

Actions Speak Louder than Words: Nonverbal

Interpretation Dictionary

Student Activity Sheet

Choose a facial expression or gesture. You can get some ideas from your teacher or classmates if you are having trouble choosing one.

What does this facial expression or gesture usually mean?

Write a detailed narrative or draw a series of cartoons that demonstrates a situation in which the facial expression or gesture might be used.

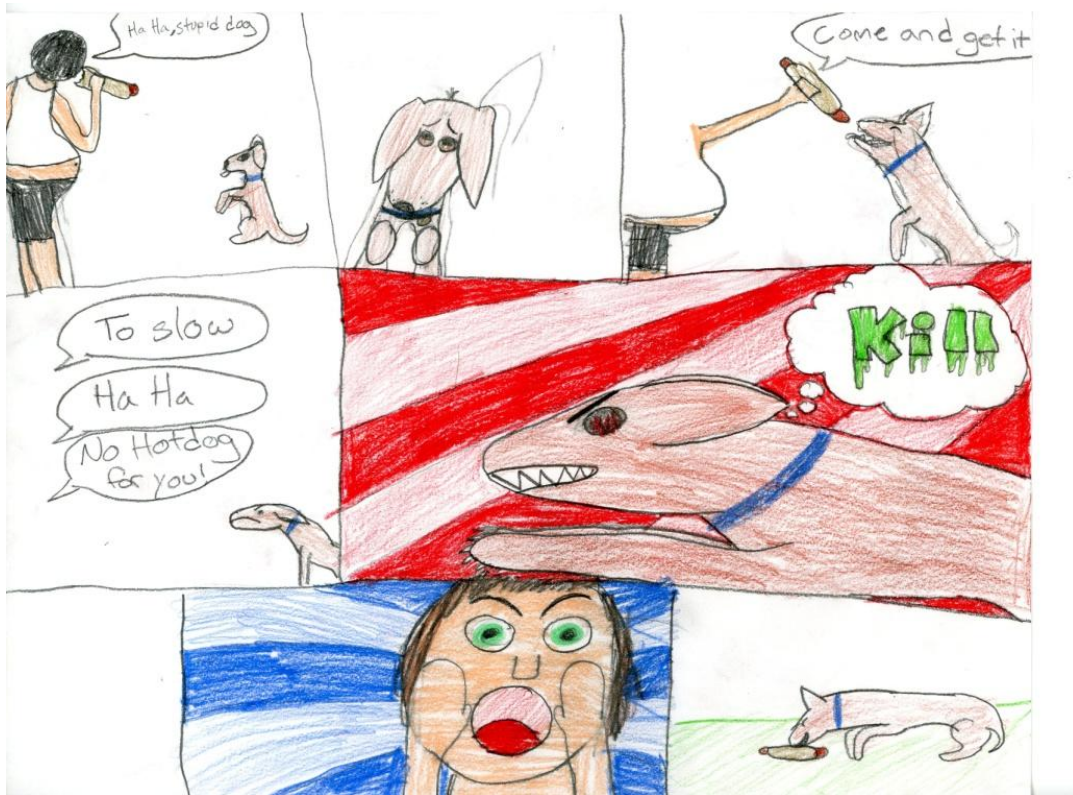
What other possible interpretations could this facial expression or gesture hold in a different situation?

Advanced scores on the activity will clearly show or answer all three of the questions above. There are excellent examples below.



Surprised
Eyebrows raised
Mouth hanging open
Eyes wide
Hands raised to face

This gesture could also be interpreted as scared.
The mouth open could be a scream and eyes wide could be like unbelieving.

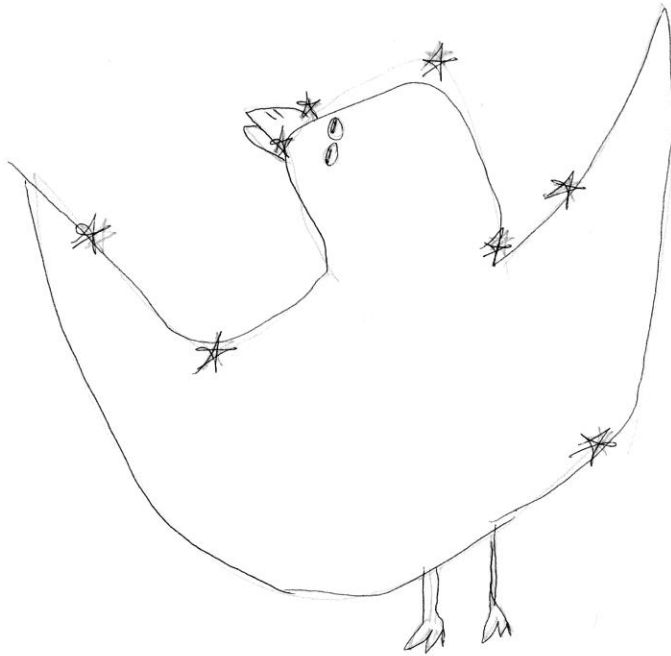


It's in the Stars:
Using Creative Visual Thinking to Tell a Story
Student Activity Sheet

Use your imagination to create your own constellation from the set of stars below. It might be anything. What do you see inside your mind? Draw an outline around the stars to give your constellation life and shape. Add details to make the constellation more clear to others and more interesting. Give your new constellation a name, and imagine a story (mythological or otherwise) to make the constellation more meaningful. Once you have created the story, share a picture of your new constellation with the class, and tell the story of its origin.



Jabeius Zuev let Jabeius enter the stars
the to gather mortals into groups by separating
with mortals world into seven groups
but tweets of disasters and meteorites
giving hope to them too, with
feathers of shooting stars bursting from
Jabeius; the king Zuev's sky servant.



Student Cross-hatching Samples

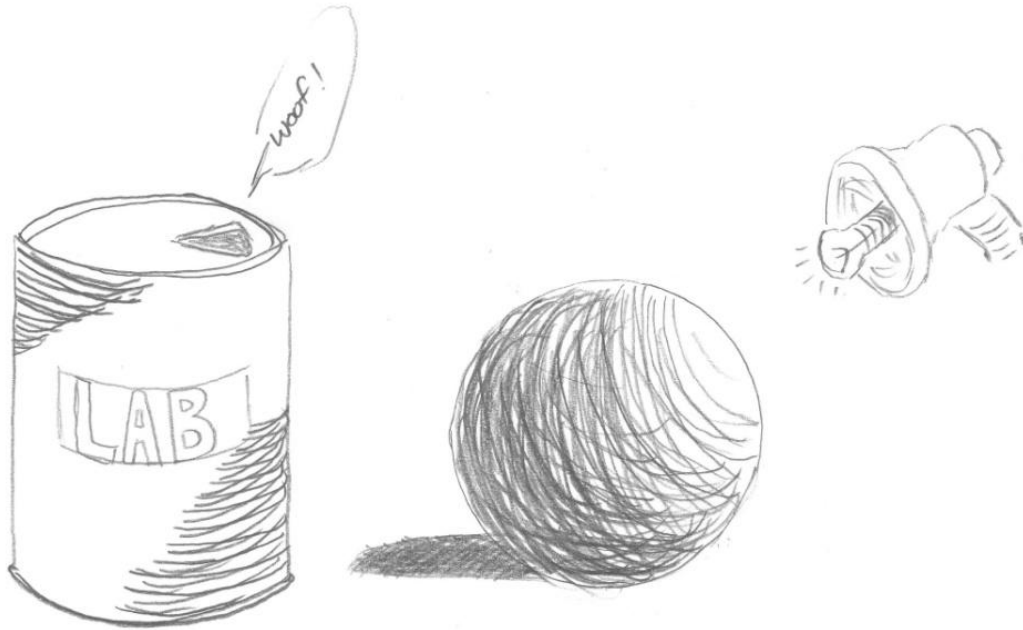


Figure 1--Notice how the series of curving lines make the objects look three dimensional.

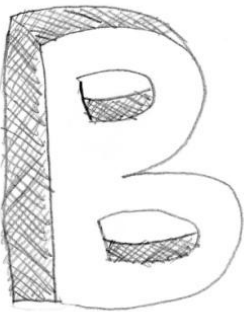
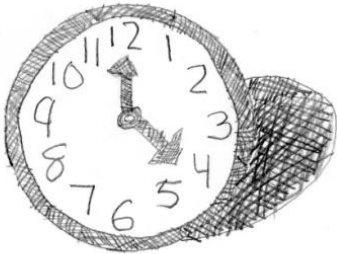
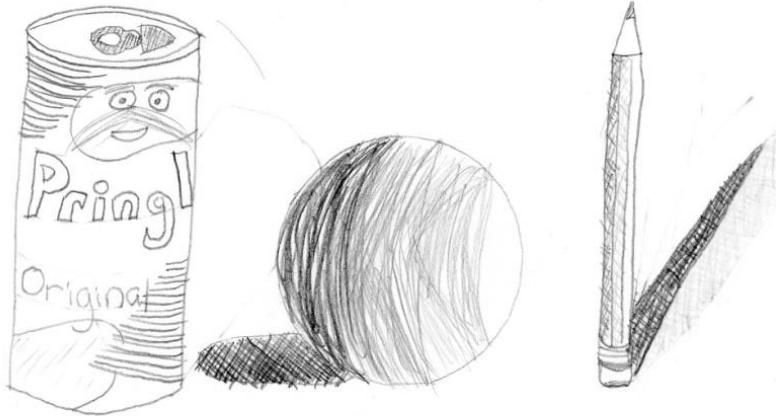
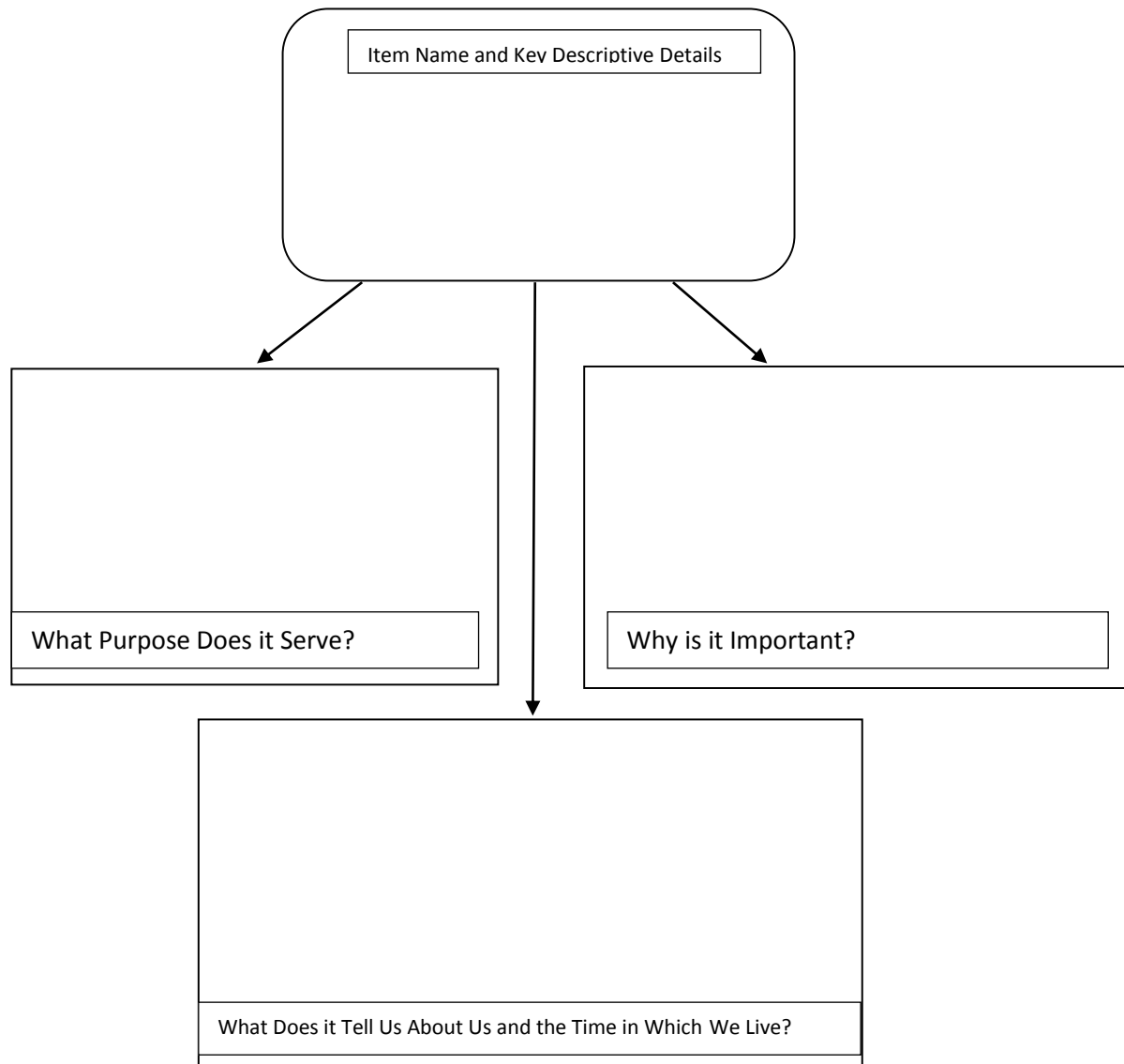


