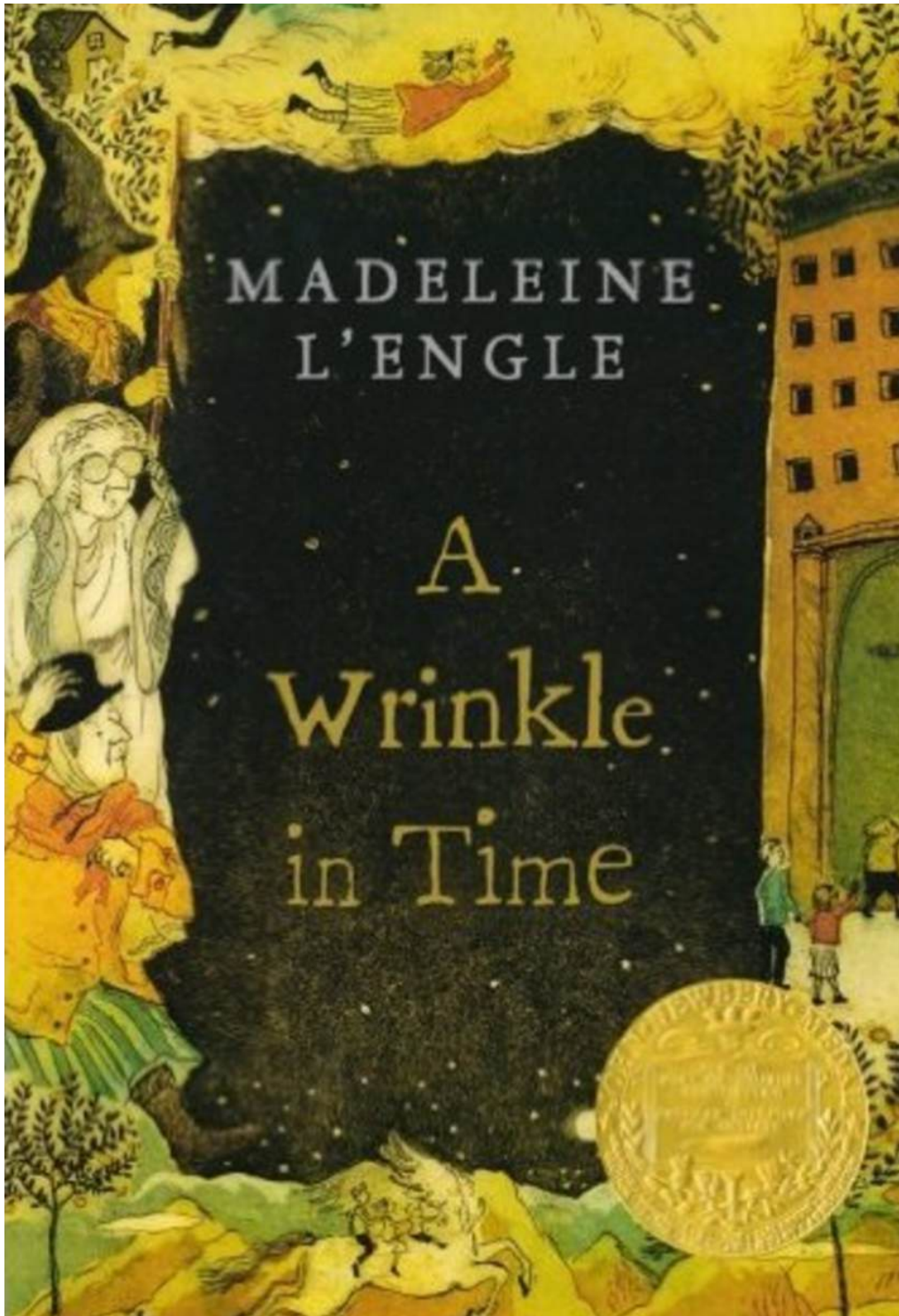


A WRINKLE IN
TIME CHAPTER
QUIZZES



Created by Amanda Zieba (The Word Nerd)

A WRINKLE IN TIME CHAPTER QUIZZES

Dear Teacher friend,

Thank you so much for downloading this set of quizzes. I hope that you find them useful while you are teaching this classic novel. Before we begin, a few words of wisdom from the author herself.

"Like it or not, we either add to the darkness of indifference and out-and-out evil which surrounds us, or we light a candle to see by."

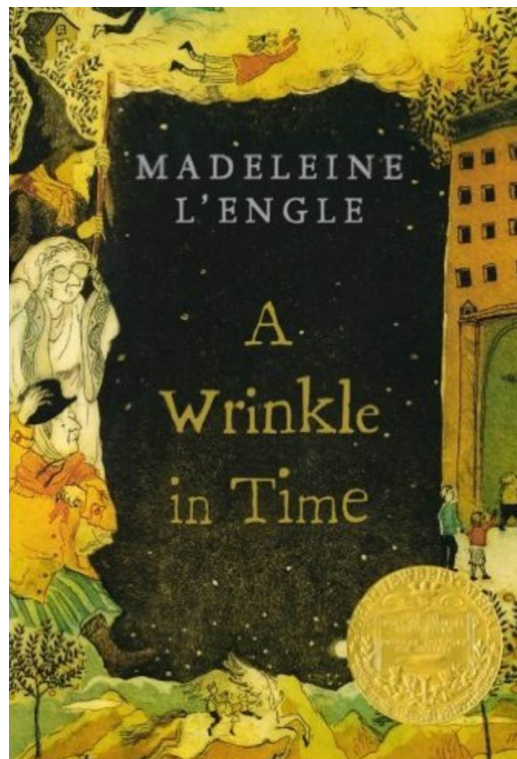
- Madeline L'Engle

I hope this guide can be a light for you as you teach. I hope this novel can be a light for your students as they navigate the treacherous waters of middle school. I hope that you can find the energy to be a positive light in your students' lives.

Included in this product you will find a quiz for each chapter as well as an answer key for each quiz.

Happy Teaching,
Amanda Zieba

P.S. If you find these quizzes helpful, stop by my store again for more novel units, quizzes and response activities. Specifically for A Wrinkle in Time I have journal writes, a vocabulary Powerpoint and an Ultimate activity pack.



Listen to the first Chapter!

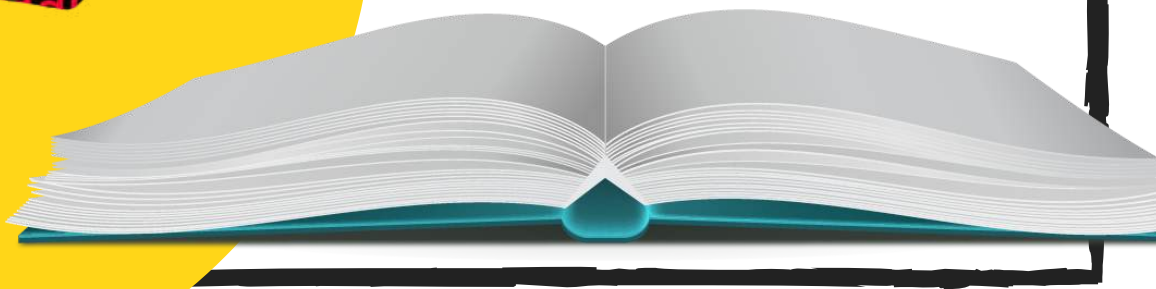
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OTHER FIRST CHAPTERS
AVAILABLE INCLUDE:

- [A LONG WALK TO WATER \(1/8\)](#)
- [RULES \(1/15\)](#)
- THE INVENTION OF HUGO CABRET (1/29)
- THE REMARKABLE JOURNEY TO COYOTE SUNRISE (2/5)
- MORE COMING SOON!



Name: _____

A WRINKLE IN TIME
CHAPTER 1 QUIZ

_____/5
score

1. Why does Meg go down stairs in the middle of the night?

- a. She was hungry and wanted a snack.
- b. She was afraid of the storm.
- c. She had to tell her mother something.
- d. She wasn't done with her homework.

2. While Meg is down in the kitchen, a visitor comes to the Murry house. Who is it?

- a. Meg's principal
- b. a neighbor
- c. Mrs. Whatsit
- d. the tramp

3. Which character has met the visitor before?

- a. Mrs. Murry
- b. Meg
- c. the twins, Sandy and Dennys
- d. Charles Wallace

4. Choose one physical trait to describe Meg Murry.

- a. long blonde hair
- b. trendy clothes
- c. a bruised face
- d. short

5. Choose one personality trait to describe Meg Murry.

- a. stubborn
- b. mellow
- c. patient
- d. successful

Name: _____

A WRINKLE IN TIME
CHAPTER 1 QUIZ
ANSWER KEY

_____/5
score

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A WRINKLE IN TIME
CHAPTER 2 QUIZ

_____/5
score

1. Which member of the Murry family is NOT currently living at the Murry household?

- a. Mrs. Murry (Meg's mother)
- b. Fortinbras (the dog)
- c. The Twins (Meg's brothers)
- d. Mr. Murry (Meg's father)

2. Which description below BEST describes Meg's life at school?

- a. Perfect, she loves going there.
- b. Difficult, she struggles with peers, homework and teachers.
- c. Boring, nothing interesting ever happens there.
- d. Social, she has lots of friends.

3. A *delinquent*, that's what I am Meg thought grimly. What does the word DELINQUENT mean?

- a. trouble maker
- b. brilliant
- c. curious
- d. cruel

4. When Charles Wallace and Meg take Fortinbras for a walk they meet two people. Choose the correct pair of people they meet in the woods from the list below.

- a. Calvin O'Keefe and Mrs. Which
- b. Mr. Murry and Mrs. Murry
- c. Calvin O'Keefe and Mrs. Who
- d. Mrs. Which and Mrs. Who

5. What is unique about the way Mrs. Who speaks and communicates?

- a. Her words are in a made up language.
- b. She speaks in famous quotations.
- c. She only whispers.
- d. Each word is said backward.

Name: _____

A WRINKLE IN TIME
CHAPTER 2 QUIZ
ANSWER KEY

_____/5
score

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A WRINKLE IN TIME
CHAPTER 3 QUIZ

_____/5
score

1. After visiting the cabin in the woods, what do Meg, Charles Wallace and Calvin do?

- a. Return Mrs. Buncome's sheets
- b. Continue their walk and end up by the lake.
- c. Walk to the Murry house for dinner.
- d. Play a game of tag.

2. Why can Meg help Calvin with his math homework?

- a. She is a few grades older than him.
- b. She is very good at math, as long as she can do it her own way.
- c. She stole the answer key.
- d. She can't help him. She is bad at math.

3. The twins, Sandy and Dennys, are very impressed with Calvin's _____ skills.

- a. reading
- b. cooking
- c. basketball
- d. motorcycle riding

4. Meg and her mother are worried about Father because his letters...

- a. started to be written in code.
- b. arrived with foreign stamps on them.
- c. smelled of another's woman's perfume.
- d. stopped coming.

5. Where does Charles Wallace think they are going to go at the end of chapter 3?

- a. To find their father
- b. To the movie theater
- c. Shopping for toys
- d. To harvest vegetables in the garden

Name: _____

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CHAPTER 3 QUIZ
ANSWER KEY

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A WRINKLE IN TIME
CHAPTER 4 QUIZ

_____/5
score

1. How does Meg's body react when she tesses?

- a. She feels nothingness and then towards the end, a tingling.
- b. She feels extreme pain.
- c. She faints.
- d. Her body overheats and she gets a fever.

2. Who transforms into the half-horse-creature?

- a. Meg
- b. Charles Wallace
- c. Calvin
- d. Mrs. Whatsit

3. She pushed her glasses up on her nose to *reassure* herself that what she was seeing was real. What does REASSURE mean?

- a. to discourage
- b. to see clearly
- c. to be really sure
- d. to rehearse

4. How do the children breathe while flying on the horse-creature?

- a. regularly (normally)
- b. through special masks
- c. with the help of flowers
- d. They can't breathe, but somehow survive.

5. What form is the Black Thing taking when Meg, Charles Wallace and Calvin see it for the first time?

- a. a half-human, half-horse creature
- b. a dark cloud and shadow
- c. a scary old man
- d. a giant reptile

Name: _____

A WRINKLE IN TIME
CHAPTER 4 QUIZ
ANSWER KEY

_____/5
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A WRINKLE IN TIME
CHAPTER 5 QUIZ

_____/8
score

1. To "tesser" means...

- a. transform into a half-horse creature
- b. become suddenly brilliant (smart)
- c. to time travel
- d. to rotate

2. To "wrinkle" or "tesser" means to use what dimension?

- a. second
- b. third
- c. fourth
- d. fifth

3. How do you fight the Black Thing?

- a. In a bloody battle
- b. with goodness
- c. by singing constantly
- d. famous people

4. Put these events in Chronological Order. (1-5)

- _____ Mrs. Whatsit transforms into a horse-like creature.
- _____ They visit the Happy Medium.
- _____ After tessering for the first time, they arrive on the planet Uriel.
- _____ Mrs. Whatsit tells the children they must travel behind the Black Thing.
- _____ The children see the Black Thing for the first time.

Name: _____

A WRINKLE IN TIME
CHAPTER 5 QUIZ
ANSWER KEY

_____/8
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- ___ **3** ___ The children see the Black Thing for the first time.

Name: _____

A WRINKLE IN TIME
CHAPTER 6 QUIZ

_____/5
score

1. What form did Mrs. Whatsit have before being human?

- a. Star
- b. Unicorn
- c. Alien
- d. Sun

2. The children see all of the following through the Happy Medium's ball EXCEPT:

- a. Mrs. Murry
- b. The rhythmic pulse of IT
- c. Earth engulfed by a dark shadow
- d. Mrs. O'Keefe

3. After leaving the Happy Medium, what planet do the children travel to next and then are left there alone?

- a. Mars
- b. Volton
- c. Camazotz
- d. Venus

4. When Meg, Charles Wallace and Calvin enter the town on this planet, what do they think is odd about the children?

- a. They aren't children, just really small adults.
- b. They speak a strange language.
- c. They hold jump ropes and balls, but don't play with them.
- d. They are jumping rope and bouncing balls in perfect rhythm.

5. Then, ABRUPTLY, the stream of movement thinned. What does ABRUPTLY mean?

- a. to stop slowly
- b. to stop quickly
- c. to continue forever
- d. to stop with a loud noise

Name: _____

A WRINKLE IN TIME
CHAPTER 6 QUIZ
ANSWER KEY

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A WRINKLE IN TIME
CHAPTER 7 QUIZ

_____/5
score

1. Pick the best description of the CENTRAL Central Intelligence Building.

- a. A building made completely of windows
- b. A fancy building covered in golden statues
- c. A plain white marble building
- d. A green building without doors

2. How does the Man with Red Eyes communicate with the children?

- a. with a foreign language
- b. though sign language
- c. through their minds, without speaking aloud
- d. He refuses to communicate with them.

3. What meal did the Man with Red Eyes offer the children?

- a. Turkey Dinner
- b. Pepperoni Pizza
- c. Biscuits and Gravey
- d. Peanut Butter and Jelly Sandwiches

4. True or False. The food is poisoned.

- a. True
- b. False

5. Charles Wallace pulls Meg and Calvin aside in the CENTRAL Central Intelligence building to tell them what?

- a. To get hypnotized by the Man with Red Eyes because it might help them fit in better at school.
- b. Meet with Mrs. Whatsit and see if Charles can go off on his own.
- c. To let the Man with Red Eyes hypnotize Charles Wallace.
- d. To leave the CENTRAL Central Intelligence building.

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CHAPTER 7 QUIZ
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A WRINKLE IN TIME
CHAPTER 8 QUIZ

_____/5
score

1. After eating the food given to them by the Man with Red Eyes, Charles suddenly changes his attitude and becomes excessively happy. Why doesn't this make Meg happy?

- a. She is jealous that she doesn't feel happy.
- b. She thinks they should all be upset until they find their father.
- c. She knows he is only acting this way because he is hypnotized.
- d. She is happy, she's just trying to hide her real emotions.

2. Meg and Calvin repeatedly question Charles Wallace on their way to Mr. Murry. In response, what does Charles Wallace warn them he will do?

- a. Send them to IT
- b. Send them to a special prison in Camazotz
- c. Send them to a two-dimensional planet
- d. Put them to sleep

3. Charles Wallace's strange, MONOTONOUS voice, ground against her ears. What does the word MONOTONOUS mean?

- a. painfully high pitched
- b. a single speaking tone, like a robot
- c. a sandpaper quality of the voice
- d. a smooth silky quality of the voice

4. Who do the main characters see in a "see-through-jail-cell" (transparent column) at the end of chapter 8?

- a. Mrs. Whatsit
- b. Meg's Father
- c. Fortinbras
- d. Mrs. Murry

5. True or False. The main characters have met IT.

- a. True
- b. False

Name: _____

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A WRINKLE IN TIME
CHAPTER 9 QUIZ

_____/5
score

1. How does Meg get into the transparent column to her father?

- a. Charles Wallace let her in.
- b. The Man with Red Eyes gives her a key.
- c. She wears Mrs. Who's spectacles (glasses).
- d. She breaks the glass with a fork from the Turkey dinner.

