



CC2541

GRADES  
**5-6**

Literature Kit™

# A WRINKLE in Time

By Madeleine L'Engle

Aligned to  
your  
State  
Standards

Winner of  
Newbery  
Medal  
(Novel)

Based on  
Bloom's  
Taxonomy



 Reproducible

CLASSROOM COMPLETE  PRESS





A **Literature Kit™** FOR

# A Wrinkle in Time



By *Madeleine L'Engle*

Written by Chad Ibbotson

**GRADES 5-6**



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# Critical Thinking Skills

## A Wrinkle in Time

Skills for Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers	
		1	2	3	4	5	6	7-8	9	10-11	12			
<b>LEVEL 1</b> Remembering	<ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Recall Details</li> <li>Match</li> <li>Sequence Events</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 2</b> Understanding	<ul style="list-style-type: none"> <li>Compare &amp; Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 3</b> Applying	<ul style="list-style-type: none"> <li>Plan</li> <li>Interview</li> <li>Infer Outcomes</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 4</b> Analysing	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Motivations</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 5</b> Evaluating	<ul style="list-style-type: none"> <li>State &amp; Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 6</b> Creating	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy

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# Assessment Rubric

## A Wrinkle in Time

Student's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Level: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Comprehension of Novel</b>	Demonstrates a limited understanding of the novel	Demonstrates a basic understanding of the novel	Demonstrates a good understanding of the novel	Demonstrates a thorough understanding of the novel
<b>Content</b> • information and details relevant to focus	Elements incomplete; key details missing	Some elements complete; details missing	All required elements completed; key details contain some description	All required elements completed; enough description for clarity
<b>Style</b> • effective word choice and originality • precise language	Little variety in word choice. Language vague and imprecise	Some variety in word choice. Language somewhat vague and imprecise	Good variety in word choice. Language precise and quite descriptive	Writer's voice is apparent throughout. Excellent choice of words. Precise language
<b>Conventions</b> • spelling, language, capitalization, punctuation	Errors seriously interfere with the writer's purpose	Repeated errors in mechanics and usage	Some errors in convention	Few errors in convention

**STRENGTHS:**

**WEAKNESSES:**

**NEXT STEPS:**



# Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

## Introduction

**O**ur literature kit is designed to give the teacher a number of helpful ways of making the study of this novel a more enjoyable and profitable experience for the students. Our guide features a number of useful and flexible components, from which the teacher can choose. It is not expected that all of the activities will be completed.



One advantage to this approach to the study of a novel is that the student can work at his or her own speed, and the teacher can assign activities that match the student's abilities.

Our literature kit divides the novel by chapters and features reading comprehension and vocabulary questions. Themes include the struggle of good versus evil, love, personal growth, time, communication and language. The themes of good and evil and the strength of love in the face of that struggle are central to the story.

## How Is Our Literature Kit™ Organized?

### STUDENT HANDOUTS

**Chapter Activities** (in the form of reproducible worksheets) make up the majority of this resource. For each group of chapters, there are BEFORE YOU READ activities and AFTER YOU READ activities.

- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.
- The AFTER YOU READ activities check students' comprehension and extend their learning. Students

are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. (See page 6 for suggestions on using the Graphic Organizers.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

### PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



#### Teacher Guide

- Information and tools for the teacher



#### Student Handout

- Reproducible worksheets and activities



#### Easy Marking™ Answer Key

- Answers for student activities

### EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns—just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

Every question matches up with its answer!

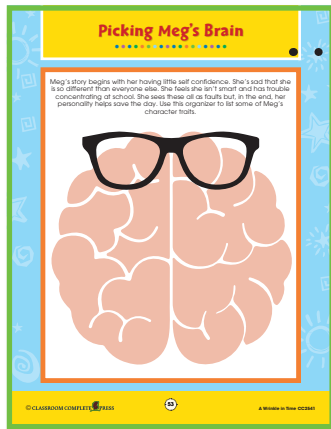
The image shows a worksheet titled 'Chapter Three' with two main sections. Section 1 asks if statements are true or false. Section 2 asks to complete sentences with words from a list. The answer key to the right has columns for 'True or False' and 'Word Bank' with corresponding answers. A red arrow points from the worksheet to the answer key, and a red circle highlights a match between a question and its answer.



# 1, 2, 3

## Graphic Organizers

The three **Graphic Organizers** included in this **Literature Kit™** are especially suited to a study of ***A Wrinkle in Time***. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The organizers can be used on a projection system or interactive whiteboard in teacher-led activities, small group activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



### PICKING MEG'S BRAIN

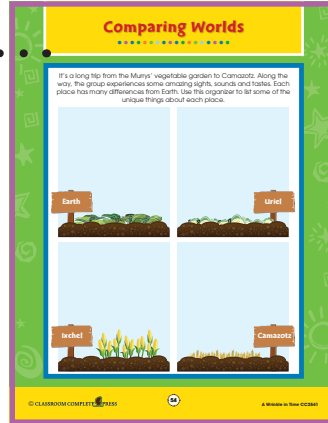
No, it's not IT. This is Meg's brain. Use this graphic organizer to discuss Meg's personality traits. Since Meg's character is central to the story, this organizer will help shed some light on what motivates her, what traits affect her reactions, and how she deals with some of the conflicts in *A Wrinkle in Time*.

Found on Page 53.

### COMPARING WORLDS

This garden doesn't grow vegetables. It lets students talk about the different settings shown in *A Wrinkle in Time*. From Uriel to Camazotz, this organizer will help list the differences between each location.

Found on Page 54.



### GOOD VS. EVIL

The battle of good and evil is an important theme in *A Wrinkle in Time*. This organizer will allow for the classification of the different characters from the book into a category. From there, students list some of the traits that explain why.

Found on Page 55.



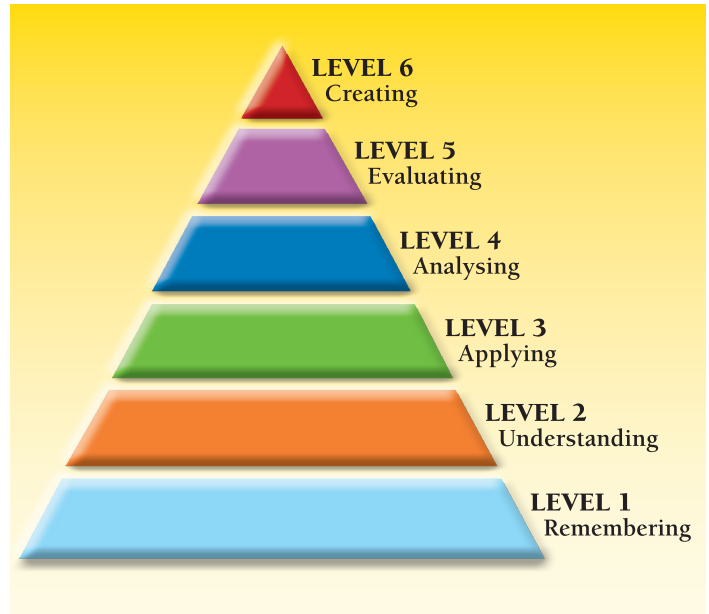




## Bloom's Taxonomy\* for Reading Comprehension

The activities in this resource engage and build the full range of thinking skills that are essential for students' reading comprehension. Based on the six levels of thinking in Bloom's Taxonomy, questions are given that challenge students to not only recall what they have read, but to move beyond this to understand the text through higher-order thinking. By using higher-order skills of applying, analyzing, evaluating and creating, students become active readers, drawing more meaning from the text, and applying and extending their learning in more sophisticated ways.

This **Literature Kit™**, therefore, is an effective tool for any Language Arts program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask, inspiring students' interest and creativity, and promoting meaningful learning.



### BLOOM'S TAXONOMY: 6 LEVELS OF THINKING

*\*Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.*

## Teaching Strategies

### WHOLE-CLASS, SMALL GROUP AND INDEPENDENT STUDY

This study guide contains the following activities:

**Before Reading Activities:** themes are introduced and thought-provoking questions put forward for the students to consider.

**Vocabulary Activities:** new and unfamiliar words are introduced and reviewed.

**After Reading Questions:** the first part of this section includes short answer questions dealing with the content of the text. The second part features questions that are more open-ended and feature concepts from the higher order of Bloom's Taxonomy.

**Writing Tasks:** creative writing assignments based on Bloom's Taxonomy that relate to the plot of the particular chapters.

**A comprehension quiz** is also included comprised of short-answer questions.

**Graphic Organizers:** three full-page reproducible sheets have been included and can be used for teaching purposes throughout the text.

**Bonus Sheets** are also available online.

The study guide can be used in a variety of ways in the classroom depending on the needs of the students and teacher. The teacher may choose to use an independent reading approach with students capable of working independently. It also works well with small groups, with most of the lessons being quite easy to follow. Finally, in other situations, teachers will choose to use it with their entire class.

Teachers may wish to have their students keep a daily reading log so that they might record their daily progress and reflections.



# Summary of the Story

**M**argaret “Meg” Murry is an awkward, insecure 13-year-old. She has three brothers: 10-year-old twins Sandy and Dennys, and five-year-old Charles Wallace who is very intelligent. Meg’s mother and father are both scientists. Sadly, her father has been missing for more than a year. One night the family wakes during a thunderstorm. While sitting in the kitchen, Meg and her family are visited by the mysterious Mrs Whatsit. During her visit, Mrs

Whatsit mentions that the tesseract really exists. This is a concept that Meg’s mother and father had been working on. It allows for instant travel through space. Later, Meg, her new friend Calvin O’Keefe, and Charles Wallace visit Mrs Whatsit. Meg learns that Mrs Whatsit, Mrs Who and Mrs Which will help Meg find her father. The visit sets in motion an adventure that leads Meg and the others through time and space.

