

PONTIFICIA UNIVERSIDAD CATÓLICA DE
VALPARAISO
FACULTAD DE FILOSOFÍA Y EDUCACIÓN
INSTITUTO DE LITERATURA Y CIENCIAS DEL
LENGUAJE



Choose Kind and Overcome the World:

Teaching respect and love for reading through *Wonder*

by R. J. Palacio

An elective workshop for 8th graders

Trabajo de Titulación Para Optar al Grado de Licenciado
en Educación y al Título de Profesor de Inglés.

Profesor Guía:

Pablo Villa Moreno

Alumna:

Elizabeth Fuentes Miranda

Viña del Mar, 18 de Diciembre 2015

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“Everyone deserves a standing ovation because
we all overcome the world.”



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Theoretical Framework

1. What is Literature?

Trying to define literature it is not an easy task, in fact, for many scholars the word *Literature* encloses a fascinating problem. For example, Terry Eagleton says that “there have been various attempts to define literature” (1) throughout the whole history of humanity, and none of them has been very successful, in fact, until our times, people still cannot agree on just one definition of this word. Jim Meyer (1997) confirms this assertion when he argues that “understanding exactly what literature is has always been a challenge;” (1) whose solution has puzzled scholars for centuries, and whose answers are the the substance of literary studies.

To add more complication, teachers, writers, scholars, and even regular people may argue that “anything is literature if you want to read it that way,” (1) or that literature is something you can recognize when saying “I know it when I see it” (1). In here lies the problem when trying to define this term. The search for a concept of *literature* is a complex endeavour and providing an exact definition of it needs the development of critical thinking and a deeper knowledge about its evolution and the previous attempts to define it. There is no problem if a person attempts to define literature, but it becomes one when people underestimate the task, or believe only one simple definition of it exists.

Eagleton in *Literary Theory: An Introduction* asks himself “if literature is 'creative' or 'imaginative' writing, does this imply that history, philosophy and natural science are uncreative and unimaginative [...]” (2) Then he continues by arguing that “perhaps one needs a different kind of approach altogether. Perhaps literature is definable not according

to whether it is fictional or 'imaginative', but because it uses language in peculiar ways.” (2) Accordingly, Eagleton introduces the Russian Formalists, who during the early twentieth century and under the clear influence of structuralist ideas, shift attention of literary discussion into what makes a text literary, arguing that poetry was an intrinsic function of language that can create a new reality, where the impossible and improbable can happen. In fact, Formalists “saw literary language as a set of deviations from a norm, a kind of linguistic violence: literature is a 'special' kind of language, in contrast to the 'ordinary' language we commonly use.” (4) This contraposition happens because in literary works, language turns towards itself; language is “‘made strange’; and because of this estrangement, the everyday world was also suddenly made unfamiliar.”(3) Through this process of making language and people’s reality unfamiliar, writers present a gate to unknown universes to their readers; in fact, writers are the ones who have this capacity of transforming people’s vision of the world by giving them a new perspective and a new opportunity to amaze, to think, or to reflect about the world and the reality they are living in.

Contrary to the view of Terry Eagleton, who attempts to show how history has changed the way in which literature is defined or understood, Jim Meyer proposes a methodological tool that serves to explain to regular people what literature is. Meyer presents two approaches on how to understand and define literature: “the criterial approach and the prototype approach” (2)

In the criterial approach, “the attempt is to provide criteria which must be met by all texts in order for them to be called literature” (2) So in other words, the criterial approach proposes a list of the criteria that must be met by a text to say that it is part of the literary world;

while the prototype approach presents “an established prototype, a particularly good example of the word, to which other examples of the word bear some resemblance.” (Meyer, 2) Thus, even though these criteria help in understanding the problem of classifying texts as literary, the criterial approach represents the inflexibility to which such attempt can get to; while on the other hand, the prototype approach proposes a more open model of what makes a text literary. In fact, literature cannot be understood as a thing, as a prototype, or as a list of ingredients. Literature needs to be explained as something that changes and evolves, as something that is alive. For this reason is that Jim Meyer should be quoted carefully when trying to provide a definition of literature because he is not providing a definition, on the contrary, he is proposing a methodology on how to discriminate scientific papers or essays from literary works. Consequently, what makes Meyer interesting is his different approach on literature, for this reason, it is remarkably important to face these types of approaches because through them regular people can learn and understand the different points of view of scholars, and how difficult is to define a word that seems so familiar to them.

Jonathan Culler also insists on the difficulty of providing a definition for literature. Firstly, Culler argues that “both literary and non-literary works can be studied together and in similar ways” (18) because in literature classes both students and teachers have access to a wide variety of texts, for instance: some of them are going to be literary works, while others are going to be non-literary works, such as essays, newspapers, or scientific papers. But it is important to clarify that “it’s not that all texts are somehow equal: some texts are taken to be richer, more powerful, more exemplary, more contestatory, more central, for one reason or another.” (18) And here lies the problem when defining literature because sometimes the

“qualities often thought to be literary turn out to be crucial to non-literary discourses and practices,” (18-19) this makes reference to the way in which language is used for example in a newspaper when narrating a homicide or a scientific discover. Sometimes non-literary texts will use literary features to explain, exemplify, or narrate an event. In fact, it is in that precise moment when the literariness, which “is said to lie above all in the organization of language that makes literature distinguishable from language used for other purposes” (28), becomes a thin and blurred line of separation between literary works and non-literary ones.

So if there is so much similarity with non-literary works, there must be a noticeable and specific distinction that only literary works have. For this reason, Culler underscores this difference by saying that the literary text uses a series of specific signposts –without differing in appearance from any other –to catch the attention of the reader; in other words, literature “is at the same time the name for the utterly conventional, and for the utterly disruptive, where readers have to struggle to create any meaning at all.” (40) So readers enter brand new worlds when they start reading literary works, and this experience cannot happen when reading an essay or a scientific paper because they are reading factual information, not a mind’s creation. Literary works have the characteristic or capacity of creating new worlds; while at the same time, they make readers see the world from a different perspective or prism. Scientific papers lack this characteristic because they cannot create new worlds, they can show new discoveries that may change history, but not everyone’s mind.

Literature has been always related to aesthetics which is “historically the name for the theory of art and has involved debates about whether beauty is an objective property of works of art or a subjective response of viewers, and about the relation of the beautiful to

the true and the good.” (Culler, 32) The idea of associating poetry and literature in general is not old, but to analyze the character of that beauty so as to know what makes something literary is. Aesthetics has been branded as “a modern discipline” (Mikics, 4) whose “most influential proponent was Immanuel Kant in his *Critique of Judgment* (1790).” (Mikics, 4) Kant argues that “the object’s beauty resides in its stimulating of our imaginative feeling. This feeling then interacts with the impulse on the part of understanding to claim universal status for the object as beautiful.” (Mikics, 4) With this in mind, there is no doubt that literary works have an aesthetic aspect and through the foregrounding of it, writers create a new perspective; an attractive and beautiful world that only readers can access and understand. Aesthetics is what makes a literary work different from a non-literary one because readers “experience the harmony or ‘free play’ of two faculties, imagination and understanding.” (Mikics, 4) Literary works have souls, while at the same time, they enclose 3 realities: the one of the reader, the narrator, and the one that is being told, and all these worlds can happen and be accepted because of the aesthetics.

So literature is about extraordinary works which make people go beyond the words written in a paper. Works that try to create new realities, new worlds, new opportunities, and new people that readers can encounter and meet. And this is exactly what this graduation project seeks. Above all the knowledge about literature, students are expected to enter into the fascinating and sometimes frightening world that waits for them inside a book, to understand and reflect what each character wants to say to them, and to feel the soul that each book has.

2. What is Children's Literature?

According to Matthew Grenby, this genre has been read “by children from the very earliest periods of recorded history to today.” (24) Furthermore, Grenby argues that “children in medieval and Renaissance Britain were certainly provided with a wide range of reading material” (25), this happens because children's books were and are still seen “as valuable in themselves, or as stepping-stones to higher things (‘adult’ or ‘great’ literature).” (Hunt, 3) For this reason, children's literature can serve as a motivator for a more complex reading in the future because “children's books are generally shorter” (Lesnik-Oberstein, 23), and this feature makes them easy to follow and easy to understand; also most of the times the protagonist is a child and the book presents dialogues with a “child-oriented” language. (Lesnik-Oberstein, 23) R. J. Palacio's *Wonder* (2012) amazes readers with the accessibility of its first-person narrative that shows a clear representation of how a 10 year-old boy sees and understands the world.

Another important element that adds to the discussion on the genre is who buys the books that children read. Parents are the purchasing power in the household, and all the books and the morals are going to be chosen by them. This choice is an arduous work because parents are not only deciding what their children are going to read, but how their children are going to see and understand the world. For this reason, it is that the selection of themes and types of stories should not be taken as an easy task because through the different books that are going to be provided to children, parents, as well as, teachers will raise and educate what is necessary for the new generations to know, in order to live harmoniously and to be respected by their peers. This poses a problem since, although parents try to buy and give

their children books that are specifically oriented to them, children are also “permitted or encouraged to read texts produced and aimed for older readers” (Grenby, 26).

In spite of the wide variety of themes and types of stories included in children’s literature, the “sustained study of children’s literature in universities began only in the 1960’s” (Grenby, 223) because any previous attempt of teaching, studying, or researching about this branch of literature was thought to be “beneath the dignity of serious students and academics. It was regarded as being too easy or, perhaps worse, too much fun.”(223) Nowadays the study of children’s literature does not have any pejorative or negative view among specialists.

With regard to the themes, Grenby proposed a list of the different themes or types of stories present in children’s literature, some of them are:

- The Fables: Grenby defined it as “the classic fable is a short, fictional tale which has a specific moral or behavioral lesson to teach. This lesson is often explained at the end of the tale in an epigram or ‘moral’.” (33) Also he added that fables feature animals “as their main characters, representing human beings, or perhaps particular types of people or kinds of behavior.” (33)
- The School Story: Grenby attempted to define it as the “narratives in which the school features almost as a character itself, and in which children fit happily into their school, each helping to form the character of the other – does seem to be rooted in British culture.” (110)
- The Family Story: Grenby argued that “given the place that children have occupied in society, probably the majority of children’s fiction has been set within the

family.” (140) Then he exemplified the child protagonist as typically being “surrounded by a close and supportive unit of siblings, parents and relatives.” (140)

Most of the different themes presented above can be found in *Wonder* (2012). For instance, the book starts with August’s first days of school and shows his apprehension for the way his future classmates are going to react when they see him for the first time (so, it is a School Story). Also August presents to the readers his family and the relationships he has with all its members, including his dog Daisy (so it has elements of a Family Story).

This novel introduces readers to August’s world; readers become spectators of all the moments, in which, August’s family gives this 10 year-old boy all the support and love that a child like him needs when he is about to face and beat the world.

Another important theme in this book is the moral that R. J. Palacio is trying to teach all readers: to promote the respect of others and to always choose kind when meeting a person who is different.

3. What is Young Adult Literature (YAL)?

For years, Young Adult Literature (YAL) has experienced the same stigma that children's literature had in the past. Connors and Soter present the different misconceptions of this form of literature that as a result have ended up in YAL not being viewed as the kind of literature that possesses a "body of knowledge." (63) They contend that YAL is not seen as a branch of the literature world because this misconception has resulted in YAL being "regarded, at best, as a supplementary form of reading material." (63) This happens because YAL, as well as, children's literature were not seen as genres of literature for scholars and researchers, in fact, they judged these kinds of literary texts to be too commercial, formulaic, and simple to be considered part of any canon. For the same reason, almost no serious or scholarly studies about these kinds of texts were carried out until 1960's when this negative view among scholars changed.

Connors and Soter argue that most people believe that adult literature is the one "typically selected for study in high schools" (63), also they add that adult literature is considered "to be a 'body of knowledge that [students] should share with others'" (63) But contrary to what most people believe, YAL can be considered a body of knowledge because it is "capable of providing thoughtful social and political commentary that raises questions about complex issues" (64) related to immigration, sexual orientation, roles of men and women, social conformity, religion, poverty, the individual in search of the truths, among others.

As mentioned previously, YAL can comprise and address different issues, but Connors and Soter state that "young adult literature is not only about subjects and themes that are

relevant to adolescent readers” (62) because YAL provides a wide variety of themes and issues; making possible that this genre can be read not only by adolescents, but also by adults .

Patty Campbell in her book *Campbell's Scoop: Reflection on Young Adult Literature* presents a distinction between children's fiction and YAL. Campbell defines children's fiction as “a particular kind of book aimed at early adolescents” (67) that she calls “the middle school novel” (67). This kind of novel focuses on “the hard problems of growing up, but in a way that is softened for the presumed younger readership, and with a style that could be characterized as ‘Junior YA.’” (67) The middle-school novel gives a niche to the books which themes and stories are aimed for pre-adolescents, and not for young adult readers. In fact, the middle novel speaks to “a young person's practical attempts to find out how the world works.” (70)

The typical goal or theme of the protagonist in junior YA novel is trying to find “a comfortable place in the small world of family and school” (70-71), while the central theme in YAL is “becoming an adult, finding the answer to the internal and external question, 'Who am I and what am I going to do about it?'" (70) So regarding what Campbell has proposed, *Wonder* (2012) can be classified as a junior YA novel because it presents the story of a pre-adolescent who is going to school for the first time in his life. August, the protagonist, is trying to learn how this new world (school) operates. But at the same, this novel can be classified as YAL since in *Wonder* (2012), readers will find the points of view and problematics that all adolescents endure when becoming young adults, just like what happens to August, Via, Summer, Jack, Justin, and Miranda throughout the story.

As a matter of fact, Junior YA novels and YAL give a helping hand to adolescents who are

going through puberty and existential problems. YAL tries to accompany its readers towards adulthood and to provide them hope for a better tomorrow. But it is vitally important to understand that the reading of YAL and its themes depends on each person's vision of what it means to be young adult. Related to this is what Alice Trupe suggests about YAL:

One of the issues involved in categorizing YA literature is the meaning of the term 'young adult.' Some children may be able to read young adult literature at age ten while others may not be ready for the more mature themes dealt with in many novels marketed to young adults. (8)

Knowing about the likes, dislikes, and fears of children and young adults is vitally important when thinking about writing, editing, publishing, and using a YA text in the classroom.

