

Name _____

Find words and phrases in the text that help you picture being August on his first day at school. Write the words and phrases in the lines below. Then, write about how they make you feel. Finally, illustrate a picture of August on his first day at school.

The First Day of School, AS AUGUST

ILLUSTRATION

Name _____

obstacles

Think about the characters in the story that are listed below. First, write what their goals or wishes are. Then, write what obstacles get in the way of their goals or wishes. Finally, write about whether or not they reached their goals or wishes, and explain how. Remember that some characters may have multiple goals, and that their goals may have changed throughout the story.

Character	Goals or Wishes	Obstacles	Did they reach their goals? Explain.
August			
Via			
Miranda			

Name _____

Round or Flat?

Round characters:

- Are major
- Play main roles
- Encounter conflict
- Change and learn
- Are fully developed
- Are described in detail

Flat characters:

- Are minor
- Play supporting roles
- Do not change much

Character Round or Flat? Justify your answer

Character	Round or Flat?	Justify your answer
August		
Summer		
Via		
Justin		
Jack		
Miranda		

Name _____

FIGURATIVE LANGUAGE

IDIOM-an expression with a non-literal meaning.
HYPERBOLE-an exaggeration.
SIMILE-a comparison between two things using the words "like" or "as."

DIRECTIONS: Read each quote from Part I of *Mander*. Circle the part of each sentence that is figurative. Name the type of figurative language. Then, justify your answer.

- Dad was in such a hurry to follow her that he dropped the video camera, which broke into a million pieces. (page 7)
 - Type of figurative language: _____
 - I know this because _____
- I fell asleep in the backseat like I always do, my head on Via's lap like she was my pillow, a towel wrapped around the seat belt so I wouldn't drool all over her. (page 10)
 - Type of figurative language: _____
 - I know this because _____

Common Core codes are listed on the bottom of each activity.

Name _____

Character Changes

Think about the characters below, and about how they changed. Describe the characters in the beginning of the story. Then, describe the characters at the end of the story.

	Beginning of the Story	End of the Story
August		
Jack		

Name _____

Postcard Precept

Mr. Browne's students sent him postcards to remember with their own written precepts. If you had to write a precept reflecting what you learned about safety, what would you write? Write your precept on a postcard. Explain what your precept means and why you start to you.

Name _____

Character Snapshot

Think about a character from the story. Write his or her name below. In a speech bubble, write a quote from the story that you think describes him or her. In the picture frame, draw a detailed picture of him or her. On the lines, write about his or her greatest struggle.

My character's name is _____

_____ school like a lamb to the slaughter..." Dad even Finish his sentence because he saw me in _____

It was smaller. It smelled like a hospital.

Name _____

Mr. Browne's Precepts

Re-read Mr. Browne's precepts below. Choose one and circle it. At the top of the table below, write what you think the precept means. On the bottom left, write about how your chosen precept applies to a character in the book (or what they could learn from it). On the bottom right, write about how your chosen precept applies to you (or how you could learn from it).

- When given the choice between being right or being kind, choose kind.
- Your deeds are your monuments.
- Have no friends not equal to yourself.
- Fortune favors the bold.
- No man is an island, entire of itself.
- It is better to know some of the questions than all of the answers.
- Kind words do not cost much. Yet they accomplish much.
- What is beautiful is good, and who is good will soon be beautiful.
- Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever live.
- Just follow the day and reach for the sun!

What it means:	How it applies to a character:	How it applies to me:

Name _____

Figurative Language

Below, read the first column of the table. In the second column, circle the part of the sentence that contains figurative language. In the third column, write the type of figurative language, and explain how you know. You will write about how you know in the third column. Illustrate the quote in the fourth column.

Quote	Figurative Language	Illustration
1. To look at things like, as if you were on a moon. (page 82)	This is an example of _____ I know this because _____	
2. She looked out at the ocean and spread her hands out, like she was trying to smooth out the waves. (page 87)	This is an example of _____ I know this because _____	
3. But after she died, I held on to that secret and let it cover me like a blanket. (page 87)	This is an example of _____ I know this because _____	
4. I can't say she wasn't nice, because she was, but she seemed kind of distant, like I was a casual friend. It was the weirdest thing in the world. (page 94)	This is an example of _____ I know this because _____	
5. He put the Playstation down and looked up at me as if I had just asked the dumbest question in the world. (page 94)	This is an example of _____ I know this because _____	

Name _____

CAUSE AND EFFECT

In the boxes on the left, write three events from the reading. In the boxes to the right, write about three effects that each of these story events caused.

Story Events	Effects
	1. _____ 2. _____ 3. _____
	1. _____ 2. _____ 3. _____

Name _____

Main Events

What are the main events in the section you have just read? Draw a picture for each, and write accompanying text.

