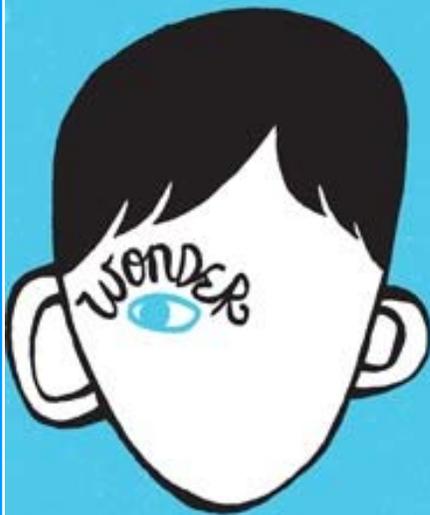


Based on Core Standards

# Workbook for *Wonder*



WONDER  
R.J. PALACIO

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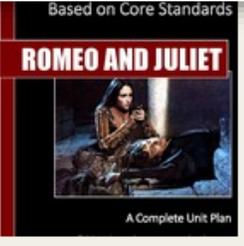


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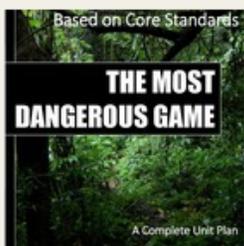
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Type: Lesson Plans (Bundled), Unit Plans, Novel Study

# Wonder by R.J. Palacio Student Workbook

Complete the questions and activities in this booklet as you read *Wonder* by R.J. Palacio.

The questions and activities in this package are organized to correspond (go with) the parts and chapters in *Wonder* by R.J. Palacio. After you read a chapter in the book, look to see if there are any questions or activities for that chapter in this package. Complete the questions and activities after each chapter.

Use full sentences and write more than the minimum when answering questions and filling in charts. Explain yourself, and write about specific events in the story and in your life.

## Part One – August

### Ordinary

What do you think it means to be "ordinary"? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you could have one wish, what would it be? (No wishing for more wishes!) \_\_\_\_\_  
\_\_\_\_\_

What would August wish for? \_\_\_\_\_

What makes August extraordinary? \_\_\_\_\_  
\_\_\_\_\_

### How I came to Life

Who is "Doogie Howser"? (Use the internet to find out.) \_\_\_\_\_  
\_\_\_\_\_

Use the chart below to list some advantages and disadvantages to home schooling:

### HOMESCHOOLING

Advantages	Disadvantages

#### Driving

Would you send August to school if you were his mom or dad? Explain why or why not.

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Are white lies okay? Explain. \_\_\_\_\_

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**PUN - A pun occurs when a word or phrase has a double meaning.**

Find two puns in the chapter titled "Driving":

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

Paging Mr. Tushman

Describe Mr. Tushman. What does he look like? What do we know about his personality?

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Jack Will, Julian, Charlotte

Who is Mr. T? (Use the internet to find out.) \_\_\_\_\_

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Fill in the chart below with your first impressions of the kids who show August around. What do you think about them? What do you know about them based on their words and actions?

Use point form.

	First Impressions
Jack	
Julian	
Charlotte	

Lamb to the Slaughter

**SIMILE** - A simile occurs when something is described with a direct comparison using the word 'like' or 'as'.

**Example:** Life is like a rollercoaster.

How is August like a "lamb to the slaughter" on his first day of school? \_\_\_\_\_

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Choose Kind

**PRECEPT** - A precept is a general rule intended to regulate behavior.

"Mr. Browne's September Precept: When given the choice between being right or being kind, choose kind."

Do you agree with this precept? Explain. Provide an example where it would be true or untrue.

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### School Pictures

August says he has an "aversion" to getting his picture taken. Use a dictionary to find a definition for the word aversion.

Aversion = \_\_\_\_\_

What is something you have an aversion to?

I have an aversion to \_\_\_\_\_.

### The Bleeding Scream

Did your opinion of Jack Will change after August overheard him talking to Julian? Explain.

---

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### Part Two – Via

#### A Tour of the Galaxy

What challenges do you think Via might face being Auggie's sister?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**METAPHOR** - A metaphor occurs when something is described using a direct comparison without using the words 'like' or 'as'.

**Example: Life is a highway.**

Via says "August is the Sun." What does she mean? \_\_\_\_\_

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### August Through the Peephole

Do you agree with Via that she and her parents have made a mistake by always trying to make August feel like he is normal? Is this a problem? Explain.

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### Part Three – Summer

#### Weird Kids

Why did Summer sit with August at lunch on the first day of school? \_\_\_\_\_

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#### The Halloween Party

How is Summer different from most of the other kids in her grade?

