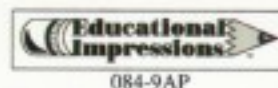


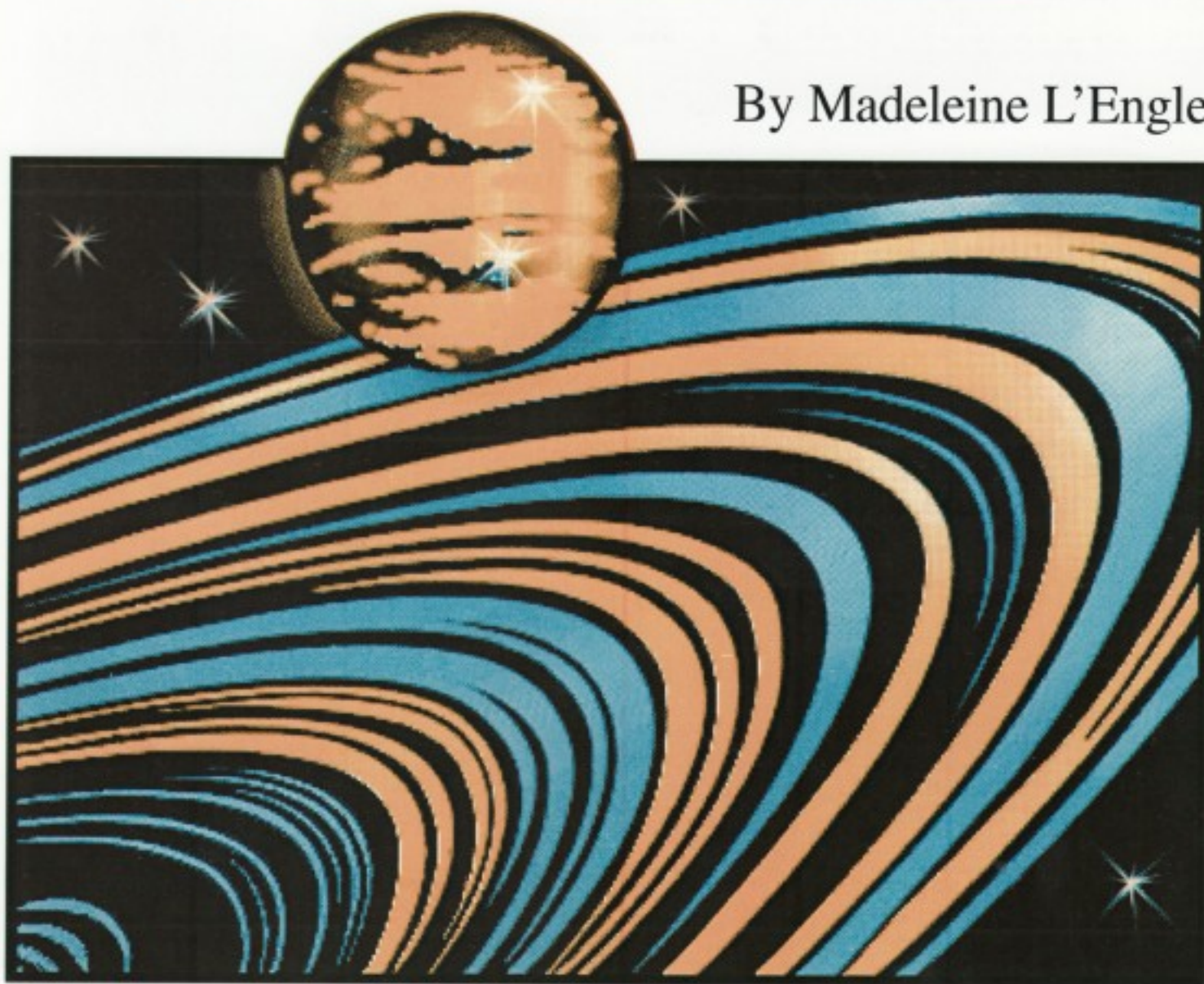
A Wrinkle in Time: L-I-T Guide  
Grades 4 to 9



# A Wrinkle in Time

## L-I-T Guide Literature In Teaching

By Madeleine L'Engle



A Study Guide for Grades 4 to 9  
Prepared by Charlotte S. Jaffe and Barbara T. Doherty

# Vocabulary

## Chapters One and Two: *Mrs. Whatsit* and *Mrs. Who*

Match the vocabulary words on the left to the definitions on the right. Place the correct letter on each line.

