

# WONDER

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ILLUSTRATOR: RJ PALACIO

**\*\* REMEMBER: HAVE FUN AND THE KIDS WILL TOO! \*\***

## OVERVIEW

### ABOUT THE BOOK

August (Auggie) Pullman was born with a facial deformity (mandibulofacial dysostosis, also known as Treacher Collins Syndrome) that prevented him from going to a mainstream school - until now. He's about to start 5th grade at Beecher Prep. The thing is Auggie's just an ordinary kid, with an extraordinary face. But can he convince his new classmates that he's just like them, despite appearances? R. J. Palacio has written a spare, warm, uplifting story that will have readers laughing one minute and wiping away tears the next. With wonderfully realistic family interactions (flawed, but loving), lively school scenes, and short chapters, *Wonder* is accessible to readers of all levels. ([bookbrowse.com](http://bookbrowse.com))

### ABOUT THE AUTHOR

A first generation American (her parents were Colombian immigrants), Palacio was born on July 13, 1963 in New York City. Her birth name is Raquel Jaramillo (Palacio was her mother's maiden name). Palacio attended The High School of Art & Design in Manhattan, and then majored in illustration at the Parsons School of Design. She spent her junior year at The American University in Paris, where she traveled extensively before returning to NYC with an eye toward making her career in illustration. Her early works appeared in The Village Voice and The New York Times Book Review, which eventually segued into her storied career as the art director of several major book publishing companies. She designed thousands of book covers for countless writers in every genre of fiction and non-fiction, including Paul Auster, Thomas Pynchon, Salman Rushdie, Louise Erdrich, Sue Grafton, and John Fowles (among many others). ([wonderthebook.com/about](http://wonderthebook.com/about))

## WONDER

### TOPICS & THEMES:

- Differences
- Friendship

### *Tips for every book!*

### POWER PHRASES:

*I WONDER...*

*I NOTICE...*

*TELL ME MORE...*

### DIGGING DEEPER:

*"Tell me more, why do you think that?"*

*"How do you know that?"*

*"Why do you think they feel like that?"*

*"Interesting, did you notice anything else?"*

## BEFORE READING

Use these prompts before reading the story to help students activate background knowledge and make predictions:

### Look at cover -discuss

(Reader: Since this book has been produced as a movie, it is important to find how many children have seen it. Let them know there are some details that are in the movie that are different than those in the book. If children have already read the book, explain why a reread is important and how one finds new things every time one reads a selection.)

- What does the word “wonder” mean to you?
- What could this book be about?

## DURING THE STORY

Use these prompts while reading the story to help students interpret the action and content:

- (p. 3) Why do people quickly look away when they see or meet Auggie?
- (p. 3) Do you think August minds that he’s “not an ordinary ten-year-old kid”?
- (p. 4) Why has Auggie never gone to school?
- (p. 7) Auggie seems to want us to know that his mother, father and sister are attractive people. Do you think this affects how he feels about himself?
- (p. 9) Do you understand why Auggie’s dad felt uneasy about Auggie starting school?
- (p. 15) Why did Mr. Tushman kneel down?
- (p. 19) (Reader: Explain to the class that Mr. T was a character on TV in the 1980’s)

## AFTER READING

Use these prompts after reading the story to help students understand what they just read:

- Why do you think the author opens with the line, “I know I’m not an ordinary ten-year-old kid.”?
- (p. 20) Why do you think Auggie says, “All of a sudden...my heart literally stopped beating like I’d just run the longest race...The laughter I had just poured out of me.” How is he feeling? Why do you think that may be?

## BRINGING THE BOOK TO LIFE!

- August was really bummed out when Christopher moved away. How would you feel if your best friend(s) moved away? What would you do to feel less bummed out?

## COOPERATIVE LEARNING

- Turn to a friend and share how you might keep in touch with a friend that moved away.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

- What are some examples of humor used by the author? Why do you think the author incorporated this in the story?
- Should Auggie’s parents have told him they were thinking about sending him to school?
- Working in pairs, put yourself in Auggie’s shoes. Create a pros and cons list of whether Auggie should go to school. If you reach a conclusion and would like to report it to the rest of the group, you may.

### WRITING ACTIVITY

- How does August view himself?
- How do others view August?
- How do different people behave around August? Why do you think this is?

## EXTENSION ACTIVITY

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- (p. 64) Auggie didn't feel bad when Jack asked him the question about his surgery. Why do you think Auggie was okay with Jack asking him about his surgery?

