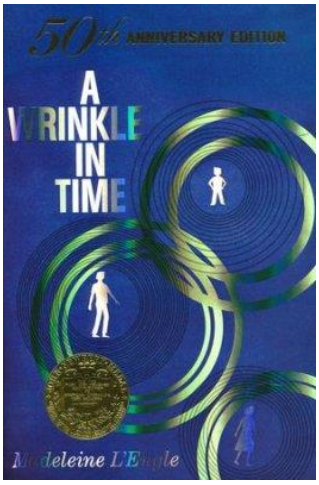
A Wrinkle in Time



ISBN-13	978-1-250-00467-3
Author	Madelaine L'Engle
Publisher	Square Fish
Copyright Year	1962
Print Year	2012
Lexile	740L
Genre	Science fiction
Synopsis	Meg's father had been experimenting with time-travel when he suddenly disappeared. Meg, Charles Wallace, and their friend Calvin need to outwit the forces of evil as they search through space for their father.
Themes	Heroic Journey; Self-Confidence

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is a hurricane?

A hurricane is a tropical cyclone – a rotating storm formed by high winds and a low-pressure weather system. The Saffir-Simpson Hurricane Wind Scale has five levels of severity. Hurricanes in the Unites States typically occur between June and November. The United States Department of Commerce's National Oceanic and Atmospheric Administration funds the National Centers for Environmental Prediction including the National Hurricane Center, which aims to increase understanding of hurricanes and to provide forecasts of storms.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

serenity (4)	uncanny (5)	tramp (7)	prodigious (10)	cheerfulness (11)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 1 (Mrs. Whatsit; pp. 3–20)

Setting	Characters	Pages
Meg's bedroom (attic)	Meg	3–6
Murry family kitchen	Meg, Fortinbras, Charles Wallace, Mrs. Murry, Mrs. Whatsit	7–20

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Meg is afraid of being alone in the attic during the hurricane.
- Meg gets into a fight at school.
- Mrs. Whatsit visits Meg, Charles Wallace, and Mrs. Murry; she mentions the tesseract.

Map Add to ongoing class activities like a KWL chart or map.

Identify the key elements of the plot. Today, Day 1, write details about the Exposition: the main characters and the setting. Use the question cards, below, to ask questions about the main characters and the setting. Younger students can use large poster paper to draw the story elements diagram and fill in details about the exposition. Older students may try out apps, such as Prezi.com, to create a presentation.

STORY ELEMENTS

Exposition – introduction of important background information within a story, such as, plot setting and characters.
Complication – introduces the catalyst that begins the major conflict.
Rising Action – part of the story where the problem or conflict central in the plot is introduced.
Climax – The turning point of the story. The moment where it seems the protagonist is in danger or could possibly fail (can be either physical or mental).
Falling Action – Takes place after the climax, where events that help resolve the conflict takes place.
Resolution – The end of the story, where loose ends are tied up, conflict is concluded and the outcome is revealed. Often a happy/sad ending takes place or a summary of where the characters will end up in the future.

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Ask about Main Characters

1. How old is he/she?
2. How does he/she look like?
3. What are his/her special abilities?
4. What is he/she worried about?
5. What are his/her interests, goals, and preferences?
6. Who are his/her friends?
7. Who does he/she disagree or fight with?
8. What could be the best thing to happen to him/her?
9. What could be the worst thing to happen to him/her?
10. What are his/her values and beliefs?
11. Who influences him/her?

Ask about the Setting

1. Where does the plot take place?
2. When does the plot take place?
3. How does the place look like?
4. Who lives there?
5. What is important to know about the history of the place?
6. What is comfortable, beautiful, and good in this place?
7. What is lacking, uncomfortable, and dangerous in this place?
8. Is this place contrasted with another location?
9. What values and laws are predominant in this place?
10. Who influences people in this place?

