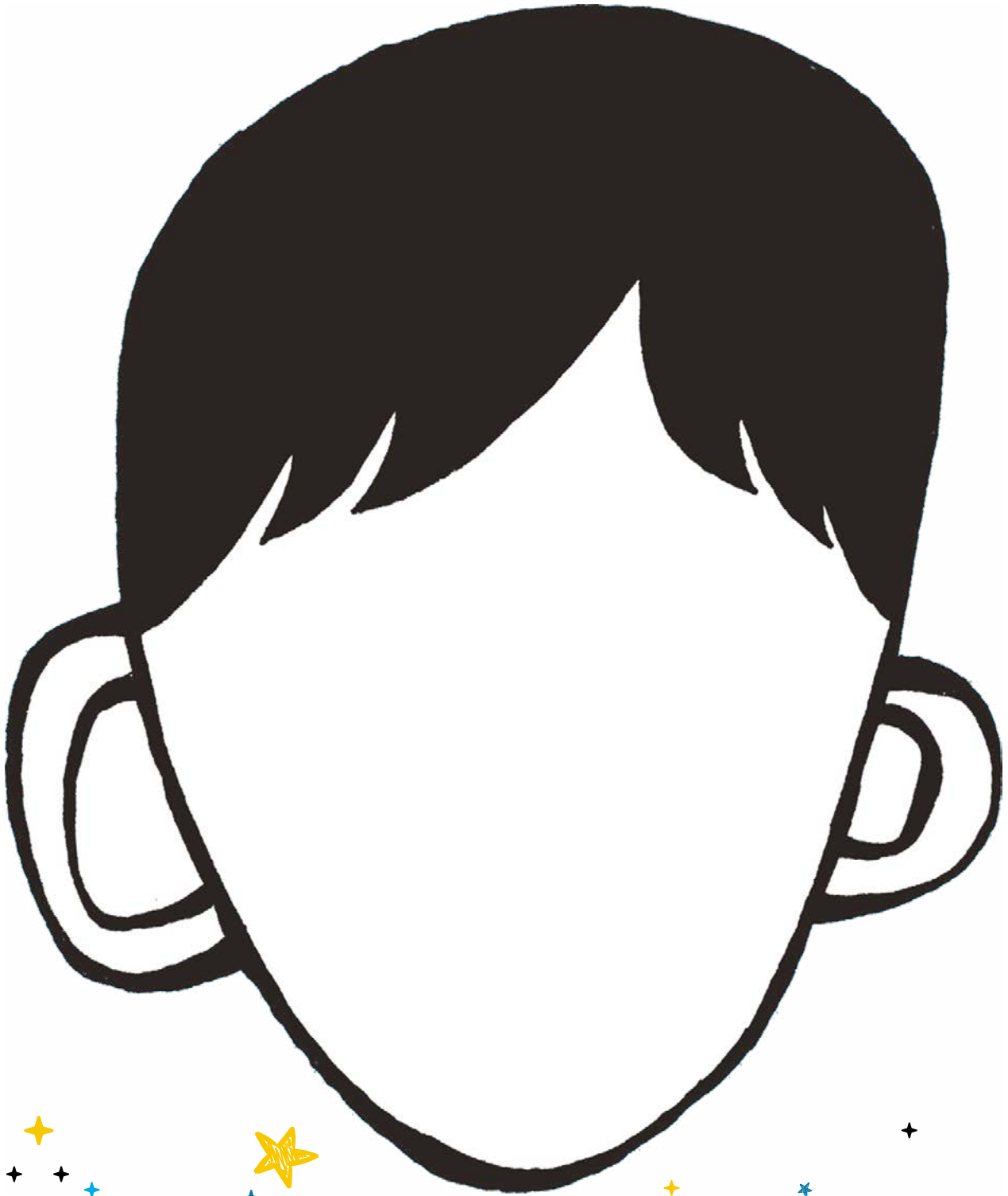




✦ LESSON PLAN THREE ✦

RESOURCE 1: INSIDE AUGGIE

How would Auggie feel when other children scream and run away from him in the playground?
Fill in Auggie's face with things he might be feeling and thinking.





LESSON PLAN THREE

RESOURCE 2: GETTING TO KNOW YOU

FACT 1		FACT 1	
FACT 2		FACT 2	
FACT 1		FACT 1	
FACT 2		FACT 2	
FACT 1		FACT 1	
FACT 2		FACT 2	
FACT 1		FACT 1	
FACT 2		FACT 2	
FACT 1		FACT 1	
FACT 2		FACT 2	
FACT 1		FACT 1	
FACT 2		FACT 2	
FACT 1		FACT 1	
FACT 2		FACT 2	



GUIDED-READING DISCUSSION CARD

HIGHER ABILITY

JUDGING BY APPEARANCES:

- Auggie's face is not fully described until quite far on in the story, in Via's chapter 'August: Through the Peephole'. Why do you think the author chose not to describe his face at the start of the story? What effect does this have on you as a reader?
- Star Wars is one of Auggie's passions. Why do you think this is? Do you see any reasons for Auggie to identify with the characters from Star Wars, or to aspire to be like them?
- The bullies in *WONDER* compare Auggie to characters such as Darth Sidious from Star Wars, orcs from The Lord of the Rings, and Gollum. What do these characters have in common? Why do you think writers so often link physical deformity with bad or evil characteristics? Can you think of examples in fiction where this doesn't happen?
- In the chapter 'Costumes', Auggie describes the astronaut helmet that he wore constantly as a younger child. We later learn that Miranda was the one to give Auggie the helmet and is proud of the gift, but that it was Auggie's father who threw it away. What do you think the helmet signifies to each of these characters and why do you think they all view it so differently?
- Throughout *WONDER* Auggie describes the way that many people react to seeing his face for the first time: by immediately looking away. Have you ever been in a situation where you have responded like this to seeing someone different? Having now read *WONDER*, how do you feel about this now?

