

WONDER NOVEL STUDY

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Unit Overview

During this unit, students use the novel *Wonder*, fiction and nonfiction texts, and other media to explore literary concepts, including point of view, character development, figurative language, setting, plot, mood, and tone. Students also practice analyzing literature, making predictions, and supporting their thoughts with evidence from the text. At the end of the unit, students apply their knowledge of these literary elements to create a documentary exploring the themes of bullying, peer pressure and fitting in.

Standards Addressed

1. **ELA.5.RL.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. **ELA.5.RL.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. **ELA.5.RL.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4. **ELA.5.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
5. **ELA.5.RL.6:** Describe how a narrator's or speaker's point of view influences how events are described.
6. **ELA.5.RL.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
7. **ELA.5.RL.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
8. **ELA.5.RI.1:** Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text.
9. **ELA.5.RI.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

10. **ELA.5.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
11. **ELA.5.RI.6:** Analyze multiple accounts of the same event or topics, noting important similarities and differences in the point of view they represent.
12. **ELA.5.RI.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
13. **ELA.5.RI.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points(s).
14. **ELA.5.RI.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
15. **ELA.5.W.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
16. **ELA.5.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Essential Questions:

1. How does point of view influence a character's description of an event?
2. What are the elements of a narrative?
3. What is the difference between explicit and implicit details? How do you use details to gain information?
4. How do authors build characters? What clues do readers look for to draw inferences about characters?
5. What are different types of figurative language?
6. What is setting? How do authors incorporate setting into their narratives?
7. How do I summarize the plot of a story?
8. How do I use conflict and the resolution to determine a theme?
9. How are the tone and mood related?
10. How do writers create a picture in the reader's mind? How do I use my senses to create a picture in the reader's mind?
11. How do writers use figurative language to develop their ideas?
12. How do I find details to support my opinion?

READING SCHEDULE, JOURNAL PROMPTS, AND ADDITIONAL READINGS

Throughout the unit, students read *Wonder* as well as other literary texts. While reading, students respond to journal prompts to guide them through the unit. The chart below outlines the chapter goals for each week, associated journal prompts, and additional reading assignments.

Week	Read Aloud	Journal Prompts	Independent Reading
1	<i>Wonder</i> “Ordinary” - “Padawan”	<ol style="list-style-type: none"> 1. During the drive home from Christopher’s house, August overheard his parents talking about him going to school. Pretend you are either mom or dad, and write a response talking about what you are thinking after this conversation. Use evidence from the text to support your thoughts. 2. Mom and August are both surprised about the tour at school. Pretend you are mom, and write a journal entry explaining what you were thinking when you found out about the tour. Use evidence from the text to support your thoughts. 	<p>Students read one fiction and one nonfiction text from the Unit Resource List or other materials related to fitting in, standing out, or bullying. As they read, students take notes and complete the Fiction and Nonfiction Tree Map Activity Sheet.</p>
2	<i>Wonder</i> “Wake Me Up when September Ends” - “The Plague”	<ol style="list-style-type: none"> 1. While reading August’s point of view, we get the idea that Via is over protective. How is this perception altered after hearing Via’s point of view. Use evidence to compare and contrast the different views. 2. At the beginning of Via’s section, she claims that her family’s universe orbits around Auggie—the Sun. Use evidence from the sections we’ve read so far to support Via’s claim. 	<p>Students read one fiction and one nonfiction text from the Unit Resource List or other materials related to fitting in, standing out, or bullying. As they read, students take notes and complete the Fiction and Nonfiction Tree Map Activity Sheet.</p>

3	<p><i>Wonder</i> “The Halloween Party” - “Sides”</p>	<ol style="list-style-type: none"> 1. Pretend you are Via. Give Auggie advice on how to handle the situation with Jack Will. 2. Think about the different perspectives you have read about so far. Compare and contrast the different perspectives and how it makes you view the characters and events. You may want to focus on specific events. 3. Jack Will claims that he is okay with being Auggie’s “ex-friend.” Do you believe this? Use evidence from the book as well as your own background knowledge to support your answer. 4. Pretend you are Via and you heard about what Jack Will did to Julian when Julian called August “a freak.” Write a letter from Via to Jack Will. 	<p>Students read one fiction and one nonfiction text from the Unit Resource List or other materials related to fitting in, standing out, or bullying. As they read, students take notes and complete the Fiction and Nonfiction Tree Map Activity Sheet.</p>
4	<p><i>Wonder</i> “August’s House” - “School”</p>	<ol style="list-style-type: none"> 1. Why do you think Jack Will never sat at the table with August and Summer before now? Use evidence from the text to support your answer. 2. Justin says that Via had described August to him on their third date. He points out that she did not use the word “deformed.” Explain why you think that Via did not use the word deformed to describe her brother. 3. In this section you heard about Via’s secret from Auggie’s perspective and from Justin’s. What do you think Via would say about it? Write a journal entry from Via’s point of view about her secret. 	<p>Students read one fiction and one nonfiction text from the Unit Resource List or other materials related to fitting in, standing out, or bullying. As they read, students take notes and complete the Fiction and Nonfiction Tree Map Activity Sheet.</p>