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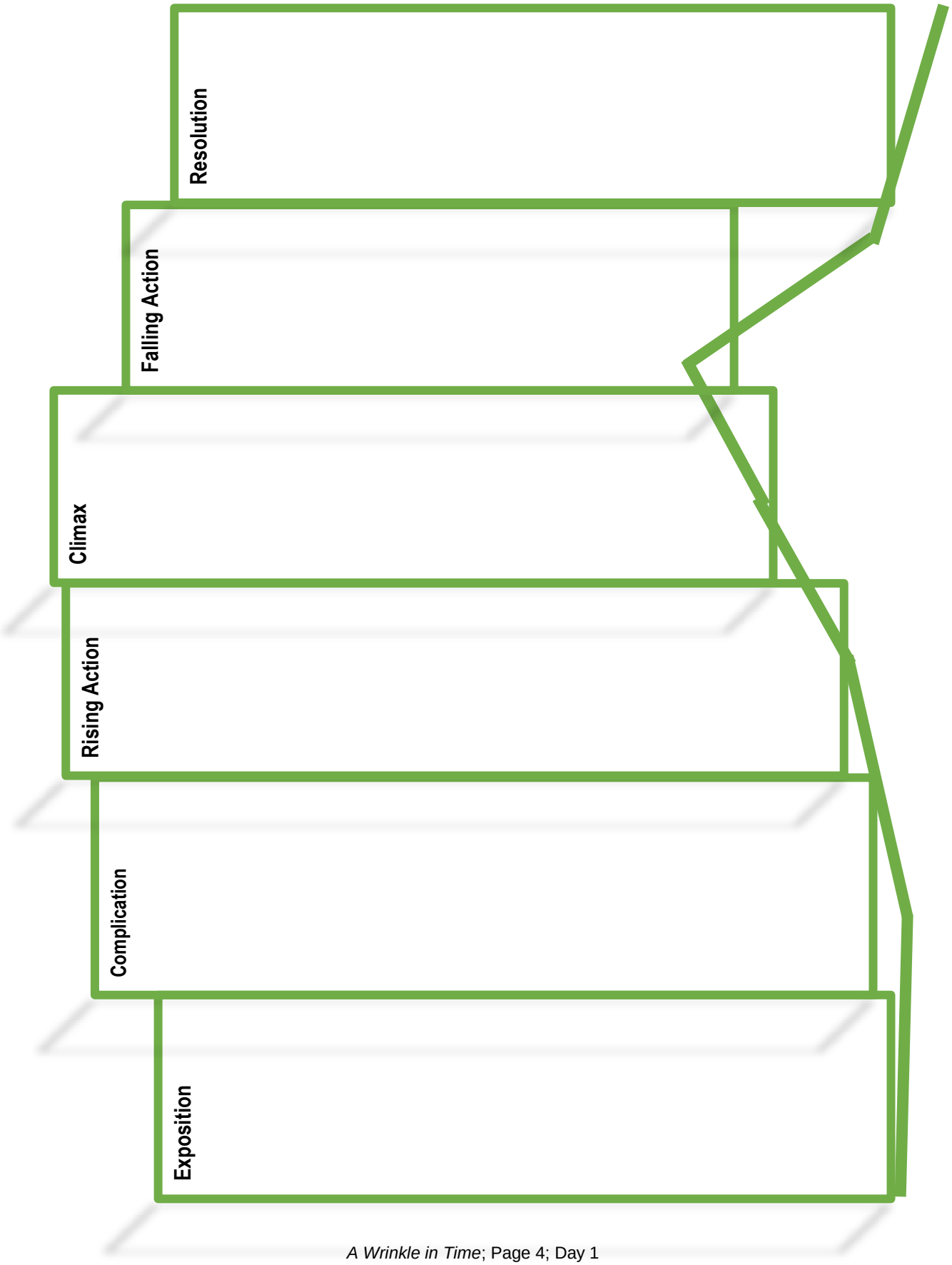

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Mrs. Murry tell Meg that she didn't know the meaning of moderation?