At the beginning of the story, Auggie says that if he found a magic lamp and he had a wish, he would wish for a normal face. Draw a magic lamp and write:

- A wish for you.
- A wish for the world
- A wish for Auggie

## COMMON CORE LINKS

(same for all sections) RL.4.1, RL4.2, RL4.3, RL4.4, RL.4.5, RL 4.6, RL.4.7, RL.4.9, RL4.10, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.8, RL.5.8, RL5.9, RL.5.10

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- Before we begin reading, let's talk about what happened so far.
- What makes Auggie, the main character, different?
- He has always been home schooled. Why do his parents want him to go to regular school now?
- What are Auggie's concerns about going to middle school?
- Who is Mr. Tushman and how does he make Auggie feel comfortable?
- How did each of the student guides react when they saw August?
- Any other comments?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 25) Why did Julian point to things in the science lab and explain what even the simplest thing was?
- Charlotte seems to be handling the tour more smoothly than the boys. Why do you think it is easier for her? Explain your answer.
- (p. 30) What did Auggie say to Julian to show that he was bright and that he realized Julian was not being nice?
- (p. 34) I wonder why Auggie told his mom he really wanted to go to school.
- (p. 35) Why does Auggie know so much about the people in his neighborhood?
- (p. 40) Why did Henry use his backpack as a barrier?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- How would you describe the other children's reaction to Auggie?
- How is Auggie feeling when he says, "like a lamb to the slaughter"?
- When August arrives at school on the first day, he's nervous. In addition to usual first day nerves, why may August have been feeling especially anxious?

## BRINGING THE BOOK TO LIFE!

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- Have you ever been in Auggie's shoes and felt nervous about starting school or meeting new people? Share how you overcame those fears or nervousness.

## COOPERATIVE LEARNING

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- If you were asked to introduce a new student to the school, what would you do to make them feel comfortable? Turn to a friend and share your ideas(s).

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Have you ever seen a child treated the way Julian treats Auggie?
- What would you do if you saw this kind of behavior?
- When you begin middle school, what things might be of concern?
- What could you do on the first day of school to make things easy?

### WRITING ACTIVITY

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- Auggie seems to learn much from looking at people's shoes. I wonder if there is a reason Auggie started doing this. Can you remember the shoes the different characters were wearing? What kind of shoes would you have Auggie wear and why?

## EXTENSION ACTIVITY

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*(Reader: You will need copy paper, pencils and crayons for students to complete Extension Activity)*

- Draw a shoe that would describe you. It does not have to be the ones you are wearing, Describe this ideal shoe.  
(It might be easier to write the description on the sole of the shoe and then draw a side or front view)

## THE READ ALOUD- SESSION 3 {CHOOSE KIND – JACK WILL (PAGES 45-64)}

### BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- Is there any character in the book besides Auggie that you really like? Why?
- Which of the three student guides do you think Auggie might become friends with and why?
- Do you think all of the student guides are nice?
- Why do you think August told his mom he wanted to go to school?
- Was August well received by the other students on the first day of school?
- Any other comments about the story so far?

### DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 46) What is a precept?
- (p. 48) Why was Mr. Browne’s first precept very important?
- (p. 49) Why had Via warned Auggie that lunch would be the hardest part of the school day?
- (pp. 51-52) Why is the chapter called “The Summer Table”?
- (p. 56) Why does August compare himself and Summer to *Beauty and the Beast*?
- (p. 57) Why did Auggie cut off his braid? How did his family feel about this?
- (p. 59) Why do you think Via is not happy?
- (p. 64) Auggie didn’t feel bad when Jack asked him the question about surgery. Is there a reason he did not?

### AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- What do you think the braid symbolized for August? And for his family?
- What do you think the braid symbolized for students at August’s new school?
- What do you think of Mr. Browne’s first precept and what does it mean to you?

### BRINGING THE BOOK TO LIFE!

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- Play Common Three: Find a new friend by grouping off in teams of threes and try to find at least one thing you have in common with the other two people in the group.

### COOPERATIVE LEARNING

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- Turn to a partner and discuss what it means to “choose kindness”

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- How would you describe Julian and his character?
- Why do you think Mr. Browne wants the children to form precepts and think about them?
- How do you feel when teachers use “Around the Room” activities?
- Think of the characters in the book and choose someone you would like to be like. Discuss why.

### WRITING ACTIVITY

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- Have you ever had an experience with a kid like Julian; the kind of kid who’s one way in front of grown-ups and another way in front of kids? Explain.

## EXTENSION ACTIVITY

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- Write a description of any of the characters in the book without telling the name. When we are all finished, we will share descriptions and see if your group mates can identify who you wrote about,

## THE READ ALOUD- SESSION 4 {APPLES – BEFORE AUGUST (PAGES 66-84)}

### BEFORE READING

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Use these prompts before reading the story to help students activate background knowledge and make predictions:

#### RECAP

- How did the other kids react to Auggie?
- Why did Ms. Petosa ask for the children to say something about themselves?
- What did the things Julian chose to tell the class tell us about him?
- Why did Julian ask August about his braid?
- What was the main thing Mr. Browne wanted the children to think about?
- What did Jack and Auggie have in common?
- Any other comments about the story so far.

### DURING THE STORY

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Use these prompts while reading the story to help students interpret the action and content:

- (p. 67) What do you think “an apple doesn’t fall far from the tree” means?
- (p. 72) Why did Auggie mention *Diary of a Wimpy Kid*?
- (p. 73) Why is Halloween Auggie’s favorite holiday?
- (p. 77) Why do you think Jack said what he did about Auggie?
- (p. 77) How did Auggie feel when he heard his best friend talk badly about him?
- (p. 79) Could Auggie really have been sick?
- (p. 82) The story is now told from Via’s point of view.
- Why did her parents think Via was the most understanding girl in the world?

