

Wonder

32

**SKILLS-BASED
READING
COMPREHENSIONS**

**INTONATION &
EXPRESSION**

**RETRIEVAL
INFERENCE
VOCABULARY**



**+ SPACE ODDITY
READING COMPREHENSIONS**

**8-WEEK
BUMPER
PACK**

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Weekly Lesson Plan

Monday (Reading)

Depending on each week, a certain number of pages are required to be read in order for the comprehension activities to take place. The comprehensions are meant to be completed once the whole class have read beyond that chapter.

It will take more than one reading session to do this. Plan to read approximately 10 pages per day or if children have books, to take them home and read for homework.

Tuesday (Fluency, Intonation and Expression Skills)

Photocopy the pages from Wonder onto two A4 sides and read the chapter(s) aloud filled with intonation and expression.

Ask the children to read out loud (a page each in turns) and circulate the class listening and advising on individuals reading.

Children share some of the advice given.

Work through the instructions on the sheet and generate discussions regarding intonation and how meaning can be shifted and change according to the way a text is read or meant to be read.

Children complete the worksheet - this can be guided by the teacher initially.

Once all questions have been answered and discussed, re-read the extract altogether with the enhanced intonation and expression included.

If time, children re-read the chapter, taking a page in turn, whilst the teacher identifies those applying what they have learned and others who are not, and provide further verbal feedback. Make a note of these children for next week.

No recording in books.

Wednesday (Context Clues / Vocabulary Skills)

Children read through text and circle any words they are unsure of.

Explain what we mean by 'Context Clue' skills and go through the strategies children can use to help them answer questions. These include:

- Look for any synonyms used
- Look for any antonyms used
- Replace the word with something else
- Look at the root of the word and any pre-fixes or suffixes
- Which ones is it not? (multiple choice)

Using a dictionary, children find and write the definitions of three words. (Teacher to support where needed)

Reading the words in context, children try to work out the meaning of the American words.

Model how to answer the questions by first finding the word and highlighting it, reading the sentence (reading the paragraph if needed) and then deciding which options it is not. Children then use strategies discussed at the start of the lesson to identify suitable meanings.

Children independently find synonyms and discuss skimming/scanning skills used to the rest of class.

At the end of the lesson, children refer back to their originally circled words and teacher explains the meaning of these in context. Children then verbalise these in a new context with their partners and share with the rest of the class.

As an extension, children can write words identified in this session in their own context or a new, given context. This can then be marked and up-levelled by the child the next day if appropriate.

Thursday (Retrieval and Recording Skills)

Hand out annotated chapter(s) from the previous day and recap the learned vocabulary from last lesson.

Explain what we mean by 'Retrieval and Recording' skills and go through the strategies children can use to help them answer questions. These include:

- Reading the question twice
- Underlining any key words in the question
- Skimming
- Scanning
- Checking the accuracy of any recording

Class teacher times 5 minutes and the children skim and scan for the words / punctuation as quickly as they can with a 5 minute timer on. At the end, they record their scores in their book and discuss why some children were quicker than others. What strategies did they use? Why were some slower?

Teacher models the first question and their thinking. In pairs, children discuss the second question together and share their answers with the class, as well as explaining any strategies they used to answer it.

In pairs, children answer more of the questions together, checking the accuracy of answers and ensuring all grammar and punctuation in answers is correct.

Independently, children have a go at the last few questions themselves.

In pairs, children check each other's accuracy of their recording. Is it legible and neat? Is clear what they think the answer is? Is it copied and spelled correctly? Is there accurate punctuation?

Children self-assess their own answers as the teacher goes through them, including answering any discrepancies in work.

Share any extension questions with the whole class and ask children to provide the answers verbally.

Friday (Inference Skills)

Explain what we mean by 'Inference' skills and go through the strategies children can use to help them answer questions. These include:

- Thinking what knowledge you already have about this
- Using evidence in the text to come up with a new piece of information
- Consider summarising sentences or paragraphs to help you understand
- Answers may vary

Class teacher to answer the first question themselves and explain their thinking as they answer it.

In pairs, children discuss the second question together and share their answers with the class, as well as explaining any strategies they used to answer it.

In pairs, children answer more of the questions together, checking the accuracy of answers and ensuring all grammar and punctuation in answers is correct.

Independently, children have a go at the last few questions themselves. Consider scaffolds and key words for children to use (In my opinion, this suggests, this emphasises, I know this because)

Check grammar and punctuation through self/peer-assessment.

Ask children to share their answers and discuss their thinking. Did they use their own knowledge or clues from the text to help them make an inference?

Self/peer-assess some of the more manageable questions.

Explain that some of the answers between people may be very different. Share any examples of this seen in class.

Share a completed version of the answers that the teacher has filled in themselves. Go through your own thinking and share these model answers with the class.

Children choose one model answer to write up for themselves in a different coloured pen so that they are engaging with high quality answers.

Ordinary
and
Why I Didn't
Go to School?
(p3-5)

SKILLS-BASED
READING
COMPREHENSIONS





wonder

Ordinary and Why Didn't I Go To School (Pages 3-5)

Fluency, Intonation and Expression

- 1.) Teacher reads the chapters out loud modelling intonation and expression.
- 2.) Children read the chapters to each other whilst the teacher listens in on individuals and pairs.
- 3a.) Share the following extract:

Next week I start fifth grade. Since I've never been to a real school before, I am pretty much totally and completely petrified. People think I haven't gone to school because of the way I look, but it's not that. It's because of all the surgeries I've had. Twenty-seven since I was born. The bigger ones happened before I was even four years old, so I don't remember those. But I've had two or three surgeries every year since then (some big, some small), and because I'm little for my age, and I have some other medical mysteries that doctors never really figured out, I used to get sick a lot. That's why my parents decided it was better if I didn't go to school. I'm much stronger now, though. The last surgery I had was eight months ago, and I probably won't have to have any more for another couple of years.