Figure 2--Can you add details and personality to your drawings?

Artifacts: Life in the 21st Century Classroom Museum

Student Activity Sheet

Use the graphic organizer below to help you explain what this item will show some day as an artifact from present times.



Present your item by creating a three small “placards” which include clear, informative statements—one placard for each of the three rectangles in the graphic organizer you used to brainstorm about your artifact. Place the

item and its display placards in your class museum. As a curator, you must take care to make the display both attractive and informative.



Figure 3--This student chose a piggy bank. She explained how we haven't been doing a very good job of saving money because there are tough times for many people in the recession right now.



Figure 4--This student chose a washable marker. She explained that all students use markers to make their projects more attractive. When her parents were young, marker were not washable. What will students use in the future?

Visual Inference Guide

Student Activity Sheet

Because I saw . . .

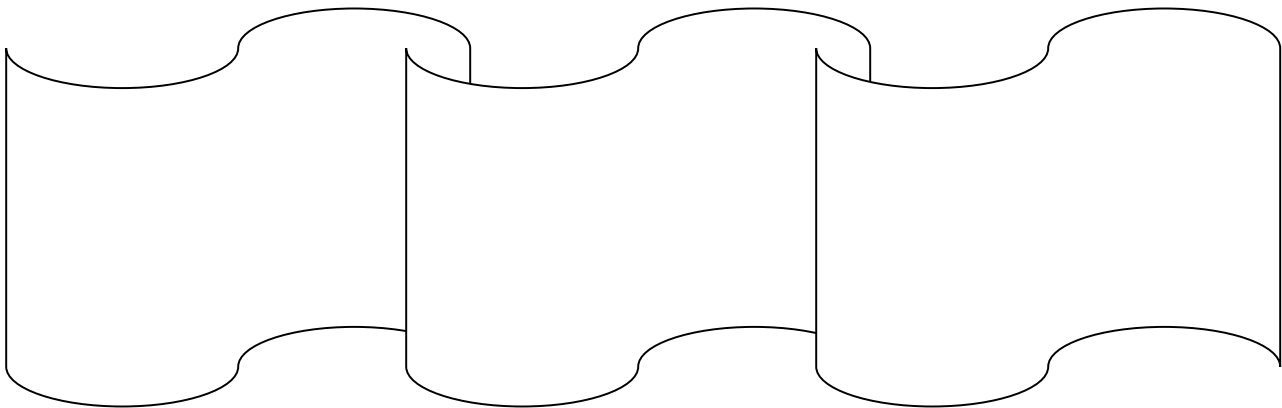
and I can support this because I already know . . .

As a consequence, I am able to understand that . . .

Crossing Over: Connecting the Drawings to Text

Student Activity Sheet

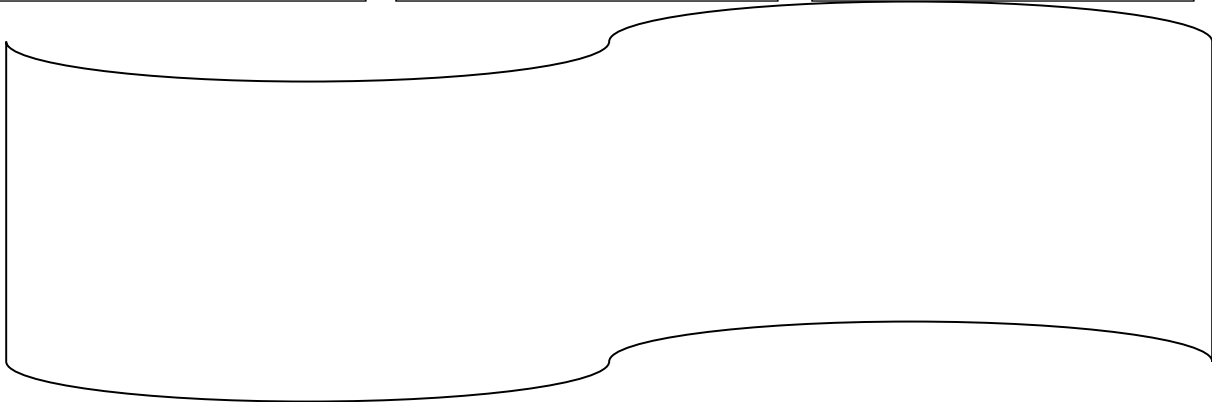
Pages:



Events Before the Drawings

Events Shown in the Drawings

Events After the Drawings



The Most Important Connections I See
and/or Predictions I Can Make

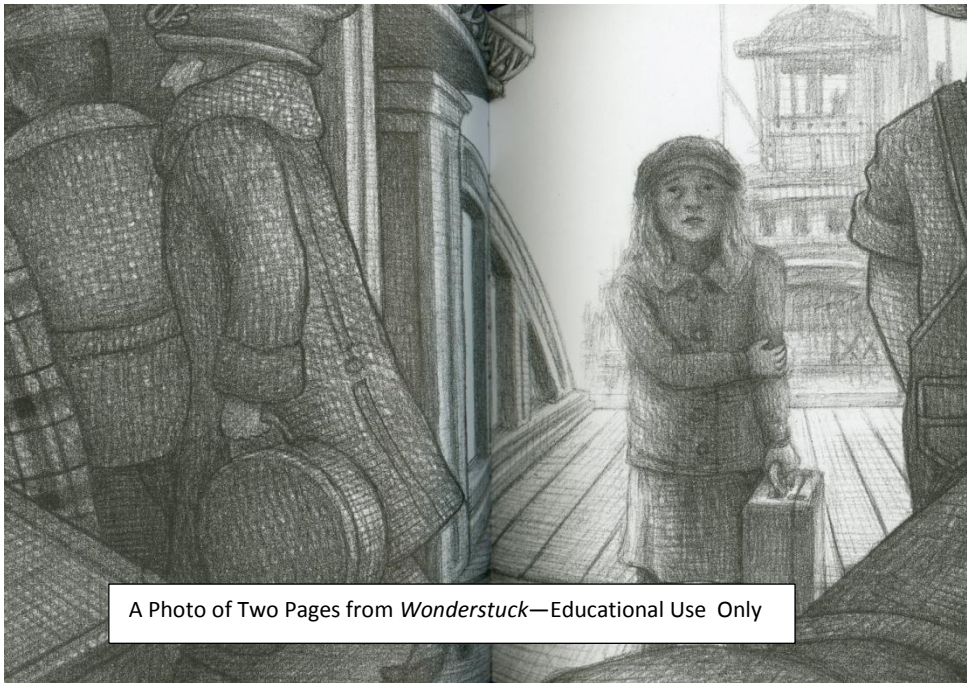
I See It! Building Inferences from Drawings

Student Activity Sheet

Choose a drawing from the *Wonderstruck* that seems to show emotions in a character. Complete the "Visual Inference Guide" to help you make inferences about the drawing. A sample is provided for you.

Can you support your inferences with other drawings from the book as well? Use the *Visual Inference Frame* to help provide details and explanation to support inferences and then write a clear statement which helps others understand the drawing they've chosen.

Share both the picture you've chosen and your inference with your classmates. Be prepared to answer any questions they may have.



Because I saw Rose is almost hugging herself by wrapping one arm to the other, **and I can support this because I already know** she is running away from previous drawings. **As a consequence, I am able to understand that** she is feeling alone and insecure in this drawing.

Visual Inference Guide

Because I saw . . .

and I can support this because I already know . . .

As a consequence, I am able to understand that . . .

Mute Button: Using Inferences to Provide Auditory Details to Text
Student Activity Sheet

Auditory Inference Guide

Because I saw . . .

and I can support this because I already know . . .

As a consequence, I am able to understand that . . .

Loopy Writing: Using and Understanding Old-fashioned Cursive

Student Activity Sheet--The *Palmer Method*

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

The Palmer Method 1935



Figure 6--Front and Back of Postcard, from Author's Personal Collection

Dear Virta ÷ Dec. 24 1914
please excuse me
for not writing to you
I am so busy, do
you know Marie
is sick with typhoid
fever. she was a little
better when heard last
yours lovingly
Clara.