- |                    |                                    |
|--------------------|------------------------------------|
| ___ 1. apt         | A. pronunciation                   |
| ___ 2. assimilate  | B. medication rubbed into the skin |
| ___ 3. constable   | C. arousing sympathy               |
| ___ 4. diction     | D. haughty, masterful              |
| ___ 5. frenzy      | E. likely, inclined to, ready      |
| ___ 6. inadvertent | F. calm, tranquil                  |
| ___ 7. liniment    | G. make similar, absorb            |
| ___ 8. murmur      | H. open dislike, disrespect        |
| ___ 9. pathetic    | I. lessen, settle                  |
| ___ 10. peremptory | J. lying on one's back             |
| ___ 11. scud       | K. public peacekeeping officer     |
| ___ 12. scorn      | L. docile, manageable              |
| ___ 13. serene     | M. wild and disorderly agitation   |
| ___ 14. subside    | N. low, indistinct sound           |
| ___ 15. sullen     | O. open to attack or danger        |
| ___ 16. supine     | P. careful, aware, cautious        |
| ___ 17. tractable  | Q. run or skim along swiftly       |
| ___ 18. vulnerable | R. ghost, shadow, specter          |
| ___ 19. wary       | S. gloomy, resentful               |
| ___ 20. wraith     | T. unintentional                   |

# Comprehension and Discussion Questions

## Chapter One: *Mrs. Whatsit*

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. Explain the choice of words used by Mrs. Whatsit in the following passages: "It isn't so much that I lost my way as that I got blown off course . . . I just got caught in a down draft and blown off course."

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2. Give examples of Charles Wallace's maturity beyond his years.

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3. What events frighten Meg and cause her to give up on sleep and go to the kitchen for a snack?

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4. How does Mrs. Murry show generosity and warmth to the stranger who arrives at the door in the middle of the storm?

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# Vocabulary

Chapters Seven and Eight:

*The Man With Red Eyes* and *The Transparent Column*

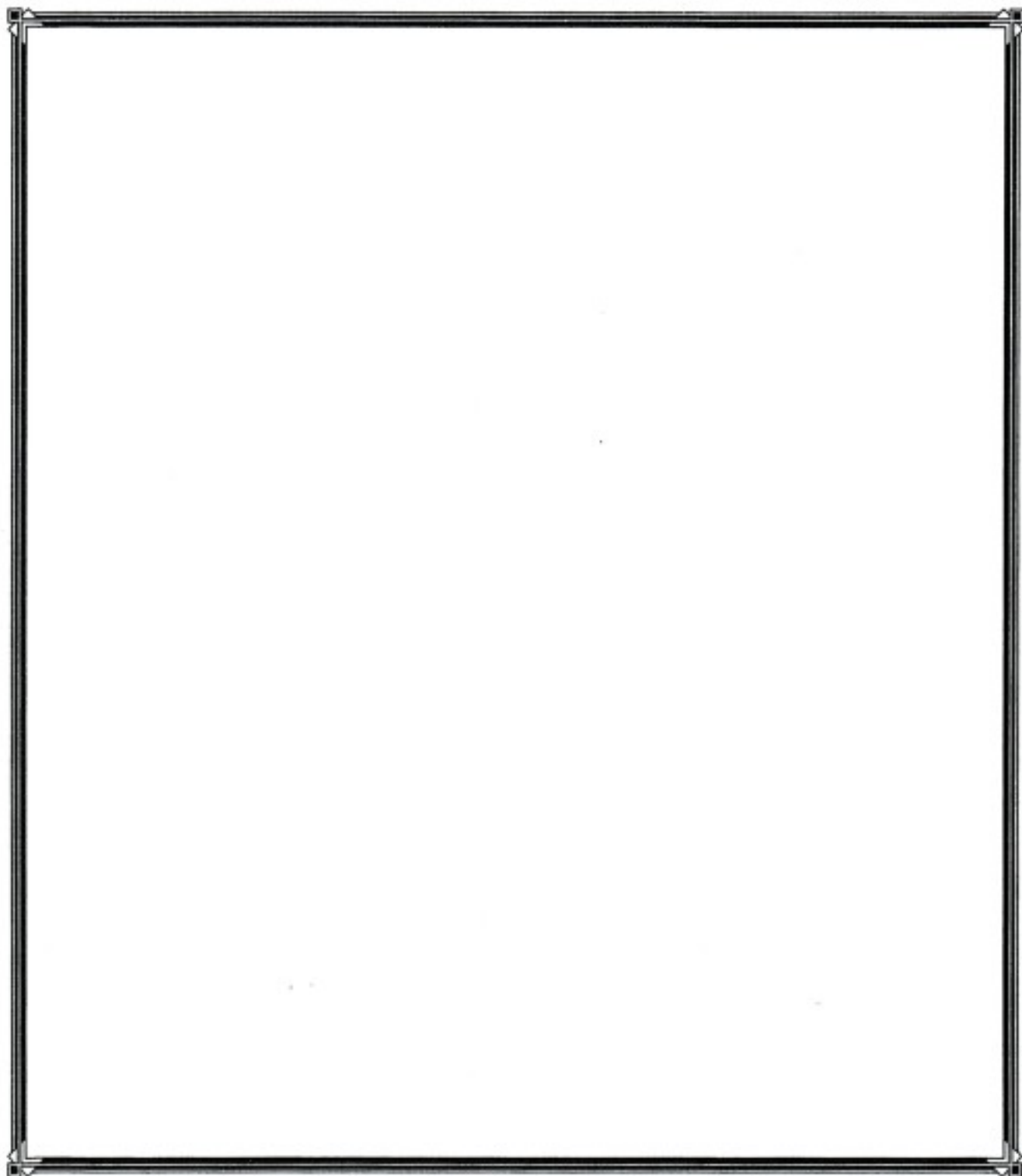
Use your dictionary to define the following words.

