

A WRINKLE IN TIME

Novel Study Bundle

SCROLL

to take a look inside!

A WRINKLE IN TIME

VOCABULARY STUDY

A WRINKLE IN TIME

NOVEL STUDY

PRINT + DIGITAL

The collage features several overlapping educational materials:

- Journal Pages:** Includes "MEG'S JOURNAL" with a globe illustration, "CHAPTER THREE MRS WHICH" with a plot question, and "CHAPTER ONE MRS WHATSIT" with characterization and setting questions.
- Vocabulary Study:** A page titled "VOCABULARY STUDY" with sections for "Tesseract Now" and "Explain" with a brain icon.
- Journal Reflection:** A page titled "JOURNAL REFLECTION" for "CHAPTERS SEVEN - NINE" with a blue planet illustration.
- Student Journal:** A digital student journal interface shown on a laptop screen.

SAVE TIME FINDING NOVEL STUDY RESOURCES

GET BACK YOUR TIME!



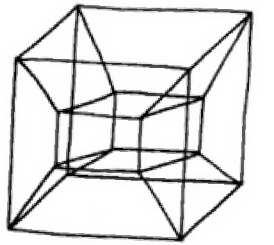
Comprehension,
Reflections, Vocabulary,
Extensions, and More!



Print-and-Go Resources
OR
Assign Digitally in Google

CHAPTER FIVE

THE TESSERACT



<i>Dimension</i>	<i>Explanation and/or Drawing</i>
1 st Dimension	
2 nd Dimension	
3 rd Dimension	

PLENTY OF RESOURCES TO CHOOSE FROM!



Comprehension questions



Critical thinking questions



Vocabulary activities



Extension activities



Read aloud questions



Character posters – full color

CONTENT-AREA VOCABULARY

Scientific Terms sport (2) beaker (3) nebula (4) ephemeral (4) metamorphosis (4)	Visual Arts Terms opaque (7) transparent (8) translucent (9)
Language Arts Terms sonnet (12)	

**CHAPTER EIGHT
THE TRANSPARENT COLUMN**

1) **Characterization:** Charles says that he is happy and well, but Meg doesn't believe him. What about Charles makes her believe this?

How do you feel about

VOCABULARY STUDY
Chapter 2

Vocabulary Word	Definition
piteous	<type here>
antagonistic	<type here>
inadvertently	<type here>
peculiar	<type here>
preconditioned	<type here>

COMPREHENSION QUESTIONS

CHAPTER TWO MRS WHO

1) **Plot:** What do we learn about Meg's father during her conversation with the principal?

2) **Characterization:** How are the twins different from Meg? Charles?

3) **Characterization:** What is Charles Wallace's plan for starting school next year? Do you think this is a wise decision? Defend your answer.

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Questions written for each chapter

5-6 questions of varying DOK

Reading skill identifiers for each question

Questions written to cultivate critical thinking skills

4) **Figurative Language:** In the sentence, "Meg bared her teeth to reveal the two ferocious lines of braces", where do you see personification?

5) **Quotes:** What do you think Mrs. Murry means when she says, "You don't have to understand things for them to be"?

6) **Foreshadow:** What is the author trying to foreshadow for us as Mrs Who is speaking?

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READ ALOUD QUESTIONS

READ ALOUD QUESTIONS

Chapters 1 and 2

The following questions are suggested questions to use in your classroom as you read this book aloud. In general, these questions are harder and require more critical thinking than the journal questions. The more you can model how to think like a reader, the better your kids will do with the literary skills needed for comprehension of novels.

Days 1-2 / Chapter 1

- How does Meg feel about her family?
- Why do you think the author begins this novel with a storm?
- Why does Meg want to hide her emotions from others?
- Have you ever met a child like Charles Wallace?
- Do you think Mrs. Murry is critical of her children? Why or why not?
- What sort of crisis does Meg experience during this chapter?

Days 3-4 / Chapter 2

- Why do you think Mr. Jenkins doesn't believe that Mr. Murry is coming home?
- Charles Wallace can sense a lot about his sister. What do you think this trait is – a special power? a sibling thing?
- Calvin and Charles Wallace both call themselves "sport". What is a sport? [*Sport: a genetic mutation that causes the animal or plant to look and/or act very differently from its parents*]
- Do you think it's a big deal that Fortinbras is silent? Why or why not?
- How do you think Calvin is feeling at the end of this chapter?