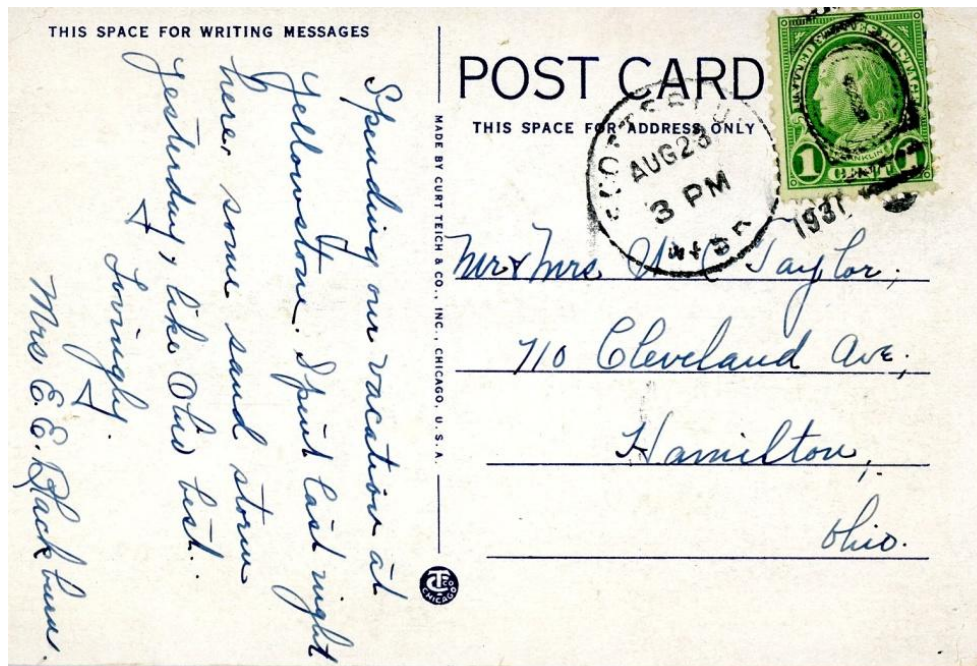
Mrs Virta D Wolfe
Gambier
Ohio,

1575164



Figure 7—Front and

Back View of Postcard, from Author's Personal Collection



Activity One

This is a classroom discussion in which students are invited to examine photos closely and make comparisons and inferences.

Students begin by examining the drawing of the American Museum of Natural History shown after page 311. Display the two photos below.

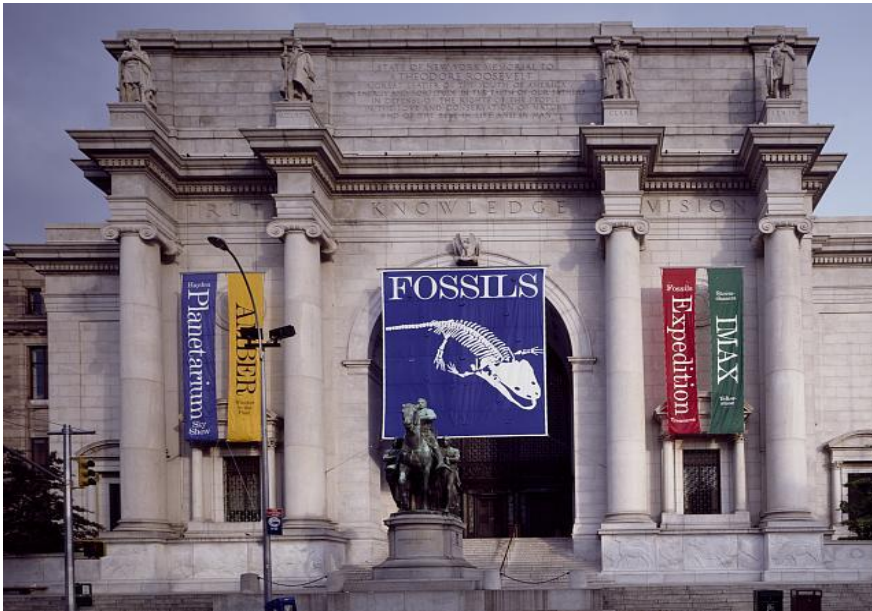


Figure 8--Photographs in the Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division



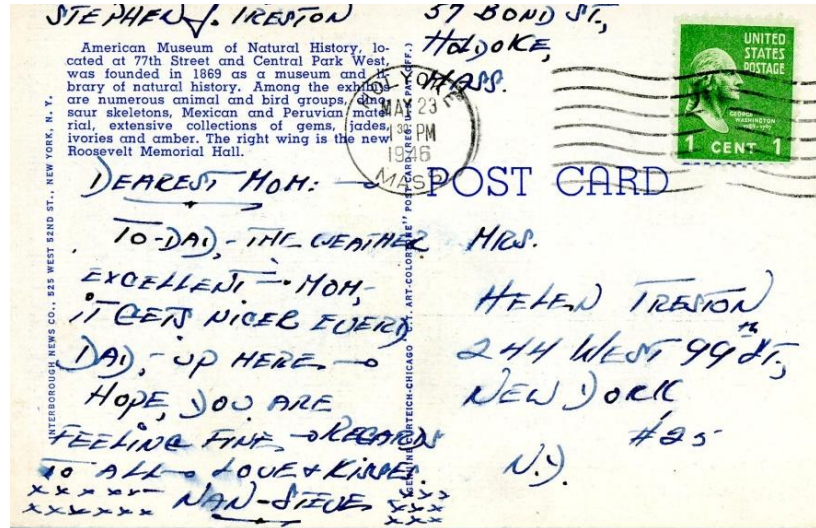
Figure 14--Detroit Publishing Co. no. 071386. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Discussion Questions

Which photo most closely resembles the picture of the museum which appears in the book? Cite details from the photos and drawing in a class discussion to prove you are correct.

Activity Two

Students will next examine the post card below. Use the *Teacher's guide for Analyzing Photographs & Prints* from the Library of Congress (found in the Appendix) to make inferences about the postcard artifact.



Discussion Questions

How can the postcard help you speculate about these questions: Why was the main entrance to the museum changed? About what year was it changed?

Can you think of any old buildings in your community? Why do you think these buildings have been preserved over the years? Why are some buildings replaced or torn down? Should all older buildings be replaced? If not, which ones should be preserved?

Fact Files: Your Town

Student Activity Sheet

Place the items below in the fact file about your community. As the newest employee of your state's museum of people and places, you'll want to provide an accurate portrayal of your community.

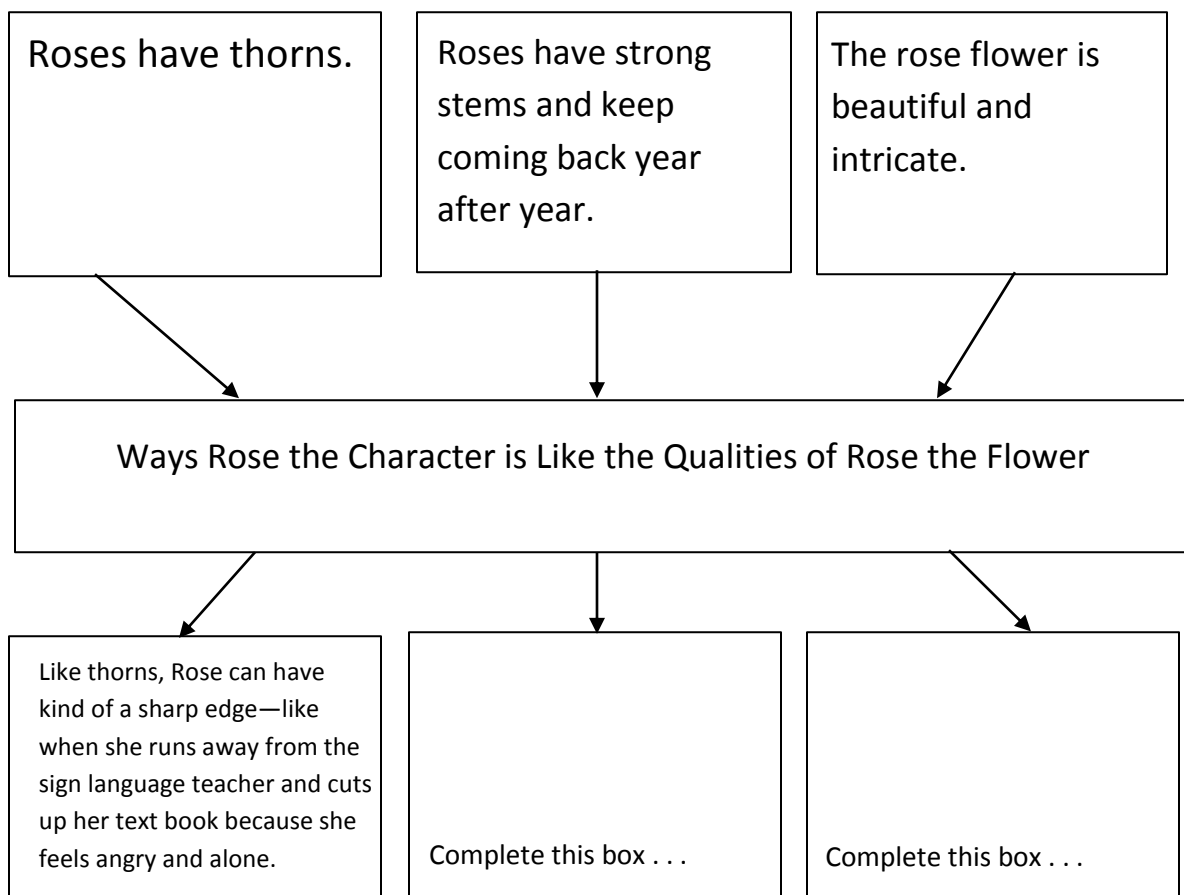
File Folder Contents

- ✓ A list of items that should be included in a diorama.
- ✓ Sketches of a local animal.
- ✓ A friendly letter to yourself in the proper format from a visitor from another state. The letter should be asking you questions about your home town.
- ✓ A realistic receipt you might have gotten for material to make a diorama. Show the prices, and include 5% sales tax on the receipt.
- ✓ A realistic ticket to a concert or sporting event you might attend in your town.
- ✓ Pictures from your neighborhood and a shopping area in your town.
- ✓ Sketches or pictures of local plants, including common trees to the area.

