

CONTENT AREA: Language Arts

Grade Level: 4th-7th

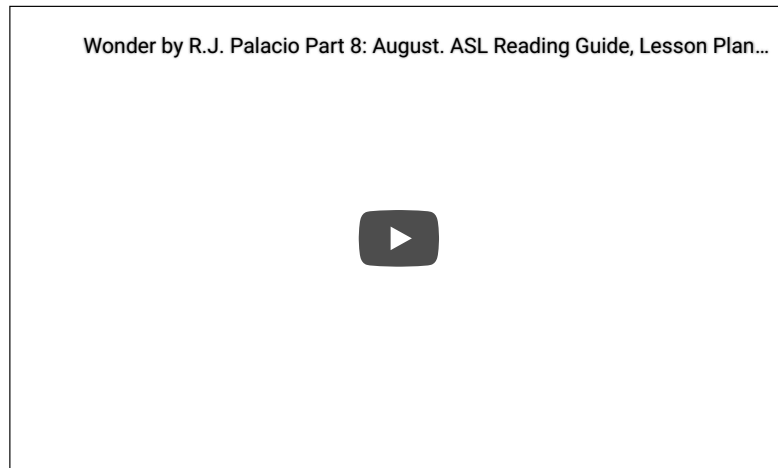
Auggie Pullman was different from most of the other kids in his fifth-grade class. Born with a facial abnormality, Auggie had to have several surgeries when he was younger, so he was homeschooled. But now that Auggie has turned ten, his parents realize that he will need to learn to live in a world that isn't always kind to people who are different. Auggie's story is not just about a struggle for acceptance; it's also about how those around him come to learn compassion and empathy for others.



# Lesson Plans - Language Arts / Wonder - Part 8 August

Send to Kindle

- Every year in the spring, the fifth-graders go away for three days and two nights to Broarwood Nature Reserve in Pennsylvania. Auggie has never had a sleepover anywhere. He's a bit nervous, but he's also really excited.



Length of Video: 1:46

## Text Transcript

### Part 8 - Lesson Activity

Chapter Part 8 - Comprehension Check  
Worksheet Chapter  
activity Worksheet Length of Activity: 25 minutes  
Comprehension

### Part 8 - Grammar

Chapter  
Worksheet Length of Activity: 20 minutes  
grammar

### Part 8 - Vocabulary

Chapter Length of Activity: 15 minutes  
Worksheet Part 8 - Quiz  
vocab

Chapter Length of Activity: 20 minutes  
Worksheet Part 8 - Summarizing Activity  
quiz

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Chapter  
Worksheet  
summarizing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part One - August**  
**Comprehension Check**

1. What makes Auggie *extraordinary*?
  - a. Auggie's face looks different.
  - b. Auggie can't walk.
  - c. Auggie is smarter than most kids.
  - d. Auggie's face was burned in a fire.
  
2. What makes Auggie laugh when he meets Mr. Tushman?
  - a. Mr. Tushman has a smelly secretary.
  - b. Mr. Tushman has a funny last name.
  - c. Mr. Tushman farts a lot.
  - d. Mr. Tushman cries when he meets Auggie.
  
3. Who is mean to Auggie on his school tour of Beecher Prep?
  - a. Julian
  - b. Summer
  - c. Jack Will
  - d. Charlotte
  
4. What does Mr. Browne teach Auggie's class about on the first day of school?
  - a. The class learns about writing essays with grammar.
  - b. The class learns about the rules of Beecher Prep.
  - c. The class learns about science equipment and how to do experiments.
  - d. The class learns about precepts.
  
5. Why does Summer say she wants to sit with Auggie at lunch?
  - a. Summer says she feels bad for Auggie and doesn't want him to sit alone.
  - b. Summer says her table is too crowded, and there's more space at Auggie's table.
  - c. Summer says she is hungry, and Auggie's sandwich looks good.
  - d. Summer says she will only sit at a table with people who have summer names.
  
6. What does Auggie do to change himself?
  - a. He cuts off his Padawan braid.
  - b. He wears a space helmet to school.
  - c. He joins the science club to make friends.
  - d. He buys new clothes to make himself cool.
  
7. What does Auggie want to be for Halloween?

- a. Bleeding Scream
- b. Unicorn
- c. Boba Fett
- d. Peter Pan

8. What scares other students when they get close to Auggie?

- a. They are afraid Auggie will spit on them.
- b. They are fearful Auggie will touch them, and they'll get "cooties."
- c. They are nervous Auggie will get sick, and they'll have to take care of him.
- d. They are scared Auggie will try to be their friend.

9. What did Auggie go to school as for Halloween?

- a. Bleeding Scream
- b. Unicorn
- c. Boba Fett
- d. Peter Pan

10. Which friend was talking about Auggie when he arrived to his homeroom?

- a. Charlotte
- b. Summer
- c. Jack Will
- d. Via

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part One - August**  
**Grammar**

**Directions:** Below is a passage from part one of Wonder. Using a dictionary and/or thesaurus, edit the passage to ensure that each word is spelled correctly. If a word is spelled incorrectly, please edit the passage to show the correct spelling. HINT: there are a total of ten misspelled words.

"I notised not too long ago that even though people were getting used to me, no one would actually touch me. I didn't realise this at first because it's not like kids go around touching each other that much in middle school anyway. But last Thursday in dance class, which is, like, my least faveorite class, Mrs. Atanabi, the teacher, tried to make Ximena Chin be my dance partner. Now, I've never actually seen someone have a 'panic atack' before, but I have heard about it, and I'm pretty sure Ximena had a panic attack at that second. She got really nervous and turned palle and literaly broke into a sweat within a minute, and then she came up with some lame excusse about really having to go to the bathroom. Anyway, Mrs. Atanabi let her off the hooke, because she ended up not makeng anyone dance together."



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part One - August**  
**Vocabulary**

**Words to Know:**

- Contagious**
- Exception**
- Precepts**
- Elective**
- Avoiding**
- Anomalies**

**Directions:** For each vocabulary word, either write a definition for the word, or write the word in a sentence. Use a dictionary or thesaurus as you need.

**From Wonder:**

“They told Mom and Dad I had a cleft palate and some other stuff going on. They called it ‘small **anomalies**.’” (page 6)

**Definition:**

**Anomalies** are differences from what is typical.

**Word in a sentence:**

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**From Wonder:**

“‘We can’t keep protecting him,’ Mom whispered to Dad, who was driving. ‘We can’t just pretend he’s going to wake up tomorrow and this isn’t going to be reality, because it *is*, Nate, and we have to help him learn to deal with it. We can’t just keep **avoiding** situations that...’” (page 10)

**Definition:**

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**Word in a sentence:**

I am **avoiding** eating vegetables at the dinner table.