In this sense, what makes YA novels so interesting and important for their readers are the growing up and identification element because through the presentation of these two elements, YA readers feel portrayed in the protagonist's story. They can relate all the situations and problems presented in the novels, just like what happens in *Wonder*, whose story could interpret and represent millions of adolescents that are growing up in a world that makes them feel different, alone, out of place, and ugly. August's story does not only represent a child with a medical condition; it represents adolescents who do not feel happy with their bodies, it represents the struggle of becoming an adult, it represents the fear of losing a friend, and it represents the happiness in being respected and recognized by your peers. Through the reading of *Wonder*, adolescents find a role model of how to understand

the world, and a helping hand in the long journey of becoming an adult. In this sense, YA novels help in the formation of the future adults of this world.

3.1. What is Bildungsroman?

Closely related to YAL is the genre of the *bildungsroman*, also known as novel of formation. In this section, different definitions of this term will be presented and discussed since they will be useful in the discussion of Palacio's *Wonder* (2012).

Carmen Gómez in her essay defines this concept by stating that bildungsroman “comes from German and it is used to designate novels whose main subject is apprenticeship story of a young protagonist” (108), also she adds that “this formative process of the protagonist shows the conflict between his desires and opposite interests of society” (108) So inside a bildungsroman novel, readers will find the struggle of a young protagonist to become a member of a society or a community.

Closely related to this is what Tobias Boes thinks when he argues that: “the Bildungsroman narrates the acculturation of a self – the integration of a particular ‘I’ into the general subjectivity of a community, and thus, finally, into the universal subjectivity of humanity” (Boes, 238) The bildungsroman or novel of formation depicts the journey that a young adult takes to become an adult with all the related challenges of living as an adult.

Marianne Hirsch writes about this genre stating that “the novel of formation is a novel that focuses on one central character” (296), and she adds that “this type of novel is a story of apprenticeship and not a full bibliography” (298) Even though *Wonder* is not a bildungsroman, there are a number of important tenets from this genre that can be related to it.

August Pullman faces a new situation –his first year of school –and this is rendered through 6 different narrators’ perspectives. Furthermore, the novel focuses on one central character that is August and his difficult but rewarding first approach to school and the outside world. Consequently, *Wonder* (2012) presents to the readers, all the learning acquired by a 10 year-old boy who is struggling with the world for the first time.

Also another important feature about the bildungsroman is that it presents a “dual focus, inward toward the self and outward society.” (Hirsch, 300) *Wonder* (2012) could be said to share aspects of a novel of formation because it presents August’s journey of becoming an adolescent, but at the same time, this book presents to the readers an insight to what society think when they see August. Readers are being spectators of what comes to August’s mind, while at the same time, they realize of all the harm that society can do on a physically-challenged child.

Through the reading of *Wonder* (2012), readers become aware of their actions and attitudes towards people who are physically or physiologically different, while at the same time, they learn about life and how to approach to adulthood without failing at it.

4. *Wonder* by R.J Palacio

Wonder (2012) is the first book written by R. J. Palacio. This book is considered to be a YAL book, but according to the reasons provided above, this book can also be indirectly related to the middle-school novel and bildungsroman genre because its protagonist is not an adolescent. So this book tries to show readers what a 10-year-old kid goes through when experiencing the first changes of puberty, when learning how the world operates, and when developing his personal identity, while at the same time, August is taking on new responsibilities that he did not exist when a kid goes to school.

Even though August feels like any other 10-year-old kid, he was born with a severe facial deformity caused by an anomaly in his DNA. Furthermore the description of Auggie's condition and its characteristics that are presented in *Wonder* (2012) are very similar to the ones that children with Treacher Collins Syndrome have. The *Genetics Home Reference* website defines this syndrome as:

A condition that affects the development of bones and other tissues of the face. The signs and symptoms of this disorder vary greatly, ranging from almost unnoticeable to severe. Most affected individuals have underdeveloped facial bones, particularly the cheek bones, and a very small jaw and chin (micrognathia). Some people with this condition are also born with an opening in the roof of the mouth called a cleft palate(...) People with Treacher Collins syndrome often have eyes that slant downward, sparse eyelashes, and a notch in the lower eyelids called an eyelid coloboma. Some affected individuals have additional eye abnormalities that can lead to vision loss. This condition is also characterized by absent, small, or

unusually formed ears. Hearing loss occurs in about half of all affected individuals; hearing loss is caused by defects of the three small bones in the middle ear, which transmit sound, or by underdevelopment of the ear canal. People with Treacher Collins syndrome usually have normal intelligence. (Genetics)

Here are some images of children and an adult with this syndrome:



Image ¹



Image ²

R.J Palacio told Michelle Norris in an interview made by NRP that “the book was inspired by a real-life encounter with her own kids six years ago.”(Norris) Palacio recalled the memories of the day when she was with her kids eating ice cream at an ice cream parlor, and her 3-year-old son started to cry loudly because a little girl with a severe facial deformity sat next to him. At that moment, Palacio was shocked because she did not want to be mean to the little girl, so she grabbed her kids and left the parlor. Palacio told Michelle that “she was really angry afterwards for the way she responded to the

¹ Image N°1 link: http://www.ccakids.com/images/lp_treacher%20collins_samg_5-crop-u5549.jpg

² Image N°2 link: <http://resources0.news.com.au/images/2014/11/20/1227128/922508-834dab64-6e34-11e4-a014-9935985a09d6.jpg>

situation.”(Norris) Moreover she admitted that “what she should have done is simply turned to the little girl and started up a conversation and shown her kids that there was nothing to be afraid of.” (Norris) However “what she ended up doing was leaving the scene so quickly that she missed that opportunity to turn the situation into a great teaching moment for her kids.” (Norris) The day after that situation, Palacio started writing *Wonder*, a book that tells the story of the first year of school of August Pullman, while at the same time, it presents his sister and friends perspectives about it.

August is a normal child, but he has a different face because of the Treacher Collins Syndrome, for this reason, most people tend to look at him with disgust. August is used to this situation, in fact, he can even guess the exact moment when people are going to look at him. For example in Part 1, August confesses:

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an XBox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go. (Wonder, 10)

Then he continues by adding that “But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via.” (Wonder, 10) August shows he is not unaware of the reaction his appearance triggers in others. The novel does not sugarcoat discrimination against the different, nor does it hide how it harms people. Readers catch August at a moment, in which, he is forced to leave his comfort zone.

Since he had many surgeries, he has been homeschooled by his mother, so at first when he heard his parents talking about sending him to school, he felt sad and angry at them, in fact, he felt that his parents were betraying him, but at the end of this story, August realized that they wanted the best for him. Moreover, August had no friends, except from his dog Daisy, but at the end of his first year of school, he made lot of friends, and felt that people love him because who he was, not the way he looked like.

According to Elizabeth Wheeler, “*Wonder* features an isolated narrator who comes into self-acceptance” (Wheeler, 337); in fact, August’s first days of school were not easy, but as days passed by, he was feeling strong enough to look up while walking through the school corridor, he was not afraid of feeling other students’ eyes on him. He knew he was different, that he was a little bit difficult to look at, but no one will make him feel sorry for having his condition, no more. For example in Part 1, August tells the reader how much time took to the students of the Beecher Prep to get used to his face:

It took about one week for the kids in my class to get used to my face. These were the kids I'd see every day in all my classes. It took about two weeks for the rest of the kids in my grade to get used to my face. These were the kids I'd see in the cafeteria, yard time, PE, music, library, computer class. It took about a month for the rest of the kids in the entire school to get used to it. These were the kids in all the other grades. They were big kids, some of them. Some of them had crazy haircuts. Some of them had earrings in their noses. Some of them had pimples. None of them looked like me. (Wonder, 51)

Wonder (2012) “creates a fairy-tale of inclusion” in the sense that this novel “invoked the fairy-tale figure of the monster.” (Wheeler, 349) Many kids in Beecher Prep see August as a monster, or as something they should not see, meet, and hang out with; they even create a game called “The Plague. In Part 3, Summer tells the readers more about this game:

Apparently this is a "game" that's been going on since the beginning of the year. Anyone who accidentally touches August has only thirty seconds to wash their hands or find hand sanitizer before they catch the Plague. I'm not sure what happens to you if you actually catch the Plague because nobody's touched August yet—not directly. (Wonder, 88)

R. J. Palacio is not shy in showing cruelty against others. However, her objective is to destroy the old archaic model of the monster, which equals the different or people with disabilities with the monster (Wheeler, 345), when she works “a counter-spell, turning the monster back into an ordinary boy (349) In fact, August is the sweetest and kindest student that Beecher Prep ever had. August’s monstrous aspect makes people be afraid of him, but when they get to know him beyond his unusual appearance, people find an outgoing and friendly boy. In other words, *Wonder* (2012) is not a book about a child with a deformity; it is a book about personal improvement, kindness, alienation, the true meaning of friendship, and accepting difference as a good thing, not as a curse.

Acceptance is shown in Part 6, at a moment in which August tells about the change that his classmates have experienced after knowing him more; August even makes jokes about himself with them:

Like the other day I saw Maya writing a note to Ellie on a piece of Uglydoll³ stationery, and I don't know why, but I just kind of randomly said: "Did you know the guy who created the Uglydolls based them on me?"

Maya looked at me with her eyes wide open like she totally believed me. Then, when she realized I was only kidding, she thought it was the funniest thing in the world. (Wonder, 146)

In *Wonder* (2012), personal improvement happens not only when August grows up to be an excellent person, but when the society presented in this novel; this microcosm of several young narrators understand that deformity does not mean being a monster, but a person with a difference. For this reason, this recurrent action of alienating others for their aspect is what this novel tries to end; *Wonder* promotes to always choose kind and to respect everyone no matter their physical conditions.

But this alienating element is not only present in August's story, but in Via's. Via is August's sister, and she feels that she is being alienated by her family because all her problems are always diminished by August's ones. Via feels that life is not fair with her, she does not feel her family support, and for this reason, when she is in high school, she does not want anyone to know that her brother is different. This is because being different not only affects August, but all the members of his family and friends; in fact, being relatives or friends of someone's with a difference makes them also different. For example in Part 2, Via explains to the readers that:

³ "Ugly means unique and different. Real beauty is found in the little twists and turns that make us who we are. Never hide or cover up that which makes you YOU. Shout those twists and turns from the highest rooftops. Always be ugly." Text taken from <http://www.uglydolls.com/>

When Mom or Dad ask me how things are going in school, I've always said "good"—even when it hasn't always been so good. My worst day, worst fall, worst headache, worst bruise, worst cramp, worst mean thing anyone could say has always been nothing compared to what August has gone through. This isn't me being noble, by the way: it's just the way I know it is. (Wonder, 64)

Wonder (2012) “attempts to sketch the confusion, frustration, alienation, disintegration, and estrangement” (Saleem, 73) of YAL readers. Also by the reading of *Wonder* and other novels that present the alienation element, readers can meet protagonists “that are misfit in their society largely because of their some defects in themselves or some evils in society,” (75), while at the same, they reflect about their actions towards others.

Wonder makes visible the negative effects that alienation can have on a person. In this sense, the novel attempts to show the readers how absurd and outrageous is to judge people for the way they talk, move, look like, or where they live. This novel seeks to destroy alienation from adolescents and young adults’ minds, or at least to show them that alienating people is too violent and barbaric.

An important element that makes this novel different is the multi-voiced narration that R. J. Palacio presents in *Wonder* (2012). What Palacio did when she decided to add more perspectives about this story is very similar to what William Faulkner's *As I Lay Dying* presented in 1930. In fact, R.J. Palacio was inspired by this novel because she read it when she was a teenager, and the use of multiple perspectives has always stayed with her. So when she started writing *Wonder* (2012), she wanted to do the something similar.

This use of different voices and different points of views makes this novel more engaging because readers know that all stories have different perspectives and participants.

Furthermore Palacio told Louise Conlon in relation to the use of multiple perspectives and narrators that:

I wanted to tell the complete story of this one year in his life, and to do that I had to leave his head. I didn't want him to be one of these precocious, omniscient child narrators who somehow know things they have no right to know. Auggie is a ten-year-old boy with limited experience of the world. He's self-aware in that he knows how people react to him, but not self-aware enough to know the impact he has on people. (Conlon)

Palacio creates a novel that is written in accordance to the ages of the characters, in which, the use simple language and expressions make readers believe that this novel was written by adolescents, and not by an adult. Also in *Wonder* (2012) there is an abundance of intertextuality including song lyrics, videogames, films, television programs, and plays, as well as, books that make this novel attractive to young readers. Even readers can find intertextuality at the start of each part of this novel because Palacio presents a drawing of the character who is narrating August's story from his/her perspective. Here are some examples of the drawings:



Via

(Wonder, 63)



Summer

(Wonder,86)



Jack

(Wonder, 97)



August

(Wonder, 144)

By doing this, Palacio is providing a kind of physical description of the different narrators that readers can find and meet inside this novel. Because through the use of the different drawings or illustrations that can be found at the beginning of each chapter, readers will be able to imagine or visualize the narrator.

In relation to the element of intertextuality, Palacio argues that: “I wanted to write a book that kids would find entertaining and relatable” (Conlon), so using all this references make the novel more captivating and magnetic than if it was written with an adult point of view. For example in Chapter 1, August mentions an animated television program and a famous movie: “I guess I thought she'd look like Miss Fowl from Jimmy Neutron: an old lady with a big bun on top of her head. But, in fact, she looked exactly like Mon Mothma from Star Wars Episode IV: haircut kind of like a boy's, and a big white shirt kind of like a tunic.” (Wonder, 36)

Another important component in *Wonder* (2012) is August's humor because through the use of it, readers will find the novel more entertaining and funny, rather than a dramatic story of a child with an evident difference who tries to fit in a world that tells him how ugly and disgusting is. Further, August condition and all the problems that are related to it seem to be not a big deal for this 10 year-old boy. His strength and the power of his words make him an admirable person, August rarely complains about the life he is living; on the

contrary, he is always happy and positive about what the day is preparing for him. His family also has a very similar humor, one example of this is when Isabel, August's mother, tells the story of how August came to life, instead of telling a sad and dramatic story, Isabel tells a funny one, trying to erase all the suffering that implies having a child with the Treacher-Collins syndrome. This is part of the story that Isabel told to August:

When I came out of Mom's stomach, she said the whole room got very quiet. Mom didn't even get a chance to look at me because the nice nurse immediately rushed me out of the room. Dad was in such a hurry to follow her that he dropped the video camera, which broke into a million pieces. And then Mom got very upset and tried to get out of bed to see where they were going, but the farting nurse put her very big arms on Mom to keep her down in the bed. They were practically fighting, because Mom was hysterical and the farting nurse was yelling at her to stay calm, and then they both started screaming for the doctor. But guess what? He had fainted! Right on the floor! So when the farting nurse saw that he had fainted, she started pushing him with her foot to get him to wake up, yelling at him the whole time: "What kind of doctor are you? What kind of doctor are you? Get up! Get up!" And then all of a sudden she let out the biggest, loudest, smelliest fart in the history of farts. Mom thinks it was actually the fart that finally woke the doctor. Anyway, when Mom tells this story, she acts out all the parts—including the farting noises—and it is so, so, so, so funny! (Wonder, 12)

Finally, Mr. Browne precepts, which can be found throughout *Wonder's* story, are another significant component in this novel. These precepts are mottos, famous quotes, or rules that help, motivate, or guide people when taking decisions. One of the most remarkable precepts

that this novel presents is the September's Precept that says: "When given the choice between being right or being kind, choose kind."(Wonder, 41) This precept summarizes the moral that this novel tries to teach to all its readers because without kindness, people are not humans.