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Questions provided
for each chapter of
the novel

Critical thinking
questions written for
the teacher to pose to
students

READ ALOUD QUESTIONS

Chapters 3-5

Days 5-6 / Chapter 3

- Explain what Mrs. Murry means when she says "... just because we don't understand doesn't mean that the explanation doesn't exist".
- What is a "willing suspension of belief"?
- Based on what you've read so far, what genre is this novel?
- What can we learn about ourselves from what Calvin says to Meg?

Days 7-8 / Chapter 4

- Do you think Mrs Who is an effective communicator when she speaks to the children?
- Why does Mrs Whatsit encourage Meg to learn patience?
- How would you react if you were asked to go on a mission to another planet with strangers?
- Why do you think the women stopped on Uriel before moving on to their final destination?

Days 9-10 / Chapter 5

- Do you understand the fifth dimension? Do you think it actually exists today?
- What does Mrs Whatsit tell Meg about her mother worrying about where they are? Why is this important?
- The Happy Medium was named on purpose to be a play on words. Why do you think L'Engle gave her this name?
- What is the dark haze covering Earth? [*many different opinions*]

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EXTENSION ACTIVITIES

QUOTABLE QUOTES OF MRS WHO

Directions: Using the table below, capture the quotes and famous sayings that Mrs Who speaks throughout the novel. Elaborate on the quotes and explain what they mean.

QUOTES	EXPLANATION OR MEANING
<i>"Life without love is like a tree without blossoms or fruit."</i>	Love is important in our lives, just like a tree producing blossoms or fruit. If a tree isn't doing that, it's probably dead inside.

© Mikey Sivert

Five extension activities are provided to enhance **comprehension** and **enjoyment** of the novel.

NEW PLANET Discoveries

Using the next page, fill in a three-tiered Venn Diagram that compares and contrasts the three planets we visit in this novel: Camazotz, Uriel, & Ixchel.



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VOCABULARY STUDY

VOCABULARY STUDY	
Chapter 2	
Vocabulary Word	Definition
piteous	
antagonistic	
inadvertently	
peculiar	
preconditioned	
dilapidated	
Is it a good idea to <i>assimilate</i> into something? Defend your answer.	

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Vocabulary words provided for each chapter of the novel

Content-specific and general academic vocabulary words included

Application of vocabulary provided for each chapter

VOCABULARY STUDY	
Chapter 10	
Vocabulary Word	Definition
inverted	
disintegration	
imperceptible	
fallible	
loathing	
revulsion	
In this chapter, the word <i>cross</i> is used as an adjective. How might someone act if they were <i>cross</i> with you?	