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**From Wonder:**

“We have a couple of great science **electives** at Beecher,’he said. ‘Maybe you’ll take one of them?’

‘Uh-huh,’ I said, though I had no idea what an **elective** was.’” (page 16)

**Definition:**

An **elective** is a class you sign-up for at school. It is a *chosen* class rather than a *required* class.

**Word in a sentence:**

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**From Wonder:**

“**PRECEPTS** = RULES ABOUT REALLY IMPORTANT THINGS!” (page 46)

**Definition:**

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**Word in a sentence:**

My grandmother taught me **precepts** that help me solve problems in my life.

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**From Wonder:**

“‘There’s a Maya’, I said. ‘Technically, May is spring,’ Summer answered, but if she wanted to sit here, we could make an **exception**.’” (page 52)

**Definition:**

An **exception** is a special difference from the standard rule or norm.

**Word in a sentence:**

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**From Wonder:**

“They would take the longest way around me to avoid bumping into me in any way, like I had some germ they could catch, like my face was **contagious**.” (page 61)

**Definition:**

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**Word in a sentence:**

I had to stay home from school because the doctor said my flu was **contagious**, and I could get other kids sick.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Two - Via**  
**Comprehension Check**

1. Who does Via think her family focuses on the most?
  - a. Mom and Dad
  - b. Daisy
  - c. Via
  - d. Auggie
  
2. What did Gran tell Via that was really special?
  - a. Gran told Via that she wanted to adopt Via.
  - b. Gran told Via that she loved Via more than anyone else in the world.
  - c. Gran told Via that Via was the most fun person in her family.
  - d. Gran told Via that she thought Via was beautiful.
  
3. What does Via do on her first day of school?
  - a. Via rides home from school with Miranda.
  - b. Via calls her mom and asks to be picked-up from school.
  - c. Via takes the subway home from school.
  - d. Via walks Auggie home from school.
  
4. How does Via handle her Gran's death anniversary?
  - a. She cries at school.
  - b. She talks to the school counselor.
  - c. She writes a letter to her Gran.
  - d. She stays home from school.
  
5. How does Via get a new lunch table?
  - a. Via sits with the smart kids through her new friend Eleanor.
  - b. Via never goes back to the cafeteria, and she eats in the library.
  - c. Via decides to sit with other students who don't have many friends.
  - d. Via asks Miranda to move tables, so she doesn't feel so alone.
  
6. What does Via do to help Auggie feel better after he heard Jack Will talking about him?
  - a. She watches TV with him.
  - b. She goes to the Halloween parade with him.
  - c. She calls Jack Will and yells at him.
  - d. She plays basketball outside with Auggie.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Two - Via**  
**Grammar**

An appositive phrase is a *description* in a sentence that is separated by two commas. The appositive phrase comes after what it is describing, begins with a comma, and ends with a comma. The appositive phrase is added information to help describe the subject of the sentence.

**Example:**

Auggie, **a young boy in the story**, works hard when he goes to school.

Mr. Browne, **the English teacher**, explains precepts to his classes.

Julian, **the unkind boy**, picks on Auggie when school begins.

**Directions:** For each of the sentences below, add an appositive phrase to describe the subject of the sentence. Don't forget to add your commas.

1. Auggie \_\_\_\_\_ went to school.

2. Via \_\_\_\_\_ felt lonely.

3. Summer \_\_\_\_\_ sat with Auggie at lunch.

4. Mr. Tushman \_\_\_\_\_ made Auggie laugh.

5. Miranda \_\_\_\_\_ didn't call Via after camp.

**Extra Practice:**

Try writing your own sentences with appositives.

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

## **Wonder**

**R.J. Palacio**

### **Part Two (Via) Activity**

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

#### **Materials Needed:**

-Wonder by RJ Palacio

-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 part one of Wonder and reviewing point of view from part one.
- Introduce Via as a second point of view and explain how Wonder is written in different parts showing different points of view
  - It would likely be beneficial to allow students to flip through the novel to help them understand this concept.
- Before reading, ask the question(s) and allow open discussion:
  - How do you think Via feels being a sister to Auggie? Does she care that August is different? Does August's difference affect her? How would you feel?
  - Allow for appropriate responses.

### **Introduction:**

- Allow students to read part two of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- When students are completed with their part two reading, do a basic comprehension check to ensure they understand the events of the last part especially in conjunction with part one.

### **Activity:**

- Ask the students to review the questions discussed before they read:
  - How do you think Via feels being a sister to Auggie? Does she care that August is different? Does August's difference affect her? How would you feel?
- Share with each student the Character Analysis (skeleton version) of the Google Slides and make sure they individually save the presentation.
- Review and explain internal and external characteristics as a class of each of the characters listed (class discussion only)
- 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.

### **In closing:**

- Have students present their character analysis and give justifications for the characteristics they put down.
  - 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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Two - Via**  
**Quiz**

1. Why does Via get less attention in her family, and how does this affect her?

2. Describe Via and Gran's relationship.

3. Explain the big change that happens with Via and Miranda.

4. How does Via help Auggie when he has problems with friends at school?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Two - Via**  
**Vocabulary**

**Words to Know:**

- Instinctively (page 95)**
- Meticulously (page 97)**
- Accustomed (page 107)**
- Giddy (page 111)**
- Bribed (page 112)**
- Flabbergasted (page 116)**