## Suggestions for Further Reading

### OTHER BOOKS BY MADELEINE L'ENGLE

*And Both Were Young* © 1949

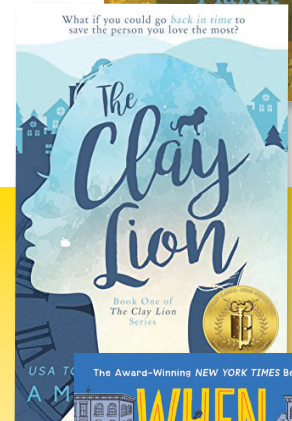
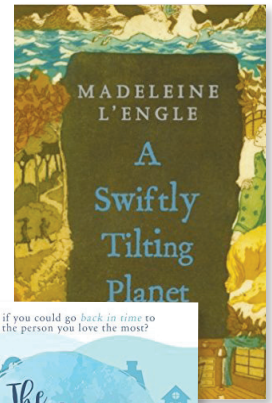
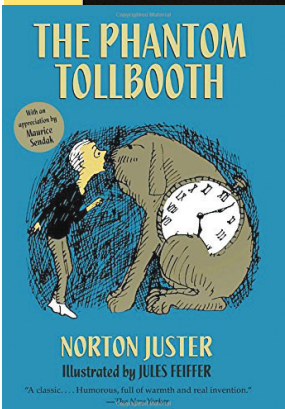
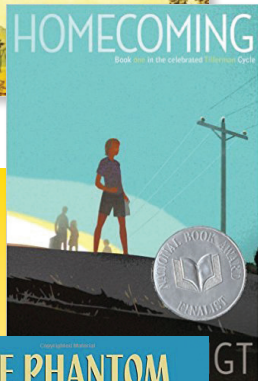
*A Winter’s Love* © 1957

*A Wind in the Door* © 1973

*A Swiftly Tilting Planet* © 1978

*Many Waters* © 1986

*An Acceptable Time* © 1989



### OTHER RECOMMENDED RESOURCES

C.S. Lewis, *Out of the Silent Planet* © 1938

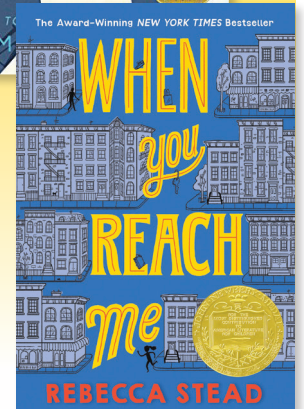
Norton Juster, *The Phantom Tollbooth* © 1960

Cynthia Voigt, *Homecoming* © 2002

Diane Duane, *So You Want to Be a Wizard* © 2003

Rebecca Stead, *When You Reach Me* © 2009

Amalie Jahn, *The Clay Lion* © 2013





# List of Vocabulary

## CHAPTER 1

- patchwork • tossing • scudded • wraithlike • crossly • brilliant • roughhoused • scornfully • tackled • disgusted
- delinquent • vicious • gossip • ruffled • serenity • expression • rattled • madly • yawned • rickety • shivering • savagely
- privilege • luxuriously • innocent • baring • crevices • spite • howling • frivolling

## CHAPTER 2

- jangling • unceremoniously • piteous • trotted • lapping • bitter • sock • rude • flounced • sulkily • inexcusably • warily
- avid • belligerent • uncooperative • antagonistic • tractable • fragrant • snide • sagely • smug • obey

## CHAPTER 3

- gamboled • gesture • pale • retort • wryly • startled • somber • shabby • giggled • judiciously • indignant • legible
- decipher • agony • conceive • destructive • essence • dubiously • looming • dappled • gnarled • jealousy • morass
- resentment • tangible • sob • trembling • contradicted • quivered

## CHAPTER 4

- lashed • frenzy • clutched • authoritative • extinguished • abruptly • fragment • corporeal • tingling • void • elliptic
- inexorable • nightmare • shimmering • reassuring • relieved • ineffable • askew • gales • earnestly • naïve • dignity
- virtue • exaltation • hesitant • metamorphose • clambered • resonant • tremor • rigid

## CHAPTER 5

- enfolded • confident • courage • impractical • portion • swiftly • perturbed • geometry • illuminating • probing
- dissolution • protoplasm • amusement • deliberately • occasional • glimmer • nervously • triumphantly • raptly
- sonorous • clang • curtsied • reverberated • intoned • grated

## CHAPTER 6

- seethe • writhe • burst • vanished • gentle • pure • embrace • anticlimax • contented • charming • facet • faltered • chiding
- clasped • pleadingly • radiantly • ambrosia • horrid • wheedled • apprehension • myopic • clumsy • eon • fond • malignant
- precipitously • autumnal • propitious • vulnerable • furtive • stifle • reluctant

## CHAPTERS 7-8

- enormous • latch • startled • bilious • unsubstantial • procedure • bravado • perspective • panic • harsh • sharpness
- soothing • pulsing • throbbing • rhythm • hypnotize • tolerant • smocks • flanked • insistently • fiery • obliquely
- gallivanting • wince • sullen • utter • despairingly • swivet • coaxing • pedantic • loftily • deviate

## CHAPTER 9

- imprisoned • hurled • longingly • shipwrecked • beloved • rage • placidly • suffering • franticness • whimpering
- whisked • rare • glad • distorting • gropingly • gibberish • fumbling • impenetrable • dais • puny

## CHAPTERS 10-11

- marble • brittle • absorbed • atrophied • faith • frigid • centuries • flap • dynamite • croaking • stubby • numb
- corrosive • gushed • devoured • fallible • loathing • frank • acute • prompt • counteracted • security • garment

## CHAPTER 12

- accord • grim • gooseflesh • tantrum • bellowed • blame • suspicious • colt • tendrils • wise • poised • dwindled
- brethren • ceased • regularity • lag • isolated • silvery • permeating • slack • tic • afresh • sheer • unadulterated
- miasma • vestige • tremendous • jumble • catapulted • dashed • exuberance





# Madeleine L'Engle

**M**adeleine L'Engle was born November 29, 1918 in New York City. The only child of writer and pianist Madeleine Barnett Camp and Charles Wadsworth, a writer and critic. L'Engle began writing very early in her life. She crafted her first story when she was just five years old. She attended private school, but didn't have much interest in academics. She found she would rather be writing stories and poems. When she was 12 years old, L'Engle's family moved to Europe. There, she entered a boarding school in Switzerland. In 1933, the family moved back to the United States. L'Engle attended another boarding school, Ashley Hall in Charleston, South Carolina.



Following her high school years at Ashley Hall, L'Engle attended Smith College. There, she studied English from 1937 to 1941. Her love for writing persisted as she studied the classics. She continued to hone her craft and earned a bachelor's degree in English. She then graduated with honors. Following graduation, L'Engle moved into a Greenwich Village apartment in New York City. She worked at a theater. This position offered plenty of time to write. She published her first two novels, *A Small Rain* and *Isla*, during her time at the theater. She met actor Hugh Franklin in 1946 while working as an understudy in Anton Chekov's *The Cherry Orchard*. The couple later married and had two children, Josephine and Bion. Later, they adopted a daughter, Maria.

L'Engle published *And Both Were Young* in 1949. She considered the book her first in the young adult genre. She published several more novels until her 40s. By 1958, L'Engle decided to give up writing following a string of rejections. Even so, L'Engle found she couldn't stop writing. She ultimately persevered, completing her most famous work, *A Wrinkle in Time* in 1960. The novel was published in 1962 and won her the Newbery Medal. This gave new life to her career. She continued writing new tales until her death in 2007, ultimately publishing over 60 books.

## Did You Know?

- ***A Wrinkle in Time* won the Newbery Medal. This is awarded to the author who makes "the most distinguished contribution to American literature for children."**
- **Before writing *A Wrinkle in Time*, Madeleine L'Engle thought about giving up writing.**
- ***A Wrinkle in Time* was rejected more than 30 times before it was finally published.**

NAME: \_\_\_\_\_



# Chapter One

Answer the questions in complete sentences.

1. Read the description of the story on the back of the book. What themes might there be?

---

---

---

2. What does the title tell you about the story?

---

---

---

## Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

Be careful - a couple are a bit tricky!

smart	shaky	benefit	raced
calm	punk	cruel	angrily

- 1. Behind the trees clouds scudded frantically across the sky.
- 2. That morning one of her teachers had said crossly...
- 3. ... "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."
- 4. A delinquent, that's what I am, she thought grimly.
- 5. Surely her mother must know what people were saying, must be aware of the smugly vicious gossip.
- 6. Nothing ruffled the serenity of her expression.
- 7. How could they leave her up in the attic in the rickety brass bed?
- 8. It's a privilege not a punishment.



# Chapter One

1. Put a check mark (✓) next to the answer that is most correct.

a) What are the names of Meg's twin brothers?

- A Sandy and Dennys.
- B Rick and Mortimer.
- C Dennis and Duke.
- D None of the above.

b) How old are Meg's twin brothers?

- A 15
- B 7
- C 9
- D 10

c) What did someone steal from Mrs. Buncombe?

- A A loaf of bread.
- B A trench coat.
- C Twelve sheets.
- D Thirty or so baked potatoes.

d) What is Charles Wallace eating when Meg gets to the kitchen?

- A Fresh baked apple pie.
- B Stew.
- C Milk and cookies.
- D Bread and jam.

e) Who actually stole from Mrs. Buncombe?

- A Digby Sellers.
- B Mrs Whatsit.
- C Charles Wallace.
- D Nobody knows.



NAME: \_\_\_\_\_



# Chapter One



Answer each question with a complete sentence or short paragraph.