Metaphorical Signature: Doodling a New Identity

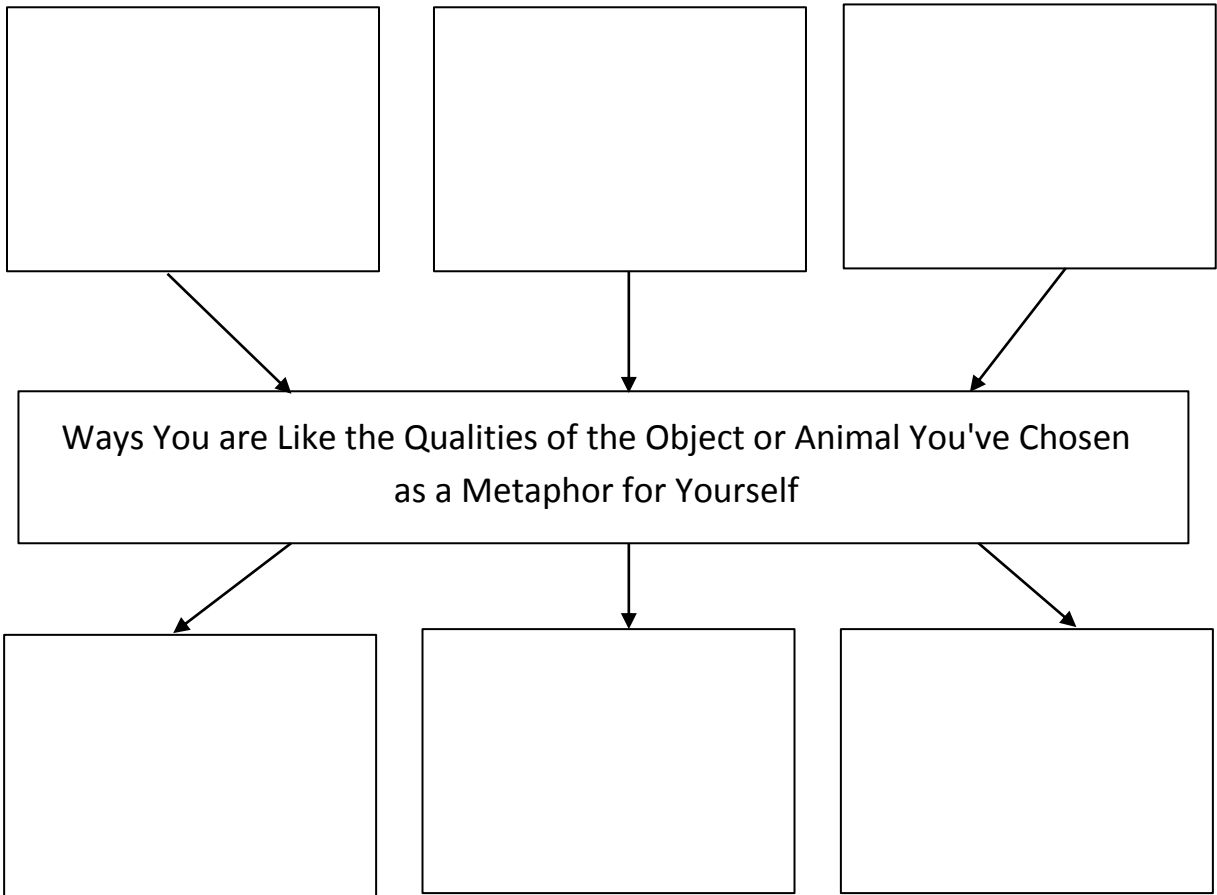
Student Activity Sheet

On page 520, Rose explains that the roses she drew around the edge of the book about museums were a sort of signature for her. It also seems that a rose is a good metaphor for Rose herself. Complete the graphic organizer below to explore how Rose, the character, is like a rose, the flower. Use details from the novel to explain how Rose is like the rose.



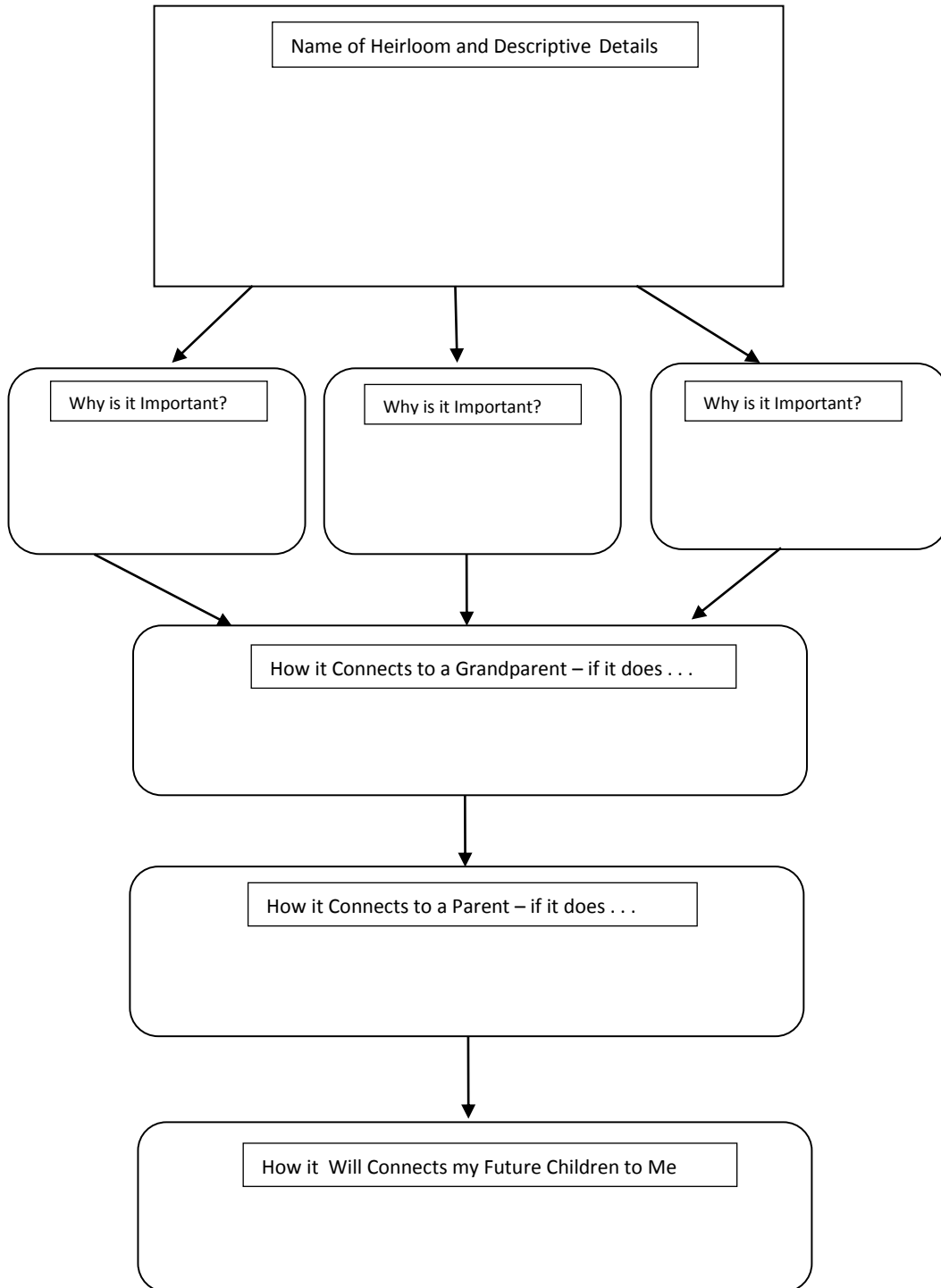
Now choose a “doodle signature” metaphor for yourself. Think of an object or animal you share qualities with. Are you like a stapler, like a slow song on a summer evening, like a tennis ball? Are you like a kangaroo, a golden retriever, an old cat lying in the sun? Complete the blank graphic organizer for yourself, and once you are finished creating the metaphor for yourself, draw your new “signature” inside of one of your own favorite books. Write your name in the old fashioned “Palmer Method” cursive beside the picture.