**Instinctively:**

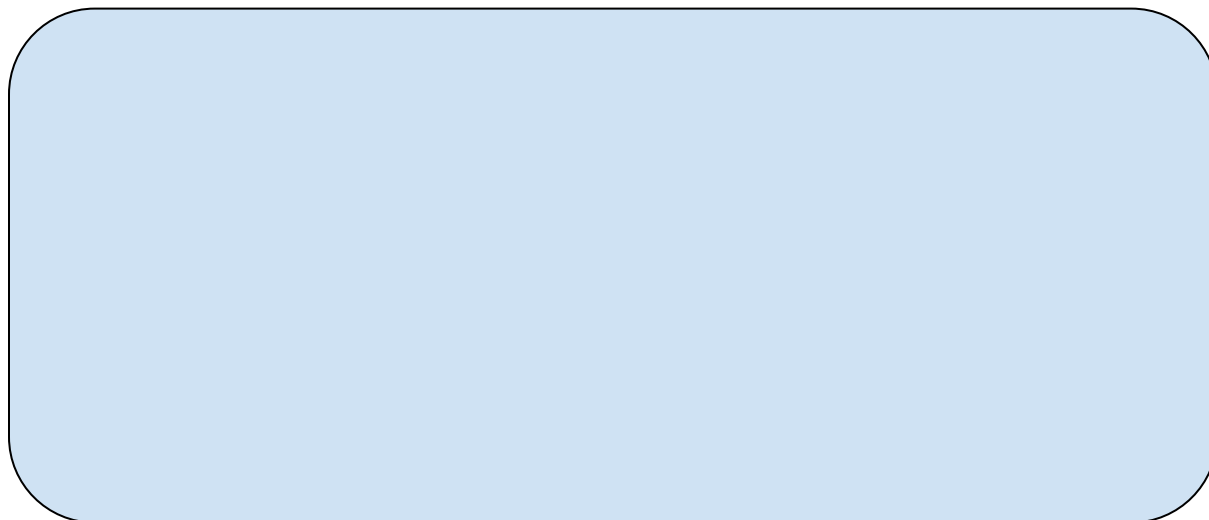
Dictionary definition (try instinctive):

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Picture:



Sentence with *instinctively* to describe the picture:

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**Meticulously:**

**Dictionary Definition (try meticulous):**

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**Picture:**



**Sentence with *meticulously* to describe the picture:**

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**Accustomed:**

**Dictionary Definition:**

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**Picture:**



**Sentence with *accustomed* to describe the picture:**

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**Giddy:**

**Dictionary Definition:**

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**Picture:**



**Sentence with *giddy* to describe the picture:**

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**Bribed:**

**Dictionary Definition:**

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**Picture:**



**Sentence with *bribed* to describe the picture:**

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**Flabbergasted:**

**Dictionary Definition:**

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**Picture:**



**Sentence with *flabbergasted* to describe the picture:**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Three - Summer**  
**Comprehension Check**

1. Why does Summer sit with Auggie in the cafeteria on the first day?
  - a. Summer wants to see if she can get some of Auggie's chips.
  - b. Mr. Tushman asks kids to be nice to Auggie.
  - c. Summer feels sorry for Auggie.
  - d. Summer doesn't have anywhere to sit.
  
2. Why do other students tell Summer they don't want to touch Auggie?
  - a. They're afraid they will catch The Plague.
  - b. They're afraid they won't have any friends if Auggie touches them.
  - c. They're afraid they will catch The Curse.
  - d. They're afraid their faces will change immediately if they touch Auggie.
  
3. What game do Summer and August like playing at recess?
  - a. Soccer
  - b. Basketball
  - c. Four Square
  - d. Summer and Auggie like to chat during recess
  
4. What nickname does Julian make-up for August that Summer learns about at the Halloween party?
  - a. Zombie Face
  - b. Ugly Face
  - c. Ghost Face
  - d. Burned Face
  
5. Who has a crush on Summer?
  - a. Max
  - b. August
  - c. Julian
  - d. Jack Will
  
6. How does Summer help Jack Will at the Egyptian Museum exhibit?
  - a. She hints to why August is mad at Jack Will.
  - b. She helps Jack Will finish his Egyptian Tomb project.
  - c. She hints to Jack Will where to find August in the exhibit.
  - d. She helps Jack Will talk to Auggie.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Three - Summer**  
**Grammar**

When writing a sentence, sometimes it can be tricky to know when to use the word *are* versus the word *is* to describe the subject of the sentence. *Are* is used when the subject of the sentence is plural (more than one person, place, thing, idea) in the present tense, and *is* is used when the subject of the sentence is singular (one person, place, thing, idea) in the present tense.

**Examples:**

**Auggie's parents** *are* concerned about his school experience.  
(plural subject)

**Beecher Prep** *is* a new experience for August.  
(singular subject)

**Directions:** For the following sentence, determine whether the verb of the sentence should be *are* or *is*.

1. August \_\_\_\_\_ not an ordinary kid according to his own beliefs.
2. Ms. Garcia, Mr, Browne, and Mr. Tushman \_\_\_\_\_ staff at Beecher Prep.
3. "Precepts \_\_\_\_\_ rules about really important things!"
4. Maya \_\_\_\_\_ a student with a spring name, but August and Summer will make an exception.
5. Halloween \_\_\_\_\_ Auggie's favorite holiday.
6. Miranda and Ella \_\_\_\_\_ not very nice to Via when school begins.
7. The Padawan braid \_\_\_\_\_ a hair braid.
8. Parties \_\_\_\_\_ not always fun for Summer.
9. The Egyptian Museum exhibit day \_\_\_\_\_ exciting for students.
10. Summer \_\_\_\_\_ kind to Jack Will when she gives him a hint about August's anger.



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

### **Part Three (Summer) Activity**

Create a Kahoot game to share with friends and monitor comprehension

#### **Materials Needed:**

- Wonder by RJ Palacio
- Literal, Interpretive, Evaluative, and Universal Questions Handout

#### **Website:**

<https://kahoot.com>

#### **TEKS:**

**7.Fig19C** - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

**7.Fig19B** - Ask literal, interpretive, evaluative, and universal questions of text.

#### **Objectives:**

Students will monitor their own comprehension by creating a game with questions and answer choices to play with their classmates.

Students will write questions and answer choices that are appropriate to the text.

#### **Vocabulary to know:**

**Literal Question** – Who? What? When? Where? (this type of question can be answered directly)

**Interpretive Question** - Why? (this type of question requires evidence from the text)

**Evaluative Question** - What do you think? Should? (this question asks an opinion)

**Universal Question** - How? (this question asks for change and/or is a question without a concrete answer)

**Hook:**

- Activate prior knowledge by reviewing parts one-two of Wonder
- Go back to the Character Analysis activity from part 2, and have students review what they think of Summer internally and externally
- Make class predictions as to what Summer might write about in part three

**Introduction:**

- Allow students to read part three of the novel (guided reading, shared reading, or independent reading as is applicable to students).
  
- When students are completed with their part three reading, do a basic comprehension check to ensure they understand the events of the last part especially in conjunction with parts one-two.

