

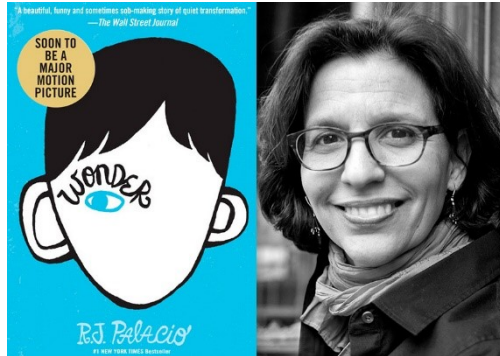


Book title

Wonder

Author

R. J. Palacio



Bibliographic information

Publisher: [Fokus komunikacije](#)

03/2016.

324 str., Soft cover

ISBN 9789533490090

Translated from English: Tamara Kunić

Links (adaptations, reviews, full texts etc.)

- <http://www.bibliovca.com/2014/10/13/cudo-by-r-j-palacio-recenzija/>
- <http://www.najboljeknjige.com/content/knjiga.aspx?BookID=6188&tab=2>
- <https://citajknjigu.com/cudo-r-j-palacio/>
- <https://arteist.hr/chboskyjevo-cudo-poziva-na-empatiju-i-slavi-razlicitosti/>
- www.youtube.com/watch?v=EsUKB4fh9fM trailer
- <http://www.moj-film.hr/film/glumci/cudo/>
- <http://zagrebfilm.hr/film/tolerancija/>
- <https://meduza.carnet.hr/index.php/media/videos?pack=353>
- https://hrcak.srce.hr/index.php?id_clanak_jezik=181285&show=clanak

Theme

Auggie Pulman is a ten year old boy who lives with his parents and older sister in New



York. He was born with a face deformity and was homeschooled his first four years due to various health issues. Soon, he will start the fifth year of school in Beecher and it will be his first time to be surrounded by kids his own age.

Short summary

There are books we read that we just forget the moment we are done with, and then, there are books which make us think even after we are done with them, well, *Wonder* is one of these books. Written by Raquel Jaramillo, under pseudonym R. J. Palacio.

This is a book about August Pullman, whose nickname is Auggie. He is a ten year old boy, who suffers from atypical problems. It's not about normal girl problems, fights with parents, or school.. However, Auggie is starting school! Although he is ten years old, he spent half his life having operations due to his face deformity. He was homeschooled and lived under the rock.

Although Auggie is smart, heart touching and funny, the first thing people notice is his face, which he describes quiet openly and brutally. Due to the unavoidable reactions, as well as bullying, his parents wanted to protect him, which is the reason he was homeschooled. Fifth grade however, is the breaking point and Auggie is hesitating to go to a real school.

You can just imagine what happens next – from pity to bullying, and acceptance and rejection. The fifth grade for Auggie is becoming a real life lesson, where he learns to fight for himself. Facing up to his peers and professors, who all have different reactions to his face, and Auggie finally starts to accept who he is. Not only is it helping him, but he is giving a lifelong lesson to others too.

(From www.najboljeknjige.com)

Why is the story appropriate for the targeted groups of RSP readers?

It teaches us to accept who we are

- How to overcome fear from the unknown
- It teaches us how to understand and accept differences: there is no easy way, we just need to act normal



- It raises up awareness that people don't see what is important in certain situations, example: don't judge a book by its cover, it is important what is beneath the surface.

What are the distinguished readers interests reflected by this book/story?

The book answers a lot of questions, even though Auggie is different, he faces problems like his peers do. Why do I have to go to school? How to know who is a real friend? Am I the only one who has problems with their siblings? Am I accepted in the family and society? Why me?

Why is this story motivational for the pupils?

The students can identify their own problems, and find answers to them by trying to find their identity and answering to the questions, Who am I? Who am I in comparison to others?

Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?

Multicultural context is visible in the story of Auggie because the novels setting is in New York, a multicultural environment, a city full of different cultures, race, religion, points of view (political and social), which is visible in Auggies commute from home to school and surrounding.

Is there a principle of inclusion reflected in this book/story and does it promotes understanding of cultural diversities and heritage?

The principle of inclusions is the leitmotif of this novel. Although the novel brings up many themes, the main theme shows a boy with difficulties in attending a normal school. It promotes understanding differences between people and the cultural differences which are visible in representing the characters that surround Auggie. His peers from class and school and their parents, professors, principle, neighbors who live differently, are raised differently, view the world differently and completely have different values in life.



METHODOLOGY

Title of Activity

1st class: narrating in first person, R.L. Palacio, Miracle

2nd class: World in rainbow colors: same but different

Description of educational activity

Duration: 2 x 45 minutes

Student age: 15

Student Class organization: group work, individual work, frontal work

Lesson goal:

- Encourage students to express their own literary work experience: how and to what extent does literary work influence the design of one's own attitudes and values
- to perceive the ethical level of literary work
- to perceive the purpose of the literary work: to stimulate feelings, empathy and human responsibility
- repeat the role of narrator in 1st person
- Identify the ethical characterization of the character
- encourage reading of a full literary work
- Apply appropriate learning strategies
- to develop peer relations

Support materials:

- Internet - video clips, movie (trailer, animated film Tolerance)
- Notes during reading
- The book cover Wonedr