		<p>4. Why do you think that Mom and Via were shocked that Auggie yelled at them and called them “liars?”</p>	
5	<p><i>Wonder</i> “What I Miss Most” -“A Simple Thing”</p>	<p>1. How does Miranda’s perspective affect your opinion of her and Via?</p> <p>2. Auggie says that he doesn’t want to be known for Stars Wars. He has exactly figured out what he wants to be known for. What do you think Auggie should be known for? Think back to earlier events and conversations Auggie has had. Provide support for your answer.</p> <p>3. Why did Amos tell August that “he is one brave little dude?” Use evidence from the story to support your answer.</p> <p>4. Write the chapter entitled “Bear” from Via’s point of view.</p>	None
6	<p><i>Wonder</i> “Awards” - “The Verdict”</p>	<p>1. Pick one of the quotes from Mr. Tushman’s speech and explain how it relates to the events and/or characters of the story.</p>	None
7	<p>Complete <i>Wonder</i></p>	None	<p>Students focus on research to support their opinions and themes developed from the text.</p>

UNIT RESOURCE LIST

While the unit focuses on reading the novel *Wonder*, students engage in analysis of other literature and text. The chart below lists resources and materials used throughout the unit.

Books

Title	Author	Lexile
<i>Wonder</i>	R.J. Palacio	790
<i>The Julian Chapter: A Wonder Story</i>	R.J. Palacio	N/A
<i>Thank You, Mr. Falker</i>	Patricia Palocco	ADL650L
<i>Junkyard Wonders</i>	Patricia Palocco	660
<i>Bully</i>	Patricia Palocco	630
<i>The Hundred Dresses</i>	Eleanor Estes	870
<i>Freak the Mighty</i>	Rodman Philbrick	1000
<i>The Bully Book</i>	Eric Kahn Gale	620
<i>The One and Only Ivan</i>	Katherine Applegate	570
<i>One for the Murphys</i>	Lynda Mullaly Lexile	520
<i>A Bad Case of the Stripes</i> (http://www.storylineonline.net/stripes/story.swf)	David Shannon	540
<i>Firegirl</i>	Tony Abbott	670
<i>Rules</i>	Cynthia Lord	780
<i>Because of Mr. Terupt</i>	Rob Buyea	560
<i>How to Rock Braces and Glasses</i>	Meg Haston	690
<i>Middle School: How I Survived Bullies, Broccoli, and Snake Hill</i>	James Patterson	640
<i>My Secret Bully</i> by Lexile	Trudy Ludwig	N/A
<i>Confessions of a Former Bully</i> by	Trudy Ludwig	810

<i>Bystander</i>	James Preller	HL600
<i>The Bully Book: A Novel</i>	Eric Kahn Gale	620
<i>The Odd Squad: Bully Bait</i>	Michael Fry	500
<i>The Invisible Boy</i>	Trudy Ludwig	680
<i>El Deafo</i>	Cece Bell	N/A
<i>On My Honor</i>	Marion Dane Bauer	N/A

Informational Articles

Title	Author	Link
Demi Lovato Interview	Janice Johnston	http://abcnews.go.com/Entertainment/demi-lovato-interview-teen-star-opens-bulimia-cutting/story?id=13405090
Bullying Stories: A Mom's Perspective	Elijah Wolfson	http://www.healthline.com/health/bullying-stories-moms-perspective#1
Cyberbullying: Confronting the Modern Face of Bullying	Elijah Wolfson	http://www.healthline.com/health/cyberbullying#Overview1
Don't Just Stand By	Scholastic News	http://sni.scholastic.com/SN5/01_07_13_SN5
Demi Lovato's 'Skyscraper' Video Is Symbolic	April Chieffo	http://thecelebritycafe.com/feature/demi-lovatos-skyscraper-video-symbolic-her-triumph-over-personal-demons-07-14-2011
Stopping School Bullying with Orange T-Shirts	Chicago Tribune	https://newsela.com/articles/schools-bullying/id/1163/