Metaphor I chose for myself _____



Heirlooms: Pass it On

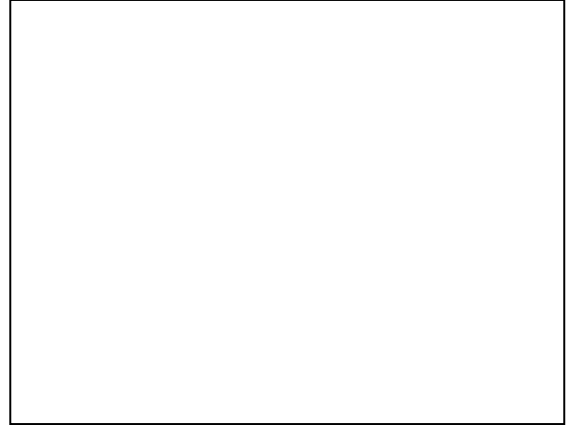
Student Activity Sheet



Dear Grandson: A Postcard from Rose

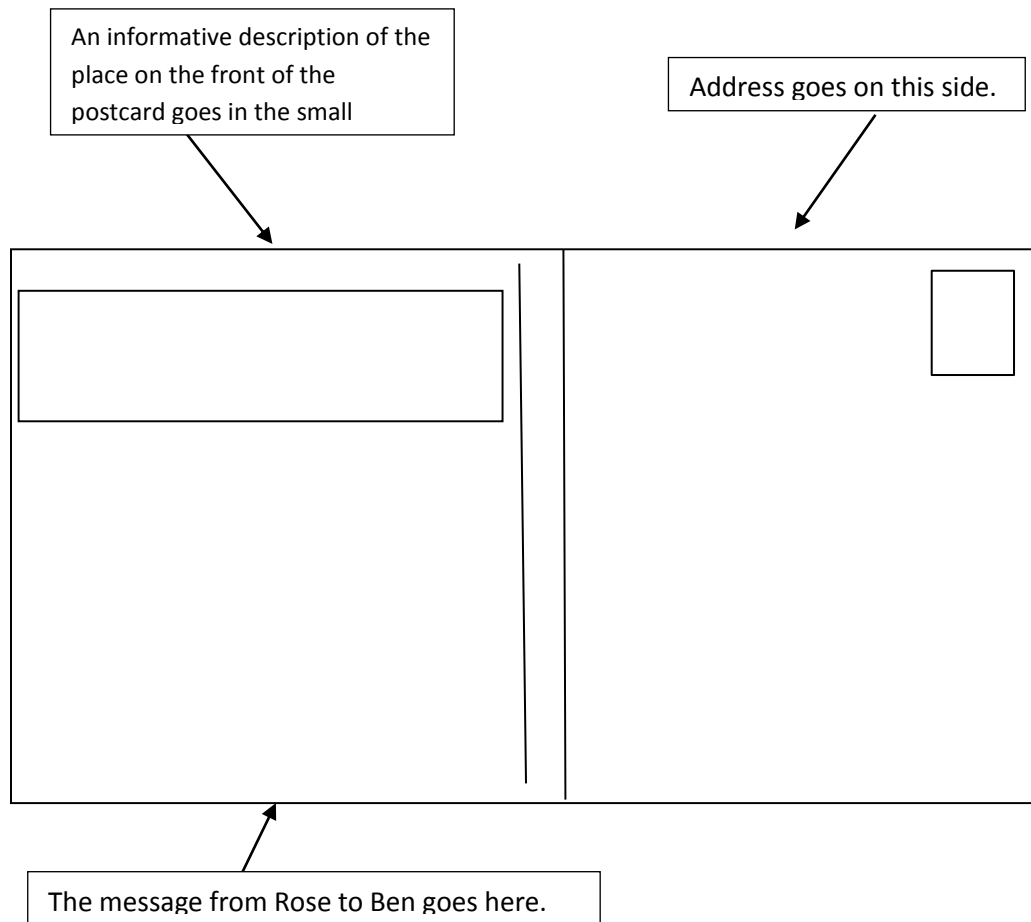
Student Activity Sheet

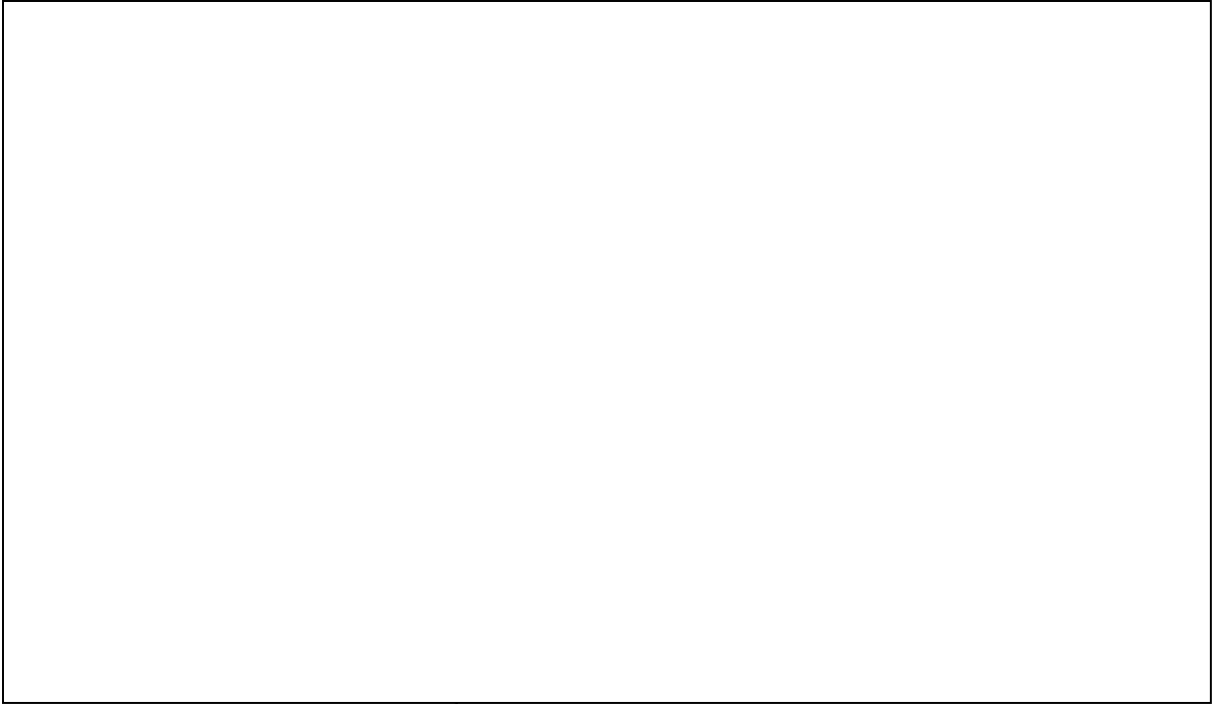
Locate information from at least two sources about the place you chose in New York City. Both may be online resources, but be sure to note the URLs you've found and the date you accessed the web pages. Use the “notecards below” to gather information about the place. You may use picture notes. Bonus: search the United States National Archives to locate an old picture of one of these places, and print the picture.



Now imagine what might have been going through Rose’s mind all these years she did not know her grandson Ben. Imagine you are Rose, and you want to send your grandson a postcard even though he doesn’t know you, but you want to be very careful about what you say. He doesn’t know you, after all, and you don’t want to intrude on his life in a bad way. What would you say on the postcard?

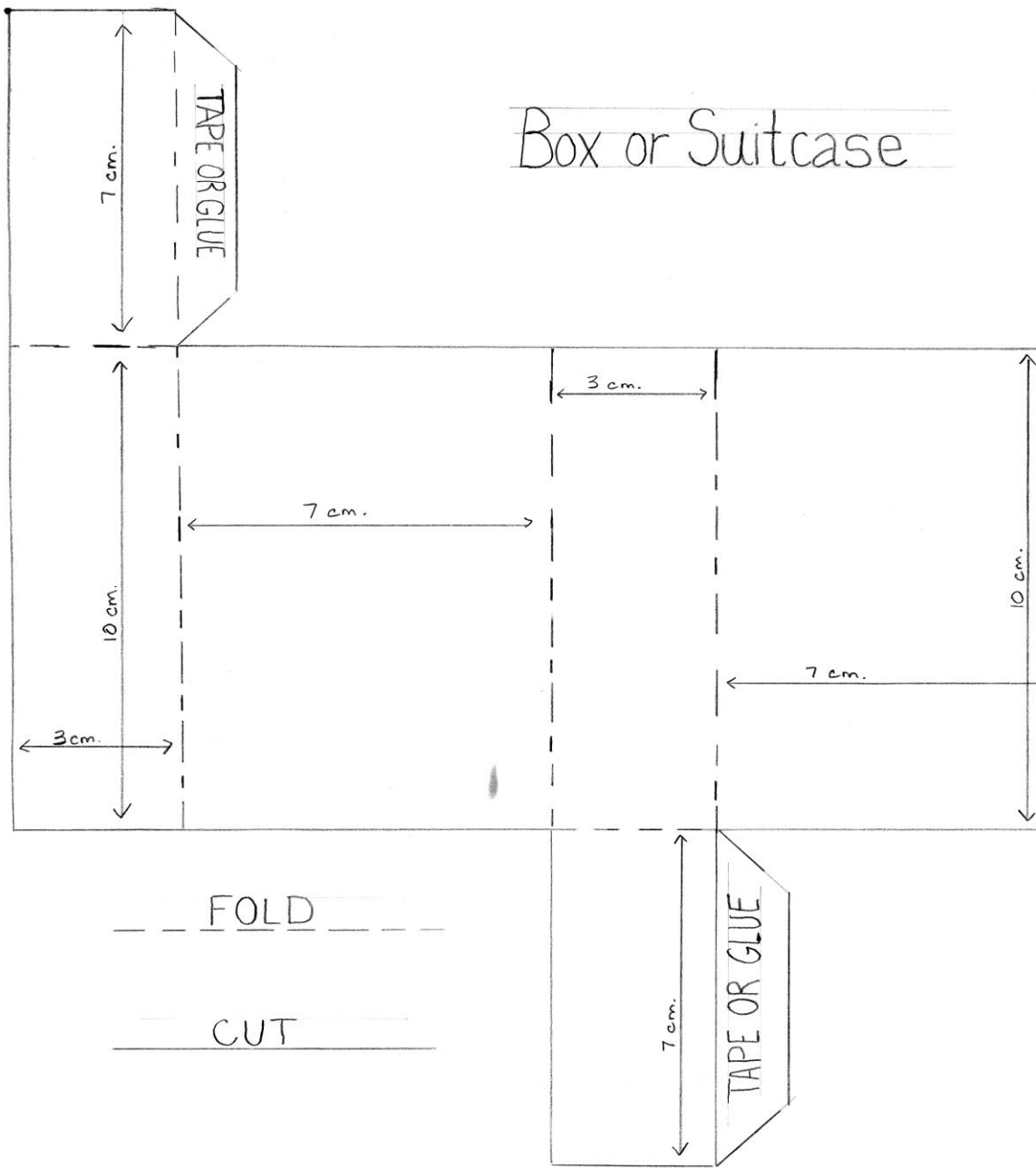
Write your message on the postcard blank below. Use another blank to draw a picture of the “favorite New York place” you chose for Rose in the activity above. You may cut and paste a picture from an online source instead of drawing the picture. And since most postcards have descriptive notes on the back, use the facts you learned about the place to make the postcard look realistic.





A Picture Goes on This Side of the Postcard

Begin blueprint 1 cm. from the top and 1 cm. from the left side of your paper.



Getting *Inside the Box*: Building Personal Metaphors and Public Speaking

Student Activity Sheet--Brainstorming

What is your name?

Who are you?

What do you like to do with friends?

Who are the people most important to you?

When you spend time alone, what do you do?

What after-school sports or activities do you participate in?

Who is in your family?

Where is the most interesting place you've visited?

What is something you know a whole lot about?

What are your pets' names?

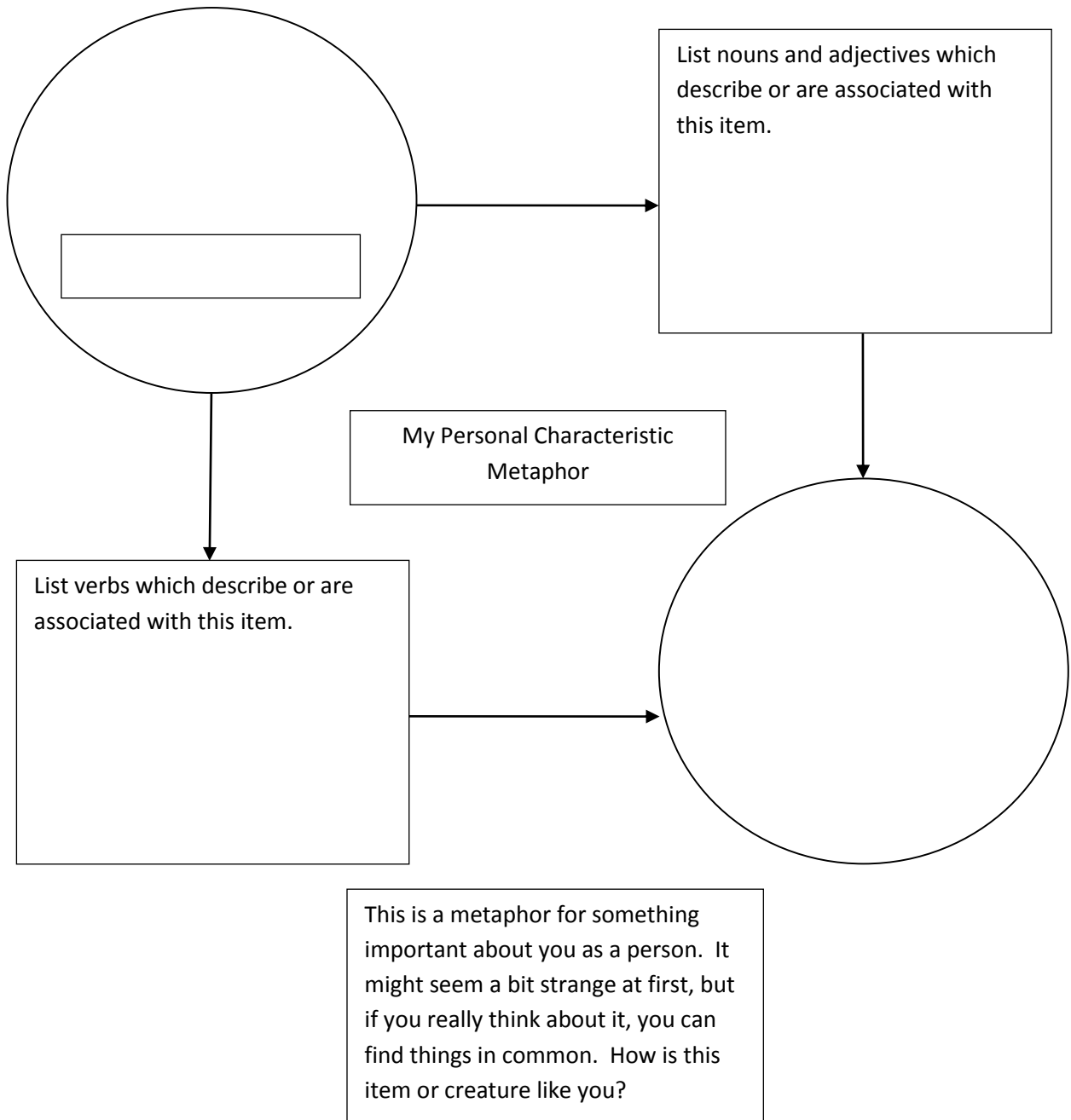
What are the best gifts you've ever received that didn't cost any money?

After students have finished brainstorming, they should select three things about themselves—things that help show them as unique individuals—they'd like to share with the class.