- 3b.) Underline the stressed syllable sound on each word. Say them aloud with stresses in different places to help.

completely	surgeries	Twenty-seven	another
1, 2, 3	1, 2, 3	1, 2, 3, 4	1, 2, 3

- 3c.) Which word do you think is stressed in the underlined sentence? Why do you think this?

3d.) Read the line '*But I've had two or three surgeries every year since then (some big, some small), and because I'm little for my age, and I have some other medical mysteries that doctors never figured out, I used to get sick a lot.*'

Now read it with an angry / upset expression

Now read it with a happy / carefree expression

Which one worked better? Why? Could you read it with a different expression?

- 3e.) After a discussion, the teacher reads the extract and models, then children re-read applying the same expressions and intonations.



WONDER

Ordinary and Why Didn't I Go To School (Pages 3-5)

Context Clue / Vocabulary Skills

TASK 1

Dictionary Work

Use a dictionary to find out and write down the meaning of the following words:

- 1.) illustrator
- 2.) petrified
- 3.) extraordinary

TASK 2

American Words

What do the following American words or phrases mean:

- 1.) play ball
- 2.) fifth grade
- 3.) mom

TASK 3

Multiple Choice Questions

1.) What does the word 'bump' mean in this chapter?

- a.) knock into someone
- b.) fall over onto someone
- c.) meet someone accidentally
- d.) meet up with someone on purpose

2.) Why did he want a 'magic lamp'?

- a.) to light up the dark night
- b.) to summon a genie
- c.) for bedtime reading
- d.) to stop the bullies

TASK 4

Synonyms

- 1.) Find and copy a word which means 'looks after' August.
- 2.) Find and copy a word which means the same as 'sketch'.
- 3.) Find and copy the phrase which tells the reader August wanted to 'spend time' with friends.

CHALLENGE - TASK 5

- Put the words you have studied today into your own sentences.



wonder

Ordinary and Why Didn't I Go To School (Pages 3-5)

Retrieval and Recording Skills

TASK 1

Skimming and Scanning

Using your skimming and scanning skills, highlight the following words, phrases or sentences as quickly as you can. You have 5 minutes. Go!

- 1.) yelling at the kids
- 2.) magic lamp
- 3.) Gabe
- 4.) fairies and mermaids
- 5.) (some big, some small)

- 6.) babies
- 7.) Actually
- 8.) stronger
- 9.) *Punctuation* - colon
- 10.) *Punctuation* – a possession apostrophe

TASK 2

Retrieval and Recording Questions

- 1.) Name 3 things August does which are ordinary.
- 2.) Name 2 things which happen to August which are not ordinary.
- 3.) Who gets annoyed when people are rude to August?
- 4.) What grade is August in?
- 5.) What was his mum's previous job?
- 6.) Who is his best friend and where did he move to?
- 7.) What looked like a weird mushroom-shaped rocket?
- 8.) When was his last surgery and when might his next surgery be?

CHALLENGE - TASK 3

- Create your own retrieval questions for a partner to answer.



Ordinary and Why Didn't I Go To School (Pages 3-5)

Inference Skills

- 1.) What does the phrase 'If we bump into each other on the street' suggest about their friendship now? Explain your answer.
- 2.) How do you think August feels about birthday parties?
- 3.) Why might have his mom and dad thought going to school was probably not a good idea? Can you think of some difficult situations for August?
- 4.) What do you imagine August might look like? Use evidence in the text to justify your thinking.
- 5.) What do you think the 'older kids made noises' suggest about what was being said and how they may have been saying it?
- 6.) How might have August's surgeries effected his personality?
- 7.) Predict what you think might happen in the book. Will he go to school? What will happen if he does or doesn't go to school? How will the book end?

Challenge

Summarise each chapter in a just few sentences.

Choose Kind (p45-48)

SKILLS-BASED
READING
COMPREHENSIONS





Choose Kind (Pages 45-48)

Fluency, Intonation and Expression

- 1.) Teacher reads the chapters out loud modelling intonation and expression.
- 2.) Children read the chapters to each other whilst the teacher listens in on individuals and pairs.
- 3a.) Share the following extract:

There was a lot of shuffling around when the bell rang and everybody got up to leave. I checked my schedule and it said my next class was English, room 321. I didn't stop to see if anyone else from my homeroom was going my way: I just zoomed out of the class and down the hall and sat down as far from the front as possible. The teacher, a really tall man with a yellow beard, was writing on the chalkboard.

Kids came in laughing and talking in little groups but I didn't look up. Basically, the same thing that happened in homeroom happened again: no one sat next to me except for Jack, who was joking around with some kids who weren't in our homeroom. I could tell Jack was the kind of kid other kids like. He had a lot of friends. He made people laugh.

- 3b.) Underline the stressed syllable sound on each word. Say them aloud with stresses in different places to help.

teacher	anyone	Basically	everybody
1, 2	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4

- 3c.) Which word/words do you think are stressed in the underlined sentence? Why do you think this?

- 3d.) Read the same line slowly and then read it much faster

Which one worked better? Why? Could you read it with a different expression?

- 3e.) After a discussion, the teacher reads the extract and models, then children re-read applying the same expressions and intonations.



Choose Kind (Pages 45-48)

Context Clue / Vocabulary Skills

TASK 1

Dictionary Work

Use a dictionary to find out and write down the meaning of the following words:

- 1.) motto
- 2.) plaque
- 3.) graduated

TASK 3

Multiple Choice Questions

1.) What does the word 'Thyself' mean?

- a.) everybody else
- b.) yourself
- c.) himself
- d.) the teacher

TASK 4

Synonyms

- 1.) Find and copy a word which means people were moving slowly to exit the room.
- 2.) Find and copy a word which means the same as 'drawing'.
- 3.) Find and copy the word which is the same as 'joked'.

TASK 2

American Words

What do the following American words or phrases mean:

- 1.) homeroom
- 2.) semester
- 3.) vacation

2.) What does the word 'sloppy' mean in this chapter?