Needs Analysis

The Needs Analysis was carried out in a public elementary school located in the heart of Placeres hill in Valparaiso. *Ciudad de Berlin School* has a particular location because students can have contact with horses and cows, since the school is near a little farm, also students grow their own vegetables and fruits that help them and their families to eat healthier and learn the value of hard work and companionship.

Most students in *Ciudad de Berlin School* live in precarious environments, in which, the use of drugs and weapons, prostitution, and crime is around every corner. In addition, some students have one or both parents in jail; others live with relatives or in Sename's houses, and just few of them live with both parents. Even though life for these students is really difficult, and not what a teacher wants for them, they smile and laugh like there is no tomorrow.

Regarding the English subject in *Ciudad de Berlin School*, students start learning English in 5th grade because there is only one EFL teacher in the school, so the first approach of English happens when students are 10 to 12 years old. Since the level of English that is taught to the students varies from a basic to lower intermediate one, most of the students need someone that helps them with the assignments and homework, so the school has decided that all the English homework is done in the school with the help of the EFL teacher.

The instrument used in the Needs Analysis was a 15-question questionnaire whose aim was to know more about the interests of 8th graders who attend classes in this public school. Only 16 out of 23 students in the level wanted to answer this instrument, the other 7

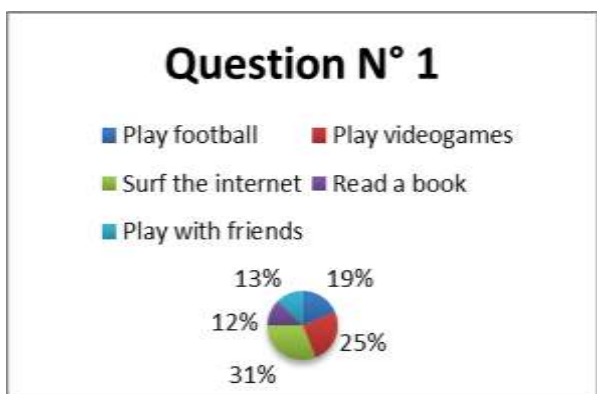
students were not interested and excused themselves arguing that English was not one of their favorite subjects.

Most of the times students feel they are going to be judged if they do not provide the answer that the teacher wants, so for this reason their names were not required, instead, they could create an alias in order to make them feel comfortable enough to provide answers that really represent them.

The students have to answer 13 questions with alternatives and 2 open questions. The 2 open questions ask the students about their musical taste and their favorite dish, while the other 13 questions ask them if they like or not read book, which kind of books they like to read, if they have suffered bullying, if they have pets, who they live with, which type of person they consider to be, and if they would join a workshop about YAL.

Only the questions regarding reading likes are going to be presented. So the analyzed questions are n° 1, 2, 3,13 ,14 ,and 15.

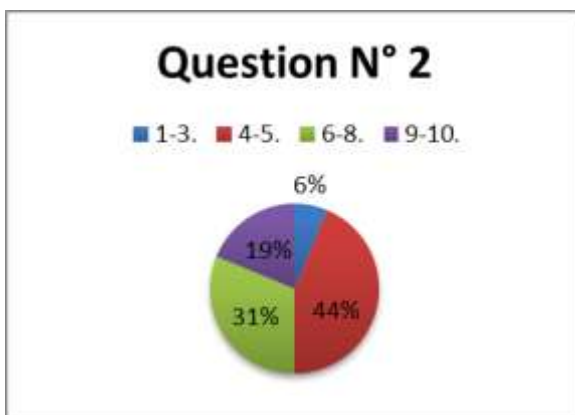
The first question that the students have to answer is the one that asks them about which kinds of things they do in their free time. 56% of the students play videogames or surf in the internet when they have nothing to do at home, while only 12% of the 16 students read a book, instead of watching a screen.



The second question asks students to decide how much they like to read a book. Students have 4 alternatives that goes from 1 to 10, where 1 represents that they do not like reading, and 10 represents that they like to read a lot, so they have to choose the alternative that fits better with their thinking.

44% of the students chose that they do not like reading a lot, only 6% declares that reading is not a hobby or task they like to do at all.

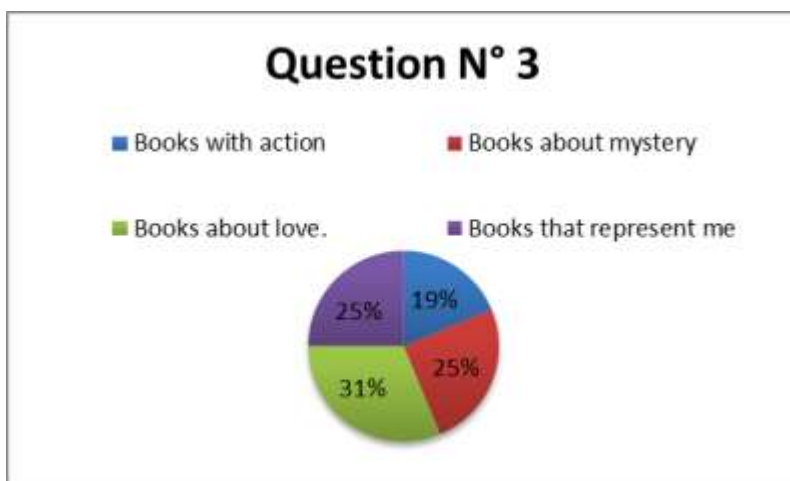
31% of the students chose that they like reading just a little, and 19% of the students say that they like reading. So 96% of the students like to read, some of them are very passionate about it, while others do it just because they have to. But it is important to see this in a positive way because on 1 student says that he does not like reading at all.



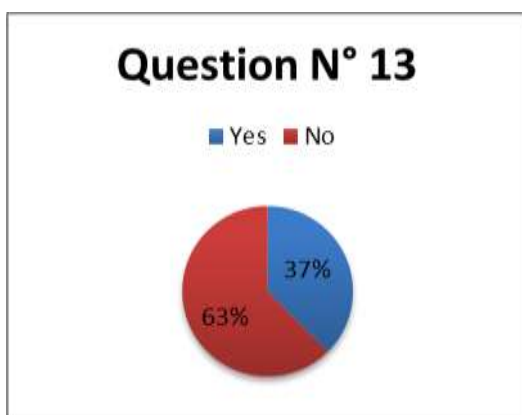
The third question asks students about what their favorite genre of books are. Students have to decide between action books, mystery books, love books, or books that represent them in relation to the topics covered.

31% of the students chose books about love stories, 25% books about mystery, and the same percentage of students chose books that represent them. Only 19% of the student

chose books with action.



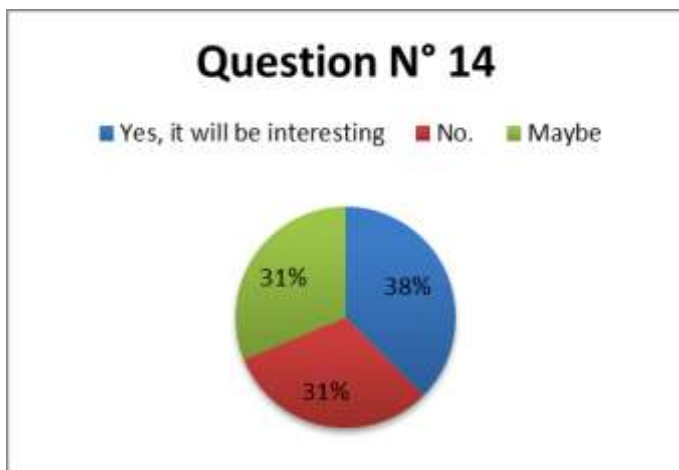
The question thirteenth asks students if they like the books they have to read for school. 63% of students do not like the books they have to read for school, on the contrary, 37% of students like the book that are assigned for them by their teachers.



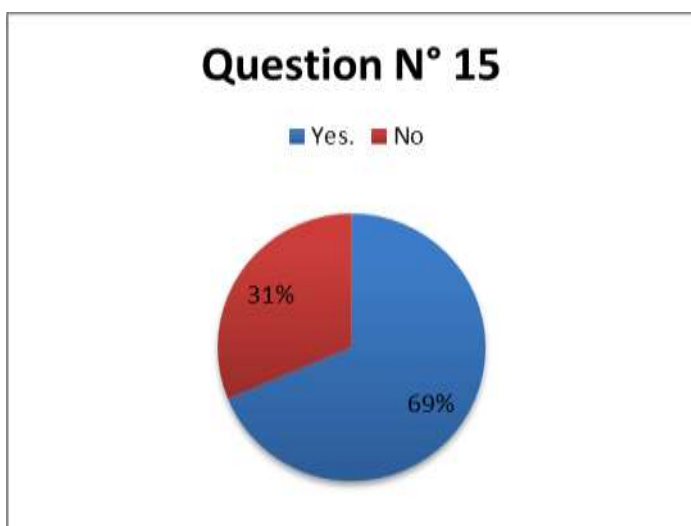
The fourteenth question asks students if it will be interesting for them to read book which topic represent them.

38% of the students consider that reading books with topics that represent or interest them would be an excellent choice, while 31% of them believe that it exists a possibility these books may interest them. The other 31% think they will not be interested in these kinds of

books.



Finally the question fifteenth asks students if they are interested in being part of a workshop on YAL. 69% (11) of the students say yes, only 31% (5 students) say no.



These 6 questions and their answers serve as good indicators on how students see reading and the books they are assign to read. Even though a little percentage of the students likes to read books in their spare time, most of them when having the possibility prefer to read books that represent them, instead of reading books just for the sake of getting a good mark.

Students have lost the interest in reading books because reading implies paying to attention to one thing for a long span. This seems impossible for adolescents that live in a generation of instant gratification, the generation of now. Also multitasking is another element that is prejudicial when a person wants to read and to relax himself from this frenetic world.

For this reason is that adolescents prefer to be connected anywhere, no matter the time or place they are in. In fact, this is reflected in question n°1, in which, a 56% of the students prefers to be in front of a screen, instead of playing outside or interacting with others kids with their same age.

This is one of the challenges that this workshop will try to tackle. By giving students the opportunity to read a YA novel that contains and refers to all the situations that 13 year-old kids are going through. Because what students need is someone who fosters the reader-a-holic that lives inside them.

Rationale

R. J. Palacio novel's *Wonder* (2012) was chosen for this literature workshop because it presents the story of a 10-year old boy who is trying to learn how the world operates. Very similar to what 13-year old students in *Ciudad de Berlin School* are trying to decode and learn. Through the reading of this novel, students will feel portrayed in the story by its characters and all the problematics and situation they go through. One of the main reasons why students in this public school do not like reading books is because they cannot relate to the stories or situations presented in the books that teachers assign to them.

So this workshop will try to create a reading habit in the students, while at the same time, the students will be able to think and reflect about what *Wonder's* story tries to tell them. In fact, what this workshop seeks is a “space to question, analyze, and transform cultural ideologies and social practices.” (Curwood, 2) Since two of the topics that will be covered in the workshop's sessions will be bullying and alienation, it is vitally important to create the space and a safe environment for students to say what they think and believe about these topics. The students need to feel understood by their classmates and teachers because the change and improvement of the self is at the heart of this workshop.

Furthermore, one of the units in the class of Orientación makes reference to the concept of difference and inclusion, also to the sense of belonging in adolescents. These concepts are highly important in *Wonder* (2012) because the protagonist has a medical condition that makes him physically difference from the rest of the students in the Beecher Prep; also the homogeneousness concept is interesting because all adolescents try to copy what everyone

is wearing, saying, or listening to. By copying what others do, adolescents feel part of a group; in other words, they fulfill the necessity of belonging.

According to the 8th grade English National Program (2011), some of the *Objetivos Fundamentales Transversales (OFT)* that teachers have to develop in the students are a positive point of view towards life, confidence, and the acceptance of the self. Also what the OFT try to foster is the student as a person, not just a bin where to deposit information. Thinking in the grammatical features that this workshop will reinforce in the students, present simple and past simple are the two tenses that they students will practice throughout the duration of this workshop. These two tenses were learned by the students in the 7th grade, so this workshop is a good opportunity for the students to put in practice all their knowledge about these tenses.

In relation to the type of activities and tasks that will be given to the students in this workshop, Collie and Slater argue that “it is most important that the parts of a book which are to be read by students on their own should be related to the ongoing pattern of activities in the classroom.” (12) In this sense, all the tasks that the students are going to perform in the workshop’s sessions will be related to the part that will be assigned to them as homework class after class.

The reading and listening skills will be practiced by the students, in order to improve these two receptive skills, also the speaking skill will be practiced by the students in all sessions because it is tremendously important that students improve not only their receptive skills, but their productive ones.

Since *Ciudad de Berlin*’s students start having English classes in 5th grade, if some student has problems with reading the novel in English, the Spanish version of *Wonder* will be

available for all the students of this workshop, in order to make their reading more pleasant and less troublesome. Even though students will be able to choose the language in which the novel is written, they will to read out loud some passages of the novel in English. By making each student to read the novel in English, he/she is going to be “drawn into the book. Pinpointing what individual words or phrases may mean becomes less important than pursuing the development of the story.” (Collie and Slater, 7)

Furthermore, the student will be “eager to find out what happens as events unfold,” while at the same he “feels close to certain characters and shares their emotional responses. The language becomes ‘transparent’ – the fiction summons the whole person into its own world.” (7) In other words, the student becomes one with the novel, and in that moment is when learning occurs, the student starts reflecting and feels inspired by August’s story.

In conclusion, what this workshop pursues is that the reading of this novel could change lives and could inspire greater changes in the way people see each other. After reading *Wonder*, a child is going to think twice before laughing at another child’s differences because God makes us unique, so for this reason differences have to be embraced and not judged.