1. Meg says "Nothing ruffled the serenity of her expression" when thinking about her mother's reaction to Mr. Murry's disappearance. What does she mean by this?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What do you believe Mrs Whatsit meant when she said there is such a thing as a tesseract? What does Mrs. Murry's reaction tell you?  
\_\_\_\_\_  
\_\_\_\_\_
3. What does Meg's memory of talking with her father reveal about Charles Wallace?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What type of dog does Meg's father decide Fortinbras is?  
\_\_\_\_\_
5. Why did Meg tackle a boy on her way home from school?  
\_\_\_\_\_  
\_\_\_\_\_
6. What do Mrs Whatsit and Charles Wallace appear to have in common?  
\_\_\_\_\_  
\_\_\_\_\_



**Meg sits awake thinking about her day. During this time she thinks about how she feels about herself. Write down some of the words and phrases she uses to describe herself and write a few sentences about why you think she might feel this way.**



# Chapter Two



Answer the questions in complete sentences.

1. Guess what the tesseract might be.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why do you think Charles Wallace might have wanted "to be exclusive" about Mrs Whatsit?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- 1 **smug**
- 2 **sock**
- 3 **unceremoniously**
- 4 **fragrant**
- 5 **bitter**
- 6 **jangling**
- 7 **rude**
- 8 **snide**
- 9 **obey**
- 10 **lapping**

- A clinking
- B Doing something roughly or without care
- C punch
- D Feeling angry or hurt because of a bad experience
- E Drinking using the tongue
- F A mean comment or person
- G Having a nice or sweet smell
- H Do something because you were told to
- I Having too much pride in yourself
- J Acting in a bad manner



## Chapter Two

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

**T F a)** Sandy and Dennys were happy their mother let them sleep.

**T F b)** The Murrys lived about four miles out of the village.

**T F c)** Calvin says he's a sport in baseball.

**T F d)** Charles Wallace says, "They get a lot of fun out of using all the atypical props."

**T F e)** Mrs Who speaks in French before she speaks in German.

**T F f)** Calvin says going to Meg's house feels like going home.

2. Number the events from **1** to **6** in the order they occurred in this Chapter.

**a)** Fortinbras begins to bark loudly.

**b)** Mrs. Murry asks the twins if they want more french toast.

**c)** Calvin tells Charles Wallace his age.

**d)** Sandy tells Meg she doesn't have to take everything personally.

**e)** Mrs. Murry tells Meg something about the tesseract.

**f)** Calvin tells Charles Wallace what grade he is in.





# Chapter Two



Answer each question with a complete sentence.

1. What do you think Meg’s mother means when she says “You don’t have to understand things for them to be”?

---

---

---

2. What does Mrs. Murry tell Meg the tesseract is?

---

---

3. How does Charles Wallace know the tesseract is “something big” before he talks to Mrs Whatsit?

---

---

4. How does Charles Wallace know what Meg is thinking?

---

---

---

5. Why doesn’t Charles Wallace want to learn to read until school?

---

---

6. What do you believe Charles Wallace means when he says Mrs. Murry is “not one of us” and that Meg is “not really one thing or the other”?

---

---



### Journaling Prompt

**When Meg and Charles Wallace are on their way to the haunted house, they come across Calvin. Study Charles Wallace and Calvin’s conversation. Write a few paragraphs on what we learn about Calvin during this talk.**

NAME: \_\_\_\_\_



# Chapter Three

Answer the questions in complete sentences.

1. How do you think Calvin will fit in with the Murry family?

---

---

---

2. Who do you think Mrs Who is talking about when she tells Charles Wallace "he's a very good man, Charlsie, but right now he needs our help"?

---

---

---

## Vocabulary

Complete each sentence with a word from the list.

**giggled**  
**gesture**

**gamboled**  
**judiciously**

**somber**  
**wryly**

**shabby**  
**startled**

1. Charles and Fortinbras \_\_\_\_\_ on ahead.
2. Calvin walked with Meg, his fingers barely touching her arm in a protective \_\_\_\_\_.
3. Meg smiled rather \_\_\_\_\_.
4. Meg said in a \_\_\_\_\_ way, "I guess I never thought of that. I guess I just took it for granted."
5. Calvin looked \_\_\_\_\_; then his enormous smile lit up his face again.
6. He began wandering, still slowly, around the pleasant, if \_\_\_\_\_, living room.
7. Meg \_\_\_\_\_, forgetting her worries in her pleasure at showing Calvin the picture.
8. "I like him," he announced \_\_\_\_\_.



# Chapter Three

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

T F a) Calvin is sad to have met Meg.

T F b) Calvin says he and Meg maybe weren't meant to meet.

T F c) Mrs. Murry cooks stew over a Bunsen burner.

T F d) Calvin has red hair.

T F e) Meg's father worked some of the time at Princeton.

2. Complete each sentence with a word from the list.

legible

dubiously

indignant

looming

agony

a) Meg was \_\_\_\_\_. "He is, too, handsome."

b) "It might also help if Meg's handwriting were \_\_\_\_\_," Mrs. Murry said.

c) "Mother!" Meg shrieked in \_\_\_\_\_.

d) "Yah," Meg said \_\_\_\_\_.

e) \_\_\_\_\_ on their left were the tall stalks of corn.

NAME: \_\_\_\_\_



# Chapter Three

Answer each question with a complete sentence.

1. How do Sandy and Dennys feel about Mrs. Murry cooking food in her lab?  
\_\_\_\_\_  
\_\_\_\_\_
2. Who does Calvin tell he'll be home late?  
\_\_\_\_\_
3. What do we learn about Meg's troubles at school while she helps Calvin with his math homework?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why is Calvin so excited to meet and get to know the Murry family? Use examples to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What does Charles Wallace believe the group is going to do?  
\_\_\_\_\_  
\_\_\_\_\_
6. What happens between Meg and Calvin in the garden? What could it tell you about their relationship?  
\_\_\_\_\_  
\_\_\_\_\_



**Calvin comes to Meg's house for dinner. We learn more about him and Meg. Describe some of the similarities and some of the differences between them. How might these play into the story later?**





# Chapter Four



## Vocabulary

- abruptly
- askew
- authoritative
- clutched
- dignity
- frenzy
- metamorphose
- naive
- nightmare
- relieved
- resonant
- rigid
- tingling
- tremor
- void

A crossword puzzle grid with 14 numbered starting points for words. The grid consists of white squares for letters and grey squares for empty space. The numbered squares are: 1. (top center), 2. (top left), 3. (top right), 4. (middle left), 5. (middle center), 6. (middle right), 7. (left side), 8. (left side), 9. (right side), 10. (bottom left), 11. (bottom center), 12. (bottom right), 13. (bottom right), 14. (bottom center).

### Across

### Down

- 2. Grasped or held.
- 4. Suddenly and unexpectedly.
- 6. Where there is no light, no sound, and no feeling.
- 8. Showing a lack of experience or knowledge.
- 9. Not straight.
- 10. A type of bad dream.
- 12. Worthy of honor or respect.
- 13. To feel reassured or grateful.
- 14. Wild, uncontrolled excitement or behavior.

- 1. Change into another form.
- 3. Commanding in a way that is likely to be respected.
- 5. A word used to describe a sound that continues to ring.
- 7. A stinging or prickling feeling.
- 11. Tremble or shake.
- 13. Firm, stiff or unmoving.

NAME: \_\_\_\_\_



# Chapter Four

## 1. Complete the paragraph by filling in each blank with the correct word from the Chapter.

"Now, don't be \_\_\_\_\_, loves," Mrs Whatsit said. Her \_\_\_\_\_ little body began to \_\_\_\_\_, to quiver, to shift. The wild colors of her clothes became \_\_\_\_\_, whitened. The pudding-bag shape stretched, lengthened, \_\_\_\_\_. And suddenly before the children was a creature more \_\_\_\_\_ than any Meg had even imagined, and the \_\_\_\_\_ lay in far more than the outward description. Outwardly Mrs Whatsit was surely no longer a Mrs Whatsit. She was a \_\_\_\_\_ body with powerful \_\_\_\_\_, something like a \_\_\_\_\_ but at the same time completely unlike a horse, for from the magnificently modeled back sprang a \_\_\_\_\_ formed torso, arms, and a head resembling a man's, but a man with a \_\_\_\_\_ of \_\_\_\_\_ and virtue, an exaltation of joy such as Meg had never before seen. No, she thought, it's not like a \_\_\_\_\_ \_\_\_\_\_. Not in the least.

From the shoulders slowly a pair of wings unfolded, wings made of \_\_\_\_\_, of light upon water, of poetry.

Calvin fell to his knees.

"No," Mrs Whatsit said, though her voice was not Mrs Whatsit's voice. "Not to me, Calvin. Never to me. Stand up."

"Carry them," Mrs Which \_\_\_\_\_.

With a gesture both \_\_\_\_\_ and strong Mrs Whatsit knelt in front of the children, stretching her wings wide and holding them steady, but quivering. "Onto my back, now," the new voice said.



# Chapter Four



Answer each question with a complete sentence.

1. How does Meg feel about Mrs Which? Use examples to support your answer.

---

---

2. Where have Meg, Calvin, and Charles Wallace been taken?

---

---

3. What does Mrs Who tell Meg she'll have to learn if she wants to help her father?

---

---

4. What are the flowers given to Calvin, Meg, and Charles Wallace used for?

---

---

---

5. When Calvin falls to his knees after seeing Mrs Whatsit change, she says "Not to me, Calvin. Never to me. Stand up." What might she mean by this?

---

---

6. How does Meg describe the trip from Earth?

---

---

---



**Describe the creature Mrs Whatsit transforms into and draw a picture. When she transforms she says "You can't go on changing my name each time I metamorphose." Look up this word and its meaning. What might Mrs Whatsit mean when she says this?**



# Chapter Five

Answer the questions in complete sentences.

