



3. Charlotte's view

Objective

To note and develop initial ideas.

What you need

Copies of *Wonder*, photocopiable page 41 'Charlotte's view'.

What to do

- Ask: *What do we know about Charlotte? Does she have a major part? When is she involved in the story?* Share the children's answers.
- Ask: *How does she behave on the tour?* (She is polite, she wants everything done properly, she is anxious about Julian's rudeness.) Locate Jack's comment about Charlotte in 'Why I Changed My Mind' in Part Four. ('Goody Two-Shoes') Ask: *What does this imply?* (Charlotte always behaves correctly.)
- Ask a volunteer to read Charlotte's view in the Appendix. Ask: *What does this tell us about Charlotte? Could she have been friendlier? Does Charlotte greet August on the first day of school? Does she sit next to him?*
- Give out photocopiable page 41 'Charlotte's View'. Ask the children to use it to plan out a section of *Wonder* written by Charlotte. Ask them to note down Charlotte's feelings and any useful vocabulary. Ask: *What sort of things will Charlotte be interested in?* (behaving well, following rules, perhaps being nice to the teachers)
- In another session (or two) ask the children to write their section, writing a one-paragraph chapter for each of the boxes on their plan. Remind the children of Charlotte's personality (Goody Two-Shoes) and encourage them to attempt to capture this in her writing.

Differentiation

Support: Ask the children to write a diary entry for Charlotte for the first day of school.

Extension: Encourage children to write perceptively and at greater length.

4. Following precepts

Objective

To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

What you need

Copies of *Wonder*, photocopiable page 42 'Following precepts'.

What to do

- After finishing the book, invite the children to define 'precept' to a partner. Share ideas before referring to Mr Browne's definition in 'Choose Kind' in Part One: 'anything that helps guide us when making decisions about really important things'.
- Investigate Mr Browne's precepts in 'Appendix'. Highlight conciseness; clear, well-expressed messages; emphasis on a moral code. Suggest that by finishing the book with precepts, Palacio emphasises their importance.
- Indicate Henry's precept. Ask: *What has prompted these words? Will the precept help Henry in future decisions?* Let partners collaborate on another appropriate precept for Henry before you share ideas and write one on the board, for example: 'A genuine person provides worthwhile friendship.'
- Direct the children to Jack's precept. Ask: *What could this precept help him avoid?* (serious trouble; struggling in lessons) Work on an additional precept for Jack, for example: 'Always do your best and you will succeed.'
- Give out photocopiable page 42 'Following precepts'. Ask the children to concisely write why each precept is appropriate for that character and to compose a new one. Suggest making rough versions before writing their final, edited precept on the photocopiable sheet.

Differentiation

Support: Provide the children with a list of suitable precepts to match against characters.

Extension: Ask children to write new precepts for Amos and Summer.