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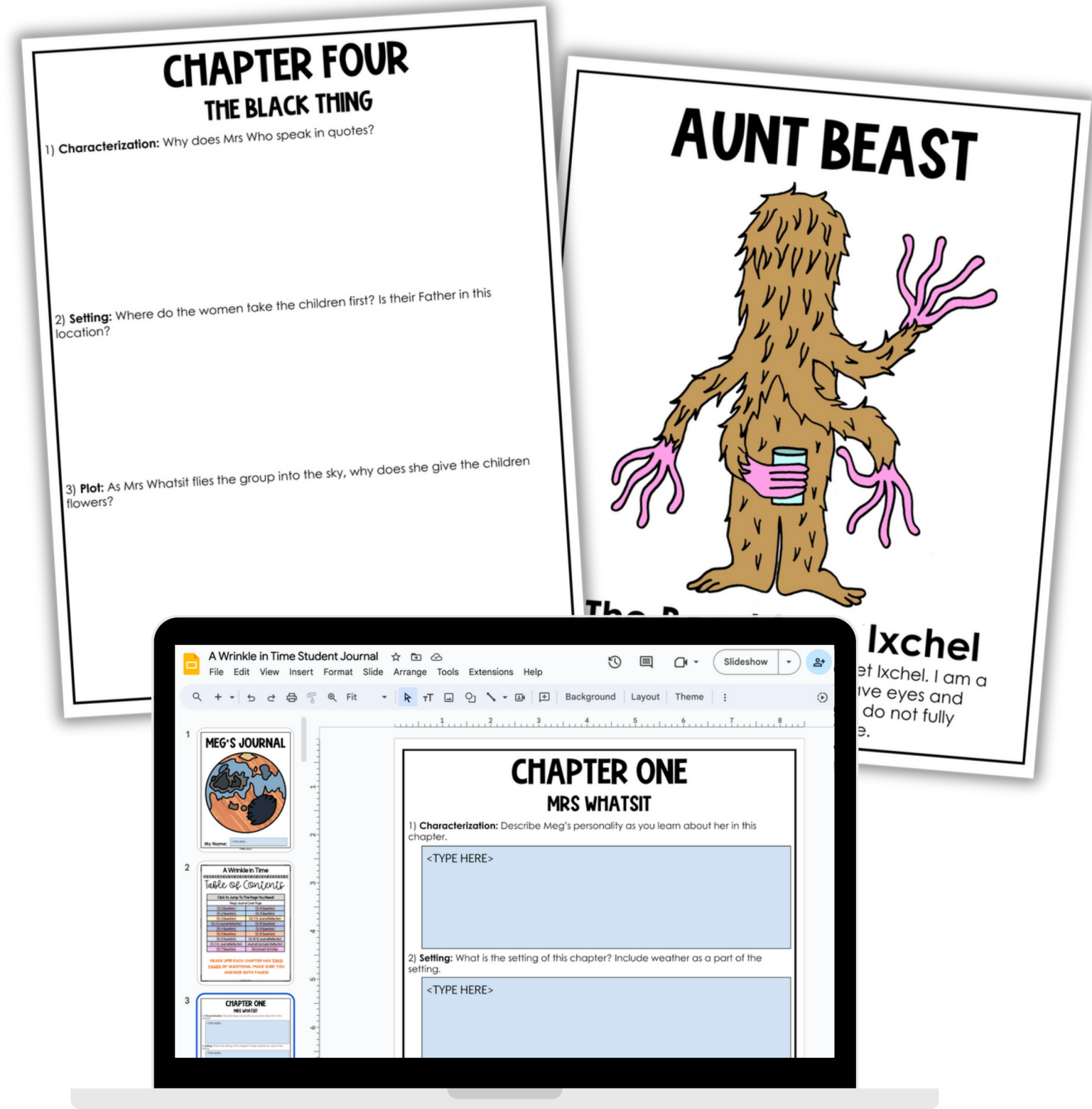
NOVEL STUDY

- Comprehension Questions
- Read Aloud Prompts
- Journal Reflections
- Extension Activities
- Character Posters
- **Answer Keys Provided**

“**Highly recommend this product! It is perfect as it comes with discussion questions and journal themes.** -Carla M.

★ ★ ★ ★ ★

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VOCABULARY STUDY

- Vocabulary Lists
- Content-Area Vocabulary
- Vocabulary Definitions & Application
- Critical Thinking - *Tesser and Tesseract*
- Semantic Maps & Vocabulary Activities
- **Answer Keys Provided**

Chapter 1

delinquent*
rickety
crevice*
constable
tramp
subnormal*
exclusive*
prodigious
repulsive*
cunning*
mite
liniment
supine
frivling
tesseract*

Chapter 2

piteous*
bellow
antagonistic*
snide
inadvertently*
peculiar*
sport (as used in biology)**
compulsion

VOCABULARY STUDY

Chapter 3

Vocabulary Word	Definition
retort	
wryly	
indignant	
gaily	
classified	
stole (n.)	
Does the phrase "suspension of belief" mean?	

A screenshot of a presentation slide titled "VOCABULARY STUDY Chapter 1". The slide includes a "Chapter Response" section with a drawing of a creature. Below that, it shows a "VOCABULARY STUDY" table with columns for "Vocabulary Word" and "Definition". The table lists words like "delinquent", "crevice", "subnormal", and "exclusive" with placeholder text "<type here>".



Thank you for making such a comprehensive resource! -John R.



STANDARDS COVERED

RL.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RL.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.

RL.5

Analyze the structure of texts.

RL.6

Assess how point of view or purpose shapes the content and style of a text.

W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7

Conduct short as well as more sustained research projects.

