

# Novel·Ties

wonder

R.J. PALACIO



## A Study Guide

Written By Rikki Kessler

Edited by Joyce Friedland

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

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## **For the Teacher**

This reproducible study guide to use in conjunction with the book *Wonder* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the book.

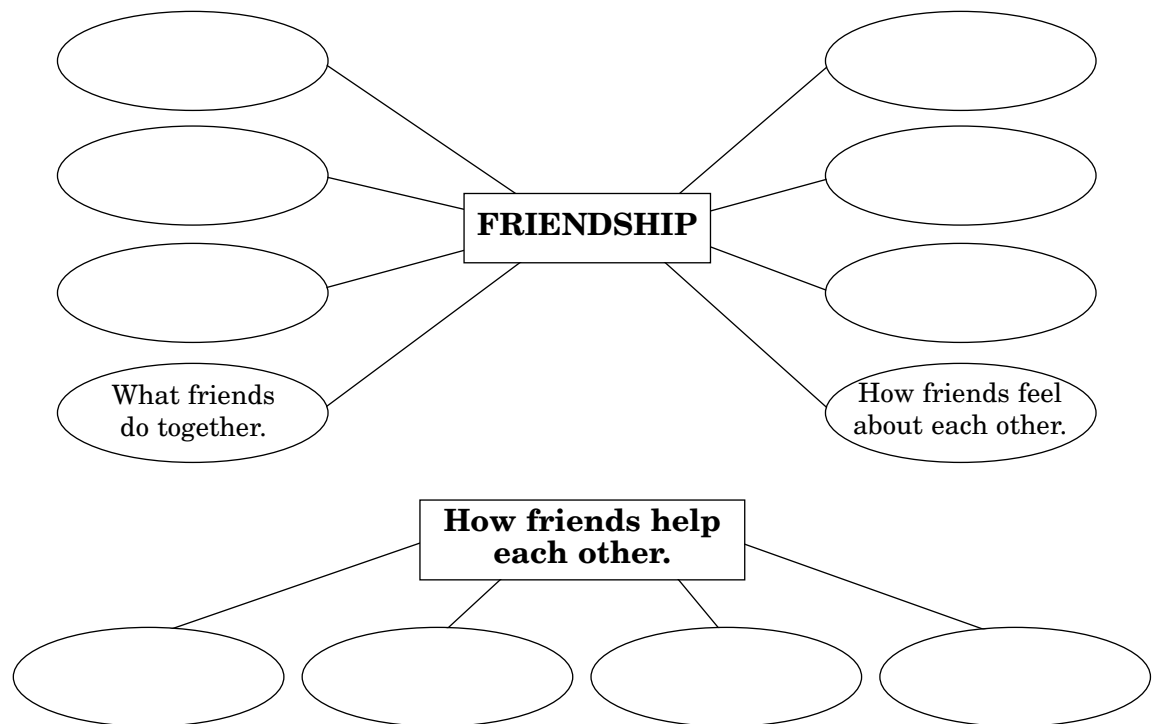
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the book and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

**PRE-READING ACTIVITIES AND QUESTIONS FOR DISCUSSION**

1. Preview the book by reading the title, the author’s name, and the publisher’s blurb about the book. What do you think of when you read the word “wonder”? Make a list of as many words as you can think of that bring “wonder” to mind. As you read the book, keep track of all the times and situations in which the word “wonder” is used. Compare your list with those of your classmates.
2. Read the Background Information on page two of this study guide and do some further research on the subject of Treacher Collins Syndrome. How might a sense of humor help a person deal with this condition? What do you think is the usual reaction of people when they see someone with a disorder such as this? What has been your reaction when you see someone disfigured or disabled? Why do you think you react this way? Is this the reaction you would like to have?
3. Think about your first day of school. It can be a new school or the first day of a new school year. What were your feelings on that first day? Did you know anyone or were all the students new? What helped you make friends?
4. Do you have any siblings? What is your position in the family? What is easy or hard about that position? Do you think your parents or caregivers treat the others in your family differently from the way they treat you?
5. What is a bully? How do bullies operate and how do they choose their victims? Are there any instances in your own neighborhood or school where bullies continually threaten others? What can you do to stop bullying?
6. Friendship is an important theme of this novel. Fill in the following word web about friendship.



**PART ONE—AUGUST (pages 3 – 44) (Knopf hardcover edition)**

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |              |   |
|--------------|---|
| 1. petrified | a. looking back on something after it is over |
| 2. anomaly   | b. optional course in school                  |
| 3. hindsight | c. paralyzed with fear                        |
| 4. elective  | d. class where attendance is taken            |
| 5. homeroom  | e. something very different from the usual    |
| 6. diva      | f. opera singer revered as a goddess          |

.....

1. Because she had an important part in the play, Dora behaved like a(n) \_\_\_\_\_.
2. The dog with a short paw was a(n) \_\_\_\_\_.
3. I was \_\_\_\_\_ by the sight of a huge dog that was growling and coming in my direction.
4. I don't want to be late for \_\_\_\_\_ because I might miss an important announcement.
5. Rosa's favorite \_\_\_\_\_ was wood working.
6. As John looked back in \_\_\_\_\_, he realized he should have known that he was going to fail the course.

Read to find out about Auggie's first impressions of Beecher Prep.

**Questions:**

1. Why was Auggie going to public school for the first time in fifth grade?
2. Describe Mr. Tushman. How did he make Auggie feel comfortable?
3. What made you think that Julian might not be as nice as Mr. Tushman says he is? What statements did Julian make that gave clues to his attitude toward Auggie?