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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
 - co-operative 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!



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!

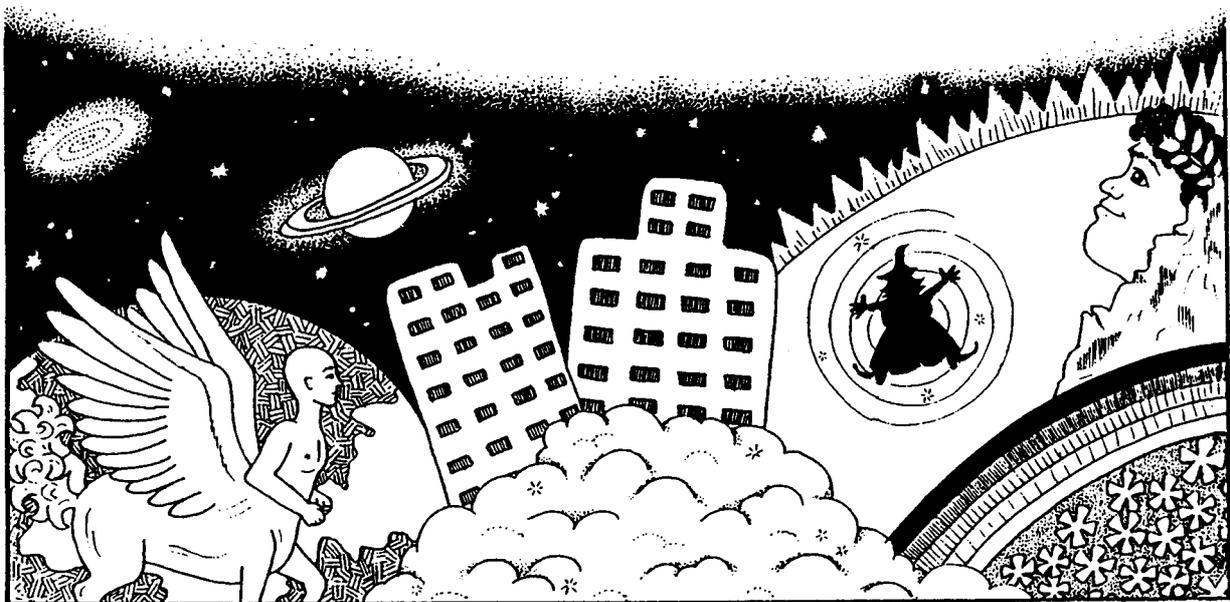
When Mr. Murry, a United States physicist, mysteriously disappears, he is deeply missed by his wife and children. After some time, Meg and Charles Wallace, the eldest and youngest of these children, are summoned to the aid of their father by three incredibly eccentric women, who are much more than what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



Quiz Time!

1. On the back of this page, write a one-paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.

2. How does Meg feel about herself?

3. What kind of a student is Meg in school?

4. In one well-written sentence, characterize Charles Wallace.

5. Where is Mr. Murry?

6. Describe the relationship that exists between Meg and Charles Wallace.

7. On the back of this page, describe Mrs. Whatsit, Mrs. Who, and Mrs. Which.

8. In one well-written sentence, characterize Calvin O'Keefe.

9. Define "sport" as it is used in *A Wrinkle in Time*.

10. Are you more like Meg, Sandy, Dennys, Charles Wallace, Calvin, Mr. Murry, Mrs. Murry, Mr. Jenkins, or the postmistress? Explain who and why on the back of this page.

I'm Five!

Charles Wallace Murry is not a typical five-year-old child. In fact, there are probably very few, if any, like him in the whole world!

What is a typical five-year-old child like? How does he or she speak? What types of large and small motor skill abilities are "normal"? How does she or he interact with others? With what degree of sophistication does this child think?

For this activity, you will observe a small group of five-year-old children. The children you select must be observed in a casual way in an environment which is comfortable for them. Watch these children at least three different times in a variety of situations. Record your observation data for each child on a chart such as this one.

Observation of Five-Year-Old	
Bobby Greenwood (<i>name</i>)	Prep Room (<i>place</i>)
	10 May (<i>date</i>)
Behavior	Example or Comment
Large Motor Skills	Caught ball easily five times
Small Motor Skills	Could print name, backwards "b"
Language Development	"Me want ball. Gimme it!"
Social Skills	Took ball away from child roughly
Self-concept	Painted a smiling picture of self
View of Authority	Obeded teacher quickly every time
Conflict Management	Used force rather than words to obtain the ball he wanted
Ability to Communicate	Easily understood by peers
Thinking Skills	Manipulated Unifix cubes easily to solve a mathematics problem

After you have finished recording your observations, make a data sheet for Charles Wallace Murry. How do the five-year-olds you have seen compare with Charles Wallace?

One Good Thing

Meg is greatly affected by the things others say and think about her and her family members. She is the victim of “put-downs” by adults in her school, her peers, and even her twin brothers.

“Really, Meg, I don’t understand how a child with parents as brilliant as yours are supposed to be can be such a poor student. If you don’t manage to do a little better, you’ll have to stay back next year.”

-Meg’s teacher

“Do you enjoy being the most belligerent, unco-operative child in school?”

-the school principal, Mr. Jenkins

“After all, Meg, we aren’t grammar-school kids any more. Why do you always act like such a baby?”

-a girl at school

“I wish you wouldn’t be such a dope, Meg.”

-Meg’s brother, Sandy

If it were not for the love, encouragement, and acceptance her mother, father, and youngest brother gave her, she would have nothing on which to build a positive self-concept.

The development of a positive self-concept is critical for the well-being of any person, especially as he or she is growing up. If we don’t feel good about ourselves, it is difficult to feel good about anything we say, do, or think.

It is important to help others feel good about themselves whenever we can. For this activity, you and your classmates will do just that!

- Divide into groups of three or four.
- Distribute a sheet of paper like the example on the right to every group member.
- Write one “good” thing about every person in your group on your sheet of paper. The compliment may relate to a person’s eye color, athletic ability, level of kindness, or degree of intelligence. You may write anything, as long as it is complimentary.
- Share what you have written with the members of your group, specifically addressing the complimented member.
- Extend this activity to others, too!

One Good Thing	
Name: _____	
Good Thing: _____	

Name: _____	
Good Thing: _____	

Name: _____	
Good Thing: _____	