### AFTER READING

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Use these prompts after reading the story to help students understand what they just read:

- How do you feel about Jack Will?
- Have you ever said something you didn’t mean about a friend?
- Have you ever been called a bad name or bullied? What did you do after that experience?
- During part 2 of the book we see the story from Via’s point-of-view. How do you feel about the story being told from a different perspective?
- How has Auggie’s condition affected Via’s relationship with their parents?

### BRINGING THE BOOK TO LIFE!

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- What is your favorite or ideal Halloween costume?

### COOPERATIVE LEARNING

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- Name-calling is hurtful and shows us that words are a powerful thing. This game shows us how. (Reader: Play the Compliment Relay Game to share positive words with the group) Everyone sit in a giant circle. The object of the game is to pass compliments around the circle. One at a time, each player will give a complement to the person to their right, who will say, “Thank you,” and pass a compliment to the next player, and so on.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- What does “your deeds are your monuments” mean? Turn to your partner and discuss this.
- Do you think is a reason that only 5 people came to the birthday party? If you had been invited, would you have gone? Why or why not?

- Why would an author want to tell a story from different point of view? How could a reader learn from different points of view?
- Have you ever had an aversion to anything?
- Did your opinion of Jack Will change after August heard him talking to Julian? Explain
- Do you feel like a different person when you put on a Halloween costume If you don't, why do you think others might?

### WRITING ACTIVITY

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- Why do you think Julian is treating Auggie the way he does? What would you do if someone was treating you this way?

### EXTENSION ACTIVITY

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- *(Reader: Give each student 5-10 index cards)* Let's talk a minute about compliments you might give your classmates, teachers, family members or friends. *(Reader: Create a list on the board)* On each card I've given you, write a kind statement or compliment like: "You deserve a high five", "You are a role model", "You are a good neighbor", "You are so brave", "You help our school" etc. Decorate the cards when you're done. Take your cards with you and when you have a chance, place each card where the recipient can find it. This is an anonymous compliment.

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- Who sits with August at lunch?
- Why didn't Auggie want his mother to carry his backpack?
- Is there a reason that very few children came to the birthday party?
- How long did it get the kids at school to get used to Auggie's face?
- Jack and Auggie each had a good sense of humor. How did that help their friendship?
- What happened that made Auggie sick at Halloween?
- Whose point of view are we learning about now?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 85) What does Via mean when she said she "never used to see August the way other people saw him"?
- (p. 87) How do you think Via felt when she heard those words from her Grandma? Why?
- (p. 91) What did Via think was the best thing about middle school?
- (p. 91) What did Via think was the best thing about high school?
- Did Via have a good first day of high school?
- (p. 95) Why didn't Via want to go home with Miranda?
- (p. 96) What sarcastic comment did Auggie make?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- Why do you think the author wanted Via to describe Auggie?
- Why do you think the author waited until part two to describe Auggie?
- In the chapter, "August Through the Peephole," What is the significance of Via not including herself with Mom and Dad?
- How do you think Via feels about the way August looks?

## BRINGING THE BOOK TO LIFE!

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- We hear about the Padawan from Star Wars again from Via's perspective. Do you think of your favorite character from any story or movie? Why are they your favorite?

## COOPERATIVE LEARNING

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- Turn to a partner and discuss how you think Via is feeling at home and at school. How would you behave if you were her?

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Do you think Grans had a reason to tell Via she loved her most?

- Was Grans a clever woman?
- What did Via mean when she said, “I held on to that secret and let it cover me like a blanket”?
- Why doesn’t Via see August “the way other people saw him”?
- How does she see her brother?
- Why might people picture others differently?
- When did Via realize her brother was different?
- Does Via’s dad realize she may not be happy? What does he say to her?

#### WRITING ACTIVITY

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- Was Via’s description of Auggie the way you pictured Auggie? How had you pictured Auggie before this?

#### EXTENSION ACTIVITY

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- Pretend you are Via. Write a letter to Grans and tell it from Via’s point of view.

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- How does Via see her brother?
- Do you think Via is jealous of the attention her brother gets?
- How was Grans a very smart woman?
- What did Via think was going to change about high school?
- Did Via have a good first day of his school?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 85) What does Via mean when she said she “never used to see August the way other people saw him”?
- Do you think Via may be jealous of the attention August gets? Did Via have a good first day of high school?
- (p. 87) How do you think Via felt when she heard those words from her Grandma? Why?
- (p. 91) What did Via think was the best thing about middle school?
- (p. 91) What did Via think was the best thing about high school?
- (p. 95) Why didn’t Via want to go home with Miranda?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

(This section continues with Via’s point of view)

- (p. 105) What worries Via?
- (p. 106) Do you think Via is going to be a mother someday?
- (p. 115) How did Via convince Auggie to go back to school?
- (p. 116) Who is Miranda and why did she call?