Hint: The Concept of Moderation
You may have heard the phrase "eating everything in moderation," which means having a little bit of everything, rather than a large amount of one thing (e.g., a large bowl of ice cream). According to the Greek Philosopher Aristotle (c. 384 B.C. to 322 B.C.), moral behavior is the mean between two excess and deficiency. It does not mean that one's behavior should be literally in the middle, rather it should be in the balancing point that enables emotional control and openness to more than one point of view. Because moderation protects people from extremist behavior and a narrow-minded perspective, it is considered a virtue.

2. Describe Mrs. Whatsit.

Analyze the key paragraph.

Key paragraph, p. 12

"I suppose that depends on how you look at it," Meg said. "Usually, no matter what happens, people think it's my fault, even if I have nothing to do with it at all. But I'm sorry I tried to fight him. It's just been an awful week. And I'm full of bad feeling."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Use argumentative writing style, provide evidence from the text, and use as many details as possible.

- What role does Meg's view of herself have on her feelings? In other words, how does her self-esteem impact her mood? What implications does this make about self-image and emotion?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is a haunted house?

A haunted house is a residence believed to be a center for supernatural occurrences or paranormal phenomena. This term is commonly used in association with tourist attractions. The opening of Disneyland's Haunted Mansion in 1969 marked the start of the haunted attraction industry through its introduction of incorporating technology and effects. These days, haunted houses are no longer just about creepy characters and hyper-realistic horror. Instead, the industry has flocked to all sorts of new, extreme frights: zombie runs, escape games, and experiences seemingly designed to traumatize.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

confidingly (27)	inadvertently (28)	placidly (30)	dilapidated (32)	assimilate (35)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 2 (Mrs. Who; pp. 21–35)

Setting	Characters	Pages
Murry family kitchen	Meg, Mrs. Murry, Dennys, Sandy	21–23
School; Meg gets called to Mr. Jenkin's office	Meg, Miss Porter, Mr. Jenkins	23–25
Murry family home	Meg, Charles Wallace, Fortinbras	26
Woods; walking to visit Mrs. Whatsit	Meg, Charles Wallace, Fortinbras, Calvin O'Keefe	27–32
Haunted house (Mrs. Whatsit's home)	Meg, Charles Wallace, Fortinbras, Calvin O'Keefe, Mrs. Who	33–35

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Meg wakes up and thinks (or hopes) that the events the night before were just a dream.
- Mr. Jenkins asks Meg about her father and tries to get her to accept that her father is no longer alive. However, Meg believes that her father is still alive and will be coming back.
- Meg and Charles Wallace meet Calvin O'Keefe on their way to visit Mrs. Whatsit.
- Meg, Charles Wallace, and Calvin meet Mrs. Who.
- Mrs. Who tells the children Mr. Murry is alive and needs help.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Today, Day 2, add new details to the **exposition** box in the story elements diagram.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Mr. Jenkins call Meg to his office?
2. What special ability does Charles Wallace have?
3. Why did Mrs Who say "Faith is the sister of justice?" (Justitiae soror fides; p. 35) when she reassured the children asked them to trust her? What is the act of justice that they are about to achieve together?

Hint

Justitiae soror fides
"Faith is to justice a twin sister;"
Who can say that I have e'er miss'd her?
Or that I did not always stand
Between these ladies, hand in hand?
For life I hold the *teller's nod;*
You can't *exchequer me,* by—! (Baron Thurlow)

In ancient Rome, the concept of fides represents mutual trust between two people. Close friendships and effective partnerships have to include the recognition of all parties as trustworthy. Confidence in others enables us to take risks together and embark on heroic journeys, such as the one that Meg and others are about to start.

Source: Amicus. (1822). A Translation, In Verse, of The Mottos of The English Nobility and Sixteen Peers of Scotland in the Year 1800. London, UK: J. Moyes.

