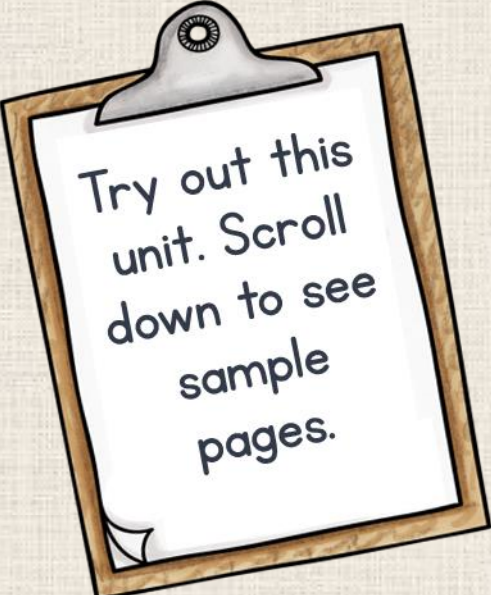


A Wrinkle in Time

Preview

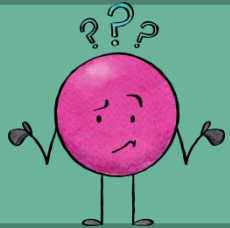
A cartoon-style clipboard with a silver clip at the top and a wooden frame. The paper on the clipboard is white and has the text "Try out this unit. Scroll down to see sample pages." written in a black, sans-serif font. The paper is slightly curled at the bottom left corner.

Try out this
unit. Scroll
down to see
sample
pages.



Which version of this unit do I need?

Version	Links to Digital Resources	Vocabulary Practice	Comprehension Questions	Constructed Writing Prompts	Skill Practice
A Wrinkle in Time Digital + Printable	✓	✓	✓	✓	✓
A Wrinkle in Time Printable		✓	✓	✓	✓
A Wrinkle in Time Abridged		✓	✓	✓	



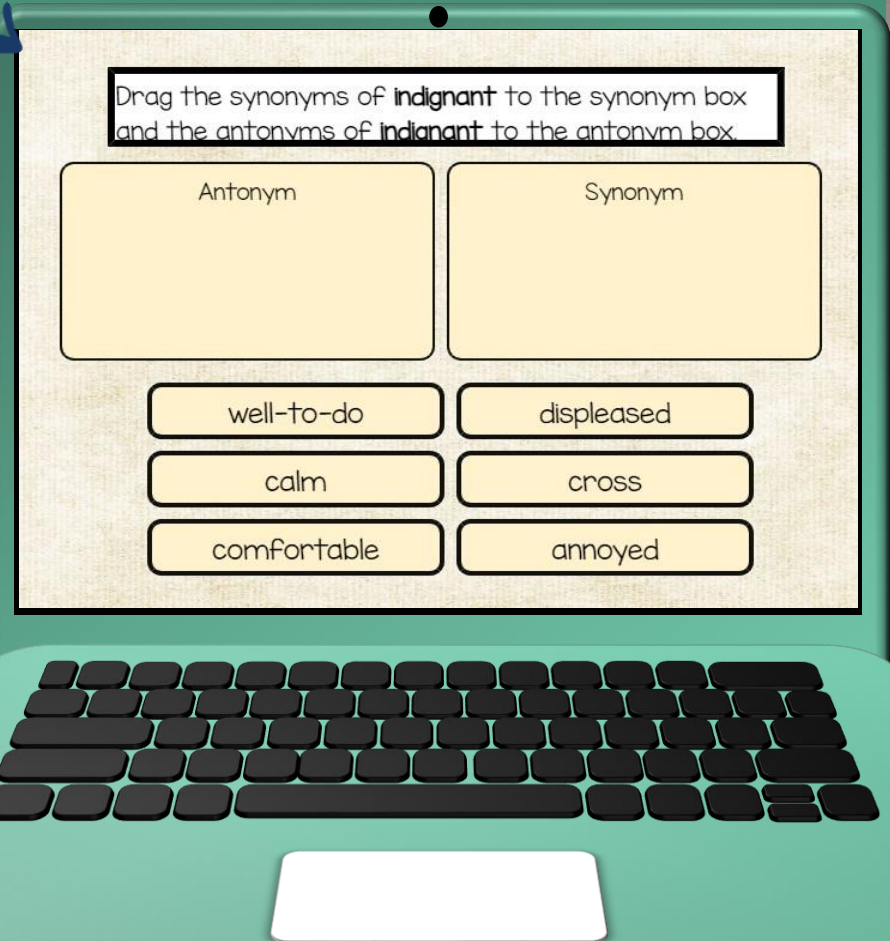
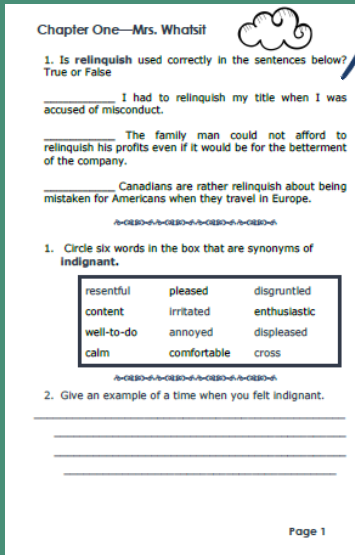
On the following pages, you will see snapshot examples for
A Wrinkle in Time Digital + Printable Novel Study.

Be sure to look closely to see which version works best for your needs.



PRINTABLE & DIGITAL VOCABULARY

Digital vocabulary practice is provided through Boom Learning Decks.



12 COMPREHENSION CHECKS

Digital comprehension questions are provided through Boom Learning Decks.