- a.) like liquid
- b.) gooey and sticky
- c.) messy
- d.) it's the sound it makes (onomatopoeia)

CHALLENGE - TASK 5

- Put the words you have studied today into your own sentences.



wonder

Choose Kind (Pages 45-48)

Retrieval and Recording Skills

TASK 1

Skimming and Scanning

Using your skimming and scanning skills, highlight the following words, phrases or sentences as quickly as you can. You have 5 minutes. Go!

- 1.) huge block letters
- 2.) SHARKS
- 3.) graduated
- 4.) Reid
- 5.) motivate

- 6.) postcard
- 7.) Shen of the Sea
- 8.) zoomed
- 9.) *Punctuation* = colon
- 10.) *Punctuation* = dash

TASK 2

Retrieval and Recording Questions

- 1.) How does August first describe the teacher?
- 2.) Who does August notice is not in the class?
- 3.) What happened after the teacher asked the class to explain what a precept is?
- 4.) Name 4 things which the class shouted out as 'important things'.
- 5.) What was Mr Browne's September precept?
- 6.) What will the children have to do at the end of every month?
- 7.) What was Mr Browne going to do after he took the register?
- 8.) Where did August sit?

CHALLENGE - TASK 3

- Create your own retrieval questions for a partner to answer.



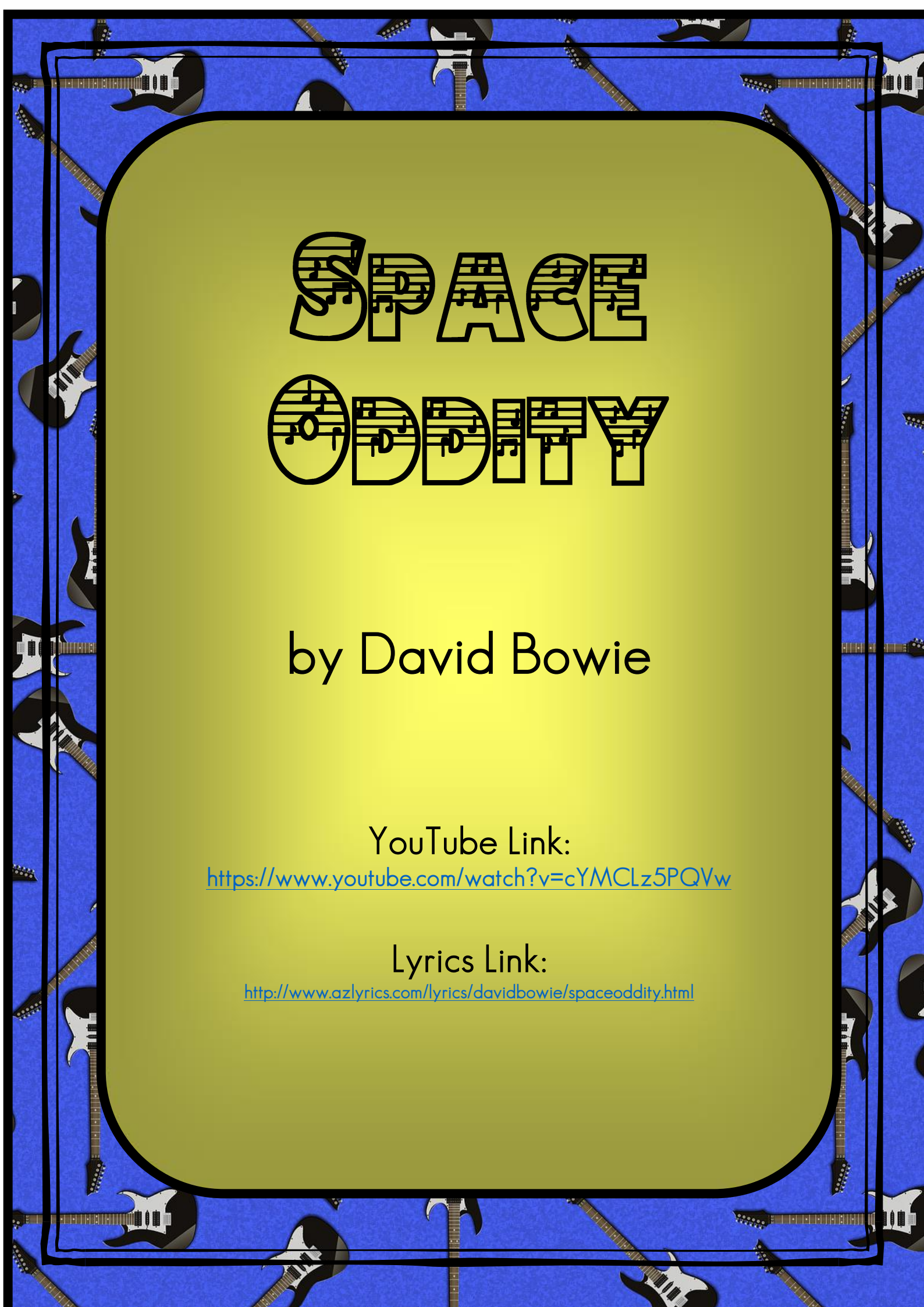
Choose Kind (Pages 45-48)

Inference Skills

- 1.) Why do you think August zoomed out of the class and sat down as far from the front as possible?
- 2.) Why might Mr Browne receiving precepts from students even after they graduated be 'amazing'?
- 3.) Why is the word 'English' written in italics in the following line? 'I'll start telling you about all the fun stuff we're going to be doing this year - in *English*.' He pointed at Jack when he said this...'
- 4.) Why do you think August suddenly realises he will like the school after he wrote down the September precept?
- 5.) Which sentence best summarises this chapter?
 - a.) August is struggling to make new friends
 - b.) August likes the new teacher
 - c.) August feels nervous and afraid
- 6.) Why do you think Mr Browne chose 'WHO WE ARE!' as the most important thing?

Challenge

If you were in Mr Browne's class, what would you have said were the most important things to you? Why would you choose to share these in this class?



