**Title: Add a chapter to the book- Exploring point of view using “Wonder”.**

**Lesson by Anne Scheiman**

**Grade Level**

5th grade

**Learning goals:**

Compare and contrast characters to explore point of view, character development, setting, plot, and tone.

Understand how the author uses different characters to describe one event from various perspectives.

**Common core standards**

[CCSS.ELA-Literacy.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/)  
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-Literacy.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/)  
Describe how a narrator's or speaker's point of view influences how events are described.

**Materials**

Book- “Wonder” by R.J Palacio

Writing materials.

**Lessons**

1- Start reading “Wonder” as a whole class read aloud or individually. While reading, stop and have students reflect on certain events. Have them think about how the character is feeling and explain why they believe this. Students should practice identifying evidence in the writing to support their thoughts on how the character is feeling. Students might find word choice, setting, or details that support their ideas.

2- After the first two major sections that are written from the perspective of August and Via, compare and contrast some events that both characters talk about. Have students think about what was described the same, what was interpreted differently by the characters. As the class continues to read, students should compare and contrast the point of view, writing style, and how the author uses these characters to tell the story.

3-Once the class is done reading the book, students will write a chapter to add to the book. Students will choose a character whose point of view was not used by the author. (ex-August’s Mom, Dad, August’s teachers, August’s dog.) Students will choose any event that took place in the book, but write about it as though they were the character they chose. Students should think about the event and how the event would be interpreted by their particular character. They will need to describe the event in detail and choose words that support the point of view and tone they want to present.

The writing should clearly express what event from the original story is taking place. Students should use the characters voice/view to interpret the event (slightly or drastically) differently than the character R.J Palacio used to describe the same event.

**Other Notes**

Teachers might choose to do part 1 and 2 of the lessons as verbal discussions or as writing assignments. These discussions/reflections may vary in depth based on what the teacher feels is appropriate.

Depending on how big a project the teacher wants this lesson to be, the writing assignment may have more or less planning/editing/publishing.

The book has some chapters that are a few pages long while others are half a page, length of writing assignment can vary for the different levels of writers as well.