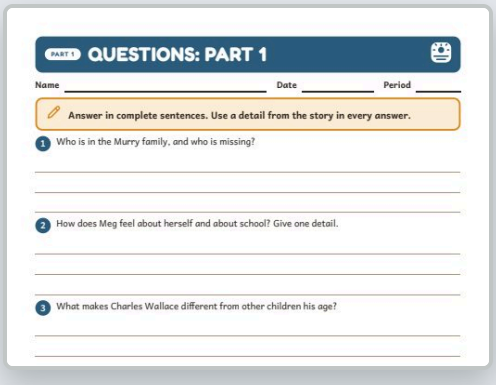
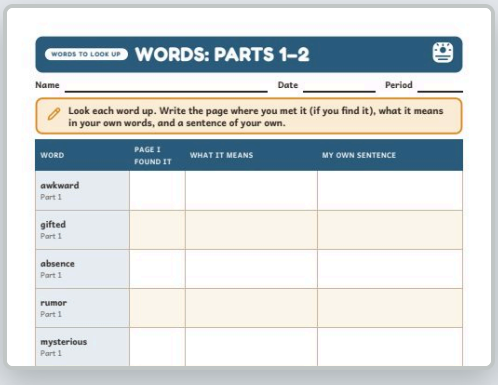
6TH–8TH · ENGLISH LANGUAGE ARTS

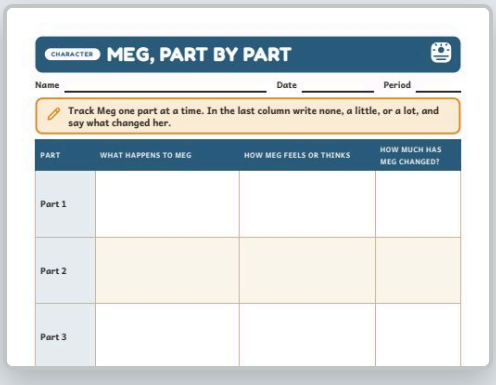
NOVEL STUDY

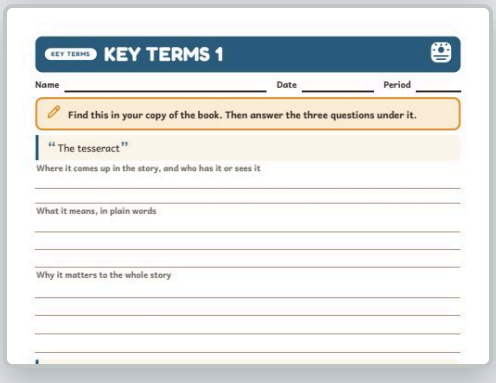
A WRINKLE IN TIME NOVEL STUDY

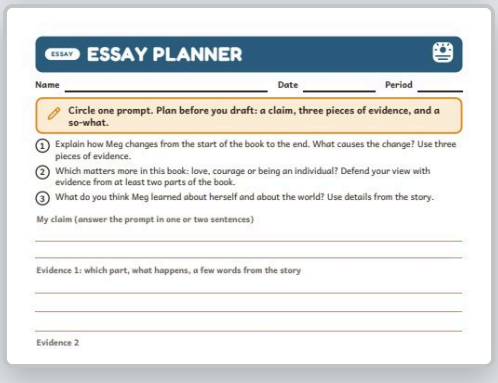
For use with the novel by Madeleine L'Engle: five questions for each of 6 parts of the story, words to look up, a Meg tracker, key terms, themes and a planned essay. Answer keys, a reading log and a class grid. Type into the fields or print. PDF. Book not included.