SPACE ODDITY

by David Bowie

YouTube Link:

<https://www.youtube.com/watch?v=cYMCLz5PQVw>

Lyrics Link:

<http://www.azlyrics.com/lyrics/davidbowie/spaceoddity.html>

Space Oddity by David Bowie

(RR) Retrieval and Recording

Name(s): _____

Date: _____

1.) What type of pills does Major Tom need to take?

2.) What does Major Tom need to check?

3.) What do the papers want to know?

4.) In the 4th verse, what two verbs are used instead of 'going'.

5.) How many miles has he passed?

6.) What is he doing around his tin can?

7.) Where is the tin can?

8.) Who keeps contacting Major Tom?

9.) How do they know something is wrong?

10.) What colour is planet earth?

11.) What adverb is used to describe how he is floating?

Extension - Come up with your own retrieval and recording (RR) questions.

Space Oddity by David Bowie

(CC) Context Clues

Name(s): _____

Date: _____

1.) What do you think the word capsule means?

- a.) a metal wardrobe
- b.) the front door
- c.) a container, often cylinder in shape
- d.) a tiny cap you wear on your head

What key word(s) in the text helped you answer this question?

2.) What two meanings could the word blue have in the song?

3.) What do you think the word commencing means?

- a.) starting
- b.) stopping
- c.) a computer voice
- d.) dancing

What key word(s) in the text helped you answer this question?

4.) What do you think the word circuit means?

- a.) the heart of a computer system
- b.) a circular line for electricity to travel
- c.) flashing buttons and switches
- d.) a robot which flies a ship

What key word(s) helped you answer this question?

5.) Write 2 synonyms for the word peculiar.

Extension - Write a sentence of your own for each word

Space Oddity by David Bowie

(INF) Inference

Name(s): _____

Date: _____

1.) Why does Ground Control hope God's love is with him?

2.) What does 'you've really made the grade' suggest about Major Tom?

3.) Why does Major Tom want to tell his wife he loves her?

4.) Why do you think the line 'Can you hear me, Major Tom?' is repeated and then cut short at the end?

5.) What is the 'tin can' and what impression does this give about what it is like?

6.) What do you think happened to Major Tom? Use evidence from the text to help you explain.

Space Oddity by David Bowie

Assessment

Name(s): _____

Date: _____

1.) What word(s) best describes what the song is about

RR CC INF S

- a.) Ground Control
- b.) an astronaut
- c.) tin cans
- d.) being brave

Code (1)	Answer (1)

2.) Find and copy the line which suggests Major Tom is very brave?

RR CC INF S

Code (1)	Answer (1)

3.) What might he mean when he says that there is nothing he can do?

RR CC INF S

Code (1)	Answer (2)

4.) What does he turn on at the start of the song? RR CC INF S

Code (1)	Answer (1)

5.) Circle the meanings that '*Planet earth is blue*' could mean.

RR CC INF S

- a.) water makes the earth look blue from space
- b.) the environmental damage to earth makes it look unwell from space
- c.) the sky makes the earth look blue from space
- d.) the earth is in the shape of a sad face from space

Code (1)	Answer (1)

6.) What do you think the word oddity means? RR CC INF S

- a.) one spaceship
- b.) astronaut
- c.) adventure
- d.) unusual

Code (1)	Answer (1)

7.) What do the stars look like to Major Tom? RR CC INF S

Code (1)	Answer (1)

Total

/15

Space Oddity by David Bowie

Answers

Retrieval and Recording

1. protein
2. the ignition
3. whose shirts Major Tom wears
4. stepping and floating
5. one hundred thousand (100,000)
6. sitting and floating
7. far above the word and far above the moon
8. Ground Control
9. the circuit is dead
10. blue
11. in a most peculiar way

Context Clues

1. c 2. the colour blue and feeling sad 3. a 4. b
5. strange / unusual / odd (answers may vary)

Inference (answers may vary)

1. Ground control know it is a dangerous mission and that he needs more than luck. He needs God's love too.
2. He has passed the challenge of being able to get into space. He is a very well qualified astronaut that has achieved highly.
3. People often tell someone they love them if they are worried about their future or if they think they might not come back from somewhere.
4. Ground Control can't get hold of Major Tom so they keep trying. It suggests he is not communicating back or something bad has happened to him. It is cut short which suggests something has happened to the ship or communication is finally lost.
5. The 'tin can' suggests it is metallic, light, small, fragile or flimsy in comparison to the vastness of space.
6. The song says he must leave the capsule and then it says how he is stepping through the door and floating. He is probably on a space walk outside of the ship. The circuit then breaks and communication is lost so something may have struck the ship. Perhaps it simply lost power. Major Tom could be lost floating in space or destroyed with the rest of the ship.

Assessment

1. S - b
2. INF - 'I'm stepping through the door.'
3. INF - Either that he can see that the earth is sad and he is too far away to help or that he is no longer in control of the spaceship or where he is going. It maybe that he is about to lose his life and he cannot help himself.
4. RR - the engine
5. INF - a and b
6. CC- d
7. RR - very differen

An Apparition
at the Door
and
Breakfast
(p99-102)

SKILLS-BASED
READING
COMPREHENSIONS





An Apparition at the Door and Breakfast (Pages 99-102)

Fluency, Intonation and Expression

- 1.) Teacher reads the chapters out loud modelling intonation and expression.
- 2.) Children read the chapters to each other whilst the teacher listens in on individuals and pairs.
- 3a.) Share the following extract:

She looked ghostlike standing there. Or maybe I should say angelic. I tried to walk back into my room without disturbing her, but she heard me and walked over to me.

"Is Auggie okay?" I asked. I knew that sometimes he would wake up choking on his own saliva if he accidentally turned over on his back.

"Oh, he's fine," she said, wrapping her arms around me. She walked me back into my room, pulled the covers over me, and kissed me good night. She never explained what she was doing outside his door, and I never asked.

I wonder how many nights she's stood outside his door. And I wonder if she's ever stood outside my door like that.

- 3b.) Underline the stressed syllable sound on each word. Say them aloud with stresses in different places to help.

saliva	wonder	explained	accidentally
1, 2, 3	1, 2	1, 2, 3	1, 2, 3, 4, 5

- 3c.) Which word/words do you think are stressed in the underlined sentence? Why do you think this?