Analyze the key paragraph.

Key paragraph, p. 35

"She's busy. It's getting near time, Charlsie, getting near time. *Ab honesto virum bonum nihil deterret*. Seneca. *Nothing deters a very good man from doing what is honorable*. And he's a very good man, Charlsie, darling, but right now he needs our help."

"Who?" Meg demanded.

"And little Megsie! Lovely to meet you sweetheart. Your father, of course. Now go home, loves. The time is not yet ripe. Don't worry, we won't go without you. Get plenty of food and rest. Feed Calvin up. Now, off with you! *Justitiae soror fides*. Latin agaon, of course. Faith is the sister of justice. Trust in us! Now, shoo!"

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Use argumentative writing style, provide evidence from the text, and use as many details as possible.

- The school principal states that Meg makes things harder on herself by having an attitude. Do you agree with this statement? How could the interaction between Meg and her principal been more helpful?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is self-esteem?

Self-esteem is the feeling of confidence a person has in their abilities, and the respect and sense of worth they have for themselves. Sometimes a person has high self-esteem and other times self-esteem is low. It is normal for self-esteem to be at different levels, but most people are happier when their self-esteem is high. One way a person can increase their self-esteem is by practicing and succeeding at small tasks. When we know we can do small things we have more confidence in our ability to succeed in a more complicated task. Another way a person can increase their self-esteem is by not comparing themselves to others, but rather looking inward at personal strengths and traits.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gesture (36)	somber (38)	indignant (39)	essence (44)	paltry (51)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 3 – "Mrs. Which" (pp. 36–52)

Setting	Characters	Pages
Forest; walking to the Murry family home	Meg, Charles Wallace, Calvin, Fortinbras	36
Murry family home	Meg, Calvin, Mrs. Murry	37–42
Murry family home	Meg, Mrs. Murry, Calvin	42–45
Outside; Meg and Calvin go for a walk	Meg, Calvin, Charles Wallace, Mrs. Whatsit, Mrs. Who, Mrs. Which	46–52

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Calvin joins the Murry family for dinner and spends the evening with them.
- Calvin and Meg work on homework together, and Meg shows that she is smarter than people at school say she is.
- Mrs. Murry and Meg talked about Charles Wallace being different.
- Calvin and Meg go for a walk outside and talk about Mr. Murry. The two are interrupted when Charles Wallace, Mrs. Whatsit, Mrs. Who, and Mrs. Which suddenly appear. Charles Wallace tells them that they are going to go find Father.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Add new details in the ***complication*** box in the key elements of the plot diagram.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What are the similarities and differences between Calvin's and Meg's families?
2. Despite Meg being in a lower grade than Calvin, she can help him with his homework. What does this suggest about Meg? Why might her teachers think she is a below-average student?
3. Why is Calvin feeling lonely despite being popular at school?
4. Mrs. Murry told Meg not to judge people by their appearance. Why did she make this suggestion?

Analyze the key paragraph.

Key paragraph, p. 42

"But you're good at basketball and things," Meg protested. "You're good in school. Everybody likes you."

"For all the unimportant reasons," Calvin said. "There hasn't been anybody in the world I can talk to. Sure, I can function on the same level as everybody else, I can hold myself down, but it isn't me."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- How does the following statement pertain to Meg and Calvin? "A person cannot know what another is experiencing just by looking at them." Do you agree with this statement?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is metamorphose?

Metamorphose is the process of change from one form into a completely different form or type. Often, the term is used to describe the dramatic transformation from young to adult. A common example of metamorphose (or metamorphosis) is the transformation of a caterpillar into a butterfly; frogs and other insects go through a metamorphosis as well.

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Metamorphosis of the Old World swallowtail (Papilio machaon) (Picture by Jens Stolt).