Syllabus

The creation of a syllabus involves “the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching.”(Reilly, 1) In other words, designing a syllabus implies the decision of what is going to be taught, as well as, the order of it. For this reason, “the choice of a syllabus is a major decision in language teaching.” (1)

The approaches that are going to be used in this workshop are:

Content-based Approach

Task-based Approach

The first approach to be defined is the Content-based approach; what this approach seeks is “to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught.” (3) Also “the content teaching is not organized around the language teaching, but vice-versa.” (3)

The Content-based approach gives the teacher the possibility to organize a class around a theme, or topic, so for instance, this approach have many benefits when thinking in the novel *Wonder* (2012) and the different topics covered by it.

The Task-based approach is “a series of complex and purposeful tasks that the students want or need to perform with the language they are learning.” (3) In this approach, the teacher does not teach grammar or tenses, but he integrates language in the development of a skill. Through the realization of tasks, the teacher explains and reinforces the language

that the students need to acquire. While at the same time, the students “draw on a variety of language forms, functions, and skills”, (3) in order to complete and succeed a given task.

Course Syllabus

“Choose Kind and Overcome the World”

A Literature Workshop on R.J. Palacio’s *Wonder*

Teacher: Elizabeth Fuentes Miranda	Area: English
Lesson Period: 2 nd semester	Sub Area: Young Adult Literature (YAL)
Weekly Hours: 2	Number of Lessons: 12 classes

Course Description

This course will be developed as an extracurricular workshop for 8th graders of *Ciudad de Berlin* School, a public elementary school that is located in Placeres Hill in Valparaiso. In this school, the students are given different workshop options, such as a break dancing workshop, a workshop on playing different musical instruments, a workshop on how to be a journalist, and a literature workshop.

The novel that is going to be used for this literature workshop is *Wonder* (2012), a novel written by the American author R. J. Palacio. This novel can be classified as a Young Adult literary work because it presents the story of a 10 year-old boy who is struggling in his first year of school. The themes and topics are highly interesting for pre-adolescents, as well as, young adults because they can feel portrayed by the different problematics and situations that this novel presents.

Members of the workshop are invited to get involved in this fascinating story that this novel presents, and to participate in the discussion of the different themes and topics that can be drawn from it. Through the novel’s story, students will be able to learn about a medical

condition, while at the same time, they will be able to provide simple definitions of what literature and YAL are. Also the development of a reading habit is one of the main aims of this workshop, as well as, the acquisition and reinforcement of grammatical elements. Furthermore, the students will be able to learn the negative effects that bullying and alienation have on a person, and they will reflect and relate these topics with their own life stories. Also the reinforcement of kindness and empathy are at the heart of this workshop, and the encouragement of uniqueness, in the sense that all people are different and unique.

This YAL workshop is going to be taught once a week (on Fridays) after regular classes, and the number of members can vary between 10 to 15 students, also a basic to intermediate level of English recommended, but if a student does not meet the requirement of English proficiency recommended, he will be accepted with the commitment of doing his best.

General Objectives

The main goal of this workshop is to develop a reading habit in the students because most of the times they feel forced to read the books assigned by their teachers at school. This workshop aims to change this conception, in which, reading is boring and lame, into an interesting one, in which, a student feel the desire to read because he wants to.

Another important aim of this workshop is to make students think and reflect in the different ways in which a simple word can have huge effects in somebody's mind.

Some of the important topics to be covered in this workshop are:

Literature - Young Adult Literature - Kindness - Empathy – Bullying – Alienation -

Friendship and what students think it is - What being different means - Treacher-Collins syndrome – Precepts - How to express emotions successfully - Responsibility

Specific Objectives

The students will be able to:

- Select their favorite words from the assignment readings, and provide definitions, synonyms, and examples for them.
- Understand August’s story presented in *Wonder* and the moral behind it.
- Understand the negative effects that bullying and alienation have on a person.
- Use specific vocabulary to describe themselves and other people.
- Explain what Literature is in simple words.
- Explain what Young Adult Literature is in simple words.
- Practice pronunciation and fluency by reading parts of the novel.
- Perform their talents and practice respect when watching others “We are all August: The Talent Show”.

Expected Learning Outcomes

The students are expected to:

- Change their attitude towards people who are physically or psychologically different.
- Discuss the novel’s topics by reflecting on their own stories.
- Create specific reading habits such as reading periodically and choosing their favorites words from the book or novel they are reading.

- Create a poster that shows other students of the school the effects of bullying and how to stop it.
- Create mottos, or motivational phrases using Mr. Browne's precept as an example.
- Design an illustration or drawing of themselves using the ones provided in the novel.

Contents and Themes

Personal description - Present Simple - Past Simple - Connectors
 Literature - Young Adult Literature - Kindness - Empathy - Bullying - Alienation
 Friendship and what students think it is - What being different means - Treacher-Collins syndrome - Precepts - How to express emotions successfully - Responsibility.

Key concepts

Young Adult Literature, Literature Precepts, Kindness, Treacher-Collins syndrome, Difference, Friendship, Alienation, and Bullying.

Class Information

1. Number of Students: Between 10 to 15 students
2. Grade: 8th grade, *Ciudad de Berlin School* (Elementary)
3. Period: Fridays, after regular classes. (from 2 pm to 4 pm)
4. Type of Syllabus used: Content- based syllabus and task-based syllabus
5. Number of Lessons: 12 lessons, once a week.

Requisites

- To have a basic to intermediate level of English (to know simple tenses: Present Simple and Past Simple, and to be able to maintain a basic conversation)*

- To be able to attend all the lessons or at least the minimum required. (7 sessions)
- To be enthusiastic and willing to learn new things.
- To be respectful towards other members of the workshop.
- To be honest and show dedication in each assignment (no plagiarism allowed).
- To use English when giving his opinion. (Spanish is allowed in this workshop, but the use of English will be fostered by the teacher)

*If a student who does not have the required level of English can enter, he will be accepted because the novel will be read in English as well as in Spanish.

Required Readings

1. Course Materials: R. J Palacio's novel *Wonder* (either printed or digital)
2. Additional Materials: *Wonder's* Spanish version (for the students whose English is an issue)

Evaluations

The students will have to do short activities in all classes; each activity will have a certain percentage of the workshop's final grade. The students will have to create their own precept, a poster showing the negative effects of bullying and alienation, and a drawing of August Pullman. Also the students will be part of a Talent show, and in each session they will have to do a handout choosing their word of the day from the assignment selection of the novel.

Students' attendance is highly important in this workshop, as well as, students' self-evaluation because through them students can reflect in the effort they did during the workshop.

Course Assignments

Activities	Percentage
Creation of a Precept	15%
Create a poster that shows other students in the school the effects of bullying and how to stop it.	20%
Drawing of August	15%
Talent show	15%
“A Word of The Day” handouts	20%
Student’s attendance	5%
Student’s Self Evaluation	5%

Attendance

Since this workshop is being taught by a member of the English Department of Ciudad de Berlin school, the attendance policy will be remain the same than in the English classes which stated that the minimum percentage for attendance is 70 %. Regular attendance is vitally important if the students want to learn and give their opinion on the different topics that are going to be covered during this workshop. There is no way to “make up” what is missed if the students are not here.

Arriving more than 20 minutes late (or leaving 20 minutes early) is counted as an absence. If one of the students misses one of the sessions for any reason, he-she must let the teacher knows the reason of his-her absence.

Since this is a 12-class workshop, the attendance of this workshop will be a 5% of the final grade of this workshop.

Number of Classes	Grade
12	7.0
11-10	6.0
9-8	5.0
7	4.0
6-5	3.0
4-0	2.0

**Note: Students must attend the first two class meetings if they wish to retain their place in the workshop.

Late Assignments

Students will have the opportunity to bring **only one** late assignment the following class. For doing so, the lead teacher will send a note to the student's parents explaining the objectives of the assignment. The student must do it at home, but he/she will have the opportunity to check his/her work with the teacher and classmates before handing it in. During this workshop there will be no tests; only assignments/tasks are going to be evaluated as a process and not as a final product.

Academic misconduct

The teacher of this workshop will uphold the fundamental values of honesty, respect, fairness, and responsibility. Students involved in this or any other workshop are expected to always behave in a good way and be cooperative. If there is an academic misconduct, the teacher in charge will talk with the student first to try to reverse the misconduct and if the student is caught again in the same situation, the teacher in charge will call the lead teacher to discuss and decide on an adequate form of punishment.

Macro Planning

Units	Session	Content	Objectives	Description of the Session
Unit 1: “Wonder and YAL”	1	<ul style="list-style-type: none"> ❖ The reasons why <i>Wonder</i> was written. ❖ Literature and YAL definitions. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Know and understand the reasons that R. J. Palacio has to start the writing of this novel. ❖ Learn what literature and YAL are. ❖ Provide their own definition about literature and YAL. 	<p>During the first session, the teacher will introduce herself to the students; also the teacher will present and explain the course syllabus. Then the students will have to introduce themselves to the rest of the class.</p> <p>After all of the members of the workshop have introduced themselves, the students will get to know the reasons why the novel <i>Wonder</i> was written for. The teacher will tell the students the story that motivates R. J. Palacio to write it. This story appear on an article called: “How One Unkind Moment Gave Way To <i>Wonder</i>” (http://www.npr.org/2013/09/12/221005752/how-one-unkind-moment-gave-way-to-wonder)</p> <p>Also the students will learn what Literature, YAL and Junior YAL mean. The teacher will use a PPT presentation to teach students about these concepts. So after the presentation of this concepts, the teacher will ask the students to create their own definition for these terms as a class, these definitions will be hang on the class wall.</p> <p>Finally the students will be asked to write down their expectations for this workshop.</p>
	2	<ul style="list-style-type: none"> ❖ How to read a book properly, set of advices and recommendations ❖ Chapters from the Part 1. “Ordinary and “Why I Didn’t Go to School” ❖ Present Simple and Past Simple tenses 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice their reading skill, while learning advices and recommendati on on how to read a book properly. ❖ Talk about their reading habits and 	<p>During the second session the students will learn how to read a novel or book. The teacher will show to them a PPT presentation with pieces of advice and recommendations about when, where, and how to read a book.</p> <p>The students will sit in a semi-circle and they will answer three questions: Which is your favorite book of all times?, Where do you read books?, and When do you read books?</p> <p>After this activity, the students will read out loud the first two chapters present in Part 1: “Ordinary” and “Why I Didn’t Go to School”. The teacher</p>

			<p>likes.</p> <ul style="list-style-type: none"> ❖ Reinforce Present and Past simple tenses. ❖ Practice their reading skill and pronunciation, while reading out loud chapters from Part 1. 	<p>will ask for volunteers, if there are no volunteers for reading these stories, the teacher will choose them.</p> <p>Then the students will reinforce their knowledge about present simple and past simple. The students will re-read the chapters from Part 1, but in this opportunity they will have to underline the verbs in present simple, and to circle the verbs in past simple. Finally, the teacher will ask the students to write the different verbs they found in the two chapters in the white board, with these verbs the students will have to write at least 2 or 3 sentences.</p> <p>HOMEWORK: The teacher will ask students to read Part 1 taking into considerations the advices on how to read effectively a novel like <i>Wonder</i>. Also the students will have to choose their favorite word from Part 1, so they will have to define it, to look up for synonyms, to create one sentence with it for next class activity.</p>
	3	<ul style="list-style-type: none"> ❖ Present Simple and Past Simple tenses ❖ Precept ❖ “Choose Kind” chapter, from Part 1. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Reinforce Present and Past simple tenses. ❖ Provide a definition of precept. ❖ Create a precept that serves as a motto or inspiration. ❖ Practice their reading skill and pronunciation, while reading out loud the chapter from Part 1. 	<p>During this session, the students will reinforce Present and Past Simple with a handout given by the teacher, in which, they will have to complete sentences with the verbs that are given, also to re-order the sentences that are disorganized, and to correct the mistakes present in some sentences.</p> <p>Then the teacher will ask students to read out loud the chapter “Choose Kind”. In this activity, the students will practice their pronunciation and reading skills.</p> <p>After some students read out loud this story, the teacher will give the students “What is a Precept?” handout. The students will have to define this concept, then they will have to choose their favorite precept from a list given by the teacher in the handout, and they will have to create their own precept. The different precepts will be hanged on the class wall.</p> <p>After this activity is done, the teacher will give to the students “The Word of The Day” handout, in which, the students will have to write and define</p>

			<ul style="list-style-type: none"> ❖ Choose, define, and use one word from <i>Wonder</i>. 	<p>one word that caught their attention when reading Part 1. In the handout, the students have to define the word, to provide synonyms, and to create one sentence with it.</p> <p>Then, the students will write down their word in the white board with its corresponding translation in Spanish, in order that in all classes the students learn 10 to 15 new words.</p> <p>HOMEWORK: The teacher will ask students to read Part 2 and to choose their word of the day for next class.</p>
4		<ul style="list-style-type: none"> ❖ Treacher-Collins syndrome characteristics. ❖ “August through the Peephole”, “A Tour of the Galaxy” and “An Apparition at the Door” chapters from Part 2. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Know and understand which the characteristics of the Treacher-Collins syndrome are. ❖ Practice their reading skill and pronunciation, while reading out loud the chapters from Part 2. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Choose, define, and use one word from <i>Wonder</i>. 	<p>During this session, the students will sit in a semi-circle, and they will be asked to read out loud “August through the Peephole” chapter. After reading this, the teacher will ask students to imagine how August looks like. For this reason, the students will have to draw how they think August looks like.</p> <p>Then the teacher will show and explain to the students the characteristics of the Treacher-Collins syndrome using a PPT presentation. In order to understand this condition, the students will see images of people who have this syndrome. At the end of this activity, the students will have to determine if their drawing were similar to the images of people with Treacher-Collins syndrome.</p> <p>Then, the students will read out loud “A Tour of the Galaxy” and “An Apparition At The Door” chapters. The students will be asked to imagine how they will feel if they have August as their brother. The teacher will ask students to say what they think (either in English or Spanish)</p> <p>Then the students will have to do “The Word of the Day” handout, and they will have to write down their word on the white board with its corresponding Spanish translation.</p> <p>HOMEWORK: The teacher will ask students to read Part 3, and to choose their word of the day for the next class.</p>