- 3d.) Read the same line quickly and then read it much more slowly and softly.

Which one worked better? Why? Could you read it with a different expression?

- 3e.) After a discussion, the teacher reads the extract and models, then children re-read applying the same expressions and intonations.



WONDER

An Apparition at the Door and Breakfast (Pages 99-102)

Context Clue / Vocabulary Sills

TASK 1

Dictionary Work

Use a dictionary to find out and write down the meaning of the following words:

- 1.) Apparition
- 2.) angelic
- 3.) illuminating

TASK 3

Multiple Choice Questions

1.) What does the word 'palate' mean here?

- a.) a large dish to put food on
- b.) throat
- c.) the roof part inside a mouth
- d.) a special dish to mix paint on

TASK 4

Synonyms

- 1.) Find and copy a word which means 'not wanting to wait'.
- 2.) Find and copy a word which means the same as 'steps leading to a front door'.
- 3.) Find and copy the word which means a door was 'open'.

TASK 2

American Words

What do the following American words or phrases mean:

- 1.) subway
- 2.) MetroCard
- 3.) block

2.) What does the word 'decisively' mean?

- a.) shouting
- b.) being sure about a decision
- c.) quickly and suddenly
- d.) aggressively

CHALLENGE - TASK 5

- Put the words you have studied today into your own sentences.



An Apparition at the Door and Breakfast (Pages 99-102)

Retrieval and Recording Skills

TASK 1

Skimming and Scanning

Using your skimming and scanning skills, highlight the following words, phrases or sentences as quickly as you can. You have 5 minutes. Go!

- 1.) thirsty
- 2.) bagel
- 3.) ditched
- 4.) War and Peace
- 5.) ghostlike

- 6.) sternly
- 7.) "Yeesh, Momma!..."
- 8.) Miranda's mother
- 9.) *Punctuation* = parenthesis
using brackets
- 10.) *Punctuation* = hyphen

TASK 2

Retrieval and Recording Questions

- 1.) What did Via do in the middle of the night?
- 2.) How does Via describe her mother when she sees her outside of August's room?
- 3.) Explain something dangerous that can happen to August while he is sleeping.
- 4.) What did August's mother make for his lunch?
- 5.) Who was Via's mother going to ask to give her a lift home?
- 6.) What did Via's mother forget to do last night?
- 7.) What is August's mother called?
- 8.) Name two different ways their dad moved/travelled at the end of the 'Breakfast' chapter.

CHALLENGE - TASK 3

- Create your own retrieval questions for a partner to answer.



An Apparition at the Door and Breakfast (Pages 99-102)

Inference Skills

- 1.) Why do you think August's mum was stood outside his door?
- 2.) Why did Via wonder if she had ever stood outside her door in a similar way?
- 3.) What might the terms 'Apparition' and 'angelic' suggest about the kind of mother she is?
- 4.) Why might Via's mother not want her to take the subway home?
- 5.) How does reading 'War and Peace' suggest she is able to take the subway?
- 6.) What does the fact that Via says 'I just wanted to let her off the hook' suggest about the way she is feeling towards her mother?
- 7.) Give 3 pieces of information which suggest dad is going to work.
- 8.) What statement best summarises what the chapter 'Breakfast' is about?
 - a.) August is being ignored
 - b.) Via's mother really does care for Via after all
 - c.) Via's dad is easily annoyed

Challenge

Complete a short dialogue of what Via and her dad might talk about on their way to the subway, using evidence from the chapter to support your ideas.

Ex-Friends and Snow (p144-147)

SKILLS-BASED
READING
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Ex-Friends and Snow (Pages 144-147)

Fluency, Intonation and Expression

- 1.) Teacher reads the chapters out loud modelling intonation and expression.
- 2.) Children read the chapters to each other whilst the teacher listens in on individuals and pairs.
- 3a.) Share the following extract:

Bleeding Scream? What the heck? Summer Dawson has always been a bit out there, but this was too much. All I did was ask her why August was acting like he was mad at me or something. I figured she would know. And all she said was "Bleeding Scream"? I don't even know what that means.

It's so weird because one day, me and August were friends. And the next day, whoosh, he was hardly talking to me. And I haven't the slightest idea why. When I said to him, "Hey, August, you mad at me or something?" he shrugged and walked away. So I would take that as a definite yes. And since I know for a fact that I didn't do anything to him to be mad about, I figured Summer could tell me what's up. But all I got from her was "Bleeding Scream"? Yeah, big help. Thanks, Summer.

- 3b.) Underline the stressed syllable sound on each word. Say them aloud with stresses in different places to help.

Bleeding	definite	because	slightest
1, 2	1, 2, 3	1, 2	1, 2

- 3c.) Which word/words do you think are stressed in the underlined sentence? Why do you think this?
- 3d.) Read the following lines three times in these styles: aggressive, pitiful and sarcastic

And since I know for a fact that I didn't do anything to him to be mad about, I figured Summer could tell me what's up. But all I got from her was "Bleeding Scream"? Yeah, big help. Thanks, Summer.

Which one worked better? Why? Could you read it with a different expression? What does it say about how Jack is feeling?

- 3e.) After a discussion, the teacher reads the extract and models, then children re-read applying the same expressions and intonations.



WONDER

Ex-Friends and Snow (Pages 144-147)

Context Clue / Vocabulary Skills

TASK 1

Dictionary Work

Use a dictionary to find out and write down the meaning of the following words:

- 1.) Plague
- 2.) slats
- 3.) monument

TASK 2

American Words

What do the following American words or phrases mean:

- 1.) recess
- 2.) garbage
- 3.) sidewalks

TASK 3

Multiple Choice Questions

1.) What does 'Goody Two-Shoeing' mean

- a.) always wearing correct shoes
- b.) being well-behaved at all times
- c.) Helping people with their uniform
- d.) moving people along quickly

2.) What is 'Dungeons & Dragons'?