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fragment (53)	corporeal (54)	delicate (56)	naïve (58)	metamorphose (61)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 4 – "The Black Thing" (pp. 53–70)

Setting	Characters	Pages
In darkness	Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, Mrs. Which	53–54
Uriel	Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, Mrs. Which	54–61
Flying above Uriel	Meg, Charles Wallace, Calvin, Mrs. Whatsit	61–69
Uriel	Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, Mrs. Which	69–70

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Meg, Charles Wallace and Calvin were *wrinkled* from the Murry house to an unknown place, Uriel, to rest.
- Mrs. Whatsit metamorphosed from her human form into a creature with wings.

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- Mrs. Whatsit took Meg, Charles Wallace and Calvin on a flight around the island.
- During the flight around the island, Meg, Charles Wallace, and Calvin see a dark shadow ahead. The shadow gives them a feeling of something dreadful and evil.

Map Add to ongoing class activities like a KWL chart or map.

Continue working on the key elements chart.

Today, Day 4, you will edit and add new details into the ***Complication*** box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did the reactions of Meg and Charles Wallace differ after being *wrinkled* to Uriel?
2. When Mrs Whatsit says that Charles Wallace knows that there is more than his father's life at stake, Mrs Who says "*Nothing is hopeless; we must hope for everything"* (p. 58). What is the significance of having hope? Do you agree with Mrs Who?
3. Was Charles Wallace able to understand what the voices was saying? Give reasons.

Analyze the key paragraph.

Key paragraph, p. 59

"But what about Father?" Meg asked. "Is he all right?"
"For the moment, love, yes. He's one of the reasons we're here. But you see, he's only one."
"Well, where is he? Please take me to him!"
"We can't, not yet," Charles said. "You have to be patient, Meg."
"But I'm *not* patient!" Meg cried passionately. "I've never been patient!"
Mrs Who's glasses shone at her gently. "If you want to help your father, then you must learn patience. *Vitam impendere vero. To stake one's life for the truth.* That is what we must do."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

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- A feeling of awe can be described as an intense state of wonder. Do Meg, Calvin, and Charles Wallace experience awe when they encounter life on Uriel? In what ways is this feeling present? What other emotions are experienced?

Close by extending today's lesson to life and the world.

Extra Credit

How would you feel if you were in Meg's shoes? Write a paragraph on how you would have felt if you were to go through the same experience as Meg did. What would you have done? Is there anything that you would have done differently?

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

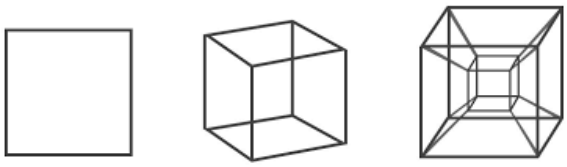
CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is a tesseract?



A tesseract is a geometric shape consisting of 8 cubes, 24 squares, 32 edges, and 16 vertices (point where two lines meet). A square is two dimensional, a cube is three dimensional, and a tesseract is four-dimensional. Since we cannot see in the fourth dimension, it can be hard to visualize; but all the properties of the tesseract and the fourth dimension can be known mathematically. Some scientists and researchers

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consider this fourth dimension to be time. It is a topic that is currently being studied and explored.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dissolution (76)	perturbed (73)	plaintively (79)	nondescript (80)	reverberated (82)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 5 - "The Tesseract" (pp. 71–86)

Setting	Characters	Pages
Uriel	Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, Mrs. Which	71–76
2 dimension disaster	Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, Mrs. Which	76–77
Orion's belt	Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, Mrs. Which	78–81
Inside the Happy Medium's cavern	Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, Mrs. Which, Medium	81–86

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Mrs Which informs Meg that her father is trapped behind the darkness and assures her that they will be traveling to save him.
- Mrs Whatsit explains that to tesser means to take a shortcut through time and space; to travel in the fifth dimension.
- The group is tessered to Orion's belt to meet the Happy Medium. The Happy Medium uses her crystal ball to show Med, Calvin, and Charles Wallace how the darkness has shadowed the Earth.