**Activity:**

- Using the literal, interpretive, evaluative, and universal questions handout, review and discuss the four types of questions given.
- Allow students to come up with their own questions, or do so as a class, to add to the handout
  
- If they don't already have an account, have students go to kahoot.com and make a free account
- Allow students to make a new Kahoot quiz to play with their peers
  - How-to: click New "K" on the top left of the screen, click "quiz", fill-out basic information about the kahoot, and then write questions and answer choices. It's important that students click what the correct answer is.

**In closing:**

- Have students play the kahoots they have made with their peers.
  - In order for the other students to play they will go to kahoot.it and type in the game pin from the student who is running their game. (TIP: the student who is running their game will not play their game, but they will run it from their device on kahoot.com)

**Extension Activities:**

- Have students find and play other public Wonder kahoots that are online, or make kahoot jumble with parts of the novel.

-Have students create a Kahoot survey with a evaluative or universal question and write a response with their findings.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**

**Part Three - Summer**

**Vocabulary**

**Words to Know:**

**Neatest (page 120)**

**Merged (page 122)**

**Hovering (page 122)**

**Artifact (page 125)**

**Accusingly (page 126)**

**Biracial (page 127)**

**Directions:** Match each vocabulary word with the sentence in which it should go. Then, below, write what you think each vocabulary word could mean given the context of the sentence. To help you decide the meaning of each word, you may want to go back to the book to read the word with more context. If you're still stuck, trying using a dictionary or thesaurus.

**1. Neatest**

\_\_\_ "Anyway, about five minutes after I got there, Henry and Savanna were standing next to me, literally \_\_\_\_\_ over me."

**2. Merged**

\_\_\_ "Is that your dad?" he said.  
'Yeah.'  
'I didn't know you were...what's the word?'  
'\_\_\_\_\_.'"

**3. Hovering**

\_\_\_ 'I've been sitting with him for two weeks now, and let's just say he's not the \_\_\_\_\_ eater in the world."

**4. Artifact**

\_\_\_ "Everyone in the grade got assigned an Egyptian \_\_\_\_\_ to work on for the Egyptian Museum Day which was in December."

**5. Accusingly**

\_\_\_ "I guess they've all kind of \_\_\_\_\_ into one big supergroup of popular kids, now that some of them have started dating each other."

**6. Biracial**

\_\_\_ "You're wearing tights,' he said \_\_\_\_\_."

**Neatest** meaning:

**Merged** meaning:

**Hovering** meaning:

**Artifact** meaning:

**Accusingly** meaning:

**Biracial** meaning:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Four - Jack Will**  
**Comprehension Check**

1. Where did Jack Will first see August?
  - a. A bench outside with Jack Will's babysitter
  - b. Beecher Prep for Auggie's tour
  - c. On a walk with Jamie
  - d. Trick-or-treating at a Halloween parade
  
2. What does Jack Will find outside that makes him really excited?
  - a. Money
  - b. iPhone
  - c. A sled
  - d. A skateboard
  
3. When does Jack Will realize what he had done to August?
  - a. During science
  - b. During English
  - c. During P.E.
  - d. After Jack punches Julian
  
4. Who wants Jack Will to change his science partner?
  - a. Ms. Rubin
  - b. August
  - c. Jack Will doesn't want to be paired with August
  - d. Julian
  
5. What is the Beecher Prep protocol (rule) for when a student punches someone?
  - a. Suspension
  - b. Expulsion
  - c. Detention
  - d. Parent Contact
  
6. What does Melissa Albans say about Auggie that is not true?
  - a. Auggie picks on Julian.
  - b. Auggie forces students to be friends with him.
  - c. Auggie has special needs.
  - d. Auggie is not smart enough for Beecher Prep
  
7. Why does Charlotte decide to meet with Jack Will when they return to school?

- a. Charlotte has a crush on Jack Will.
- b. Charlotte wants to tell Jack Will more about August
- c. Charlotte tells Jack Will about Julian's party, and why people won't talk to Jack Will.
- d. Charlotte wants to tell Jack Will how to defend himself against the lists.

8. What happens to Jack Will in the cafeteria?

- a. Julian teases Jack Will in front of the other students.
- b. None of the other boys will sit with Jack Will.
- c. Jack Will decides he doesn't want to eat with Julian anymore.
- d. August stays home sick, so Jack Will has no friends to eat with.

9. What do August and Jack Will decide to do for their science fair project?

- a. Make a sun clock
- b. Make a volcano
- c. Make a battery of potatoes
- d. Make a Zydeco band

10. What does Justin keep in his case?

- a. A fiddle
- b. A weapon
- c. His school supplies
- d. A Star Wars figure



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Four - Jack Will**  
**Grammar**

When writing a sentence, sometimes it can be tricky to know when to use the word *was* versus the word *were* to describe the subject of the sentence. *Were* is commonly used when the subject of the sentence is plural (more than one person, place, thing, idea) in the past tense, and *was* is commonly used when the subject of the sentence is singular (one person, place, thing, idea) in the past tense.

**Examples:**

**The Beecher Prep students** *were* shocked to see Auggie on the first day of school.  
(plural subject)

**Via** *was* thrilled when Auggie was born.  
(singular subject)

**Directions:** For the following sentence, determine whether the verb of the sentence should be *were* or *was*.

1. Mr. Tushman \_\_\_\_\_ nervous to introduce other students to Auggie.
2. The boys in the cafeteria \_\_\_\_\_ afraid to catch The Plague.
3. Auggie's parents \_\_\_\_\_ scared to send him to school.
4. Jack Will \_\_\_\_\_ suspended when he punched Julian.
5. Summer \_\_\_\_\_ excited to laugh with Auggie during lunch.
6. Savanna's friends \_\_\_\_\_ curious to see Summer at the Halloween party.
7. Justin \_\_\_\_\_ cautious when he entered Via's house.
8. The Pullman's house \_\_\_\_\_ full of cool stuff.
9. August \_\_\_\_\_ excited to play four square.
10. Julian's friends \_\_\_\_\_ unkind to Jack Will.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Four - Jack Will**  
**Vocabulary**

**Words to Know:**

**Sympathetic (page 140)**

**Hobo (page 150)**

**Ditched (page 169)**

**Exist (page 176)**

**Errands (page 180)**

**Hysterically (page 185)**

**Directions:** For each vocabulary word, use a thesaurus to find a synonym for that word that matches how the word is used in Wonder. Go back to each word in the book to make sure your synonym is accurate. Then write two sentences. Write one sentence with the vocabulary word, and write a separate sentence with the synonym.