Videos and Songs

Title	Artist	Link
X-Factor	Jillian Jensen	http://www.youtube.com/watch?NR=1&feature=endscreen&v=BmUL72dIbTA
Mean	Taylor Swift	https://www.youtube.com/watch?v=4w77UU142Do
Skyscraper	Demi Lovato	http://www.youtube.com/watch?v=r_8ydghbGSg
Stomping Out Hate	Demi Lovato	http://www.youtube.com/watch?v=2bJrmm3FX4I
Who Says	Selena Gomez	https://www.youtube.com/watch?v=7C6jG2ZLSq4
Beautiful	Christina Aguilera	https://www.youtube.com/watch?v=kX7XMwBVZ6c
Don't Laugh at Me	Mark Wills	https://www.youtube.com/watch?v=Mv9fN0-062k
This Song Saved My Life	Simple Plan	http://www.youtube.com/watch?v=sSi4D3NpZg http://www.youtube.com/watch?v=NGLeKn7vYw0

WONDER NOVEL STUDY: WEEK ONE

Reading: During week one, students read “Ordinary” – “Padawan” in *Wonder* and respond to the **Journal Prompts**. Students also read one fiction and one nonfiction book this week dealing with bullying. Students complete **Fiction and Nonfiction Tree Maps**, and add notes about fitting in and standing out to their interactive journals.

Day One	Day Two	Day Three	Day Four	Day Five
<p>Introduction of Unit</p> <p>Essential Question: Is it better to fit in or stand out?</p> <p>Lesson: Introduce unit, and discuss the essential question. Additionally, deconstruct the vocabulary <i>fit in</i> and <i>stand out</i>. Explain the culminating activity (documentary), and introduce some of the literature used throughout the unit.</p> <p>Assignment: Each student completes the “before unit” section of the Unit Anticipation Guide Activity Sheet</p>	<p>Perception and Point of View</p> <p>Essential Question: How does point of view influence a character’s description of an event?</p> <p>Lesson: <i>Perceptions and Point of View</i> found in</p> <p>Additional Daily Lesson Plans</p>	<p>Finish any assignments from <i>Perceptions and Point of View</i> lesson.</p> <p>Reading Groups: In groups, students complete a close read of <i>Stopping Bullying with Orange T-shirts</i>. After the first read, students state what the text is about in a complete sentence. After the second read, students identify the purpose of each section of the article. After the third read, students discuss whether the ideas in the article can be used to prevent bullying in their own school or classroom</p>	<p>Students work on independent reading assignments while teacher conferences with students as needed.</p> <p>Assignment: Finish reading and prepare for possible Wonder Quiz</p>	<p>Students continue working on independent reading.</p> <p>Reading Groups: In the same groups from Day 3, students respond to the following question: “One critique of the program discussed in this week’s article is that a reward system for not bullying is flawed. Using evidence from <i>Wonder</i>, support the opinion ‘A reward system like the one discussed in the article is not a good idea.’”</p> <p>Possible Wonder Quiz</p>

WONDER NOVEL STUDY: WEEK TWO

Reading: During week two, students read “Wake Me Up When September Ends” – “The Plague” in *Wonder* and respond to the **Journal Prompts**. Students also read one fiction and one nonfiction book this week dealing with bullying. Students complete **Fiction and Nonfiction Tree Maps**, and add notes about fitting in and standing out to their interactive journals.

Day Six	Day Seven	Day Eight	Day Nine	Day Ten
<p>Essential Question: What are the elements of a narrative?</p> <p>Lesson: Complete objectives 1 – 5 in <i>Story Elements Under Cover</i> found in Additional Daily Lesson Plans</p>	<p>Students work on independent reading assignments, and teacher conferences with students as needed.</p> <p>Reading Groups: Choose a <i>poem</i> for students to perform a close read on in their reading groups. On the first read, students identify the point of view, and summarize the main point of the poem. On the second read, students identify any visual structures or figurative language and their significance to the poem. On the third read, students answer the question: “How does the message of the poem add to your understanding of the topic? Explain.”</p>	<p>Essential Question: What are the elements of a narrative?</p> <p>Lesson: Complete objectives 6 – 10 in <i>Story Elements Under Cover</i> found in Additional Daily Lesson Plans</p>	<p>Finish drafts from previous lesson and work on independent reading assignments. Teacher conferences with students as needed.</p> <p>Reading Groups: Choose another <i>poem</i> for students to perform a close reading. Make sure each group has a poem from a different point of view.</p> <p>Assignment: Prepare for possible <i>Wonder Quiz</i></p>	<p>Students work on independent reading assignments, and teacher conferences with students as needed.</p> <p>Possible <i>Wonder Quiz</i></p> <p>Reading Groups: Students compare and contrast the poems from Day Seven and Day Nine using evidence from the text to support their analysis.</p>

