Directions: Use your book to fill out the information on the lines below. Then write your name on this packet.

Title: A Wrinkle in Time
Author: ________________________________
Genre: ________________________________
Concepts: Theme, Vocabulary in Context, Setting, Plot, Compare and Contrast

Name: _________________________________________________
Genre Lesson: Independent Practice

Name: ___________________________ Date: __________________

Elements of Science Fiction

**Directions:** In the left-hand column, record the scientific details you come across as you read Chapters 1-6 of *A Wrinkle in Time*. Then, identify the Science Fiction Element each detail belongs to. Remember, the Science Fiction Elements include: *future, outer space or aliens, time travel, robots or technology, new societies, science experiments, and a good vs. evil plot line.*

<table>
<thead>
<tr>
<th>Scientific and/or Fictional Details</th>
<th>Science Fiction Element</th>
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Genre Lesson: Independent Practice (continued)

**Elements of Science Fiction**

<table>
<thead>
<tr>
<th>Scientific and/or Fictional Details</th>
<th>Science Fiction Element</th>
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</table>
Vocabulary Activity: One of These Words is Not Like the Others
Chapter 1: “Mrs. Whatsit” — Chapter 3: “Mrs. Which”

Directions: Read each group of words. Cross out the word that does not belong in the group. Then explain why the remaining words belong together.

1. peacefully  calmly  serenely  excitedly

______________________________________________________________________
______________________________________________________________________

2. prodigious  extraordinary  remarkable  average

______________________________________________________________________
______________________________________________________________________

3. accidentally  unconsciously  purposely  inadvertently

______________________________________________________________________
______________________________________________________________________

4. calmly  raucous  blaring  disturbing

______________________________________________________________________
______________________________________________________________________

5. offended  indignant  annoyed  pleased

______________________________________________________________________
______________________________________________________________________

6. hesitantly  dubiously  doubtfully  unquestionably

______________________________________________________________________
______________________________________________________________________
Comprehension Questions
Chapter 1: “Mrs. Whatsit” — Chapter 3: “Mrs. Which”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension® on the line next to each question.

1. Describe the Murry’s house.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. How is Charles Wallace different from most five year old boys?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. Describe how Meg feels about herself.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. Describe the haunted house that Meg, Charles Wallace, and Calvin visit.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

5. What does it mean when Calvin and Charles Wallace refer to themselves as a “sport”?
   a. They enjoy and study biology.
   b. They are unlike their parents because of a “change in gene”.
   c. They enjoy and play many sports, such as baseball.
   d. They like people to notice them.
Comprehension Questions (continued)
Chapter 1: “Mrs. Whatsit” — Chapter 3: “Mrs. Which”

6. What do Calvin and Charles Wallace have in common?
   a. They both worry when going to the haunted house and do not like Mrs. Who.
   b. They both have large families and are the oldest children in their families.
   c. They both enjoy baseball and are popular at school.
   d. They both are “sports” and sometimes get a strange feeling to do something.

7. What is the main conflict for Meg’s family?
   a. Mr. Murry was sent away on a work mission and the family has not heard from him in a long time.
   b. Meg has been thrown out of school.
   c. Mr. Murry was injured and can no longer work.
   d. Mrs. Murry is very sick.

8. Who does Meg’s father work for?
   a. Institute for Higher Learning.
   b. Cape Canaveral.
   c. The government.
   d. A university.

9. Describe the three characters: Mrs. Whatsit, Mrs. Who, and Mrs. Which.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

10. On page 54, Mrs. Whatsit says, “Just because you’re a paltry few billion years—“She is cut off before she finishes her statement. What was she going to say?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Lesson 1 Independent Practice

Unknown Words and Context Clues

**Directions:** Use the strategies to figure out the meaning of an unknown word. Record the word and its possible meaning on the chart. Then, write a new sentence using the word.

**Strategies:**
1. Identify the unknown word.
2. Reread the sentence in which the word is used.
3. Reread the sentences that come before and after the word.
4. Think about the possible meaning of the word.

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Possible Meaning of the Word</th>
<th>New Sentence Using the Word</th>
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Lesson 1 Independent Practice (continued)
Unknown Words and Context Clues

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<th>New Sentence Using the Word</th>
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</table>
Vocabulary Activity: Opposite Meanings
Chapter 4: “The Black Thing” — Chapter 6: “The Happy Medium”

Directions: Read each sentence from the story. The definition of each bold word has been provided for you. Write two to four antonyms of the word on the line provided.