**Sympathetic:**

**Synonym:**

**Sentence with sympathetic:**

**Sentence with a synonym to sympathetic:**

**Hobo:**

**Synonym:**

**Sentence with hobo:**

**Sentence with a synonym to hobo:**

**Ditched:**

**Synonym:**

**Sentence with ditched:**

**Sentence with a synonym to ditched:**

**Exist:**

**Synonym:**

**Sentence with exist:**

**Sentence with a synonym to exist:**

**Errands:**

**Synonym:**

**Sentence with errands:**

**Sentence with a synonym to errands:**

**Hysterically:**

**Synonym:**

**Sentence with hysterically:**

**Sentence with a synonym to hysterically:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Five - Justin**  
**Comprehension Check**

1. What tends to happen to Justin when he gets nervous?
  - a. Justin's tics are noticeable
  - b. Justin sweats a lot
  - c. Justin talks too much
  - d. Justin gets hives across his face
  
2. Which word would Justin use that best describes his parents?
  - a. Loving
  - b. Caring
  - c. Overprotective
  - d. Underprotective
  
3. Where do Justin and Jack Will go together?
  - a. Mexican restaurant
  - b. Bus stop
  - c. Grocery store
  - d. Auggie and Via's house
  
4. What does Justin do to help Jack Will?
  - a. Tries to make August become more popular
  - b. Teaches Jack Will how to fiddle
  - c. Helps Jack Will get a girlfriend to make Julian jealous
  - d. Talks to Julian and his friends
  
5. Who explains to Justin Via and Miranda's former friendship?
  - a. Via
  - b. Miranda
  - c. August
  - d. Jack Will
  
6. Why does Via cry and say she feels bad when she is talking with Justin?
  - a. Via didn't tell her family about the play
  - b. Via wishes August were different
  - c. Via is unsure if she should date Justin
  - d. Via is overwhelmed with school work

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Five - Justin**  
**Grammar**

**Directions:** Below is a passage from part one of Wonder. Justin, the writer of this part, struggles with capitalization. Justin should capitalize the first word of each sentence, the pronoun I, and any proper nouns he uses. Below, edit Justin's paragraph to ensure he has correct capitalization. When you have finished with the passage chosen, copy and re-write another passage from part five with correct capitalization.

"i'm waiting there a minute or two when i notice three kids walking up the block from the other direction. they walk right past the grocery store, but one of them looks inside and nudges the other two, and they call back up and look inside. i can tell they're up to no good, all elbowing each other, laughing. one of them is jack's height but the other two look much bigger, more like teens. they hide behind the fruit stand in front of the store, and when jack walks out, they trail behind him, making loud throw-up noises. jack casually turns around at the corner to see who they are and they run away, high-fiving each other and laughing. little jerks." (page 197)

**Another part five passage:**

**Page:** \_\_\_\_\_

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

**Part Five (Justin) Activity**

Summarize and create a 6-panel comic strip to show and monitor comprehension that builds on the comic strip from lesson one.

**Materials Needed:**

- Wonder* by RJ Palacio
- Summarizing sheet
- Access to the internet

**Website(s):**

<https://www.makebeliefscomix.com/>

Alternative: Print the BrainPop blank comic strip

**TEKS:**

**7.Fig19C** - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

**7.Fig19E** - Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.

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

**Objectives:**

Students will monitor their own comprehension by writing a summary of the main ideas in the text.

Students will turn their summary into either one or two 6-panel comic(s) to share with others.

On the comic, student will use the speech-bubble perspective of the character in the part to show internal/external responses of the character.

**Vocabulary to know:**



**Summary** – a review of the main ideas from the beginning, middle, and end

**Point of View (1st Person)** - who is telling the story

**Hook:**

- Activate prior knowledge by reviewing parts one-four of Wonder
- Have students go back to their comic strip from the part one activity and discuss briefly what they would add so far to continue their strip.

**Introduction:**

- Allow students to read part five of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- As students are reading, and upon completion of their reading, have them complete their summarizing sheet
- When students have completed their part five reading, do a basic comprehension check to ensure they understand the events of the last chapter.

**Activity:**

- Ask the students to review what they thought were the main ideas of part two-five.
- What happened that you really liked?
- What happened that you didn't like?
- How have things changed for the characters since part one?
- Using the website [www.makebeliefscomix.com/](http://www.makebeliefscomix.com/) model for students how to set-up a comic strip
- Have students make either one 6-pane comic strip of a review of parts 2-5, or two 6-pane comic strips to review parts 2-5.
- If students would like additional summary sheets in order to summarize and pick the main events from parts 2-5, it would likely be beneficial
  - Tip: Students will tend to want to pick a beginning, middle, and end from each part. I would guide students away from this aspect as they will learn how to write a more concise summary if they can look at the parts as a whole and pick the main events from the whole. Allow students to use two 6-pane comic strips if they are struggling significantly with summarizing. Remember, and it will likely be important to review, summarizing is different from re-telling.

-Make sure students are showing a speech bubble for each character and showing the feelings they brainstormed on their summary sheet.

In closing:

-Allow students to print and share their comic strips with their peers

**Extension Activities:**

-Have students draw a more detailed comic strip, or add to their printed comic strip to show more characters, interactions, props, and what they find to be necessary and/or helpful information.

-Give students the opportunity to research appropriate comic strips they have seen online, or even classroom comics, to modify and adjust their strip to fit mainstream media.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Five - Justin**  
**Quiz**

1. What tends to happen to Justin when he gets nervous, and how does this affect him when he has to meet Via's parents?

2. Explain what happens when Justin and Jack Will go to the bus stop together.

3. Describe the conversation between Justin and Miranda.

4. Miranda says, "The Universe was not kind to Auggie Pullman." Justin later talks about how Auggie has experienced The Universe taking care of Auggie. Summarize how Justin feels Auggie has been taken care of.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Five - Justin**  
**Vocabulary**

**Words to Know:**

- Immaculate**
- Overprotective**
- Fluke**
- Manic**
- Dutifully**
- Abandon**

**Directions:** For each vocabulary word, either write a definition for the word, or write the word in a sentence. Use a dictionary or thesaurus as you need.

**From Wonder:**

“i sit down on the rolling chair by her desk. Her room is **immaculate**.” (page 188)

**Definition:**

**Immaculate** is a word that means perfectly clean and neat.

**Word in a sentence:**

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**From Wonder:**

“it’s funny how there’s a word like **overprotective** to describe some parents, but no word means the opposite.” (page 192)

**Definition:**

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**Word in a sentence:**

Her **overprotective** parents wouldn’t let her go outside because they were scared a bee might sting her.