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Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 5, you will edit and add new details into the ***Complication*** box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How is it that a person can travel alone, even when they are with other people?
2. While in the two-dimensional planet Meg could not breath or think. How do the words *compression*, *suffocation,* and *restriction* relate to her experience? How might she have felt in that moment?
3. Why might have the Happy Medium resisted to showing the children Earth?
4. What other "fighters" of the darkness can you think of? Why do you see them as a "fighter?"

Analyze the key paragraph.

Key Paragraph, p. 82

"The Medium lost the delighted smile she had worn till then.
"Oh, *why* must you make me look at unpleasant things when there are so many delightful ones to see?"
Again Mrs Which's voice reverberated through the cave. "Therre willl nno llonggerr bee sso manyy pplleasanntt thinggss tto llookk at iff rressponssible ppeoplle ddo nnott ddo ssomethingg abboutt thee unnppleassanntt oness."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg, Calvin, and Charles Wallace learn that there have always been people fighting 'the powers of darkness.' What traits would a person need to have to battle 'the powers of darkness' successfully? What additional figures can you think of that are part of the fight?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

Do stars have a lifespan?

Yes, stars have a lifespan. Our galaxy, The Milky Way, has more stars than could be counted beyond hundred-billion; and these stars vary in age, size, and mass. We see stars shining at night due to a nuclear reaction occurring deep in the star's core. This nuclear reaction is also what releases energy and pressure needed to prevent the star from collapsing. When a star has used all of its energy, it will collapse. The nuclear reaction in the core will expand outward, causing the star to take on the form of a "red giant."

The mass of the star impacts its lifespan and what it will become after its collapse. A star the size of our sun will become a white dwarf star.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

overcome (88)	anticlimax (89)	contented (89)	propitious (96)	aberration (101)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading throughout the unit.

Read Chapter 6 - "The Happy Medium" (pp. 87–108)

Setting	Characters	Pages
Inside the Happy Medium's cavern	Meg, Charles Wallace, Calvin, Mrs Whatsit, Mrs Who, Mrs Which, The Medium	87–94
Camazotz; outskirts of town	Meg, Charles Wallace, Calvin, Mrs Whatsit, Mrs Which, Mrs Who	95–98
Camazotz; walking into town	Meg, Charles Wallace, Calvin, mother figure, route boy, citizens of Camazotz	98–108

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- The children learn that Mrs Whatsit was once a star that gave up its life in battle over the Dark Thing.
- The group tessers to Camazotz, where Mrs Whatsit, Mrs Which, and Mrs Who leave the children. Before departing, each child is given a gift that will help them on their journey.
- A route boy confronts the children for being outdoors at that particular hour. He informs them that Camazotz is the most oriented city on the planet, is managed by the CENTRAL Central Intelligence Center, and is the residing city of "IT."

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Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 6, you will edit and add new details into the ***Rising Action*** box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How can Meg's anger be beneficial to her?
2. Why do you think Mrs Whatsit, Mrs Which, and Mrs Who were unable to stay with the children?
3. What is the significance of Meg's gift? Do you agree that our faults can be gifts? Why or why not?
4. How does the word *conformity* relate to Camazotz?

Analyze the key paragraph.

Key Paragraph, p. 92

"The tears she could never learn to control swam to her eyes as she watched. Mrs. Murry looked up from her letter, almost as though she were looking toward the children, and then her head drooped and she put it down on the paper, and sat there, huddled up, letting herself relax into an unhappiness that she never allowed her children to see."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- How does the word *conformity* relate to the town of Camazotz? What are examples of conformity and examples of non-conformity? What are the pros and cons of conformity?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is hypnosis?