1. What do you think the black Thing Meg sees in the sky is?

---



---



---

2. Meg asks Mrs Which if the Thing is what her father is fighting. Do you think it is?

---



---



---

## Vocabulary

**Synonyms are words with similar meanings. Use the context of the sentences below to help you choose the best synonym for the underlined word in each sentence. Use a dictionary to help you.**

1. "We are asking you to do a difficult thing, but we are confident that you can do it."  
 a) trustful                      b) sure                      c) bold                      d) upbeat
2. "Your father needs help, he needs courage, and for his children he may be able to do what he cannot do for himself."  
 a) bravery                      b) chivalry                      c) grit                      d) strength
3. "That, of course, is the impractical, long way around."  
 a) reasonable                      b) unwise                      c) unrealistic                      d) logical
4. "Are we going in there?" She asked nervously.  
 a) worriedly                      b) sickly                      c) calmly                      d) jumpily
5. Mrs Whatsit nodded triumphantly.  
 a) sadly                      b) defeatedly                      c) impatiently                      d) jubilantly
6. Meg was in such an agony of impatience that her voice grated irritably.  
 a) screeched                      b) jarred                      c) rasped                      d) crushed



# Chapter Five

1. Put a check mark (✓) next to the answer that is most correct.

a) What is the fourth dimension?

- A Distance
- B Space
- C Time
- D A flat square

b) How old is Mrs Whatsit?

- A She is timeless
- B 2 billion years old
- C 2,379,152,479 8 months and 3 days
- D 2,378,152,479 9 months and 3 days

c) What color is the Happy Medium's turban?

- A Lime green
- B Satin purple
- C Pale mauve
- D Deep blue

d) Which person was not mentioned among those who have fought the evil thing?

- A St. Francis
- B Buddha
- C Copernicus
- D Botticelli

e) Who was described as the comforter?

- A Mrs Whatsit
- B The Happy Medium
- C Mrs Who
- D Mrs Which



NAME: \_\_\_\_\_



# Chapter Five

Answer each question with a complete sentence.

1. What connection is there between the explanation of the tesseract and the title of the book?

---

---

2. What was Meg reminded of when Mrs Who disappeared?

---

3. What do you think Mrs Whatsit means when she says they took a time wrinkle as well as a space wrinkle?

---

---

4. Which rule of geometry is challenged by Charles Wallace?

---

---

5. Why were the three Mrs Ws laughing after they mistakenly landed on a two-dimensional planet?

---

---

6. What lesson might Meg be able to take from Mrs Whatsit's explanation of why the women were laughing?

---

---

---

---



### Journaling Prompt

**Go back and read the explanation of the tesseract. Pay attention to how Mrs Which and the others are able to travel very long distances so quickly. Do some research on this idea. Explain whether you believe there's any proof that such a thing might be possible.**



# Chapter Six



Answer the questions in complete sentences.

1. Do you think Meg and Charles Wallace will find their father in this Chapter?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. At the end of the last Chapter, the Happy Medium says, "I can't stand it any longer." What do you believe she is talking about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

Complete each sentence with a word from the list.

chiding  
embrace

burst  
writhe

faltered  
facet

contented  
wheedled

vanished  
gentle

- The Darkness seemed to seethe and \_\_\_\_\_.
- Suddenly there was a great \_\_\_\_\_ of light through the Darkness.
- The light spread until the patch of Dark Thing had \_\_\_\_\_.
- There was only a \_\_\_\_\_ shining, and through the shining came the stars, clear and pure.
- Mrs Whatsit took her hands down from her face and pulled Charles Wallace to her in a quick \_\_\_\_\_.
- Meg \_\_\_\_\_ herself with looking at Mrs Whatsit.
- It was only the tiniest \_\_\_\_\_ of all the things Mrs Whatsit *could* be.
- "I didn't mean to tell you," Mrs Whatsit \_\_\_\_\_.
- "Yyou arre sstill verry yyoungg," Mrs Which said, her voice faintly \_\_\_\_\_.
- "But she could see her mother, couldn't she?" the medium \_\_\_\_\_.



# Chapter Six

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

**T F** a) The medium says the Darkness can be overcome.

**T F** b) The medium used to be a planet.

**T F** c) Charles Wallace kisses Mrs Who.

**T F** d) Mrs Whatsit says she didn't mean to tell the kids she was a star.

**T F** e) Meg says she was both mad and scared after seeing her mother.

**T F** f) Meg is told to use Mrs Who's glasses only as a last resort.

2. Number the events from **1** to **6** in the order they occurred in this Chapter.

a) Meg kisses the medium.

b) The medium begins to share.

c) Calvin feels going to CENTRAL Central Intelligence means they're heading into terrible danger.

d) Mrs Whatsit says she loved being a star.

e) Light spreads over a part of the Darkness and it disappears.

f) Mrs Whatsit tells Meg she will need all her anger now.



# Chapter Six



**Answer each question with a complete sentence.**

1. What does Mrs Whatsit say is happening when the light makes the dark vanish?  
\_\_\_\_\_  
\_\_\_\_\_
2. What does Charles Wallace discover about Mrs Whatsit?  
\_\_\_\_\_  
\_\_\_\_\_
3. What does Meg come to understand about Mrs Whatsit? Use examples to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_
4. What gifts are each of the kids given by Mrs Whatsit before they are left alone on Camazotz?  
\_\_\_\_\_  
\_\_\_\_\_
5. What advice does Mrs Whatsit give to Charles Wallace before she leaves?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What quickly becomes clear to Meg, Charles Wallace, and Calvin upon entering the town?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Mrs Whatsit tells Meg her gift is her faults. These will come in handy on Camazotz. When the kids reach the town, they describe the people there acting very strangely. Describe some of the faults Meg believes she has. Explain how they might help her on Camazotz.**



# Chapters Seven to Eight

Answer the questions in complete sentences.

1. Do you believe Meg and the others will enter the CENTRAL Central Intelligence building? Why or why not?

---



---



---

2. If the kids decide to go into the building, what do you think they might find?

---



---



---

## Vocabulary

Circle the correct word that matches the meaning of the underlined word.

- The CENTRAL Central Intelligence building had only one door, but it was an enormous one.  
 a) dense                      b) heavy                      c) huge                      d) wide
- The startled children looked into a great entrance hall of dull, greeny marble.  
 a) scared                      b) disturbed                      c) annoyed                      d) surprised
- Charles Wallace said suddenly, and his voice held panic, "Don't let go my hands!"  
 a) wonder                      b) fright                      c) calm                      d) confusion
- For a moment there was a sharpness to the voice inside their minds. Then it relaxed and became soothing again.  
 a) calming                      b) quiet                      c) rhythmic                      d) pleasant
- The thought was tolerant, amused, but four men in dark smocks appeared and flanked the children.  
 a) patient                      b) disapproving                      c) biased                      d) radical
- Meg scowled down at the ground in sullen fury.  
 a) mild                      b) restrained                      c) intense                      d) glum





# Chapters Seven to Eight

## 1. Fill in each blank with the correct word(s) from these Chapters.

- a) The green of the marble reflecting on their faces made them look \_\_\_\_\_.
- b) "Er, could you tell us what's the \_\_\_\_\_ around here?"
- c) She wondered if Calvin realized that a lot of the arrogance was \_\_\_\_\_.
- d) \_\_\_\_\_ made the long rows of machines seem almost to meet.
- e) Charles Wallace spoke with a \_\_\_\_\_ boldness, but Meg could feel him trembling.

## 2. Complete each sentence with a word from the list.

despairingly	pedantic	utter	primitive	rhythm	infuriated
--------------	----------	-------	-----------	--------	------------

- a) Above his head was a light, and it glowed in the same manner as the eyes, pulsing, throbbing, in steady \_\_\_\_\_.
- b) I am peace and \_\_\_\_\_ rest. I am freedom from all responsibility.
- c) Charles Wallace spoke in the calmest, most reasonable voice, the voice which \_\_\_\_\_ the twins.
- d) "Mrs Whatsit!" Meg called \_\_\_\_\_.
- e) "A most \_\_\_\_\_ way of putting it," the man with red eyes murmured.
- f) His voice took on the dry, \_\_\_\_\_ tones of Mr. Jenkins.

NAME: \_\_\_\_\_



# Chapters Seven to Eight

Answer each question with a complete sentence.

1. How is the man with red eyes different from what Meg expected when she first saw him?  
\_\_\_\_\_  
\_\_\_\_\_
2. What is strange about the way the man with red eyes communicates?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why does Charles Wallace warn Meg and Calvin not to look at the light?  
\_\_\_\_\_
4. What does the voice threaten to do if Meg doesn't cooperate? Use examples to support your answer?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How has illness and deformity been "conquered" on Camazotz?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What is the suggested reason for all the similarities between people, places, and things on Camazotz?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

**A hypnotized Charles Wallace tells Meg nobody is ever unhappy in Camazotz. She answers by saying nobody is ever happy either. She says, "maybe if you aren't unhappy sometimes, you don't know how to be happy." What does Meg mean? Do you agree? Explain your thoughts with a partner.**



# Chapter Nine

Answer the questions in complete sentences.