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**From Wonder:**

“olivia dares me to try out for the lead role, the stage manager, and somehow i get it. total **fluke**.” (page 193)

**Definition:**

**Fluke** means something happened out of luck.

**Word in a sentence:**

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**From Wonder:**

“mr. davenport, the drama teacher, is already **manic** about the whole thing.” (page 193)

**Definition:**

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**Word in a sentence:**

The girl became **manic** when her parents told her she was going to move to a different school.

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**From Wonder:**

“i **dutifully** close my eyes. a long second passes, then i open them.” (page 195)

**Definition:**

**Dutifully** means to do something because you need to do it. It’s like an obligation.

**Word in a sentence:**

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**From Wonder:**

“no, no, it’s not all random, if it really was all random, the universe would **abandon** is completely. and the universe doesn’t. it takes care of its most fragile creations in ways we can’t see.” (page 204)

**Definition:**

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**Word in a sentence:**

The dog wanted to **abandon** its home when it saw the squirrel, but the owners called it back.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Six - August**  
**Comprehension Check**

1. Who leaves notes in Julian's locker?
  - a. August and Summer
  - b. August and Jack Will
  - c. August and Charlotte
  - d. August and Miles
  
2. What did Auggie call his hearing aids?
  - a. Lobot hearing aids
  - b. Boba Fett hearing aids
  - c. Darth Daisy hearing aids
  - d. Star Wars hearing aids
  
3. What did Via and Mrs. Pullman get into an argument about?
  - a. If Auggie should be allowed to visit Via's school
  - b. Justin
  - c. The school play
  - d. Daisy
  
4. What event made Auggie's dad cry?
  - a. August never saw his dad cry
  - b. Via coming out on stage
  - c. August's support of Via's play
  - d. Daisy's sad vet visit
  
5. Who comes and greets Auggie as he loses track of his family at the school play?
  - a. Via
  - b. Miranda
  - c. Justin
  - d. Jack Will

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Six - August**  
**Grammar**

**Directions:** A common mistake in writing is putting a comma automatically in front of the word *and*. It's important to recognize the difference between a simple sentence and a compound sentence.

A **simple sentence** has one *complete subject* and one complete predicate.

*August and Summer* eat together in the cafeteria.

*Daisy and August* enjoyed sleeping and resting together.

A **compound sentence** has two simple sentences combined by a coordinating conjunction (for, and, not, but, or, yet, so) or a semicolon (;). If it has a coordinating conjunction like *and*, a comma should be placed before the conjunction.

*August and Summer* eat together in the cafeteria, and they play together at recess.

*Daisy and August* enjoyed sleeping and resting together, and Daisy was always happy to see Auggie.

**Directions:** For each of the sentences below add a comma before and if it's necessary. If it's not necessary, do nothing to the sentence.

1. The play is incredibly performed by Via and beautifully fiddled by Justin.
2. Via is the understudy and Miranda is the lead role.
3. August believes Daisy is in heaven and enjoying her life there.
4. Mrs. Pullman saw Daisy whimpering and Via and Auggie had to say goodbye.
5. Via and Mrs Pullman fought about the play and struggled to come to an agreement.
6. August's new hearing aids look like a headband and he's not sure if he likes them.
7. Julian leaves notes in Auggie's locker and stares at him in classes.
8. Mr. and Mrs. Pullman are proud of Auggie and are thrilled at his success.



**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.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Six - August**  
**Vocabulary**

**Words to Know:**

**Wandered (page 206)**

**Groaned (page 211)**

**Trembling (page 221)**

**Groggily (page 226)**

**Suffocate (page 232)**

**Flubbed (page 233)**

**Wandered:**

**Dictionary definition:**

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**Picture:**



**Sentence with *wandered* to describe the picture:**

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**Groaned:**

**Dictionary Definition:**

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**Picture:**



**Sentence with *groaned* to describe the picture:**

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**Trembling:**

**Dictionary Definition (try tremble):**

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**Picture:**



**Sentence with *trembling* to describe the picture:**

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**Groggily:**

**Dictionary Definition (Try groggy):**

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**Picture:**



**Sentence with *groggily* to describe the picture:**

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**Suffocate:**

**Dictionary Definition:**



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**Picture:**



**Sentence with *suffocate* to describe the picture:**

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**Flubbed:**

**Dictionary Definition:**

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**Picture:**



**Sentence with *flubbed* to describe the picture:**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Seven - Miranda**  
**Comprehension Check**

1. What does Miranda lie about at camp?
  - a. She lies about her family.
  - b. She lies about her school and her popularity.
  - c. She lies about who her friends are.
  - d. She lies about the sports she can play.
  
2. What are Miranda's true feelings about Via?
  - a. Miranda is scared if she's friends with Via, no one will like her anymore.
  - b. Miranda doesn't want to be friends with Via because of Auggie.
  - c. Miranda hates Via.
  - d. Miranda likes Via.
  
3. What does Miranda lie about to Mr. Davenport?
  - a. Miranda says her family has an emergency.
  - b. Miranda says she feels sick.
  - c. Miranda says Via is a better actor than her.
  - d. Miranda says her parents won't allow her to perform.
  
4. Which of Miranda's family members came to the school play?
  - a. Miranda's mom
  - b. Miranda's dad
  - c. Miranda's aunt
  - d. No family members came
  
5. What made Miranda happy at the end of the school play?
  - a. Mr. Davenport told Miranda she would perform the other shows
  - b. Auggie jumped-up and high-fived Miranda
  - c. Miranda was invited to dinner with Via's family
  - d. Miranda's dad called her

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Seven - Miranda**  
**Grammar**

**Directions:** Similar to coordinating conjunctions (for, and, nor, but, or, yet, so) like *and* in part six grammar, subordinating conjunctions can be used to combine two simple sentences. Sometimes, subordinating conjunctions are put in between two simple sentences to make one complete sentence called a complex sentence.

A **complex sentence** has two simple sentences combined by a subordinating conjunction. The simple sentence with a subordinating conjunction at the start of it is then called a subordinate clause. If the subordinating conjunction is between the two simple sentences, no comma is needed. Four subordinating conjunctions we'll look at today are: *because, if, when, since*

*Miranda* decided not to perform because *her family* did not come to the play.

*Via and Justin* could likely continue to be star performers if *they* continued to practice the play together.

