Jenna Kornack

July 26, 2016

**Lesson Template**

|  |  |
| --- | --- |
| **Title and Author: Wonder by RJ Palacio, Part One by Auggie (Chapter 1-2)** | |
| **Grade: 6th Grade** | |
| **Reading Level: 5th Grade** | **Lexile Level: 880** |
| **Key Understanding**:  Understanding and accepting differences between yourself and other classmates. Grasping that even if someone is different than you that doesn’t make you better than them and they still could be a great friend to have no matter what their difference is! | |
| **Suggested number of days: 3**  **Common Core ELA Standards: Fifth Grade**  [CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/)  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY.RL.6.4](http://www.corestandards.org/ELA-Literacy/RL/6/4/)  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  [CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| **IEP Goals lesson addresses**  The student will demonstrate comprehension of the two chapters by verbally answering questions related directly to the read aloud. The student will accurately answer 4/6 comprehension questions. | |

**Baselines**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Vocabulary** | **Story Grammar/Comprehension** | **Written Language** |
| Jesse | 2/5 | Recall major events, name key characters, identify message. | Write a fake diary entry as Auggie after his first day of public school. |

**Materials:**

|  |
| --- |
| Book  KWL  Video clip “You can’t blend in when you were born to stand out”  Vocab Sheet |

|  |
| --- |
| **Before Reading** |
| **Cultural Supports, Building Background**  Student will view the “You can’t blend in when you were born to stand out video”.   * This explains why the main character feels different than his peers * This video allows the students to see/begin to see from Auggies view how he is looked at on a daily basis. * I will have the student share what they think the book is all about? Does the student have any predictions, does the student have any questions? The student will fill out a KWL chart with the teacher. * The teacher will then read the book summary on the back of the book to the student and they will add to the KWL chart. |
| **Connecting Activity: (Questions, Conversation about topic):**  \*\*\* Conversations will be geared towards the key understanding of the book and discussed orally (practicing language) \*\*\*  Questions: Bullying   1. Have you ever witnessed bullying? If so, how do you think it made the person feel? 2. Do you think bullying would affect a student’s academics?   Questions: Acceptance   1. Do you accept peers that are different than you? Why should you? 2. If someone looks different than you, does that mean they would be a bad friend to have?   Question: New things   1. How do you think it would feel to go to a new school? |
| **Genre Set-Up, Bridging Conversation, Think-Aloud, Setting Purpose**  **Book Genre:** Wonder is realistic fiction🡪 Question for student: Can you explain to me what realistic fiction is? If you don’t know that is okay? (explain if doesn’t know).  **Bridging conversations**: I will explain to the student that throughout the reading will be discussing acceptance of other that are different than us, what bullying looks and feels like, and having changes in your life (new school).  **Think-Aloud**: I will ask the student to think about a time he was upset by something a classmate did or said to him….I will think aloud a time that I felt upset by something a classmate did to me. I will then instruct the student to do the same. “I want you to think about a time this had happened to you? How did you feel when this happened, and what did you do in the situation? Please share your answer aloud”  **Setting Purpose:** After learning about the book Wonder, why would you think this book is read by students your age? Are there themes that you think are important for students your age in school to learn about? |

**Vocabulary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Contextualize Word**  ***In the story…..*** | **Definition**  **( kid friendly)** | **Example beyond story** | **Bridge to story**  *Picture* |
| Mystery | “I’m little for my age, and I have some other medical **mysteries** that doctors never really figured out” (pg. 4) | Something that is not known | Detectives work hard to try to solve mysteries because they want to figure out what is unknown. | ../Desktop/Unknown.jpeg |
| Ordinary | “I know I’m not an **ordinary** ten-year-old kid” (pg. 3) | Normal or usual | Ordinary is like something you see every day, it fits right in. | ../Desktop/ordinary-people.jpg |
| Couple | “I probably won’t have to have any for a **couple** more years” (pg. 4) | Two or a few of something | I need a couple more minutes before we can leave.  That couple over there is holding hands. | ../Desktop/DBBdaxZW0AAhiw4.jpg |
| Illustrator | “She used to be a children’s illustrator” (Pg. 4) | Provide a book, newspaper, etc. with pictures | Illustrators help bring books to life by drawing pictures of what is happening. | ../Desktop/images.jpeg |
| Petrified | Since I have never been to real school before, I am pretty much completely and totally petrified. (Pg. 4) | Very afraid or frightened of something. | Being petrified is a feeling of complete fear. For example, I am petrified of heights. I am so afraid of it, I am petrified. | ../Desktop/Unknown-1.jpeg |