(This next section is written from Summer’s Point of View)

- (p. 119) Why did Summer sit with Auggie at lunch?
- (p. 120) What does Summer really like about Auggie?
- (p. 122) Why was Summer invited to Savanna’s party?

## BRINGING THE BOOK TO LIFE!

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- Encouragement Game: Everyone sit in a circle. I am giving each of you a piece of paper and a pencil. Please write your name at the top of the paper and pass it to the person on your left. Now write two or three positive characteristics about the person whose name is at the top of the paper in your hand. Pass the paper to your left again. The next person writes two or three positive things about the person whose name is at the top of the paper. This continues until everyone has written on everyone else’s paper. In the end you will receive your paper back with a list of positive characteristics about yourself.

## COOPERATIVE LEARNING

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- In the chapter, “Time to Think”, Via said to Auggie, “But you’ve never been the kind of kid who quits things.” Have you ever wanted to quit something that you felt was hard to do? What did you do to stop yourself from quitting? Turn to a friend and share.

## DISCUSSION ACTIVITY

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- How do you think Via felt when Mom got the call that Auggie was sick?
- How did Via convince Auggie to go back to school?
- Do you think that Eleanor was a good friend for Via?
- Should Via have discussed her problems with Ella and Miranda?
- Do you ever think an adult can help you talk things over with children with whom you are having problems?

## WRITING ACTIVITY

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- Have you ever had a problem with a classmate? When you have a problem with a classmate how do you work it out?

## EXTENSION ACTIVITY

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- List your favorite characters and why you like them. Let's take a tally. (*Reader: Make a list on the board*)

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- Did Via love her brother? What clues are you using to decide?
- I wonder why Miranda called the house.
- How do you think Via feels knowing she carries the mutant gene?
- How were Via's new friends different than her old ones?
- How did Via convince August to go Trick or Treating?
- (The story is now in Summer's voice.)
- Why did Summer sit with Auggie that first day?
- What was the "Plague?" Why is a plague?
- Although Summer was excited about Savanna's party, she changed her mind. Why?
- Why did Auggie confide in Summer?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 124) Is there a reason Summer didn't tell Savanna the truth?
- (p. 127) Although Summer had prepared her mom for Auggie's face, how did her mom react?
- (p. 130) What else does Summer like best about Auggie?
- (This section now changes to Jack's point of view)
- (p. 139) How do we know that Jack did not really like Julian?
- (p. 141) At first, Jack didn't want to show Auggie the school. What changed his mind?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- List some of Summer's character traits
- What does Auggie learn about Summer when he's at her house?
- Why do you think Auggie didn't get mad at Summer for asking about his appearance?
- List some of Jack's character traits
- Would you agree to show Auggie around campus and be a welcome buddy? Why or why not?

## BRINGING THE BOOK TO LIFE!

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- Think of some characteristics that you like about yourself and how you can help make new students feel welcomed. Share this with the group.

## COOPERATIVE LEARNING

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- Turn to a friend and share different ways you can make your school more welcoming for new students.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Should Auggie have told Mr. Tushman what happened?
- When is it important to tell when you have been bullied? Who should you tell?
- Would you have had the courage to sit with Auggie if you thought other kids would make fun of you?
- Summer has some sadness in her life. Do you think this may affect how she is so nice to Auggie? Turn to your partner and discuss Summer.

- Auggie often makes jokes about his looks. Do you think it hurts or helps him to make jokes about himself? Have you ever made a joke about yourself? Explain

#### WRITING ACTIVITY

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- Have you ever had an experience where you thought other kids would make fun of you if you did something? What did you do in response to that feeling?

#### EXTENSION ACTIVITY

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- We have just about finished half of the book. Although it is mainly about Auggie, there are many other characters involved. Write two or more paragraphs predicting what you think will happen at the end of the book. I will put them in this envelope and we will read them at your last session to see if any or all of your predictions came true

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

## RECAP

- From whose point of view is this section written?
- Why did Auggie think Mr. Tushman had told Summer to be friends with him?
- Why was Summer friends with Auggie?
- What did Summer’s mom do when she first saw Auggie?
- How did Jack feel about Julian before school started?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 142) What are the reasons Jack likes Auggie?
- (p. 148) What did Jack really think was the bravest thing he had done?
- (p. 148) Jack believes the bravest thing he did was becoming friends with August. Why didn’t he want to write about it for class?
- (p. 150) Why did Miles’ talking about his sled affect Jack?
- (p. 154) What make Jack hit Julian?
- (p. 154) Is there a reason that Mr. Tushman is so understanding?
- (p. 159) How do you think Jack’s mom will react to his reason for hitting Julian? Why doesn’t Via see August “the way other people saw him”?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- (pp. 144-145) Why is Jack so unhappy that he and Auggie are not friends?
- Who says, “Sometimes you don’t have to mean to hurt someone to hurt them.”? What does she mean by that?
- (p. 153) How did the image of melting ghost faces make Jack realize why Auggie was mad at him?
- (pp. 160-167) These pages are emails written during the break. Why is this important for us to see?