BULLYING:

- What do the characters mean by calling someone a jock, a cheerleader or a boffin? Do you think this is a helpful way for them to refer to each other?
- How does bullying go unseen by adults in *WONDER*? How do the adults in school deal with difficult situations? Do you think they always respond in the best way?
- When Julian calls Auggie a 'freak', Jack punches him in the mouth. Who do you think behaved most badly in this situation: Julian or Jack? Is Jack justified in the action he takes against Julian?
- The author has explained that she was inspired to write *WONDER* after an experience at a local ice-cream parlour, very similar to the scene described in the chapter 'Carvel', where Jack sees Auggie for the first time. In this scene, Jack's babysitter Veronica chooses to get up and quickly walk Jack and his little brother Jamie away from Auggie, rather than risk Jamie saying something rude or hurtful. What do you think you would have done, if put in that position?



OTHER CHARACTERS:

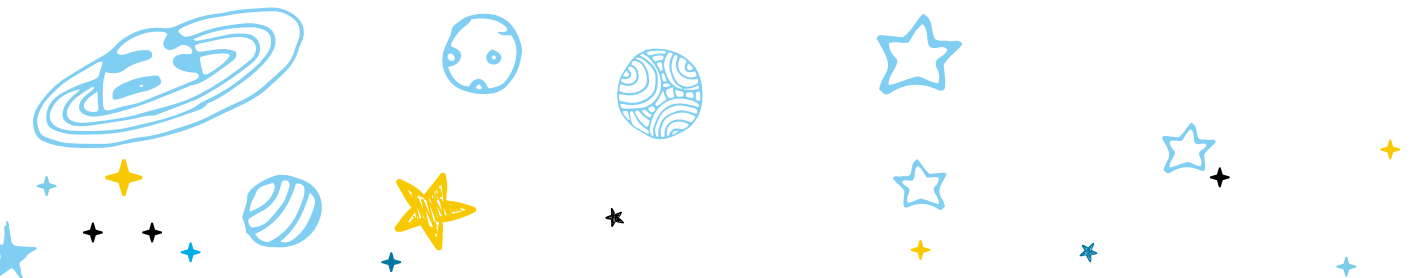
- What did you think of Via as a character? Did you empathise with her? Do you think Via's own attitude towards her brother changes throughout the story?
- How do Auggie's parents, teachers and other adults affect his life? Do you think they really understand what it feels like to be Auggie?
- Look at the emails between Mr Tushman, Julian's parents and Jack's parents in the chapter 'Letters, Emails, Facebook, Texts'. Up to this point in the story we have seen how the children at Auggie's school have reacted to him. Is Mrs Albans' attitude towards Auggie different? What do you make of her statement that Auggie is handicapped? Do you think she is correct in saying that asking 'ordinary' children, such as Julian, to befriend Auggie places a burden on them?

HUMOUR:

- Auggie's parents bring Auggie around to the idea of attending school by joking with him about Mr Tushman's name, and telling him about their old college professor, Bobbie Butt.
- How is humour used as a tool throughout *WONDER* to diffuse difficult or tense situations, or to convey a part of the story that would otherwise be depressing or sad? Look at the chapter, 'How I Came To Life', where Auggie's mom tells the story of his birth.
- In the chapter, 'Jack Will', Auggie's friend Jack jokes that Auggie should sue his plastic surgeon and Auggie cracks up laughing. In 'The Auggie Doll', Auggie jokes that the Uglydoll creator based the toy on him. Would these things have been funny if Julian had said them? Why not?

STORYTELLING:

- WONDER* is told from the point of view of six different characters: Auggie, Via, Summer, Jack, Justin and Miranda. Why do you think the author chose to do this? What limitations would the author have had if she had only told the story from Auggie's point of view? Why do you think the author chose those six characters in particular? Are there any other characters whose perspective you would have liked to have read about? Why?
- In Justin's section of the story, no capital letters or speech marks are used. Why do you think the author wrote the section like this? What information does it convey about Justin's character?
- WONDER* is written in the first person, in conversational prose. What effect does this have on the reader? Why do you think the author didn't choose to write the story in a more formal style?



GUIDED-READING DISCUSSION CARD

MIDDLE ABILITY

JUDGING BY APPEARANCES:

- Auggie's face is not fully described until quite far on in the story, in Via's chapter 'August: Through the Peephole'. Did you have a picture of his face in your mind while reading the book? How close is Via's description to your own mental picture of Auggie? Did her description alter that picture?
- Star Wars is one of Auggie's passions. Why do you think this is? What characters can you think of in Star Wars who look different on the outside, like Auggie?
- The bullies in *Wonder* compare Auggie to characters such as Darth Sidious from Star Wars, orcs from *The Lord of the Rings*, and Gollum. What do these characters have in common? Why do you think writers so often link physical deformity with bad or evil characteristics? Can you think of examples in fiction where this doesn't happen?
- In the chapter 'Costumes', Auggie describes the astronaut helmet that he wore constantly as a younger child. We later learn that Miranda was the one to give Auggie the helmet and is proud of the gift, but that it was Auggie's father who threw it away. Why do you think Miranda felt proud of having given Auggie the helmet? Do you think it was a kind gift for her to give, or not? Why did Auggie's father throw the helmet away? Do you think this was a good thing or a bad thing for Auggie?
- Throughout *WONDER* Auggie describes the way that many people react to seeing his face for the first time: by immediately looking away. Have you ever been in a situation where you have responded like this to seeing someone different? Having now read *WONDER*, how do you feel about this now?