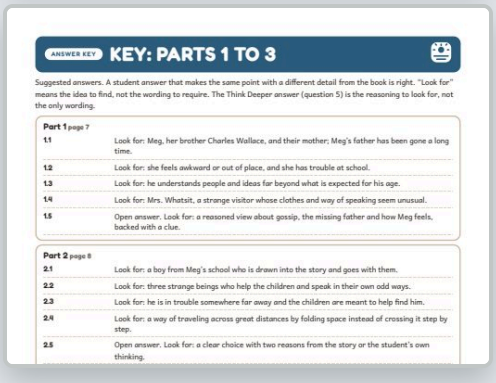












36 Pages | 30 Questions | 30 Words | 6 Keys

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PREVIEW

READING PLAN

THE SIX PARTS AT A GLANCE

The whole book on one page: what happens in each part, the study pages that go with it, and a blank for the chapters and dates your class will use.

PART	WHAT HAPPENS	PAGES	CHAPTERS IN MY EDITION, AND DATES
Part 1	Meg Murry, her brother Charles Wallace and their mother wait out a stormy night, and a strange visitor arrives.	6, 7	
Part 2	Meg and Charles Wallace meet Calvin and visit three unusual women who say Meg's father needs help.	6, 8	
Part 3	The children travel by tesseract to other worlds and learn about the Dark Thing.	9, 10	
Part 4	The children arrive on Camazotz, where everything is the same and a powerful force is in control.	9, 11	
Part 5	Meg finds her father, but IT takes hold of Charles Wallace and the children must escape.	12, 13	
Part 6	Meg recovers, goes back for Charles Wallace and finds the one thing IT cannot match.	12, 14	

PREVIEW

Check against your edition

The story is cut into six parts by what happens, because chapter numbers differ by edition. Write the chapters for each part in the last column. Where a question is open, the key says "look for": read the part against the edition in your room before you grade. A missing parent, a world that demands sameness and a villain that controls minds are described plainly; preview them for your class.

OUR CLASS'S OWN EXPECTATIONS FOR WRITTEN ANSWERS (YOUR WORDING)

WORDS TO LOOK UP

WORDS: PARTS 1–2

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
awkward Part 1			
gifted Part 1			
absence Part 1			
rumor Part 1			
mysterious Part 1			
dimension Part 2			
theory Part 2			
skeptical Part 2			
distance Part 2			
journey Part 2			

PREVIEW

PART 2 QUESTIONS: PART 2

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. Who is Calvin, and how does he come to join Meg and Charles Wallace?

2. Who are Mrs. Whatsit, Mrs. Who and Mrs. Which?

3. What do the children learn about Meg's father?

4. What is a tesseract, as the story explains it?

5. THINK DEEPER Meg is unsure whether to trust these three beings. Would you? Give two reasons.

PREVIEW

PART 3 QUESTIONS: PART 3

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. How do the children travel, and how does it feel to Meg?

2. What is the Dark Thing, as the three beings describe it?

3. What do the three beings tell the children about the fight against it?

4. What does Meg do or say that shows her feelings about leaving home?

5. THINK DEEPER The Dark Thing is described as a shadow over a whole planet. What might the author want readers to think about evil? Use a detail.

PREVIEW

WORDS TO LOOK UP

WORDS: PARTS 5–6

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
captive Part 5			
dominate Part 5			
desperate Part 5			
hesitate Part 5			
escape Part 5			
recover Part 6			
sacrifice Part 6			
courage Part 6			
individual Part 6			
reunion Part 6			

PREVIEW

PART 6 QUESTIONS: PART 6

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. Who looks after Meg after the escape, and what is that place like?

2. What does Meg decide to do next, and why?

3. What does Meg have that IT does not?

4. How does the story end for the Murry family?

5. THINK DEEPER Which idea matters most in this book: love, courage or being yourself? Give two details.

PREVIEW

CHARACTER

THE PEOPLE IN MEG'S STORY

Name _____ Date _____ Period _____

Every person in Meg's story shows something. Write what each one does, then what it shows.