## BRINGING THE BOOK TO LIFE!

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- What qualities do you think would make a good friend? Who would like to share with the class?

## COOPERATIVE LEARNING

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- After Julian called Auggie a freak Jack hit Julian. What would you have done? Turn to a partner and share.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Jack thinks the bravest thing he has done is be friends with August, what do you think Auggie would say was his bravest act?
- The author uses the tool of written emails in the book. Why do you think she did this?
- What do the email conversation show the reader?
- Did we learn anything about Julian from his mother’s emails?
- Do the emails change how you feel about any of the characters?

- How were Julian’s mother’s emails different than Auggie’s and Jack’s?

#### WRITING ACTIVITY

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- Think about the email that Mrs. Alban’s sent to Mr. Tushman, talking about Auggie had special needs. With a partner, write an email that Via would have written to Mrs. Albans if she had read the email. Be positive.

#### EXTENSION ACTIVITY

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- Sometimes the moment you realize something is known as the lightbulb moment. Draw Jack’s head with a flashing lightbulb above his head. In the lightbulb, write what Jack was thinking when he realized why Auggie was not talking to him.

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

## RECAP

- Why was Jack so unhappy that he and Auggie are not friends?
- How did Jack realize why Auggie was mad at him?
- Why did Jack hit Julian?
- Is there a reason that Mr. Tushman is so understanding?
- Many emails were written during the break. What things were said on these emails?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 168) How did Jack get “the plague”? Why didn’t Jack want to meet Auggie at first and how could his childhood memory help change his mind?
- (p. 169) Why do you think Luca and Isiah went to sit at a table near Julian?
- (p. 171) What is an inclusion school?
- Do you think Charlotte was right in making a sides list?
- (p. 185) Why did Jack and Auggie laugh after meeting Justin?
- (p. 186) Did you realize that Justin is the speaker here?
- (p. 187) Why was Justin completely taken by surprise when he met Auggie?
- (p. 188) What did Justin like about Via?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- (p. 171) What did the school change so that Auggie wouldn’t feel bad?
- What things did Jack’s classmates do to make him feel alone?

## BRINGING THE BOOK TO LIFE!

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- In the chapter, “Why I Didn’t Sit with August the First Day of School,” Jack said Summer was brave. What made her brave and how could you be brave like her?

## COOPERATIVE LEARNING

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- Have you ever felt alone like Jack? What did you do to overcome that feeling? Turn to a friend and share.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Why did Jack’s mom insist he meet Auggie for the school tour?
- Can anyone make a prediction as to what will happen next? What clues did you use to make your prediction?
- Is there a possibility the teachers might already know what may be happening?

### WRITING ACTIVITY

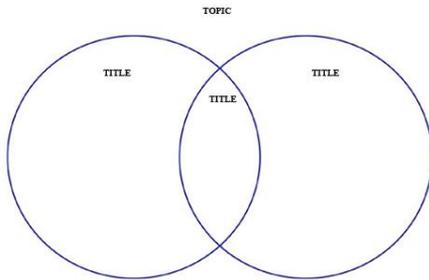
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- How do you think you would feel if you were being snubbed?

- Is there anything you could do or anyone you could tell if you were being snubbed? Explain.

## EXTENSION ACTIVITY

Create a Venn Diagram: Draw two circles of the same size. Have them overlap. Label one circle Jack, one circle Auggie . Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.



## THE READ ALOUD- SESSION 10 {VALENTINE'S DAY – THE AUGGIE DOLL (PAGES 190-210)}

### BEFORE READING

*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- How did Jack get “the plague?” What does that mean?
- Why didn’t Jack want to meet Auggie at first? How could his childhood memory help change his mind?
- What happened to Jack when he returned to school?
- What things did Jack’s classmates do to make him feel alone?
- Do you think Charlotte was right in making a sides list?
- Why did Jack and Auggie laugh after meeting Justin?
- Why was Justin completely taken by surprise when he met Auggie?
- Any other comments about the story so far?

### DURING THE STORY

*Use these prompts while reading the story to help students interpret the action and content:*

(Part of this section is told from Justin’s point of view and is written in lower case. The rest returns to Auggie’s telling of the story.)

- (p. 191) Both Justin and Olivia make a wish on a ladybug.
  - What do you think Justin wishes for?
  - What do you think Olivia wishes for?
- (p. 191) Why do you think the dad bought the dog from a homeless guy?
- Why do you think August and Jack choose to be funny and sarcastic in their notes?
- (p. 209) Was there really a hit man like Julian described?

### AFTER READING

*Use these prompts after reading the story to help students understand what they just read:*

- (p. 199) What brave thing did Justin do to scare off the kids who were laughing at Auggie?
- (p. 200) What surprising thing did Miranda tell Justin?
- Why didn’t Via want to invite her parents to the play?
- (p. 206) Why do you think August compares himself to the North Pole?