Getting *Inside the Box*: Building Personal Metaphors and

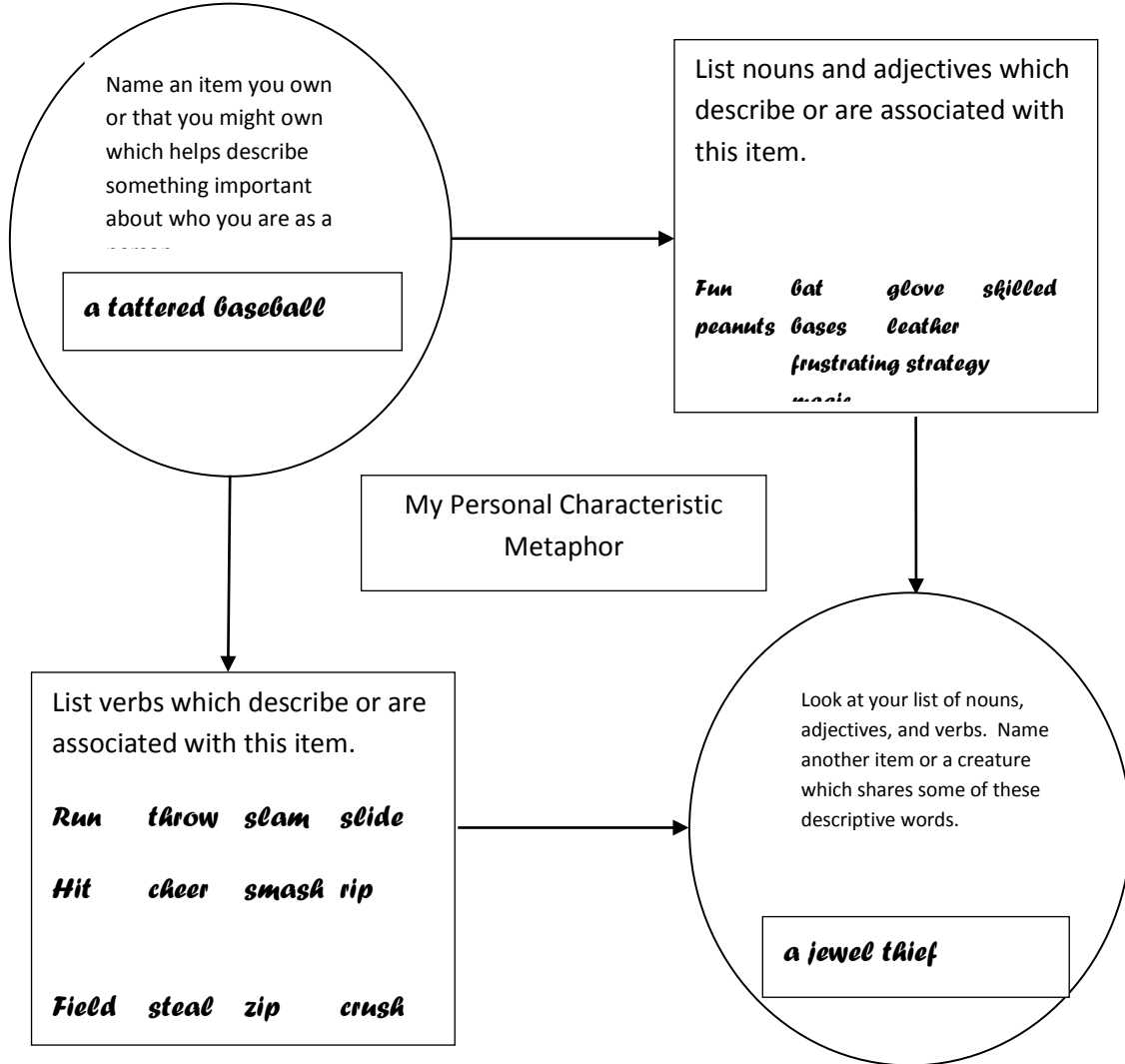
Public Speaking

Student Activity Sheet--Metaphors



Getting *Inside the Box*: Building Personal Metaphors and
Public Speaking

Student Activity Sheet--Metaphors Example



This is a metaphor for something important about you as a person. It might seem a bit strange at first, but if you really think about it, you can find things in common. How is this item or creature like you?

J have to be like a jewel thief if J am going to be good at my favorite sport of baseball. J have to be sneaky when J steal (a base!) and use strategy to be successful because J don't want to lose by being caught. It also takes a lot of skill and practice. J would even wear a glove in both activities!

Getting *Inside the Box*: Building Personal Metaphors and Public Speaking

Student Activity Sheet--Public Speaking Template

Introduction: Choose one of the three below or come up with your own.

“You might be wondering what I have in this box. There are three items that represent me. They are _____ (item 1), _____ (item 2), and _____ (item 3). Let’s take a look inside.”

“I bet you can’t guess what _____ (item 1), _____ (item 2), and _____ (item 3) have to do with me. Let me explain by taking a look inside this box.”

“It’s funny, you’d never think that _____ (item 1), _____ (item 2), and _____ (item 3) could be related in any way. But they are! They all represent something important about me, and they’re all right here inside this box.”

Description of Item #1 – Student removes item from box.

First, we have a _____ (item 1).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Description of Item #2 – Student removes 2nd item from box.

Besides a _____ (item 1) , we have a _____ (item 2).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Description of Item #3 – Student removes 3rd item from box.

Finally, we have a _____(item 3).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Conclusion: Choose one of the two below, or students may create their own.

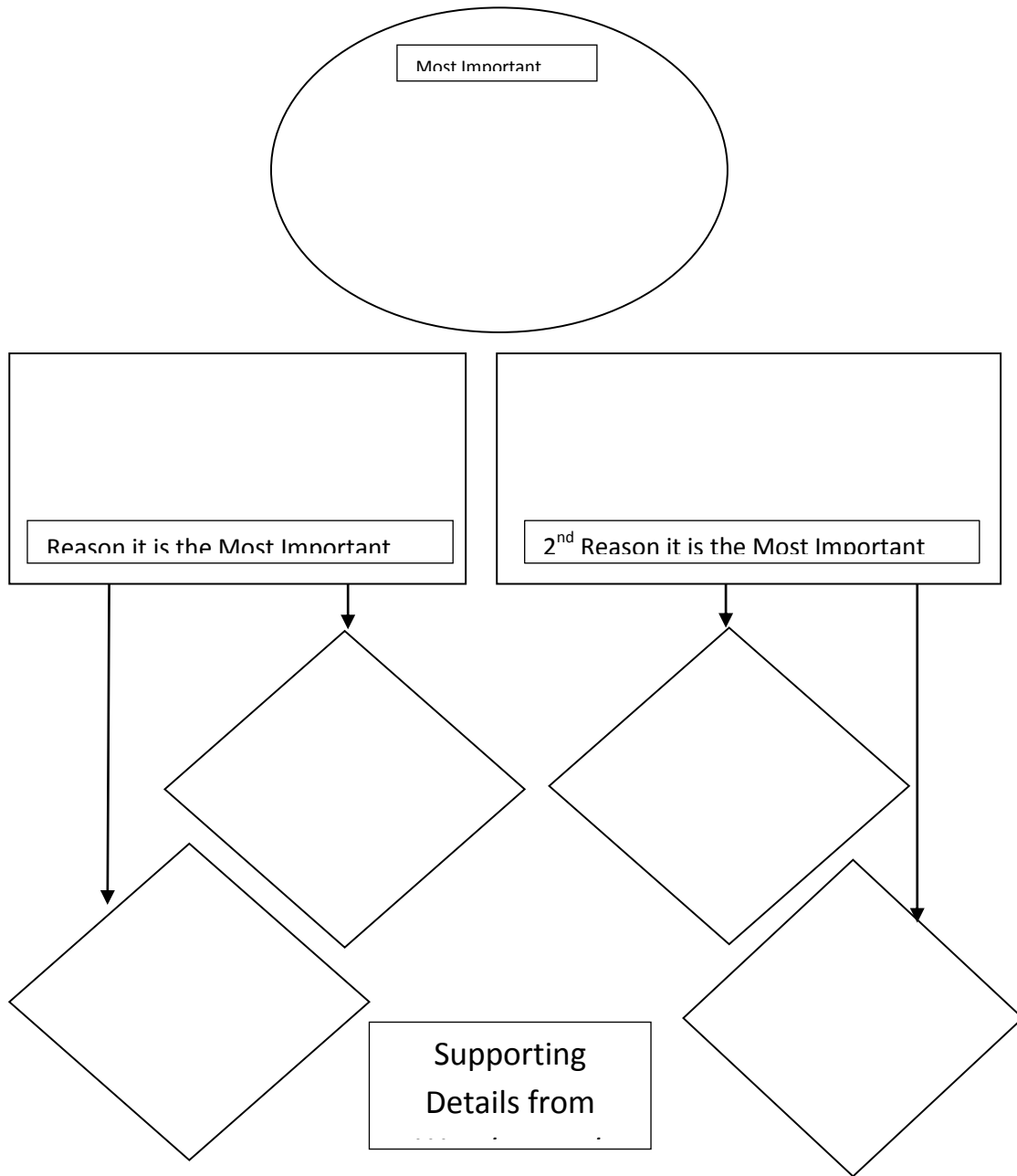
Place the items back in the box while speaking.

“ _____ (item 1), _____(item 2), and _____ (item 3) are important to me. That’s because, in a way, they ARE me.

“No doubt _____ (item 1), _____(item 2), and _____ (item 3) might seem a bit random . . . but they are all ways you might describe me.”

The Single Most Important Word in the Novel

Student Activity Sheet



Now that you've chosen a most important word and provided explanations for your choice using details from the novel, show your choice through ONE of these projects below. Some of the projects require writing out your reasons, and some do not. Some of the projects will require a presentation, and some will not. Your teacher can help you with advice about how to make your project interesting, detailed, and creative.