<p>Unit 2:</p> <p>“Always choose Kind”</p>	1	<ul style="list-style-type: none"> ❖ Natalie Merchant’s song: Wonder. ❖ “The Plague” chapter from Part 3. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice their listening skill with Natalie Merchant’s song. ❖ Relate Natalie Merchant’s song to the title of this novel. ❖ Practice their reading skill and pronunciation, while reading out loud the chapter from Part 3. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Choose, define, and use one word from <i>Wonder</i>. 	<p>During this session, the students will practice their listening skill by using Natalie Merchant’s song: Wonder. (https://www.youtube.com/watch?v=6zpYFAzhAZY)</p> <p>The teacher will give the students a handout in which they will have to do different listening activities, such as, to order the lyrics’ song, to fill in the blanks the word that is missing, and to match each part of the song in English with their corresponding Spanish translation. Then the students will sit in a semi-circle. The students will make comments the relationship between Natalie Merchant’s song and R. J. Palacio’s novel. Also the students will decide if the novel’s name is appropriate.</p> <p>The students will be asked to read out loud “The Plague” chapter. Then, the teacher will ask some students to dramatize this chapter, in order, all students to understand how terrible “The Plague” is. After this, the students will talk about what they felt when watching this “peculiar” game.</p> <p>Finally, the students will have to do “The Word of the Day” handout, and they will have to write down their word from Part 3 on the white board with its corresponding Spanish translation.</p> <p>HOMEWORK: The teacher will ask students to read Part 4, and to choose their word of the day for next class.</p>
	2	<ul style="list-style-type: none"> ❖ “Carvel” and “Why I Changed My Mind” chapters from Part 4. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice their reading skill and pronunciation, 	<p>During this session, the students will read out loud two chapters from Part 4: “Carvel” and “Why I Changed My Mind”. After reading them, the teacher will introduce one important topic that appears in these two chapters: Bullying.</p>

		<ul style="list-style-type: none"> ❖ Negative effects of bullying and alienation in a person. ❖ For the Birds, Pixar’s animated short film. ❖ “Imagine This: A world without Bullies” video. 	<p>while reading out loud chapters from Part 4.</p> <ul style="list-style-type: none"> ❖ Learn and understand the negative effects that bullying and alienation have on a person. ❖ Provide definitions for bullying and alienation. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Choose, define, and use one word from <i>Wonder</i>. 	<p>The students will watch two videos. The first video is an animated short film by Pixar called “For the Birds”: https://www.youtube.com/watch?v=tjUDblaW-Vc, and the second video is a short film made by the Children’s Craniofacial Association called “Imagine this: A world without Bullies”: https://vimeo.com/49959214</p> <p>After watching these two videos, the teacher will show the students a PPT presentation about Bullying. The students will make comments about the videos, and also the students will define in their own words what Bullying means and which the negative effects of it are.</p> <p>After this activity, the teacher will show 6 images that represent alienation. In this opportunity, the students will have to say what come to their minds when watching them. Also the students will have to image what life would be if they were alienated by everyone. For this reason, the students will play a game called “One out”, in which, each student will be isolated from the rest of the class for 15 seconds. The purpose of this game is to make students understand what alienated people feel and go through every day. When all students have experienced this activity, they will have to define alienation in their own words, and to say which the negative effects of it are.</p> <p>Finally, the students will make a commitment about these topics; all the students will promise to never bully or alienate others. They will have to write down their names and what they will do to stop bullying or alienation in a piece of paper given by the teacher. All these commitments will be hanged on the class wall.</p> <p>After this activity, the students will</p>
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				<p>have to do “The Word of the Day” handout, and they will have to write down their word from Part 4 on the white board with its corresponding Spanish translation.</p> <p>HOMEWORK: The teacher will ask students to read Part 5, and to choose their word of the day for next class.</p>
	3	<ul style="list-style-type: none"> ❖ “The Bus Stop” and “The Universe” chapters from Part 5. ❖ One reality, multiple versions. ❖ Negative effects of bullying and alienation in a person. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice their reading skill and pronunciation, while reading out loud chapters from Part 5. ❖ Choose, define, and use one word from <i>Wonder</i>. ❖ Understand that when telling or reading a story, there are multiple points of view about it. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Create a poster about the negative effects of bullying, as a 	<p>During this session, the students will read out loud two chapters from Part 5: “The Bus Stop” and “The Universe”. The students will sit in a semi-circle, and they will talk about the many versions or points of view that one story can have. They will reflect in how August story can have many versions or interpretations depending on who is telling the story. Also they will think in their own lives.</p> <p>After this activity, the students will have to do “The Word of the Day” handout, and they will have to write down their word from Part 5 on the white board with its corresponding Spanish translation.</p> <p>Then the students will talk about the commitments made in the previous class. They will tell to the rest of the class if they follow through them. The teacher will explain to the students that if they want to diminish or eradicate bullying from the school, they will have to create posters, in order to raise awareness of this problematic.</p> <p>The students will create these posters in groups of 3. At the end of the session, the students will hang the posters in the different hallways of the school.</p> <p>HOMEWORK: The teacher will ask students to read Part 6, and to choose their word of the</p>

			<p>way to diminish this problem in the school.</p>	<p>day for next class.</p>
	<p>4</p>	<ul style="list-style-type: none"> ❖ Christina Aguilera’s song: Beautiful. ❖ “The Auggie Doll” chapter from Part 6 ❖ Difference, being different. ❖ “When You Don’t Fit In: The Value of Being Different” article. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice their listening when they listen to Christina Aguilera’s song. ❖ Practice their reading skill and pronunciation, while reading out loud the chapter from Part 6. ❖ Choose, define, and use one word from <i>Wonder</i>. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Practice their reading skill with “When You Don’t Fit In: The Value of Being Different” article. ❖ Understand that being difference is 	<p>In this session, the teacher will use Christina Aguilera’s song: Beautiful to practice the students’ listening skills. The students will have to do a handout with listening exercises. https://www.youtube.com/watch?v=eAfyFTzZDMM</p> <p>Then the students will sit in a semi-circle, the teacher will ask students to read out loud “The Auggie Doll” chapter from Part 6. Then, the teacher will show the students images of the Ugly Dolls. The students will talk about what ugly means in relation to these dolls.</p> <p>After this activity, the students will make comments about these stories, how they feel when they read them. The teacher will give to the students “A word of the Day” handout, so the students will have to do it, and they will have to write down their word from Part 6 on the white board with its corresponding Spanish translation.</p> <p>The teacher will show a set of images to the students, they will have to say what they feel or which word come to their minds when seeing them. Then the teacher will give to the students an article called “When You Don’t Fit In: The Value of Being Different” (http://tinybuddha.com/blog/value-of-being-different/)</p> <p>The students will read this article silently, after this, the teacher will talk about difference and being difference. The students will talk about these topics; the teacher will explain the students that being different is something all people should embrace, not hide. Finally the students will say</p>

			something that should be embrace, not something to be shame of.	what makes them different from the rest of the people. HOMEWORK: The teacher will ask students to read Part 7, and to choose their word of the day for next class.
Unit 3: “Overcome the world”	1	<ul style="list-style-type: none"> ❖ “Extraordinary, but No One There to See” and “After the Show” chapters from Part 7. ❖ Definitions of Friendship. ❖ “Partly Cloudy”, Pixar’s animated short film. ❖ “The Love Game” 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice their reading skill and pronunciation, while reading out loud the chapters from Part 7. ❖ Choose, define, and use one word from <i>Wonder</i>. ❖ Provide their definition on Friendship. ❖ Express what they think are the strengths and things they like about their classmates in “The Love Game”. 	<p>During this session, the students will read out loud two chapters from Part 7: “Extraordinary, but No One There to See” and “After the Show”. After reading this, the students will talk about Miranda and her story. How she always remember her friendship with Via, August’s sister.</p> <p>The teacher will give to the students “A word of the Day” handout, so the students will have to do it, and they will have to write down their word from Part 7 on the white board with its corresponding Spanish translations.</p> <p>Then the teacher will show to the students a Pixar’s animated short film called “Partly Cloudy”. In this short film, the topic of friendship is portrayed in a different but interesting way. https://www.youtube.com/watch?v=1M0JPTMOQA8</p> <p>After the students watch the video, they will be asked to define friendship. As a closure activity, the students will play “The Love Game”, in which, they will have to say nice words to their classmates.</p> <p>HOMEWORK: The teacher will ask students to read Part 8, and to choose their word of the day for next class.</p>
		<ul style="list-style-type: none"> ❖ Personal descriptions’ 	<p>The students will be able to:</p>	<p>During this session, the teacher will reinforce the vocabulary about personal description that the students</p>

	2	<p>vocabulary.</p> <ul style="list-style-type: none"> ❖ “A Simple Thing”, chapter from Part 8. ❖ “The Beauty of Being Different” article. 	<ul style="list-style-type: none"> ❖ Reinforce vocabulary about personal descriptions. ❖ Describe themselves and other members of the class. ❖ Practice their reading skill and pronunciation, while reading out loud the chapters from Part 8. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Choose, define, and use one word from <i>Wonder</i>. ❖ Practice their reading skill with “The Beauty of Being Different” article. 	<p>already know.</p> <p>The students will practice personal description vocabulary with a handout given by the teacher, in which, they are going to remember the words, practice their pronunciation, and use them to describe themselves, other members of the class, and characters from <i>Wonder</i>.</p> <p>Then the students will read out loud one chapter from Part 8: “A Simple Thing”. The teacher will ask students to say if they like the end of <i>Wonder</i>, and if they thought that August will be given the Henry Ward Beecher medal. The students will talk and comment about the novel, their favorite characters, and parts. The teacher will give to the students the last “A word of the Day” handout, so the students will have to do it, and they will have to write down their word from Part 8 on the white board with its corresponding Spanish translation. It is expected that at the end of this workshop, the students have learned at least 80 new words from their words of the day and their classmates’.</p> <p>Finally, the teacher will give to the students an article called: “The Beauty of Being Different”.</p> <p>http://tinybuddha.com/blog/the-beauty-of-being-different/</p> <p>The students will have to read it, and make comments about it. Also the teacher will ask students to say how they see the world after reading <i>Wonder</i>.</p>
	3	<ul style="list-style-type: none"> ❖ Personal descriptions’ vocabulary. ❖ <i>Wonder</i> characters’ 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Reinforce vocabulary 	<p>During this session the students will reinforce more vocabulary about personal descriptions. The students will play games, and they will have to describe themselves and other</p>

		<p>illustrations.</p> <ul style="list-style-type: none"> ❖ A standing ovation, its meaning and significance. ❖ August’s precept. 	<p>about personal descriptions.</p> <ul style="list-style-type: none"> ❖ Use the characters’ illustrations that appear in the novel as examples to draw themselves ❖ Learn what a standing ovation is, in relation to August’s precept. 	<p>members of the class.</p> <p>Then the students will have to draw themselves, using <i>Wonder</i> characters’ illustrations as examples. The teacher will give them a handout where they will have to draw their Wonderful version.</p> <p>When all the students have finished their drawings, each student will show his drawing to the rest of the class. All their drawings will be hanged on the class-wall.</p> <p>After this, the teacher will ask students to define what a standing ovation is. But before they provide any definition, the teacher will show a video to the students: “Standing Ovation from CCA.” https://www.youtube.com/watch?v=gTecRGuORfc</p> <p>The teacher will explain the context of this video, and why it is related to the <i>Wonder</i>.</p> <p>Finally the students will create a definition for this word that will be hanged on the class wall. The teacher will explain to the students everything related to “We are all August: The Talent Show.”</p> <p>Finally, the students will complete their self-evaluation questionnaire. (see Appendix 2)</p>
	4	<ul style="list-style-type: none"> ❖ Respect ❖ Love ❖ Embrace your difference. ❖ Choose Kind and Overcome The World. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Show their talents in “We are all August: The Talent Show”. ❖ Respect other members of the class, 	<p>In the last session, the student will present their talents to the rest of the class. All students will have the opportunity to feel what a standing ovation is, while at the same time, embracing their differences, what makes them unique.</p> <p>The different talents that the students will present can be: singing, dancing, reciting a poem, drawing a graffiti cover <i>Wonder</i>, or anything that the students think is their talent. Even the</p>

			while showing their talents.	teacher will show her talent to the students, so no one can be ashamed. At the end of the session, the teacher will thank all the students for the participation and all what they have learned during the workshop. And the teacher will give to the students the course results.
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Sample Lessons

Sample Lesson N°1

Unit N° 1: “Wonder and YAL” Session: N° 3

Objectives:		
<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Reinforce Present and Past simple tenses. ❖ Provide a definition of precept. ❖ Create a precept that serves them as a motto or inspiration. ❖ Practice their reading skill and pronunciation, while reading out loud one chapter from Part 1. ❖ Choose, define, and use one word from <i>Wonder</i>. 		
Materials:		
<p>White Board – Pens – “Present Simple and Past Simple” handout -- “Choose Kind” chapter from Part 1—“What is a Precept?” Handout – “The Word of the Day” handout</p>		
TIME	LESSON STAGE	TEACHER & STUDENTS’ ROLES
20 min.	Presentation	<p>The teacher will start the class by presenting and writing on the whiteboard the objectives of this third class to the students. (5 min.)</p> <p>Then the teacher will activate previous knowledge by asking the students to write down on their notebooks 1 sentence using Present Simple and 1 sentence using Past Simple. The students will have 5</p>

		minutes to do this task, after those minutes, the teacher will ask 5 students to write their sentences on the white board. The rest of the class will have to correct the sentences if there is any mistake. (15 min)
40 min	Practice	<p>The teacher will give to the students “Present Simple and Past Simple” handout (Activity N° 1), in which, the students will reinforce their knowledge about these tenses. The teacher will give to the students 15 minutes to do the handout, after that, the teacher will present the answers for the handout. (30 min.)</p> <p>Then the teacher will ask students to read out loud the “Choose Kind” chapter that appears in Part 1 in <i>Wonder</i> (Activity N° 2). The teacher will give the students a handout with the chapter, and she will ask for volunteers to read this story, if there are no volunteers, the teacher will choose them. While the students are reading out loud this chapter, the teacher will help the students with the pronunciation of the words. (10 min)</p>
60 min	Production	After the reading activity is done, the teacher will ask students to define the word <i>precept</i> . The teacher will give the “What is a Precept?” handout to the students (Activity N° 3). In this handout, the students will have to define the word <i>precept</i> , then they will have to choose their favorite precept from a list of 7 quotes from famous people, and finally they will have to create their own precept. The teacher will explain each task to the students, and the teacher will answer any question or doubt that the students have. The students will

have 10 minutes to do this handout. Then the teacher will ask each student to read out loud their definition of precept, then as a class, all the student will agree on one definition. Also the teacher will ask some students to say which their favorite precept is, and finally each student will read and explain his precept to the rest of the class. All the precepts created by the students will be hanged on the class wall. (30 min.)

Then the teacher will give to the students “The Word of the Day” handout (**Activity N° 4**), in which, the students will have to define their chosen word from the reading assignment given by the teacher in the second session. For this assignment, the students had to read Part 1 and choose one word that caught their attention. They had to define it, looked up for synonyms, and created one sentence with it. The students will have 5 minutes to do this handout because all the tasks have been already done by the students, while they were reading Part 1. (5 min) After the 5 minutes, the teacher will ask each student to write down his word of the day in the white board with its corresponding Spanish translation. The students will have to write down on their notebooks all the words of the day and their translations. (15 min)

As a closure activity, the teacher will ask students to say one thing they learned in this class. All the students will have to say what they learned in the session. (8 min)

HOMEWORK:

		The teacher will ask students to read Part 2 and to choose their word of the day for next class. (2 min)
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Sample of Activity N° 1



Present Simple & Past Simple

Instructions:

Complete the sentences using the verbs that are given, re-order the sentences, and correct the mistakes in the sentences.

