

A Guide for Using
***A Wrinkle
in Time***

in the Classroom

Based on the book written by Madeleine L 'Engle

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Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It also gives us a cherished story to hold in our hearts forever.

In Literature Units, great care has been taken to select books that are sure to become good friends!

Teachers who use this literature unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study, with each section including:
 - *quizzes*
 - *hands-on projects*
 - *cooperative learning activities*
 - *cross-curriculum connections*
 - *extensions into the reader's own life*
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key



We are confident that this unit will be a valuable addition to your planning, and hope that as you use our ideas, your students will increase the circle of “friends” that they can have in books!

Sample Lesson Plan

Each of the lessons suggested below can take from one to several days to complete.

LESSON 1

- Introduce and complete some or all of the pre-reading activities found on page 5.
- Read “About the Author” with your students. (page 6)
- Read the book summary with your students. (page 7)
- Introduce the vocabulary list for SECTION 1. (page 8) Ask students to find all possible definitions for these words.

LESSON 2

- Read Chapters 1 through 3. As you read, place the vocabulary words in the context of the story and discuss their meanings.
- Play a vocabulary game. (page 9)
- Observe the characteristics of five-year-olds. (page 11)
- Find ways to build self-esteem instead of tearing it down. (page 12)
- Discuss the book in terms of science. (page 13)
- Begin “Reading Response Journals.” (page 14)
- Administer the SECTION 1 quiz. (page 10)
- Introduce the vocabulary list for SECTION 2. (page 8) Ask students to find all possible definitions.

LESSON 3

- Read Chapters 4 and 5. Place the vocabulary words in context and discuss their meanings.
- Play a vocabulary game. (page 9)
- Demonstrate travel in the fifth dimension. (page 16)
- Make flip books that show metamorphosis. (page 17)
- Discuss the book in terms of math. (page 18)
- Identify and evaluate past and present heroes. (page 19)
- Administer SECTION 2 quiz. (page 15)
- Introduce the vocabulary list for SECTION 3. (page 8) Ask students to find all possible definitions.

LESSON 4

- Read Chapters 6 and 7. Place the vocabulary words in context and discuss their meanings.
- Play a vocabulary game. (page 9)
- Plan a day of “sameness.” (page 21)
- Try to bounce balls and jump rope in rhythm. (page 22)
- Discuss the book in terms of social studies. (page 23)

- Discuss the possibilities of what individual students can be. (page 24)
- Administer SECTION 3 quiz. (page 20)
- Introduce the vocabulary list for SECTION 4. (page 8) Ask students to find all possible meanings.

LESSON 5

- Read Chapters 8 and 9. Place the vocabulary words in context and discuss their meanings.
- Play a vocabulary game. (page 9)
- Experiment with the properties of matter. (page 26)
- Stage a debate on issues pertinent to the story. (page 27)
- Discuss the book in terms of science. (page 28)
- Identify and discuss the pressures to conform and the effects of conformity. (page 29)
- Administer SECTION 4 quiz. (page 25)
- Introduce the vocabulary list for SECTION 5. (page 8) Ask students to find all possible meanings.

LESSON 6

- Read Chapters 10 through 12. Place the vocabulary words in context and discuss their meanings.
- Play a vocabulary game. (page 9)
- Conduct a physical inventory of class favorites. (page 31)
- Present story scenes from a different point of view. (page 32)
- Discuss the book in terms of art. (page 33)
- Examine personal choices for dilemmas posed in the story. (page 34)
- Administer SECTION 5 quiz. (page 30)

LESSON 7

- Discuss any questions your students may have about the story. (page 35)
- Assign book report and research projects. (pages 36 and 37)
- Begin work on a culminating activity. (pages 38, 39, 40, and 41)

LESSON 8

- Administer one, two, and/or three unit tests. (pages 42, 43, and 44)
- Discuss the test answers and possibilities.
- Discuss the students’ enjoyment of the book.
- Provide a list of related reading for your students. (page 45)

A Wrinkle in Time

By Madeleine L'Engle

(Dell, 1976)

If someone asked you to tesser, could you do it?

It might help you to know that to tesser means to travel through a tesseract—a wrinkle in time. The characters in this story tesser frequently. They move into different times and different worlds in an instant!

