

# Wish



By

Barbara O'Connor

A Novel Study  
by Joel Michel Reed

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**About the author:** Joel Reed has over 80 published novel studies and is the author of four novels. For information on his work and literature, please visit [www.reednovelstudies.com](http://www.reednovelstudies.com)

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## Suggestions and Expectations

**Note:** The questions and activities in this work-book are intended to be done in an **open book format**. You may wish to complete all of the activities, or only those that interest to you.

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on two or three chapters of **Wish** and is comprised of five of the following activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story ... and many others.

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

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## List of Skills

### Vocabulary Development

- 1. Locating descriptive words/phrases
- 2. Listing synonyms/homonyms
- 3. Identifying/creating *alliteration*
- 4. Use of capitals and punctuation
- 5. Identifying syllables
- 6. Identify *anagrams*
- 7. Use of singular/plural nouns
- 8. Listing compound words
- 9. Identifying parts of speech
- 10. Determining alphabetical order
- 11. Identify *personification*
- 12. Identify/create *similes*

### Setting Activities

- 1. Summarize the details of a setting

### Plot Activities

- 1. Complete a *time line* of events
- 2. Identify conflict in the story
- 3. Complete Five W's Chart
- 4. Identify *cliffhangers*
- 5. Identify the climax of the novel.
- 6. Complete a story pyramid

### Character Activities

- 1. Determine character traits
- 2. Complete a character comparison

### Creative and Critical Thinking

- 1. Research activity
- 2. Write a newspaper story
- 3. Participate in a talk show
- 4. Conduct an interview
- 5. Write a description of personal feelings
- 6. Write a book review
- 7. Complete an Observation Sheet

### Art Activities

- 1. A Storyboard
- 2. Create a collage
- 3. Create a diorama
- 4. Design a cover for the novel
- 5. Create a comic strip
- 6. Draw a character portrait

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## Synopsis

Charlie Reese has been making the same secret wish every day since fourth grade. But when she is sent to live with family she barely knows, it seems unlikely that her wish will ever come true. That is, until she meets Wishbone, a skinny stray dog who captures her heart, and Howard, a neighbor boy who proves surprising in lots of ways. Suddenly Charlie is in serious danger of discovering that what she thought she wanted may not be at all what she needs.

From award winning author Barbara O'Connor comes a middle grade novel about a girl who, with the help of a true-blue friend, a big-hearted aunt and uncle, and the dog of her dreams, unexpectedly learns that the real meaning of family in the least likely of places. (The Publisher)

## Author Biography

*Barbara O'Connor*

Barbara O'Connor is the author of award-winning novels for children, including *Wonderland*, *How to Steal a Dog*, and the New York Times bestseller, *Wish*. Drawing on her South Carolina roots, Barbara's books are known for their strong Southern settings and quirky characters.

In addition to seven Parents Choice Awards, Barbara's distinctions include School Library Journal Best Books, Kirkus Best Books, Bank Street College Best Books, American Booksellers Association Best Books and ALA Notables. She has had books nominated for children's choice awards in 38 states and been voted the winner by children in ten states. Barbara is a popular visiting author at schools and a frequent speaker at conferences around the country.



Courtesy of the author's website: <https://barbaraoconnor.com>

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## Student Checklist

Student Name \_\_\_\_\_

# Wish



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Name:

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## Chapter 1-2



### Before you read the chapter:

If you were starting life in a new town, what would be your first three priorities and why?




### Vocabulary:

In each of the following sets of words, underline the one word that does not belong. Then write a sentence explaining why it does not fit.

1	Serene	Calm	Tranquil	Boisterous
2	Brawl	Fight	Broil	Skirmish
3	Whisper	Roar	Bellow	Scream
4	Sprint	Jog	Gallop	Swim
5	Chuckle	Sob	Giggle	Chortle

## Questions



1. Circle the correct writing narrative that the novel follows, and the reason for your choice.

First Person

Second Person

Third Person


2. Describe the setting of the story as Chapter One begins


3. Why did the main character refer to herself as “Charlie”?


4. Which of the following three activities did Charlie enjoy doing most?

a) Soccer	b) Ballet	c) Fighting
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5. Why did Charlie's sister, Jackie, stay with Carol Lee instead of Gus and Bertha?


6. How do you think Charlie is feeling at this point in the story, and why?


## Language Activities

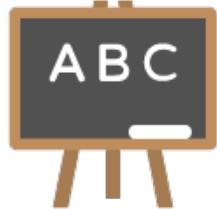


### A. Alliteration

Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words.

Here is such an example: "Peter Piper picked a peck of pickled peppers."

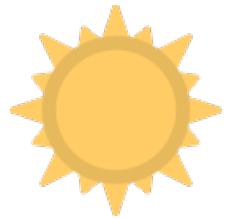
Using your imagination, create two or three examples of **alliteration**.




### B. Simile

A **simile** is a comparison using the words "like" or "as".

*The following is an example of a simile: "Her smile was as bright as the sun."*



What is being compared in this example?

--	--

Write two of your own similes comparing two things.



## Extension Activity



### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first two chapters of *Wish*. You may wish to practice on a separate piece of paper.



1	2
3	4
5	6