1. Do you think Meg will be able to communicate with her father in the upcoming Chapter? Why or why not?

---

---

---

2. Do you think Charles Wallace will overcome whatever is controlling him?

---

---

## Vocabulary

Write a complete sentence using the following words. Make sure that the meaning of each word is clear in your sentence.

hurled \_\_\_\_\_  
\_\_\_\_\_

rage \_\_\_\_\_  
\_\_\_\_\_

suffering \_\_\_\_\_  
\_\_\_\_\_

rare \_\_\_\_\_  
\_\_\_\_\_

puny \_\_\_\_\_  
\_\_\_\_\_

whimpering \_\_\_\_\_  
\_\_\_\_\_

beloved \_\_\_\_\_  
\_\_\_\_\_

gibberish \_\_\_\_\_  
\_\_\_\_\_



# Chapter Nine

## 1. Complete the paragraph by filling in each blank with the correct word from the Chapter.

Meg remembered that when they were in the room with the man with red eyes she had knocked Charles Wallace back into himself when she \_\_\_\_\_ **a** him and his head \_\_\_\_\_ **b** the floor; so she \_\_\_\_\_ **c** herself at him. But before she could reach him his \_\_\_\_\_ **d** shot out and \_\_\_\_\_ **e** her hard in the stomach. She gasped for breath. \_\_\_\_\_ **f**, she turned away from her brother, back to the \_\_\_\_\_ **g** wall. There was the cell, there was the column with her father inside. Although she could see him, although she was almost close enough to touch him, he seemed farther away than he had been when she had pointed him out to \_\_\_\_\_ **h** in the picture on the \_\_\_\_\_. He stood there quietly as though frozen in a column of ice, an expression of \_\_\_\_\_ **j** and \_\_\_\_\_ **k** on his face that pierced into her heart like an arrow.

## 2. Choose the most appropriate answer for each of the following:

**a)** What helped Meg overcome her pain and fear at the beginning of this Chapter?

- A** Math problems.  
 **B** Her father.  
 **C** Her anger.

**c)** What does Charles Wallace call Mr. Murray while being controlled by IT?

- A** Pop  
 **B** Daddy-o  
 **C** Theodore

**e)** What is IT?

- A** An evil man.  
 **B** A sentient rake.  
 **C** A voice.  
 **D** A brain.

**b)** From what is the curtain at the Murrays' beach house in Cape Canaveral made of?

- A** Barley  
 **B** Rice  
 **C** Beads

**d)** What color is the flame on the domed Building?

- A** Green  
 **B** Red  
 **C** Violet

**f)** What does Meg NOT say to resist IT?

- A** The Periodic Table.  
 **B** The Gettysburg Address.  
 **C** The Declaration of Independence.  
 **D** Math problems.



# Chapter Nine



Answer each question with a complete sentence.

1. How does Meg feel when she realizes she can see her father, but he can't see her?

---

---

2. How is Meg able to get into her father's cell?

---

---

3. How is Meg's experience traveling through the wall different when she isn't wearing Mrs Who's glasses?

---

---

---

---

4. What conclusion does Meg come to when Charles Wallace says "But that's exactly what we have on Camazotz. Complete equality. Everybody exactly alike."

---

---

5. What does IT suggest will happen if Meg were to harm IT?

---

---

6. How is Meg finally able to escape IT's pulsing attacks?

---

---



**While under IT's control, Charles Wallace tells Meg, "In Camazotz all are equal. In Camazotz everybody is the same as everybody else." Describe Meg's thoughts on this statement. Do you agree with IT or do you agree with Meg? Compare your thoughts with a partner.**



NAME: \_\_\_\_\_



# Chapters Ten to Eleven

Answer the questions in complete sentences.

1. Meg has been tessered away. Where do you think she will go?

---

---

---

---

2. How do you think Mr. Murry learned how to tesser?

---

---

---

---

## Vocabulary

In each of the following sets of words, underline the one word that does not belong. Then write a sentence explaining why it does not fit.

1. a) delicate      b) strong      c) brittle      d) fragile

---

2. a) formal      b) frigid      c) warm      d) chilly

---

3. a) panic      b) fluster      c) flap      d) fold

---

4. a) plain      b) direct      c) concealed      d) frank

---

5. a) prompt      b) remind      c) rapid      d) quick

---



# Chapters Ten to Eleven

1. Put a check mark (✓) next to the answer that is most correct.

a) What is Meg's second sign of returning consciousness?

- A Cold
- B Sound
- C Smell
- D Light

b) What word does Mr. Murry use to describe time on Camazotz?

- A Linear
- B Inverted
- C Wild
- D Unrealistic

c) What do the tentacled aliens have instead of eyes?

- A Indentations
- B Tentacles
- C Hair
- D None of the above.

d) Aunt Beast says things that are not seen are what?

- A Temporal
- B Eternal
- C Fake
- D Imaginary

e) What is the name of Aunt Beast's planet?

- A Omicron Persei 9
- B Camazotz
- C Ixchel
- D Uriel

NAME: \_\_\_\_\_



# Chapters Ten to Eleven



Answer each question with a complete sentence.

1. What is the first sign Meg notices that tells her the tesser trip away from IT is almost over?

---

---

2. How were Mr. Murry, Calvin and Meg able to withstand IT's control for so long? Use examples to support your answer.

---

---

---

3. Why was Mr. Murry on Camazotz?

---

---

4. What do you think Mr. Murry is trying to say when he says "We're children playing with dynamite."

---

---

5. How does Aunt Beast describe Meg's language?

---

---

6. Why is Meg so disappointed in her father?

---

---

**Journaling Prompt**



**Describe the difference between humans and Aunt Beast. Draw a picture of these creatures. What senses do these creatures have that differ from our own? How is the way they communicate different? What impact have these differences had on Ixchel when compared to Earth?**



# Chapter Twelve

Answer the questions in complete sentences.

1. Do you believe Meg and the others will be able to find a way to defeat IT?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Who do you think is behind the thundering voice Meg hears in the great hall?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

Choose a word from the list that means the same as the underlined word.

faded	outburst	intelligent	stern
stopped	shouted	ready	distrustful

1. The grim voice made Meg’s skin prickle into gooseflesh.

2. Meg started beating at Aunt Beast like a small child having a tantrum.

3. “And she’s backward,” Calvin bellowed.

4. “I do not blame your father for being angry and suspicious and frightened.”

5. “You are a wise man, Mr. Murry.”

6. Now Meg walked slowly around the great table to where Mrs Whatsit was still poised between the columns.

7. The momentary vision and faith that had come to Meg dwindled.

8. Then the voice ceased, and Meg knew that she was alone.



# Chapter Twelve

1. Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

**T F** a) Mrs Whatsit is the only one who can travel to Camazotz with Meg.

**T F** b) Mrs Which says Meg has something that IT does not.

**T F** c) Mr. Murry says he is going to get a new pair of goggles first thing tomorrow.

**T F** d) Fortinbras crashes through the screen door.

**T F** e) Mrs Whatsit, Mrs Who, and Mrs Which don't have time to say goodbye because they are on their way to Mars.

**T F** f) Love is the first thing Meg uses to fight IT.

2. Number the events from **1** to **6** in the order they occurred in the Chapter.

a) Meg thinks as long as she stays angry enough, IT can't get her.

b) Meg sees no children playing ball or skipping rope.

c) Aunt Beast offers to go to Camazotz with Meg.

d) The three ladies bow to Mr. Murry.

e) Meg's heart pounds with hope.

f) Meg says she can't go back to Camazotz.





# Chapter Twelve



Answer each question with a complete sentence.

1. Why does Meg have to be the one to save Charles Wallace?

---

---

---

2. According to Mrs Whatsit, how is life like a sonnet? Use examples to support your answer.

---

---

3. Why does Meg tell her father she is sorry?

---

---

---

4. What does Meg have that IT doesn't have? How does she use it?

---

---

5. Where do Meg and Charles Wallace land after Meg frees him?

---

---

6. What is described as "IT's fatal mistake"? Why?

---

---

---



### Journaling Prompt

Before Meg travels back to Camazotz, Mrs Who recites a verse from the bible. What, if any, impact does this have on Meg? What do you believe Mrs Who was trying to tell Meg by saying this? Think back on all the quotes Mrs Who uses throughout the story. Is this one different? Explain your answers.



## Chapters 1 to 5

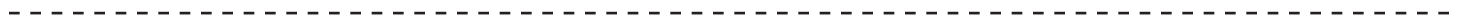


### Taking Meg's Place

In *A Wrinkle in Time* we are introduced to Meg Murry. She is a young high school student who is struggling with the disappearance of her father. As a result she struggles in school as well. Meg gets into trouble. Not because she isn't smart, but because she can be stubborn and quick to take action without thinking about the consequences of her actions.

These personality traits play a big part in the story. Now, imagine you are in Meg's place.

Think about your own personality. What traits do you have? Do you act stubbornly or angry like Meg? Are you quiet? Do you like to lead or follow? After thinking about your own character, discuss in a few paragraphs how your personality might change how the events of the book unfold.



## Chapters 6 to 8

### Picturing Camazotz

On Camazotz, Meg and company discover that on the surface it seems very similar to Earth. There are familiar trees. The residents look similar to humans. There are cities and towns that look like they could be found on Earth. On a closer look, they realize that there are lots of differences as well.

Use your imagination, as well as information from the book. Draw a detailed map of the area of Camazotz where the kids visit. Use as much detail from the book as you can. You can also be creative where you can't find the information in the book. Once you've finished your map, write a few paragraphs describing Camazotz as described in *A Wrinkle in Time*.

Describe some of the people, places and things that can be found there. Describe how some of these things are different than on Earth. Be sure to label your map using a legend and point out any important buildings or landmarks.



# Chapter 6 to 12



## Gift Exchange

As Meg and the others get ready to travel to Camazotz, the three Mrs Ws give them each gifts. Calvin’s ability to communicate is strengthened. Meg is given her faults and Mrs Who’s glasses. Charles Wallace is reminded that he doesn’t know everything and to beware of his own pride and arrogance.

All of these gifts play a part later in the story. Now, imagine you get to choose the gifts you would like to give the three kids. These gifts of your choosing could be anything from advice to an object you think would help.

Write a paragraph for each gift to explain exactly what it is. Be sure to also explain why you want Meg, Charles Wallace or Calvin to have it. Explain how you think your gifts could change the story or prevent the kids from getting into danger.