1. “Did a shadow fall across the moon or did the moon simply go out, extinguished as **abruptly** and completely as a candle?” (Chapter 4, page 56)
   *abruptly*: with great suddenness
   **antonyms**: ______________________________________________________________

2. “There was an air of such **ineffable** peace and joy all around her that her heart’s wild thumping slowed.” (Chapter 4, pp. 59-60)
   *ineffable*: unable to be described using words
   **antonyms**: ______________________________________________________________

3. “They seemed to be standing on some kind of **nondescript**, flat surface.” (Chapter 5, p. 83)
   *nondescript*: uninteresting, dull, boring
   **antonyms**: ______________________________________________________________

4. “Meg was in such an agony of impatience that her voice grated **irritability**.” (Chapter 5, p. 89)
   *irritability*: annoyingly, angrily, impatiently
   **antonyms**: ______________________________________________________________

5. “Just exactly because what you are you will be by far the most **vulnerable**.” (Chapter 6, p. 102)
   *vulnerable*: weak, likely to be hurt or damaged
   **antonyms**: ______________________________________________________________

6. “But he bounced it rather badly and with no particular rhythm, sometimes dropping it and running after it with awkward, **furtive** leaps, sometimes throwing it up into the air and trying to catch it.” (Chapter 6, p. 104)
   *furtive*: sneaky, sly, secretive
   **antonyms**: ______________________________________________________________
Comprehension Questions
Chapter 4: “The Black Thing” — Chapter 6: “The Happy Medium”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension© on the line next to each question.

1. Describe the planet of Uriel that the children have entered.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. What parts of planet Uriel symbolize beauty?
   a. The dry grass and bushes.
   b. The many shining stars.
   c. The light and golden color.
   d. The rainbow filled sky.

3. Are Mrs. Whatsit, Mrs. Who, and Mrs. Which human? Explain.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. Draw a two-dimensional shape.

5. Why was it difficult for Meg to breathe when the group stopped on the two-dimensional planet?
   a. There was no air on the planet.
   b. Everything was flat on the two-dimensional planet.
   c. It was very cold on the planet.
   d. Meg was not able to completely materialize.
Comprehension Questions (continued)
Chapter 4: “The Black Thing” — Chapter 6: “The Happy Medium”

6. What is a “wrinkle”?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

7. What is the “tesseract”?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

8. How can the Dark Thing be overcome?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

9. Mrs. Whatsit gave Meg all her “faults”. What does that mean?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

10. What fault did Meg show when the group arrived on Camazotz?
    a. Impatience
    b. Laziness
    c. Fear
    d. Unkindness
Lesson 2 Independent Practice

Setting Details

**Directions:** As you come across details that describe the setting in Chapter 6 of *A Wrinkle in Time*, record them in the chart. If the detail describes something different than reality, record it in the left-hand column; if the detail describes something similar to reality, record it in the right-hand column.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
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<tbody>
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</tbody>
</table>
Vocabulary Activity: Have You Ever?
Chapter 7: “The Man with Red Eyes” — Chapter 9: “IT”

Directions: Think about the meaning of the following words from *A Wrinkle in Time.*

*snarls, vacant, tenacity, pedantic, inexorable, brusquely, ominous*

Answer the following questions about the vocabulary words.

1. Would you want to have a dog that *snarls* at other people? Why or why not?

___________________________________________________________________
___________________________________________________________________

2. How would you feel if you went to school and it was *vacant*?

___________________________________________________________________
___________________________________________________________________

3. Would you want to be known for your *tenacity*? Explain.

___________________________________________________________________
___________________________________________________________________

4. Describe a time that you heard someone speak in a *pedantic* voice.

___________________________________________________________________
___________________________________________________________________

5. Describe a time that you were *inexorable*.

___________________________________________________________________
___________________________________________________________________

6. Give an example of a time you acted *brusquely* towards someone or someone acted *brusquely* towards you.

___________________________________________________________________
___________________________________________________________________

7. Would you want to be around something that makes you feel *ominous*? Why or why not?

___________________________________________________________________
___________________________________________________________________
Comprehension Questions
Chapter 7: “The Man with Red Eyes” — Chapter 9: “IT”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension® on the line next to each question.

1. Why did Charles give his mind over to the Dark Thing?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. What feeling does the author try to give the reader in her description of the CENTRAL Central Intelligence Building?
   a. Fear
   b. Warmth
   c. Humor
   d. Curiosity

3. What does the CENTRAL Central Intelligence Building symbolize?
   a. Individuality
   b. Control
   c. Family
   d. Freedom

4. On page 139 Charles says, “We let no one suffer. It is so much kinder simply to annihilate anyone who is ill.” What does annihilate mean?
   a. Heal
   b. Kill
   c. Forgive
   d. Make into a robot

5. Why has “IT” taken over Camazotz?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Comprehension Questions (continued)
Chapter 7: “The Man with Red Eyes” — Chapter 9: “IT”