- Slideshow with Sound
- Sculpture
- Three Dimensional Game Whose Theme Relates to the Word You Choose
- *Pop-up* Display
- Magazine
- Mini Art Gallery
- Scrapbook

The Most Important Thing We Don't See: Connecting Text Ideas
by Creating a Picture
Student Activity Sheet

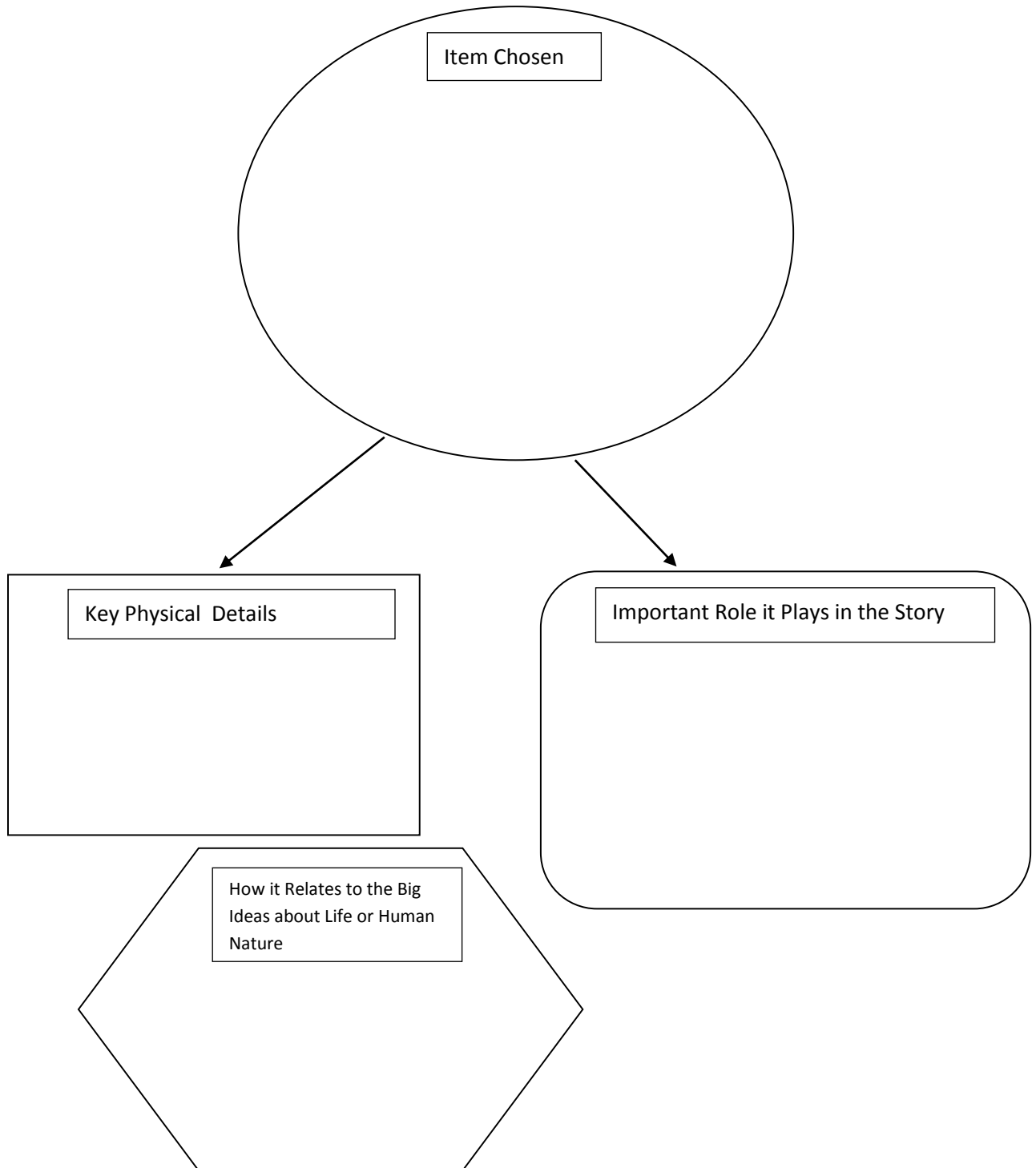


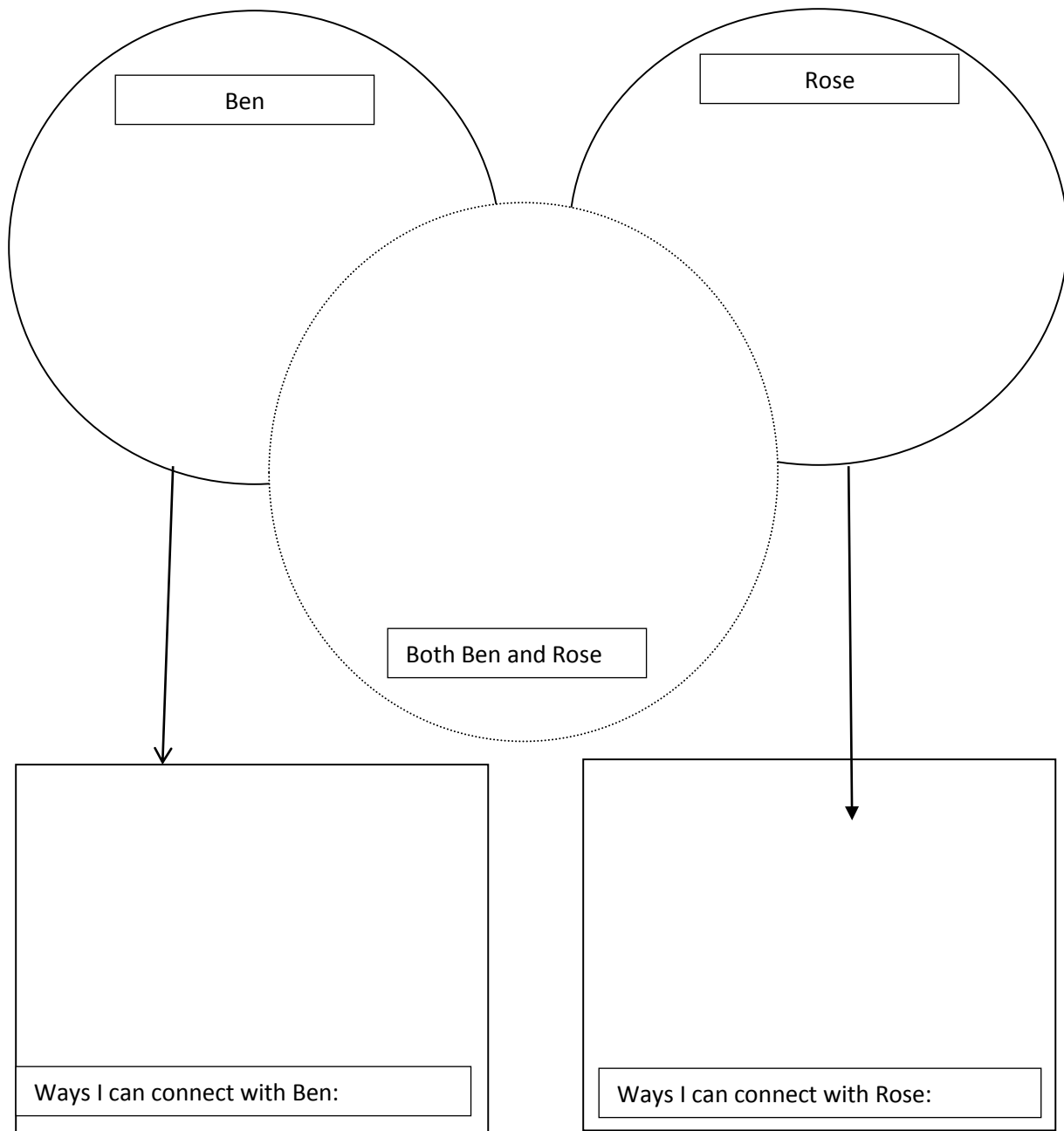


Figure 9--The Turtle, a Student Sample

Making Connections: Ben and Rose and Me

Student Activity Sheet

Complete the graphic organizer below to determine similarities and differences between Ben and Rose and ways you can connect them to your own life.



Wonderstruck Suggested Reading Schedule

pp. 1-57

pp. 58-99

pp. 100-195

pp. 196-311

pp. 312-369

pp. 370-409

pp. 410-463

pp. 464-509

pp. 510-551

pp. 552-581

pp. 582-end

Critical Thinking and Reasoning Questions about the Text

How does Ben use his deafness in one ear to his advantage? What does this say about his personality? Can you think of other ways you might be able to make it work in one's favor? (p. 17)

How do you think Ben is feeling about the conversation between his aunt and uncle? What makes you think this (p.17-18)?

Ben thinks of the unique things in his house that make him miss living there. What things make your house special? Are there things that set it apart? What do these things say about you or your family (p. 19)?

How do we know the items in Ben's box are special to him? What do the items say about his personality (p. 20-21)?

If you were to collect small items for a box of your own, which items would you choose to place inside? Would these items tell us anything about you as a person (p. 20-21)? Explain.

Locate a satellite view of Gunflint Lake, Minnesota. What do you observe about this area?

What would make Ben feel like an alien? (p. 23).

Why is "tightening ponytails" mentioned so often?

Why is the turtle made from seashells so important to Ben? (p. 25-26).

Why is the song "Space Oddity" important to both Ben and his mother (p. 24-25)?

Why does Ben now think that what his mom told him about the North Star is wrong (p. 27)?

"Ben leaned against Robby's windowsill until it made a red line across his chest" (p. 56). What does this detail tell us about Ben's state of mind?

On page 57, what do you think Ben wishes for?

Why do you think Ben grips the turtle until it cuts into his skin? (p. 57)

How are the events on p. 68 connected to the drawings preceding page 68?

It states nearly all the doors to the houses along the lake are unlocked (p. 68). Create a list of conditions that might lead to this fact. What must be true about this time, place, and its people, for all the doors to be left unlocked?

When Ben walks into his house, "It was like entering a museum of his old life " (p. 68). Explain what this metaphor means.

On page 69, a Van Gogh print is described as "a big black tree and a swirling night sky with golden stars." In an online search or using an art reference book, see if you can determine which Van Gogh painting this refers to. Show the painting to classmates, and discuss the mood and feel of the painting. How does it connect to the *Wonderstruck's* events so far?

On page 84, why do you think Brian Selznick begins the page with "She" instead of a specific name?

Why do you think Ben's cousin Janet cries (p. 85)?

Pages 98-99 state that "Simply choosing how to display your things, deciding what pictures to hang where, and in which order your books belong, places you in the same category as a museum curator." Look around your classroom. What is arranged and displayed in your classroom? Do the choices show particular values or beliefs? Can you tell anything about your teacher's personality by the items in the classroom and how they're displayed?

Do you collect anything? If so, what does the collection say about who you are and what you value?

How do page 108-109 work together to show a definition of the word *wonderstruck*? Using these two pages, explain what *wonderstruck* means. Can you give another example?

Brian Selznick uses two interesting similes. One is on page 126: "Lightning kept flashing, momentarily illuminating the room like flashbulbs on a camera." Another is on page 156: "The bed, the nightstand, and the dresser seemed terribly far away, as if Ben were looking at them through the wrong end of his telescope." Explain what each of these similes means, and substitute your own original simile for each of them.

Through page 194, list as many similarities between Ben's story and Rose's story as you can think of.

What is happening on pp. 194-195? Are these events real or imagined? What sources do the details on this page have in Ben's mind? What experiences produced these details?

Using an online map "street view," locate the traffic circle at 8th Avenue and West 58th St. that Ben sees in the description on p. 296 and 297. Using "street view," walk northeast up Central Park West toward 74th St. Write down details you see which are also described in the book.

Continue on your virtual walking tour until you locate the building (walking northeast on Central Park West past 74th St.) described on page 311.

Why do you think Brian Selznick never specifically states the address Ben is searching for in New York City?

Why does Ben run away (p. 321)?

Do you agree with the quote on page 328, "It is hard to fail, but it is worse never to have tried to succeed."? Why?

Defend this related quote with arguments and details—even if you don't believe it's true: "It is better to never risk anything. You'll never be disappointed that way."

On page 328, Ben breaks the law when he sneaks into the museum without paying. Does this make him a criminal? Explain your position.

Ben's walk through the American Museum of Natural History is described on pp. 328-329. Download an actual map from the museum, and see if you can trace his route. In what room and on what level do you think Ben is when he sees the giant turtle? What details lead you to this conclusion?

