

Tracking Perspective / Point of View

Lesson Plans for 10 Book Club Meetings

The following preview shows all of the Book Club Meetings for Wonder by R.J. Palacio

4 Part Lesson Plans

Book Club
Wonder
By: R.J. Palacio
Grade Level: 5 / Guided Reading Level: U

Check-in: Pgs. 82 - 89

A Note About the Discussion Questions and Vocabulary
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer. You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Pages 82-99 Discussion Questions:

- Whom whose perspective is Part 2 of the book written?
- Describe how Via uses the sun and the planets to describe their family.
- How does Via think her family should treat Auggie?

Pages 82-99 New Vocabulary:

- Fashionista (pg. 84) – a person who designs, sells, or is very interested in clothing fashions
- Disproportionately (pg. 88) – too large or too small in relation to something
- Catastrophe (pg. 89) – a terrible disaster
- Inclausibly (pg. 97) – doing something in an extremely accurate and exact way

Review next meeting date to discuss remaining pages in Part 2 (pgs. 90 - 132)

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Understanding Point of View Based on Character Actions

Meeting #2 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Part 1 – AUGGIE (7-10 minutes)

Draw students' attention to page 39: "although I didn't look at him directly, I could tell Henry did not want to move next to me, just by the way he dragged his backpack on the floor when he came over, like he was moving in slow motion. Then he plopped his backpack up really high on the right side of the desk so it was kind of like a wall between his desk and mine."

- What is August feeling in this passage? What is his point of view about Henry? What do you think Henry's point of view on the situation might be?

Model How to Understand Point of View Based on Character Actions

- Return to Perspective chart: add new information to the perspective Auggie has regarding school and Jack. Underline to indicate the change and where it occurred.

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Understanding Point of View Based on Dialogue

Meeting #3 Continued

- What does this tell you about Via's perspective on Miranda's friendship? How is it different from what she says and does?

Sample Notebook Entry

Wonder Part 1	Auggie	Mom / Dad	Miranda
<ul style="list-style-type: none"> The sun Have trouble reading him Embarrassed to have high school friends know about him 	<ul style="list-style-type: none"> Knowless assistant Auggie Don't complain Mostly when people look at him Don't understand why people do that Need someone Can't be girly Want to be like Dad Don't know how to be girly Want to be like Mom 	<ul style="list-style-type: none"> Planned to have Auggie Not here for Via Expected her to be independent Wanted to go to independent Wanted to go to independent Wanted to go to independent Wanted to go to independent 	<ul style="list-style-type: none"> Used to be best friends Wanted to be Auggie Thought her cultural heritage Has changed Wants to be like Mom Wants to be like Mom Wants to be like Mom

Model How to Track Point of View Based on Dialogue

- Model tracking Via's perspective in the Perspective Chart by creating a new page with Via's name at the top and her view of Auggie, Mom and Dad, and Miranda.

Take Time to Reflect (2 minutes)

- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).

Wrap Up the Book Club Meeting

- Assign students to independently read Part 3, pages 119-132.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Remind students that they are responsible for the following:
 - Keeping track of perspective.
 - Responding to Part 3 using the Reading Response Board.

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Sample Notebook Entry on How to Track Point of View

Scheduling and Reader Responsibility

Reflection and Self-Evaluation

Introduce Tracking Point of View

Point of View Based on Dialogue

Examining Empathy Based on Evidence

Making Inferences to Understand Point of View

Considering R.J. Palacio's Perspective

Point of View Based on Character Actions

Examining Empathy Based on Point of View

Examining Conflict Through the Lens of Perspective

Connecting Point of View to the Author's Message

Connection Between the Author's Writing Style and Point of View

10 Tracking Perspective / Point of View Lesson Plans