2. When Charles Wallace is reunited with his father, why is he being so rude?

- a. He is mad at his father for leaving the family for so long.
- b. He is still hypnotized by IT.
- c. He doesn't remember his father at all.
- d. Calvin told Charles to be rude.

3. After Meg gets her father out of the transparent column, where do they go next?

- a. to Earth
- b. to see IT
- c. to find Mrs. Whatsit
- d. to the planet Uriel

4. When Meg sees IT in chapter 9, what form has IT taken?

- a. a monster with huge eyes
- b. a giant brain
- c. a floating mouth speaking without the rest of the face
- d. a devil-like creature with a pitch fork

5. How do Meg and Calvin keep from being hypnotized by IT?

- a. jumping rope
- b. singing
- c. laughing
- d. reciting poems and facts

Name: _____

A WRINKLE IN TIME
CHAPTER 9 QUIZ
ANSWER KEY

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A WRINKLE IN TIME
CHAPTER 10 QUIZ

_____/5
score

1. Where was Mr. Murry trying to tesser, but instead ended up on Camazotz?

- a. To the Eiffel Tower in Paris
- b. Uriel
- c. Mars
- d. To see the Happy Medium

2. True or False: Mr. Murry was the first scientist in his group to try tessering.

- a. True
- b. False

3. Which description below best describes the creatures on the new planet they have tesserred to?

- a. grey four-armed, hairy creatures
- b. green slimy snakes with three heads
- c. blue gigantic birds with human heads
- d. black dragon-like reptiles

4. When the creature picked up Meg, how did she feel?

- a. scared
- b. repulsed (disgusted)
- c. safe and peaceful
- d. excited

5. What is the very last thing that happened at the end of ch. 10?

- a. The creature ate Meg.
- b. The Black Thing swarmed the planet they had landed on.
- c. Charles Wallace tesserred to the new planet.
- d. The creature said it was taking Meg away.

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ANSWER KEY

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A WRINKLE IN TIME
CHAPTER 11 QUIZ

_____/5
score

1. The creatures on Ixchel can not _____.
 - a. See
 - b. Hear
 - c. Smell
 - d. Sing

2. What does Meg decide to call the creature caring for her?
 - a. Momma Monster
 - b. Aunt Beast
 - c. Uncle Fester
 - d. Auntie Alien

3. True or False. Ixchel is a dark planet.
 - a. True
 - b. False

4. How did the creature heal Meg?
 - a. food and song
 - b. massage and music
 - c. liquid medicine and light therapy
 - d. Meg was incurable

5. Why is Meg angry?
 - a. She is missing too much school.
 - b. She misses her mother.
 - c. No one is going to save Charles Wallace.
 - d. Her father uses her nickname in front of Calvin and she is embarrassed.

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A WRINKLE IN TIME
CHAPTER 12 QUIZ

_____/5
score

1. Who arrives on Ixchel at the beginning of chapter 12?

- a. Mrs. Murry
- b. Mrs. Whatsit, Mrs. Who and Mrs. Which
- c. IT
- d. Charles Wallace

2. Who must go back to Camazotz to save Charles Wallace?

- a. Calvin
- b. Aunt Beast
- c. Meg
- d. Father

3. What gift does Mrs. Whatsit give to Meg to help her on her journey?

- a. a magical cloack
- b. a new pair of glasses
- c. love
- d. She doesn't give Meg a gift this time.

4. Mrs. Which's voice rolls FORMIDABLY across the hall. What does the word FORMIDABLY mean?

- a. small and weak
- b. large and powerful
- c. loud and annoying
- d. scratchy and sickly

5. When Meg returns back to Earth, where does she land?

- a. In her science classroom
- b. In her kitchen
- c. In the Twin's vegetable garden
- d. In her neighbor's pool

Name: _____

A WRINKLE IN TIME
CHAPTER 12 QUIZ
ANSWER KEY

_____/5
score

1. Who arrives on Ixchel at the beginning of chapter 12?

- a. Mrs. Murry
- b. Mrs. Whatsit, Mrs. Who and Mrs. Which**
- c. IT
- d. Charles Wallace

2. Who must go back to Camazotz to save Charles Wallace?

- a. Calvin
- b. Aunt Beast
- c. Meg**
- d. Father

3. What gift does Mrs. Whatsit give to Meg to help her on her journey?

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- b. a new pair of glasses
- c. love**
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MORE FROM
THE WORD NERD!!

Other Quizzes Available:

Claudette Colvin: Twice Towards Justice

by Phillip Goose

Rules

by Cynthia Lord

The Invention of Hugo Cabret

by Brian Selznick

Other Reading and Writing Activities to check out:

- * Collective Noun Practice
- * Reader's Theater Rubric
- * Novel Sound Track Project
- * A Long Walk to Water Journal Writes
- * Poetry Powerpoint
- * Genre Powerpoint
- * Newbery Powerpoint and Notes Sheet

Thanks for teaching! Thanks for shopping! For your free motivational quote poster set, click [here](#).

**Sincerely,
Amanda Zieba
(The Word Nerd)**

A Wrinkle in Time

By: Madeline L'Engle

Chapter 1

Mrs. Whatsit

Listen to chapter 1 read aloud [here!](#)



Chapter 1 Vocabulary

- frenzied
- luxurious
- delinquent
- vulnerable
- agile

List two synonyms for the word:

frenzied

List two synonyms for the word:

frenzied

- Frantic
- Chaotic
- Wild
- Overexcited



List two synonyms for the word:

luxurious

List two synonyms for the word:

luxurious

- Fancy
- Lavish
- Grand
- Magnificent
- Extravagant
- Deluxe
- Expensive



List two synonyms for the word:

delinquent

List two synonyms for the word:

delinquent

- Trouble maker
- Irresponsible
- Criminal
- Wrongdoer
- Negligent
- Offender



***WHO'S BEEN
NAUGHTY
OR NICE...***

List two synonyms for the word:

vulnerable

List two synonyms for the word:

vulnerable

- Defenseless
- Helpless
- Exposed
- Weak
- Susceptible



List two synonyms for the word:

agile

List two synonyms for the word:

agile

- * nimble
- * quick
- * athletic
- * limber
- * energetic



Chapter 2

Mrs. Who

Chapter 2 Vocabulary

- Unceremoniously
- Dilapidated
- Ferocious
- Belligerent
- Inadvertently
- Assimilate
- Tractable

Unceremoniously



Ceremoniously –
with precision,
specific actions, the
same every time.



Dilapidated



www.bigstock.com · 2824356

Broken down
and old.



Ferocious

mean and vicious



Belligerent

Inclined or eager to fight; hostile or aggressive.



Inadvertently

Do something by accident

Inadvertently hits caps lock



tYPES rEST OF eMAIL IIKE tHIS

Assimilate

to make incoming groups the same as
current population



Tractable

Controllable, Manageable



Chapter 3

Mrs. Which

Chapter 3 Vocabulary

- Somber
- Tangible
- Essence

Somber

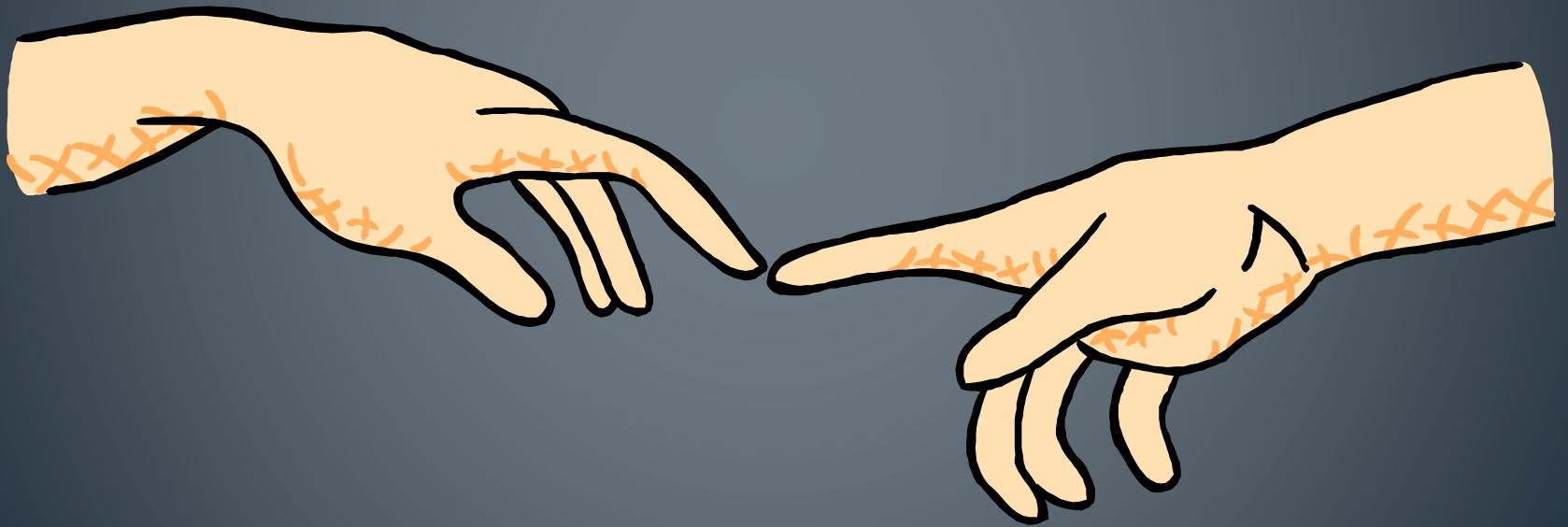
feeling gloomy or sad,
a scene that looks dreary or overly
serious



Tangible

you can touch it

hint: think: **T!** Tangible! **T**ouch!