Highlight:

- My Name Is August Paragraph

Activities:



looking at illustrations, focused conversation, reading with understanding, interpreting less well-known words and discussing the text, watching video clips and animated film
Tolerance

I. Activities before reading

- serve as a preparation for reading the paragraphs and motivates for reading the whole comprehension, remembering of their own situations that will serve for better understanding of the character and identifying with the image, and to see how different we are in the same situation
1. Conversation:
Get back to the moment you first went to school and the feelings you had. What were you happy / excited about? What did you fear? What did you want / wish for? Active listening, comparing experiences and detecting differences.
Comparison with going in the first grade of high school.
 2. The students look at the cover of the book Wonder (Illustration). They try to discover the theme of the novel before reading, based on an illustration: making an opinion, comparing it with the observations of other students. According to the illustration and possible subject, a different title is proposed for the novel.

II. Activity during reading.

- Common reading of the fragment.
- The text is given to the students: My name is August in which:
 - a) Gather less familiar words or expressions
 - b) Separate the sentence you would like to discuss in the classroom after reading the text.

III. Activities after reading.

- a) Interpretation of less known words or expressions, such as absolutely terrified.
- b) Students read the sentence that encourages them to think and would like to discuss in class, for example

Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.

Or

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all.



The sentences written on the pieces of paper are inserted into a box from which they will pull out two sentences that will serve them for the next class of oral expression (discussion on the subject).

- c) Discuss about what you read: What make Auggie normal and not normal ten year old kid? , what makes him feel stranger and fear (identification)? Recognizing the narrator in the 1st person (the role of such narrative), the use of contrast in the characterization of the character.
- d) Working in groups: In the text, Augie presents himself. The task is to in pairs introduce each other as they have never met before. They share to the class the things they remember about their pair.
- e) State which words would Auggie encourage himself with before he entered school and which words would discourage him.
Propose solutions to the actual situations in which you felt personally rejected as Augie, ridiculed, differently, unaccepted (if the students wanted to share.)
- f) Watching the animated film Tolerance, talking about the theme of the movie, Comparison, and connection to what is read.

For the end of the 2h movie, watch the trailer Wonder.

Evaluation and Assessment Method:

Role of Teacher - Provides feedback during the activity and upon completion of each activity. Encourages students to ask questions.

Students are assessed on the basis of their abilities:

observing and evaluating students during certain activities in which they have been particularly prominent; reading comprehension, selecting sentences from the discussion on the default topic, etc.

The Impact of Activity on Reading RSP:

By Comparing a Breakdown of the Novel Wonder and animated Film Tolerance, students recognize the problem of disadvantaged students and all people who are different, it stimulates thinking about the problem, seeks solutions and encourages to think about themselves: Who I am and how I behave in similar situations ?

Connection to curriculum



PROJECT No - 2016-1-HR01-KA201-022159
Handbook for reluctant, struggling and poor readers

Funded by the
Erasmus+ Programme
of the European Union



Class: 1.

Curriculum:

Literature - narrator in 1st person, character and novel characterization

Knowledge:

- literary terms: narrative type, ethical characterization of the character
- the role of narrator in 1st person in the development of the plot development
- details on the inclusion of children with disabilities in regular schools in the Republic of Croatia

Skills:

- reading comprehension, noting the important information's
- detecting and solving problems
- time management in task solving
- applying an appropriate learning strategy

Competence:

- IT competencies
- communication competence
- social competence: to develop student relations

Bibliographic reference to be used during the activity

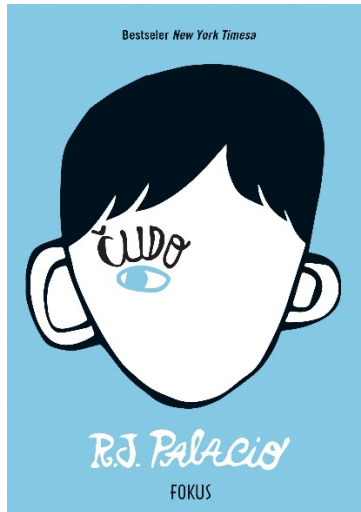
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In addition to the novel *Wonder*, which describes Auggie's experiences in the fifth grade of Beecher School, the writer R. J. Palacio also wrote the novel *Auggie and I* - three miraculous stories in which we learn more about his class colleagues. By the novel *Wonder*, a film was created with the same name.

Short description of digital sources (applications, games, webpages, FB pages etc.)

The students watch the animated film *Tolerance*

<https://meduza.carnet.hr/index.php/media/videos?pack=353>
and the official movie trailer *Wonder*
www.youtube.com/watch?v=EsUKB4fh9fM trailer

Results

Expected outcomes:

Students will be able to:

- express their own literary text experience: how and to what extent literary text influences the formation of one's own attitudes and values
- perceive the ethical level of literary text
- recognize the purpose of the literary text: empowering emotions, empathy and human responsibility
- Explain the role of narrator in 1st person, the ethical characterization of the character

Recommendations

The book answers many questions: why is it important to go to school, to find and recognize a true friend, do I only have a problem with my brothers, whether I am accepted in family or in society, why this is happening to me ... In this novel, students



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can find the answer to many questions in seeking an identity and answering questions
Who am I? and Who am I in comparison to others?