L.4

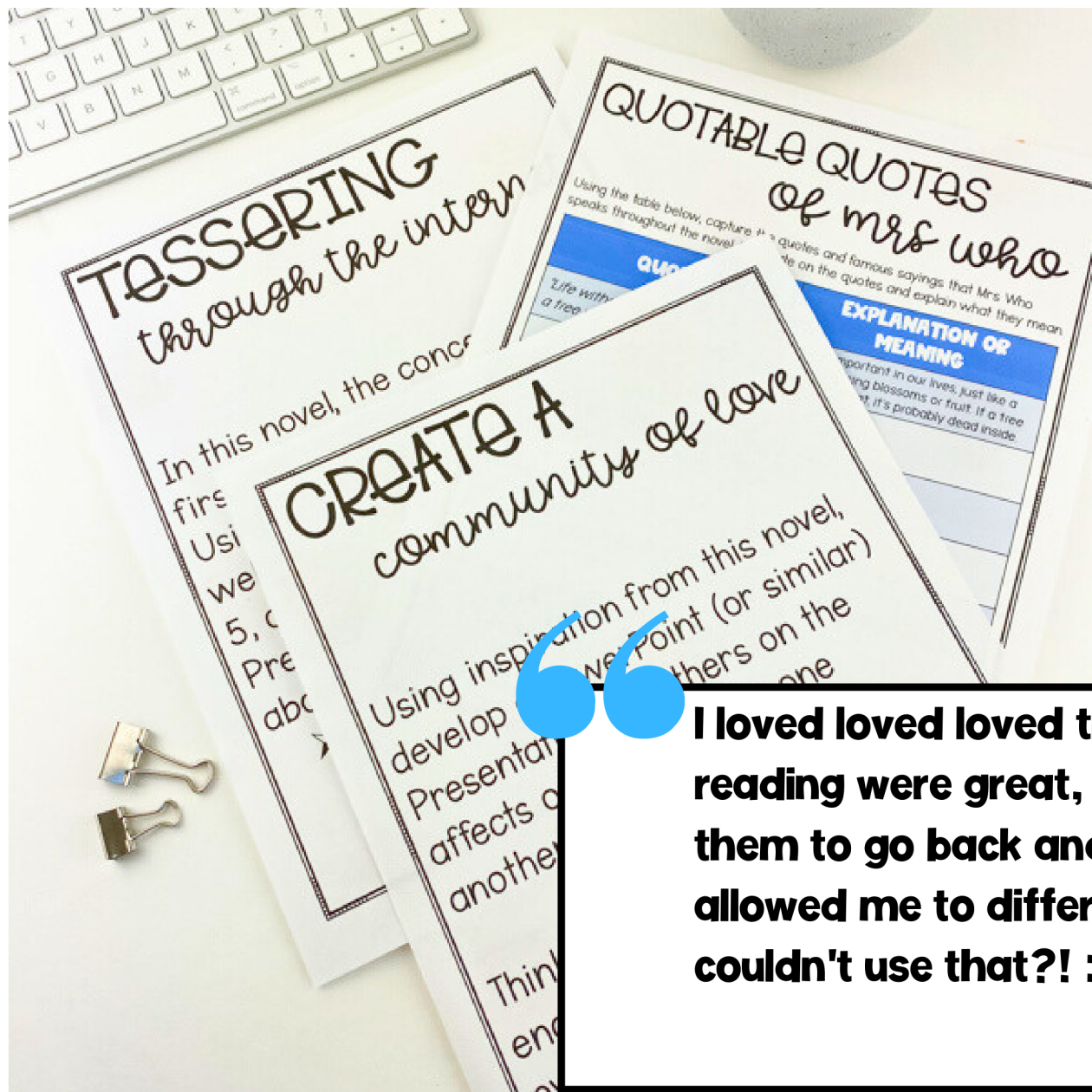
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues.

L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases.



It is extremely thorough and well planned out. I love that this bundle includes not only the novel study, but vocabulary as well!