**Comprehension Strategy**

**Before Reading**

|  |  |  |
| --- | --- | --- |
| **Make a connection** |  | **Prediction** |
|  |  | **Questioning** |
|  | **Visualize** |  |

|  |  |
| --- | --- |
| Comprehension Strategy | Language ( What you say to support, teach the comprehension strategy) |
| * Visualize * Questioning * Make a connection | * Student will watch the video “You can’t blend in when you were born to stand out” * After completing the video, I will ask as a follow up question” “How do you think it felt for that boy walking around getting those looks from people? Why do you think he puts a helmet on at the end of the video? * I will ask the student if he’s ever felt different than his peers. I will ask how he thinks it would feel to be in the boy’s shoes from the video and getting those looks.   Student and teacher will go through the vocabulary words prior to reading- they will be provided with a matching vocabulary sheet where they draw a line from the correct vocabulary word to the correct definition and picture. The teacher will use the vocabulary chart above to guide this sheet. |

**During Reading**

|  |  |  |
| --- | --- | --- |
| **Make a connection** |  | **Prediction** |
|  | **Prior Knowledge** | **Questioning** |
| **Identify Important Information** |  |  |

|  |  |  |
| --- | --- | --- |
| **Page #** | **Comprehension or Vocabulary** | **Language you will use to teach, focus or probe for understanding** |
| 3 | Comprehension | “Since we were introduced to Auggie’s and his daily life of people being afraid of how he looks/making fun of him for it, do you think he gets nervous every time he leaves his house that someone will be mean to him? He talks about kids running away screaming or people making rude comments about him.  How would you feel if this was you? |
| 3 | Vocabulary | There is a word in this chapter that we are going to be seeing a lot throughout the book. The word ordinary comes up in the first sentence and many times after that on the first page. Now that we just read that first page, do you think you can tell me what you think the word ordinary as Auggie is describing it? You can look back at your vocabulary sheet if you need to. |
| 4 | Vocabulary | Another one of the vocabulary words that I want to stop and talk about again is petrified. We just heard Auggie use it in a sentence. How did he use it? What was he describing? You can look back at your vocabulary sheet if you need to.  (petrified of school)  Have you ever been petrified of school before? |
| 5 | Comprehension | This is the end of the chapter. Auggie is discussing friendships.  Can you explain why it may be hard for Auggie to fit in and build strong friendships? Why do you think he may have a harder time than other kids?  Do you think it is fair that Auggie is left out or has a harder time making friends just because he looks different? |

**After Reading**

**Comprehension Questions**

|  |  |
| --- | --- |
| **Bloom Taxonomy**  **Question Type** | **Question:** |
| **Knowledge** | Without looking at your vocabulary sheet, can you tell me what petrified means and give me an example of it? |
| **Comprehension** | Why does Auggie not fit into the ordinary world? |
| **Application** | Would you stand up for Auggie if you saw this happening in your school? |
| **Analysis** | Why do you think Auggie is petrified to go to school? |
| **Synthesis** | Explain what you think would happen if Auggie went to a new school but looked ordinary.  Explain what you think is going to happen. |
| **Evaluation** | Why do you think Zachary and Alex don’t hang out with Auggie as much as they used to? |

|  |
| --- |
| **Culminating Writing Task** |
| Teacher directions and activities to prepare students for writing: Think about everything we learned from the book Wonder so far. Take a moment to reflect in your mind on how life is for Auggie. What makes him different and what he has to go through every day. Think about bullying, acceptance, changes. Think about what it is to be ordinary or petrified.  The teacher will instruct the student to put himself in Auggie’s shoes for that first day of school (using imagination since we didn’t get to that part of the book yet). The teacher will prompt the student by telling them to **visualize** what are the things you would see as Auggie on that first day, what are some things people said to you, what kinds of looks did you get, did you make any friends, did you have a good or bad day.  The teacher is really trying to get the student to **connect** with the text and see the key understanding of why acceptance of people that are different is so important. Seeing bullying from the other’s prospective can be extremely powerful. |
| Prompt: The student will be asked to write a diary entry being Auggie after his first day of public school. The student will have to write at least six sentences describing his first day in public school. |
| Scoring notes or Sample response:  The student did a great job connecting with Auggie and putting himself in his shoes. He was able to touch on all the areas of the first day of school that he thought would’ve been tough for Auggie like the bus, knowing where to sit at lunch or walking the halls and getting scared looks. His diary entry flowed relatively well and he used the vocabulary terms ordinary and petrified in his writing which was awesome. |

|  |  |
| --- | --- |
| **Differentiation Options (modify by content, process, and/or final product)** | |
| English Language Learners (ELL) | Student was not ELL. Supports that were used that could benefit an ELL learner   * Visual supports for vocabulary terms * Think Alouds, examples, vocabulary chart * Small number of pages- not overwhelming. |
| Language learner disabilities | * Video for before reading strategy * Review the vocabulary prior to reading so they know what it means when it comes up in the story. * Orally discuss to practice language skills |