Essence

the heart or core or spirit of a person,
idea or place



Chapter 4

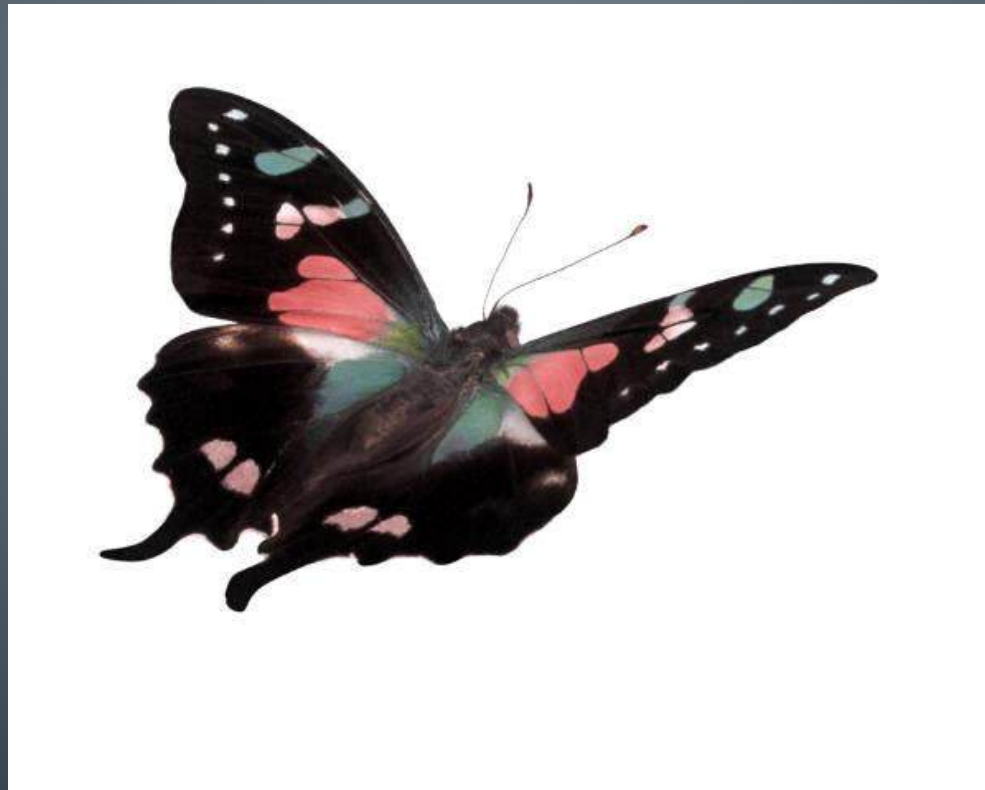
The Black Thing

Chapter 4 Vocabulary

- Metamorphose
- Ineffable
- Inexorable
- Obscure
- Monoliths
- Incomprehensible

Metamorphose

to change or transform



Ineffable

unable to describe, define or explain

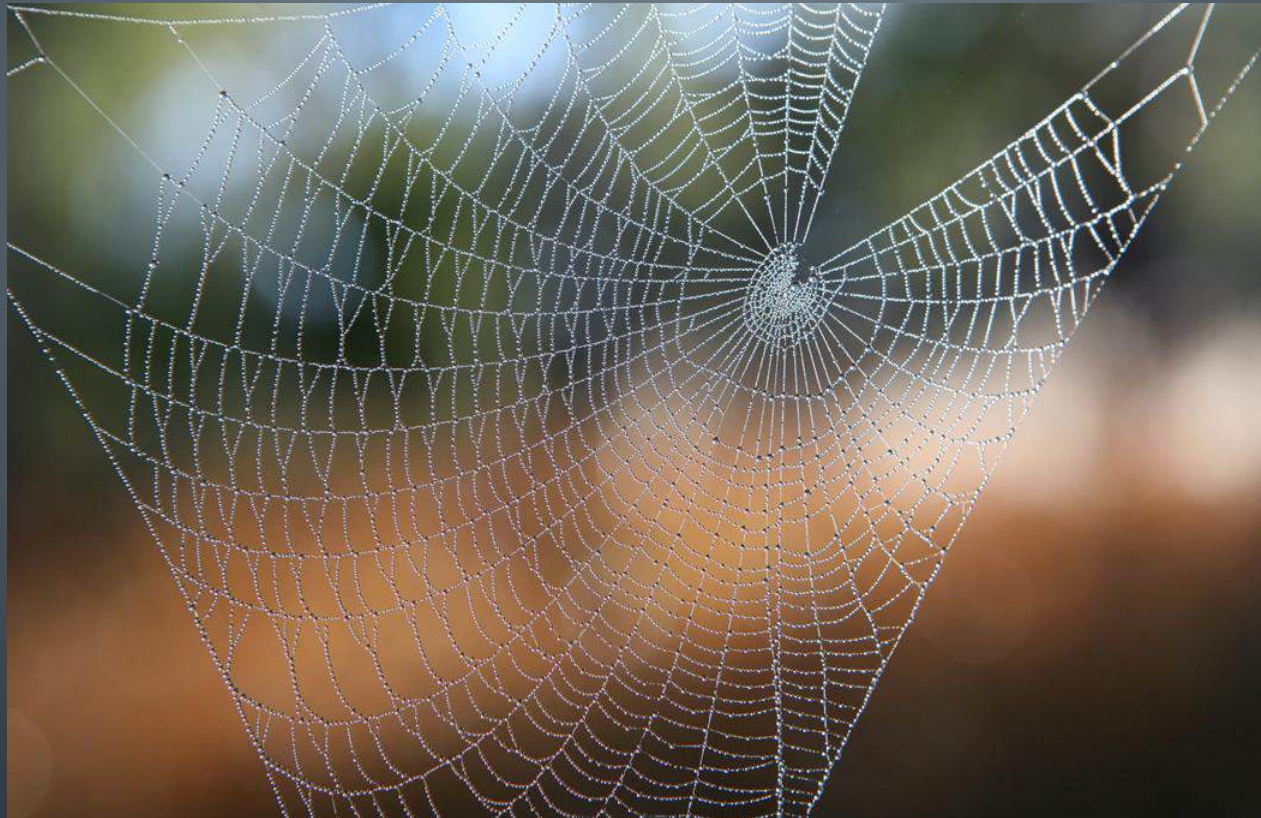


inexorable

unable to avoid or escape

unable to change

trapped



Obscure

little-known, minor, disguised



Monoliths

pillars, columns, monuments



Incomprehensible

an inability to understand



Chapter 5

The Tesseract

Chapter 5 Vocabulary

- Perturbed
- Intolerable
- Anxiety
- Serenely
- Eon
- Simultaneously

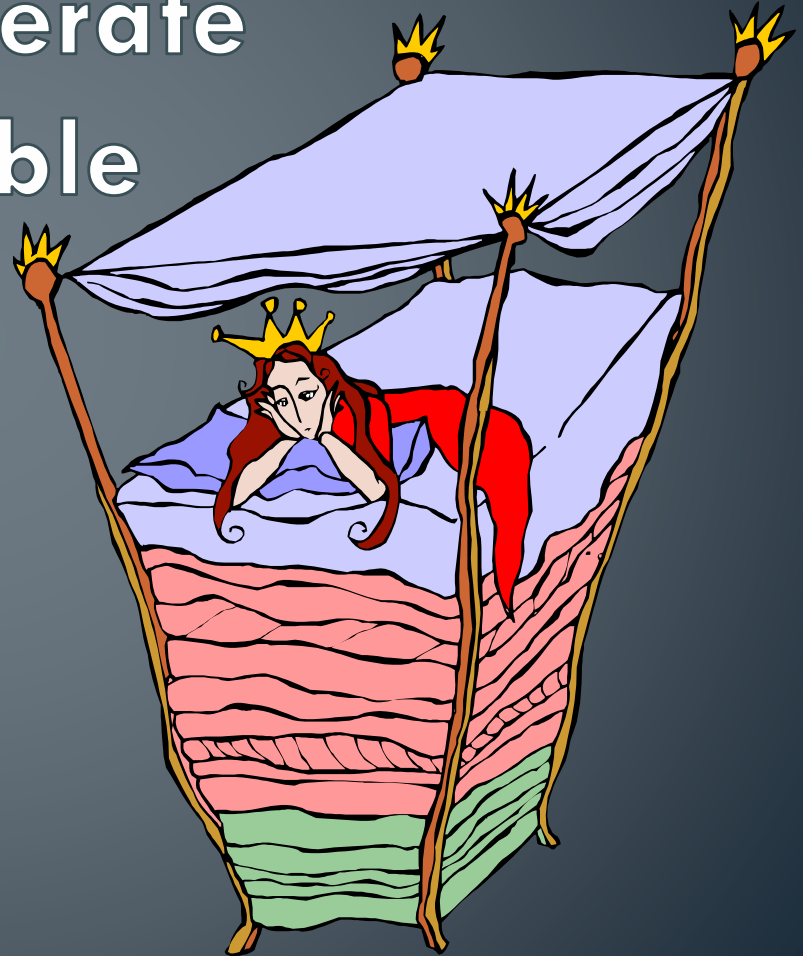
Perturbed

annoyed and agitated



Intolerable

can not tolerate
unbearable



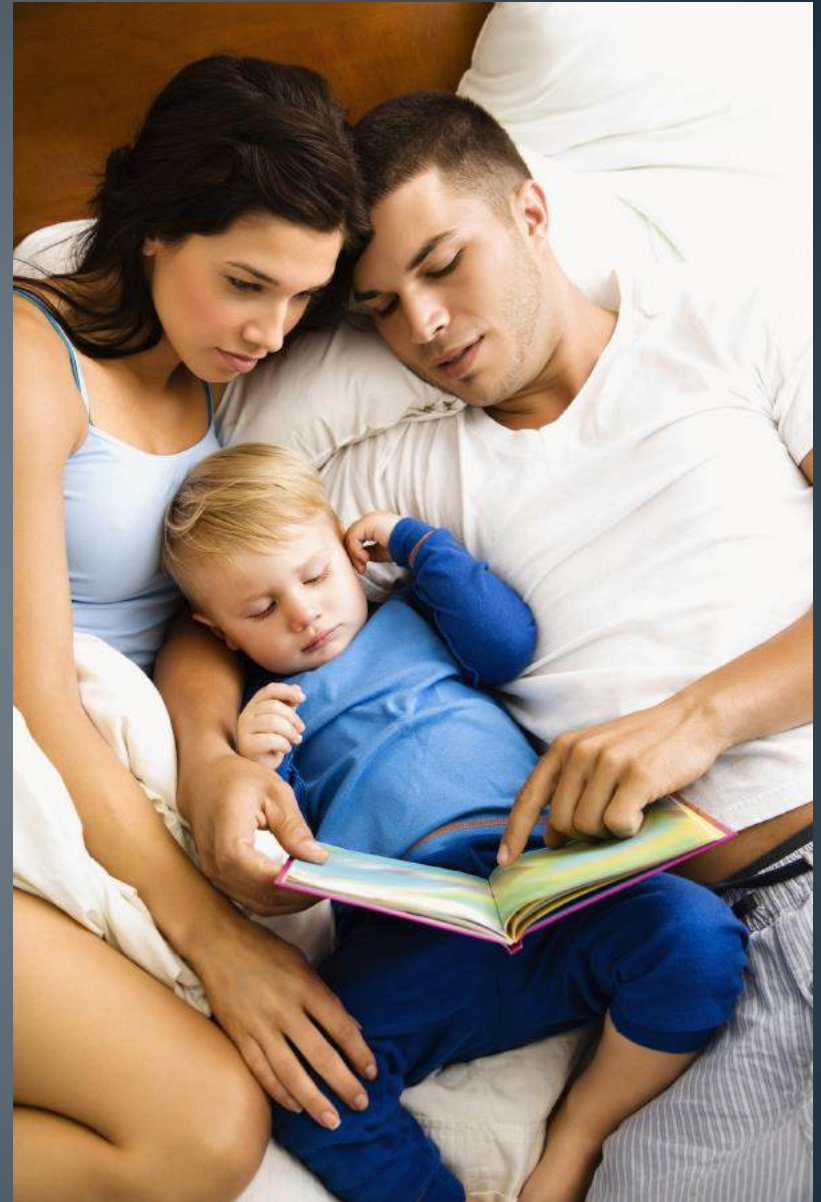
Anxiety

worried and/or stressed



Serenely

in a way that is
calm



Eon

a very very long time

forever

eternity

era



Simultaneously

doing two things at the same time



Chapter 6

The Happy Medium

Chapter 6 Vocabulary

- Medium
- Arrogance
- Talisman
- Apprehension
- Resilience
- Malignant
- Falter

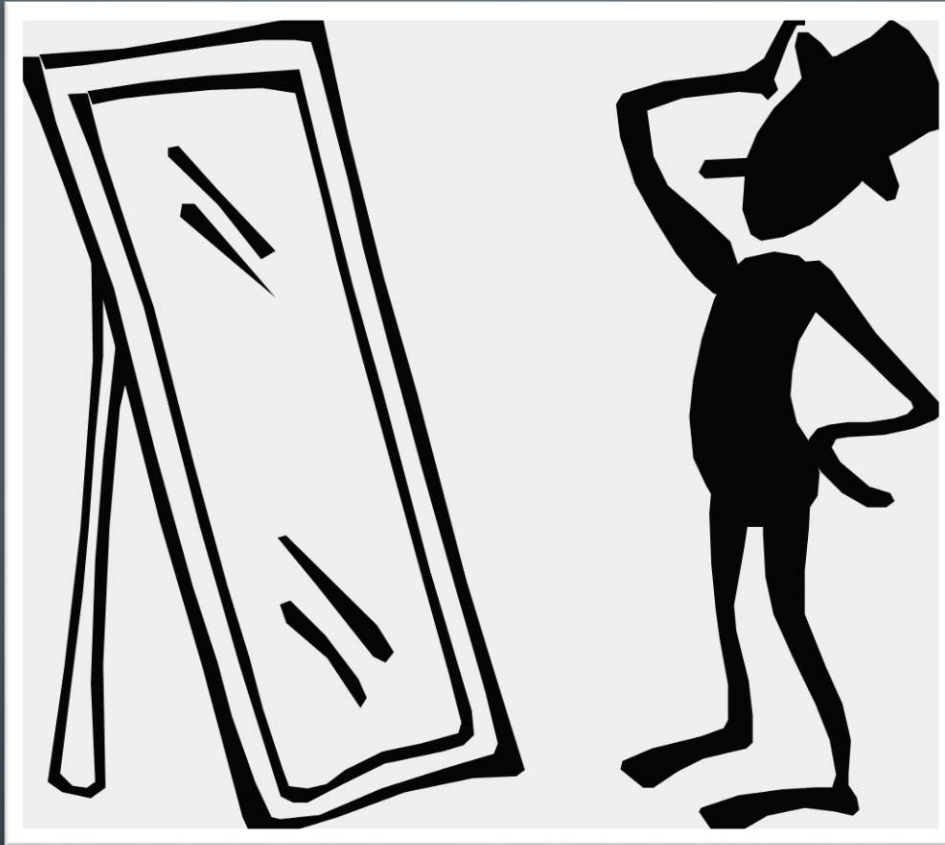
Medium

a fortune teller



Arrogance

conceited, big headed, haughty
egotistical, very fine opinion of yourself



Talisman

a good luck charm



Apprehension

anxious, nervous, uneasy feeling, dread



Resilience

can make it through tough events, stick
with it, survive



Malignant

evil, menacing, unkind, wicked



Falter

hesitate, pause, fumble, make a mistake



Chapter 7

The Man With Red Eyes

Chapter 7 Vocabulary

- Bilious
- Indecisively
- Procedure
- Arrogance
- Synthetic
- Remote

List two synonyms for the following
vocabulary word:

Bilious

List two synonyms for the following
vocabulary word:

Bilious

- Nauseous
- Sick
- Queasy
- Unwell



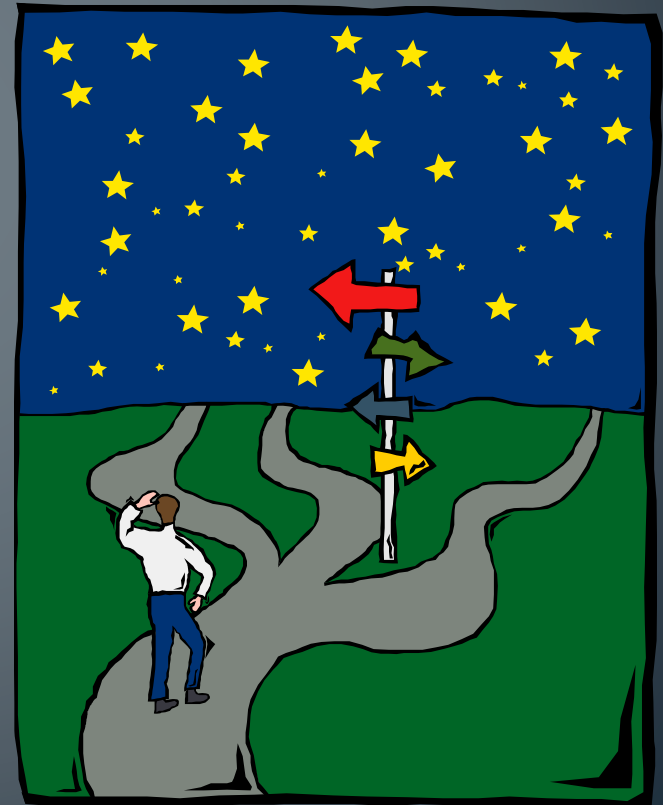
List two synonyms for the following
vocabulary word:

Indecisively

List two synonyms for the following
vocabulary word:

Indecisively

- Uncertain
- Faltering
- Hesitant
- Vacillating



List two synonyms for the following
vocabulary word:

Procedure

List two synonyms for the following
vocabulary word:

Procedure

- Process
- System
- Method
- Technique



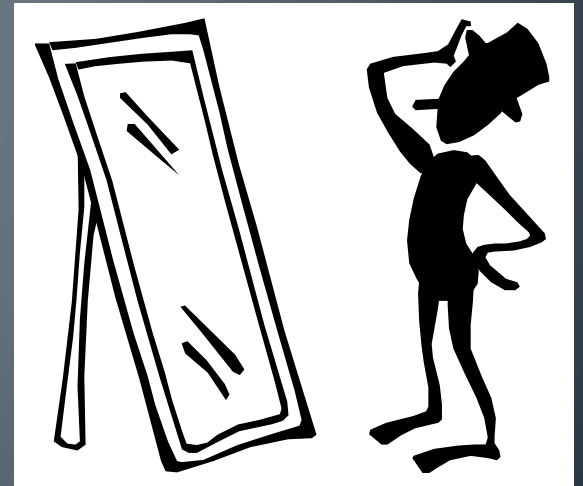
List two synonyms for the following
vocabulary word:

Arrogance

List two synonyms for the following
vocabulary word:

Arrogance

- Overconfidence
- Conceited
- Haughty
- Feeling superior



List two synonyms for the following
vocabulary word:

Synthetic

List two synonyms for the following
vocabulary word:

Synthetic

- Man-made
- Fake
- Artificial
- Imitation



List two synonyms for the following
vocabulary word:

Remote

List two synonyms for the following
vocabulary word:

Remote

- Distant
- Isolated
- Faraway
- Secluded



Chapter 8

The Transparent Column

Chapter 8 Vocabulary

- Bland
- Submit
- Ominous
- Deviate
- Misconception
- Annihilate

Bland

tasteless, plain, flavorless



Submit

to turn in (homework)
to follow orders



ominous

threatening, warning, menacing, ill-omened



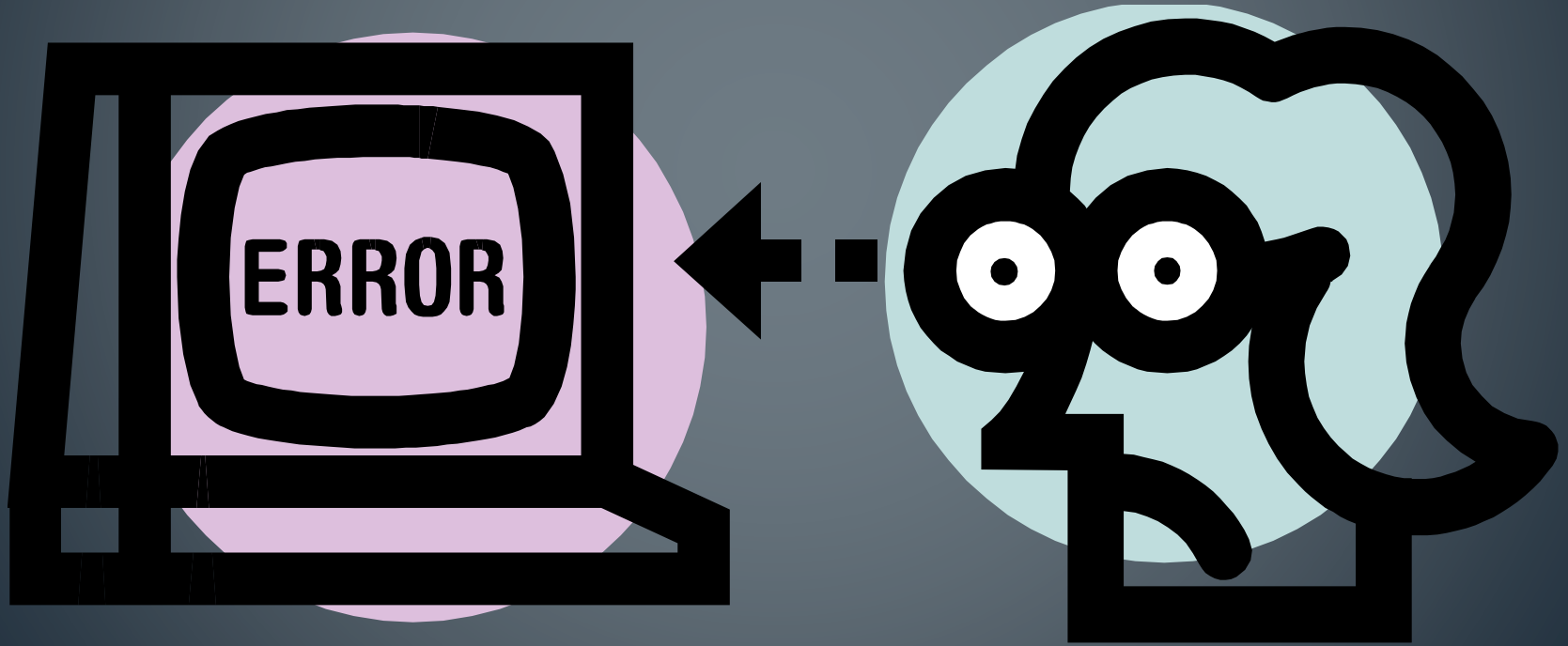
Deviate

to stray or change direction



Misconception

error, misunderstanding, mistake belief



Annihilate

defeat, destroy, conquer



Chapter 9

IT

Chapter 9 Vocabulary

- Placidly
- Dais
- Disembodied
- Menacing
- Myopic
- Miasma

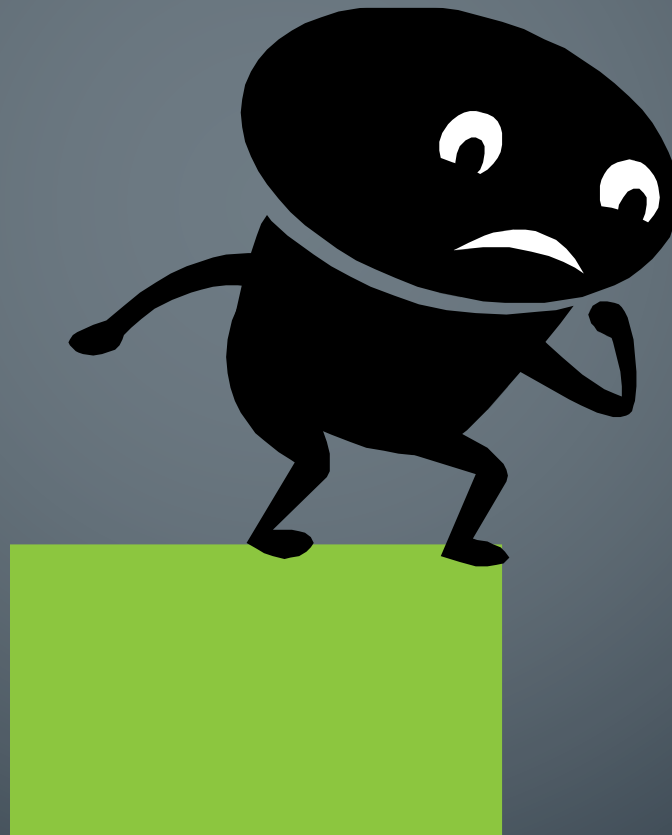
Placidly

in a way that is calm



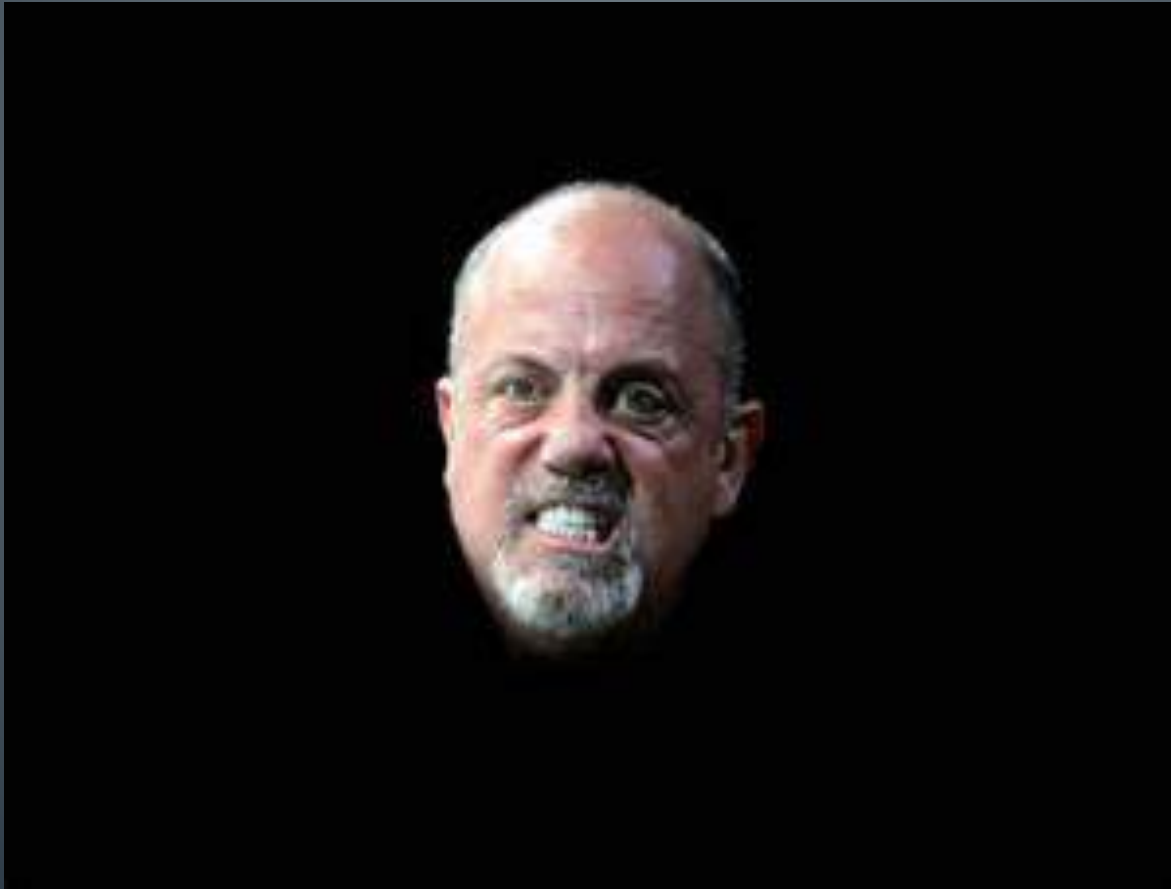
Dais

a stage or platform



Disembodied

to be detached from the body



Menacing

threatening, intimidating, frightening



Myopic

intolerant, prejudiced, narrow-minded

HINT: Remember opic = see/sight
to see things one way



Miasma

mist, fog, haze



Chapter 10

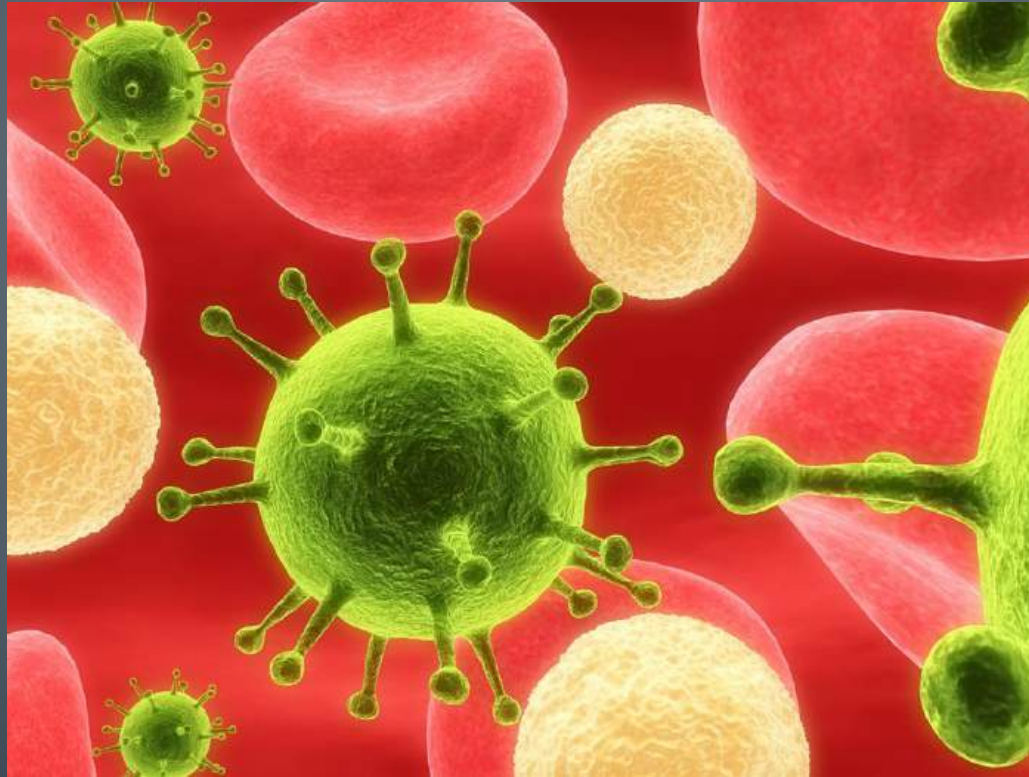
Absolute Zero

Chapter 10 Vocabulary

- Imperceptible
- Emanate
- Hostile
- Revulsion
- Fallible

imperceptible

unnoticeable, undetectable, not obvious,
hard to see



emanate

to radiate from, to give off



revulsion

a feeling of horror or extreme dislike



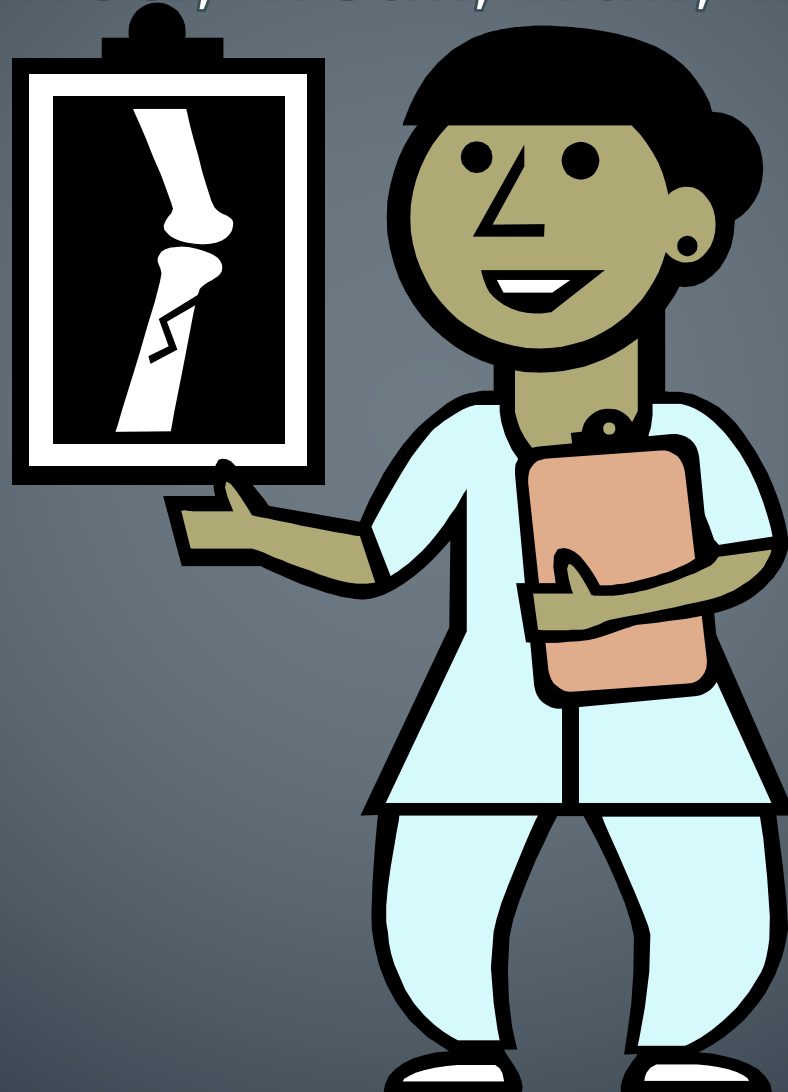
Hostile

mean, unfriendly, aggressive



Fallible

imperfect, weak, frail, mortal



Chapter 11

Aunt Beast

Chapter 11 Vocabulary

- Grave
- Trepidation
- Tentacle
- Eternal
- Opaque

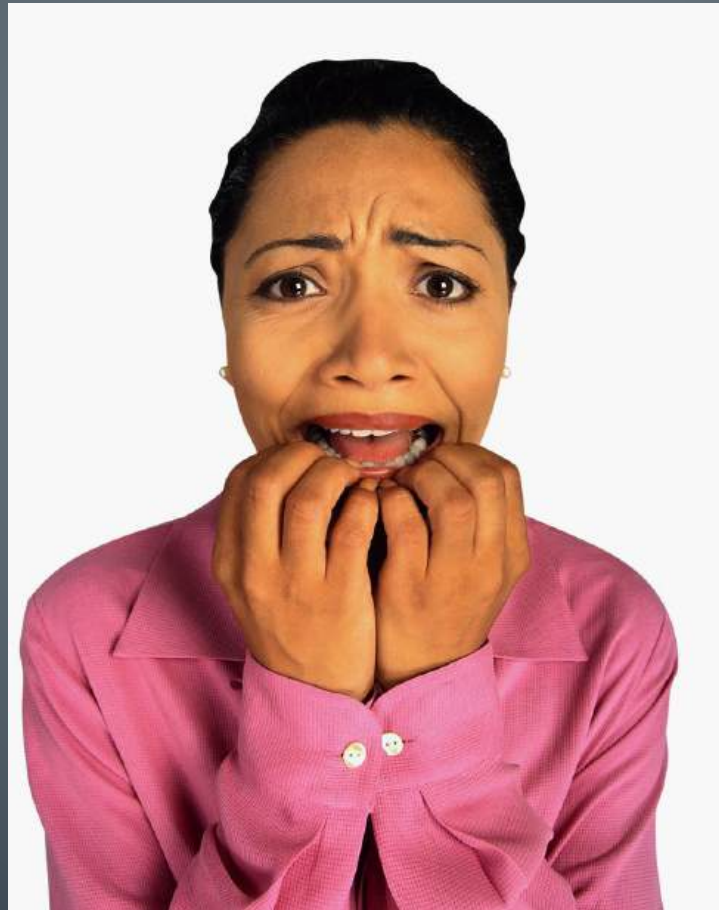
grave

very serious, very dangerous
... as serious and dangerous as death.



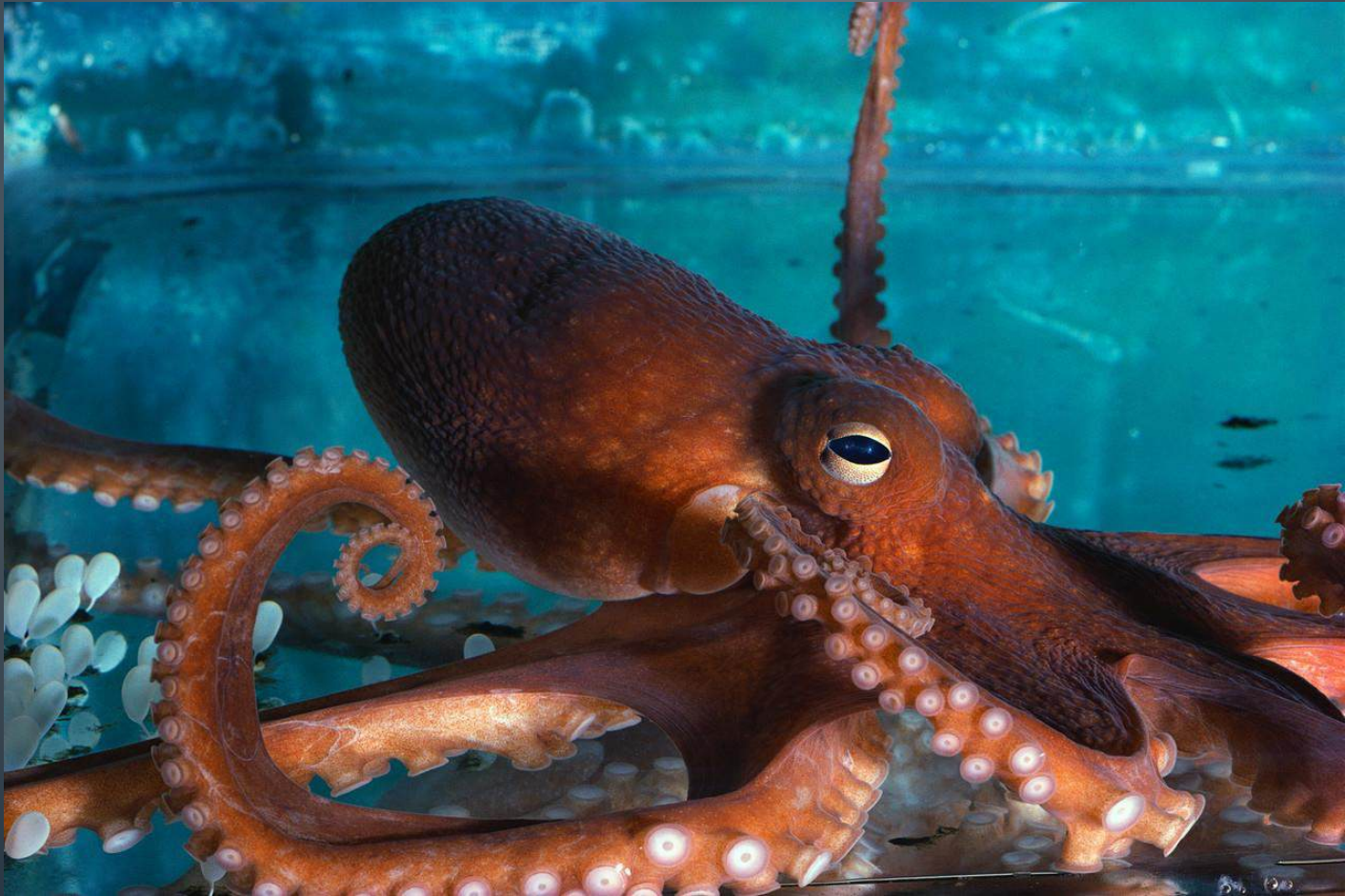
Trepidation

nervousness, anxiety, unease



Tentacle

an animal appendage



Eternal

for a long time... For all of time.