A Wrinkle in Time ~ Chapter 1

1. A good title for Chapter 1 could be ---. a. The Stormy Night b. Fighting at School c. Missing Sheets d. A Strange Visitor	2. Chapter 1 is told from which point of view? a. 1 st through Meg b. 1 st through Charles Wallace c. 3 rd person narrator focusing on Meg d. 3 rd person narrator giving equal attention to all characters
3. What can be inferred about the Murrys? a. They have above average intelligence. b. They get along well with society. c. All of the children are oddballs. d. They are a normal family.	4. Match each cause to its effect. _____ A boy called Charles Wallace Meg's "dumb baby brother." _____ Meg wanted the attic bedroom. _____ Charles Wallace could read Meg's mind. a) The wind seemed more violent. b) The milk was warming for cocoa. c) Meg got into a fight.
5. Read this passage from Chapter 1. In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind. Behind the trees clouds scudded frantically across the sky. Every few moments the moon ripped through them, creating wrath-like shadows that raced along the ground. Highlight each of the personified phrases in the passage. Why did the author most likely use personification in this passage? _____ _____ _____	6. Which sentence does not belong? (A) Mrs. Whatsit was one strange lady. (B) First she shows up at the Murry's house during the night in the middle of a storm. (C) She looks like a tramp in an odd assortment of mix-matched clothing. (D) She asks for Russian caviar when she shouldn't know the Murrys have such a treat. (E) She doesn't like wet feet, so she dumps water out of her boots. (F) Before leaving Mrs. Whatsit says the most unusual thing. She tells the Murrys that tesseracts are real. This has Mrs. Murry wondering how she knew about tesseracts. a. Sentence B b. Sentence C c. Sentence D d. Sentence E
7. Read this passage from Chapter 1. Maybe if Father were here he could help you, but I don't think I can do anything till you've managed to plow through some more time. Then things will be easier for you. But that isn't much help right now, is it? Based on the passage what inference may be made? a. Mrs. Murry thinks Meg will outgrow this awkward stage in her life. b. Mrs. Murry thinks Father will be home soon. c. Mrs. Murry thinks her advice will help Meg. d. Mrs. Murry wants Meg to grow up.	8. All of the following describe Mrs. Whatsit EXCEPT ---. a. looks like a tramp in mix-matched clothing b. added sounding as if she is confused by her surroundings c. has a grandmother-like appearance with a creaky voice d. seems to know things she shouldn't know

What can be inferred about the Murrys?

All of the children are oddballs.

They have above average intelligence.

They get along well with society.

They are a normal family.

23 Constructed Response Questions

Digital writing prompts are provided through Google Slides.

Chapter 1 ~ Constructed Response - Character Traits


The reader is introduced to Meg in Chapter 1. Describe Meg's personality and physical appearance. Draw a picture of Meg in the center. Write a description of Meg's character from your notes.

Physical Appearance	Picture of Meg	Trait	Proof from Text
		Trait	Proof from Text
		Trait	Proof from Text

CCSS.ELA.Literacy.W.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA.Literacy.W.4.3 Complete and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA.Literacy.W.4.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Chapter 1 ~ Constructed Response - Character Traits

The reader is introduced to Meg in Chapter 1. Describe Meg's personality and physical appearance. Draw a picture of Meg in the center. Write a description of Meg's character from your notes.


Physical Appearance wears braces and glasses unruly mousey-brown hair	Picture of Meg 	Trait -- having trouble with schoolwork -- good IQ but thinks of herself as dumb Proof from Text "Is my IQ okay?" "More than okay." "What is it?" "That I'm not going to tell you. But it assures me that both you and Charles Wallace will be able to do pretty much whatever you like when you grow up to yourselves." Trait -- oldest child Proof from Text Sandy and Dennys, her ten-year-old twin brothers... Charles Wallace said to Meg now, his diction clearer and cleaner than that of most five-year-olds... When she went into high school it was cut, and now she and her mother struggled with putting it up, but one side would come out curly and the other straight, so that she looked even plainer than before. Trait -- an outcast and an oddball -- wants to be ordinary like her twin younger brothers, Sandy and Dennys Proof from Text "I hate being an oddball," Meg said. "It's hard on Sandy and Dennys, too."
---	---	--

CCSS.ELA.Literacy.W.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA.Literacy.W.4.3 Complete and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA.Literacy.W.4.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Page | 12 Unit Created by Gay Miller

Constructed Response -- Character Traits of Meg

In the first box, list physical characteristics of Meg. In the three remaining boxes, list three personality traits. Give proof from text for each trait.

Physical Appearance Type here.	Meg 	Trait Type here. Proof from Text Type here.
		Trait Type here. Proof from Text Type here.
		Trait Type here. Proof from Text Type here.

© Gay Miller

Constructed response questions are provided with and without teaching standards.

★★★★★

Great resource! This bundle is complete and easy to follow. Everything you need to teach a novel study with rigor.

— Melissa C.

★★★★★

I absolutely LOVE all of your novel studies. It is one of the few purchases that encompasses all that I need and more. You have made me a better teacher and have given me back the gift of time. Thank you for your wonderful resource.

— Cynara A.

★★★★★

YES! I loved this so much I have bought several more from her and plan on buying most of them. This resources got my kids thinking and led to lots of great conversations in the classroom.

-Amanda H

★★★★★

I love this resource to supplement with the novel study. It is perfect to stress the vocab a little more and provide a deeper level of understanding. My students enjoy it and it is a quick addition that we have added into our routine. Strongly encourage teachers to get this!

-Morgan R.

★★★★★

My students loved reading A Wrinkle in Time. This resource was invaluable to me this past school year. I recently moved grade levels and was in a bind trying to find new novel resources. The quizzes were great to make sure that they read the chapters and being able to tie in so many other skills such as figurative language and character traits kept them working hard.