Objectives:

The students will be able to:

- ❖ Reinforce Present and Past simple tenses by practicing them.

Task 1

Use the verbs in brackets and complete the sentences.



1. I _____ (study) English last night.
2. I _____ (buy) a present for my husband but I _____ (think) he _____ (not like) it.
3. I _____ (take) too much alcohol yesterday evening, so I _____ (have) a terrible headache now.

4. _____ Jonathan _____ (go) to Buenos Aires in 2014?

5. _____ you _____ (like) coffee?

Task 2

Re-Order the sentences. Pay attention to the periods, capital letters, and commas.

1. went/ to/ pool/ swimming/ Maria/ weekend./ last

2. reading/ listening/ Maria/ to/ and/ likes/ books/ music.

3. had/ with/ lunch/ Marcos/ brother./ Yesterday./ his

4. pencil?/ you/ your/ Did/ find

5. you/ Do/ me?/ love

Task 3:

Correct the mistakes in some sentences. Not all the sentences are wrong.

1. She like the snow.

2. Yesterday, He buy a new cellphone.

3. Ana visits her grandparents today.

4. Every day I went to school.

5. Did you liked the ice-cream?



Sample of Activity N° 2

Reading Comprehension



Instructions:

Read out loud the following chapter from Part 1, and then talk about it with the rest of the class.

Objectives:

The students will be able to:

- ❖ Practice their reading skill and pronunciation, while reading out loud the chapter from Part 1.

Choose Kind

"I guess," I nodded, not looking up because what I really wanted was to just slide under the desk.

"Who's your favorite character?" Julian asked. I started thinking maybe he wasn't so bad.

"Jango Fett."

"What about Darth Sidious?" he said. "Do you like him?"

"Okay, guys, you can talk about Star Wars stuff at recess," said Ms. Petosa cheerfully. "But let's keep going. We haven't heard from you yet," she said to Jack.

Now it was Jack's turn to talk, but I admit I didn't hear a word he said. Maybe no one got the Darth Sidious thing, and maybe Julian didn't mean anything at all. But in Star Wars Episode III: Revenge of the Sith, Darth Sidious's face gets burned by Sith lightning and becomes totally deformed. His skin gets all shriveled up and his whole face just kind of melts.

I peeked at Julian and he was looking at me. Yeah, he knew what he was saying.

Choose Kind

There was a lot of shuffling around when the bell rang and everybody got up to leave. I checked my schedule and it said my next class was English, room 321. I didn't stop to see if anyone else from my homeroom was going my way: I just zoomed out of the class and down the hall and sat down as far from the front as possible. The teacher, a really tall man with a yellow beard, was writing on the chalkboard.

Kids came in laughing and talking in little groups but I didn't look up. Basically, the same thing that happened in homeroom happened again: no one sat next to me except for Jack, who was joking around with some kids who weren't in our homeroom. I could tell Jack was the kind of kid other kids like. He had a lot of friends. He made people laugh.

When the second bell rang, everyone got quiet and the teacher turned around and faced us. He said his name was Mr. Browne, and then he started talking about what we would be doing this semester. At a certain point, somewhere between *A Wrinkle in Time* and *Sherr of the Sea*, he noticed me but kept right on talking.

I was mostly doodling in my notebook while he talked, but every once in a while I would sneak a look at the other students. Charlotte was in this class. So were Julian and Henry. Miles wasn't.

Sample of Activity N° 3



What is a precept?

Instruction:

Define the word *precept* according to what you have read in the chapter "Choose Kind". Choose your favorite precept from the list, and then create your own precept.

Objectives:

The students will be able to:

- ❖ Provide a definition of precept.
- ❖ Create a precept that serves as a motto or inspiration.

Task 1

After reading the chapter "Choose Kind", you will have to define what a precept is.

For me, a Precept is

Task 2

In here, you will find 7 quotes from famous people. Choose your favorite precept, and explain to your classmates the reasons why.

1. "Don't cry because it's over, smile because it happened."
Dr. Seuss

2. "Be yourself; everyone else is already taken."
Oscar Wilde
3. "Be the change that you wish to see in the world."
Mahatma Gandhi
4. "Education is the most powerful weapon which you can use to change the world."
Nelson Mandela
5. "Educating the mind without educating the heart is no education at all."
Aristotle
6. "If you tell the truth, you don't have to remember anything."
Mark Twain
7. "When love is not madness it is not love."
Pedro Calderón de la Barca

Task 3

Create your own precept.



My precept

Sample of Activity N° 4



"The Word of the Day"

Instructions:

Define, provide synonyms, and one example of your word of the day. If it is possible draw your word.

Objectives:

The students will be able to:

- ❖ Choose, define, and use one word from *Wonder*.

Task 1:

Define your word of the day in English and Spanish.

Word of the Day: _____

Definition in English:

Definition in Spanish:

Task 2:

Provide some synonyms for your word of the day.

Synonyms:

Task 3:

Create a sentence, in which, you use your word of the day.

Task 4:

Draw your word of the day, if it is possible.



Sample Lesson N°2

Unit N° 2: “Choose Kind” Session: N° 4

Objectives:		
<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice their listening when they listen to Christina Aguilera’s song. ❖ Practice their reading skill and pronunciation, while reading out loud the chapter from Part 6. ❖ Choose, define, and use one word from <i>Wonder</i>. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Practice their reading skill with “When You Don’t Fit In: The Value of Being Different” article. ❖ Understand that being difference is something that should be embrace, not something to be shame of. 		
Materials:		
<p>White Board – Pens – “Listening Activity” handout -- “The Auggie Doll” chapter from Part 6 – Ugly Dolls’ images -- “The Word of the Day” handout -- “When You Don’t Fit In: The Value of Being Different” article – Different and Difference’s images</p>		
TIME	LESSON STAGE	TEACHER & STUDENTS’ ROLES
10 min.	Presentation	<p>The teacher will start the class by presenting and writing on the whiteboard the objectives of the class to the students. (5 min.)</p> <p>Then the teacher will ask the students to think in what makes them beautiful and different. So, the students will have to say one physical feature they love about themselves. The teacher will say hers to</p>

		engage students in this little activity.(5 min)
55 min	Practice	<p>After this short activity, the teacher will use Christina Aguilera’s song: “Beautiful” to practice the listening skills of the students with a handout (Activity N° 1). This handout contains three different listening tasks. In each task, the students will listen to one part of the song three times (a fourth time, if the teacher considers it necessary). After all the tasks are done, the teacher will give to the students the correct answers for each task. (30 min.)</p> <p>Then the teacher will ask students to read out loud the “The Auggie Doll” chapter that appears in Part 6 in <i>Wonder</i> (Activity N° 2). The teacher will give the students a handout with the chapter, and she will ask for volunteers to read this story, if there are no volunteers, the teacher will choose them. While the students are reading out loud this story, the teacher will help the students with the pronunciation of the words. Then, the teacher will show the students images of the Ugly Dolls. The students will talk about what ugly means in relation to these dolls and the novel. (25 min)</p>
55 min	Production	<p>Then the teacher will give to the students “The Word of the Day” handout (Activity N° 3). The students will have 5 minutes to do this handout because all the tasks have been already done by the students, while they were reading Part 1. (5 min)</p> <p>After the 5 minutes, the teacher will ask each student to write down his word of the day in the white board with its corresponding Spanish translation. The students will have to write down on their notebooks</p>

all the words of the day and their translations. (15 min)

After this activity is done, the teacher will show a set of images to the students, they will have to say what they feel or which word come to their minds when seeing them. (5 min)

Then the teacher will give to the students an article called “When You Don’t Fit In: The Value of Being Different” handout (**Activity N° 4**).

The students will read this article silently; after this, the teacher will talk about difference and being difference. The students will talk about these topics, the teacher will explain to the students that being different is something all people should embrace, not hide. Finally the students will say what makes them different from the rest of the people. (20 min)

As a closure activity, the teacher will ask students to say one thing they learned in this class. All the students will have to say what they learned in the session. (8 min)

HOMEWORK:

The teacher will ask students to read Part 7, and to choose their word of the day for next class. (2 min)

Sample of Activity N° 1

Listening Comprehension

Instructions:

Listen to Christina Aguilera's song, while performing the different tasks.

Objectives:

The students will be able to:

- ❖ Practice their listening when they listen to Christina Aguilera's song.

"Beautiful" by Christina Aguilera



(<https://www.youtube.com/watch?v=eAfyFTzZDMM>)

Task 1:

Listen to the first part of the song and choose the correct word that is missing.

Write down the correct word in the space.

(Part 1)

- Every day is so _____
a) Wonderful b) Beautiful c) Ugly
- Then suddenly it's _____ to breathe.
a) Flat b) Hard c) Mark
- Now and then I get _____
a) Secure b) Insurance c) Insecure
- From all the pain, I'm so ashamed.
a) By b) To c) From



5. I am beautiful no _____ what they say.

- a) Math b) Mattress c) Matter

6. Words can't bring me _____

- a) Down b) Up c) Around

7. I am _____ in every single way.

- a) Marvelous b) Amazing c) Beautiful

8. Yes, _____ can't bring me down... Oh no.

- a) Words b) Food c) Work

9. So don't you bring me down _____

- a) Tomorrow b) Yesterday c) Today

Task 2:

Listen to the second part of the song and put in order the lyrics. Write down the letter to their corresponding order in the "Lyrics Correct Order Box" at the end of the task.

(Part 2)

a)

You are beautiful no matter what they say

Words can't bring you down...oh no

b)

The pieces gone, left the puzzle undone.

is that the way it is?

c)

You are beautiful in every single way

Yes, words can't bring you down, oh, no

So don't you bring me down today...

d)

To all your friends you're delirious,

So consumed in all your doom.

Trying hard to fill the emptiness.

Lyrics Correct Order Box
1.
2.
3.
4.

Task 3:

Listen to the third and final part of the song, and find the 6 sentences that are missing in the box below.

And everywhere we go -- Full of beautiful mistakes -- (no matter what we say)

And tomorrow we might wake on the other side -- We are beautiful in every single way

Yes, words can't bring us down, oh, no

1.

No matter what we do

(no matter what we do)

No matter what we say

We're the song inside the tune

2.

(and everywhere we go)

The sun will always shine

(the sun will always, always shine)

3.

We are beautiful no matter what they say

Yes, words won't bring us down, no, no

So don't you bring me down today



Sample of Activity N°2

Reading Comprehension



Instructions:

Read out loud the following chapter from Part 6, and then talk about them with the rest of the class.

Objectives:

The students will be able to:

- ❖ Practice their reading skill and pronunciation, while reading out loud one chapter from Part 6.
- ❖ Reflect on their stories, while reading *Wonder*.

The Auggie Doll

The Auggie Doll

For a while, the "war" was all we talked about. February was, when it was really at its worst. That's when practically nobody was talking to us, and Julian had started leaving notes in our lockers. The notes to Jack were stupid, like: "You're alive, big cheese! and Nobody likes you anymore!"

I got notes like: "Freak!" And another that said: "Get out of our school, or!"

Bummer thought we should report the notes to Ms. Rubin, who was the middle-school dean, or even Mr. Tushman, but we thought that would be like snitching. Anyway, it's not like we didn't leave notes, too, though ours weren't really mean. They were kind of funny and sarcastic.

One was: "You're so pretty, Julian! I love you. Will you marry me?" Love, Beulah.

Another was: "Love your hair! XD Beulah.

Another was: "You're a babe. Tickle my feet. XD Beulah.

Beulah was a made-up person that me and Jack came up with. She had really gross habits, like eating the green stuff in between her toes and sucking on her knuckles. And we figured someone like that would have a real crush on Julian, who looked and acted like someone in a Kidztop commercial.

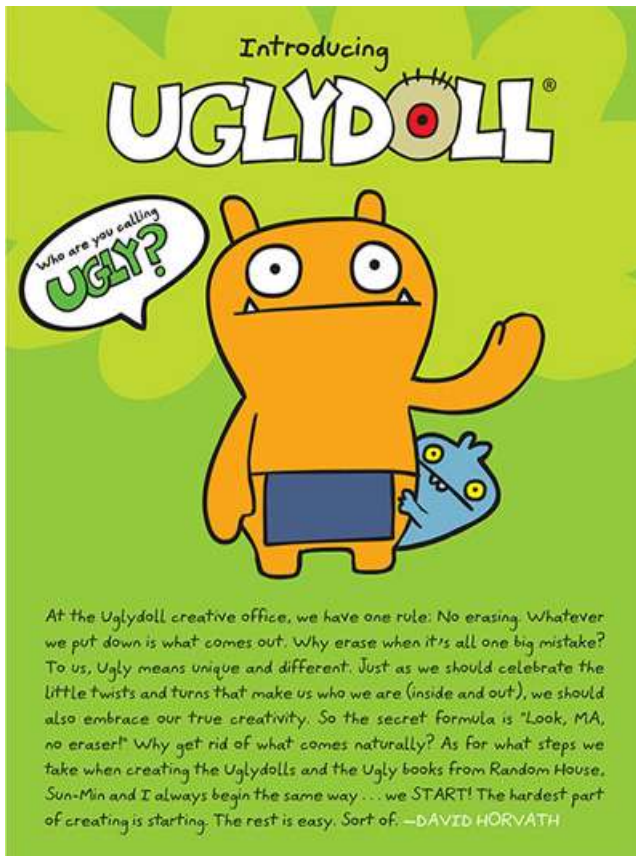
There were also a couple of times in February when Julian, Miles, and Henry played tricks on Jack. They didn't play tricks on me, I think, because they knew that if they got caught "bullying" me, it would be big-time trouble for them. Jack, they figured, was an easier target. So one time they stole his gym clothes and played Monopoly in the Middle with them in the locker room. Another time Miles, who sat next to Jack in homeroom, sniped Jack's worksheet off his desk, crumpled it in a ball, and tossed it to Julian across the room. This wouldn't have happened if Ms. Pelosa had been there, of course, but there was a substitute teacher that day, and subs never really know what's going on. Jack was good about this stuff. He never let them see he was upset, though I think sometimes he was.