Opaque

see-through



Chapter 12

The Foolish and the Weak

Chapter 12 Vocabulary

- Imperceptibly
- Formidable
- Reiterate
- Loathe
- Appallingly
- Permeated

Imperceptibly

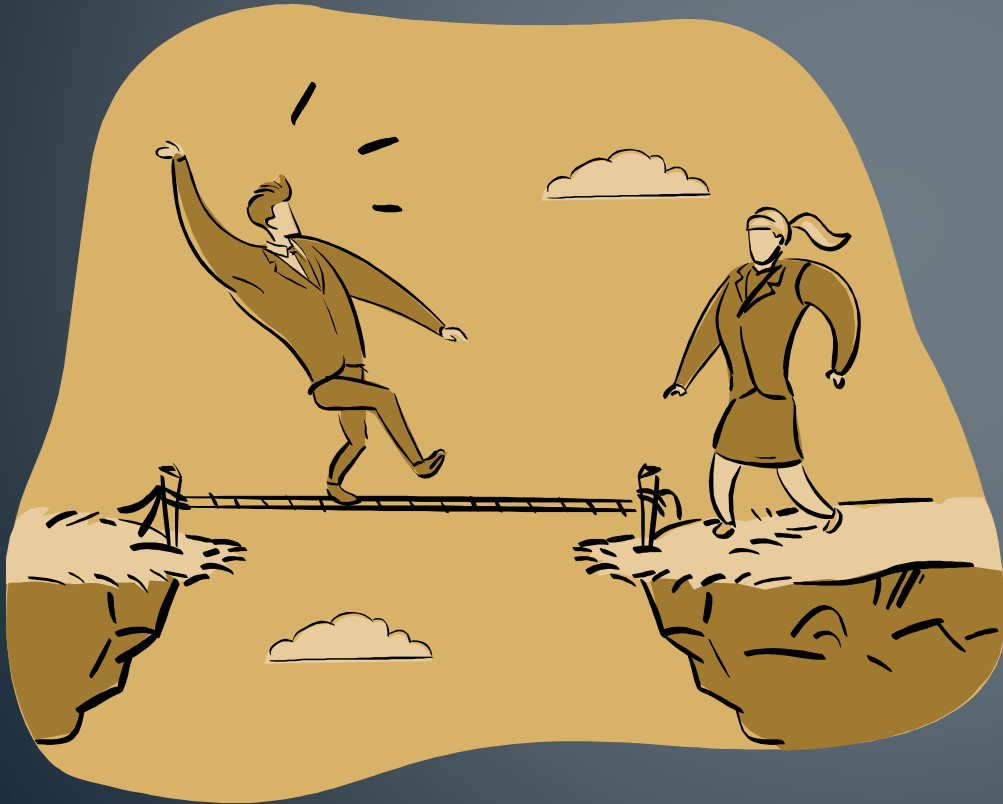
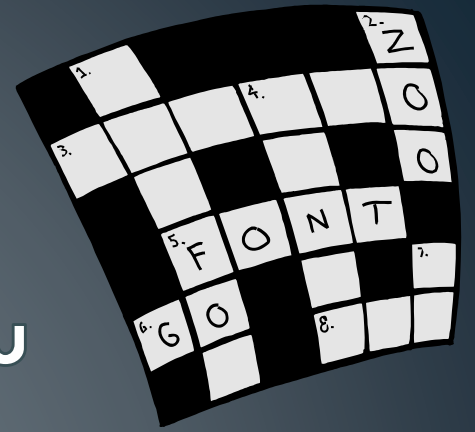
in a way that is unnoticeable, sneaky



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Formidable

an event or person
who will challenge you



Reiterate

to say again, to say with impact, repeat



Loathe

to hate or extremely dislike, despise

<http://www.youtube.com/watch?v=86jbmM0Acy0>

<http://www.youtube.com/watch?v=2R3LwQq9OrQ>



Appallingly

feeling awful

feeling that an act committed was inexcusable



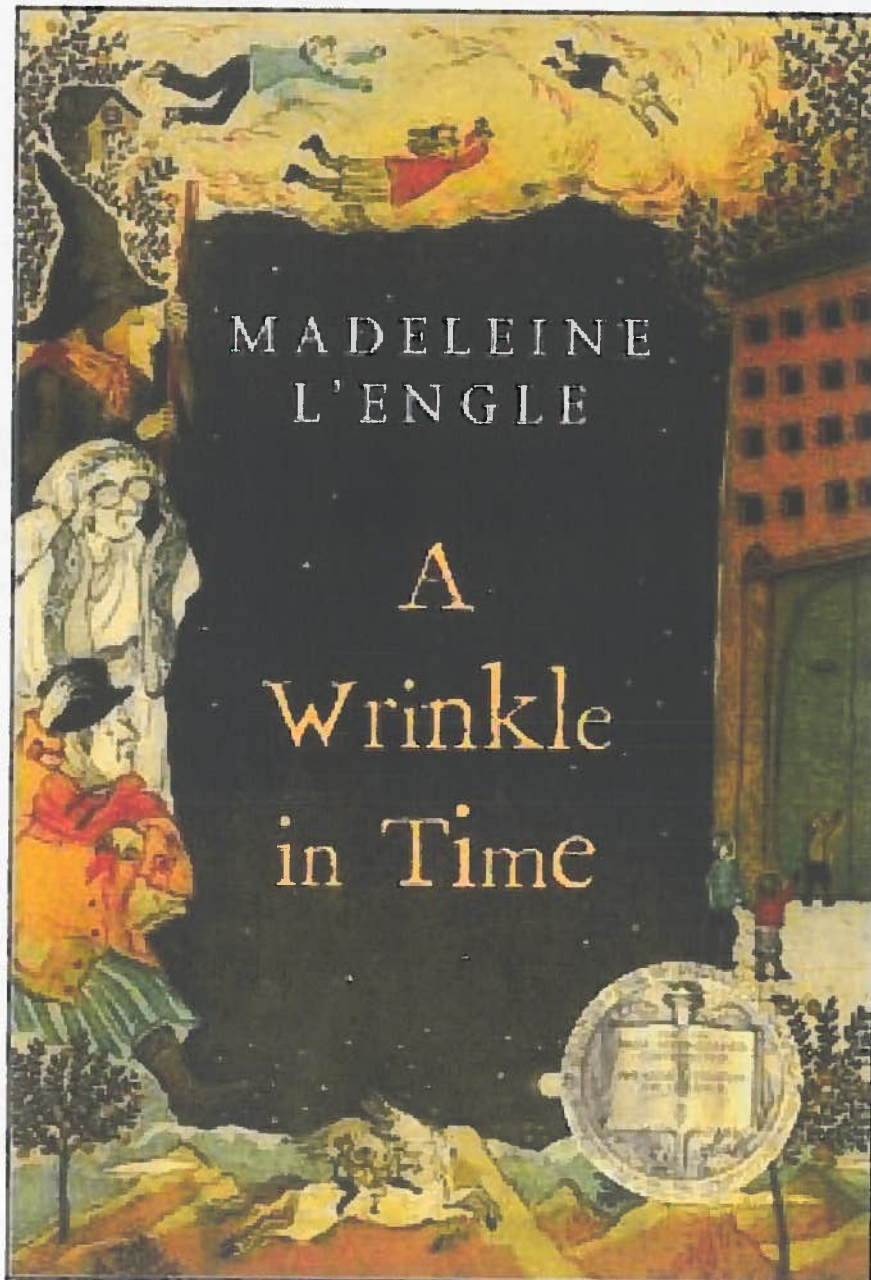
Permeated

to soak in or spread

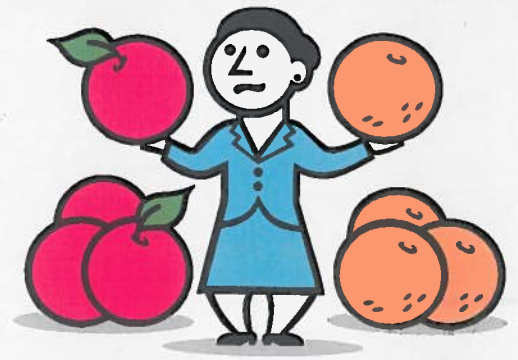


A wrinkle in Time

Reader's Response Journal



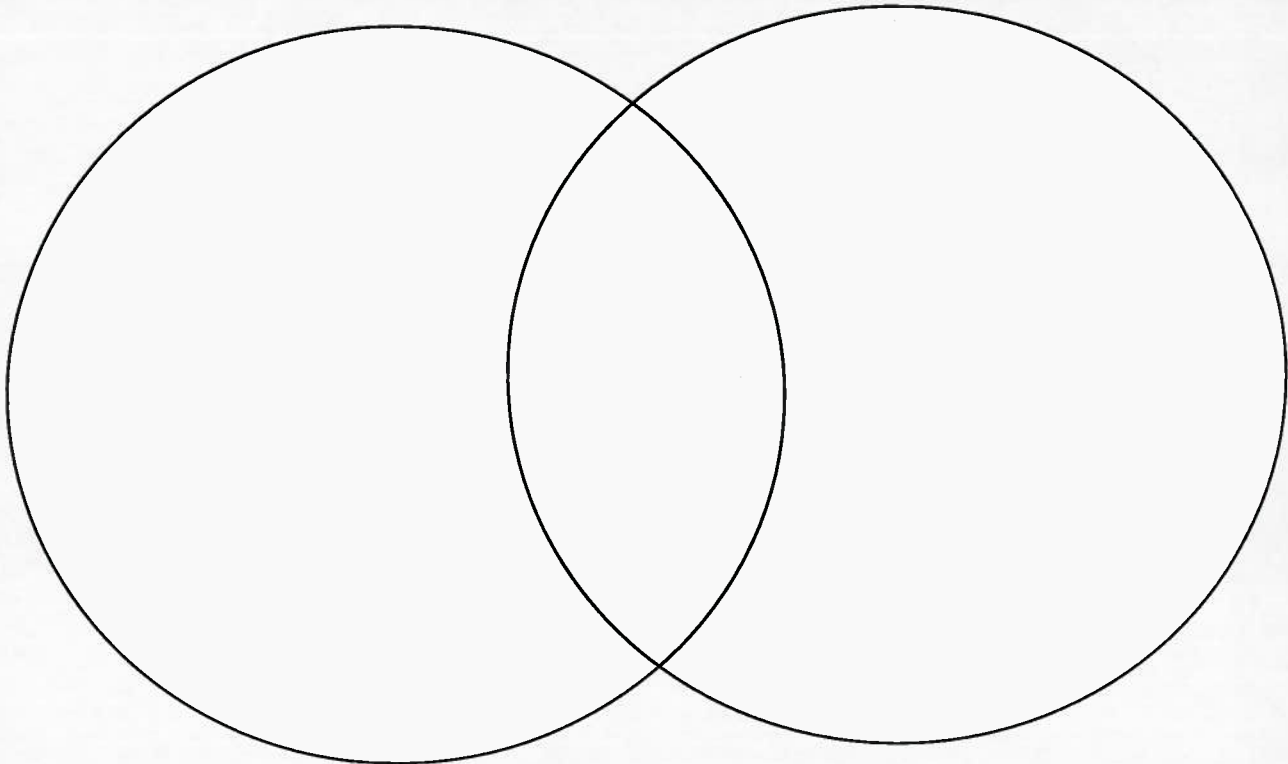
Chapter 2 Response Journal



Using the Venn Diagram below, organize your thoughts about the characters Charles Wallace and Calvin. How are they the same? How are they different? Then, in at least two sentences answer the question: **Charles Wallace and Calvin have both lived as outsiders. Explain the ways they are different than their peers and why others do/do not like them.**

Charles Wallace

Calvin



Chapter 3 Response Journal



Meg and Calvin have known each other through school, but have really just met. Their relationship is a very comfortable one that flounders between friends and a dating relationship. Make a list of actions or words said that would belong in a “friend zone” or a “more than friend zone” and then respond to this statement:

Describe Meg and Calvin’s relationship.

Friend Zone

More than Friends Zone

Reader's Response Journal Rubric

Name: _____

Class hour: _____

| Task | 1 point (minimal) | 2 points (basic) | 3 points (proficient) | 4 points (advanced) |
|------------------------------|---|--|--|---|
| Formatting | Journal response did not include the necessary items: Date, Name and Title/heading. WS did not follow a preconceived format, making it difficult for reader to follow writer's thought process. | Journal response included 2 of the three following items: Date, Name, Title/heading. WS attempted to follow the given format but was missing components, leaving the reader with gaps of understanding. | WS followed the given format and included all necessary items (date/name/title). WS ideas were organized into an easy to read/understand format with a logical progression of ideas. | WS followed the given format and included all necessary items. WS ideas were organized into a unique and interesting format that brought additional insight and understanding to the reader. |
| Correct Grammar Usage | WS is written with many grammatical errors. Inventive spelling is used. It is difficult to understand the meaning of the text because of the multiple errors. | WS is written with many grammatical errors. Proper punctuation and capitalization are not used throughout the writing piece. Conventional spelling patterns and rules are not followed. | WS written with very few grammatical errors. Proper punctuation and capitalization are used throughout the writing piece. WS applies conventional spelling patterns and rules. | WS is written with no grammatical errors. Grammar usage is pristine, even on concepts not taught yet. WS applies conventional spelling patterns and rules. |
| Level of Completion | WS has minimal writing. WS is missing major portions of the asked question or gave an incorrect answer (based on text reading). | WS answers most elements of the question. WS uses incomplete sentences and/or thoughts in attempt to show thinking. | All elements of the question are fully answered in complete sentences. WS addresses all important aspects of the question. | All elements of the question are fully answered in a variety of sentence types. WS addresses all important aspects of the |
| Level of Support | There are no details or evidence given to support the writer's opinion or statement. | WS weakly supports writer's opinion with portions of text references or story details. Reasoning is attempted, but not clearly communicated. | WS supports writer's opinion or statement by restating details from a given text and/or uses personal experiences. Reasoning is clearly communicated. | WS includes many details, text references, examples, quotations and personal experiences from multiple sources to clearly support writer's opinion or statement. |
| Level of Thinking | WS is off topic or irrelevant to question asked. WS neglected to include story details or personal connections. WS does not communicate an understanding of essential skills or concepts learned. | WS shows an attempt at processing information. WS demonstrates that writer understands some of what he/she is reading. Key vocabulary words are not present and essential concepts are not included in the WS. | WS shows deeper levels of thinking. WS relates to the question in a relevant and/or personal manner. WS demonstrates that the writer understands what he/she is reading by recalling and using appropriate vocabulary words and applying learned concepts to WS. | WS shows deeper levels of thinking. WS demonstrates synthesis or analysis of text/topic by making inferences, determining relationships, generalizing or making connections. Comments are made about the author's craft and/or purpose. |

Total: ___/15

Comments:

Reader's Response Journal Rubric

Name: _____

Class hour: _____

| Task | 1 point (minimal) | 2 points (basic) | 3 points (proficient) | 4 points (advanced) |
|-----------------------|---|--|--|---|
| Formatting | Journal response did not include the necessary items: Date, Name and Title/heading. WS did not follow a preconceived format, making it difficult for reader to follow writer's thought process. | Journal response included 2 of the three following items: Date, Name, Title/heading. WS attempted to follow the given format but was missing components, leaving the reader with gaps of understanding. | WS followed the given format and included all necessary items (date/name/title). WS ideas were organized into an easy to read/understand format with a logical progression of ideas. | WS followed the given format and included all necessary items. WS ideas were organized into a unique and interesting format that brought additional insight and understanding to the reader. |
| Correct Grammar Usage | WS is written with many grammatical errors. Inventive spelling is used. It is difficult to understand the meaning of the text because of the multiple errors. | WS is written with many grammatical errors. Proper punctuation and capitalization are not used throughout the writing piece. Conventional spelling patterns and rules are not followed. | WS written with very few grammatical errors. Proper punctuation and capitalization are used throughout the writing piece. WS applies conventional spelling patterns and rules. | WS is written with no grammatical errors. Grammar usage is pristine, even on concepts not taught yet. WS applies conventional spelling patterns and rules. |
| Level of Completion | WS has minimal writing. WS is missing major portions of the asked question or gave an incorrect answer (based on text reading). | WS answers most elements of the question. WS uses incomplete sentences and/or thoughts in attempt to show thinking. | All elements of the question are fully answered in complete sentences. WS addresses all important aspects of the question. | All elements of the question are fully answered in a variety of sentence types. WS addresses all important aspects of the |
| Level of Support | There are no details or evidence given to support the writer's opinion or statement. | WS weakly supports writer's opinion with portions of text references or story details. Reasoning is attempted, but not clearly communicated. | WS supports writer's opinion or statement by restating details from a given text and/or uses personal experiences. Reasoning is clearly communicated. | WS includes many details, text references, examples, quotations and personal experiences from multiple sources to clearly support writer's opinion or statement. |
| Level of Thinking | WS is off topic or irrelevant to question asked. WS neglected to include story details or personal connections. WS does not communicate an understanding of essential skills or concepts learned. | WS shows an attempt at processing information. WS demonstrates that writer understands some of what he/she is reading. Key vocabulary words are not present and essential concepts are not included in the WS. | WS shows deeper levels of thinking. WS relates to the question in a relevant and/or personal manner. WS demonstrates that the writer understands what he/she is reading by recalling and using appropriate vocabulary words and applying learned concepts to WS. | WS shows deeper levels of thinking. WS demonstrates synthesis or analysis of text/topic by making inferences, determining relationships, generalizing or making connections. Comments are made about the author's craft and/or purpose. |

Total: ___/15

Comments:



A WRINKLE IN TIME

INTERACTIVE BULLETIN BOARD SET



How would you FIGHT for the LIGHT?