# Chapters 9 to 12



## Giving in to IT

When Meg, Charles Wallace, and Calvin discover Mr. Murry inside a cell at the CENTRAL Central Intelligence building, he has reached the point where he has almost decided to give in to IT.

Mr. Murry tells Meg and Calvin he isn’t sure how much longer he would have lasted and says nothing seemed to matter anymore but rest, and IT offered complete rest. What if Meg and the others had been too late and Mr. Murry had already decided to give in?

In a few paragraphs, describe how the story might be different if IT had already taken control of Mr. Murry before they arrived. Do you believe Meg and Calvin could have been successful in freeing both Mr. Murry and Charles Wallace? Would Meg have been able to discover the key to freeing them alone? Would IT have taken control of Meg and Calvin as well and would the three Mrs Ws have been able to save them?



# Chapter 12



## Alternate Ending

The story ends with Meg, Charles Wallace, Calvin, and Mr. Murry back at home on Earth. While all are now safe, IT is still out there. It's suggested there is still a battle of good versus evil going on. What if that's not where the story ended?

Use your imagination to come up with your own ending to the story. Your task will be to write a new and different ending to the story. The conclusion can be anything you wish. It must wrap up the storylines for all of the major characters.

Your new ending should begin from the point Meg travels back to Camazotz. Your end should include conclusions to all the major characters' storylines and one exciting moment. The finished product should be at least two typed, double-spaced pages.



# Chapter 12

## The Mrs Ws Mission

At the end of *A Wrinkle in Time*, Meg, her family, and Calvin catch a parting glimpse of Mrs Whatsit, Mrs Who, and Mrs Which. Mrs Whatsit says they don't have time to say goodbye properly. Before she can explain why, they disappear in a gust of wind.

In this writing activity, you will be tasked with explaining what the Mrs Ws are up to. Where are they going? What will they do there? Are they battling IT's evil forces? Are they off to help someone else like Mr. Murry?

Using the same writing style as in the book, follow the Mrs Ws on their new adventure. Be creative with your story. Include some new characters, new locations, and new problems that you believe the three Mrs Ws will run into.

Your story should begin where *A Wrinkle in Time* leaves off. The finished product should be at least two typed, double-spaced pages in length.



# Word Search Puzzle



Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

<b>brittle</b>	<b>naive</b>	<b>prickle</b>	<b>spite</b>
<b>despair</b>	<b>numb</b>	<b>pulsing</b>	<b>tesseract</b>
<b>eon</b>	<b>obey</b>	<b>puny</b>	<b>vanished</b>
<b>fury</b>	<b>ominous</b>	<b>retort</b>	<b>virtue</b>
<b>hypnotize</b>	<b>pale</b>	<b>smug</b>	<b>wise</b>

t	s	m	u	g	o	b	e	y	r	q	l	a	h	s	i	o
l	e	v	b	a	d	u	g	o	e	u	t	r	i	v	m	y
z	p	s	h	r	n	h	t	q	t	g	j	y	r	i	g	r
n	n	k	s	z	i	z	x	a	o	b	f	k	n	w	f	u
a	p	m	k	e	p	t	p	g	r	q	i	o	x	t	m	f
i	w	n	m	i	r	y	t	v	t	l	u	m	a	c	d	u
v	s	e	l	x	i	a	s	l	o	s	g	c	r	f	u	x
e	y	p	d	t	c	f	c	o	e	x	i	i	c	e	o	n
r	j	b	i	c	k	h	i	t	w	p	a	h	s	g	f	l
e	w	o	v	t	l	n	b	b	b	p	n	o	l	n	r	w
m	b	j	q	r	e	v	t	y	s	e	u	p	u	i	t	i
q	c	d	v	k	t	d	r	e	s	j	m	k	a	s	j	s
v	a	n	i	s	h	e	d	e	r	e	b	c	k	l	y	e
p	u	n	y	f	n	a	h	a	e	x	e	u	p	u	e	s
z	n	g	d	z	r	i	q	e	z	i	t	o	n	p	y	h

NAME: \_\_\_\_\_



# Comprehension Quiz



Answer each question in a complete sentence.

1. Name Meg's three siblings.

---

---



2. How does Meg's mother respond to Mr. Murry's disappearance?

---

---



3. How is Charles Wallace seemingly able to know what Meg is thinking?

---

---



4. What is special about Charles Wallace?

---

---



5. Why doesn't Charles Wallace want to learn to read until he is in school?

---

---



6. Describe Meg's troubles in school.

---

---



7. List at least three of Meg's character traits.

---

---



**SUBTOTAL:**      /17





# Comprehension Quiz

8. How is Calvin different from Meg? What trait do they share?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



9. What is the name of the first planet Meg, Calvin, and Charles Wallace travel to?

\_\_\_\_\_  
\_\_\_\_\_



10. How is the title of the book related to the plot?

\_\_\_\_\_  
\_\_\_\_\_



11. What are the first things Meg and the others notice about Camazotz?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



12. How was Mr. Murry able to fight IT's control for so long?

\_\_\_\_\_  
\_\_\_\_\_



13. What does IT say is the reason for all the similarities on Camazotz?

\_\_\_\_\_  
\_\_\_\_\_



14. What does Meg discover she has that IT doesn't have? How does she use it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**SUBTOTAL:      /13**

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. raced

2. angrily

3. smart

4. punk

5. cruel

6. calm

7. shaky

8. benefit

11

1.

a)  A

b)  D

c)  C

d)  D

e)  B

12

1.

Meg is saying her mother showed no outward sign of emotion and is trying to hide her emotions from her children.

2.

Answers will vary. Mrs. Murry's reaction suggests she knows something about the tesseract.

3.

Her father says IQ tests have assured him Meg and Charles Wallace will be able to do whatever they like when they grow up. Their conversation suggests they both have above average intelligence.

4.

Part Llewellyn setter and part greyhound.

5.

He said something about her "dumb baby brother."

6.

They both seem to know what others are thinking.

13

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. I

2. C

3. B

4. G

5. D

6. A

7. J

8. F

9. H

10. E

14

1.

a)  F

b)  T

c)  F

d)  F

e)  T

f)  T

2.

a) 4

b) 3

c) 5

d) 2

e) 1

f) 6

15

1.

Answers will vary, but may include: She's telling Meg that it's okay not to know everything and just because she doesn't understand something now doesn't mean she never will.

2.

She says it's a concept.

3.

He says "You know when mother can't control the way she feels, then it must be something big."

4.

He tells Meg he's not reading her mind, he is reading her body language and deducing what has happened. He says Meg tells him inadvertently.

5.

He says the other kids won't hate him so much if they continue thinking he's not very bright.

6.

Answers will vary.

16



1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. gamboled

2. gesture

3. wryly

4. startled

5. somber

6. shabby

7. giggled

8. judiciously

17

1.

a) F

b) F

c) T

d) T

e) T

2.

a) indignant

b) legible

c) agony

d) dubiously

e) Looming

18

1.

They don't like it. Mrs. Murry says "They're always suspicious that a few chemicals may get in with the meat."

2.

He tells Hinky.

3.

Meg is very good at math, but hasn't learned much about other subjects. Mrs. Murry says Meg and her father used to play with numbers and she learned too many shortcuts. When they want her to do it "the long way" she stubbornly resists.

4.

Calvin is thrilled because he feels he has found people he can interact with on an intellectual level. He feels he can really be himself. "There hasn't been anybody, anybody in the world I could talk to ... I can hold myself down, but it isn't me."

5.

He believes they are going somewhere to find Mr. Murry.

6.

Calvin tells Meg to keep wearing glasses so nobody else will see what gorgeous eyes she has. Their interaction suggests Calvin may like Meg as more than a friend.

19

### Vocabulary

#### Across

2. clutched

4. abruptly

6. void

8. naive

9. askew

10. nightmare

12. dignity

13. relieved

14. frenzy

#### Down

1. metamorphose

3. authoritative

5. resonant

7. tingling

11. tremor

13. rigid

20

1.

a) frightened

b) plump

c) shimmer

d) muted

e) merged

f) beautiful

g) beauty

h) marble-white

i) flanks

j) horse

k) nobly

l) perfection

m) dignity

n) Greek

o) centaur

p) rainbows

q) commanded

r) delicate

21



1.

For some reason, Meg felt that despite her looks, Mrs Which was someone who they could trust completely.

2.

Uriel, the third planet of the star Malak in the spiral nebula Messier 101.

3.

Mrs Who says she'll have to learn patience.

4.

Mrs Whatist tells them to breathe through the flowers and they will give them oxygen, so they work as a sort of oxygen mask.

5.

Answers will vary.

6.

She says there was no light, no sound, no feeling. She felt her body was gone as well, and felt she was lost in a horrifying void.

22

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. b

2. a

3. c

4. a

5. d

6. c

23

1.

a)  C

b)  C

c)  C

d)  D

e)  A

24

1.

The tesseraet is explained as the fifth dimension. Mrs Whatsit says they use the fifth dimension as a shortcut, a bend or wrinkle in space and time.

2.

The Cheshire Cat.

3.

Answers will vary.

4.

He says "a straight line is not the shortest distance between two points."

5.

Mrs Whatsit explains that she and Mrs Who were laughing because Mrs Which made a mistake. Mrs Which was laughing at herself.

6.

Answers will vary, but may include: Meg is very concerned that she isn't smart and she's afraid to make mistakes. Mrs Which's mistake shows even the oldest and wisest can make mistakes and nobody's perfect. The possibility of failing shouldn't prevent one from trying.

25

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. writhe

2. burst

3. vanished

4. gentle

5. embrace

6. contented

7. facet

8. faltered

9. chiding

10. wheedled

26

1.

a)  T

b)  F

c)  F

d)  T

e)  F

f)  T

2.

a) 4

b) 3

c) 6

d) 2

e) 1

f) 5

27

1.