-Jennifer C.

★★★★★

This product offered enough material that I had different options as to what to use with each chapter. I used it with my above level fourth grade students. Very happy with this product. Will purchase additional resources from this seller.

-Tricia M.

SKILL LESSONS

Check out the “Table of Contents” or the “Lesson Plans at a Glance” in the “Sample Pages from this Unit” below for the skills taught in this unit.

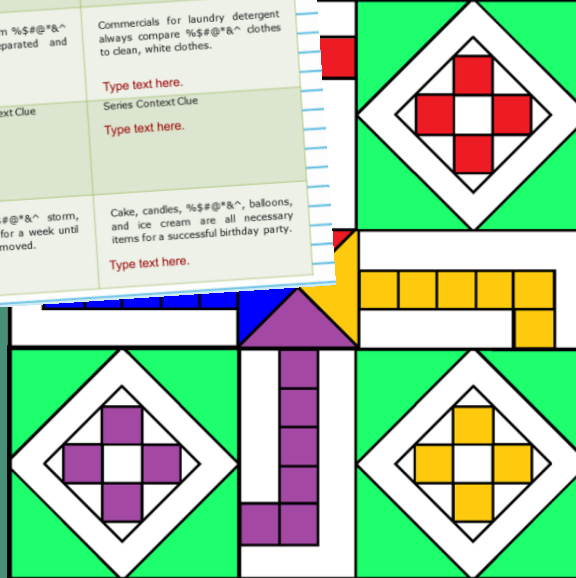


Context Clues

Context clues are the hints an author gives to help define a difficult or unusual word. Here are six types of context clues. Write the definitions of each. Then try to figure out the mystery word [%\$#@*&^] based on the clues provided.

<p>Definition Context Clue</p> <p>Type text here.</p>	<p>Restatement Context Clue</p> <p>Type text here.</p>	<p>Comparison Context Clue</p> <p>Type text here.</p>
<p>The %\$#@*&^ tornado, that is the most destructive type, was so violent that frame houses were leveled off their foundations and swept away.</p> <p>Type text here.</p>	<p>This morning's rainstorm %\$#@*&^ when the clouds separated and disappeared.</p> <p>Type text here.</p>	<p>Commercials for laundry detergent always compare %\$#@*&^ clothes to clean, white clothes.</p> <p>Type text here.</p>
<p>Example Context Clue</p> <p>Type text here.</p>	<p>Cause and Effect Context Clue</p> <p>Type text here.</p>	<p>Series Context Clue</p> <p>Type text here.</p>
<p>%\$#@*&^, such as frogs, toads and salamanders, live close to water.</p> <p>Type text here.</p>	<p>Because of the %\$#@*&^ storm, schools were closed for a week until the snow could be removed.</p> <p>Type text here.</p>	<p>Cake, candles, %\$#@*&^ balloons, and ice cream are all necessary items for a successful birthday party.</p> <p>Type text here.</p>

© Gay Miller



This is a video spinner. On your turn, play the video pausing it to see how many spaces to move on the gameboard.



1
 "You'd better check the milk," Charles Wallace said to Meg now, his **diction** clearer and cleaner than that of most five-year-olds."

Diction most likely means:

- skin
- pronunciation
- appetite
- strength

3
 I can't do anything else with you. Go on back to study hall. Try to be a little less **antagonistic**. Maybe your work would improve if your general attitude were more tractable.

Antagonistic most likely means

- selfish
- helpful
- caring
- unfriendly

What are Boom Cards?









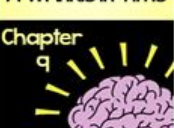






Boom Cards are digital task cards that students play on the Boom Learning Website.

They...

- ✓ are fully digital – require no printing, paper, ink, etc.
- ✓ may be used on all modern browsers
- ✓ are played on devices connected to the Internet
- ✓ can be used for student practice at no cost to you

When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

Click [here for a playable preview](#) on Boom Learning.

A Wrinkle in Time Chapter 1 	A Wrinkle in Time Chapter 2 	A Wrinkle in Time Chapter 3 
A Wrinkle in Time Chapter 4 	A Wrinkle in Time Chapter 5 	A Wrinkle in Time Chapter 6 
A Wrinkle in Time Chapter 7 	A Wrinkle in Time Chapter 8 	A Wrinkle in Time Chapter 9 
A Wrinkle in Time Chapter 10 	A Wrinkle in Time Chapter 11 	A Wrinkle in Time Chapter 12 
A Wrinkle in Time Root Words 	A Wrinkle in Time Root Words 	A Wrinkle in Time Prefixes and Suffixes 

Set 1 - This set practices with the root words contra contra counter and anti meaning against.

Set 2 - This set practices with the root words mis and mit meaning to send.

Boom Learning Card Examples

Drag the synonyms of **indignant** to the synonym box and the antonyms of **indignant** to the antonym box.

Synonym	Antonym
resentful	irritated
enthusiastic	pleased
content	disgruntled

Match each cause to its effect.

A boy called Charles Wallace Meg's "dumb baby brother."	Meg wanted the attic bedroom.	Charles Wallace could read Meg's mind.
Meg got into a fight.	The milk was warming for cocoa.	The wind seemed more violent.

Is **relinquish** used correctly in the sentence below?

I had to **relinquish** my title when I was accused of misconduct.

NO YES

A good title for Chapter I could be ---.

Fighting at School

The Stormy Night

A Strange Visitor

Missing Sheets

Read this passage from Chapter I.

Maybe if Father were here he could help you, but I don't think I can do anything till you've managed to plow through some more time. Then things will be easier for you. But that isn't much help right now, is it?