6. What abilities does the Dark Thing, disguised as Charles, have?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. What are the conflicting forces in the story so far?
   a. Uniqueness versus Sameness
   b. Control versus Freedom
   c. Good versus Evil
   d. All of the above

8. What did Meg mean when she said, “like and equal are not the same thing at all”?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. How was the experience of tessering with Meg’s father different from tessering with Mrs. Whatsit, Mrs. Who, and Mrs. Which?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

10. How has Meg held off IT from taking over her mind?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Lesson 3 Independent Practice

Name: _______________________________  Date: ______________

**Symbols Brainstorm**

**Directions:** Choose a character to analyze (Meg, Calvin, or Charles Wallace). Write down the details about the character. Then, think about the higher meaning of the character and what it could symbolize.

**Character’s Name:** ______________________________________

1. Describe the character’s physical traits, personality, and actions.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. Identify what this character symbolizes by looking at the above details.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Vocabulary Activity: Four Square
Chapter 10: “Absolute Zero” — Chapter 12: “The Foolish and the Weak”

**Directions:** For each word below, write the definition, examples of the word, and non-examples of the word. You may use a dictionary if you are unsure of the meaning of the words.

<table>
<thead>
<tr>
<th>1. Word</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>brittle</td>
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<tr>
<td><strong>Definition</strong></td>
<td><strong>Non-examples</strong></td>
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</table>

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<thead>
<tr>
<th>2. Word</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>inadequate</td>
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<tr>
<td><strong>Definition</strong></td>
<td><strong>Non-examples</strong></td>
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</table>

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<thead>
<tr>
<th>3. Word</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>exuberance</td>
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<tr>
<td><strong>Definition</strong></td>
<td><strong>Non-examples</strong></td>
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</table>
### Vocabulary Activity: Four Square (continued)

**Chapter 10: “Absolute Zero” — Chapter 12: “The Foolish and the Weak”**

<table>
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<th>4. Word</th>
<th>Examples</th>
<th>Definition</th>
<th>Non-examples</th>
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<td>trepidation</td>
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<th>5. Word</th>
<th>Examples</th>
<th>Definition</th>
<th>Non-examples</th>
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<td>permeating</td>
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<th>6. Word</th>
<th>Examples</th>
<th>Definition</th>
<th>Non-examples</th>
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<td>distraught</td>
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</table>
Comprehension Questions
Chapter 10: “Absolute Zero” — Chapter 12: “The Foolish and the Weak”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension® on the line next to each question.

1. Was Mr. Murry’s decision to tesser a good decision? Explain.

2. The coldness mentioned frequently in the story symbolizes:
   a. Fear
   b. Time travel
   c. Control
   d. Evil

3. Compare the planet (Ixchel) that the group is now on with Camazotz.

4. Aunt Beast tells Meg about the fight between good and evil. What are some of the things in the universe that symbolizes good?
   a. Fear and Shyness
   b. Love and Kindness
   c. Control and Order
   d. Darkness and Evil

5. Why has Meg not been able to control her anger?
Comprehension Questions (continued)
Chapter 10: “Absolute Zero” — Chapter 12: “The Foolish and the Weak”

6. Why do the Beasts find it difficult to communicate with humans?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

7. What does *prevail* mean in the sentence, “May the right prevail”?
   a. Last a long time
   b. Win
   c. Battle
   d. Hide

8. What gifts did the Three Mrs. W’s give to Meg before sending her to Camazotz?
   a. Love, Spectacles, and A Blessing
   b. Spectacles, Kindness, Respect
   c. Love, A Blessing, and Something that IT does not have
   d. Spectacles, A Blessing, and Something that IT does not have

9. Which of the following events from the story belongs in Box B?
   - Meg cries about Charles Wallace being controlled by IT.
   - Meg tesser to Camazotz with Mrs. Which.
   - Meg saves Charles Wallace.
   - Meg tesser to Uriel with Mrs. Which.
   - Aunt Beast gives Meg a gift.
   - The Mrs. W’s give Meg gifts.
   - Meg tesser to see the Happy Medium.

10. How did Meg resolve her conflict with her father?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Lesson 4 Independent Practice

Plot Conflict Worksheet

Directions: Think about the conflict between Meg and IT and answer the questions below.

Conflict: Meg vs. IT

Details of this Conflict:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

At what point in the book was this conflict resolved?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What events led to the resolution?

____________________________________________________________________
____________________________________________________________________
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Lesson 5 Independent Practice

Name: ______________________________ Date: ______________

Thinking about Theme Worksheet

Describe how the conflict between Meg and IT was resolved.

______________________________________________________________________
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Based on the resolution of the above conflict, what is theme or author’s message to the reader?

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