She says it was "a star giving up its life in battle with the Thing. It won, oh, yes, my children, it won. But it lost its life in the winning."

2.

He discovers that she was a star that gave up its life to fight the Darkness.

3.

She understands that the true Mrs Whatsit was beyond human understanding.

4.

Calvin's ability to communicate is enhanced, Meg is given her faults, and Charles Wallace is given the resilience of his childhood.

5.

She tells him that he is the most vulnerable and he must stay with Meg and Calvin. She tells him to beware of pride and arrogance because they might betray him.

6.

They realize that most of the buildings are nearly identical, the people move and play in a way that's almost robotic, the people are very concerned with order to the point of fear.



28

**1.**  
Answers will vary.

- a) bilious
- b) procedure
- c) bravado
- d) Perspective
- e) harsh

**Vocabulary**

**1.** c

**2.** d

**3.** b

**4.** a

**5.** a

**6.** d

29

**1.**

His voice was kind and gentle and not cold and frightening as Meg had expected.

**2.**

While the voice appeared to come from the man, he didn't open his mouth or move his lips. He communicated directly into their brains.

**3.**

He says it will hypnotize them.

**4.**

The voice threatens Meg's father. It says "I could very easily lose patience with you, and that, for your information, young lady, would not be good for your father."

**5.**

It's suggested anyone who is sick is killed. The voice speaking through Charles Wallace says it's "kinder to annihilate anyone who is ill ... rather than endure such discomfort, they are simply put to sleep."

**6.**

The voice speaking through Charles Wallace explains that differences create problems. On Camazotz, individuals have been done away with, because Camazotz is one mind — IT.

31

**1.**

Answers will vary.

**2.**

Answers will vary.

**Vocabulary**

Sentences will vary.

**1.**

- a) tackled
- b) cracked
- c) hurled
- d) fist
- e) punched
- f) Sickly
- g) transparent

h) Calvin

i) piano

- j) suffering
- k) endurance

**2.**

a)  C   c)  B

c)  A   d)  C

e)  D   f)  B

33



**1.**

His expression of suffering and endurance "pierced into her heart like an arrow."

**2.**

She remembers Mrs Who's glasses. She puts them on and flings herself through the wall.

**3.**

With the glasses on, she felt a faint darkness and coldness. Without them, she felt the same awful clamminess she had felt when they tessered through the outer darkness of Camazotz.

**4.**

Meg concludes that alike and equal are two entirely different things.

**5.**

IT suggests destroying it would also destroy Charles Wallace and everyone else who is under IT's control.

**6.**

Mr. Murry tesses Meg away from IT.

34

**1.**  
Answers will vary.

**2.**  
Answers will vary.

**Vocabulary**  
Reasons will vary.

**1.** b

**2.** a

**3.** d

**4.** c

**5.** b

**35**

**1.**  
a)  B

b)  B

c)  A

d)  B

e)  C

**36**

**1.**  
She says the first sign of returning consciousness was cold.

**2.**  
IT hadn't had to work so hard to take control of anyone in a long time. Mr. Murry explains it's "Because IT's completely unused to being refused. That's the only reason I could keep from being absorbed, too."

**3.**  
Mr. Murry says going to Camazotz was a complete accident. He was heading to Mairs, but found tesserer more complicated than he expected.

**4.**  
Answers will vary.

**5.**  
Aunt Beast says Meg's language is "So utterly simple and limited that it has the effect of extreme complication."

**6.**  
Meg felt her father would be able to fix everything right away. Her impatience is making her feel as if her father and Calvin don't care enough about Charles Wallace.

**37**

**1.**  
Answers will vary.

**2.**  
Answers will vary.

**Vocabulary**

**1.** stern

**2.** outburst

**3.** shouted

**4.** distrustful

**5.** intelligent

**6.** ready

**7.** faded

**8.** stopped

**38**

**1.**  
a)  F

b)  T

c)  F

d)  T

e)  F

f)  F

**2.**

a) 6

b) 5

c) 4

d) 2

e) 1

f) 3

**39**

**1.**  
Mr. Murry has been gone too long to really know Charles Wallace and they just met Calvin, so it must be Meg.

**2.**  
It has a strict form, but there is freedom within it. "You're given the form, but you have to write the sonnet yourself."

**3.**  
She says, "I wanted you to do it all for me. I wanted everything to be easy and simple ... so I tried to pretend it was all your fault ... because I was scared, and I didn't want to have to do anything myself."

**4.**  
Meg has love and IT does not. Meg directs her love at Charles Wallace and IT frees him from IT's control.

**5.**  
They land in the broccoli in the twins' vegetable garden.

**6.**  
IT says Mrs Whatsit doesn't love Meg, after which Meg reacts by saying Mrs Whatsit does love her. She realizes that love is what she has that IT doesn't have and that must be the key to freeing Charles Wallace.



**40**



# Word Search Puzzle



t	s	m	u	g	o	b	e	y	r	q	l	a	h	s	i	o
l	e	v	b	a	d	u	g	o	e	u	t	r	i	v	m	y
z	p	s	h	r	n	h	t	q	t	g	j	y	r	i	g	r
n	n	k	s	z	i	z	x	a	o	b	f	k	n	w	f	u
a	p	m	k	e	p	t	p	g	r	q	i	o	x	t	m	f
i	w	n	m	i	r	y	t	v	t	l	u	m	a	c	d	u
v	s	e	l	x	i	a	s	l	o	s	g	c	r	f	u	x
e	y	p	d	t	c	f	c	o	e	x	i	i	c	e	o	n
r	j	b	i	c	k	h	i	t	w	p	a	h	s	g	f	l
e	w	o	v	t	l	n	b	b	w	p	n	o	l	n	r	w
m	b	j	q	r	e	v	t	y	s	e	u	p	u	i	t	w
q	c	d	v	k	t	d	r	e	s	j	m	k	a	s	j	s
v	a	n	i	s	h	e	d	e	r	e	b	c	k	i	y	e
p	u	n	y	f	n	a	h	a	e	x	e	u	p	u	e	s
z	n	g	d	z	r	i	q	e	z	i	t	o	n	p	y	h

**1.**

Her three brothers are named Sandy, Denny, and Charles Wallace.

**2.**

Mrs. Murry doesn't ever let on that she's worried in front of her children, but every night, when she is alone, she writes letters to Mr. Murry.

**3.**

Charles Wallace is able to read Meg's expressions and body language. From that figure out what she is thinking and how she is feeling.

**4.**

Charles Wallace has an extremely high IQ.

**5.**

Charles Wallace says he doesn't want to learn to read before school because he believes the other children won't hate him so much if they continue thinking he isn't very smart.

**6.**

Meg is very good at math, but when her teachers want her to do it "the long way", she refuses because she knows shortcuts. While she's good at math she hasn't spent much time learning other subjects. She often spends time thinking about her father and his disappearance has made it difficult for her to concentrate.

**7.**

Any three of: anger, stubbornness, impatience, awkwardness, or lack of confidence.

**8.**

Calvin is a popular athlete who isn't close with his family while Meg has few friends, keeps to herself, and has a loving family. Both Calvin and Meg have above average intelligence.

**9.**

The first planet they visit it Uriel.

**10.**

It is explained that travel to other worlds is possible by tessering, or taking advantage of "wrinkles" in space and time.

**11.**

Most of the buildings are nearly identical and people move and interact at the same time in the same way like robots.

**12.**

Mr. Murry says IT was completely unused to anyone resisting its control.

**13.**

IT says differences create problems. Camazotz has one mind, IT, so there are no problems.

**14.**

Meg discovers IT doesn't have love. She uses her love for Charles Wallace to break him free of IT's control.