1. arrogance
2. authority
3. belligerent
4. bilious
5. compactness
6. dilated
7. enormous
8. gallivanting
9. impressionable
10. misconception
11. nondescript
12. ominous
13. preliminary
14. primitive
15. recourse
16. remote
17. tenacity
18. threshold
19. transparent
20. unsubstantial

### ***To Tell the Truth***

Using the vocabulary words from the first part of this activity, play "To Tell the Truth." After you and your classmates have located the meanings of the vocabulary words, divide into teams. Each team should be assigned an equal number of the words. Each team will present in turn two incorrect definitions and one true definition for each word. The opposing team or teams will be challenged to select the correct meanings. Be as clever as possible in trying to trick your opponents!

#### **IDEAS FOR FALSE DEFINITIONS:**



# Comprehension and Discussion Questions

## Chapter Nine: *IT*

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. Describe the changes in Mr. Murry since Meg last saw him. In what is he imprisoned?

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2. Science fiction stories often have magical elements. What kind of magic is used to help Mr. Murry and Meg?

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3. Describe Meg's encounter with IT. How does she keep from falling under IT's power? Explain the importance of her revelation that "like and equal are not the same thing at all."

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4. How do Calvin and Mr. Murry help Meg escape from IT's power? Why do they choose this method of escape at this time?

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# Spotlight Literary Skill

## *Cause and Effect*

Sometimes a certain event or action brings about another event or action. This is what is meant by **cause and effect**. Read the following statement: "Meg wore glasses; she felt unattractive." The first part of the statement, "Meg wore glasses," is the cause. The second part, "she felt unattractive," is the effect. In other words, it is the wearing of the glasses that causes her to feel unattractive.

Match the causes in the column on the left with the effects in the column on the right. Place the correct letter on each line.

### CAUSES

- \_\_\_ 1. Mrs. Whatsit was blown off course.
- \_\_\_ 2. Charles Wallace pretended not to know how to speak.
- \_\_\_ 3. She pressed her face into the blossom.
- \_\_\_ 4. It took much energy to fully materialize.
- \_\_\_ 5. Meg knew a lot of shortcuts.
- \_\_\_ 6. Fortinbras didn't bark at the house or its inhabitants.
- \_\_\_ 7. He was a basketball star, friendly and a good student.
- \_\_\_ 8. The clouds swirling in the crystal cleared.
- \_\_\_ 9. The creatures were tall, four-armed, hairy and non-humanlike.
- \_\_\_ 10. All night the wind howled, banging trees, windows and shutters.

### EFFECTS

- A. Meg couldn't sleep.
- B. It became easier to breathe.
- C. Calvin was popular at school.
- D. Meg could see her mother's lab.
- E. Only the glasses of Mrs. Who became visible at times.
- F. She arrived at the Murry's home in the midst of the storm.
- G. Meg, Calvin and the others were afraid of the creatures.
- H. People thought he was a moron.
- I. Charles Wallace was sure it was safe.
- J. She had a mental block against doing the problems the way the teacher wanted.

# Character Quest

Use the character names below to solve each of the following quotation questions:

1. *Who* made the statement?
2. *To whom* was it made?
3. *Why* was it made?

Mrs. Who	Meg	Calvin	Mrs. Murry
Charles Wallace	Mrs. Which	Mrs. Whatsit	Mr. Jenkins
Mr. Murry	Aunt Beast	Man with Red Eyes	

1. "All you have to do is look quietly and steadily into the eyes of our good friend here, for he is our friend. . .and he will take you in as he has taken me."

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2. "I've never even seen your house, and I have the funniest feeling that for the first time in my life I'm going home."

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3. "My child, do not despair. Do you think we would have brought you here if there were no hope?"

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4. "I hhave nnott ggivenn yyou mmyy ggiffit. YYou hhave ssomethinnngg thatt ITT hhas nnott."

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5. "I hate being an oddball."

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6. "*Das Werk lobt den Meister.* German. *The work proves the craftsman.*"

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7. "But it is only the little boy whose neurological system is complex enough."

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