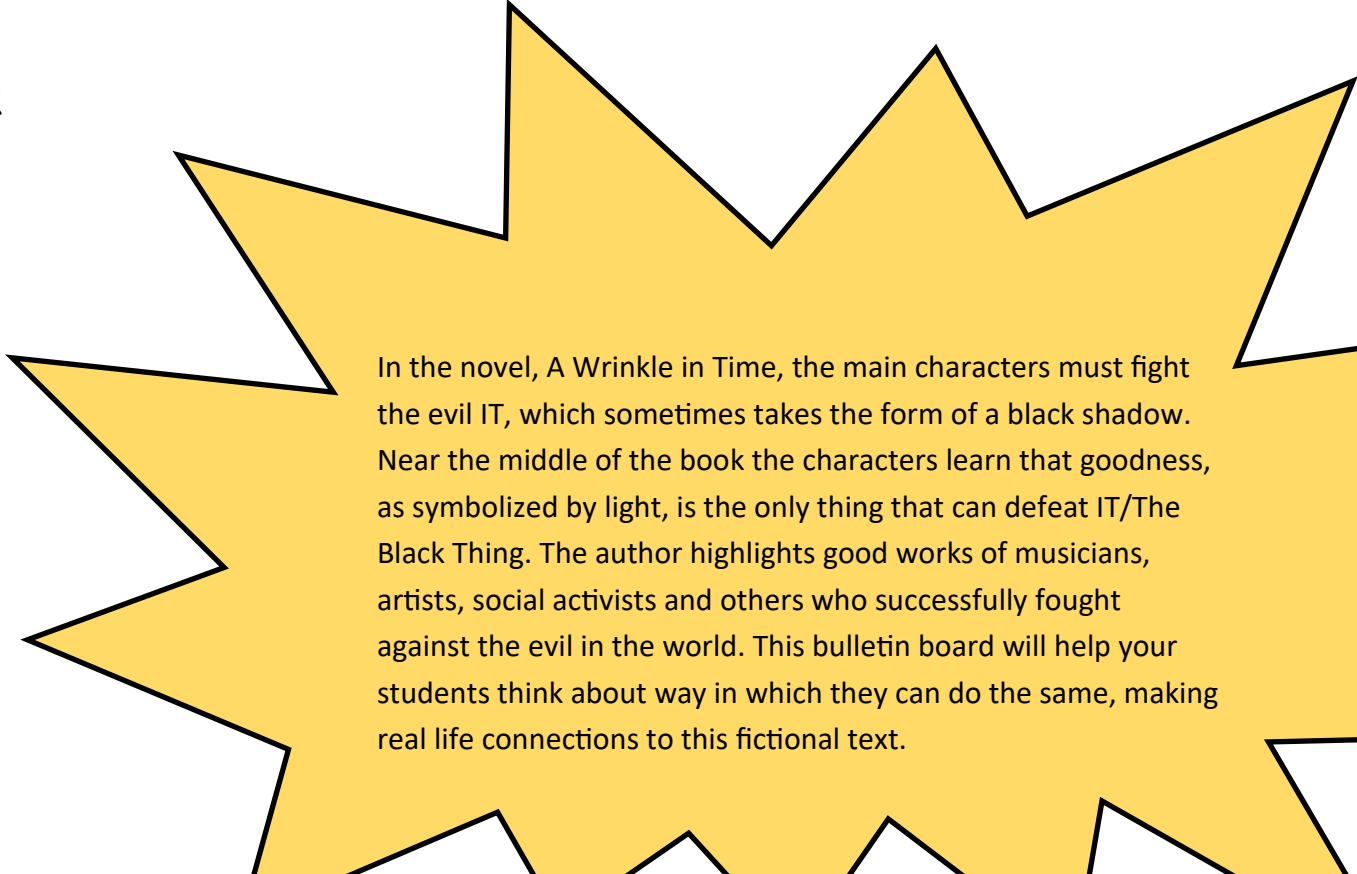
IN THIS PRODUCT YOU WILL FIND...

2 COMPLETE BULLETIN BOARD SETS INCLUDING:

- LAYOUT/TEMPLATE IDEAS
- THEME TEXT
- PLAIN SHAPES
- SHAPES WITH LINES FOR STUDENT WRITING
- BORDER TEXT

**** PRINT , COPY, ENLARGE**

OR REPLICATE AS NEEDED. **



In the novel, A Wrinkle in Time, the main characters must fight the evil IT, which sometimes takes the form of a black shadow. Near the middle of the book the characters learn that goodness, as symbolized by light, is the only thing that can defeat IT/The Black Thing. The author highlights good works of musicians, artists, social activists and others who successfully fought against the evil in the world. This bulletin board will help your students think about way in which they can do the same, making real life connections to this fictional text.

BULLETIN BOARD

SET #1



**How would you
FIGHT for the LIGHT?**



How

would

you

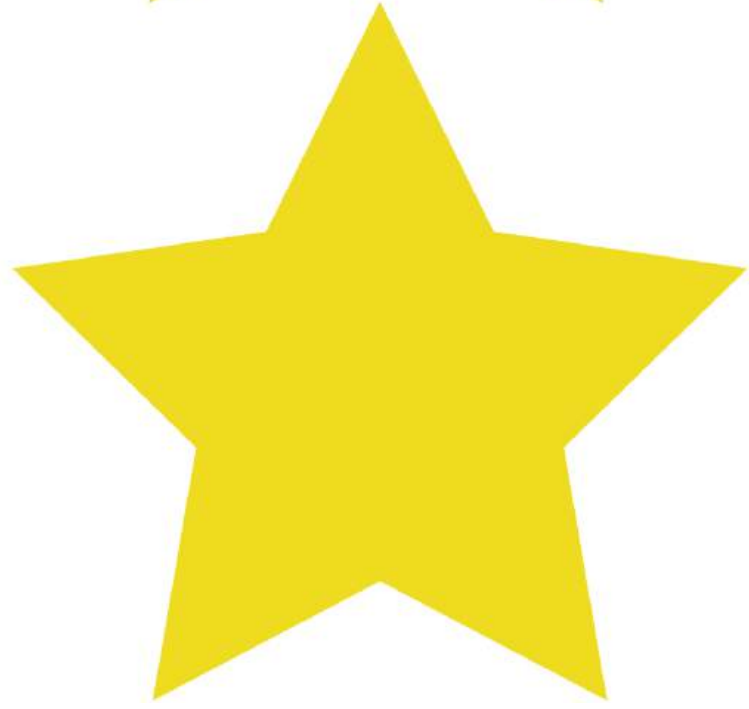
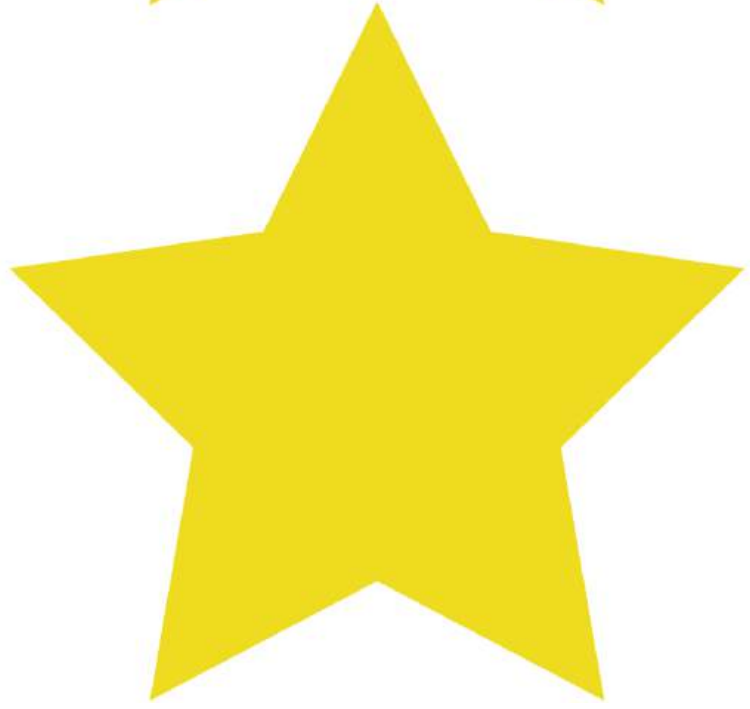
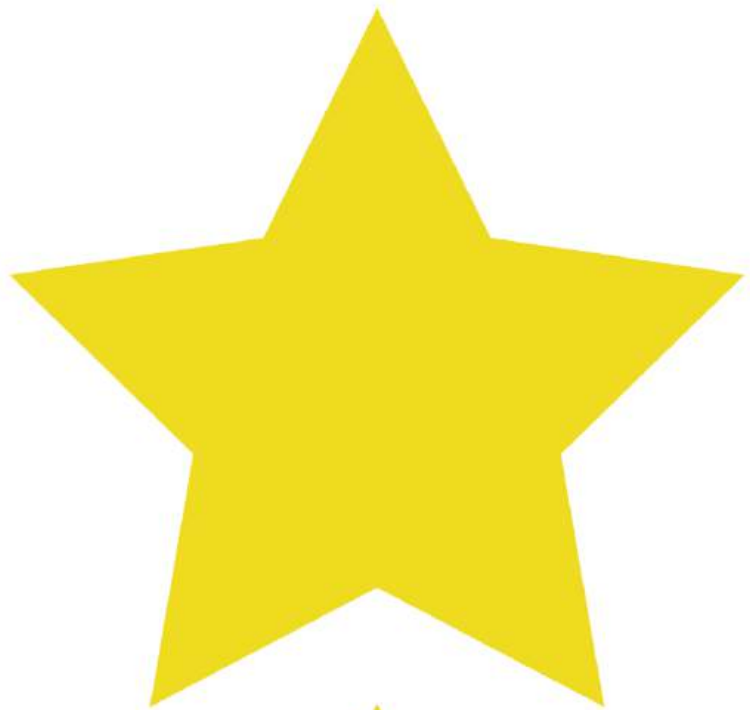
FIGHT

for

the

LIGHT



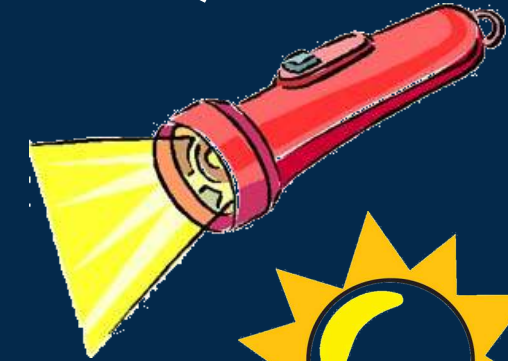
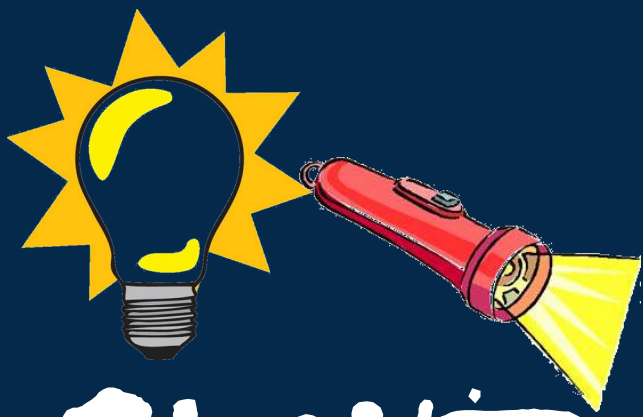


BULLETIN BOARD

SET #2

How would you

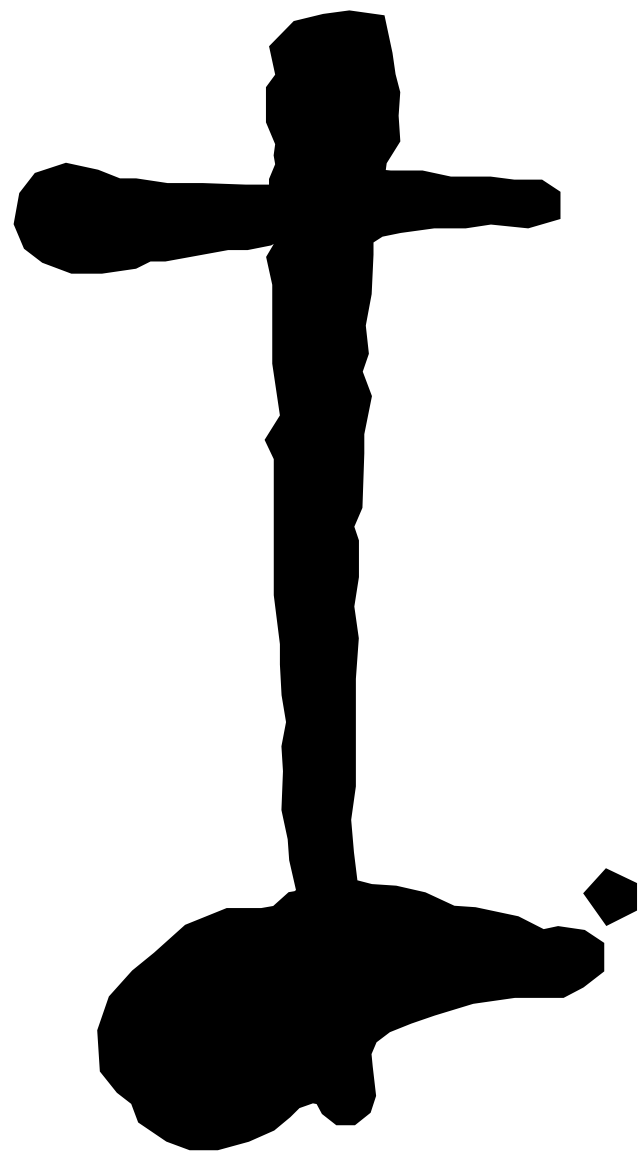
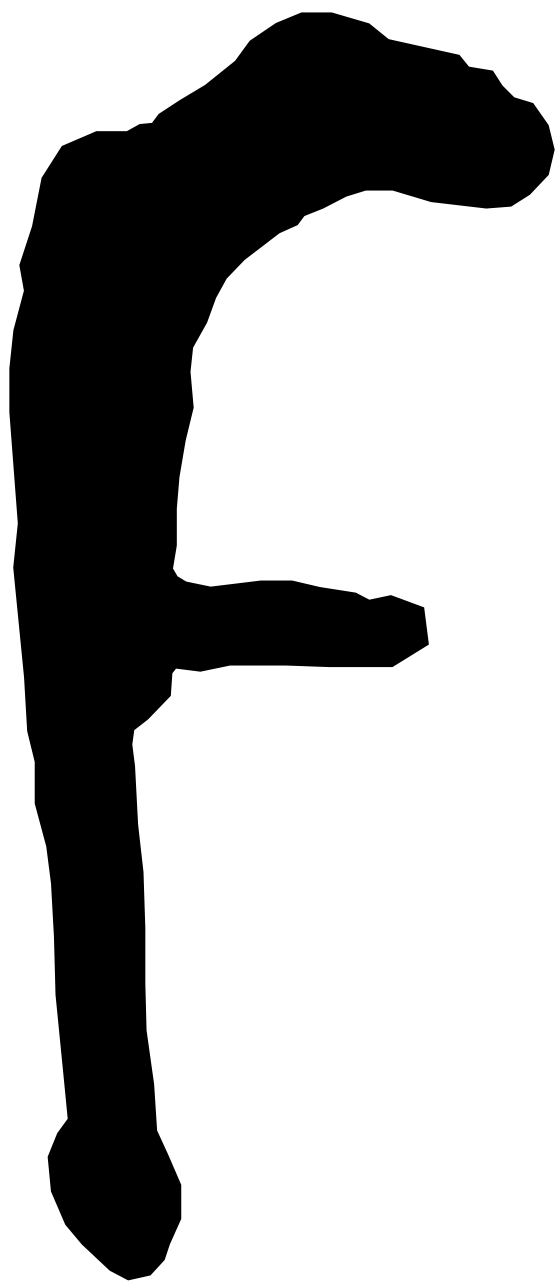
FIGHT for the LIGHT?