BULLYING:

- When Julian calls Auggie a 'freak', Jack punches him in the mouth. Who do you think behaved most badly in this situation: Julian or Jack? Is Jack justified in the action he takes against Julian?
- The children at Beecher Prep play a game that you can't touch Auggie, or you'll catch 'the Plague'. Why do you think the author has given 'Plague' a capital letter here?
- There are a number of incidents of bullying by social exclusion in *WONDER*. Can you think of some examples of this from the story? Why do you think the children in the book do more of this kind of bullying than verbal or physical bullying?

OTHER CHARACTERS:

- Why do you think Via was so angry to learn that Auggie cut off his Padawan braid? Do you think she is right to be angry?
- Via's grandmother told Via that she loved her more than anyone else in the whole world. Why did she do this? Was it a fair thing for her to say?

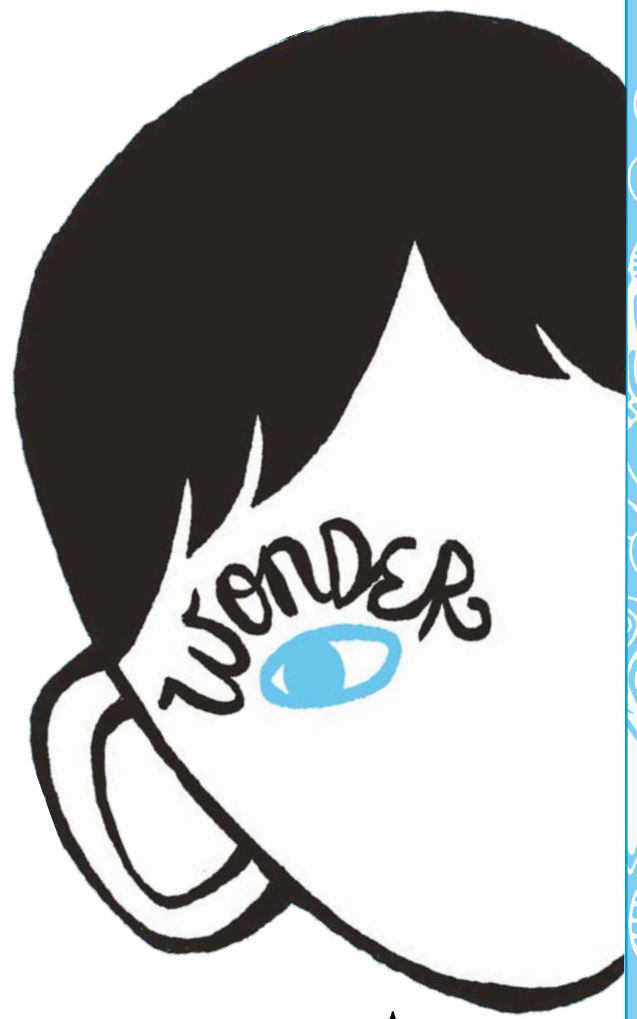




- Towards the end of the story, Auggie and Jack are attacked by some children from a different school and Julian's friends Henry, Miles and Amos save them. Why do you think Henry, Miles and Amos chose to stick up for Auggie and Jack rather than join in with the bullies? Why do you think their attitude towards Auggie has changed from the way it was at the start of the story?

STORYTELLING:

- None of the chapters are told from Julian's point of view. Why do you think the author has chosen to leave Julian's perspective out of the story?
- How would you describe Auggie as a person in the first few chapters of the book? What about the final few chapters? Has he changed significantly?
- Auggie's teacher, Mr Browne, gives his class a new precept to write an essay on every month, such as 'YOUR DEEDS ARE YOUR MONUMENTS', or 'FORTUNE FAVORS THE BOLD'. Why do you think the author chose to include this in the story? What effect do you think the precepts have on Auggie and his friends?



GUIDED-READING DISCUSSION CARD

LOWER ABILITY

JUDGING BY APPEARANCES:

- Did you have a picture of Auggie's face in your mind while reading the book? His face is eventually described by Via quite far on in the story. How close is Via's description to your own picture of Auggie?
- Star Wars is one of Auggie's passions. What characters can you think of in Star Wars who look different on the outside, like Auggie?
- The bullies in *Wonder* compare Auggie to characters such as Darth Sidious from Star Wars, orcs from *The Lord of the Rings*, and Gollum. Why do you think the bullies do this? How are they trying to make Auggie feel? Do you think that if someone is ugly on the outside, they have to be ugly on the inside, too? What about if someone is beautiful on the outside – are they always beautiful on the inside to match?
- When Auggie was younger, he wore an astronaut helmet everywhere. How do you think he felt when he had the astronaut helmet on? Later in the story, it turns out that Auggie's father threw the helmet away. Why do you think his father didn't want him to wear the helmet? Do you think this was a good thing or a bad thing for Auggie?
- Throughout *WONDER* Auggie describes the way that many people react to seeing his face for the first time: by immediately looking away. Have you ever been in a situation where you have responded like this to seeing someone different? Having now read *WONDER*, how do you feel about this now?

BULLYING:

- The children at Beecher Prep play a game called 'the Plague', where they have to wash their hands if they accidentally touch Auggie. Why do you think the author chose to name this game 'the Plague'? How do you think Auggie feels when he finds out the name of the game?
- When Auggie chooses a lunch table to sit at, nobody else sits next to him at first. Do you think this is bullying? Can you think of any other examples from the story where this kind of thing happens?
- What other kinds of bullying happen in *WONDER*?

