

WonderLens

A reading enhancement tool to foster empathy by exploring and comparing character perspectives through parallel first-person narratives.



Wonder Perspective Tool

Explore character perspectives from *Wonder* by R.J. Palacio

Emotion Tagging



Drag and drop an emoji onto the paragraph to tag it.

Parallel Perspectives

Auggie's Perspective

The noise of the lunchroom hit me like a wave, crashing and relentless. My chest tightened, my grip on my lunch bag turning my fingers white. If I kept staring at the floor, maybe they wouldn't see me. Maybe I could vanish.

But I knew I couldn't. Mr. Tushman's words echoed in my head: "You've got to be brave, August. One step at a time." Brave felt like a faraway thing, like something other kids were born with but I had to fake. 🧐

Then I saw Summer. She was sitting alone, unwrapping her sandwich with the kind of ease I could only wish for. Should I? What if she didn't want me there? What if she looked at me like everyone else did—like I didn't belong?

Hesitate and Wait

Walk Directly and Say Hi

Before I could stop myself, I started walking. My legs felt heavy, my heart pounding so loudly I was sure everyone could hear it.

When I got closer, she looked up, her eyes meeting mine. I froze.

Summer's Perspective

The clatter of trays and chatter of voices was as familiar as the worn-out sneakers on my feet, but today, it felt a little different. As I scanned the room, my eyes landed on August. He looked like a tiny ship in a stormy sea, clutching his lunch bag like it was his only anchor.

I remembered my first lunch at this school, just after Dad died. I'd felt like a ghost, floating through hallways where nobody saw me. The whispers back then weren't cruel—they were worse. They were pitying.

So when I saw August standing there, frozen in place, I couldn't just walk away. I knew the weight of those stares, the sharp edge of silence that cuts deeper than words.

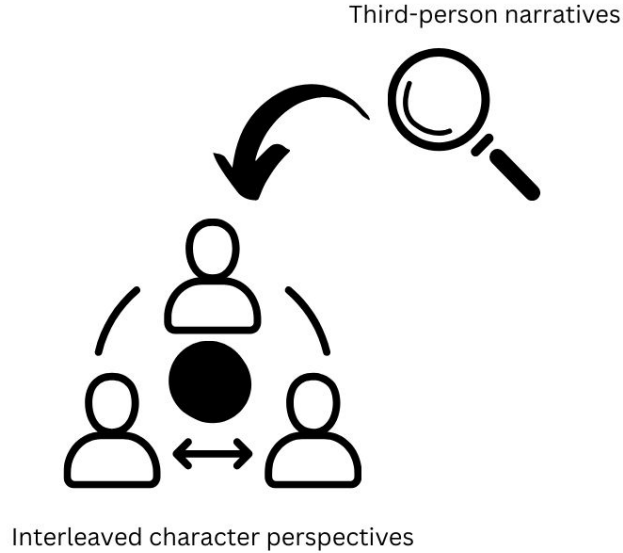
"Hey, Summer!" my friends called out. I glanced at them, mid-laugh over some viral prank video. They'd understand eventually—at least, I hoped they would.

I walked toward August, his eyes flicking nervously around the room. When I set my tray down, his shoulders stiffened.

"Mind if I sit here?" I asked.

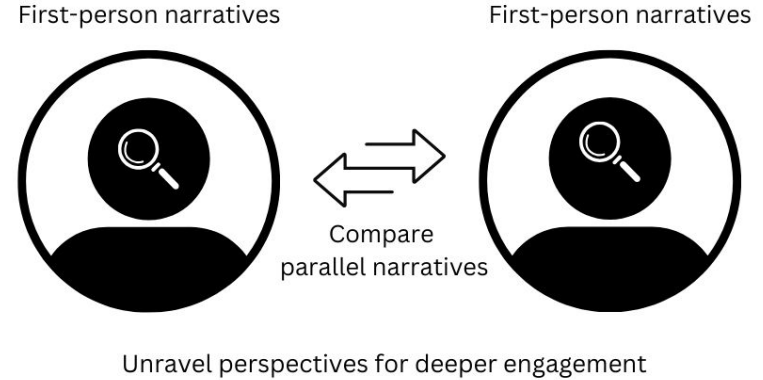
Motivation

Traditional Reading Approach



As August eats, a brown-haired girl appears beside him with a tray and asks if she can sit down. She introduces herself as Summer. When she learns August's name, she gets excited because August is a summer month. She suggests that the two of them make a rule that only people with summer names can sit at their table.