- a.) a TV programme
- b.) a nursery rhyme
- c.) a story-based board game
- d.) a jigsaw

TASK 4

Synonyms

- 1.) Find and copy a word which means 'putting someone down behind their back'.
- 2.) Find and copy a word which means the same as 'relax'.
- 3.) Find and copy the word which is the same as 'beeping'.

CHALLENGE - TASK 5

- Put the words you have studied today into your own sentences.



Ex-Friends and Snow (Pages 144-147)

Retrieval and Recording Skills

TASK 1

Skimming and Scanning

Using your skimming and scanning skills, highlight the following words, phrases or sentences as quickly as you can. You have 5 minutes. Go!

- 1.) D&D
- 2.) Reid Kingsley
- 3.) yucky
- 4.) Old Indian Rock
- 5.) duct tape

- 6.) Thanksgiving
- 7.) Rubin
- 8.) Jackie!
- 9.) Text style = *italics*
- 10.) *Punctuation* = dash

TASK 2

Retrieval and Recording Questions

- 1.) Find and copy the phrase which Jack narrates sarcastically on p144.
- 2.) Name 4 people Jack has noticed that 'hang out' with August.
- 3.) What game do people play behind August's back?
- 4.) What two negative reasons does Jack give about not being August's friend anymore?
- 5.) Copy down the description of outside that Jack gives when he sees the snow.
- 6.) Why does Jack think the hill is called Skeleton Hill?
- 7.) Why did Jack have white paint?
- 8.) What made the snow even better to use with a sled?

CHALLENGE - TASK 3

Draw an accurate picture of Jack's fixed-up sled using evidence from the text.



Ex-Friends and Snow (Pages 144-147)

Inference Skills

- 1.) What does the word 'whoosh' suggest about Jack and August's relationship?
- 2.) Give three pieces of evidence which suggests August is not happy with Jack.
- 3.) What does Jack mean when he says he is never going to be an adult who uses an umbrella when it's snowing?
- 4.) Give three pieces of evidence that suggest the sled was not in a very good condition.
- 5.) What does Jack mean when he says he is never going to be an adult who uses an umbrella when it's snowing? What evidence is there that Jamie and Jack were really cold?
- 6.) What does Jack mean by 'A slushy day. That's how I was feeling inside too.'?

Challenge

Write what Jack might be thinking when he sees August at his locker towards the end of the chapter 'Snow'. Use evidence in the text to support his thinking.

North Pole
and
The Auggie
Doll
(p208 - 210)

SKILLS-BASED
READING
COMPREHENSIONS





North Pole and The Auggie Doll (208-210)

Fluency, Intonation and Expression

- 1.) Teacher reads the chapters out loud modelling intonation and expression.
- 2.) Children read the chapters to each other whilst the teacher listens in on individuals and pairs.
- 3a.) Share the following extract:

For a while, the “war” was all we talked about. February was when it was really at its worst. That’s when practically nobody was talking to us, and Julian had started leaving notes in our lockers. The notes to Jack were stupid, like: *You stink, big cheese!* and *Nobody likes you anymore!*

I got notes like: *Freak!* And another that said: *Get out of our school, orc!*

Summer thought we should report the notes to Ms. Rubin, who was the middle-school dean, or even Mr. Tushman, but we thought that would be like snitching. Anyway, it’s not like we didn’t leave notes, too, though ours weren’t really mean. They were kind of funny and sarcastic.

- 3b.) Underline the stressed syllable sound on each word. Say them aloud with stresses in different places to help.

sarcastic	practically	report	Summer
1, 2, 3	1, 2, 3, 4	1, 2	1, 2

- 3c.) Which word/words do you think is stressed in the underlined sentence? Why do you think this?

- 3d.) Read the same line very seriously and then in a giggly way.

Which one worked better? Why? Could you read it with a different expression?

- 3e.) After a discussion, the teacher reads the extract and models, then children re-read applying the same expressions and intonations.



North Pole and The Auggie Doll (208-210)

Context Clue / Vocabulary Skills

TASK 1

Dictionary Work

Use a dictionary to find out and write down the meaning of the following words:

- 1.) neutral
- 2.) jutting
- 3.) bionic

TASK 3

Multiple Choice Questions

1.) What does the word 'audiology' mean?

- a.) Audi cars
- b.) hearing
- c.) putting things in order
- d.) science

TASK 4

Synonyms

- 1.) Find and copy a word which means 'children telling of one another to a teacher'.
- 2.) Find and copy a word which means the same as 'wincing with embarrassment'.
- 3.) Find and copy the word which is the same as 'rucksack'.

TASK 2

American Words

What do the following American words or phrases mean:

- 1.) substitute teacher
- 2.) commercial
- 3.) gym shorts

2.) What does the word 'impressions' mean in this chapter?

- a.) to copy or mimic someone
- b.) a cast or template in the shape of something
- c.) a drawing or print
- d.) a photograph

CHALLENGE - TASK 5

- Put the words you have studied today into your own sentences.



North Pole and The Auggie Doll (208-210)

Retrieval and Recording Skills

TASK 1

Skimming and Scanning

Using your skimming and scanning skills, highlight the following words, phrases or sentences as quickly as you can. You have 5 minutes. Go!

- 1.) pencil-sharpener
- 2.) KidzBop
- 3.) radio-transmitter
- 4.) antennas
- 5.) exaggerating

- 6.) knuckles
- 7.) October
- 8.) Uglydoll
- 9.) Freak
- 10.) The Empire Strikes back

TASK 2

Retrieval and Recording Questions

- 1.) What type of notes did Jack get?
- 2.) What was the name of Jack and August's made up girl and what sort of things did they imagine she would do?
- 3.) Who were the only ones left on Julian's side by the end of March?
- 4.) Explain what the sound in August's head was like before he had hearing aids..
- 5.) Give three ways August describes his ears.
- 6.) Who is Lobot and what does he look like?
- 7.) When did the doctor take the impressions of his ear?
- 8.) How did it feel for August to wear his headband?

CHALLENGE - TASK 3

- Create your own retrieval questions for a partner to answer.