WONDER NOVEL STUDY: WEEK THREE

Reading: During week three, students read “The Halloween Party” – “Sides” *Wonder* and respond to the **Journal Prompts**. Students also read one fiction and one nonfiction book this week dealing with bullying. Students complete **Fiction and Nonfiction Tree Maps**, and add notes about fitting in and standing out to their interactive journals.

Day Eleven	Day Twelve	Day Thirteen	Day Fourteen	Day Fifteen
<p>Essential Question: What is the difference between explicit and implicit details? How do you use the details to gain information?</p> <p>Lesson: <i>Explicit vs. Implicit</i> found in Additional Daily Lesson Plans</p>	<p>Students finish any incomplete assignments from previous lesson. Students work on independent reading assignments, and teacher conferences with students as needed.</p> <p>Reading Groups: Give each group a different song and set of lyrics to analyze using the Lyric Analysis Activity Sheet. Each group then creates a poster that identifies the point of view and message of the song as well as an illustration that represents the song. This activity may take more than one day.</p>	<p>Essential Question: How do authors build characters? What clues do readers look for to draw inferences about characters?</p> <p>Lesson: <i>Building Characters</i> found in Additional Daily Lesson Plans and Character Building Activity Sheet.</p>	<p>Students finish any incomplete assignments from the previous lesson. Students work on independent reading assignments, and teacher conferences with students as needed.</p> <p>Reading Groups: Continue song analysis assignment if needed.</p> <p>Assignment: Prepare for possible Wonder Quiz</p>	<p>Essential Question: What are the different types of figurative language?</p> <p>Lesson: Complete objectives 1 – 2 in <i>Figurative Language</i> found in Additional Daily Lesson Plans</p> <p>Students continue to work on independent reading assignments, and teacher conferences with students as needed.</p> <p>Possible Wonder Quiz</p>

WONDER NOVEL STUDY: WEEK FOUR

Reading: During week four, students read “August’s House” – “School” in *Wonder* and respond to the **Journal Prompts**. Students also read one fiction and one nonfiction book this week dealing with bullying. Students complete **Fiction and Nonfiction Tree Maps**, and add notes about fitting in and standing out to their interactive journals.

Day Sixteen	Day Seventeen	Day Eighteen	Day Nineteen	Day Twenty
<p>Essential Question: What is setting? How do authors incorporate setting into their narratives?</p> <p>Lesson: <i>Finding Setting</i> found in Additional Daily Lesson Plans</p>	<p>Students finish any incomplete assignments from previous lesson. Students work on independent reading assignments, and teacher conferences with students as needed.</p> <p>Reading Groups: Pick one of the bullying articles from the Unit Resource List. Students read the article once, and respond by writing notes in the left margin. Students read the article a second time from the point of view of someone who might be interested in reading the article (a parent, a teacher, etc). While reading, students make additional notes in the right margin. The group then discusses the article from their “new” point of view.</p>	<p>Essential Question: How do I summarize the plot of a story?</p> <p>Lesson: <i>Plot with Opie</i> found in Additional Daily Lesson Plans</p> <p>Students finish any incomplete assignments from the previous lesson. Students work on independent reading assignments, and teacher conferences with students as needed.</p>	<p>Essential Question: How do I use the conflict and the resolution to determine the theme?</p> <p>Lesson: <i>Uncovering the Lesson: Theme</i> found in Additional Daily Lesson Plans</p> <p>Reading Groups: If time permits, finish reading group assignment from Day Seventeen.</p> <p>Assignment: Prepare for possible Wonder Quiz</p>	<p>Students finish any incomplete assignments from the previous lesson. Students work on independent reading assignments, and teacher conferences with students as needed.</p> <p>Possible Wonder Quiz</p>

WONDER NOVEL STUDY: WEEK FIVE

Reading: During week five, students read “What I Miss Most” – “A Simple Thing” in *Wonder* and respond to the **Journal Prompts**.