Reading Enhanced with WonderLens



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Unravel Perspectives for
Deeper Engagement

Parallel Perspectives

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Then I saw Summer. She was sitting alone, unwrapping her sandwich with the kind of ease I could only wish for. Should I? What if she didn't want me there? What if she looked at me like everyone else did—like I didn't belong?

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Walk Directly and Say Hi

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When I got closer, she looked up, her eyes meeting mine. I froze.

But she smiled. It wasn't the kind of smile people gave because they felt

First-Person for
Direct Immersion

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"Mind if I sit here?" I asked.

He didn't say much at first, just kept looking at me like I might disappear if

Emotion Tagging



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In-Place Reflection Prompt

Reflection

Have you ever felt like bravery was something you had to "fake" in a difficult situation? How did you push through those feelings, and what helped you take that first step?

Write your thoughts here...

Start Recording

You've earned **1 badge** so far!
Complete more reflections to unlock the "Bravery Builder" badge!

Close

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I could stop myself, I started walking. My legs felt heavy, my heart pounding so loudly I was sure everyone could hear it.

As I got closer, she looked up, her eyes meeting mine. I froze.

But she smiled. It wasn't the kind of smile people gave because they felt sorry for me. It was real, small and warm, like a flicker of light in a dark room.

As I sat down, the room didn't feel so suffocating anymore. Summer started talking about the spaghetti, making a joke about how it might be alive. I didn't know what to say at first, but she didn't seem to mind.

Little by little, the knot in my chest loosened. I even smiled when she started guessing what the juice boxes were really made of. For the first time in what felt like forever, I wasn't just the kid people stared at. I was just a kid, sitting at a table with a friend.

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"Mind if I sit here?" I asked.

He didn't say much at first, just kept looking at me like I might disappear if he blinked too long. But as I joked about the mystery spaghetti and our science classroom's constant vinegar smell, he laughed—just barely. It was small, a crack in the walls he'd built, but it was enough.

And as we sat there, swapping stories about bad movies and worse cafeteria food, I realized I needed this, too. Maybe we were both just trying to feel a little less invisible.

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Explore the Parallel Narrative

Choice-Driven Narrative

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🌟 Emotion Adventure Game 🌟

Help our story characters by matching their emotions! Drag and drop the emotions into the blank spaces. 🌟

🧡 Brave

😱 Scared

😬 Nervous

🌈 Hopeful

😊 Relieved

😊 Happy

I felt [drag emotion here] when I tried sitting with someone new.

Stepping outside my comfort zone made me feel [drag emotion here].

Talking to someone new helped me feel [drag emotion here].

🔄 Start Over

Interactive Emotion-
Based Activities

Draw Your Own Auggie



Personalized Auggie
Drawings

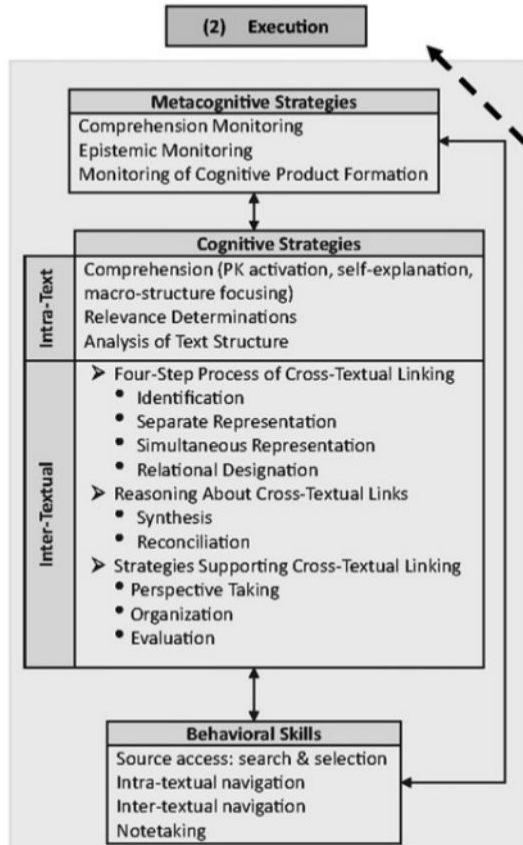
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Clear Drawing

Theoretical Framework 1:

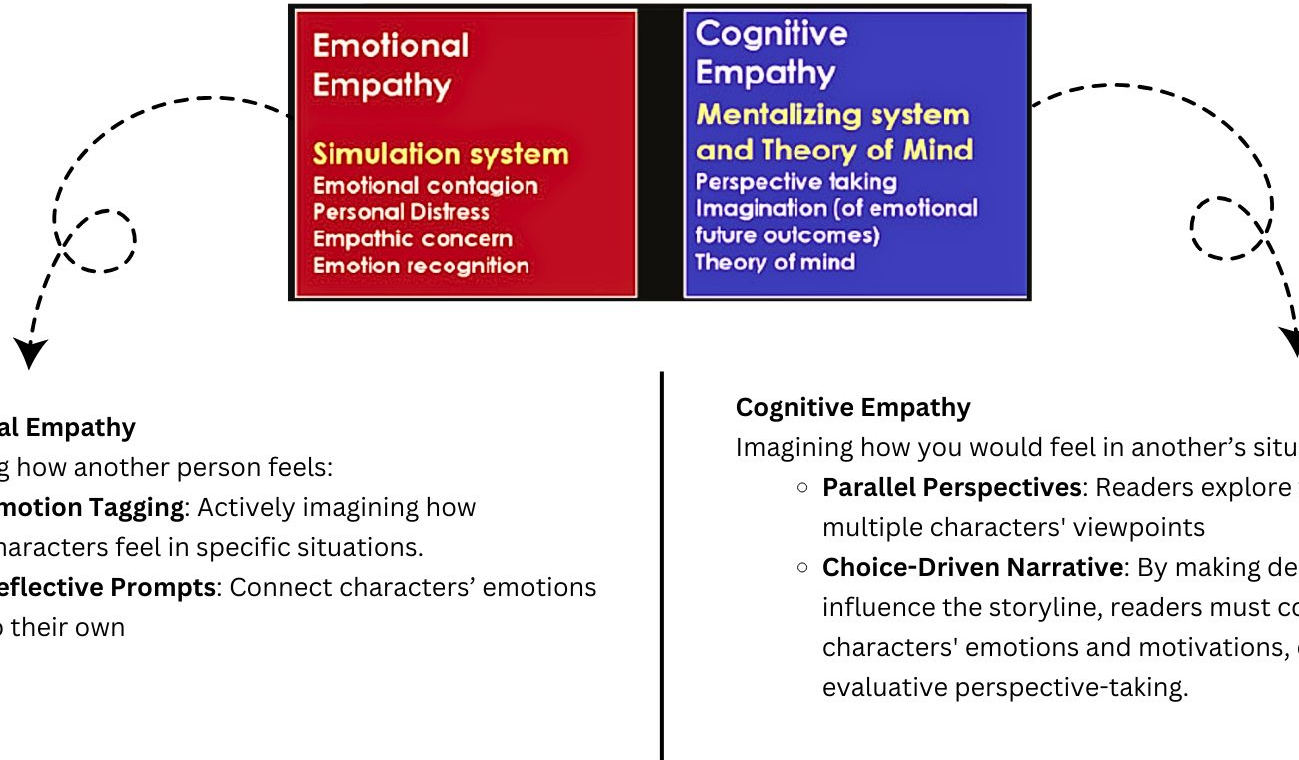
Integrated framework of multiple texts (List & Alexander, 2019)



Execution Stage

- **Metacognitive Strategies:**
 - Comprehension Monitoring: Reflective prompts
 - Product Formation: Drawing "Auggie" and the "Emotion Adventure Game"
- **Cognitive Strategies:**
 - Intra-Text:
 - Macro-structure focus: Explore character perspectives.
 - Relevance determination: Tag key emotional moments.
 - Inter-Text:
 - Perspective taking: Compare and contrast character views.
 - Synthesis: Combine emotions into a cohesive understanding.
- **Behavioral Skills:**
 - Source access: Navigate parallel perspectives with hover-over highlights.
 - Inter-text navigation: Use drag-and-drop tagging and reflective prompts.

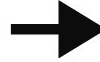
Theoretical Framework 2: Perspective-Taking (Batson, Early, & Salvarani, 1997)



Theoretical Framework 3:

Theory of Mind (Premack & Woodruff, 1978)

Theory of Mind (ToM): The ability to attribute mental states (beliefs, desires, emotions) to oneself and others, essential for understanding and predicting behavior in social interactions.



ToM Relevance

- Perspective-Taking & Parallel Perspectives
- Recognizing and Categorizing Emotions
- Reflective thinking
- Evaluating Consequences (Choice-Driven Narrative)