North Pole and The Auggie Doll (208-210)

Inference Skills

- 1.) Why did August not tell anyone about his hearing getting worse?
- 2.) What impression do you get about Auggie's ears from the phrase 'closed fists'?
- 3.) 'Why do you think August groaned when the doctor first pulled out the hearing aids?
- 4.) How do you think the doctor make him feel at ease and try the hearing aids?
- 5.) Give two reasons how you know August didn't like wearing the headband when he first put them on.
- 6.) Why do you think the chapter ends with the line 'And then he turned them on.'

Challenge

Imagine you are August and you put the hearing aids in for the first time. What is it like? How do you feel? What can you hear? What's changed?

Packing and Daybreak (p253^c-256)

SKILLS-BASED
READING
COMPREHENSIONS





Packing and Daybreak (253-256)

Fluency, Intonation and Expression

- 1.) Teacher reads the chapters out loud modelling intonation and expression.
- 2.) Children read the chapters to each other whilst the teacher listens in on individuals and pairs.
- 3a.) Share the following extract:

Mom helped me pack the night before the big trip. We put all the clothes I was taking on my bed, and she folded everything neatly and put it inside the bag while I watched. It was a plain blue rolling duffel, by the way: no logos or artwork.

“What if I can’t sleep at night?” I asked.

“Take a book with you. Then if you can’t sleep, you can pull out your flashlight, and read for a bit until you get sleepy,” she answered.

- 3b.) Underline the stressed syllable sound on each word. Say them aloud with stresses in different places to help.

flashlight	inside	logos	everything
1, 2	1, 2	1, 2	1, 2, 3, 4

- 3c.) Which word/words do you think is stressed in the underlined sentence? Why do you think this?

- 3d.) Read the same line softly and then read it with more authority.

Which one worked better? Why? Could you read it with a different expression?

- 3e.) After a discussion, the teacher reads the extract and models, then children re-read applying the same expressions and intonations.



WONDER

Packing and Daybreak (253-256)

Context Clue / Vocabulary Skills

TASK 1

Dictionary Work

Use a dictionary to find out and write down the meaning of the following words:

- 1.) compartment
- 2.) dawned
- 3.) incantation

TASK 3

Multiple Choice Questions

- 1.) What does the word 'saluting' mean?
- a.) a very big smile
 - b.) shouting loudly at someone
 - c.) to show respect to someone when greeting them
 - d.) greeting someone in a silly way

TASK 4

Synonyms

- 1.) Find and copy a word which means the same as 'a long walk'.
- 2.) Find and copy a word which means the same as 'lots of money'.
- 3.) Find and copy the onomatopoeia word in the chapter 'Daybreak'.

TASK 2

American Words

What do the following American words or phrases mean:

- 1.) cell phones
- 2.) garbage trucks
- 3.) duffel bag

- 2.) What does the word 'lightening' mean in this chapter?

- a.) getting lighter in weight
- b.) bolts of electricity
- c.) very fast
- d.) getting brighter

CHALLENGE - TASK 5

- Put the words you have studied today into your own sentences.



WONDER

Packing and Daybreak (253-256)

Retrieval and Recording Skills

TASK 1

Skimming and Scanning

Using your skimming and scanning skills, highlight the following words, phrases or sentences as quickly as you can. You have 5 minutes. Go!

- 1.) Baboo
- 2.) beeping
- 3.) nightmare
- 4.) hallway
- 5.) Uh-huh

- 6.) nine o'clock
- 7.) Chop chop
- 8.) Witch
- 9.) backyard
- 10.) Daisy's ghost

TASK 2

Retrieval and Recording Questions

- 1.) Which adverb is used to describe how mum folded August's clothes?
- 2.) Give three 'important things to remember' that mum gives August.
- 3.) What time does August go to bed and why does his mum want him to go to bed so early?
- 4.) What book did he read before he fell asleep?
- 5.) Why did August think Daisy was at the end of his bed?
- 6.) How did Daisy's ghost make him feel?
- 7.) What verb is used to describe the way he took Baboo out of the bag at the end of the chapter?
- 8.) What did his note say to mum?

CHALLENGE - TASK 3

- Create your own retrieval questions for a partner to answer.



Packing and Daybreak (253-256)

Inference Skills

- 1.) Why do you think August wished he could take a 'cell phone'?
- 2.) Explain how you know that August might be embarrassed by Baboo?
- 3.) What do you think mum means when she says, "I can't believe how much you've grown up this year."?
- 4.) How did August know it was time to get up?
- 5.) Which sentence best summarises these chapters?
 - a.) He has gotten over Daisy's death
 - b.) August is becoming braver
 - c.) August feels nervous and afraid
- 6.) Why do you think August won't need Baboo after all?

Challenge

If Baboo could think, what would he think of August now compared to a few years ago? Use evidence in the text to explain his thinking.

Floating, Pictures
and
The Walk Home
(p305^c-310)

SKILLS-BASED
READING
COMPREHENSIONS





Floating, Pictures and The Walk Home (305-310)

Fluency, Intonation and Expression

- 1.) Teacher reads the chapters out loud modelling intonation and expression.
- 2.) Children read the chapters to each other whilst the teacher listens in on individuals and pairs.
- 3a.) Share the following extract:

People started applauding before Mr. Tushman's words actually registered in my brain. I heard Maya, who was next to me, give a little happy scream when she heard my name, and Miles, who was on the other side of me, patted my back. "Stand up, get up!" said kids all around me, and I felt lots of hands pushing me upward out of my seat, guiding me to the edge of the row, patting my back, high-fiving me. "Way to go, Auggie!" "Nice going, Auggie!" I even started hearing my name being chanted: "Auggie! Auggie! Auggie!" I looked back and saw Jack leading the chant, fist in the air, smiling and signaling for me to keep going, and Amos shouting through his hands: "Woo-hoo, little dude!"

- 3b.) Underline the stressed syllable sound on each word. Say them aloud with stresses in different places to help.

applauding	registered	chanted	high-fiving
1, 2, 3	1, 2, 3	1, 2	1, 2, 3, 4

- 3c.) Which word/words do you think is stressed in the underlined sentence? Why do you think this?