OTHER CHARACTERS:

- After Auggie has a tour of Beecher Prep, Auggie's mom no longer wants him to go to school. Why do you think she changes her mind?
- At first, Via doesn't want Auggie to go to her performance at her new school. Why do you think this is? Do you think this is fair of her or not?
- On Halloween, Auggie overhears Jack telling Julian that if he looked like Auggie, he'd kill himself. Do you think Jack really meant this? Why do you think he said it?

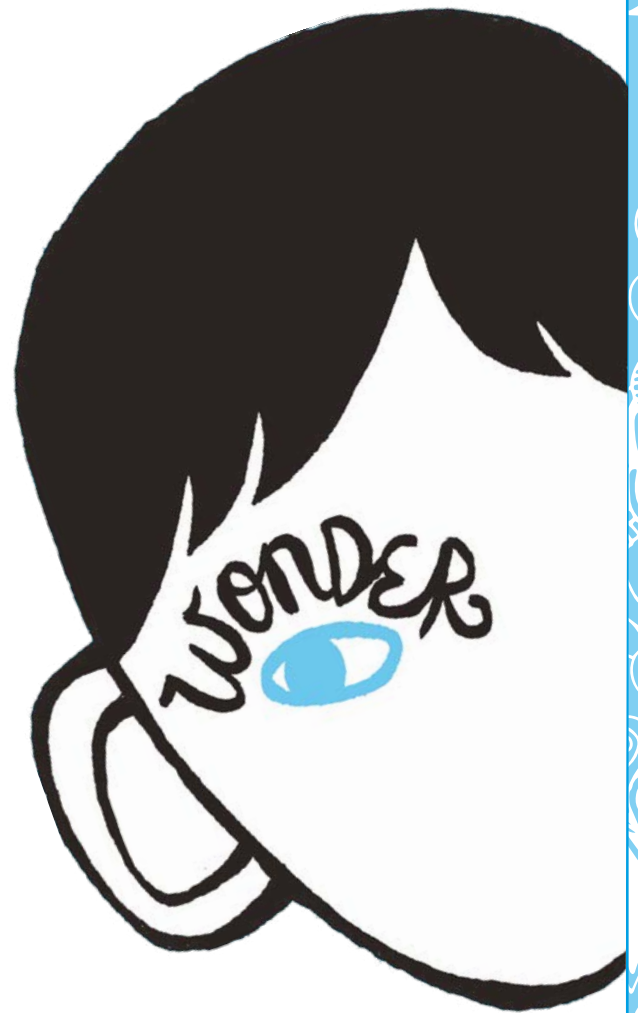




- Via's friend Miranda lies and says that she has a little brother like Auggie. What does Miranda gain from this? What difficulties does it create for her?

STORYTELLING:

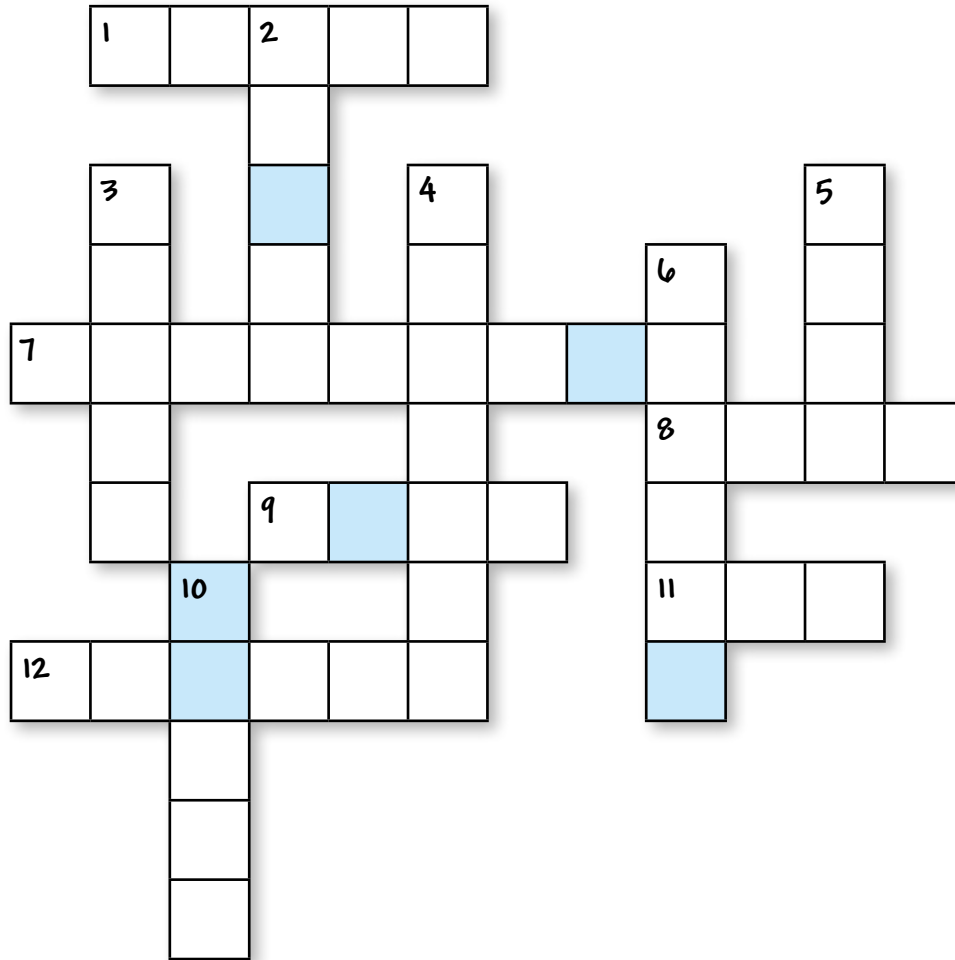
- What do you think of the line 'You can't blend in when you were born to stand out' which appears on the front cover of the book? Do you think it's true for Auggie?
- *WONDER* is not just told from Auggie's point of view, but also from the points of view of several of his friends and family. How did you find this as a reader? How did you keep track of whose point of view you were reading? Did the author do anything to help you know which character you were reading about?
- None of the story is told from the point of view of one of the adult characters. Why do you think this is?



