



Wonder

Discussion Guide

GRADES 3 - 7

Before using this book with your class or recommending the book to students, we suggest reading the book closely to determine if it is a good fit. Consider saying to your students:

“This book contains topics that may be sensitive. Not all books fit all readers. If you are uncomfortable with this book, you have the right to stop reading it, but please pick another.”

Before Reading: to activate schema, build background knowledge, and set a purpose.

- August Pullman was born with a severe facial difference and has had many surgeries. He was homeschooled for years, and the book opens as he starts fifth grade at a real school for the very first time.
- Have students complete the [Anticipation Guide](#) to prepare for understanding and connecting with the deeper themes and messages of the story.
- Frontload vocabulary with the [Vocabulary Guide](#).

During Reading: to engage students, check for understanding, and make connections.

August p. 3 - 81

- Auggie refuses to describe his own face, saying “whatever you’re thinking, it’s probably worse.” Why might the author leave that description out at the very start?
- When Auggie overhears cruel comments on his first days at school, what does the way he reacts tell you about how he has learned to cope?

Via p. 82 - 118

- This part is told by Auggie’s older sister. What do we learn about the family from Via that Auggie himself could never have told us?
- Via pictures the family as a solar system with Auggie as the sun. What does that image reveal about her place in the family?

Summer p. 119 - 133

- Summer chooses to sit with Auggie at lunch. Now that we hear her own thoughts, is her friendship based on pity or on something else? Point to the text.

Jack p. 134 - 186

- We finally learn why Jack said the hurtful thing he said, and how he feels afterward. How does hearing Jack’s side change the way you judge what he did earlier?

Justin p. 187 - 205

- Justin’s narration is written without capital letters. Why might the author format his part differently, and what does it suggest about him?

Miranda p. 236 - 249

- Miranda admits she has been pretending things about her life. Why do you think she reinvented herself, and how does that connect to the book’s ideas about how people appear on the outside?



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During Reading Cont: to engage students, check for understanding, and make connections.

August p. 250 - 310

- At graduation, Auggie receives a standing ovation. Looking back across all eight narrators, why is it fitting that the story both begins and ends in Auggie's voice?

After Reading: to summarize, question, and reflect.

- We hear from eight narrators, but never from a bully like Julian. Why might the author leave that voice out, and what would change if we heard it?
- The precept "choose kind" runs through the book. Choose one character and describe a moment when they did, or failed to, choose kind.
- Whose narration changed your understanding of Auggie the most, and why?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.