Based on the passage, what inference may be made?

Mrs. Murry thinks Father will be home soon.

Mrs. Murry thinks Meg will outgrow this awkward stage in her life.

Mrs. Murry wants Meg to grow up.

Mrs. Murry thinks her advice will help Meg.

All of the following describe Mrs. Whatsit EXCEPT ---.

looks like a tramp in mix-matched clothing

has a grandmother-like appearance with a creaky voice

seems to know things she shouldn't know

addled sounding as if she is confused by her surroundings

Which sentence does not belong?

(A) Mrs. Whatsit was one strange lady. (B) First she shows up at the Murry's house during the night in the middle of a storm. (C) She looks like a tramp in an odd assortment of mix-matched clothing. (D) She asks for Russian caviar when she shouldn't know the Murrys have such a treat. (E) She doesn't like wet feet, so she dumps water out of her boots. (F) Before leaving Mrs. Whatsit says the most unusual thing. She tells the Murrys that tesseraacts are real. This has Mrs. Murry wondering how she knew about tesseraacts.

Sentence D

Sentence B

Sentence E

Sentence C

Read this passage from Chapter I.

In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind. Behind the trees clouds scudded frantically across the sky. Every few moments the moon nipped through them, creating wraith-like shadows that raced along the ground.

This passage contains several phrases containing ---.

metaphor

alliteration

idiom

repetition

personification

adage

onomatopoeia

simile

Chapter I is told from which point of view?

1st through Charles Wallace

1st through Meg

3rd person narrator focusing on Meg

3rd person narrator giving equal attention to all characters

A Wrinkle in Time

Time

Novel Study Samples



Created by Gay Miller





**Thank you for
downloading this novel
study sample.**

**On the next pages, you will find the following pages
from the unit including:**

- **Table of Contents for the Digital + Printable Version**
- **Lesson Plans at a Glance for the Full Unit**

FREE SAMPLE PAGES

**The First Reading Selection plus Answer Keys
(These pages are found in all versions of this unit.)**

- **Vocabulary Practice**
- **Comprehension Questions**
- **Constructed Response Writing Prompt
(with and without the Common Core
Standards)**



**Are you wondering what other novel
studies I have available? You can see
the complete list [here](#).**

Table of Contents

Lesson Plans at a Glance	6
Section 1 – Links to Digital Resources	7
Materials Needed for Creating the Foldable Graphic Organizers	13
Section 2 – Vocabulary Materials	14
Vocabulary Teaching Method	15
Vocabulary List	18
Vocabulary Bookmarks	23
Vocabulary Word Cards	25
Vocabulary Practice Booklet and Storage Pocket	29
Vocabulary Test	53
Section 3 – Comprehension and Writing	57
Teacher Information/Alignment to the Common Core State Standards	58
Chapter 1 Comprehension	64
Chapter 1 – Characters ~ Meg	65
Chapter 1 - Characters ~ Meg and Charles Wallace	66
Chapter 1 - Mood	67
Chapter 2 Comprehension	68
Chapter 2 - Summarizing	69
Chapter 2 – Characters – Calvin and Mrs. Who	70
Chapter 3 Comprehension	71
Chapter 3 – Point of View	72
Chapter 4 Comprehension	74
Chapters 1-4 Figurative Language	75
Chapters 1-4 Figurative Language	76
Chapter 4 – Problem and Solution Chain	77