The other kids in the grade knew about the war. Except for Savanna's group, the girls were really at first. But by March they were getting sick of it. And so were some of the boys. Like another time when Julian was dumping some gerbil-hoopers' shavings into Jack's backpack, Amos, who was usually tight with them, grabbed the backpack out of Julian's hands and returned it to Jack. It was starting to feel like the majority of boys weren't buying into Julian anymore.

Sample of Images: Ugly Dolls



**Ugly means unique and different.
Real beauty is found in the little twists and turns
that make us who we are.
Never hide or cover up that which makes you YOU.
Shout those twists and turns
from the highest rooftops.
Always be ugly.**



Sample of Activity N° 3



"The Word of the Day"

Instructions:

Define, provide synonyms, and one example of your word of the day. If it is possible draw your word.

Objectives:

The students will be able to:

- ❖ Choose, define, and use one word from *Wonder*.

Task 1:

Define your word of the day in English and Spanish.

Word of the Day: _____

Definition in English:

Definition in Spanish:

Task 2:

Provide some synonyms for your word of the day.

Synonyms:

Task 3:

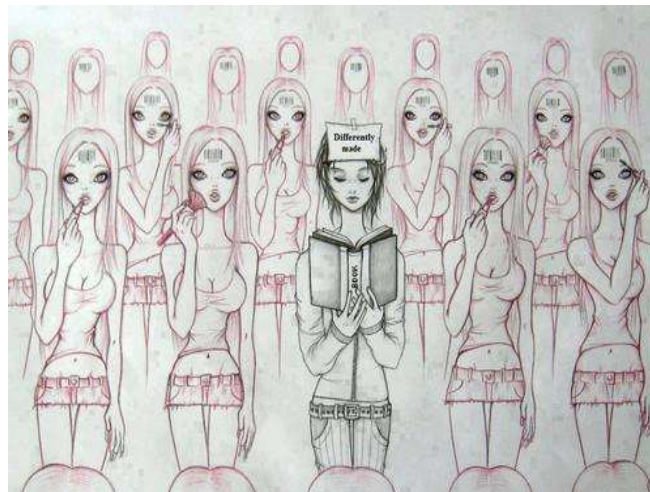
Create a sentence, in which, you use your word of the day.

Task 4:

Draw your word of the day, if it is possible.



Sample of Images: Being Different



Sample of Activity N° 4

Reading Comprehension

Instructions:

Read the following article about being different. You will find the translations of the underlined words in the "Language Box" at the end of the article.

Objectives:

The students will be able to:

- ❖ Practice their reading skill with "When You Don't Fit In: The Value of Being Different" article.
- ❖ Understand that being difference is something that should be embrace, not something to be shame of.

When You Don't Fit In: The Value of Being Different

By Devi Clark



"No one can make you feel inferior without your consent." ~Eleanor Roosevelt

When I was ten, my blonde, blue-eyed best friend gave me a label.

"I never thought I'd make friends with anyone brown," she said. She was clearly embarrassed by her revelation and had summoned the courage to own up.

I was dumbstruck for a moment. I never really thought of myself as brown, or indeed, as anything. I was just me.

Then, wanting to get us both out of this awkward situation, and thinking of how my Sri Lankan mother would compliment my beautiful golden brown skin, I blurted out, “Well, I’m not really brown, I’m golden.”

Immediately my friend collapsed into laughter, as she imagined me with bright orange skin. I suspect she was glad to divert the shame away from herself.

And I did feel ashamed. Ashamed of being labelled as something I didn’t particularly identify with, but also ashamed of denying my brown skin, of unwittingly playing along with this casual racism.

Over the years I have discovered that it’s not unusual to be judged as different.

I still encounter many situations where people make incorrect assessments of me based on my looks.

The question “where are you from” is sadly very common, as if the origin of my ancestors will give people the most important clues about who I am.

My kids and I have picked up some Sri Lankan characteristics (age four, my third generation daughter called her little brother “darling” with a decidedly Asian lilt), but on the two occasions I have travelled to Sri Lanka, I was definitely a foreign tourist.

Of course, my family history does partly define me, but mostly not in the way that those people think.

Instead, it defines me as different.

Being mixed-race is only one of the factors that make me different. I tend to be more outspoken than my peers, less religious, more bookish, more alternative... Apart from being married with two kids and a mortgage, there are plenty of things about me that are not “normal.”

Being different is a self-definition I struggled with for years, which I now deeply appreciate.

Although it is not always an easy path, I hold my differences as precious. Conformity would be stifling. I want to be me, not some mythical “normal” that only exists in my imagination.

Being different has tremendous value. Here is how.

1. Being different is a source of connection and belonging.

I find shared experiences when I speak with people who know what it is like to feel different—people with disabilities, migrants, creative people, gay people, introverts, recovering addicts, and many others.

Though we don’t share those particular characteristics, our mutual understanding of what it is like to be different connects us, powerfully.

We know what it is like to be judged because of who we are. We know what it is like to feel like outsiders or freaks. We know what it is like to try and hide our differences to fit in.

But fitting in is the *opposite* of being yourself. It leaves you sick inside.

What we really crave is to belong. When we are accepted despite or even *because* of our differences, we have found true belonging.

2. What we have in common easily trumps our differences.

We have empathy built into our brains. Mirror neurons mean that when we hear someone tell a moving story, we feel what *they* feel.

We all want to be understood. And science has proven what we instinctively know: we are more alike than different.

So, take the risk of hearing and being heard. By telling your story you invite others to understand you, and to understand themselves better, too.

3. My differences are a source of motivation.

Looking back on the life choices I have made, I can see how my desire to help others feel they belong and are valued has influenced my career and relationships.

One of my favorite jobs involved providing careers and business guidance to refugees, amongst the most stigmatized and stereotyped people in our society.

These were often highly qualified and had been doctors, lawyers, and businessmen and women in their country of origin. Having left that behind, they found themselves without the respect, financial security, and social standing they had previously known.

They were portrayed as scroungers, while being excluded from working by regulation, discrimination, and lack of confidence. I found a vocation helping them navigate these obstacles.

Many of my colleagues were refugees themselves, who, having found their own way, wanted to pass on the learning to the next generation. Our differences motivated us to help others in the same boat.

4. Being different is intensely creative.

As I began to take more pride in what made me different, I began to research other people who went against the social norms.

I discovered that artists, entrepreneurs, innovators, and other world-changers were always different from the people that surrounded them. Like me, they had often felt excluded from the “popular” kids group at school.

They thought differently. They made connections (with other people, or between ideas) that others had not previously made.

And they had the courage and resilience to put those ideas out into the world—the courage to take the risk of being judged, and the resilience to try again when they were.

In the process, their ideas were tested and improved and tested again.

Some made it big (think Steve Jobs, Lady Gaga, Barack Obama) appealing to a mass audience with their new ways of seeing; others appealed to a niche with similar tastes. In every case their creativity was rooted in their differences.

You, too, have value hidden in your differences.

Though we may never escape all judgment and discrimination, we can learn to value our own unique perspective.

Then at least we can stop judging ourselves.

Language Box:

Embarrassed: avergonzado.
I was dumbstruck: boquiabierto.
Compliment: halago.
Blurted out: soltar.
To Divert: desviar.
Unwittingly: sin querer, incoscientemente.
Encounter: encontrar, hallar.
Assessments: valoración, evaluación.
Outspoken: honesto.
Mortgage: hipoteca de una casa.
Struggled: luchar
Outsiders: forasteros.
Crave: ansiar.
Alike: parecidos.
Source: fuente.
Belong: pertenecer.
Were portrayed: representados.
Scroungers: vividores.
Lack of confidence: falta de confianza.
Navigate these obstacles: navegar estos obstáculos.
Pride: orgullo.
Research: investigar
Against: en contra.
Entrepreneurs: empresario, emprendedor.
Resilience: resiliencia.
Niche: nicho, grupo.
Though: aunque, a pesar.

Sample Lesson N°3

Unit N° 3: “Overcome the World” Session: N° 2

Objectives:		
<p>The students will be able to:</p> <ul style="list-style-type: none"> ❖ Reinforce vocabulary about personal descriptions. ❖ Describe themselves and other members of the class. ❖ Practice their reading skill and pronunciation, while reading out loud one chapter from Part 8. ❖ Reflect on their stories, while reading <i>Wonder</i>. ❖ Choose, define, and use one word from <i>Wonder</i>. ❖ Practice their reading skill with “The Beauty of Being Different” article. 		
Materials:		
<p>White Board – Pens – “Personal Description Vocabulary” handout -- “A Simple Thing” chapter from Part 8 -- “The Word of the Day” handout -- “The Beauty of Being Different” article.</p>		
TIME	LESSON STAGE	TEACHER & STUDENTS’ ROLES
		<p>The teacher will start the class by presenting and writing on the whiteboard the objectives of the class to the students. (5 min.)</p> <p>Then the teacher will ask the students to brainstorm all the vocabulary they remember about personal descriptions. The teacher will write</p>

15 min.	Presentation	<p>down on the white board all the words given by the students.</p> <p>The teacher will ask the students to provide the Spanish translation for them. (10 min)</p>
55 min	Practice	<p>After this short activity, the students will practice vocabulary about personal descriptions with a handout that the teacher will give to them (Activity N° 1). With the use of this handout, the students will remember the vocabulary in the handout, while at the same time; the teacher will make students to practice the pronunciation of all the different words that appear in it. Also the students will have to describe themselves, other members of the class, and characters from <i>Wonder</i> using the handout’s vocabulary (25 min.)</p> <p>Then the teacher will ask students to read out loud one chapter “A Simple Thing” that appears in Part 8 in <i>Wonder</i> (Activity N° 2). The teacher will give to the students a handout with the stories, and she will ask for volunteers to read this story, if there are no volunteers, the teacher will choose them. While the students are reading out loud this story, the teacher will help the students with the pronunciation of the words. (15 min)</p> <p>After the reading activity, the teacher will ask students to say if they like the end of <i>Wonder</i>, and if they thought that August will be given the Henry Ward Beecher medal. The students will talk and make comment about the novel, and their favorite characters and parts. (15 min)</p>

50 min	Production	<p>Then the teacher will give to the students the last “The Word of the Day” handout (Activity N° 3). The students will have 5 minutes to do this handout. (5 min)</p> <p>After the 5 minutes, the teacher will ask each student to write down his word of the day in the white board with its corresponding Spanish translation. The students will have to write down on their notebooks all the words of the day and their translations. It is expected that at the end of this workshop, the students have learned at least 80 new words from their words of the day and their classmates’. (15 min)</p> <p>Then the teacher will give to the students an article called: “The Beauty of Being Different” (Activity N° 4). The students will have to read it, and compare this story with August’s. (25 min)</p> <p>As a closure activity, the teacher will ask students to say how they see the world after reading <i>Wonder</i>. (5 min)</p>
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Sample of Activity N° 1

Personal Descriptions Vocabulary

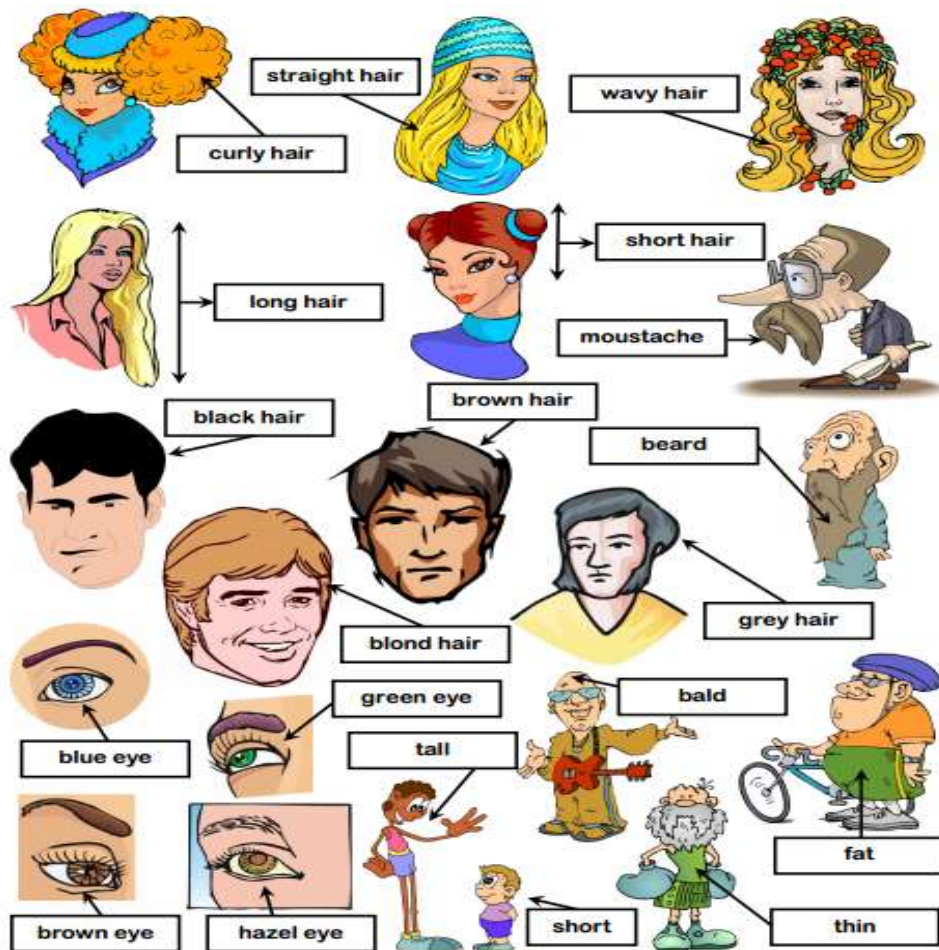
Instructions:

Remember all the vocabulary in the images, provide their pronunciation, and use this vocabulary when describing yourself and other members of the class.

Objectives:

The students will be able to:

- ❖ Reinforce vocabulary about personal descriptions.
- ❖ Describe themselves and other members of the class.



Taken from: <http://www.englishsheets.com/describing-people-2.html>

Appearance

1 Age



young middle-aged old

2 Height



short medium-height tall

3 Build



well-built plump fat slim

4 Complexion



pale-skinned yellow-skinned olive-skinned dark-skinned

5 Face



oval round square triangle long

6 Hair



short black hair long black hair grey hair wavy brown hair curly hair ponytail red pigtails fair hair (plaits) short spiky hair bald

7 Eyes



blue (brown, black, green) eyes



hazel eyes



oval eyes



big round eyes



small eyes

8 Nose



small nose



turned-up nose



straight nose



hooked nose



long nose

9 Mouth and lips



full lips



thin lips



curved lips



large mouth



small mouth

10 Other features



beautiful (pretty)



handsome



ugly



beard



moustache



wrinkles



freckles



large ears



small ears

Sample of Activity N° 2

Reading Comprehension

Instructions:

Read out loud the following chapter from Part 8, and then talk about them with the rest of the class.

