

## Challenge Objectives

Children to explore their own interests & talents, whilst exploring a new character

## Target Group

**KS2**

## Duration

2 Hours

## Equipment

- 'We're all Wonders' and 'Wonder' by R.J. Palacio
- 'Wonder' film extracts
- 'I'm a Wonder' notes sheet

## #HHA / Curriculum Links

English - reading - comprehension  
Writing - paragraph construction



## Challenge Instructions

	Learning objectives	Learning activities	Learning Outcomes
<b>Starter</b>	<p>WALT: Identify the theme of a text &amp; use dictionaries to check meanings of words.</p>	<p>Before the session or to begin the session read the book 'We're all wonders' - allow the children to enjoy the text, stopping at key pages to discuss repeated word choices and how these show reinforce the theme of the book. Focus on the words 'ordinary' and 'wonder' – discuss with the children why these are repeated throughout the book. Allow children time in groups to use a dictionary to check the meaning of the 2 words. When drawing back together discuss the word wonder in detail and how it can have different meanings dependent on the form used - is it a noun, verb, adjective?</p>	<p>Discuss a text they have read explaining its theme &amp; how this is shown to the reader. Identify and share with others their talents &amp; interests.</p> <p>Verbally construct a paragraph.</p>
<b>Main Activity</b>	<p>WALT: Organise a paragraph around a theme.</p>	<p>Pose the question...What makes us Wonders? What makes us special? Explain to the children that everyone of us has interests and talents that make us 'a wonder'. What are ours? Give each child an 'I'm a wonder' sheet to complete with what makes them a wonder. Give support to those who are unable to spot their own talents and give positive praise to those spotting others talents. Read children the first chapter of 'Wonder' and discuss the structure of the paragraph drawing out the listing of what makes Auggie 'ordinary' before alluding to what makes him a 'wonder'.</p>	

## Challenge Instructions

	Learning objectives	Learning activities	Learning Outcomes
<b>Main Activity (Cont.)</b>		<p>Ask children in pairs to verbally construct their own paragraph using the same structure. Give them the beginning sentence on the board - 'I know I'm not an ordinary ..... year old kid. I mean, sure, I do ordinary things.' Suggest the use of 'But I'm a wonder.' to begin the second half of the paragraph.</p> <p>Once verbally constructed children can record on the second half of their sheet.</p>	
<b>Plenary</b>	<p>WALT:</p> <p>Compare a visual and written text.</p> <p>Make predictions about a text.</p>	<p>Show children the first scene of 'Wonder' - how does it compare to the first chapter of the book? Does it give us as much information about the character?</p> <p>What predictions can we make about the rest of the story from the information we gain in the first scene?</p> <p>What are Auggie's interests? What clues do we get from the scene/setting? Would others be able to tell our interests and talents from our setting?</p>	<p>Compare characters and settings in different forms.</p>

## Supporting Resources

- 'We're all Wonders' by R.J. Palacio
- 'Wonder' by R.J. Palacio
- 'Wonder' film extracts
- 'I'm a Wonder' notes sheet