

Wonder

Written by: R.J. Palacio

Wonder is the story of Auggie, a 10-year-old boy who was born with a facial deformity. He is starting mainstream school for the first time and hopes to be treated normally but experiences otherwise. The story tells of his experience through the eyes of many people that play an important role in his life.



Strategy Instruction Possibilities

Comprehension:

- **Use prior knowledge to connect with text**
 - Connections make interactions with text more meaningful. Students have an opportunity to connect with some serious real-world issues in this book.
 - Have you ever treated someone differently because of the way they looked?
 - Has someone ever treated you differently for the same reason?
- **Make a picture or mental image**
 - “My name is August, by the way, I won’t describe what I look like. Whatever you’re thinking, it’s probably worse.” This is a great example of how the author doesn’t need to do a lot of describing in order to create a mental image. Using the graphic on the front of the book, and the character’s words, we automatically make a picture in our heads.
- **Use text features (titles, headings, captions, graphic features)**
 - The author breaks the novel up into sections told by different characters in the story. Each section title gives the reader a clue as to what comes ahead. This gives readers a chance to make predictions based on titles, and shows that titles are thoughtfully crafted and shouldn’t be skipped over. Also, as each new perspective is introduced, a special quote or portion of a song lyric is written under his or her name. Students can use this as more information to predict or infer. As an extension, the teacher could ask students to think of a quote or song lyric that would be presented under their name if they were introduced into the story.

Accuracy:

- **Trade a word/Guess a word that makes sense**
 - The book includes a chapter called *Carvel*. Carvel is an ice cream shop that students may not be familiar with. By reading the first paragraph that includes, “Me and Veronica, my babysitter, were sitting on the bench outside the store with Jamie, my baby brother, who was sitting in his stroller facing us. I guess I was busy eating my ice cream cone . . .” These text clues help readers trade a word for Carvel to something that would make sense based on the words. Students will put clues together (store, ice cream, etc.) to come up with something that makes sense.

Fluency:

- **Use punctuation to enhance phrasing and prosody**
 - There is a chapter in the book called *Letters, Emails, Facebook, Texts*. Characters in the story use these different writing forms. There are many emotions implied by the author that may require different intonations to show meaning. As a class, we can read the emails and such to determine what emotion or tone the author is trying to convey. Some examples are anger, sarcasm, and empathy. This is also a great time to

make a real world connection about how writing, especially in email or text message, can be easily misinterpreted.

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing**
 - *Precept* is a term that most fourth-grade students are not familiar with. Auggie's teacher has the students write this word on the top of their English notebooks. This is a great time to make predictions about what it might mean. Next, the author gives a kid-friendly definition. As students brainstorm precepts for the class in the book, the definition becomes clearer and becomes a word they can use every day.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.