★★★★★

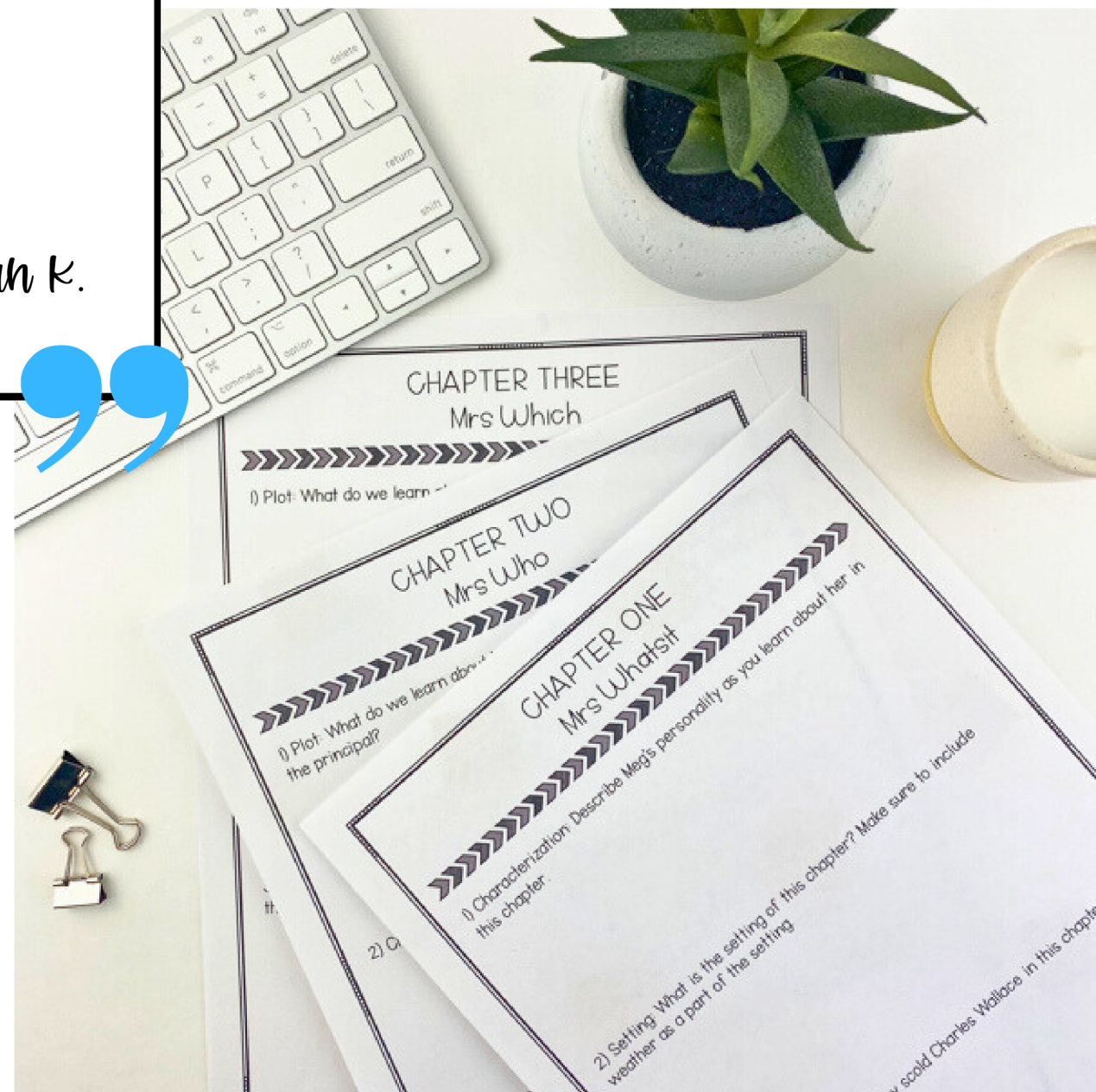
I loved loved loved the questions! The discussion questions WHILE reading were great, and the comprehension questions were nice for them to go back and have group discussion about. This packet allowed me to differentiate in the classroom with ease....which who couldn't use that?! :) Thank you for this awesome product!!! -Sarah K.

★★★★★

This packet has a wealth of resources to keep students engaged. I am glad I purchased it.

★★★★★

-Germinia T.



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MEG'S JOURNAL

CHAPTER THREE
MRS WHICH

1) Plot: What do we learn about Calvin's home in this chapter?

JOURNAL REFLECTION
CHAPTERS SEVEN - NINE

In this novel, Meg says that being "like" and "equal" you agree with Meg and her opinion of these words why not?

CHAPTER ONE
MRS WHATSIT

1) Characterization: Describe Meg's personality as you learn about her in this chapter.

<TYPE HERE>

2) Setting: What is the setting of this chapter? Include weather as a part of the setting.

<TYPE HERE>

MIKEY D & TEACH

A WRINKLE IN TIME VOCABULARY STUDY

PRINT + DIGITAL

VOCABULARY STUDY

VOCABULARY STUDY
Chapter 7

Vocabulary Word	Definition
unsubstantial	

VOCABULARY STUDY
Chapter 2

Vocabulary Word	Definition
piteous	<type here>
antagonistic	<type here>
inadvertently	<type here>
peculiar	<type here>

VOCABULARY STUDY
Tesser and Tesseract

Go Back to Chapter 1

ing of this novel, what did you think a tesser

Tesseract Now

definition correct? If not, what is a tesseract

Explain

words, explain what it means to tesser.

n, explain what a tesseract is.

BUY BOTH
& SAVE!