WONDER CROSSWORD

Fill in the blanks of the precepts to complete the crossword!

The shaded squares make up a secret word! Can you work out what it is?



Across

1. Don't _____ a book by its cover
7. It is better to know some of the _____ than all of the answers
8. Better _____ than never
9. To thine own self be _____
11. Waste _____, want _____
12. When given the choice between right or being kind, _____ kind

Down

2. Your _____ are your monuments
3. Have no friends not _____ to yourself
4. _____ teaches success
5. Be the type of person you want to _____
6. No man is an _____, entire of itself
10. Kind _____ do not cost much. Yet they accomplish much

The secret word is:



WONDER WORD SEARCH

C	V	K	O	E	W	I	S	D	O	M	O
H	F	I	T	J	U	C	S	W	R	P	S
R	J	Q	A	U	G	T	F	A	O	L	T
I	A	D	X	L	V	R	Q	U	V	N	A
S	S	J	Y	I	G	Q	A	G	S	G	R
T	J	P	S	A	O	Q	D	U	T	C	W
O	S	L	Z	N	U	I	G	S	A	X	A
P	G	R	T	W	R	K	D	T	R	R	R
H	B	Q	O	E	A	T	O	V	W	Y	S
E	H	D	D	J	U	L	D	G	C	U	A
R	J	N	W	I	S	O	X	O	H	O	D
Q	O	Q	A	W	A	R	D	A	A	W	A
W	A	U	Z	T	A	D	E	D	R	O	I
Z	V	B	O	H	D	I	Q	I	L	N	S
S	U	M	M	E	R	N	D	O	O	D	Y
X	O	Q	D	Z	V	A	N	V	T	L	T
W	A	R	S	Q	C	R	K	A	T	Y	U
T	M	P	I	N	V	Y	H	Y	E	O	I
J	A	C	K	W	I	L	L	S	V	O	E

Find:

August

Summer

Julian

Daisy

Jack Will

Wisdom

Charlotte

Award

Via

Ordinary

Wonder

Christopher



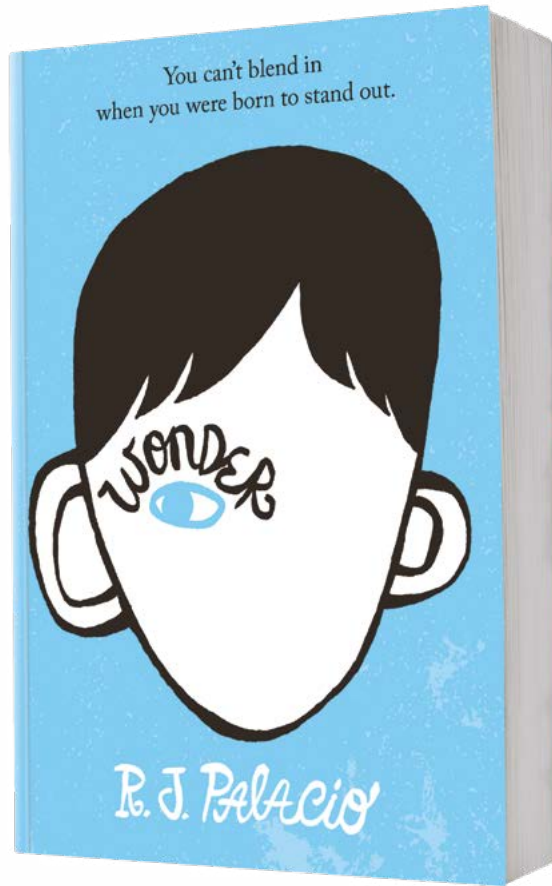
WONDER

THE AUTHOR



R. J. PALACIO lives in New York City with her husband, two sons, and two dogs. For more than twenty years, she was an art director and graphic designer, designing book jackets for other people, while waiting for the perfect time to start writing her own novel – until a chance encounter with an extraordinary child in front of an ice cream store inspired her to write *WONDER*.

Learn more about R.J. Palacio at rjpalacio.com or on Twitter at [@RJPalacio](https://twitter.com/RJPalacio).

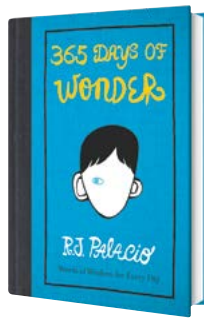


Wonder
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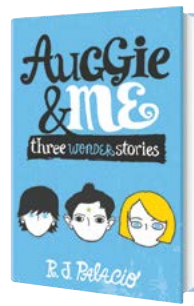
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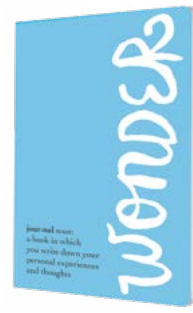
Wonder - Film Edition
9780141378244