How

world

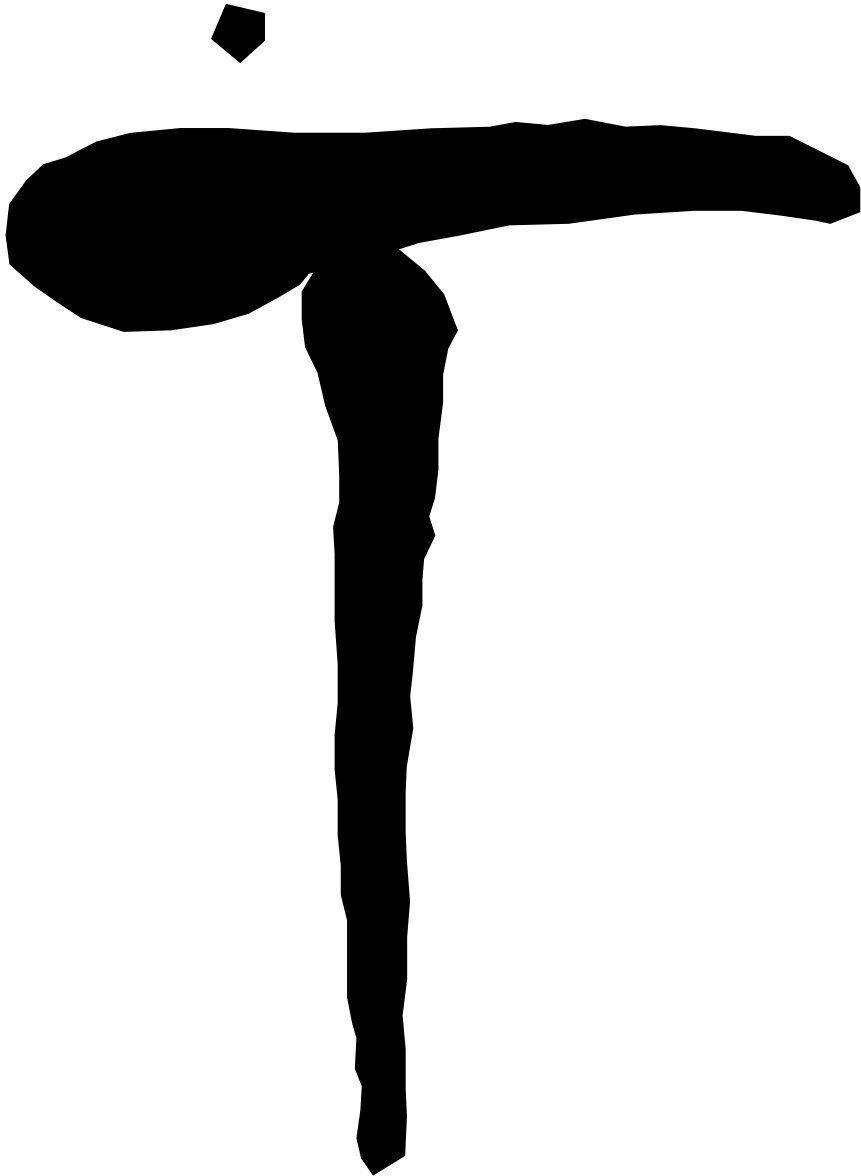
you



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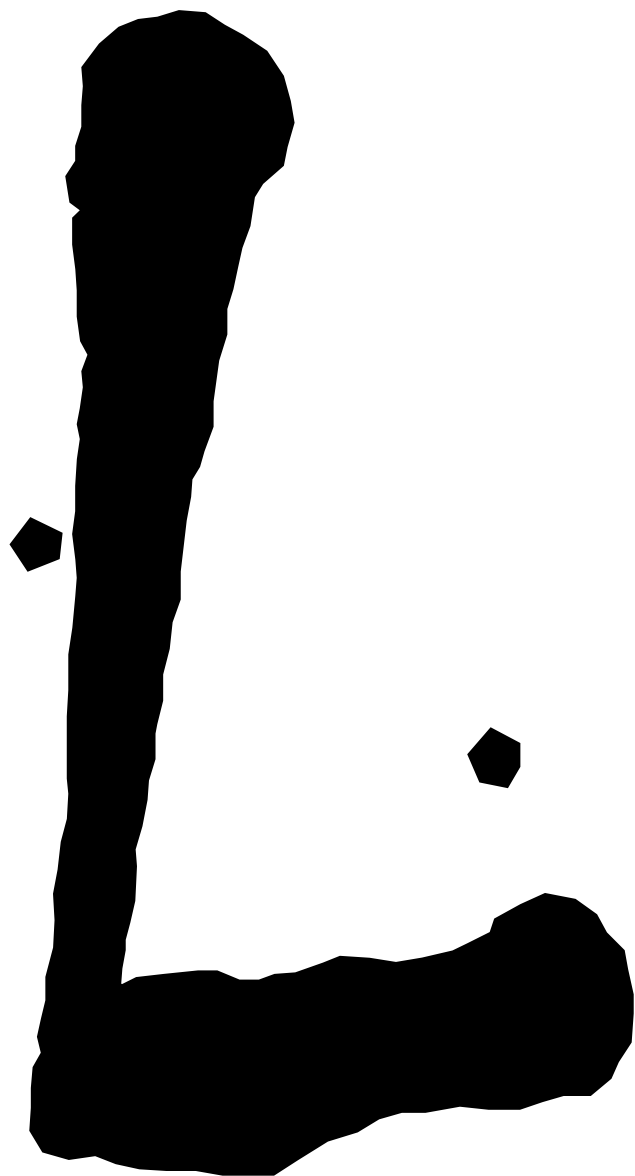
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for

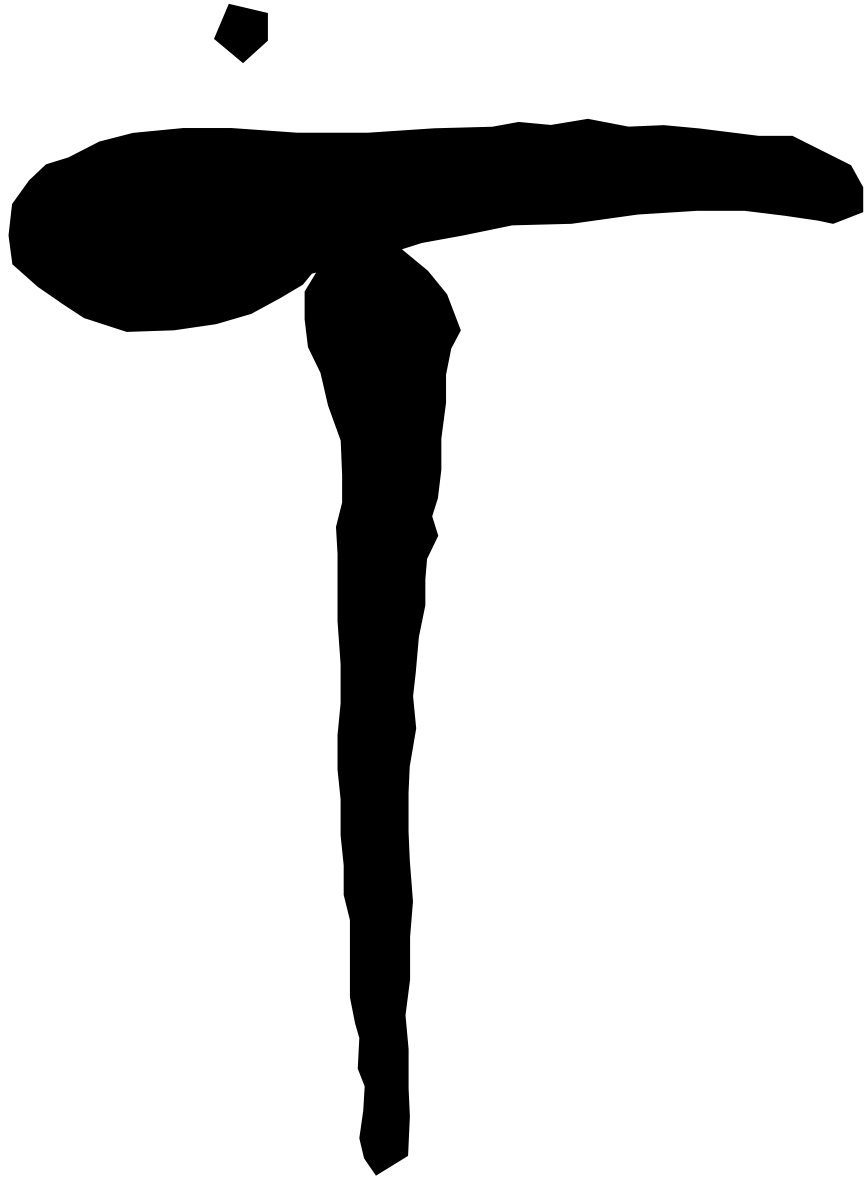
the



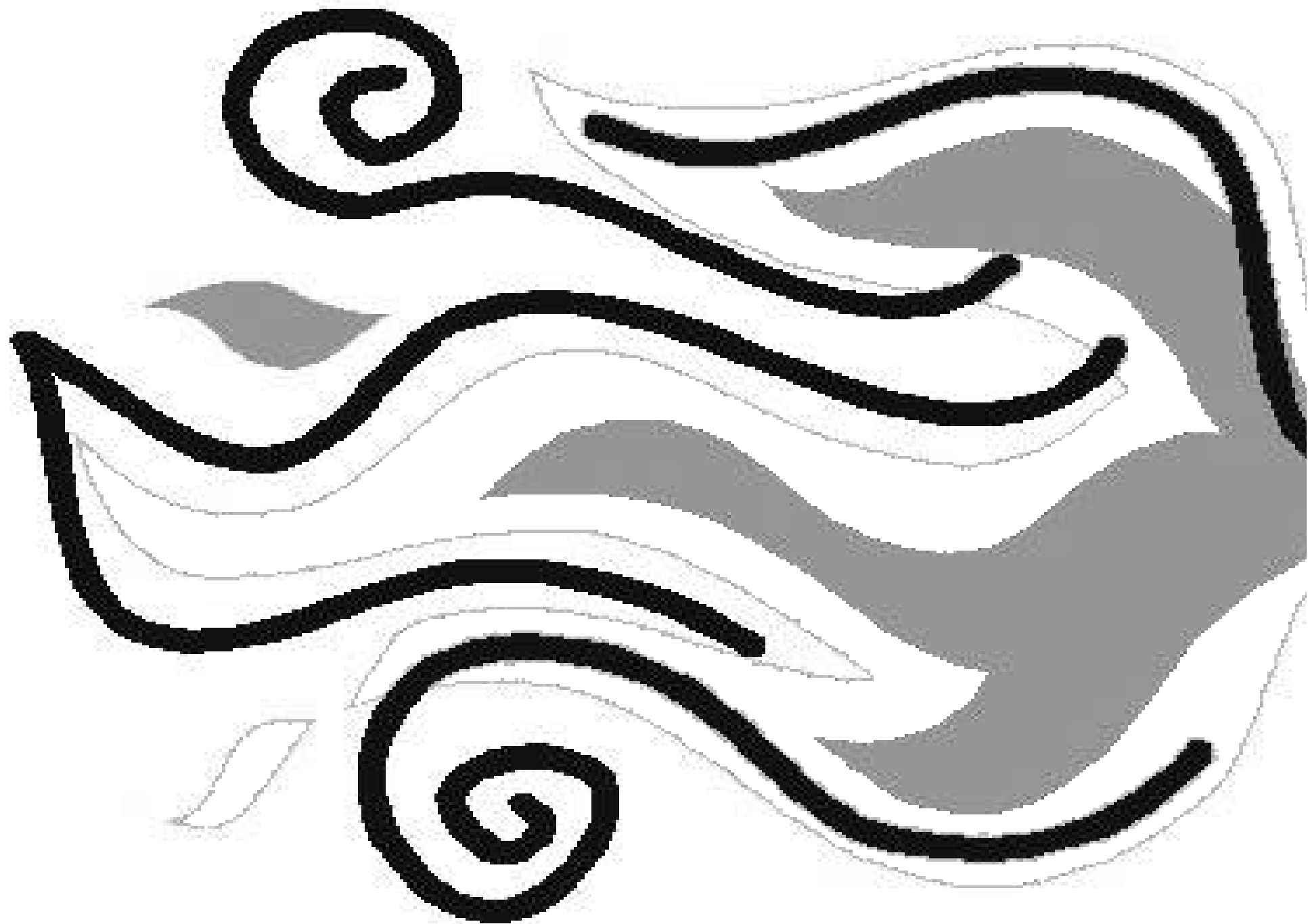
G

H

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Four versions of each shape are printed. Filled shapes, outline shapes, filled shapes with lines for student writing, outline shapes for student writing. On these shapes students can write quotes from the book, or their own ideas.