What wish do you think came to Ben's mind on page 358?

Ben finds the note to meet the boy on top of the meteorite, but was this a good plan on the boy's part? If you were trying to meet up with Ben, how might you try to contact him?

Explain how we might have predicted Jamie would like Ben's museum box (p. 384). Use details from the novel to support your explanation.

If you were Jamie, what advice would you give Ben about running away? Would you give him a place to sleep like Jamie did?

After you have finished reading p. 429, make a list of connections Ben and Jamie share.

Explain what Ben is thinking as he reads the letter on p. 451.

On page 463, it states “He was standing inside his father’s book!” Go back and locate pictures of the *Cabinet of Wonders* and match the pictures to the details in the text from pages 462-463.

Draw a picture of Ben’s “secret room” as it appears in 1977. Use the pictures of the *Cabinet of Wonders* as a reference. Use pp. 462-463 and p. 482.

Locate a printed map of the American Museum of Natural History on the museum’s website. Imagine you can to fill your own museum with the things you find most interesting and amazing. Re-label the museum’s rooms as if they were your own.

How do you feel about Jamie’s betrayal (p. 486)? Is it a betrayal at all? Answer the questions in the third paragraph to clarify your view.

Find a satellite or street view for Duluth, Minnesota. Is there really a bus station near any of the hospitals?

Using an online “street view” program, follow Ben’s walk up 8th Avenue along Central Park as described in the text of the book. What details from the book can you locate in the images? Can you find the “castle” building he discovers?

Why do you think Ben’s mother never told him anything about his father? Is that fair to Ben?

So far, we know very little about Rose’s father. What sort of person do you suppose he was? How was he as a father? What details do you use from the drawings and text to lead you to this conclusion? What inferences are you making?

Explain in more detail why some people would be concerned about two deaf people raising a hearing child (p. 547). Can you provide other examples?

On p. 572, Rose mentions Danny’s heart condition kept him out of the war. Which war? Use what you know about the setting to research the answer if you need to.

On p. 574, Ben thinks, “Maybe . . . we are all cabinets of wonders.” Explain what Ben means by this.

General Critical Thinking and Reasoning Questions

Speaking in regards to disabilities, a wise person once said that it’s not about “DIS-abilities.” Instead, it’s all about “A-bilities.” What do you think is meant by this? Do you agree? Support your opinion with explanations and examples.

Why do you think “things” are so important to some people? What are typical material items that are important to people? Does the value of these items change over time?

Have you ever had material possessions that have become less or suddenly more important to you? Explain.

Some people love spending time in a library. Other people love spending time outdoors. Is one activity better than the other?

Why is a series of drawings like Brian Selznick uses a good way to portray the life of deaf people?

Should kids with disabilities attend special schools (like a school for the deaf)?

Complete this sentence and then provide supporting examples and explanations:
"Wonderstruck is really about _____."

Critical Thinking and Reasoning Questions about the Drawings

Look closely at the drawings. What technique is used to create different shades?

In the set of drawings of wolves that open the book, describe what is occurring as each page is turned. What mental effect does it have on the observer? Why do you think Brian Selznick chose to “zoom” to a white circle at the end of this series?

Drawings after Page 27

In the set of drawings after page 27, what does the girl’s bedroom tell us about her personality?

In the drawing where the girl is looking out the window, what is she doing with her hand? What does the gesture suggest?

What does the girl see outside her window? Describe where she might be located.

What season of the year is it? How do you know?

Whom do you think Lillian Mayhew may be? How do you know?

What is the setting—time and place? Provide evidence.

In the picture after the man arrives in the car, what does the girl’s facial expression tell us? How do you know?

Does the man look sinister? Support your opinion with details.

Why do you think this set of pictures leads up to a close-up of the hand knocking on the door?

We may already know this girl’s name. What is it, and where can you find evidence?

Drawings After Page 57

What job do you think Rose’s parents may have? There are many possible answers—some better than others. Support your answer with evidence from the drawings.

On the two drawings before page 68 where the girl runs behind a fence, interpret her facial expression. What does it tell you? What does it say about her state of mind? Defend your interpretation with other pictures you've seen up to this point.

Drawings After Page 87

Interpret the girl's posture and gesture in the two drawings after page 87. What are at least two possible interpretations? Support each with evidence from the drawings you've seen so far.

In the pictures between p. 109 and p. 126, the girl, Rose, watches a movie. Many of the scenes in the movie seem to echo drawings we have already seen. Can you find previous drawings which are echoed in the movie? For an even bigger challenge, can you find lines in the text that are echoed in the movie?

Using the drawings between p. 136 and p. 156, tell aloud the story of what is happening. After you have finished the story, ask two questions about these drawings that begin with the word *why*. Challenge the class to answer your questions.

Consider the drawings between pp. 177-194: Why does Rose cut up the book and use it to make paper skyscrapers? Isn't this an odd thing to do? Explain what emotions might be behind it, and find evidence to support your opinion.

Considering the drawings between pp. 177-194: How does this series of drawings explain what occurred between pp. 136-156?

What are details you can learn about Lillian Mayhew in the drawings between pages 195 and 226?

Look carefully at the items Rose packs in her suitcase. Speculate why she would be packing these items (pictures between pp. 195-226).

Spoiler alert! Do not proceed to next question until you have reached page 244.

Locate close-up pictures of Rose and Lillian. Point out as many details as you can which help establish a connection between the two as mother and daughter.

In the picture sequences between p. 244 and p. 307, how did you feel as Rose went to her mother and then was "rejected?" Explain why you feel this way?

In the pictures that appear after page 265, a series of written messages are exchanged between Lillian and Rose. Locate an image of a cursive alphabet of from before 1950,

and compare the differences you find there with Lillian's handwriting. Can you find some differences? What are they?

Why would Brian Selznick choose not to illustrate Lillian writing in authentic 1920's cursive? Explain your reasoning.

If Rose were 11 years old in 1927, she would most likely have written in cursive. Why do you think Brian Selznick chose to have her write in block or print letters?

Some feel the drawings in this book are very cinematic--like watching a movie. Do you agree? If you agree, why would Brian Selznick choose this approach?

In the pictures after page 311, we can find Rose's home address. Use an online mapped "street view" to locate this address, but first predict what you will find there. After you view this approximate address, explain why your prediction was or was not accurate.

Online, locate a nearby view from Frank Sinatra Drive in Hoboken, NJ. What do you see when you look across the river? Does this make sense for the novel and Rose's 168 River St. address? Why or why not?

Previous to page 344, why do you think the drawing zooms in on "shooting stars?"

In the drawings after p. 348, Rose makes a wish and places it on top of the meteorite. What does she mean by this wish?

If you were to write one single wish, what would it be?

If you were able to write one single wish for a friend (without the friend knowing), what would it be? Why?

In the pictures before page 440, we meet Walter. Can you locate the very first picture of him? Hint: look way back.

Look closely at the picture of Times Square that appears just before p. 448. Compare it to pictures of Times Square today. What similarities and differences can you observe?

What do the differing advertising on the signs in Times Square tell us about the people who lived in 1927 and in today's world?

In the series of drawings following page 463, we can start to draw some definite conclusions about Rose. For example, who is Walter? How do you know? Point out specific drawings from which you've drawn your conclusion.

Speculate how the book about museums, *Wonderstruck*, came into Ben's possession. Cite a line of evidence using both text and drawings.

Describe the shift the story takes beginning with the pictures after page 491. How do you know the shift is taking place? What are connections your mind establishes to make sense of what is happening? For example, how do you know this isn't a third story being established, or how do you know it's not 1927 as with the other drawings?

At the end, we see a close-up picture of Jamie. This is not the first time he appears in a drawing! Look carefully and find the first picture of him in the novel.

At the end, we know about the connections between Rose and Ben. Locate similar pictures of Lillian, Rose, Ben, Walter, and Ben's father. Can you find family resemblances?

Why do you think we never see a picture of Ben's mother?

At the end, we see close-ups of the sign language alphabet. Can you sign and learn all 26 letters?

Challenge: Make a word or words with the sign language letters

M Y F R I E N D

and sign it for the class. See if your classmates can figure out what the word is.

Look back through all the drawings. Find as many examples of *wonderstruck* as you can.

Vocabulary

Accumulating—p. 24

Stalking—p. 17

Cog—p. 19

Scavenged—p. 19

Meteorite—p. 21

Shimmering—p. 56

Inscription—p. 96

Infinite—p. 108

Illuminating—p. 126

Frayed—p. 127

Dislodged—p. 135

Instinctively—p. 176

Dingy—p. 242

Tattered—p. 264

Scuttle—p. 297

Disintegrated—p. 308

Undulating—p. 344

Disoriented—p. 366

Discarded—p. 408

Correspondences—p. 462

Aroma—p. 490

Panorama—p. 550

Fluorescent—p. 557

Vivid—p.571

Compromise—p. 571

Personalize—p. 574

Vocabulary in Context Sample Activity

Locate the words below in *Wonder Struck*. Try to determine their meaning based on context only. Do not look them up in a dictionary. Check with two other people and then your teacher when you have agreed upon a meaning. Make two separate cartoons showing the meaning of two of the words.

Share your cartoons with the class.

Scuttle—p. 297

Disintegrated—p. 308

Undulating—p. 344

Disoriented—p. 366

Discarded—p. 408

Correspondences—p. 462



Figure 10--Vocabulary in Context Student Sample

Alternate Vocabulary "Choice" Activities

Translate the vocabulary list into any one other language. Use the internet as a resource if necessary. Use phonetics to make a pronunciation guide for each word. Bonus: recite the list aloud for your classmates or make a picture book.

- ✓ Make a tri-fold travel brochure to a real or imagined location. In the descriptions of the location, use the vocabulary words. What would a travel brochure for your bedroom look like? How about a brochure for an exotic location? How about a brochure about a distant, futuristic world?
- ✓ Make a tri-fold brochure explaining the benefits of a new wonder medication. In the descriptions and testimonials about the medication, use the vocabulary words. How about a medication that makes people treat others kindly? How about a medication to cure boredom? A little brother *inhibitor*?
- ✓ Using the vocabulary words, make a fictional diary written by a person going through a tough time in his or her life.
- ✓ Make a fictional journal written by a person embarking on a great adventure like climbing K2 or kayaking the Colorado River through the Grand Canyon.
- ✓ Make a mini-poster, flash cards with pictures, or posters whose pictures help students understand the meaning of the vocabulary words.
- ✓ Make a movie poster that makes use of the vocabulary words in headlines and critics' quotes.
- ✓ Create a game that will help students learn the vocabulary words.
- ✓ Design a book jacket for another book you've read. Use the vocabulary words in the summary and the reviews of the book or in the information about the author. Design a jacket for a book you'd like to write instead.
- ✓ Make an entire comic book, comic strip, or graphic novel and use the vocabulary words in the "speech bubbles." It can be humorous or adventurous or even informative in nature.
- ✓ Write a series of greeting cards for different occasions using the vocabulary words.

- ✓ Write a dialogue between two or more fictional characters using the vocabulary words. Create a situation such as two students discussing the first day of school or athletes talking about the big game so that the dialogue is meaningful.

