

A Wrinkle in Time

Reading Guide

by Jana Shaw

For the book by Madeleine L'Engle



LOGOS PRESS
Elementary Literature Series

A Wrinkle in Time

Pre-Reading

Before Opening the Book

Complete the following information:

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

COPYRIGHT (When was this book written?): _____

This book is an example of : (circle one)

FICTION

NON-FICTION

POETRY

BIOGRAPHY

Use the table of contents to discover the following:

Chapter

Which chapter title seems most interesting to you?

Explain why: _____

Which chapter seems most scary?

Explain what you think it might be about. _____

4th Grade — Literature

Lesson Plan: *Wrinkle in Time, Ch 1-6*

OBJECTIVE: *The teacher must know the truth or lesson ...*

- SWBAT:** Find title, author, copyright, etc.
 Describe main characters.
 Identify good and evil in the story.
 Consistently use correct decoding skills as he reads.
 Comprehend literal and inferential concepts.

| | |
|--|---|
| <p>SUPPLIES: For each student:</p> <ol style="list-style-type: none"> 1. Book 2. Vocabulary list 3. Comprehension questions 4. Vocabulary quizzes <p>GENERAL PLAN: Mon: Ch 1-2 Tues: Ch 3 Wed: Ch 4 Vocab work Thurs: Ch 5 Fri: Chapter 6, vocab quiz</p> <p>* May need to read this book over 3 weeks instead of 2—long chapters and difficult.</p> | <p>INTRODUCTION: <i>The learner attends with interest to the lesson given.</i> Make predictions about what the book is about based on the title. Looking at the illustration on the cover, discuss what the story might be about. Ask the students if they ever read stories:</p> <ul style="list-style-type: none"> • about time travel? What is it? Would you travel in time if you might not be able to return safely? • that you really have to use your imagination? <p>Would they fight to defend their family members? If someone is ‘maladjusted’, what does that mean?</p> |
| <p>*As you read, take note of good style, figurative language, story line, and vocabulary. *Gradually require these things in student writing. *daily summarize previous chapters</p> | <p>REVIEW: <i>Unknown must be explained by the known...</i></p> <ul style="list-style-type: none"> •Do you remember how to pre-read a book? What kinds of things do we look for? Author, title, summary, publisher, copyright, illustrator. •Who is the author of this book? What do you think this book is about? •Find the copyright date and publisher. •What type of book might this be? Fiction/Fantasy •Could this story happen? Why or why not? Let students give specific ideas here. |
| <p>REMINDERS: *Simile worksheet</p> | <p>LESSON: <i>The language used as a medium must be common to both...</i> Before reading:</p> <ol style="list-style-type: none"> 1. Hand out vocab list—discuss each word together. Choose students to use each word in a sentence. 2. Teacher says the word, students give the definition. Teacher gives the definition, students say the word. <p>Begin reading, paying close attention to description of characters as they are introduced. Students should add to character sheets as they read.</p> <p>Chapter 1: “Mrs. Whatsit”</p> <ul style="list-style-type: none"> •Review vocabulary—use in sentences. •Talk about Meg. How does she feel about herself? Why? Think of Gurgi and his self-pity. •Discuss Charles Wallace. How old is he? What are some interesting or puzzling things about him? How is he different from other kids his age? •Describe the relationship between Meg and CW. •Setting of story. Where does the story begin? •Work on comprehension questions. •Complete ‘Classifying Adverbial Phrases’. |

Lesson plan continued on next page

Name _____

Date _____

A Wrinkle in Time

Vocabulary List 1

Study these words and definitions every day. Try to use these words during the day or at the dinner table while talking to your family.

- | | | | |
|-----|-------------|-------------|---|
| 1. | uncanny | <i>adj.</i> | strange or mysterious |
| 2. | vulnerable | <i>adj.</i> | easily hurt or harmed |
| 3. | relinquish | <i>verb</i> | to give up or give in |
| 4. | sullen | <i>adj.</i> | bad mood, glum |
| 5. | serenity | <i>noun</i> | calmness, without worry |
| 6. | dilapidated | <i>adj.</i> | falling apart, ruined |
| 7. | bliss | <i>adj.</i> | complete happiness |
| 8. | tangible | <i>verb</i> | able to be touched |
| 9. | resilience | <i>adj.</i> | the ability to recover easily from problems or change |
| 10. | falter | <i>verb</i> | to move unsteadily, stumble |

___/30 points

Name _____

Date _____

A Wrinkle in Time

Vocabulary Quiz 1

A. Please read each definition carefully. Write the number of the word beside the correct definition.

1. uncanny _____ calmness, without worry
2. vulnerable _____ to give up or give in
3. relinquish _____ the ability to recover easily from problems or change
4. sullen _____ to move unsteadily, stumble
5. serenity _____ strange or mysterious
6. dilapidated _____ able to be touched
7. bliss _____ bad mood, glum
8. tangible _____ easily hurt or harmed
9. resilience _____ falling apart, ruined
10. falter _____ complete happiness

B. In the sentences below, write the vocabulary word in the blank that best completes the sentence. You may change the tense of any word.

