

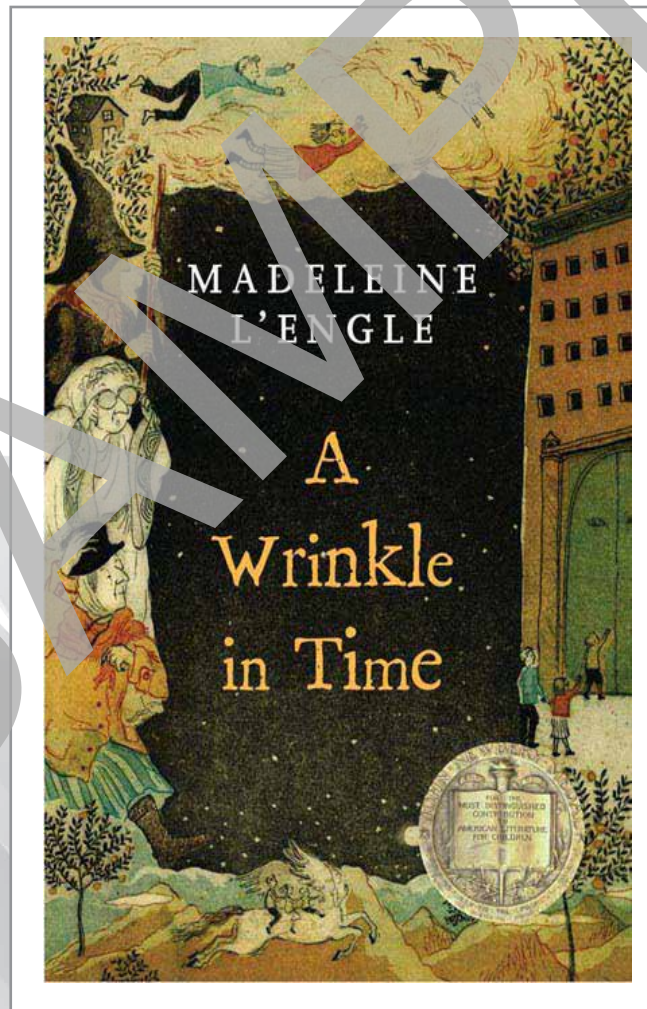


STUDENT PACKET

GRADES 6-8

A Wrinkle in Time

Madeleine L'Engle



READ, WRITE, THINK, DISCUSS AND CONNECT

A Wrinkle in Time

Madeleine L'Engle

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following questions.

1. Who is the author?

2. What does the title suggest to you about the novel?

3. When was the novel first copyrighted?

4. How many pages are in the novel?

5. Thumb through the novel. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the novel?

6. What does the cover suggest to you about the novel?

The Man with Red Eyes–IT

1. Why does the man in the CENTRAL Central Intelligence Building decide to report the children, and how does he feel about it?
2. Describe the man with red eyes and what makes him so unsettling to the children.
3. According to the man with red eyes, how is Mr. Murry failing to act like a father?
4. Why is Charles Wallace determined to enter the mind of the man with red eyes?
5. What does Charles Wallace say about Mrs Whatsit, Mrs Who, and Mrs Which while under IT's spell?
6. While under IT's spell, why does Charles Wallace believe that Camazotz is better than Earth?
7. Where is Mr. Murry imprisoned, and how does Meg free him?
8. Why is Meg disappointed after freeing her father?
9. What is IT, and how does Meg try to stop IT from controlling her mind?

Absolute Zero–The Foolish and the Weak

1. According to Mr. Murry, how did he and the children manage to resist IT for as long as they did? What did IT offer Mr. Murry?
2. How was IT able to overpower Charles Wallace but not Meg or Calvin?
3. How did Mr. Murry end up on Camazotz in the first place?
4. Why couldn't Mr. Murry take Charles Wallace when he tessered Meg, Calvin, and himself away from Camazotz?
5. Describe the creatures that inhabit the strange, gray planet of Ixchel.
6. How does Meg know that the creatures on Ixchel mean well?
7. How does Meg settle on the name "Aunt Beast"?
8. How is the meal Meg eats on Ixchel different from the meal she ate on Camazotz?
9. How does Meg initially feel about going back to Camazotz, and why does she change her mind?
10. What is the one thing Meg has that IT does not have, and how does Meg know this?

Name _____

Conflict

The **conflict** of a story is the struggle between two people or two forces. There are three main types of conflict: person vs. person, person vs. nature or society, and person vs. self.

Directions: The characters experience some conflicts in the story. In the chart below, list the names of three major characters. In the space provided, list a conflict each character experiences. Then, explain how each conflict is resolved in the story.

Character: _____

Conflict	Resolution

Character: _____

Conflict	Resolution

Character: _____

Conflict	Resolution

Name _____

Cause/Effect Chart

Directions: Make a flow chart to show decisions a character made, the decisions s/he could have made, and the result(s) of each. (Use your imagination to speculate on the results of decisions the character could have made.)