Day Twenty One	Day Twenty Two	Day Twenty Three	Day Twenty Four	Day Twenty Five
<p>Essential Question: How do I use Signposts to better understand the narratives I read?</p> <p>Lesson: Complete objectives 1 – 2b in <i>Analyzing with Signposts</i> found in Additional Daily Lesson Plans</p>	<p>Essential Question: How do I use Signposts to better understand the narratives I read?</p> <p>Lesson: Complete objectives 2c – 2d in <i>Analyzing with Signposts</i> found in Additional Daily Lesson Plans</p> <p>Reading Groups: Students pick a book from the Unit Resource List. Students complete the readings in class. Then, students complete the Literature Circle Activity Sheet.</p>	<p>Essential Question: How do I use Signposts to better understand the narratives I read?</p> <p>Lesson: Complete objectives 2e – 4 in <i>Analyzing with Signposts</i> found in Additional Daily Lesson Plans</p>	<p>Essential Question: How are tone and mood related?</p> <p>Lesson: Complete objectives 1 – 2 in <i>Tone and Mood</i> found in Additional Daily Lesson Plans</p> <p>Reading Groups: Continue independent reading and literature circles.</p> <p>Assignment: Prepare for possible Wonder Quiz</p>	<p>Essential Question: How are tone and mood related?</p> <p>Lesson: Complete objective 3 in <i>Tone and Mood</i> found in Additional Daily Lesson Plans</p> <p>Possible Wonder Quiz</p>

WONDER NOVEL STUDY: WEEK SIX

Reading: During week six, students read “Awards” – “The Verdict” in *Wonder* and respond to the **Journal Prompts**.

Day Twenty Six	Day Twenty Seven	Day Twenty Eight	Day Twenty Nine	Day Twenty Thirty
<p>Essential Question: How do writers create a picture in the reader’s mind?</p> <p>Lesson: <i>Show Don’t Tell</i> found in Additional Daily Lesson Plans</p>	<p>Essential Question: How do I use my senses to create a picture in the reader’s mind?</p> <p>Lesson: <i>SCARS</i> found in Additional Daily Lesson Plans (adapted from a presentation by the Alisa Daniel National Writing Project)</p>	<p>Students finish essay draft from previous lesson, and teacher begins to conference with each student on their draft.</p> <p>Reading Groups: Continue independent reading and literature circles.</p>	<p>Students revise and edit their writing. Teacher continues to conference with each student.</p> <p>Reading Groups: Continue independent reading and literature circles.</p> <p>Assignment: Prepare for possible Wonder Quiz</p>	<p>Students complete their writing assignment.</p> <p>Reading Groups: Continue independent reading and literature circles.</p> <p>Possible Wonder Quiz</p>

WONDER NOVEL STUDY: WEEK SEVEN

Reading: During week seven, students finish *Wonder* and focus on finding research to support their opinions and themes developed from the text.

Day Thirty One	Day Thirty Two	Day Thirty Three	Day Thirty Four	Day Thirty Five
<p>Essential Question: How do writers use figurative language to develop their ideas?</p> <p>Lesson: Complete objectives 3 – 5 in <i>Figurative Language</i> found in Additional Daily Lesson Plans</p> <p>Reading Groups: Continue independent reading and literature circles.</p>	<p>Essential Question: How do I find details to support my opinion?</p> <p>Lesson: Complete objectives 1 – 5 in <i>Planning: Writing</i> found in Additional Daily Lesson Plans</p> <p>Review Culminating Activity Description</p>	<p>Essential Question: How do I find details to support my opinion?</p> <p>Lesson: Complete objective 6 in <i>Planning: Writing</i> found in Additional Daily Lesson Plans</p>	<p>Students continue prewriting and conferencing with the teacher. Students will need ample reading time in order to find support for their writing.</p>	<p>Essential Question: How do I find details to support my opinion?</p> <p>Lesson: Complete <i>Planning: Documentaries</i> found in Additional Daily Lesson Plans and Documentary Reference Sheet</p> <p>Students continue prewriting and conferencing with the teacher. Students will need ample reading time in order to find support for their writing.</p>

WONDER NOVEL STUDY: WEEK EIGHT

Day Thirty Six	Day Thirty Seven	Day Thirty Eight	Day Thirty Nine	Day Forty
<p>Essential Question: Is it better to fit in or stand out?</p> <p>Assignment: Students begin documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>

WONDER NOVEL STUDY: WEEK NINE

Day Forty One	Day Forty Two	Day Forty Three	Day Forty Four	Day Forty Five
<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students work on documentaries, final papers, and independent reading for research. Teacher conferences with students and groups throughout.</p>	<p>Students present documentaries and turn in papers!</p> <p>Use Performance Task Checklist to guide review</p>