“Wonder” Common Core Close Reading Unit - Free Sample
By Stephanie Rye
Day 7
Lesson

* Objectives-RL.5.1, RL.5.4 (RL.4.1, RL.4.3, RL.4.4, RL.6.1, RL.6.4)

* Remind the students that we are analyzing characters by looking closely at what they do, say, and think. In particular we are trying to pay attention to anything the characters in our stories do that is surprising to see what that will tell us about them.

* Tell them that today you want to teach them about another form of figurative language called allusion. Refer the class to page 7 of the packet. Read the information about allusion to the class. Explain each of the examples as follows:

As I listened to Tommy make up one excuse after another to the teacher, I watched to see if his nose would grow like Pinocchio's. - This refers to the story of Pinocchio whose nose grew any time he told a lie.

Chocolate will always be my Achilles' heel. - This means that my weakness is my love of chocolate. Achilles is a character in Greek mythology who was invincible. His mother dipped him in magical water when he was a baby, and she held him by the heel. The magic protected him all over, except for his heel.

We thought the computer software would be helpful, but it turned out to be a Trojan Horse. - This refers to the horse that the Greeks built that contained all the soldiers. It was given as a gift to the enemy during the Trojan War and, once inside the enemy’s walls, the soldiers broke out. By using trickery, the Greeks won the war.

* Explain to the class that the difficulty with allusion can be that you will only understand it if you have heard of the original story, person, etc. that is being referred to. If
you think an author is using allusion, but you aren't familiar with what is being referred to, try to look it up or ask someone.

* Read aloud pages 61-69 modeling the following thinking:

Page 61 after the 2nd paragraph— I noticed that the author used quotation marks again like in the last lesson. This time it was around not stare in the sentence. “Every new class I had was like a new chance for kids to “not stare” at me. They are again being used to show that actually the opposite was happening. Kids were staring at him.

Page 62 after the 1st paragraph— I noticed an example of allusion in this paragraph. When Auggie refers to a Wookie, that is an allusion to Star Wars. Chewbacca was the Wookie in all the Star Wars movies. He’s really big and hairy. If you aren’t familiar with the Star Wars books or movies then you would have a hard time understanding this allusion.

Page 64 at the end of the page— I was really surprised by August’s actions here. I feel like normally August is bothered by the way people react to him. That’s why he usually walks with his head down and doesn’t always look at people when they are talking, but he laughed with Jack about the reaction the boy had to him in the hall. Then he even made a joke about his own face which made him and Jack crack up.

Page 66 after the 6th paragraph which begins, “Yeah, you can...”— I was surprised by the fact that August wants to invite Julian after the way Julian has treated him. The fact that he doesn’t want anyone’s feelings to get hurt shows that he is considerate, and I also think he is forgiving. His mom asks if he even wants to invite Julian and he says, “Geez, Mom, you should forget about that already.” To me this
shows that he is forgiving.

Page 67 after the 8th paragraph which begins, “You know”—I noticed some figurative language in this paragraph. August’s mom uses the idiom, “the apple doesn’t fall far from the tree”. That’s an expression that means that a child is like his/her parent. So, August’s mom is saying that it wasn’t very nice that Julian’s mom didn’t RSVP for the party. So maybe Julian isn’t very nice because his mom isn’t.

**Shared Reading**

* Tell the students to take out the text they started reading yesterday, “Shells”. Tell them that we will continue reading it today to make inferences about the characters, paying particular attention to any actions by the characters that we think are surprising.

* Begin reading the text aloud to the students starting on page 76 at the 5th paragraph. Stop after the 6th paragraph and share your thinking— I’m inferring that Michael doesn’t usually seek out his aunt to talk to her when he comes home. It said earlier in the text that she was usually on the phone when he came home. Plus he told her to leave him alone, so I’m betting they don’t spend much time together. So, it’s surprising here that Michael goes to show his aunt the hermit crab that he just bought.

* Continue reading aloud, stopping before the last paragraph on page 77. Aunt Esther acted in a surprising way in this part of the story. It actually said in the text that she surprised Michael. Then it said, “She picked up the shell and poked the long, shiny nail of her little finger at the crab’s claws.” I’m inferring that what surprised Michael is that she touched it. Maybe he thought she would think it’s gross and not want to touch it.
or be afraid of it. I think this shows Michael that he doesn't really know his aunt that well. Maybe there's hope that they can live together and be happy.

* Have students read the rest of the story independently, making inferences, noticing if the characters do surprising things, and annotating the text.

* When the students are mostly finished, have them share their thinking and annotations with a partner. While they are doing this, walk around and try to find one or two quality annotations that include inferences to share with the class on the document camera.

Reading Workshop

* Tell the students that now they are going to continue reading their independent reading books, working to make inferences about the characters. Remind them to record their inferences on sticky notes and place them on the page where they thought of the inference. Remind them to pay particular attention if any of the characters act in surprising ways. Tell the students they will be responsible for writing one quality inference that they made while reading into their packet at the end of workshop time. Remind them to also be on the lookout for figurative language including allusion which we learned about today.