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### Part Four - Jack

#### The Call

Mr. Tushman asked Jack to show August around school because he is a "good egg." What does this mean?

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### Four Things

How does Jack feel about August after hanging out with him for a few weeks at school?

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### Fortune Favors the Bold

Jack says the bravest thing he ever did was "becoming friends with August." How was Jack brave to become friends with August?

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### Private School

How is Jack different from the majority of kids in private school? \_\_\_\_\_

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### In Science

Why do you think Jack made those mean comments about August on Halloween? Did it change your opinion of him? Is he still a "good egg"?

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### Detention

Is Jack's punishment for punching Julian appropriate? How would you punish him?

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Back from Winter Break

**OSTRACIZE = Exclude someone from a group.**

How is Jack ostracized after the winter break? \_\_\_\_\_  
\_\_\_\_\_

Switching Tables

**EMPATHY = The ability to share someone else's feelings.**

How might being excluded by his peers help Jack empathize with August? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Part Five – Justin

Olivia's Brother

Explain two ways Justin's part of the book is different from the previous four?

- \_\_\_\_\_
- \_\_\_\_\_

Valentine's Day

How are Justin's parents different from Olivia's? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Bird

Justin uses a metaphor to describe Olivia: "and when she's fragile like this, she's a little lost bird looking for its nest."

Use metaphors to describe the characters listed in the chart. Explain how each metaphor applies. See the example below.

<b>Character</b>	<b>Metaphor</b>	<b>Explanation</b>
Olivia	Olivia is a bird.	When she's upset, she reminds Justin of a bird with ruffled feathers, and when she is fragile, she seems like a little bird looking for its nest.
August		
Julian		
Your choice:		

## Part Six – August

### North Pole

August likes to use similes to describe things. Find three examples of simile in this chapter.

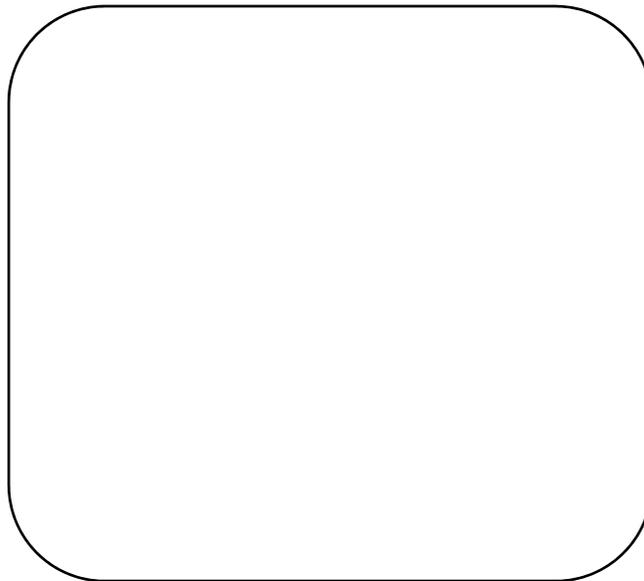
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### The Auggie Doll

In this chapter, August provides a few details about Beulah, an imaginary girl with really gross habits who Jack and August invented to tease Julian with.

Draw a picture of what you imagine Beulah would look like in the space provided.

Beulah



List some gross details about Beulah:

- She eats the green stuff in between her toes.
- 
- 
-

Via's Secret

Use a dictionary or the internet to find a definition for the following word: taciturn.

Taciturn = \_\_\_\_\_

Now write a sentence using the word taciturn that demonstrates you understand its meaning.

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Heaven

What do you think heaven would be like (if you don't believe in heaven, describe what you would want it to be like)?

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Part Seven – Miranda

School

Do you understand why Miranda stopped being friends with Olivia? Was it wrong? Have you ever had a friendship end without a clear reason?

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Extraordinary, but No One There to See

Why do you think Miranda decided not to take the stage? What were her motives?

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The Performance

Use a dictionary or the internet to find a definition for the following word: euphoric.

Euphoric = \_\_\_\_\_

Now write a sentence using the word euphoric that demonstrates you understand its meaning.

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Part Eight - August

The Fifth-Grade Nature Retreat

Why is August nervous about the upcoming fifth-grade nature retreat? \_\_\_\_\_

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Describe an example of something you were both excited and nervous about, something you were looking forward to, but were also a little afraid of. Explain your mixed feelings:

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Known For

What would you like to be known for? What interest or passion would you like people to associate you with? Explain why.