1. When none of the other children would play with her, she became _____.
2. She has such a sense of _____ while listening to the waves at the beach.
3. If you climb into that _____ playhouse, it will fall on top of you.
4. Because the pilot was wounded, he _____ on the trail.
5. Your little brother is very _____, so you should watch out for him.

C. Write five sentences using the five remaining vocabulary words. Use notebook paper and make sure each sentence shows that you understand the meaning of the word. Check for spelling and punctuation.

Name _____

Date _____

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Comprehension Questions

Chapters 1-6

Read each question carefully before reading the assigned chapter. Be sure to answer each question completely. Please use neat cursive.

Chapter 1: "Mrs. Whatsit"

1. List the members of the Murry family. _____

2. Where does the story begin? (Give specific information from the reading.)

3. Describe Charles Wallace. What kind of a boy is he? _____

4. _____ warned the Murry's that someone was coming into the house.

5. Describe Mrs. Whatsit. _____

Chapter 2: "Mrs. Who"

1. Why does Meg get into trouble at school? How is the principal different from your principal?

2. What do Charles Wallace and Calvin have in common? _____

3. What is unusual or interesting about Mrs. Who? _____

4. Explain what Calvin means when he says, "I've never seen your house, and I have the funniest feeling that for the first time in my life I'm going home!" _____

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Comprehension Questions

Chapter 1: "Mrs. Whatsit"

1. Mr. and Mrs. Murry, Meg, Dennys, Sandy, and Charles Wallace.
2. The story begins in Meg's attic bedroom during a dark and stormy night.
3. 5 years old, brilliant, wise, kind
4. Fortinbras, the dog.
5. Mrs. Whatsit was strange, eccentric, mysterious, interesting

Chapter 2: "Mrs. Who"

1. Meg was rude in class and took shortcuts in math (disobedient). Her principal was different from Mr. Whiting in that he wasn't kind to her, and was nosy about her father.
2. Charles Wallace and Calvin are both smart and are 'sports'. They both take care of Meg.
3. Mrs. Who is interesting because she talks in many different languages.
4. Calvin feels that he is finally where he belongs and truly home.
5. Nothing deters a good man from doing what is honorable.

Chapter 3: "Mrs. Which"

1. The twins are afraid chemicals might get in the food cooked in the lab.
2. Meg's very special talent is math, and she has difficulty in school because she takes shortcuts.
3. CW tells Meg and Calvin that they are going to find Father.

Chapter 4: "The Black Thing"

1. Answers will vary.
2. Uriel. They stopped to rest.
3. Mrs. Whatsit metamorphosed into a centaur like creature.
4. The flowers were used to give the children oxygen to breathe.
5. fighting

Chapter 5: *The Tesseract*

1. To tesser means to wrinkle time to travel in the 5th dimension.
2. line, flat square, cube, square of a cube, square of the 4th dimension.
3. evil, fighting or battling
4. 2,379,152,497 years old
5. The Happy Medium did not like to look at evil, unpleasant things.
6. Her father is on a planet that has given in to evil.
7. Answers will vary.

Chapter 6: *The Happy Medium*

1. A star gave up its life to fight the evil.
2. It is good for Meg to stay angry, because if she is angry, she won't be scared.
3. Calvin was given his ability to communicate, Meg was given her faults and spectacles, and CW his resilience.
4. Mrs. Which told them to stay together.
5. arrogance
6. The children of Camazotz don't pay attention to the Earth children, and they do everything in rhythm.
7. Answers will vary.

Chapter 7: "The Man With Red Eyes"

1. He communicates directly to the children's brains from his brain, without needing to talk.
2. Meg says that she wants her father because he is her father.
3. CW says that he can find out where Father is if he submits. he has a stronger brain than Meg or Calvin.

Chapter 8: "The Transparent Column"

1. problems, answers will vary.
2. IT
3. The boy was punished and 'trained' to bounce in rhythm.
4. Charles Wallace