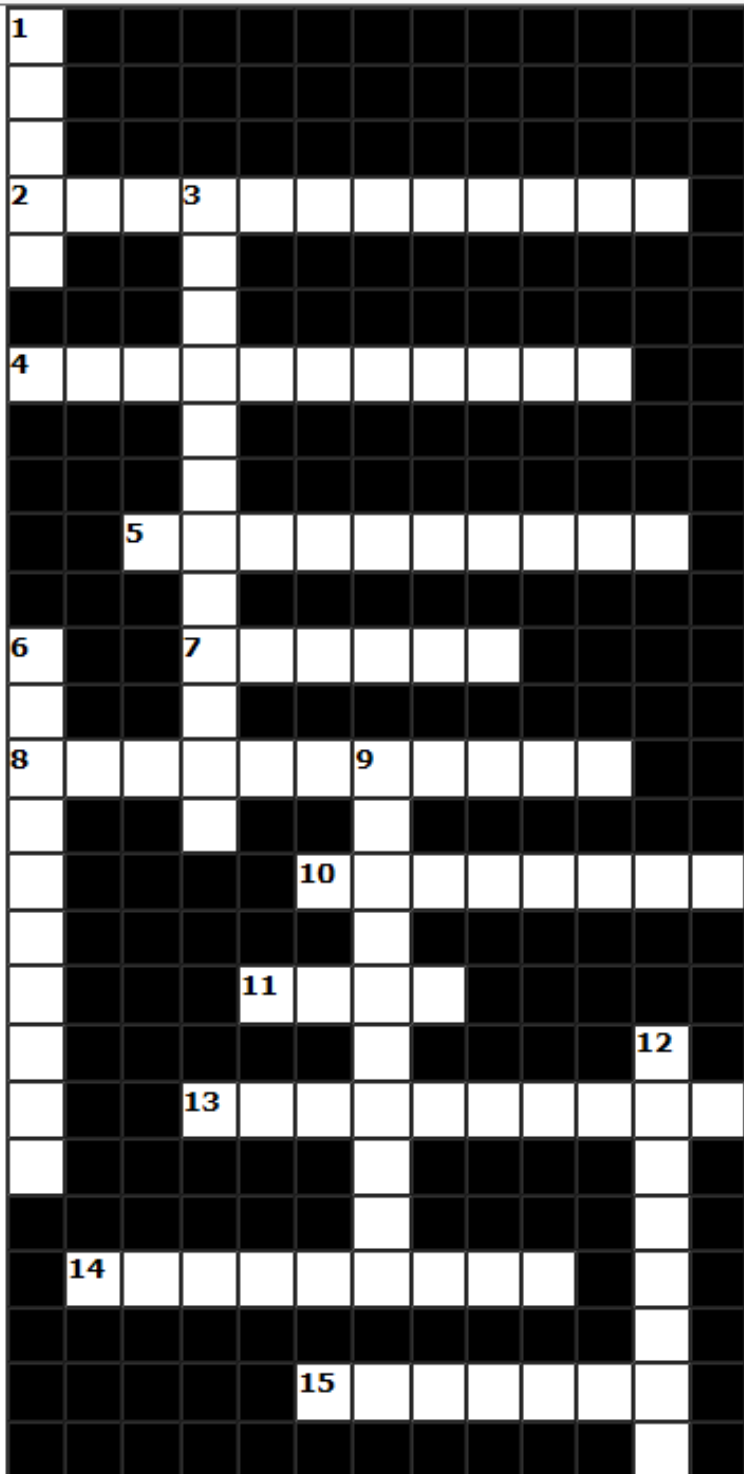
Chapter 5 Comprehension	78
Chapter 5 – Tessering (Symbolism)	79
Chapter 5 – Tessering (Famous People)	81
Chapter 6 Comprehension	82
Chapter 6 – Comparing Characters (O’Keefes and Murrys)	83
Chapter 6- Cause and Effect	84
Chapter 7 Comprehension	85
Chapter 7 - Comparing Societies	86
Chapter 8 Comprehension	88
Chapter 8 - Setting	89
Chapter 8 – Course of Action	90
Chapter 9 Comprehension	91
Chapters 6-9 Sequence of Events	92
Chapter 9 – Responding to Text	93
Chapter 10 Comprehension	94
Chapter 10 – Character ~ Aunt Beast	95
Chapter 11 Comprehension	96
Chapter 11 – Plot Development	97
Chapter 12 Comprehension	98
Chapter 12 Theme	99
Chapter 12 Character Change	100
End of Book Comparing the Book to the Movie	101
Section 4 – Answer Key for Comprehension and Writing	102
Section 5 – Student Packet for Comprehension and Writing without CCSS	140
Section 6 – Skill Practice	179
Teacher Information	180

Prefix and Suffix Organizers	184
Prefix/Suffix Game – Scoot	197
Root Words Organizers ~ Hexagon Fold	205
Loop Game using Root Words	212
Figurative Language Response Cards	219
Figurative Language Organizer ~ Three Flaps Flip	226
Quotes from Novel	236
Animal Metaphors	241
Context Clues Organizer ~ Six Door Flip	245
Context Clues Activities	249
Task Card Activities	257
Comma Rules Organizer	271
Comma Activity	276
Conjunction Organizer ~ Pamphlet Fold	281
Coordinating Conjunction Organizer	286
Conjunction Activity ~ Paper Chains	287
Synonym/Antonym Organizer ~ 2 Flaps Flip	289
Synonym/Antonym Activity	296
Credits	307



Lesson Plans at a Glance

Read	Vocabulary	Vocabulary Practice Book	Constructed Response Question	Skill Practice
Chapter 1	relinquished indignant	Page 1	Characters (Meg) Characters (Meg & Charles Wallace) Mood	Prefix Organizers in- im- ir- il-
Chapter 2	dilapidated sore	Page 2	Summarizing Characters (Calvin & Mrs. Who)	Suffix Organizers -ant -ent
Chapter 3	decipher suspension	Page 3	Point of View	Prefix and Suffix Scoot
Chapter 4	apprehension summit	Page 4	Figurative Language Problem and Solution Chain	Root Word Organizers mit mis contra contro counter anti
Chapter 5	transition tentative	Pages 5-6	Symbolism (Tessering) Famous People (Tessering)	Root Word Loop Game
Chapter 6	seethe aberration	Page 7	Characters (O'Keefes & Murrys) Cause & Effect	Figurative Language Organizer
Chapter 7	radioactive arrogance	Page 8	Comparing Societies	Book Quotes Animal Metaphors
Chapter 8	hysterical deviate	Page 9	Setting	Context Clues Organizer
Chapter 9	encountering sinister	Page 10	Sequence of Events Responding to Text	Context Clues Activities
Chapter 10	fallible inverted	Pages 11-12	Characters (Aunt Beast)	Part of Speech Organizers on Conjunctions & Paper Chain Activity
Chapter 11	alternative pungent	Page 13	Plot Development	Punctuation Rule Organizer
Chapter 12	prevail fatal	Page 14	Theme Character Change	Comma Activity
	Vocabulary Test		Comparing the Book to the Movie	Synonym/Antonym Activity