Objectives:

The students will be able to:

- ❖ Practice their reading skill and pronunciation, while reading out loud the chapter from Part 8.
- ❖ Reflect on their stories, while reading *Wonder*.

A Simple Thing

A Simple Thing

About an hour later we were all seated in the giant auditorium waiting for Mr. Tushman to give his "middleschool address." The auditorium was even bigger than I imagined it would be—bigger even than the one at Via's school. I looked around, and there must have been a million people in the audience. Okay, maybe not a million, but definitely a lot.

"Thank you, Headmaster Jansen, for those very kind words of introduction," said Mr. Tushman, standing behind the podium on the stage as he talked into the microphone. "Welcome, my fellow teachers and members of the faculty. . . ."

"Welcome, parents and grandparents, friends and honored guests, and most especially, welcome to my fifth- and sixthgrade students. . . ."

"Welcome to the Beecher Prep Middle School graduation ceremonies!!!"

Everyone applauded. "Every year," continued Mr. Tushman, reading from his notes with his reading glasses way down on the tip of his nose, "I am charged with writing two commencement addresses: one for the fifth- and sixth-grade graduation ceremony today, and one for the seventh- and eighth-grade ceremony that will take place tomorrow. And every year I say to myself, Let me cut down on my work and write just one address that I can use for both situations. Seems like it shouldn't be such a hard thing to do, right? And yet each year I still end up with two different speeches, no matter what my intentions, and I finally figured out why this year. It's not, as you might assume, simply because tomorrow I'll be talking to an older crowd with a middle-school experience that is largely behind them—whereas your middle-school experience is largely in front of you. No, I think it has to do more with this particular age that you are right now, this particular moment in your lives that, even after twenty years of my being around students this age, still moves me. Because you're at the cusp, kids. You're at the edge between childhood and everything that comes after. You're in transition.

"We are all gathered here together," Mr. Tushman continued, taking off his glasses and using them to point at all of us in the audience, "all your families, friends, and teachers, to celebrate not only your achievements of this past year, Beecher middle schoolers—but your endless possibilities. "When you reflect on this past year, I want you all to look at where you are now and where you've been. You've all gotten a little taller, a little stronger, a little smarter . . . I hope."

Miss Gerson stands in the audience, shocked.

Sample of Activity N° 3



"The Word of the Day"

Instructions:

Define, provide synonyms, and one example of your word of the day. If it is possible draw your word.

Objectives:

The students will be able to:

- ❖ Choose, define, and use one word from *Wonder*.

Task 1:

Define your word of the day in English and Spanish.

Word of the Day: _____

Definition in English:

Definition in Spanish:

Task 2:

Provide some synonyms for your word of the day.

Synonyms:

Task 3:

Create a sentence, in which, you use your word of the day.

Task 4:

Draw your word of the day, if it is possible.



Sample of Activity N° 4

Reading Comprehension

Instructions:

Read the following article about being different. You will find the translations of the underlined words in the "Language Box" at the end of the article.

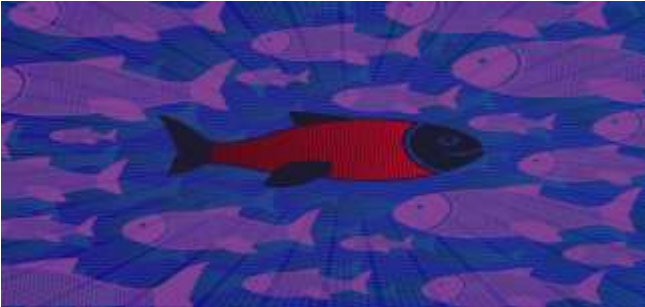
Objectives:

The students will be able to:

- ❖ Practice their reading skill with "The Beauty of Being Different" article.

The Beauty of Being Different

By Caroline D. James



"We must never be afraid to be a sign of contradiction for the world."~Mother Theresa

I've felt like I was different ever since I was in elementary school, when my personality started to settle and I came to realize I didn't look, think, feel, learn, or act like my peers.

Back in the eighties and early nineties it seemed that there weren't many labels to catalog people by, but still I knew I was different, and teachers and classmates made sure I knew it. "Freak" or "weirdo" were two of their favorite names.

In current times there would be a many labels to identify me with: ADD, ADHD, dyslexic, depressive, and antisocial, among other medical terms. Socially, there are many other labels to box me in: problematic, troublemaker, weird, crazy, and dramatic, among others.

Labels seemed to be used to put me into boxes so shrinks, teachers, and the world could try to understand me.

The world tends to see what is different as something ugly and wrong, as if anything “abnormal” is something needing to be fixed.

If I were to see myself through the eyes of the world, I'd be frightened to look at myself in the mirror.

As the years went by the bullying didn't stop. Everyone knew me by a thousand different names, except the one my mother had given me. I didn't mind; I actually preferred for them not to use my name. I didn't want them to taint it with their evil voices.

In high school, I wanted to have friends and be a part of something; I wanted to feel like I wasn't a freak. I tried really hard to fit in, but trying to be something I wasn't became emotionally draining.

My father could see this and told me: “Ducks fly in flocks and eagles fly alone.”

I didn't want to be an eagle. I wanted to be a duck, because they had company.

I started smoking to fit in with the “cool” group, dating boys I wasn't even interested in (it was what girls my age did), and I learned to laugh and keep my mouth shut when I saw any injustice being done.

I once screamed and burst into tears when I saw one of my “friends” kill a bee out of fun. I couldn't understand how someone could take away the life of such an innocent being intentionally.

After being bullied for my reaction, they started calling me “crazy” and so... what did I do? I started killing bees.

I loathed myself. I had turned into this person I didn't like for the sole purpose of “fitting in.” But at the same time I hated what I was, I hated being oversensitive, stupid, a daydreamer, rebellious, and sad.

I wasn't happy with my physical appearance either. The body I had at twelve years old remained the body I would have for the rest of my life—extremely skinny and no curves.

People, assuming I had an eating disorder, would thoughtlessly say, “Eat something. Skinny girls are not pretty.” It was just my anatomy, different to that of the voluptuous Mexican bodies women have in this part of the world.

Then, a boy came my way. We became good friends, and because he didn't want to hurt my feelings and lead me on, he asked if I could pretend to be his girlfriend.

Marcus was gay. He couldn't stand the idea of being different and showing it to the world. He needed a fake girlfriend to take home to his parents, to brag about to his friends, and to walk around town, showing he was "normal."

We were teenagers, and our self-esteem was determined by the acceptance of society.

He knew how I felt for being different and not being able to fit in. I had a different mindset and he had a different sexual orientation. It was in our differences where we found a unity that forged a beautiful friendship.

A few years later Marcus found the courage to "come out." His parents supported him. He lost many friends but made new ones and he could be entirely himself around them.

There was no more pretending. He found acceptance within his heart, even if the world around him shamed him. He became comfortable within his own skin, and *that* to him was happiness.

I came to understand that the criticism came, not because we were wrong (we weren't horrible human beings), but because we were different to them (society). In their mind, their way of thinking and acting was right, so anything that navigated away from that was wrong.

It was their limited mindset that created in them an inability to accept other people's differences. But that wasn't our problem; we weren't what they saw.

Our problem came from the fact that we had given them the power of controlling our self-esteem instead of finding that acceptance and love within ourselves.

As more years passed, experience taught me a deeper understanding about my place in this world.

I came to forgive and love myself because I was never ugly, stupid, antisocial, or psychotic, as the world saw me. I felt like that because I was looking at myself through their eyes instead of my own.

Even through university I had to deal with the stigma of being considered stupid by my peers, for having bad grammar and spelling mistakes. To them my intellectual capacity was determined by my writing skills instead of the content of my writing.

Fortunately, professors admired the intellectual content of my papers and the different perspective I had for connecting the dots and analyzing issues. I graduated top of my class, because dyslexia is not a disability; it's a different perspective to what ordinary learning offers.

ADD or ADHD have never existed in my mind. I simply block out lame and boring lectures I'm not interested in, and when I find myself in an environment I dislike, my mind travels away to the beautiful world of my imagination.

I am selective with my friends, not antisocial. I don't wish to surround myself with people that undervalue me or with whom I don't feel comfortable.

I am not a troublemaker, but I refuse to stand by while I see any injustice being done. I am not rebellious; I just refuse to follow rules that go against my values. I'm not dramatic, I am passionate.

Yes, I cry a lot. I was born crying and I've never stopped. However, it is not because I have chronic depression (I have battled depression and it is a term I wouldn't use lightly).

It is because I am oversensitive, and even as a child I could see what people rarely saw or simply didn't care about: corruption, poverty, injustice, and cruelty, among other issues. This affected me profoundly, and still does. I am empathetic toward others' suffering.

I wasn't a duck, and even if being an eagle can be lonely, the view from the top gives life a wider perspective and a deeper understanding. Although my journey hasn't been entirely lonely, it is definitely a less traveled one.

I've met wonderful people with whom I can be myself, and even if I don't have thousands of friends, I have a few who are worth the world.

Different is what I'll always be, because I don't match with the preferred educational, economic, religious, and social systems that want to shape me into a predesigned mold that I can't fit into.

Everyone wants you to be what is best for them, not what is best for you. Wanting to please everyone and be what is socially acceptable stole my personality away.

However, by accepting myself, I came to realize that I am absolutely beautiful. Not because I am better or worse than anyone else, but because I am exactly what I am supposed to be.

Everyone is different in some way or another, but only a few dare to show it to the world. The majority try to fit into a mold that is too tight to feel free in.

Marcus is feeling incredibly comfortable in his amazing homosexual being. He has a wonderful partner and they have recently adopted a beautiful baby girl.

Once I asked him, "What would you like her to be when she grows up?"

He replied: beautifully different.

Language Box

To Settle: resolver.

Peers: compañeros.

Labels: etiquetas.

ADD: Síndrome de Déficit Atencional

ADHD: Síndrome de Déficit Atencional

Troublemakers: persona problemática.

Shrinks: psiquiatras (loqueros)

Abnormal: anormal

Frightened: asustado

Fit in: encajar

Emotionally Draining: agotamiento emocional

Flocks: parvada, bandada

Loathed: odiar, detestar

Oversensitive: hipersensible

Daydreamer: soñador

Thoughtlessly: desconsideradamente

To brag about: presumir

Limited minset: mentalidad limitada

Stigma: Estigma

Lame: aburrido

Poverty: Pobreza

Cruelty: Crueldad

Empathetic: empático

Please: complacer, satisfacer

Dare: Atreverse.

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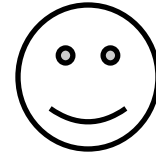
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APPENDIXES

Cuestionario



Alias: _____

Curso: 8vo Básico

Fecha: _____/Septiembre/2015

Instrucciones

Este cuestionario consta tan **solo de 15 preguntas** y nos servirá para saber un poco más de ti, **tus gustos** y que cosas **te gustan o no te gustan hacer**. A lo largo de este cuestionario tendrás **que elegir la alternativa que más se asemeje a tu pensar** y en **algunas preguntas tendrás que escribir la respuesta**.

Este cuestionario es **confidencial** y será utilizado para un trabajo de título de una futura profesora de inglés de la PUCV, por lo tanto, la información que entregues en ella servirá de sobre manera para la estudiante que lo llevará a cabo.

No necesitamos tu nombre real, por lo tanto, puedes crear un alias o un alter ego como nombre.

Importante!

La manera correcta de marcar tu elección será encerrando en un círculo la alternativa que más te guste.

Responde a conciencia cada una de las preguntas

1. **¿Qué tipo de cosas te gusta hacer durante tu tiempo libre?**
 - a) Jugar fútbol
 - b) Jugar videojuegos
 - c) Navegar por internet
 - d) Leer un libro o cuentos cortos
 - e) Jugar con amigos

2. **En una escala de 1 a 10, siendo 1 nada y 10 mucho: Cuánto te gusta leer?**
 - a) 1-3 (nada)
 - b) 4-5 (no mucho)
 - c) 6-8 (un poco)
 - d) 9-10 (mucho)

3. **¿Cuál es tu tipo de libros favoritos?**
 - a) Libros de acción
 - b) Libros de misterio

- c) Libros de amor
- d) Libros que me representen

4. ¿Has sufrido bullying?

- a) Si
- b) No
- c) Yo he hecho bullying a otros compañeros

5. ¿Conoces a algún niño con capacidades diferentes?

- a) Si
- b) No

6. ¿Te asustaría ver a una persona con una deformación en su cara?

- a) Si
- b) No
- c) No sé

7. ¿Qué tipo de música te gusta? ¿Tienes algún cantante o grupo favorito?

R: _____

8. ¿Cuál es tu comida favorita?

R: _____

9. ¿Te gustan los animales?

- a) Si
- b) No

10. ¿Has tenido o tienes una mascota?

- a) Si
- b) No

11. ¿Vives con ambos padres, con uno o con algún familiar?

- a) Con ambos padres
- b) Con uno solo
- c) Con un familiar
- d) En hogar de menores

12. ¿Te consideras una persona..... (elige cuántas alternativas quieras)

- a) Soñadora
- b) Pesimista
- c) Popular
- d) Risueña
- e) Con pocos amigos
- f) Callada
- g) Amistosa
- h) Enojona

13. ¿Sientes que los libros que debes leer para el colegio son de tu gusto?

- a) Si
- b) No

14. ¿Crees que sería interesante leer libros que hablen sobre temas que te interesen?

- a) Si, sería interesante
- b) No, no creo
- c) Quizás

15. ¿Te gustaría participar de un taller dedicado a literatura juvenil?

- a) Si, si me gustaría
- b) No, no me gustaría

Student's Self-Evaluation⁴

Name: _____ Date: _____

Instructions:

Read the following set of statements and decide if they are true **Always**, **Most of the times**, **Sometimes**, **Rarely**, or **Never**. Choose the option that represents you the most with a cross (X).

Statements	Always	Most of the times	Sometimes	Rarely	Never
I talk to other students in a kind way.					
When other students talk, I listen.					
I follow my teacher's directions.					
I take my time doing my work and try my hardest.					
I respect other students' differences.					
I help others to understand that bullying is bad.					
I read all the assigned parts of <i>Wonder</i>					

Total Points: 70 points

Your Score: ____ points

Thank you!

Always: 10 points
 Most of the times: 8 points
 Sometimes: 5 points
 Rarely: 3 points
 Never: 1 point.

⁴ This Student's Self-Evaluation format has been adapted from this sample: <https://s-media-cache-ak0.pinimg.com/736x/8d/fa/5f/8dfa5f1f6e50bc7e35d86ae4f5ab6ea6.jpg>