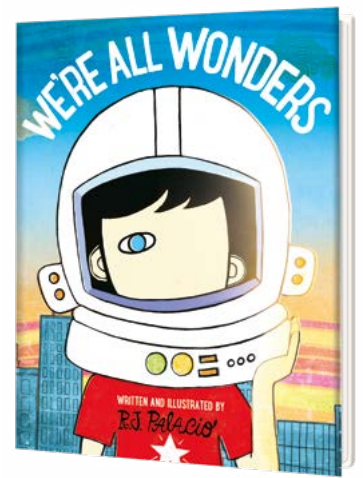
365 Days of Wonder
9780552572712



Auggie & Me: Three
Wonder Stories
9780552574778



Wonder Journal
9780552574747



We're All Wonders
9780141386416



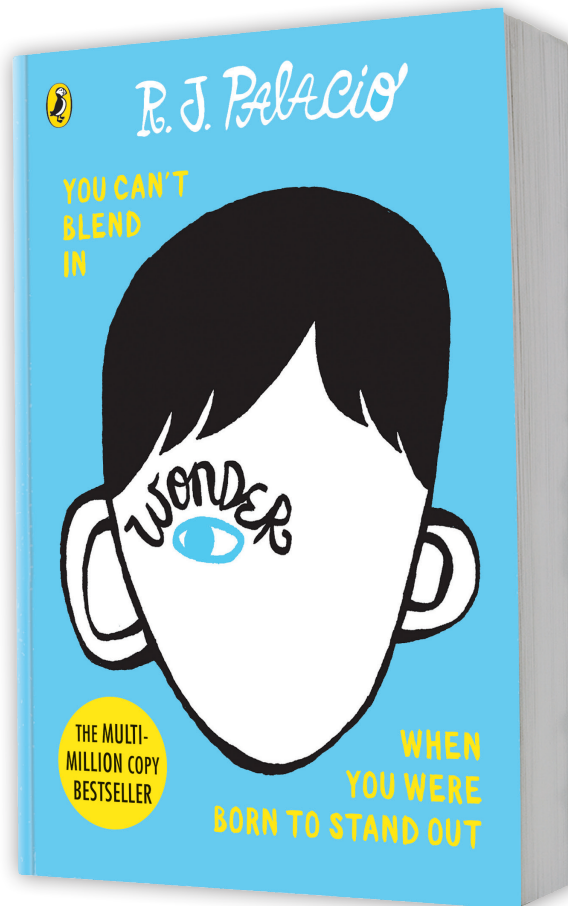
Schools

Inspiring you to share stories

#ChooseKind In the Classroom



Wonder Back to School Teaching Resources



Four activities for ages 8+

Kind Words • Kindness Postcards •
Kindness Bingo • Kindness Diary

Explores themes of:

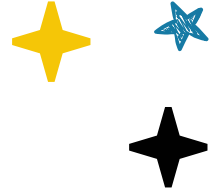
Kindness, Community, Friendship, Wellbeing, Emotional Literacy

Subject checklist:

Literacy, PSHE, Citizenship, Art, Design & Technology

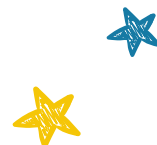
Activity 1:

Kindness Thesaurus

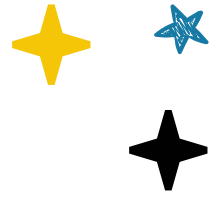


“Kind words do not cost much. Yet they accomplish much.”
—Blaise Pascal (Mr Browne’s Precepts, p. 311)

