



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

A Wrinkle in Time

based on the book by
Madeline L'Engle

Written by
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ABOUT THE AUTHOR
Madeleine L'Engle

L'ENGLE, MADELEINE (born 1918), U.S. author, actress, and teacher, born on November 29, 1918, in New York City. L'Engle came into prominence with her 1962 novel 'A Wrinkle in Time', which won the 1963 Newbery Medal. The novel is a science fiction story with philosophical and religious elements.

L'Engle received an A. B. degree in 1941 from Smith College and later studied at Columbia University. She acted in the theater in the 1940's and taught at private grade schools in New York. L'Engle's 'A Wrinkle in Time' and many of her other books pit good against evil while interweaving elements of fantasy and philosophy. These included two sequels to 'A Wrinkle in Time' -- 'A Wind in the Door' (1973) and 'A Swiftly Tilting Planet' (1978) -- and 'Camilla Dickinson' (1951), 'The Moon By Night' (1963), 'The Young Unicorns' (1968), 'Dragons in the Waters' (1976), and 'A Ring of Endless Light' (1980).

Among her volumes of poetry were 'Lines Scribbled on an Envelope' (1969), and 'The Weather of the Heart' (1978). She also published a series of autobiographical works based on her journals, including 'The Summer of the Great-Grandmother' (1974) and 'The Irrational Season' (1977).

In 1980 L'Engle won the American Book Award for 'A Swiftly Tilting Planet', and in 1981 'A Ring of Endless Light' was named a Newbery honor book. L'Engle had a following of loyal readers who were drawn by her imaginative and wide-ranging tales that were filled with symbols and elaborate plot twists.

---- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Wrinkle in Time* by L'Engle. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a bulletin board activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

Following the discussion of the novel, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There is a **group activity** that will have students working in small groups to create alien worlds.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students research biographical information about the "fighters" mentioned in the book and others the class brainstorms. The second assignment is to persuade: students create travel brochures persuading people to come visit their alien worlds. The third assignment is to express personal opinions: students give their own views on one of the many ideas and themes presented in the book.

There is a **nonfiction reading assignment**. As students read the biographical information for their research projects, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. The reports about the biographies also serve as students' nonfiction reading reports in this unit.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** follow the **reproducible student materials**, which may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of the unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test.

UNIT OBJECTIVES - *A Wrinkle in Time*

1. Through reading L'Engle's *A Wrinkle in Time*, students will consider various kinds of good and evil in the world and ways in which the evil may be combated.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will explore different kinds of communication.
4. Students will consider the importance of individuality.
5. Students will study passages from the story to extract the themes and to further study the author's use of language.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Wrinkle in Time* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *A Wrinkle in Time*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	1-2	
	3-4	
	5-6	
	7-10	
	11-12	

UNIT OUTLINE - *A Wrinkle in Time*

1	2	3	4	5
Introduction	PVR 1-2	Study ?s 1-2 PVR 3-4	Study ?s 3-4 Library PVR 5-6	Study ?s 5-6 Writing Assignment #1 PVR 7-10
6	7	8	9	10
Reports	Study ?s 7-10 Reports	PVR 11-12	Study ?s 11-12 Extra Discussion Questions	Discussion
11	12	13	14	15
Vocabulary	Quotations	Group Work	Group Work	Writing Assignment 2
16	17	18	19	20
Writing Continued	Brochure Swap	Writing Assignment #3	Review	Test

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the unit.
2. To distribute books and other related materials

NOTE: Prior to this lesson, you need to tell students to bring with them to class an account of a strange event--a UFO sighting, an example of psychic powers, or anything which could not be explained by our current technology.

Also as prior preparation, you should put up the background paper and title for a bulletin board entitled A WRINKLE IN TIME: A LINK TO OTHER WORLDS? or some other suitable phrase. Leave space for students to post their pictures.

Activity #1

Ask students to clear their desks except for the articles they have brought to class. Have each student tell about his/her article and then let the student post it on the bulletin board.

Transition: In the book you are about to read, *A Wrinkle in Time*, many strange things happen as the main characters travel through time and space to strange worlds to find and rescue their father.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 - *A Wrinkle in Time*

PROMPT

You have researched biographical information about a famous person, and sometime in the next couple of class meetings you will have to give an oral report telling about that person. The purpose of this assignment is to help you prepare your oral presentation by writing out what you intend to say during your presentation.

PREWRITING

Much of your prewriting has been done through your research and note-taking. The biggest part of your prewriting will be to choose which facts you will present and to organize them. Look through all of your notes. Make marks to identify the parts you definitely want to use in your presentation. Then organize your notes in chronological order; that is the easiest and most logical way to present biographical information to an audience.

DRAFTING

Write a paragraph in which you introduce your person.

The paragraphs in the body of your composition should flow chronologically--perhaps one paragraph for the person's early life, middle years, and then later years and death. The last paragraph in the body of your composition should summarize your person's life's work--the contributions he/she has made.

The final paragraph of your composition should include your final remarks about the person whom you have researched.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.