## BRINGING THE BOOK TO LIFE!

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- Auggie and Jack got an A on their science fair project. What science fair project would you be interested in making? Share with the group.

## COOPERATIVE LEARNING

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- What would your ladybug wish be? Share your thoughts with your neighbor.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Can anyone make a prediction as to what will happen next? What clues did you use?
- What does the tone of Jack's and August's notes they write to Julian tell about their characters? About their relationship?
- Why did many of the kids end their "war" with Auggie while Julian still was being mean?
- Do you think there is a reason the children exchange notes rather than confront each other out loud?
- Although the author tells us that Justin and Via have made wishes, why does she not tell us what they are?
- Why did Justin's tics stop?
- Why do you think Justin's section is written in lowercase?
- The following is part of an answer to this question by the author.

"I played trombone for seven years through middle school and high school. And I remember thinking back then, especially when I would get into the really low notes, that notes on a musical staff looked a little like lowercase letters of the alphabet." So when it came to writing from Justin's point of view, because he's a musician, someone who thinks in musical terms, it just seemed natural for me to use lowercase letters to represent his thoughts in a very visual way. He's the kind of person who doesn't talk a lot, because he's naturally shy, but has a lot going on inside. The running monologue inside his head has no time for capital letters or punctuation: it's like his thoughts are streaming inside his mind."
- What do Miranda and Justin have in common?

### WRITING ACTIVITY

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- Via and Justin made wishes on a ladybug, what wish would you have wished for? If you could make a wish for someone else what would it be and why?

### EXTENSION ACTIVITY

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- Working in groups, make a list numbered 1 through 6 on the paper I'm handing out.
  1. Write a synonym for the word "kind".
  2. Write a word that describes Via.
  3. Write a word that describes Dad.
  4. Write a word that describes Julian.
  5. Write a word that describes Justin.
  6. Write a word that describes Jack.
- One at a time would a representative of each group please read the group's answers. If your group's list has the same word, cross it off. If no other group has your word, your group gets a point. When all groups have read their words, total how many words remain on each list. The group with the most words left is the winner.

## THE READ ALOUD- SESSION 11 {LOBOT – UNDERSTUDY (PAGES 211-230)}

### BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

#### RECAP

- Are Justin and Via more than friends?
- Why did Justin feel so comfortable with Via’s family?
- Was Justin close with his own family?
- How did the family get their dog?
- What funny thing did Justin do to scare the boys who had been teasing Auggie?
- What does Justin learn about Miranda?
- What did many kids now think about the “war”? How was this different than how they thought before?
- Any other comments about the story so far?

### DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 214) When Auggie found he could hear better with his hearing aids, how did he feel about them?
- (p. 215) Why didn’t Via tell the family there was going to be a school play?
- (p. 221) What tragic incident happened that made the family close again?
- (p. 223) Why did the family decide they shouldn’t argue?
- (p. 229) What is an understudy?
- From whose point of view is this section?
- (p. 230) Why do you the family was surprised when the actress came on stage?

### AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- (p. 216) Why was Via upset with Mom?
- How did Auggie’s behavior change after Daisy was gone?

### BRINGING THE BOOK TO LIFE!

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- When Mom says, “You don’t need your eyes to love, right? You just feel it inside you.”, what do you think she means? Share with a partner or group.

### COOPERATIVE LEARNING

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- In the chapter, “Hearing Brightly,” we learn that Auggie was having a difficult time hearing things around him. Play a game of animal charades where everyone acts out an animal without using any sounds including words to get the group to guess their animal.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Why is Daisy’s sickness and death such a surprise to August?
- Why didn’t August approach his dad when he saw him crying? Could there be more than one reason?
- What did the family learn from Daisy’s death?
- Can you predict what may happen next? What makes you think this is what will happen?

## WRITING ACTIVITY

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- Auggie said, “Funny how sometimes you worry a lot about something and it turns out to be nothing.” Have you ever felt this way? When and why did you feel this way? Explain how (or if) you overcame that feeling.

## EXTENSION ACTIVITY

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- Write an acrostic poem entitled “Kindness” or “Friend”.
  - An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- How did August’s new hearing aids change him?
- Why didn’t Via tell the family about the play?
- A tragic event occurred that brought the family together. What was it?
- Why did Via bring home the tickets to the play?
- What was the big surprise during the play?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 231) What is a standing ovation?
- (p. 236) Why did Miranda lie to the other kids at camp by telling them she had a brother?
- (p. 238) Why was Ella an easier friend to have than Via?
- (p. 239) Do you think Miranda and Ella badmouthing Via was a type of bullying?
- Miranda and Via used to be good friends. Why did their relationship change?
- (p. 248) Why was Miranda absolutely happy?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- How did Ella and Miranda treat Via and why?
- (p. 244) What made Miranda change her mind about performing that night?
- (p. 252) What does Auggie mean when he says, “As much as I love Star Wars, I don’t want that to be what I am known for.”?
- What did Miranda miss most about her friendship with Via and why?