CHARACTER	WHAT THEY SAY OR DO	WHAT THEY SHOW MEG, OR THE READER
Meg Murry the main character, a girl who feels out of place		
Charles Wallace Meg's young brother, who is far ahead of his age		
Calvin O'Keefe a boy from Meg's school who joins the journey		
Mr. Murry Meg's father, who is missing		
Mrs. Whatsit, Mrs. Who and Mrs. Which the three odd guides		
IT the controlling mind on Camazotz		

PREVIEW

KEY TERMS

KEY TERMS 2

Name _____ Date _____ Period _____

Find this in your copy of the book. Then answer the three questions under it.

> "IT"

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

> "Mrs. Whatsit, Mrs. Who and Mrs. Which"

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

PREVIEW

WRITING

SENTENCE STARTERS

Name _____ Date _____ Period _____

Use these when you write about the story. Fill the blank with your own idea and a detail from the text.

Making a claim

In *A Wrinkle in Time*, the author shows that _____.

Meg changes most when _____.

The most important relationship in the story is _____ because _____.

Bringing in evidence

In the part where _____, Meg _____.

For example, when _____,

The author describes _____ as _____, which _____.

Explaining the evidence

This shows that _____.

This matters because _____.

Here the author wants the reader to _____.

Then and now

At the start Meg _____, but by the end she _____.

At first _____; later _____.

Ending

In the end, _____.

The book's message still _____ because _____.

Try two starters here

PREVIEW

ESSAY DRAFT

Name _____ Date _____ Period _____

Write your draft here. Start with your claim. Use the sentence starters if you get stuck.

Title _____

PREVIEW

ANSWER KEY KEY: PARTS 4 TO 6

Suggested answers. A student answer that makes the same point with a different detail from the book is right. "Look for" means the idea to find, not the wording to require. The Think Deeper answer (question 5) is the reasoning to look for, not the only wording.

Part 4 page 11

4.1	Look for: orderly and gray, with everything and everyone looking the same.
4.2	Look for: people doing the same things in the same way, in step with each other.
4.3	Look for: the center that runs the planet and decides how people behave.
4.4	Look for: he becomes bold and then changes, and the others begin to worry.
4.5	Open answer. Look for: a clear choice with two reasons that use details from the story.

Part 5 page 13

5.1	Look for: he is held captive on Camazotz in a place the children have to reach.
5.2	Look for: a controlling mind that wants everyone to think and act the same under its power.
5.3	Look for: IT takes over his mind, so he is no longer himself.
5.4	Look for: they escape by tesseract, and they leave Charles Wallace behind.
5.5	Open answer. Look for: feelings of guilt, fear or hope, with two details from the story.

Part 6 page 14

6.1	Look for: a gentle creature on another planet who helps her recover.
6.2	Look for: she decides to go back for Charles Wallace, because she will not leave him.
6.3	Look for: her love for her brother, which she finds she can use.
6.4	Look for: Charles Wallace is free, the family is reunited, and they are home again.
6.5	Open answer. Look for: a clear choice with two details from different parts of the story.

NOTES FOR THESE PARTS, GRADING REMINDERS (YOUR WORDING)

PREVIEW

ANSWER KEY KEY: PEOPLE AND THEMES

What to look for on the people and theme pages. Open pages: any detail from the book that fits is right.

The People in Meg's Story page 16

Meg Murry	Starts out unsure of herself and angry at being different; grows brave, and uses what she thought was a weakness to act.
Charles Wallace	Quick and caring, and trusting to a fault; look for how his confidence is used against him on Camazotz.
Calvin O'Keefe	Friendly and steady; look for how he supports Meg and what he brings to the group.
Mr. Murry	A scientist who has been away; look for what his absence does to the family and what he does when he is found.
Mrs. Whatsit, Mrs. Who and Mrs. Which	Guides and protectors; look for how each one speaks and helps, and what they cannot do for the children.
IT	The danger in the book; it never acts like a person, and look for how Meg finally stands up to it.

Themes: evidence to expect page 19

Conformity and individuality	Camazotz, where everyone acts the same, set against Meg, whose differences turn out to matter.
Good and evil	The Dark Thing, IT and the guides: look for how evil is shown and what pushes against it.
Family and love	Meg, Charles Wallace and their parents: look for how the family acts to protect each other.
Courage and self-acceptance	Meg going back for her brother and learning to value her own strengths.