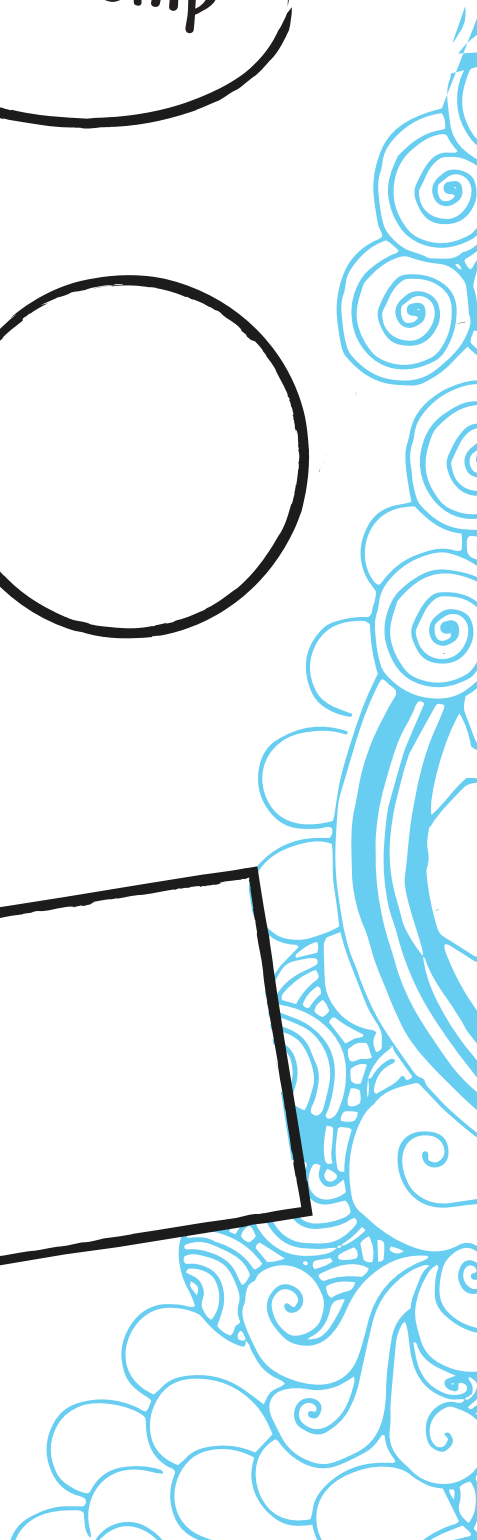
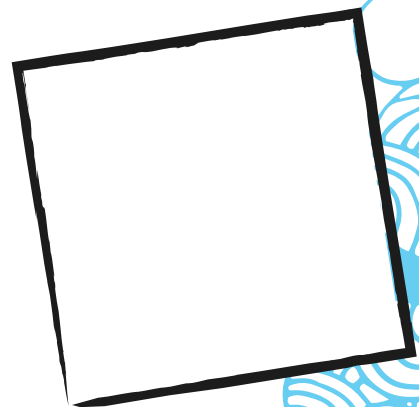
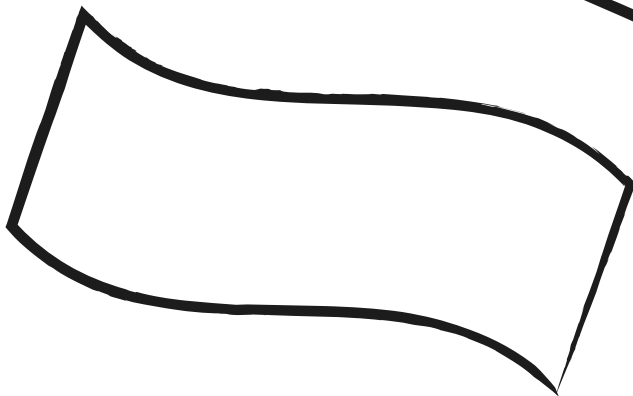
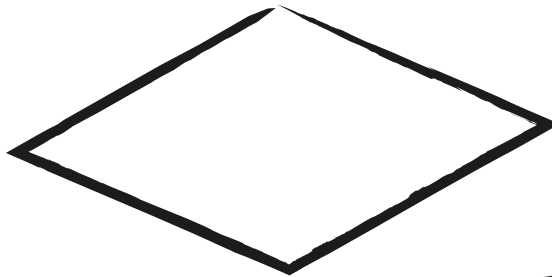
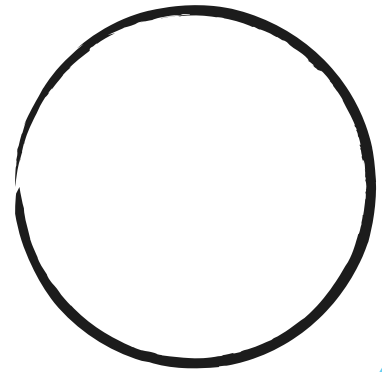
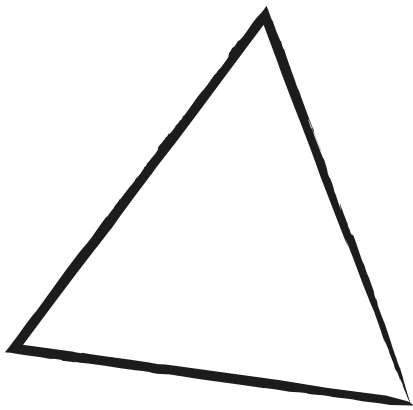
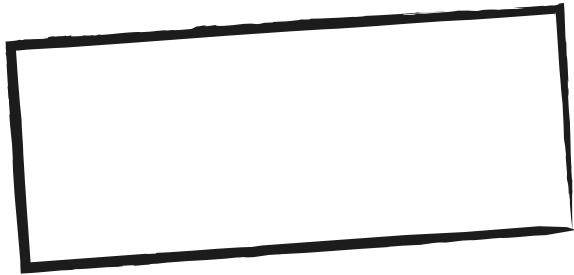
- What does Blaise Pascal mean when he says: “*Kind words do not cost much. Yet they accomplish much*”? Discuss this statement with one of your classmates.
- What can “kind words” accomplish? Do you have any experiences in your life where kind words have helped you or helped someone close to you?
- One of the main themes in *Wonder* is the theme of kindness. In the boxes on the next page, try to write down as many words relating to ‘kindness’ as you can. Some have already been written down to help you.
- Make your list into a visual thesaurus entry. You might want to write all your words using different colours, or you might want to write them in different shapes and sizes. Some words might run vertically, some horizontally, and some at different angles. Some might form a larger image, or be written inside a symbol – for example a heart.
- Another option is to type all of your words using different fonts, colours, sizes and effects. Then you can print your work, cut out the words, and stick them down in a collage.
- The third option is to work together as a class, each of you choosing one word to create and decorate. Then you can join all of your words together in a classroom kindness display! That way, your thesaurus will always be on show to remind you to *choose kind*.



Activity 1: Kindness Thesaurus

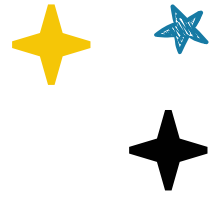


Create a list of kind words



Activity 2:

Kindness Postcard

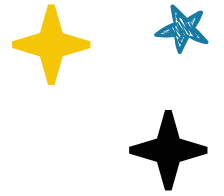


“Kinder than is necessary. Because it’s not enough to be kind. One should be kinder than needed. Why I love that line, that concept, is that it reminds me that we carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness. (p. 300)