Chapter One—Mrs. Whatsit



1. Is **relinquish** used correctly in the sentences below?
True or False

_____ I had to relinquish my title when I was accused of misconduct.

_____ The family man could not afford to relinquish his profits even if it would be for the betterment of the company.

_____ Canadians are rather relinquish about being mistaken for Americans when they travel in Europe.

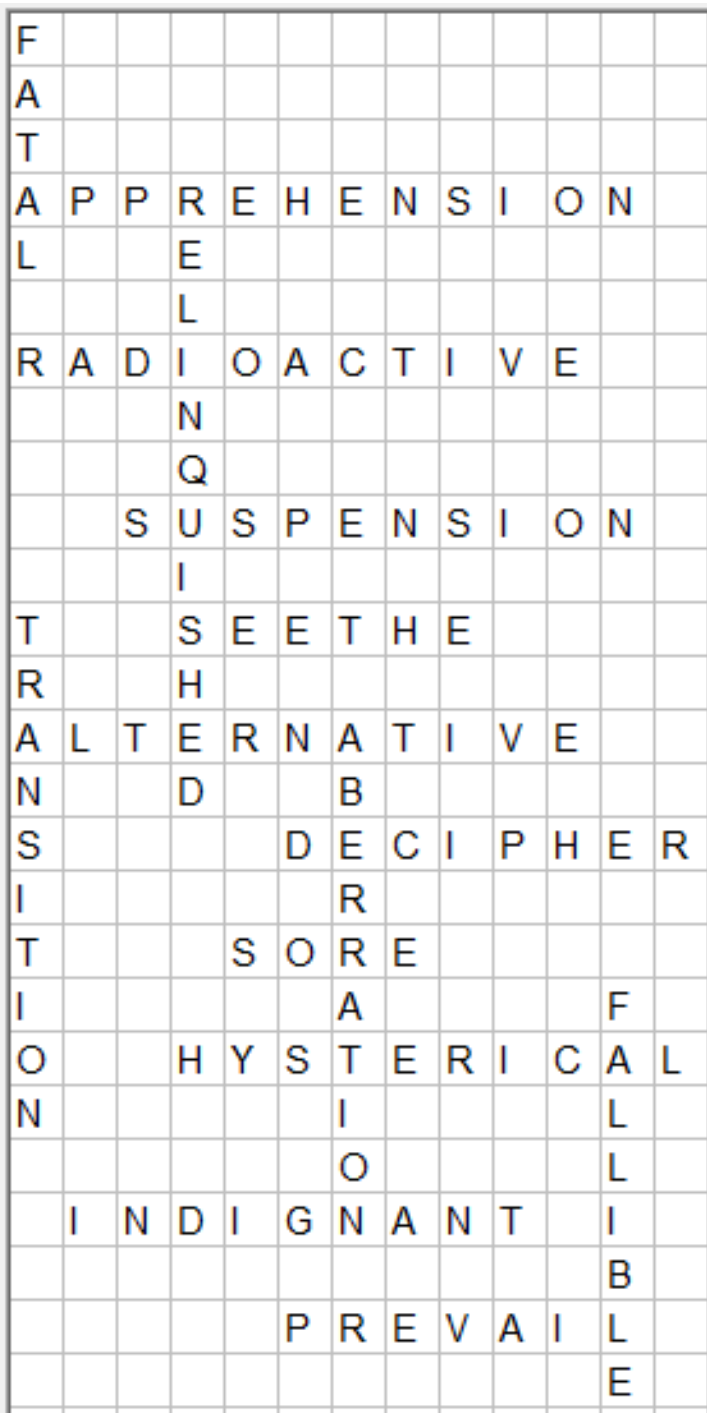


1. Circle six words in the box that are synonyms of **indignant**.

resentful	pleased	disgruntled
content	irritated	enthusiastic
well-to-do	annoyed	displeased
calm	comfortable	cross



2. Give an example of a time when you felt indignant.



Chapter One—Mrs. Whatsit



1. Is **relinquish** used correctly in the sentences below?
True or False

True I had to relinquish my title when I was accused of misconduct.

True The family man could not afford to relinquish his profits even if it would be for the betterment of the company.

False Canadians are rather relinquish about being mistaken for Americans when they travel in Europe.



2. Circle six words in the box that are synonyms of **indignant**.

resentful	pleased	disgruntled
content	irritated	enthusiastic
well-to-do	annoyed	displeased
calm	comfortable	cross



3. Give an example of a time when you felt indignant.

A Wrinkle in Time ~ Chapter 1

1. A good title for Chapter 1 could be ---.

- a. The Stormy Night
- b. Fighting at School
- c. Missing Sheets
- d. A Strange Visitor

2. Chapter 1 is told from which point of view?

- a. 1st through Meg
- b. 1st through Charles Wallace
- c. 3rd person narrator focusing on Meg
- d. 3rd person narrator giving equal attention to all characters

3. What can be inferred about the Murrys?

- a. They have above average intelligence.
- b. They get along well with society.
- c. All of the children are oddballs.
- d. They are a normal family.

4. Match each cause to its effect.

_____ A boy called Charles Wallace Meg's "dumb baby brother."

_____ Meg wanted the attic bedroom.

_____ Charles Wallace could read Meg's mind.

a) The wind seemed more violent.

b) The milk was warming for cocoa.

c) Meg got into a fight.

5. Read this passage from Chapter 1.

In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind. Behind the trees clouds scudded frantically across the sky. Every few moments the moon ripped through them, creating wraith-like shadows that raced along the ground.

Highlight each of the personified phrases in the passage.

Why did the author most likely use personification in this passage?

6. Which sentence does not belong?

(A) Mrs. Whatsit was one strange lady. (B) First she shows up at the Murry's house during the night in the middle of a storm. (C) She looks like a tramp in an odd assortment of mix-matched clothing. (D) She asks for Russian caviar when she shouldn't know the Murrys have such a treat. (E) She doesn't like wet feet, so she dumps water out of her boots. (F) Before leaving Mrs. Whatsit says the most unusual thing. She tells the Murrys that tesseracts are real. This has Mrs. Murry wondering how she knew about tesseracts.

- a. Sentence B
- b. Sentence C
- c. Sentence D
- d. Sentence E

7. Read this passage from Chapter 1.

Maybe if Father were here he could help you, but I don't think I can do anything till you've managed to plow through some more time. Then things will be easier for you. But that isn't much help right now, is it?

Based on the passage what inference may be made?