* Near the end of reading workshop, tell the students to choose the best inference they made and record it in their packet on page 8. While they are doing this, walk around and find a student that has made a good inference and ask him/her to share it with the class.
Day 8
Lesson

* Objectives—RL.5.1, RL.5.4 (RL.4.1, RL.4.3, RL.4.4, RL.6.1, RL.6.4)
* Remind the students that noticing when characters act in surprising ways can help us to dig deeper and really analyze them. We have noticed how much it bothers August seeing the way others react to how he looks and yet he was able to laugh at the way that boy in the hall reacted when he saw his face. He even made a joke about his face to Jack. This shows us that he has a sense of humor. He is able to laugh at himself.
* Explain to the students that as we get to know the characters in our books and make inferences about them, we are building theories about the kind of people that they are. We need to keep those theories in mind as we read so that we can confirm them or revise them. Sometimes when a character acts in a surprising way, we have to revise our thinking about them.
* Read aloud pages 70-80 modeling the following thinking:
  
  Page 70 after 1st paragraph— I noticed that the author used quotation marks in a new way in this paragraph. I know they are used in dialogue, and I've noticed how the author uses them to show sarcasm. Here they are used for a different purpose. The text says, “No, actually, it’s not a phobia. It’s an ‘aversion’”. I think the author is using quotations marks here because it’s a new word to August. He says it’s a word he just learned in Mr. Browne’s class. I think it means something you have a very strong dislike for. August said he doesn’t want to have his picture taken. At first he says you could call it a phobia, but then he changes his mind and calls it an aversion. A phobia is something you are so scared of it can impact your life. So, this situation is
not quite that bad but it’s more than just how you and I might not like getting our picture taken.

Page 70 at the end— I noticed a simile here when it said that the photographer looked like he’d just sucked on a lemon when he saw August.

Page 72 at the end— This is a metaphor here when August says he is the old moldy cheese. I can’t believe how mean kids can be, and once again I’m surprised that August doesn’t say anything to the teachers about this. But then again, I’m thinking that maybe this stuff happens so often to August that he would be telling other people constantly. So, he has just learned to deal with it himself.

Page 73 at the end— I’m not surprised that August loves Halloween so much. I can see how that would be the one day he would be able to feel like everyone else.

Page 76 after the 2nd paragraph— I noticed that August actually made an inference here about the kids that were talking. He figured out that they were looking for him.

Page 78 at the end— This is such a shock! I can’t believe it was Jack that said those things about August! So, maybe Jack wasn’t sitting by August in each class on that first day to be nice? Is he just being fake? Is he really just like all the other kids? At first I had the theory that Jack was a kind person, but now I might need to revise my thinking. Maybe now I have the theory that he was being fake, and he really isn’t kind. As I keep reading I will have to keep that in mind.

Shared Reading

* Remind the students that strong readers can back up the inferences and claims
they make about the books they are reading by providing evidence from the text. Refer students to page 8 in the packet. Read over the information as a class. Read the example on page 9 as a class as well, discussing all the labeled parts of the response.

* Have students take out the text “Retired” from a previous lesson. Tell the students that they are going to work with a neighbor to write about an inference they made while reading this text while also providing evidence for their thinking. They need to write their response on page 10 of their packet.

* While the students are working, walk around to find quality examples to share with the class. Possible answer: An inference I made while reading “Retired” is that Miss Cutcheon misses her students and being a teacher. I think that because she spent a lot of time thinking about her students. In the text it said, “Miss Cutcheon spent most of breakfast time thinking about all the children she had taught.” This shows that she was missing being a teacher.

Reading Workshop

* Tell the students that now they are going to continue reading their independent reading books, working to make inferences about the characters. Remind them to record their inferences on sticky notes and place them on the page where they thought of the inference. Remind them to pay particular attention to the evidence from the text that helped them make that inference. Tell the students they will be responsible for writing a response in their packet that includes an inference and a quote from the text that gives evidence for their thinking.

* About halfway through reading workshop, tell the students to choose the best
inference they made and record it in their packet on page 10 along with evidence from the text. While they are doing this, walk around and find a student that has done a good job of quoting accurately to support their inference. Ask the student to share their response with the class.
Reading Workshop Lesson 6
* Record the best inference you made during reading workshop today on the lines below.

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More Figurative Language

Allusion

* Allusion is also a figure of speech or type of figurative language. It is a brief and indirect reference to a well-known story, event, person, or object in order to make a comparison. It is only a casual reference and does not describe the story, event, person, or object in detail. It is up to the reader to make the connection to the subject being mentioned. Here are some examples of allusion:

As I listened to Tommy make up one excuse after another to the teacher, I watched to see if his nose would grow like Pinocchio’s.

Chocolate will always be my Achilles’ heel.

We thought the computer software would be helpful, but it turned out to be a Trojan Horse.
Reading Workshop Lesson 7

* Record the best inference you made during reading workshop today on the lines below.

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Prove It With Evidence!

* Strong readers are able to back up the claims they make about text with evidence. You can paraphrase parts of the text in your response, but often times it is best to quote the text accurately. This means you pull out exact words from the text. There are several different phrases you can use when you are using evidence from the text in a response. Here are some examples:

  According to the text...
  Based on what I read...
  On page ...... it said...
  An example from the text is...
  For instance...
  For example...
  Because...
  The author said...

* It is also a good idea to link your evidence back to the point you are trying to make by using a phrase such as “this shows that”.
* Remember when you quote or cite the text you need to use quotation marks!
An inference I made while reading was that August has a good sense of humor and has the ability to laugh at himself. For example, a boy knocked August down in the hall and when he helped him up, he looked at his face and said, “Whoa!” Then in the text it said, “For some reason, me and Jack started cracking up.” So, instead of having hurt feelings, August was able to laugh about it. Later, August even made a joke about himself when Jack asked him if he could get plastic surgery to fix his face. August said, “Hello? This is after plas-
"Retired"

* What is an inference you made while reading "Retired"? Quote accurately from the text to support your thinking.

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Reading Workshop Lesson 8

* What is an inference you made while reading? Quote accurately from the text to support your thinking.

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Thank You!

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