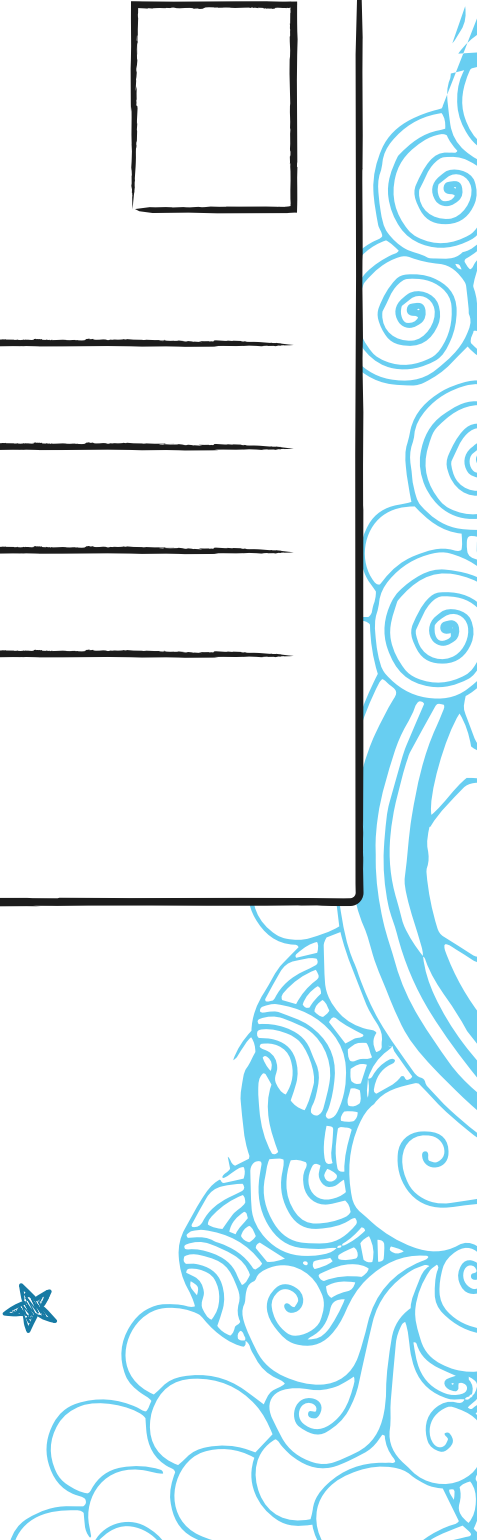
- Why is it “*not enough to be kind*”? What does Mr. Tushman mean when he says that human beings carry with them “*the very choice of kindness*”?
- Can you think of a time when you chose kind? Describe it to a friend or classmate. What motivated you to be kind? What was the impact of your kindness?
- Think about someone in your family, your friendship group, or your class. You may even want to think of someone else, for example someone who is an elderly relative, or someone who lives alone.
- Consider the challenges that your chosen person faces in their daily life, from the very small things to the bigger things. You might want to note down your ideas by drawing a volcano-shaped diagram, listing the different challenges in order from small, to big.
- Write a Kindness Postcard to brighten your person’s day and help them feel more connected to the community. On the back of the postcard, draw a picture of something that will make your chosen person smile.
- Finally, find a bucket or a box and place it in the centre of your classroom. This is your new Kindness Bucket! If you are comfortable sharing your work, place all of your Kindness Postcards into the bucket. Take turns to choose one and to read aloud the kind messages. Afterwards, reflect on how taking part in this activity has made you feel. Has it had an impact on your wellbeing?



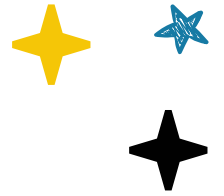
Activity 2: Kindness Postcard



Write a Postcard to brighten someone's day

A large rectangular box representing a postcard template. The left side is a large blank area for a drawing. The right side is divided into a small square for an address and four horizontal lines for a message.

Activity 3: Kindness Bingo



“How do we know we’ve been kind? What is being kind, anyway?” (p. 300)

- “*What is being kind, anyway?*” Make a list of ways you can be kind on a daily basis.
- Look at some of the acts of kindness included on the next page. Rank them in order from 1–10, with 1 being the act of kindness that you carry out the most, and 10 being the act of kindness that you carry out the least. Reflect on each of the acts of kindness; what is the impact of each act?
- Then, fill in the Kindness Bingo sheet with your favourite daily acts of kindness. As a class, can you complete all of them in one week?



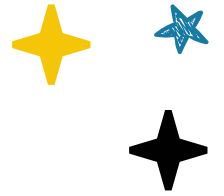
Activity 3: Kindness Bingo



Act of Kindness	Rank 1-10	Reflections	Impact
Cleaning up after someone			
Complimenting someone			
Letting someone go ahead of you in a queue			
Introducing yourself to someone new			
Helping your parents with the shopping			
Waving to a friend			
Inviting someone to play with you			
Thanking someone who has helped you			
Being patient with a classmate			
Doing something nice for a friend			



Activity 3: Kindness Bingo

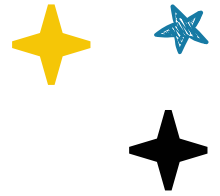


Write acts of kindness in each square.
Your challenge is to complete all of them in one week.

e.g Clean up after someone			



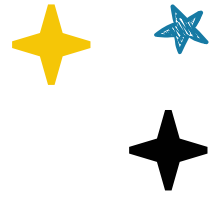
Activity 4: Kindness Diary



"When given the choice between being right or being kind, choose kind."
— Dr. Wayne W. Dyer (Mr. Browne's Precepts p. 311)

- Thinking about everything that you have learned from reading *Wonder*, how will you "choose kind" from now on?
- Who in your class has impressed you with their random acts of kindness? Who won the Kindness Bingo Challenge? Create a classroom award ceremony in which you congratulate those who have been especially generous and kind recently.
- How can you ensure that you continue to show kindness to those around you? What can you do to pledge that you will always "choose kind"? Use the diary template below to record your week. Try to carry out a least one act of kindness every day. When you have finished, reflect on your week and how your acts of kindness made you feel.
- Keep this diary for as long as possible, seeing how you improve through time, and whether your acts of kindness gradually have a bigger and bigger impact not just on those around you, but on your own personal wellbeing.

Activity 4: Kindness Diary



Try to choose kind at least once every day, every week.
Keep a record of your acts of kindness.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