**Directions:** For each of the sentences below, decide which subordinating conjunction (because, if, when, since) could be used to combine the sentences, and then rewrite the two sentences to make one complex sentence with your subordinating conjunction.

1. Miranda lies about her family at camp. She wants to pretend her life is different than it really is.

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2. Mr. Davenport cannot force Miranda to go on stage. She says she's really sick.

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3. August is so shocked to see Via come on stage. She is an understudy.

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4. Miranda gets really excited to go to dinner with Via's family. Via's family invites her to celebrate.

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

**Part Seven (Miranda) Activity**

Create a Kahoot game to share with friends and monitor comprehension

**Materials Needed:**

- Wonder by RJ Palacio
- Literal, Interpretive, Evaluative, and Universal Questions Handout

**Website:**

<https://kahoot.com>

**TEKS:**

**7.Fig19C** - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

**7.Fig19B** - Ask literal, interpretive, evaluative, and universal questions of text.

**Objectives:**

Students will monitor their own comprehension by creating a game with questions and answer choices to play with their classmates.

Students will write questions and answer choices that are appropriate to the text.

**Vocabulary to know:**

**Literal Question** – Who? What? When? Where? (this type of question can be answered directly)

**Interpretive Question** - Why? (this type of question requires evidence from the text)

**Evaluative Question** - What do you think? Should? (this question asks an opinion)

**Universal Question** - How? (this question asks for change and/or is a question without a concrete answer)

**Hook:**

- Activate prior knowledge by reviewing parts one-six of Wonder
- Go back to the Character Analysis activity from parts two and six, and have students review what they think of Miranda internally and externally
- Questions:
  - Why do you think Miranda ditched Via at the beginning of the school year?
  - What internal characteristics might show Miranda as a kind or unkind person?

**Introduction:**

- Allow students to read part seven of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- When students are completed with their part seven reading, do a basic comprehension check to ensure they understand the events of the last part especially in conjunction with parts one-six.

**Activity:**

- Using the literal, interpretive, evaluative, and universal questions handout, review and discuss the four types of questions given.
- Allow students to come up with their own questions, or do so as a class, to add to the handout
- If they don't already have an account, have students go to kahoot.com and make a free account
- Allow students to make a new Kahoot quiz to play with their peers
- Have students focus on the new text they have read rather than their original Kahoot questions. Encourage students to focus on part 7, or the parts of the story leading up to part 7.
  - How-to: click New "K" on the top left of the screen, click "quiz", fill-out basic information about the kahoot, and then write questions and answer choices. It's important that students click what the correct answer is.

**In closing:**

- Have students play the kahoots they have made with their peers.
  - In order for the other students to play they will go to kahoot.it and type in the game pin from the student who is running their game. (TIP: the student who is running their game will not play their game, but they will run it from their device on kahoot.com)

**Extension Activities:**

- Have students find and play other public Wonder kahoots that are online, or make kahoot jumble with parts of the novel and/or vocabulary.
- Have students create a Kahoot survey with a evaluative or universal question and write a response with their findings.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**

**Part Seven - Miranda**

**Vocabulary**

**Directions:** Match each vocabulary word with the sentence in which it should go. Then, below, write what you think each vocabulary word could mean given the context of the sentence. To help you decide the meaning of each word, you may want to go back to the book to read the word with more context. If you're still stuck, trying using a dictionary or thesaurus.

**Words to Know:**

**Insisted (page 236)**

**Regretted (page 237)**

**Drifted (page 239)**

**Occurred (page 240)**

**Pathetic (page 241)**

**Mayhem (page 246)**

**1. Insisted**

\_\_\_ "I \_\_\_\_\_ saying this the moment it escaped my lips, of course: I felt like such a fake."

**2. Regretted**

\_\_\_ "It never \_\_\_\_\_ to me that I'd beat her for the role."

**3. Drifted**

\_\_\_ "It was that crazy backstage theater \_\_\_\_\_ where sweaty actors stand euphoric while people come worship them for a few seconds."

**4. Occurred**

\_\_\_ "I had wanted to stay with her, to help her through the divorce. But she \_\_\_\_\_ I go away."

**5. Pathetic**

\_\_\_ "How \_\_\_\_\_ that I felt safer in someone else's house than in my own, right?"

\_\_\_ "We never actually argued: we just \_\_\_\_\_ away."

**Insisted** meaning:

**6. Mayhem**

**Regretted** meaning:

**Drifted** meaning:

**Occurred** meaning:

**Pathetic** meaning:

**Mayhem** meaning:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Eight - August**  
**Comprehension Check**

1. Why doesn't August want to bring his *Star Wars* duffel to the Broarwood Nature Reserve?
  - a. August doesn't want Julian to tease him about *Star Wars*.
  - b. August wants to pick something new to decorate his duffel bag with.
  - c. August decides he doesn't want to be know for *Star Wars*.
  - d. August and Jack Will want to have matching duffel bags.
  
2. What does Auggie leave for his mom when he goes on the trip?
  - a. His book
  - b. Baboo
  - c. A picture of Daisy
  - d. His flashlight
  
3. What movie is August excited to see at the nature reserve?
  - a. *The Sound of Music*
  - b. *Star Wars*
  - c. *Finding Nemo*
  - d. *Beauty and the Beast*
  
4. Why do August and Jack Will go into the woods?
  - a. They are bored
  - b. They want to explore
  - c. Jack Will hears something in the woods
  - d. Jack Will needs to go to the bathroom
  
5. What happens when Jack Will and August are in the woods?
  - a. They can't find their way back.
  - b. Auggie trips and falls in the dark and hurts himself.
  - c. Other students start picking on Auggie, and there is a fight
  - d. Amos, Miles, and Henry scare August and Jack Will in the woods.
  
6. What does Auggie lose while on the trip?
  - a. His hearing aids
  - b. His money
  - c. His sweatshirt
  - d. His sleeping bag
  
7. When Mr. Pullman brings home a surprise, what is it?

- a. Pizza
- b. A new dog
- c. A birthday gift for Auggie
- d. New hearing aids

8. Who will not return to Beecher Prep the next school year?

- a. Summer
- b. Jack Will
- c. Julian
- d. August

9. What happened to August's space helmet?

- a. August lost it at the beach.
- b. Miranda took it back.
- c. Mr. Pullman threw it away.
- d. August decided he didn't need it anymore.

