

Cassandra Gildert

Class: ELE 521 Teaching Reading and Writing

Date: October 21, 2014

Lesson Focus or Topic: Comprehension/Writing for the book, *Wonder*, by R. J. Palacio

Grade Level: 5

Massachusetts Curriculum Framework for English Language Arts and Literacy

Reading Standards for Literature Pre-K-5

- CCSS.ELA-Literacy.R.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.R.5.6 -Describe how a narrator's or speaker's point of view influences how events are described.

Writing Standards Pre-K-5

- CCSS.ELA-Literacy.W.5.4-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

Speaking and Listening Standards Pre-K-5

- CCSS.ELA-Literacy.SL.5.1a -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA-Literacy.SL.5.1c-Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Lesson Objectives

Students will be able to connect a story to their own lives.

Students will recall parts of a story.

Students will choose words from the selection that had meaning for them.

Students will review the importance of characters in a story.

Instructional Procedures (Methodology)

Introduction:

For the previous night's homework, the students were asked to read the last eight pages of *Wonder*. They were expected to take down quotes and important words they found in the story. They could also draw pictures or use diagrams in their notes to help them remember parts of the story. I will explain that we will first discuss thoughts on the selection. We will then move on to the parts of the story the students picked out or thought were the most memorable or important. We will have small group discussions and then come together as a

class. We will also have a special in-class reading assignment and the class will end with a writing assignment on *Wonder*.

Sequence of Events and Instructions to Be Given and Questions asked:

- I will begin by asking for initial reactions and opinions on the ending. We will have a class discussion about these last few chapters. I will ask, what did you like or what didn't you like about the ending? What was your favorite part of the last few chapters? What was important about these chapters? Why was Auggie a "wonder?" The students will think about the questions and form responses.
- Next, the students will be divided into groups. They can find an area of the classroom to have smaller group discussions. They will present their favorite quotes from the reading that they have prepared. Why did you choose this quote? What does it mean to you? They can also choose to discuss their favorite words or vocabulary they found interesting. For example, how do you define the word courage? They will discuss the importance and meaning of the words and quotes. They can share pictures to help articulate their ideas. I will go around to each group to see how they are doing. They will then present their thoughts to the class.
- Since this is the end of the story, we will discuss how story elements played a role in the story. For example, how would it have been different if the story was told from only Auggie's point of view? What if it had taken place in a different time period? What if there was no Via or no Jack?
- I will show students an article about a real person who has a disease similar to Auggie's disease. We will read the article and I will ask for reactions. Do you think it is fair for people to treat other human beings negatively because of a disease, disability or something else that makes them different? How would you react if you saw someone like this little boy now that you've read *Wonder*?

Conclusion

- The students have now read the entire story and are familiar with the events. They also have more knowledge now than they did previously. I will ask students how the story may have changed them. What do you think was the theme of the story? What will you remember about this story? Have any of their viewpoints changed? Have their attitudes changed? Do they look at the world differently now? Do you ever wish we could all wear masks to get to know one another, like Auggie did?

Materials/Equipment Needed:

Wonder, by R.J. Palacio

Paper

Article, *He's Not Scary, He's a Little Boy*,

<http://jamesonsjourney.wordpress.com/2014/09/19/hes-not-scary-hes-a-little-boy/>

Assessment

- At the end of class, I will explain to the students that they have a very important homework assignment. They will reflect on the story. They will then write another chapter of *Wonder*. This chapter will include what they think happens next to the story. It can be told from any character's point of view. Students can be creative and write about what might happen next. They can include illustrations as well if they choose to. The writing will reflect what they have learned about the story. They can spend the rest of class working on the assignment.