- 3d.) Read the same line confused and then read in a surprised expression

Which one worked better? Why? What words were emphasised in each one to help make them sound different?

- 3e.) After a discussion, the teacher reads the extract and models, then children re-read applying the same expressions and intonations.



Floating, Pictures and The Walk Home (305-310)

Context Clue / Vocabulary Skills

TASK 1

Dictionary Work

Use a dictionary to find out and write down the meaning of the following words:

- 1.) hysterically
- 2.) ovation
- 3.) brag

TASK 3

Multiple Choice Questions

1.) What does the word 'pry' mean?

- a.) poke
- b.) one prize
- c.) heavy crying
- d.) unattach with difficulty

TASK 4

Synonyms

- 1.) Find and copy a word which means a huge smile.
- 2.) Find and copy a word which means a professional joke teller.
- 3.) Find and copy the word which is the same as uncontrollable, quiet laughter.

TASK 2

American Words

What do the following American words or phrases mean:

- 1.) dude
- 2.) movie
- 3.) flips

2.) What does the word 'reception' mean in this chapter?

- a.) a class of four-year-olds
- b.) an after-party
- c.) an office desk
- d.) a phone signal

CHALLENGE - TASK 5

- Put the words you have studied today into your own sentences.



Floating, Pictures and The Walk Home (305-310)

Retrieval and Recording Skills

TASK 1

Skimming and Scanning

Using your skimming and scanning skills, highlight the following words, phrases or sentences as quickly as you can. You have 5 minutes. Go!

- 1.) woo-hooing
- 2.) Olympics
- 3.) Luke Skywalker
- 4.) wonder
- 5.) Pablo

- 6.) Justin
- 7.) cracking up
- 8.) medal
- 9.) An ordinary kid
- 10.) Flash, flash, click, click

TASK 2

Retrieval and Recording Questions

- 1.) What did Maya do when she heard August's name being called out?
- 2.) What did Summer mouth to August?
- 3.) What did August feel like as he walked toward the stage?
- 4.) What did it feel like for August when he received his medal on stage?
- 5.) Everyone sees him as special but how does August see himself?
- 6.) Where did they go after the reception?
- 7.) What was August thankful for at the end of the book?
- 8.) What was his mum thankful for at the end of the book?

CHALLENGE - TASK 3

- Create your own retrieval questions for a partner to answer.



Floating, Pictures and The Walk Home (305-310)

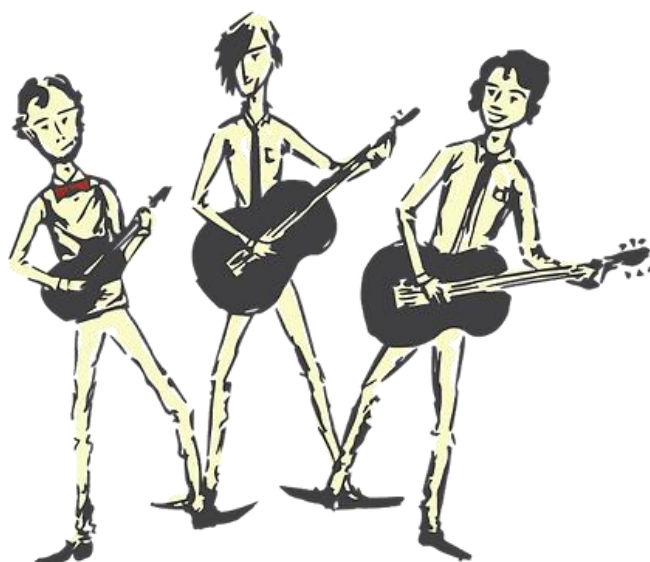
Inference Skills

- 1.) How do you know August felt shocked, surprised and slightly confused? Use evidence from the text to support your answer.
- 2.) "I didn't even know why I was getting this medal, really. No, that's not true. I know why." - Why do you think he was really getting the medal?
- 3.) How do you know August enjoyed people wanting to get close to him after he won the award?
- 4.) When mum was hanging back from the grown-ups, what do you think she was thinking and how do you know?
- 5.) Why was August thankful for his mum making him go to school?
- 6.) Why does his mum say that he is a wonder at the end of the book? Use evidence from what you know has happened to August in your answer.

Challenge

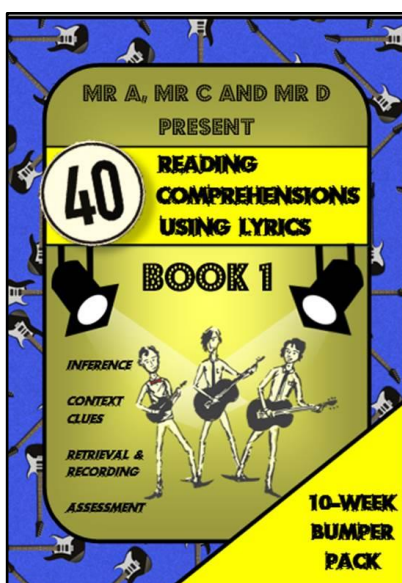
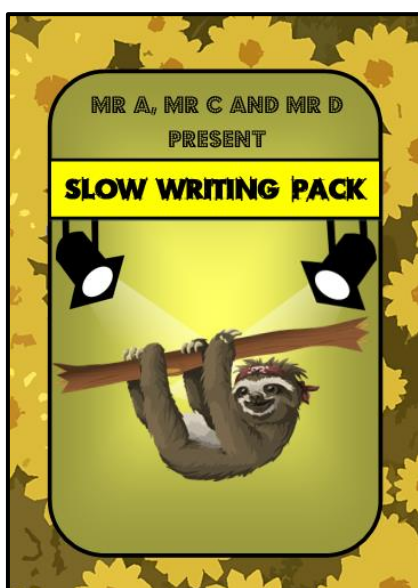
Come up with your own postcard from August to Mr Browne in the Summer holidays and include your own precept. What might August have written?

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