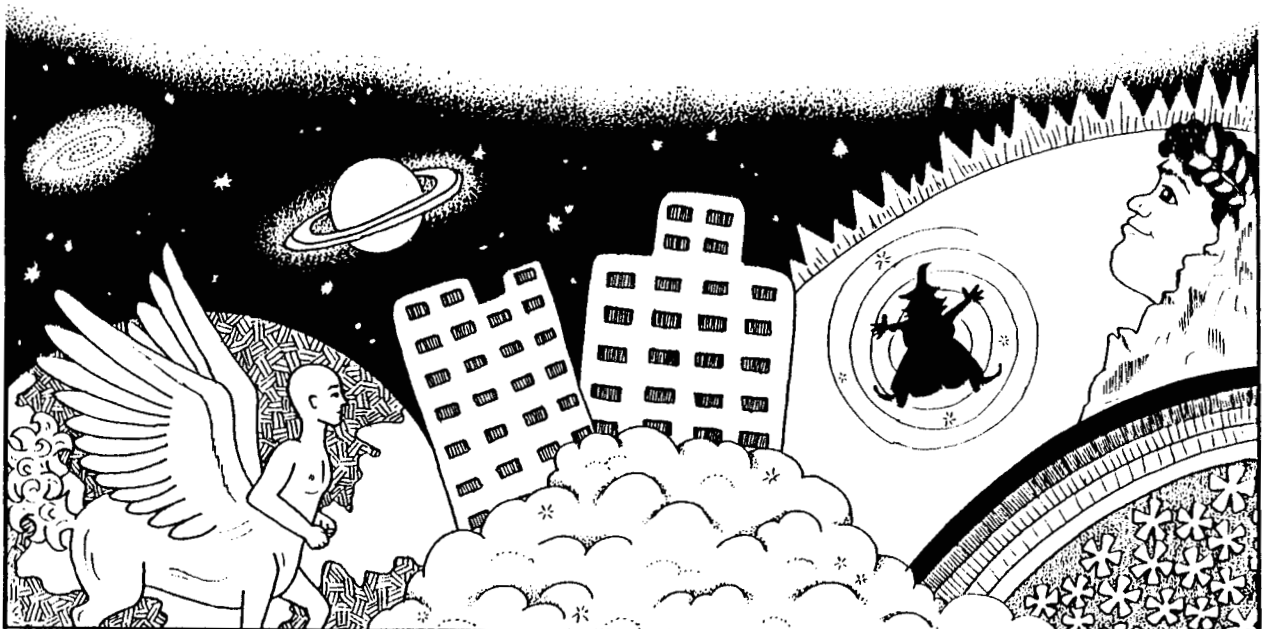
When Mr. Murry, a United States physicist, mysteriously disappears, he is deeply missed by his wife and children. After some time, Meg and Charles Wallace, the eldest and youngest of these children, are summoned to the aid of their father by three incredibly eccentric women, who are much more than what they seem.

Led by the strange women and accompanied by a friendly boy named Calvin, the children begin their adventure—an adventure of time and space travel. They move rapidly through a tesseract to several different worlds, finally reaching Camazotz, a world that is clouded by evil, a world in which Mr. Murry is held prisoner. And, in Camazotz, Charles Wallace becomes a captive as well.

What the children do to release Mr. Murry and Charles Wallace from the grasp of evil is suspenseful and thought provoking.

After reading this story, you will know and most likely remember what a tesseract is and what time and space travel might be like.

With what you have learned and experienced, would you be willing to go through a wrinkle in time?



Vocabulary Lists

On this page are vocabulary lists which correspond to each sectional grouping of chapters. Vocabulary activity ideas can be found on page 9 of this book.

SECTION 1

Chapters 1-3

antagonistic	resentment
assimilate	ruffled
avid	scudded
dilapidated	serenity
dubiously	snide
frenzied	subdued
frivolling	subsided
gamboled	supine
inadvertently	sullen
indignantly	tangible
intoned	tesseract
judiciously	tractable
morass	vulnerable
placidly	warily
prodigious	wraithlike

SECTION 2

Chapters 4-5

abruptly	ineffable
axis	inexorable
clarity	mauve
condensed	
metamorphose	
corporeal	microbe
cosmos	monoliths
dispersed	protoplasm
elliptic	reverberated
enfolded	virtue
ephemeral	void

SECTION 3

Chapters 6-7

aberration	obliquely
arrogance	perspective
bilious	precipitously
bravado	propitious
consistent	remote
diverting	resilience
eon	seethe
furtive	solidify
impressionable	talisman
malignant	unsubstantial
myopic	wheedled
nondescript	writhe

SECTION 4

Chapters 8-9

annihilate	ominous
brusquely	omnipotent
cloven	pedantic
connotations	pinioned
deviate	revelation
dias	sadist
emanate	somber
gait	spindly
gibberish	swivet
grimace	systole
implored	tentatively
insolent	translucent
loftily	transparent
miasma	wrenched
misconception	wryly

SECTION 5

Chapters 10-12

acute	corrosive	formidably	reiterating
appallingly	despondency	imperceptible	reproving
assuaged	disintegration	indignation	temporal
atrophied	emanate	opaque	trepidation
catapulted	fallibility	permeating	vestige