- a. Mrs. Murry thinks Meg will outgrow this awkward stage in her life.
- b. Mrs. Murry thinks Father will be home soon.
- c. Mrs. Murry thinks her advice will help Meg.
- d. Mrs. Murry wants Meg to grow up.

8. All of the following describe Mrs. Whatsit EXCEPT ---.

- a. looks like a tramp in mix-matched clothing
- b. addled sounding as if she is confused by her surroundings
- c. has a grandmother-like appearance with a creaky voice
- d. seems to know things she shouldn't know

A Wrinkle in Time ~ Chapter 1

<p>1. A good title for Chapter 1 could be ---.</p> <ul style="list-style-type: none"> a. The Stormy Night b. Fighting at School c. Missing Sheets d. A Strange Visitor 	<p>2. Chapter 1 is told from which point of view?</p> <ul style="list-style-type: none"> a. 1st through Meg b. 1st through Charles Wallace c. 3rd person narrator focusing on Meg d. 3rd person narrator giving equal attention to all characters 		
<p>3. What can be inferred about the Murrys?</p> <ul style="list-style-type: none"> a. They have above average intelligence. b. They get along well with society. c. All of the children are oddballs. d. They are a normal family. 	<p>4. Match each cause to its effect.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u> c </u> A boy called Charles Wallace Meg's "dumb baby brother."</p> <p><u> a </u> Meg wanted the attic bedroom.</p> <p><u> b </u> Charles Wallace could read Meg's mind.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>a) The wind seemed more violent.</p> <p>b) The milk was warming for cocoa.</p> <p>c) Meg got into a fight.</p> </td> </tr> </table>	<p><u> c </u> A boy called Charles Wallace Meg's "dumb baby brother."</p> <p><u> a </u> Meg wanted the attic bedroom.</p> <p><u> b </u> Charles Wallace could read Meg's mind.</p>	<p>a) The wind seemed more violent.</p> <p>b) The milk was warming for cocoa.</p> <p>c) Meg got into a fight.</p>
<p><u> c </u> A boy called Charles Wallace Meg's "dumb baby brother."</p> <p><u> a </u> Meg wanted the attic bedroom.</p> <p><u> b </u> Charles Wallace could read Meg's mind.</p>	<p>a) The wind seemed more violent.</p> <p>b) The milk was warming for cocoa.</p> <p>c) Meg got into a fight.</p>		
<p>5. Read this passage from Chapter 1.</p> <p>In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind. Behind the trees clouds scudded frantically across the sky. Every few moments the moon ripped through them, creating wraith-like shadows that raced along the ground.</p> <p>Highlight each of the personified phrases in the passage.</p> <p>Why did the author most likely use personification in this passage?</p> <p>The author wanted the storm to feel like an angry person. It creates the mood. The storm makes Meg feel anxious or uneasy. This foreshadows the events that are to come.</p>	<p>6. Which sentence does not belong?</p> <p>(A) Mrs. Whatsit was one strange lady. (B) First she shows up at the Murry's house during the night in the middle of a storm. (C) She looks like a tramp in an odd assortment of mix-matched clothing. (D) She asks for Russian caviar when she shouldn't know the Murrys have such a treat. (E) She doesn't like wet feet, so she dumps water out of her boots. (F) Before leaving Mrs. Whatsit says the most unusual thing. She tells the Murrys that tesseract are real. This has Mrs. Murry wondering how she knew about tesseracts.</p> <ul style="list-style-type: none"> a. Sentence B b. Sentence C c. Sentence D d. Sentence E 		
<p>7. Read this passage from Chapter 1.</p> <p>Maybe if Father were here he could help you, but I don't think I can do anything till you've managed to plow through some more time. Then things will be easier for you. But that isn't much help right now, is it?</p> <p>Based on the passage what inference may be made?</p> <ul style="list-style-type: none"> a. Mrs. Murry thinks Meg will outgrow this awkward stage in her life. b. Mrs. Murry thinks Father will be home soon. c. Mrs. Murry thinks her advice will help Meg. d. Mrs. Murry wants Meg to grow up. 	<p>8. All of the following describe Mrs. Whatsit EXCEPT ---.</p> <ul style="list-style-type: none"> a. looks like a tramp in mix-matched clothing b. addled sounding as if she is confused by her surroundings c. has a grandmother-like appearance with a creaky voice d. seems to know things she shouldn't know 		

Chapter 1 ~ Constructed Response - Character Traits

The reader is introduced to Meg in Chapter 1. Describe Meg's personality and physical appearance. Draw a picture of Meg in the center. Write a description of Meg's character from your notes.

Physical Appearance

wears braces and glasses
unruly mousey-brown hair

Picture of Meg



Trait -- having trouble with schoolwork ~ good IQ but thinks of herself as dumb

Proof from Text

"Is my IQ okay?" "More than okay." "What is it?"
"That I'm not going to tell you. But it assures me that both you and Charles Wallace will be able to do pretty much whatever you like when you grow up to yourselves."

Trait -- oldest child

Proof from Text

Sandy and Dennys, her ten-year-old twin brothers..
Charles Wallace said to Meg now, his diction clearer and cleaner than that of most five-year-olds..
When she went into high school it was cut, and now she and her mother struggled with putting it up, but one side would come out curly and the other straight, so that she looked even plainer than before.

Trait -- an outcast and an oddball -- wants to be ordinary like her twin younger brothers, Sandy and Dennys

Proof from Text

"I hate being an oddball," Meg said. "It's hard on Sandy and Dennys, too."

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

[CCSS.ELA-Literacy.RL.6.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Constructed Response Questions without Common Core State Standards



Important Update

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards.

To make creating a printable student packet easier, the comprehension and constructed response questions are both included in this section.