## BRINGING THE BOOK TO LIFE!

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- We’ve now met a lot of different characters and have heard their stories. In the chapter titled, “Known For,” we learn that Auggie is starting to see himself differently. Let’s learn more about each other by drawing a self-portrait and write all the characteristics that describe you! ([Wonder Self Portrait examples](#))

## COOPERATIVE LEARNING

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- In the chapter, “Known For,” we notice Auggie seeing himself differently, what do you think caused this change? Have you ever felt this way? Share your story with a friend.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Why do you think Miranda said she was sick and couldn’t act?
- How did Miranda’s kind act help heal her relationship with Via?
- Did Miranda help herself as well as Via?
- Can a person extending kindness receive something from that act? How?
- With a partner, think of a time there was an act of kindness where more than one person benefitted?
- I wonder why the author never let Mom or Dad tell the story. If she had, what would each say? With a partner, make a list of things Mom might say about Via and about Auggie.
- When finished with things about Mother, make a list of things Dad would say about Mom, Auggie and Via.

## WRITING ACTIVITY

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- When people repeat events that have happened, they might view things differently. How have you felt about the author using different voices? Did it help you understand the book more clearly? Explain.

## EXTENSION ACTIVITY

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- Design an “I am sorry” card or a “Let’s be friends again” card that Miranda could have written to Via.

## BEFORE READING

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*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- Why was the family surprised when they saw Via on the stage?
- Why was Auggie so glad to see Miranda?
- Why had Miranda lied to the kids at camp?
- What had Miranda done to be friends with Via again?
- What was a standing ovation?
- The story is now in Auggie’s voice
- What was Auggie looking forward to?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 253) What or who is Baboo? Why did Auggie pack him?
- (p. 256) Why do you think Auggie unpacked Baboo?
- (p. 254) Why did Mom say that Auggie had grown and not only in height?
- Why do you think the bullies were so mean to August?
- What makes Amos, Miles and Henry help August now?
- (p. 269) Why did the boys shush Henry when he called out, “Losers”?
- (p. 270) Why did Amos put his arms around Auggie?
- (p. 270) Why didn’t the boys make fun of Auggie when he started cry?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- What turning point happened at camp?
- What was your favorite part in this reading section?

## BRINGING THE BOOK TO LIFE!

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- In the chapter, “Voices in the Dark,” Auggie and Jack make new friends who help them work together and outrun a group of bullies. Play this teambuilding game to communicate and solve a problem.
  - All Tangled Up: Start by standing in a tight circle, hands at your sides. Now grab the hand of anyone in the circle who is not standing next to you. Take your other hand and grab the hand of a second person in the circle who is not standing next to you. The object of the game is to get untangled without letting go of any hands. At the end of the game, you should be standing once again in an open circle, without any players left in the middle.

## COOPERATIVE LEARNING

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- There was a major turning point during this reading section. How did you feel about this section of the book? Did you enjoy it? Was it what you were expecting? Share your thoughts with the group!

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Julian was a bully and the boys who attacked Auggie were bullies. Is there a difference? What have you learned about bullying?
- What is the best way to approach an uncomfortable situation?

- Many children have favorite toys or good luck charms such as Baboo. Do you have some object that makes you feel comfortable?
- Can you describe a situation when you needed your “Baboo”?
- Do you think the boys would have helped Auggie if Julian had gone to camp?
- Why do you think Auggie did not want to report the boys who had attacked him?

### WRITING ACTIVITY

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- In the chapter, “Alien,” the older kids were making fun of Auggie. What would you do if your or your friend were bullied or witnessed someone being bullied?

### EXTENSION ACTIVITY

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- Let’s brainstorm, as a group, to select a word or idea that is to be the general theme of a poem. Keep in mind what you have learned from the book.
  - Write one line or stanza of poetry on a piece of paper, using the word or idea that was selected for the theme of the poem. Pass the paper and pencil on to the person to your right. Do this again, skipping a line between sentences. When completed, we will read your poem.

## BEFORE READING

---

*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

### RECAP

- Did Julian not going to the retreat help Auggie?
- What bad thing happened to Auggie and Jack?
- What turned the bad thing into a good thing?
- Why didn't Auggie report the boys who had attacked him?
- Any other comments about the story so far?

## DURING THE STORY

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*Use these prompts while reading the story to help students interpret the action and content:*

- (p. 274) Auggie said, "The movie was the same, everyone's faces were the same. Mine was the same. But something was different. Something had changed." What had changed?
- (p. 287) Why did Auggie picture himself as a duck?
- (p. 288) Why do you think Mr. Browne chose this as his last precept?
- (p. 290) What happened to the helmet?
- (p. 286) Why wasn't Julian coming back to the school the next year?
- (p. 288) What does the last precept mean?

## AFTER READING

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*Use these prompts after reading the story to help students understand what they just read:*

- Auggie finally realized, "what a lamb to slaughter," meant. Explain
- Why do you think Dad brought the puppy?
- What happened to the helmet?
- What did Dad do with the helmet and why?
- Many of the other students were nicer to Auggie except for Julian. Why did Jack and Auggie not care that Julian was still mean?

