

**Wonder**  
**R.J. Palacio**

**Part Six (August) Activity**

Complete and share a Google Slides presentation to show internal and external characteristics of main characters

**Materials Needed:**

- Wonder by RJ Palacio
- Previously worked-on Google Slides Presentation: Character Analysis (skeleton version) shared with each student and individually re-saved to their own account

**TEKS:**

**7.6B** - Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.

**7.28A** - Participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

**Objectives:**

Students will analyze main characters with both external characteristics and internal characteristics.

Students will share how they see characters externally and internally through the overall plot development by presenting a completed Google Slides analysis to their peers.

**Vocabulary to know:**

**External Characteristics of Characters** – characteristics of physical appearance, what can be seen of that characters

**Internal Characteristics of Characters** - characteristics that are unseen by the reader, what is inside the reader such as how they are feeling, reacting, or responding to situations. This is typically thought of as emotions or personality.

**Hook:**

- Activate prior knowledge by asking students about parts one-five of Wonder
- Introduce part six as returning to August's point of view
- Questions to consider:
  - How has August changed from the beginning of the novel to now?
  - What do you think will be different with August's point of view and feelings?
  - Has August changed either internally or externally thus far?

### **Introduction:**

- Allow students to read part six of the novel (guided reading, shared reading, or independent reading as is applicable to students).

-When students are completed with their part six reading, do a basic comprehension check to ensure they understand the events of the last part especially in conjunction with parts one-five.

### **Activity:**

- Ask the students to review the questions discussed before they read:
  - How has August changed from the beginning of the novel to now?
  - What do you think will be different with August's point of view and feelings?
  - Has August changed either internally or externally thus far?
- Have each student open their Character Analysis Google Slides
- Review and explain internal and external characteristics as a class of each of the characters listed (class discussion only)
  - Characters change and develop over time and with plot, so the slides for each character should be changing. Go through the characters as a class and discuss possible changes that could be made. Consider what should be added, deleted, or changed.
- When class discussion is completed, have students list with words or pictures from the internet, different internal and external characteristics they see of the characters listed.
  - Again, students need to change their slides. Characters and/or people are not stagnant. This does require critical thinking to recognize changes over time; however, students can be encouraged to look back at the text.

In closing:

- Have students present their character analysis and give justifications for the changes/additions/deletions they include.
  - Encourage, allow, and guide plot discussion as evidence for the analysis of each character

### **Extension Activities:**

-Have students find evidence for their internal/external responses and include this as part of their presentation.

-Give students the opportunity to critique and/or connect with a character by writing an essay on a chosen character and how they would internally respond similarly or differently than their chosen character. Make sure explanation and evidence is included.

-Have students create a timeline of one of the characters to show overall character development.