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The Shift

How did the incident at the nature retreat change things at school for August? \_\_\_\_\_

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The Last Precept

“JUST FOLLOW THE DAY AND REACH FOR THE SUN!”

What does this precept mean to you? How could you apply it in your life? Explain.

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The Drop-Off

Was Auggie's dad right to throw out the helmet? Explain. \_\_\_\_\_

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A Simple Thing

Mr. Tushman asks “What is being kind, anyway?” Please answer his question in the space below.

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Use a dictionary or the internet to find a definition for the word 'verbosity,' and record the definition below:

Verbosity = \_\_\_\_\_

Now write a sentence using the word euphoric that demonstrates you understand its meaning.

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### Awards

Explain why you think August is deserving of the Henry Ward Beecher medal. How did his "strength carr[y] up the most hearts"?

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### The Walk Home

A lot has happened during August's first year at school. How has he changed during that year? Please use specific examples from the story to demonstrate the changes you identify.

Change	Evidence

## Appendix

Please choose one of Mr. Browne's precepts from the appendix, and explain how it relates to the story. You can't choose one of the precepts already explored in this package, nor can you use the precept from the example below.

Example: Your deeds are your monuments.

R.J. Palacio's *Wonder* shows that "your deeds are your monuments." When August Pullman first arrives at Beecher Prep, all anyone notices about him is his face. They can't see past it. But over the course of the year August's actions define him as a person, and the other students start to see him for who he truly is, not just what he looks like.

Precept - \_\_\_\_\_

\_\_\_\_\_

How it relates to *Wonder*:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

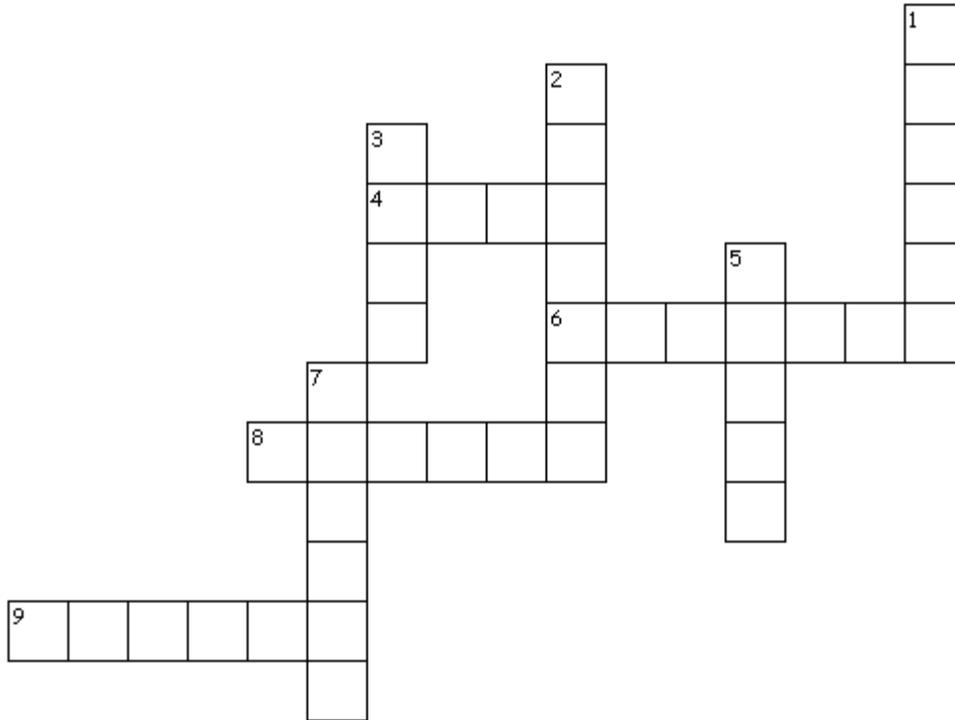
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Characters from *Wonder*



