

Story Elements Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for *A Wrinkle in Time* by Madeleine L'Engle

4 Part Lesson Plans

Book Club
A Wrinkle in Time
By: Madeleine L'Engle
Grade Level: 6 / Guided Reading Level: W

Discussion Questions and New Vocabulary

Final Meeting
A Note About the Discussion Questions and Vocabulary
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer. You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Chapter 12 Discussion Questions:

1. Why does Meg have to go save Charles Wallace? Answers will vary: Her father and Calvin cannot go. (page 214)
2. How does IT try to trick Meg? Answers will vary: It says Mrs. Whatsit is his friend. (page 227)
3. How does Meg defeat IT? Answers will vary: She loves Charles Wallace. (page 230)

Chapter 12 New Vocabulary:

1. Despairingly (pg. 215) – feeling sad and without hope
2. Prevail (pg. 222) – to defeat an opponent especially in a difficult contest
3. Aftershock (pg. 227) – very bad in a way that causes fear, shock or disgust

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Meeting #2 Continued

Model How to Respond to Reading

- Distribute copies of the plot diagram.
- Review what each letter on the diagram represents.
- Remind students what they read at the beginning of the story.
- Ask students to define the exposition of the story. (Remind students that the exposition introduces the character and the setting.)
- Have students fill in the following for A (exposition):
 - Meg is thinking on a dark and stormy night.
- Remind students of the problem: Good v. Evil (the Ws and children v. the Dark Thing)
- Discuss where this problem is revealed in the text to complete the plot diagram for B (conflict) (you can use the following script):
 - Consider how the children felt after they experienced the Dark Thing. How did it impact them? (They felt physically ill and upset, pgs. 66-67)
 - After Mrs. Whatsit revealed herself, how did the children's attitude toward her change? (They were more respectful and Calvin even tried to worship her, pg. 75)
 - What does Mrs. Whatsit show them about the shadow while they are on Uriei? (It is covering the stars, pgs. 81-82)
 - What does the Happy Medium show the children about Earth? (It is covered by the Dark Thing, which has been there for a long time, pg. 99)
- Help students fill in a plot diagram with information about the problem.
- Have students add one observation each about three different characters on their Tracking Characters Sheet.

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Summarize Characters

Meeting #3 Continued
Model How to Respond to Reading

- Use the questions above to discuss weakness as well.
- Have students pick a quote from each character that they feel is important to understanding the character or the story. Samples are on the example but students should be free to pick other quotes as long as they can justify their choices.
- Have students complete the important relationships column.
- For an extension, you may want to have students complete another row of the chart about a supporting character:
 - Mrs. Murray
 - Mr. Murray
 - Mrs. Who
 - Mrs. Whatsit
 - Mrs. Which

Sample Notebook Entry

Character's Name	Appearance	Strengths	Weaknesses	Key Quotes	Important Relationships
Meg Murray	Black dress Moose-horn hair	Good at math good at earth science inventive	shy bad at English and Social Studies	"It's just been an awful year and it's full of teaching" (pg. 12)	Older sister to Charles Wallace
Calvin O'Ware	Tall and skinny, clothes are too small, wears hat that needs cutting (right hair cut)	popular in school good at science best friend	lonely poor family embarrassed	"Things are going to happen big, good things, I mean." (pg. 47)	Friend to Meg and Charles Wallace
Charles Wallace Murray	Very nice blonde hair				

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Sequence of Events

Analyze How Characters Respond to Events

Find the Problem of the Story

Examine How Characters Change Throughout the Story

Summarize Characters

Find the Resolution and Its Impact on Characters

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

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