## BRINGING THE BOOK TO LIFE!

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- (p. 287) Mr. Tushman asked Auggie about his self-portrait where he depicts himself as a duck. Play the Animal Farm Game with the group.
  - Form a circle. Count off from 1 up to 3.
  - Each number is a specific animal: #1s are dogs, #2s are pigs, #3s are ducks.
  - What sound does your animal make?
  - Leader calls out "Animal Farm, go!"
  - Shut your eyes and keep them shut
  - Make your animal sound (everyone at once), and walk slowly around the area, with your hands up to act as a bumper, to find your fellow matching animals.
  - Once two animals are together, stop moving and stay together. Continue to make your animal sound, until the rest of your group finds you.
  - The game is over when everyone has found your group, or when the first group is complete and together.

## COOPERATIVE LEARNING

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- (p. 281) In the chapter titled, "Bear", Auggie realizes that his life and his perspective has changed from the beginning of the story. Compare and contrast Auggie's life by playing the Board Race Game!
  - Divide into 2 teams
  - Each team is being given a unique colored whiteboard marker.

- Draw a line down the middle of the whiteboard and on one side write, “Auggie in the beginning of the book” and on the other side write, “Auggie by the end of the book”.
- Line up as a team in front of the board with the first student in each line facing the board. Each team list as many items as you can on your side of the board.
- After each round, each student will move to the back of the line and the next student in line will take your place at the front.
- The game continues for a time limit set by the facilitator (2mins).
- Teams can switch sides after the time limit and follow the steps again.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

- Do you think the boys would have helped Auggie if Julian had gone to camp?
- Dad told Auggie that he had thrown out the helmet. What was the reason he did this? Would you have done the same thing? Why or why not?

### WRITING ACTIVITY

- “The Last Precept” Analyze the last precept and write what it means to you.

### EXTENSION ACTIVITY

- Mr. Browne, a teacher, teaches the students precepts each month. These are short quotes that become sort of "rules to live by". At the end of the story, Mr. Browne asks the students to write their very own precept and send it to him on a postcard. Design a postcard with a precept you have written. You can design the front of the postcard to either reflect your precept or something taken from the story.

## THE READ ALOUD- SESSION 15 {TAKE YOUR SEATS, EVERYONE – THE WALK HOME (PAGES 294-310)}

### BEFORE READING

*Use these prompts before reading the story to help students activate background knowledge and make predictions:*

#### RECAP

- What has changed?
- Why did Auggie picture himself as a duck?
- Why do you think Mr. Browne chose this as his last precept?
- What happened to the helmet?

### DURING THE STORY

*Use these prompts while reading the story to help students interpret the action and content:*

- Do you think that Jack took the wrong seat by mistake?
- (p. 299) Mr. Tushman says that middle school kids are in transition. What are they in the middle of?
- (p. 300) Why does Mr. Tushman think one should be kinder than is necessary?
- (p. 306) What does Auggie mean when he said, “I’m that person to other people, maybe to every single person in that whole auditorium.”?
- (p. 310) What was the reason that Mom said Auggie was a wonder?

### AFTER READING

*Use these prompts after reading the story to help students understand what they just read:*

- According to Mr. Tushman, what can we all do to make the world a better place?
- How did you feel about Mr. Tushman’s speech?
- Why was Auggie surprised when he received an award during the commencement ceremony?

## BRINGING THE BOOK TO LIFE!

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- During Mr. Tushman's speech he talks about the Henry Ward Beecher award and reads a passage highlighting, "The strength of one's courage". He held up his right hand like he was counting off. Courage. Kindness. Friendship. Character."
  - Play 4 Corners and further discuss what courage, kindness, friendship, and character means
  - Assign the word courage, kindness, friendship, and character to each corner of the room
  - Have each player count from 1 to 4 and assign each group to a corner
  - Have each group discuss the theme of their corner and what the word means to them
  - After 2 mins have the group rotate to the next corner
  - Continue the process until each group rotates through all the corners
  - Gather the group and share out responses

## COOPERATIVE LEARNING

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- Mr. Tushman notes, "Such a simple thing, kindness. Such a simple thing. A nice word of encouragement given when needed. An act of friendship. A passing smile." Have you ever experienced a random act of kindness when someone just did something nice for you without you asking? Who was it from and how did it make you feel? Have *you* ever done a random act of kindness for anyone? Share with the group.

## SMALL-GROUP IDEAS

### DISCUSSION ACTIVITY

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- Did Auggie deserve the award? Why or why not?
- Have your perceptions changed as we have read the book? Did your impression of Auggie or any of the characters stay the same?
- Let's discuss the conclusion of the story

### WRITING ACTIVITY

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- "Shall we make a new rule of life...always to try to be a little kinder than is necessary?" (p.299)
- What does this quote mean to you? Why do you think this was Mr. Tushman used this quote in his speech?

### EXTENSION ACTIVITY

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- Write the Precepts from the Appendix of the book on the board and discuss a few.
- Watch the movie