PREVIEW ONLY

16 Reading Response Activities:

- Common Core aligned
- Focuses include character analysis, main events, figurative language, point of view, writing, and more

No man is *an*
ISLAND,
entire of itself

When given the
choice between
being **RIGHT** *OR* being **KIND**,
CHOOSE KIND

FORTUNE
favors the
BOLD

Have
no friends
not equal
to yourself

Your DEEDS
are your
MONUMENTS

It is better to
know some of the
QUESTIONS
than all of the
ANSWERS

Just follow
THE DAY
and reach
for **THE SUN**

What is **beautiful**
is good, and *who is*
good will soon be
BEAUTIFUL

Precepts Posters:

- Beautifully designed posters
- Use as springboards for discussion or for your Wonder display

Table of Contents: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Part(s)
		14	Activity Packet Cover	
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	15-16	Theme Thoughts	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	17	Main Events	any
		18	Cause and Effect	any
		19-20	Obstacles	Use after finishing the novel.
Character Analysis	RL 3.3/R 5.3/RL 6.3	21-22	Character Traits	Use throughout the novel.

Table of Contents

Resource	Pages
Table of Contents: Freewriting Journal	3
Freewriting Journal	4-12
Table of Contents: Reading Response Activities	13
Reading Response Activities with Answer Keys	14-62
Precepts Posters	63-64
Terms of Use and Artist Credit	65-64

Teacher Notes:

- There are three main sections included in this resource.
- Freewriting Journal:** A great way to "kick off" each of the eight Parts of the book. Same self-to-text connections and prompts. Students think deeply about how the book's themes apply to themselves.
 - Reading Response Activities:** The Table of Contents page lays out the Common Core standards for each activity, and tells you when to use each one. Included in this section are Culminating Project Options.
 - Precepts Posters:** Use as springboards for discussions, or for a bulletin board display.

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Table of Contents: Freewriting Journal

Resource	Pages
Freewriting Journal Cover	4
Freewriting Journal <ul style="list-style-type: none"> Notes about this resource One Freewriting page included for each section of the book (8 pages for 8 parts). Each Freewriting page includes a topic choice. These work best if you use them as a pre-reading activity. Students' minds will get warmed up and be thinking in the direction that the reading will take them. Students will make wonderful text-to-self connections. Some students may feel private to the prompts, so it may be a good idea to leave it up in the classroom as to whether or not they would like to share them. Always tell students that they have to free-write during the entire time I am in the room, which may be 5-10 minutes. 	5-12

Wonder

By R.J. Palacio

Activity Packet



this!
edits!
-Class

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Easy organization and planning:

- Detailed Tables of Contents for each section
- Student cover pages keeps everything organized
- Teacher Notes

Instructions

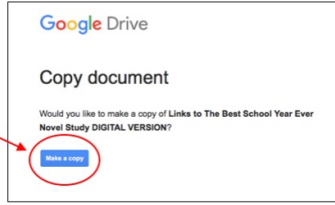
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

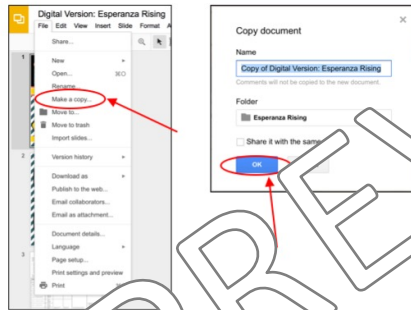
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

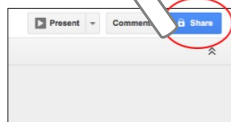


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

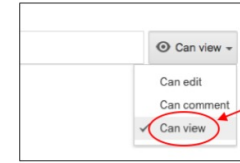


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

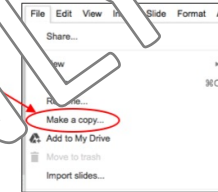


Note: Sharing with students can also be done through Google™ Classroom.

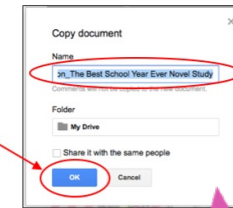
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress and finished products.

10. Don't forget that you do have the option to print the digital version in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers use both versions to end up using both versions.

11. There are places where students are using iPads or tablets, this is easy to do. However, if you are using a computer, you can use the "Insert" dropdown menu in Google™ Drive to add images and other content.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme... Transition...

Name Text here

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____
2	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____
3	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____
4	<u>Text here</u> _____ _____	<u>Text here</u> _____ _____

RL 3.3/RL 4.3/RL 5.3/RL 6.3 ©2007 Nothing but Class