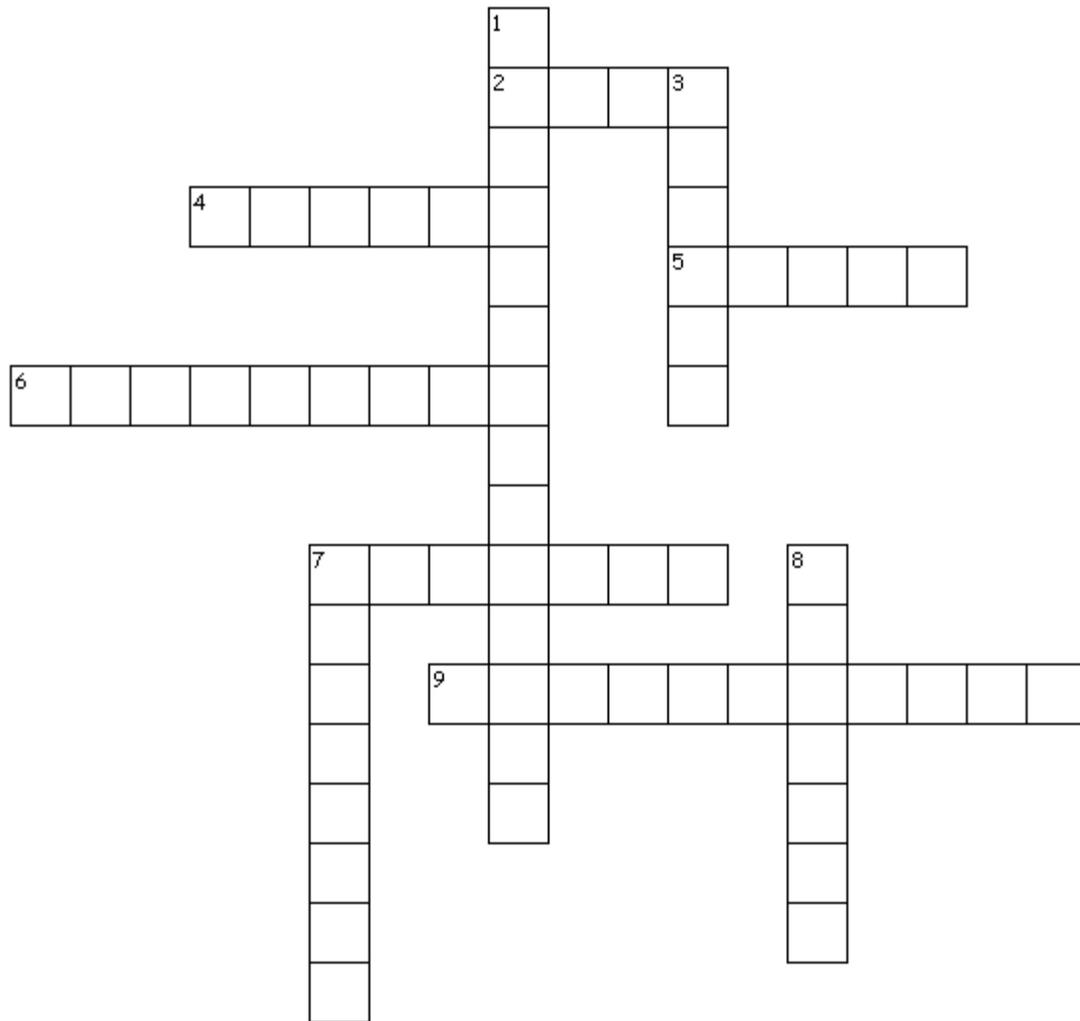
## Across

4. Stands up for 'little dude'
6. Gave Auggie the space helmet
8. Starts the war
9. Provider of precepts

## Down

1. Goes from understudy to surprise star
2. Unfortunate name
3. A good egg who gets suspended
5. Doesn't know there is anything different about Auggie's face
7. First to sit with August at lunch

# Events in Wonder



## Across

2. Like a \_\_\_\_\_ to the slaughter
4. Justin's machine gun
5. Star Wars character with cool hearing-aid
6. Auggie's favorite holiday
7. General rule
9. Auggie's school

## Down

1. Surprise costume
3. Julian's imaginary admirer
7. Auggie has an aversion to them
8. Via's play

# Standards Alignment Grid: Grade 8

## Reading: Literature and Informational Text

<b>Key Ideas and Details</b>	
✓	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
✓	RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
✓	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>Craft and Structure</b>	
✓	RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
✓	RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<b>Integration of Knowledge and Ideas</b>	
	RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<b>Range of Reading and Level of Text Complexity</b>	
✓	RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

## Writing

<b>Text Types and Purposes</b>	
✓	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
✓	W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>Text Types and Purposes (continued)</b>	
✓	W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>Production and Distribution of Writing</b>	
✓	W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<b>Research to Build and Present Knowledge</b>	
	W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
✓	W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
✓	W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>	
✓	W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

## Speaking and Listening

<b>Comprehension and Collaboration</b>	
✓	SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>Presentation of Knowledge and Ideas</b>	
	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

<b>Conventions of Standard English</b>	
✓	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
✓	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Knowledge of Language</b>	
✓	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>Vocabulary Acquisition and Use</b>	
✓	L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
✓	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
✓	L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.