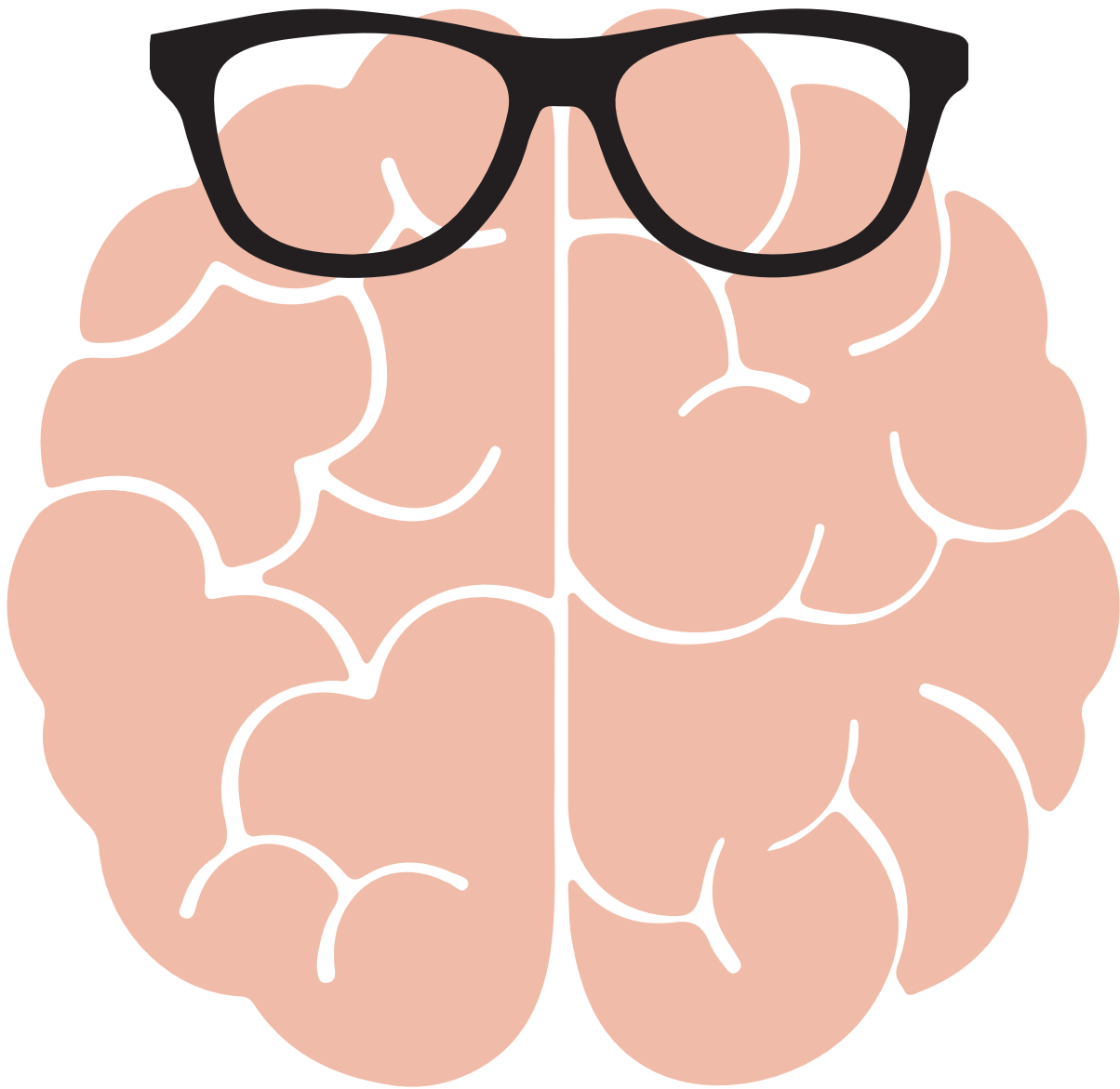
**45**

**46**

# Picking Meg's Brain



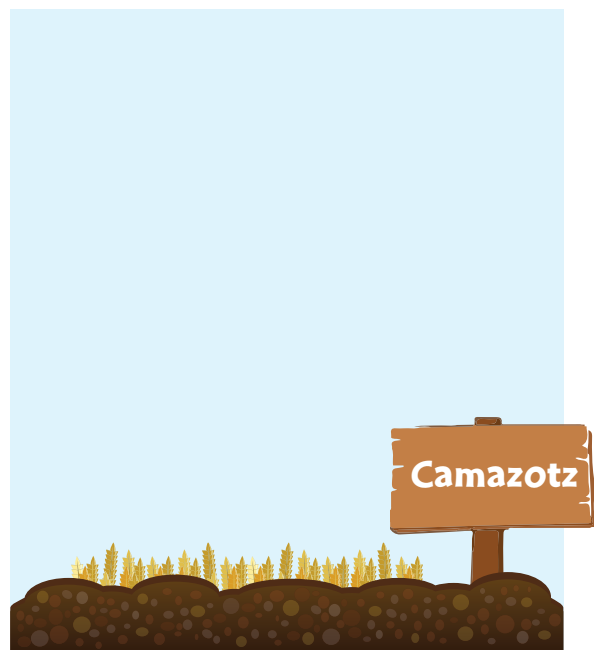
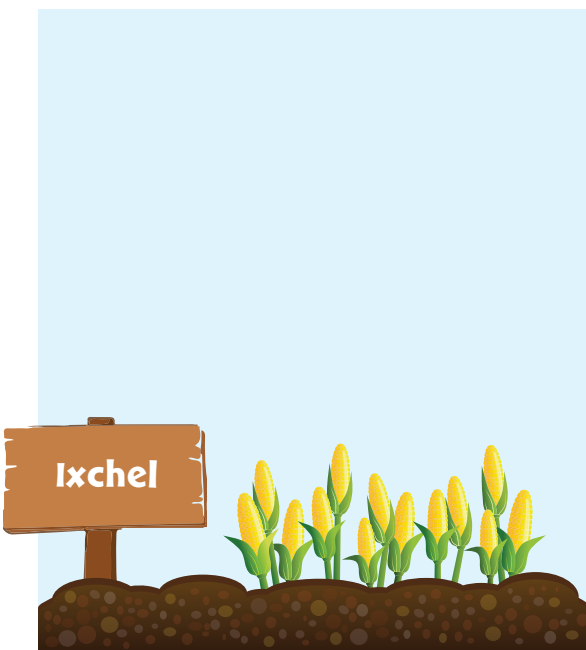
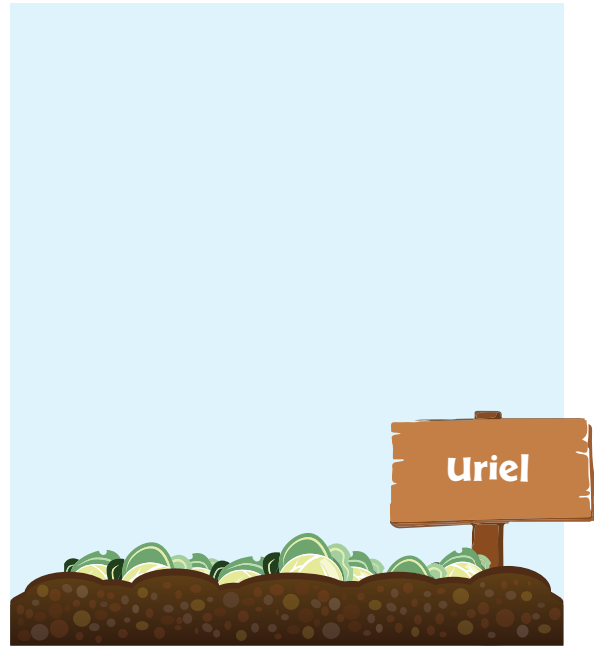
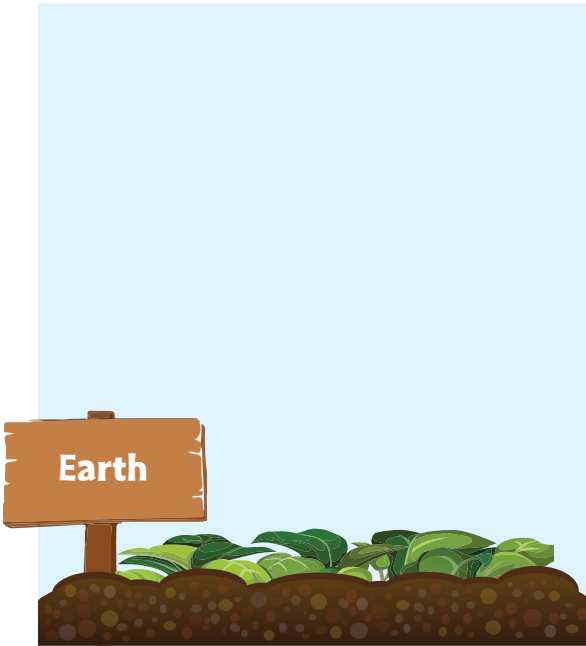
Meg's story begins with her having little self confidence. She's sad that she is so different than everyone else. She feels she isn't smart and has trouble concentrating at school. She sees these all as faults but, in the end, her personality helps save the day. Use this organizer to list some of Meg's character traits.



# Comparing Worlds



It's a long trip from the Murrys' vegetable garden to Camazotz. Along the way, the group experiences some amazing sights, sounds and tastes. Each place has many differences from Earth. Use this organizer to list some of the unique things about each place.



# Good vs. Evil



Meg and the others find themselves in a battle of good versus evil while on a quest to find Mr. Murry. Along the way they meet many characters. On either side of this organizer, classify characters as either good or bad. Next to each name, write a short description that explains why the character is placed in the category.







## A Wrinkle in Time – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.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.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.



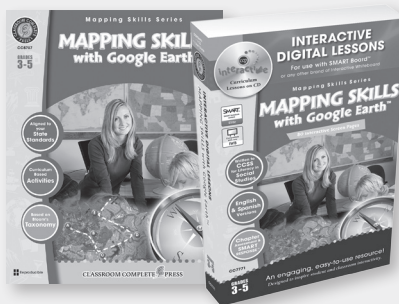
# Publication Listing

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CC5790	Daily Marketplace Skills Gr. 6-12
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CC5793	Daily Life Skills Big Book Gr. 6-12
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CC5503	World Wars I & II Big Book Gr. 5-8
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CC5785	Globalization Big Book Gr. 5-8

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CC7559	Space Travel & Technology Gr. 5-8
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CC7113	Word Families - Long Vowels Gr. PK-2
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CC3316	Gr. 6-8 Data Analysis & Probability Task & Drills

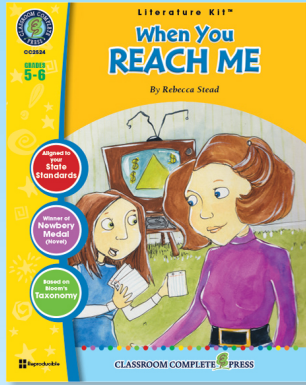
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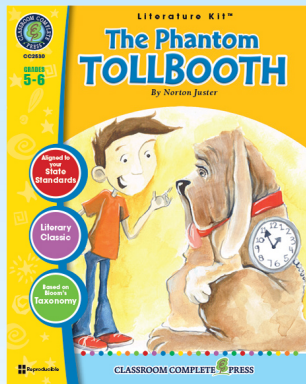




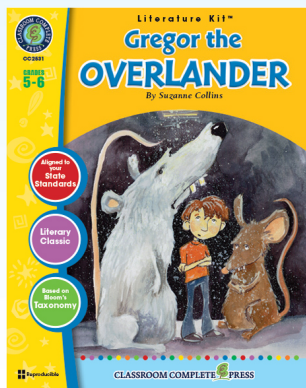
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