DISCUSSION QUESTIONS I WILL ADD FOR THE PEOPLE AND THEMES (YOUR WORDING)

PREVIEW

ANSWER KEY

KEY: WORDS

Plain meanings for all 30 words, in the order they appear.

WORD	PART	MEANING
awkward	1	clumsy, or not at ease with other people
gifted	1	having a very strong natural ability
absence	1	the state of being away or missing
rumor	1	a story passed around that may not be true
mysterious	1	strange and not easy to explain
dimension	2	a measure of space, such as length or width
theory	2	an idea that tries to explain something
skeptical	2	doubtful, not ready to believe without proof
distance	2	the amount of space between two places
journey	2	a trip from one place to another
universe	3	everything that exists in space
shadow	3	a dark shape made when light is blocked
voyage	3	a long trip, especially by sea or through space
struggle	3	to try very hard against something difficult
evil	3	that which is deeply wrong or harmful

WORD	PART	MEANING
conformity	4	acting the same as everyone else
uniform	4	the same in every part or every place
rhythm	4	a pattern of sound or movement that repeats
control	4	power to direct what others do
suspicious	4	feeling that something is not right
captive	5	a person who is held and not free to leave
dominate	5	to control someone through power
desperate	5	feeling there is no hope and willing to risk anything
hesitate	5	to pause because of doubt or fear
escape	5	to get away from a place or a danger
recover	6	to get better after being hurt or ill
sacrifice	6	to give up something important for someone else
courage	6	being able to act even when you are afraid
individual	6	a single person, different from others
reunion	6	a coming together again after time apart

Using the word pages

- The words are for talking about each part's events and ideas. They may or may not appear in your edition; students write the page where they met a word only if they do.
- The "What it means" column is in the student's own words; this key is the plain meaning to check against, not the wording to require.
- A sentence that uses the word correctly in a new setting counts; a sentence that copies the meaning does not.

PREVIEW

CLASS GRID

CLASS PROGRESS GRID

CLASS OR PERIOD

MONTH

STUDENT	BEFORE	PT. 1	PT. 2	PT. 3	PT. 4	PT. 5	PT. 6	ESSAY

PREVIEW

How to fill this in

One row per student. In a part column write the question score (of 5) once that part's page is in. Before and Essay are check marks: one glance down a column shows who is behind.

Grouping for small-group time

Students with low question scores on two parts in a row usually need the word page first and the part read aloud. Students who finish early start the Meg tracker (page 15) or a key term page (page 17).

FAMILY PAGE

READING A NOVEL AT HOME

STUDENT FROM DATE

We are reading a novel in class, two parts at a time. Here is one question to talk about at home after each pair of parts, and room to write what was said.

TALK ABOUT IT AFTER…	WHAT WE SAID AT HOME
Parts 1–2: Meg feels out of place at school and at home. When have you felt different from the people around you?	
Parts 3–4: The children visit a world where everyone acts the same. Would you want to live there? Why or why not?	
Parts 5–6: Meg goes back for her brother because she loves him. What would you do for someone in your family?	

Three ways to help at home

- Ask your student to retell what happened in the part in two or three sentences before you talk.
- When they give an opinion, ask: "What in the book makes you think that?"
- The book has a missing parent and a villain that controls minds; ask how the part made your student feel.

OUR READING SCHEDULE AND WHAT IS DUE (TEACHER'S WORDING)

NOTE FROM THE TEACHER

NOTE FROM HOME

PREVIEW

ORGANIZER

BINDER COVER

Slide this into the front of a binder or folder. The divider tabs and a spine label to cut out are on the next page.

FOR USE WITH THE NOVEL BY MADELEINE L'ENGLE

A WRINKLE IN TIME

Novel Study · Six Parts

STUDENT _____ TEACHER _____ CLASS OR PERIOD _____

PREVIEW