A Wrinkle in Time ~ Chapter 1

<p>1. A good title for Chapter 1 could be ---.</p> <ol style="list-style-type: none"> The Stormy Night Fighting at School Missing Sheets A Strange Visitor 	<p>2. Chapter 1 is told from which point of view?</p> <ol style="list-style-type: none"> 1st through Meg 1st through Charles Wallace 3rd person narrator focusing on Meg 3rd person narrator giving equal attention to all characters 						
<p>3. What can be inferred about the Murrys?</p> <ol style="list-style-type: none"> They have above average intelligence. They get along well with society. All of the children are oddballs. They are a normal family. 	<p>4. Match each cause to its effect.</p> <table border="0"> <tr> <td>_____ A boy called Charles Wallace Meg's "dumb baby brother."</td> <td>a) The wind seemed more violent.</td> </tr> <tr> <td>_____ Meg wanted the attic bedroom.</td> <td>b) The milk was warming for cocoa.</td> </tr> <tr> <td>_____ Charles Wallace could read Meg's mind.</td> <td>c) Meg got into a fight.</td> </tr> </table>	_____ A boy called Charles Wallace Meg's "dumb baby brother."	a) The wind seemed more violent.	_____ Meg wanted the attic bedroom.	b) The milk was warming for cocoa.	_____ Charles Wallace could read Meg's mind.	c) Meg got into a fight.
_____ A boy called Charles Wallace Meg's "dumb baby brother."	a) The wind seemed more violent.						
_____ Meg wanted the attic bedroom.	b) The milk was warming for cocoa.						
_____ Charles Wallace could read Meg's mind.	c) Meg got into a fight.						
<p>5. Read this passage from Chapter 1.</p> <p>In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind. Behind the trees clouds scudded frantically across the sky. Every few moments the moon ripped through them, creating wraith-like shadows that raced along the ground.</p> <p>Highlight each of the personified phrases in the passage.</p> <p>Why did the author most likely use personification in this passage?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. Which sentence does not belong?</p> <p>(A) Mrs. Whatsit was one strange lady. (B) First she shows up at the Murry's house during the night in the middle of a storm. (C) She looks like a tramp in an odd assortment of mix-matched clothing. (D) She asks for Russian caviar when she shouldn't know the Murrys have such a treat. (E) She doesn't like wet feet, so she dumps water out of her boots. (F) Before leaving Mrs. Whatsit says the most unusual thing. She tells the Murrys that tesseract are real. This has Mrs. Murry wondering how she knew about tesseracts.</p> <ol style="list-style-type: none"> Sentence B Sentence C Sentence D Sentence E 						
<p>7. Read this passage from Chapter 1.</p> <p>Maybe if Father were here he could help you, but I don't think I can do anything till you've managed to plow through some more time. Then things will be easier for you. But that isn't much help right now, is it?</p> <p>Based on the passage what inference may be made?</p> <ol style="list-style-type: none"> Mrs. Murry thinks Meg will outgrow this awkward stage in her life. Mrs. Murry thinks Father will be home soon. Mrs. Murry thinks her advice will help Meg. Mrs. Murry wants Meg to grow up. 	<p>8. All of the following describe Mrs. Whatsit EXCEPT ---.</p> <ol style="list-style-type: none"> looks like a tramp in mix-matched clothing addled sounding as if she is confused by her surroundings has a grandmother-like appearance with a creaky voice seems to know things she shouldn't know 						

Click here to get the
digital + printable unit.



A Wrinkle in Time
Digital + Printable Book Unit

Includes
Google Slides

hosted at
boom!
www.boomlearning.com

Created by Gay Miller



Terms of Use

- All rights reserved by Gay Miller.
- This purchase includes a limited license for single classroom use only. You may utilize it for each student you serve.

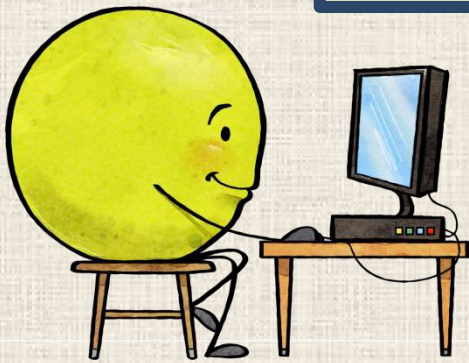
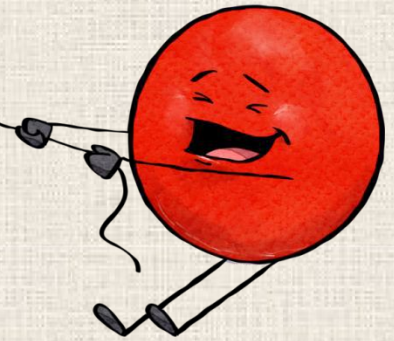
Product Don'ts

- You may not upload this product to the Internet or store it in any public retrieval service of any kind outside of using it with your own students.
- No part of the product may be altered for resell or distribution.
- If you have any questions feel free to contact me at teachwithgaymiller@gmail.com.

Credits



[Pinterest](#)

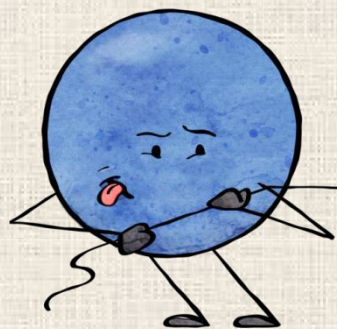


[Book Units Teacher Blog](#)

[Gay Miller's
Teachers Pay Teachers Store](#)



[YouTube](#)



[Book Units Teacher Website](#)



Check out my new [YouTube](#) channel.