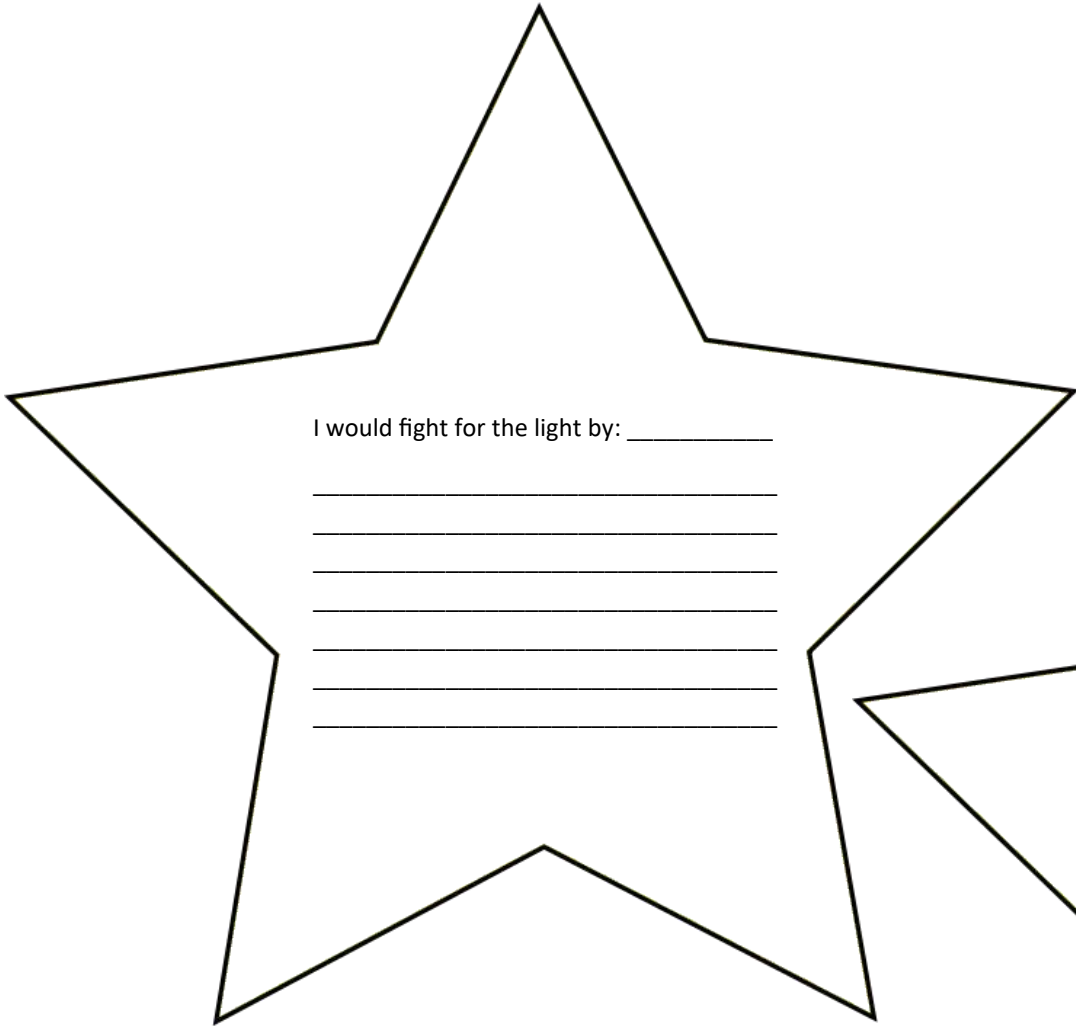




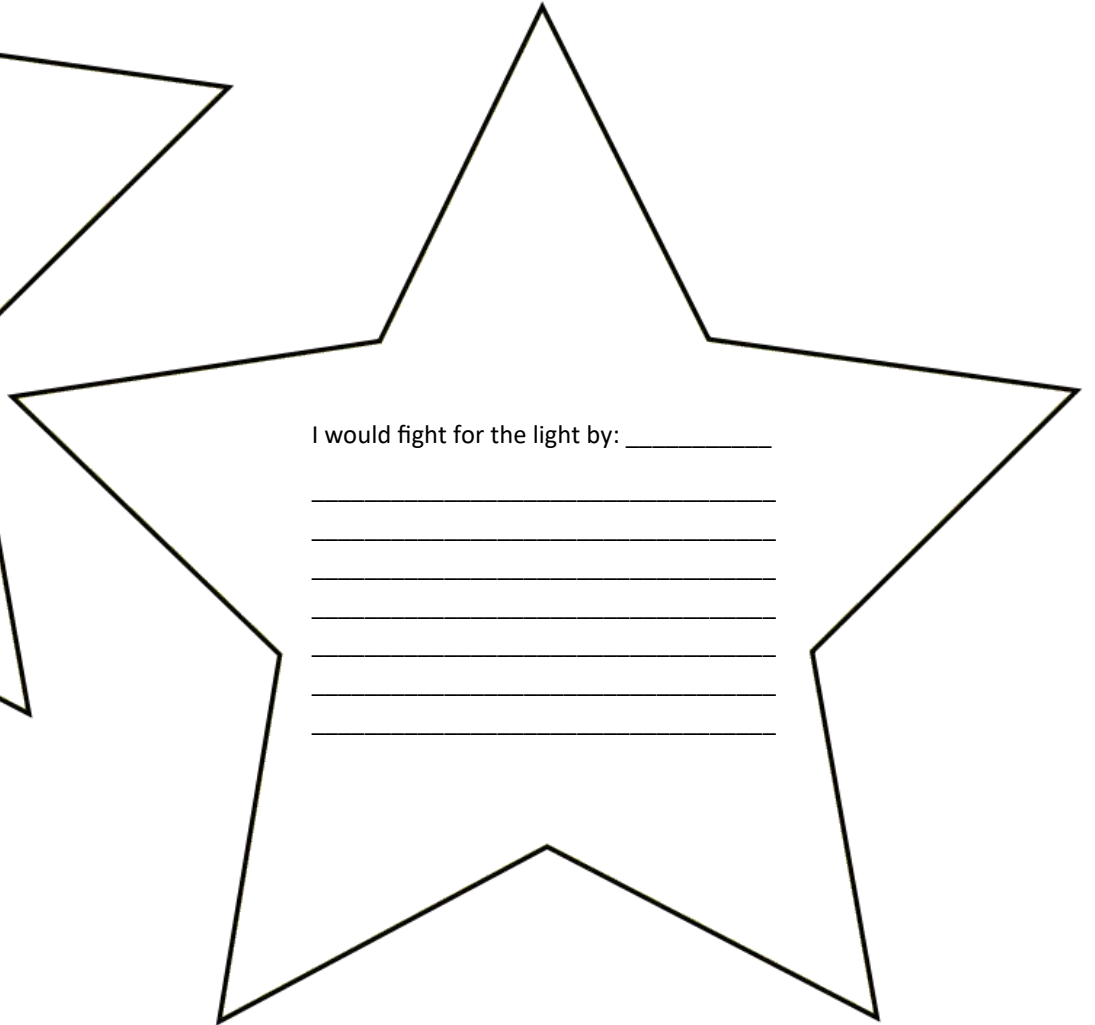
I would fight for the light by: _____



I would fight for the light by: _____

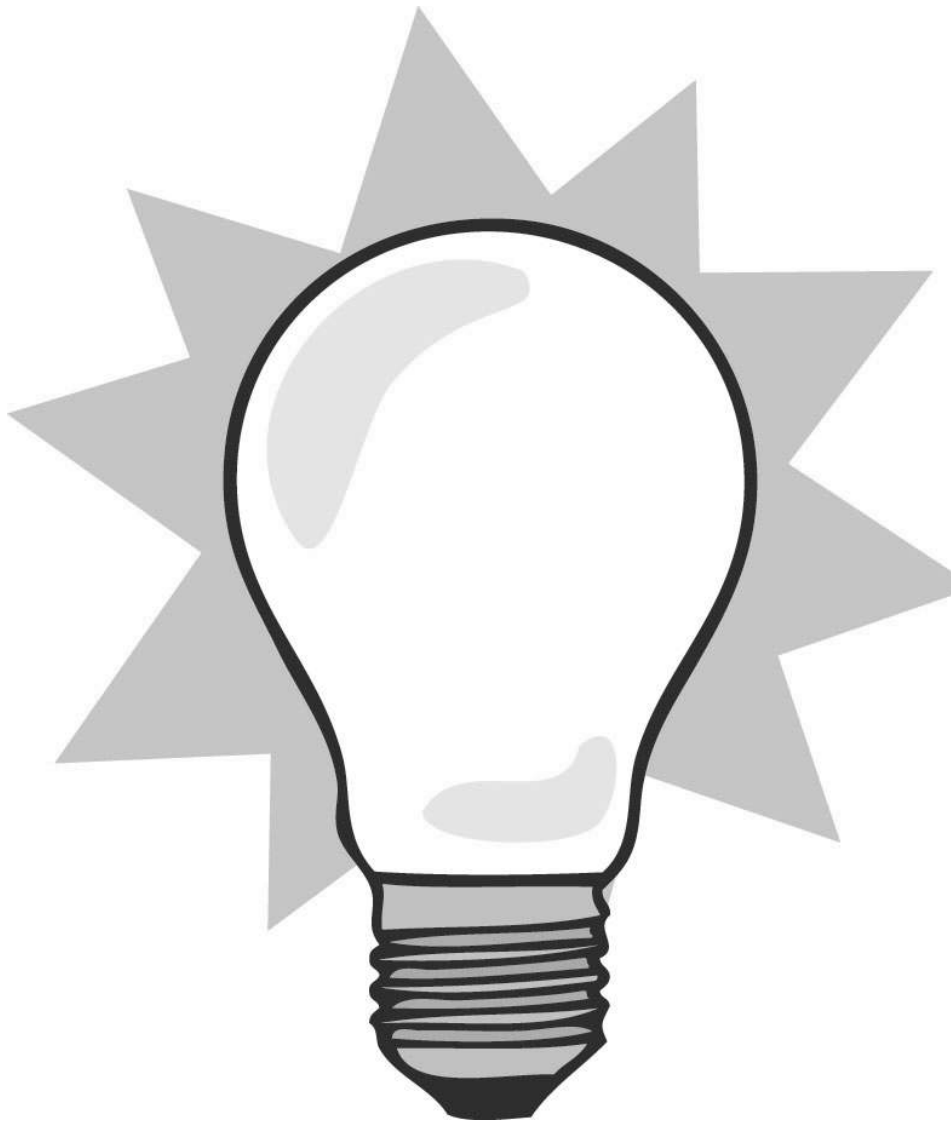


I would fight for the light by: _____



I would fight for the light by: _____







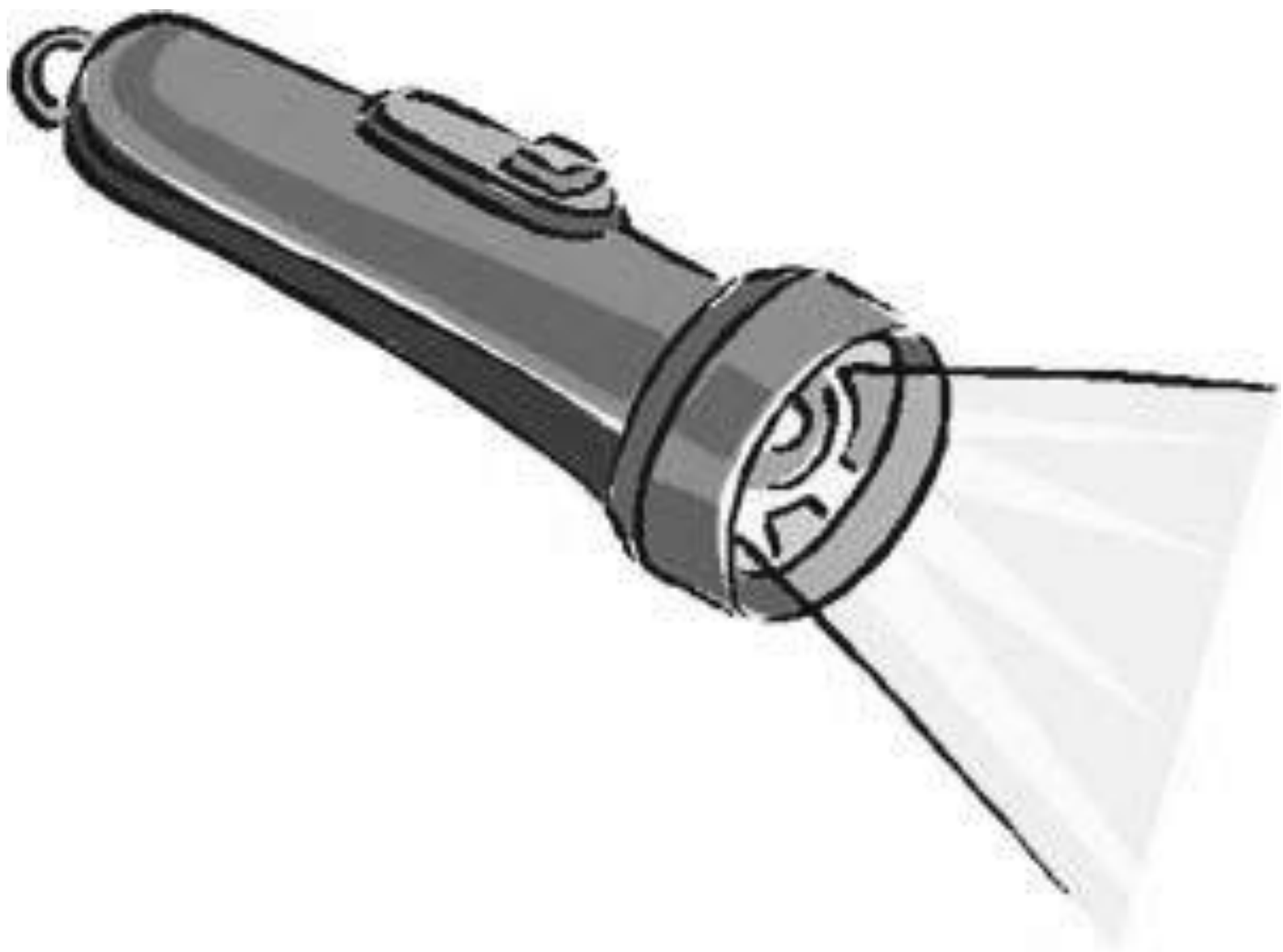
I would fight for the
light by: _____

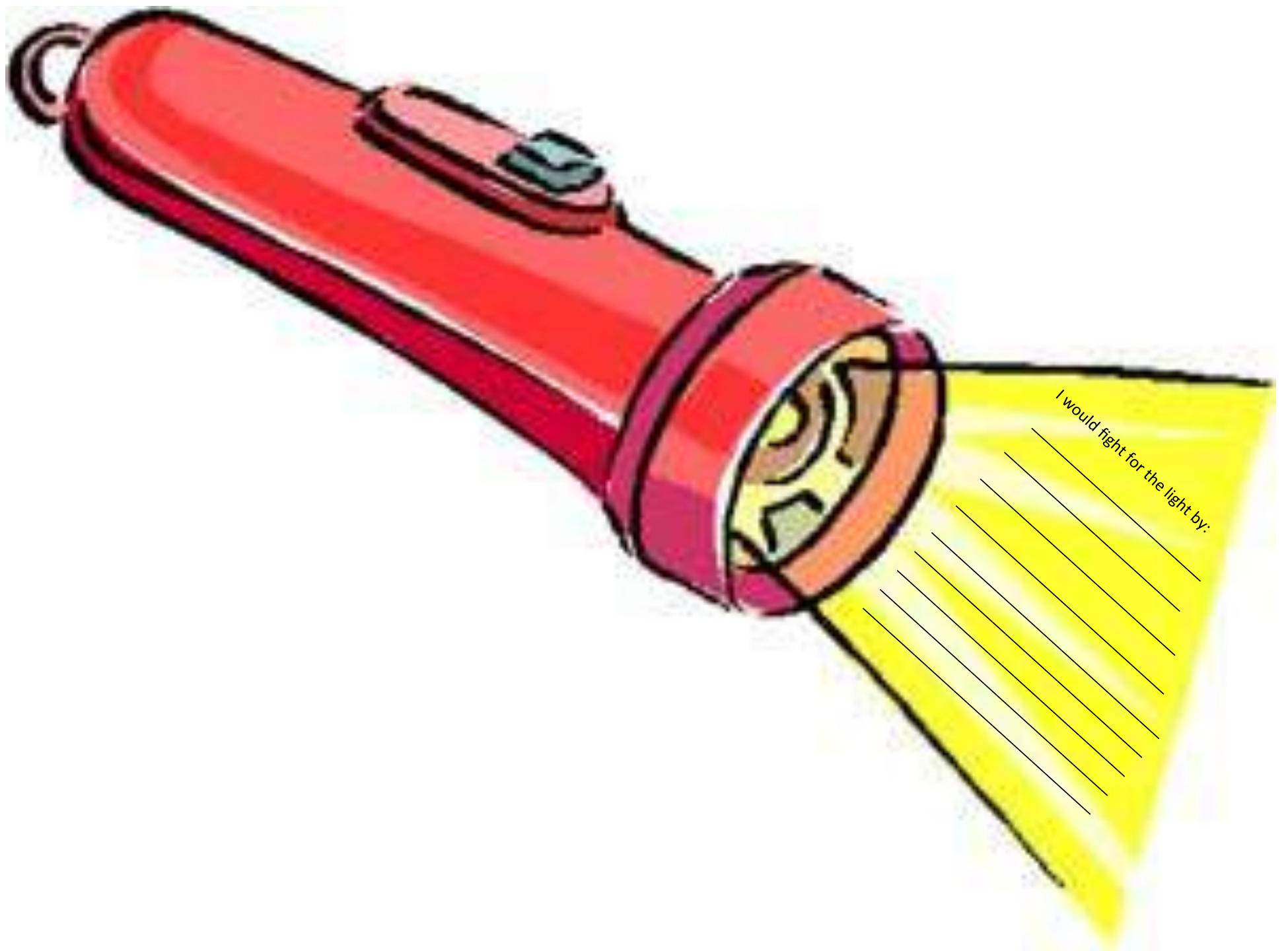


I would fight for the
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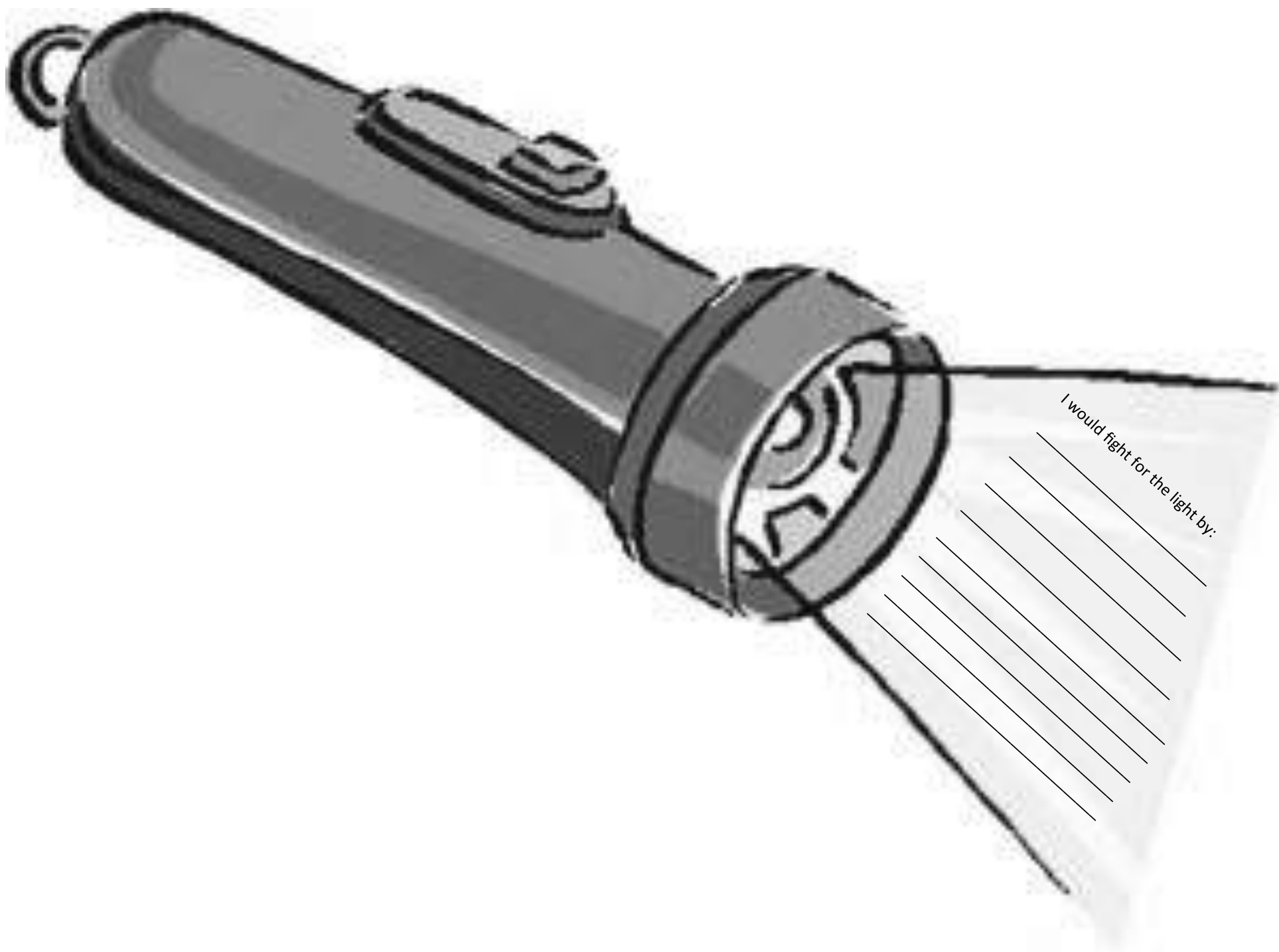








I would fight for the light by:



I would fight for the light by:

Hope

Goodness

Love

Art

Music

Medicine

Truth

Justice

Fairness

Laughter

Smiles

Kindness

Compassion

Equality

Faith

Words

Sharing

DEAR TEACHER FRIEND,

Thank you for downloading this product. I hope that it helps your students make new connections to the novel, *A Wrinkle in Time*, as well as bring its message to life in a whole new way. Thank you for all that you do, and for being a light for your students.

If you are in need of more teaching materials for this unit, I have plenty! Just visit my store to find...

- A Wrinkle in Time Chapter Quizzes
- A Wrinkle in Time Journal Response Questions/Journal Pages (with rubric!)
- A Wrinkle in Time Ultimate Activity Pack
- A Wrinkle in Time Vocabulary Powerpoint
- And more!

I also invite you to join my teaching eNewsletter for great educational content, tips and inspiration sent to you monthly. Just visit www.amandazieba.com and click on TEACH. I am also on Pinterest with boards titled: ELA in the Middle, A Novel Idea, and Tell Me a Story. If there is a product you are wishing you had, email me (wordnerd@amandazieba.com) and I can work to create it.

HAPPY TEACHING,

AMANDA ZIEBA (AKA: THE WORD NERD)