10. What is the best description for why Auggie receives an award?

- a. Good grades
- b. Bravery and kindness
- c. Leadership skills
- d. Auggie's teachers really like him

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Eight - August**  
**Grammar**

**Directions:** Similar to coordinating conjunctions (for, and, nor, but, or, yet, so) like *and* in part six grammar, subordinating conjunctions can be used to combine two simple sentences. Sometimes, subordinating conjunctions are put at the beginning of a simple sentence ending with a comma, and then adding another simple sentence to make one complete sentence called a complex sentence.

A **complex sentence** has two simple sentences combined by a subordinating conjunction. The simple sentence with a subordinating conjunction at the start of it is then called a subordinate clause. If the subordinating conjunction is at the beginning of the first simple sentence (now a subordinate clause), a comma is needed to separate the two simple sentences. Four subordinating conjunctions we'll look at today are: *because, if, when, since*

Because *her family did not come to the play*, *Miranda decided not to perform*.

If *they continued to practice the play together*, *Via and Justin could likely continue to be star performers*

**Directions:** For each of the sentences below, decide which subordinating conjunction (because, if, when, since) could be used to combine the sentences, and then rewrite the two sentences to make one complex sentence with your subordinating conjunction. Make sure to put your subordinating conjunction at the beginning of your sentence and add a comma in the middle.

1. Students go into the woods. It is hard for the staff to know what happens.

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2. Mr. Tushman called August on stage. Auggie received an award.

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3. Julian is not coming back to Beecher Prep. August is excited.

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4. August started school at Beecher Prep. He has changed.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio  
Part Eight - August  
Quiz**

1. Why does Auggie get a new duffel bag for his trip?
2. What are some of the activities Auggie does on his trip?
4. Describe what happens when August and Jack Will go into the woods.
5. When Auggie returns home from the trip, what special event happens?
6. Why is August excited about the next school year during his talk with Mr. Tushman?
7. What is August's experience at the graduation ceremony?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part Eight - August**  
**Vocabulary**

**Words to Know:**

**Detached (page 250)**

**Fortune (page 254)**

**Cooperating (page 261)**

**Devouring (page 278)**

**Chuckled (page 299)**

**Exemplary (page 303)**

**Directions:** For each vocabulary word, use a thesaurus to find a synonym for that word that matches how the word is used in Wonder. Go back to each word in the book to make sure your synonym is accurate. Then write two sentences. Write one sentence with the vocabulary word, and write a separate sentence with the synonym. If you need, use a dictionary to help to figure out the meaning of each word.

**Detached:**

**Synonym:**

**Sentence with detached:**

**Sentence with a synonym to detached:**

**Fortune:**

**Synonym:**

**Sentence with fortune:**

**Sentence with a synonym to fortune:**

**Cooperating:**

**Synonym:**

**Sentence with cooperating:**

**Sentence with a synonym to cooperating:**

**Devouring:**

**Synonym:**

**Sentence with devouring:**

**Sentence with a synonym to devouring:**

**Chuckled:**

**Synonym:**

**Sentence with chuckled:**

**Sentence with a synonym to chuckled:**

**Exemplary:**



**Synonym:**

**Sentence with exemplary:**

**Sentence with a synonym to exemplary:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wonder By R.J. Palacio**  
**Part(s) \_\_\_\_\_**  
**Summarizing Sheet**

**Directions:** Use the summarizing sheet below, to help review what main events happen in the beginning, middle, and end. Draw a picture and write sentences to help you remember.

**Beginning:**



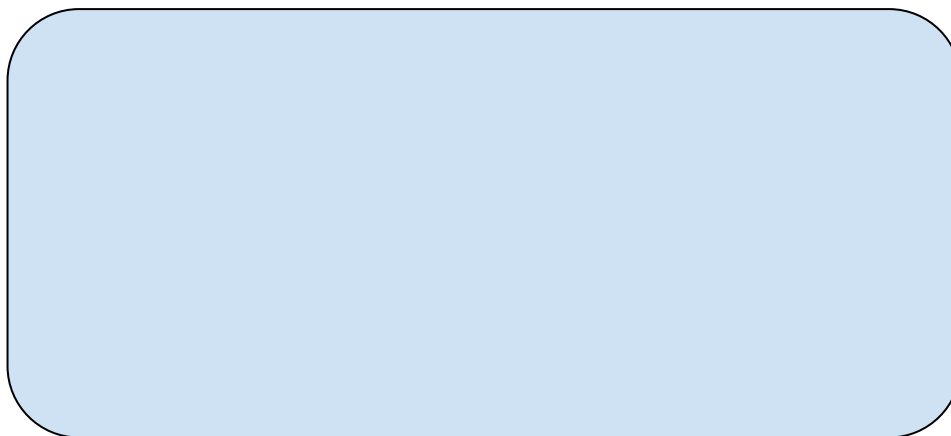
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**Middle:**



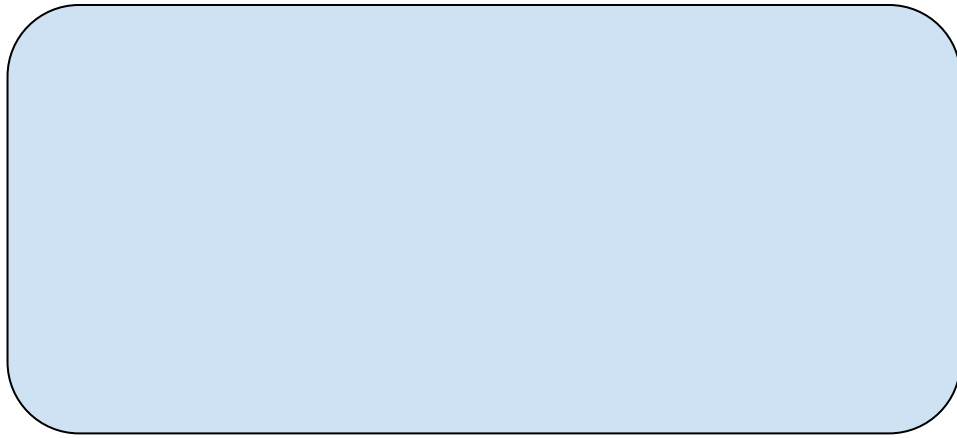
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**End:**



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**For comic creator:**

What are three main character feelings you want to try to show in your comic strip?

**Character:** \_\_\_\_\_

**Feeling:** \_\_\_\_\_

**Feeling:** \_\_\_\_\_

**Feeling:** \_\_\_\_\_