Hypnosis, also referred to as hypnotherapy, is a trance-like state in which a person is aroused, attentive, and has focal concentration with diminished peripheral awareness. Hypnosis is usually done with the help of a therapist or doctor with the goal of changing a behavior or achieving relief from medical symptoms and conditions. When you're under hypnosis, you usually feel calm and relaxed, and are more open to suggestions without losing control over your behavior.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bravado (112)	recourse (116)	gallivanting (118)	tenacity (122)	belligerent (126)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 7 - "The Man With Red Eyes" (pp. 109 – 126)

Setting	Characters	Pages
CENTRAL Central Intelligence Building	Meg, Charles Wallace, Calvin, Man in a business suite	109–113
Hallway full of computer machines, room	Meg, Charles Wallace, Calvin, man with red eyes, four men in dark smocks	114–126

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Meg, Calvin, and Charles Wallace enter the CENTRAL Central Intelligence Building and are brought to see the man with red eyes, who speaks to them through their minds.
- The man with red eyes serves the children a turkey dinner, but to Charles Wallace it tastes like sand because his mind is not open to the man like Meg's and Calvin's are.
- Charles Wallace agrees to let The man with red eyes into his mind; once freed from the hypnotic stare he appears to be different.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 7, you will edit and add new details into the ***Rising Action*** box.

EXPLORE

Discussion Ask discussion questions.

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Answer the key questions. Use evidence from the text.

1. Calvin expresses his thoughts through quotes, similar to the manners of Mrs Who. He says, “There is nothing to fear except fear itself” (p. 113). Do you agree with this idea? Why do you think he chose this quote?
2. Charles Wallace says that they can’t make decisions based on fear. Do you agree? Explain.
3. When the man with red eyes tries to take over the children’s minds, whom does Meg scream for and why?
4. Did Charles Wallace make a wise choice when he made an agreement with the man with red eyes? Why or why not?

Analyze the key paragraph.

Key Paragraph, p. 116

“For you, as well as for the rest of all the happy, useful people on this planet, *I,* in my own strength, am willing to assume all the pain, all the responsibility, all the burdens of thought and decisions.”

“We will make our own decisions, thank you.” Charles Wallace said.

“But of *course.* And our decisions will be one, yours and mine. Don’t you see how much better, how much *easier* for you that it?”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- What does it mean to have free-will? Do the people of Camazotz have free-will? What would be different for them if they could make their own choices?

Close by extending today’s lesson to life and the world

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What are atoms?

Atoms are the building blocks of matter. Matter is anything that has mass (weight) and takes up space (volume). Atom have a nucleus, which contains positively charge protons and neutrally charged neutrons. Surrounding the nucleus of an atom are small, negatively charged electrons that orbit around the nucleus. Everything around us is made of atoms, but they are so small that millions could fit on the point of a pencil.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

primitive (121)	hysterical (127)	misconception (132)	sadist (135)	deviate (137)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 8 - "The Transparent Column" (pp. 127–137)

Setting	Characters	Pages
CENTRAL Central Intelligence Building (room)	Meg, Charles Wallace, Calvin, man with red eyes	127–131
Walking down a corridor	Meg, Charles Wallace, Calvin	131–133
Small, square elevator	Meg, Charles Wallace, Calvin	133–134
Walking down a corridor	Meg, Charles Wallace, Calvin, boy, Mr. Murry	135–137

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Charles Wallace tells Meg and Calvin that the man with the red eyes is their friend and that Mrs Which, Mrs Who and Mrs Whatsit has confused them into thinking he is the enemy.
- The man reveals himself as the Prime Coordinator and tells Meg and Calvin that Charles Wallace will lead them to Mr. Murry.
- Meg asks what/who IT is and Charles Wallace identifies him as "The Boss", who calls himself "The Happiest Sadist."
- Charles Wallace shows Meg and Calvin a room where a boy is being punished for his lack of cooperation, and another room with Mr. Murry in it.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 8, you will edit and add new details into the ***Rising Action*** box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Meg react to Charles Wallace behaving differently? What are your thoughts on how she handled the situation?

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2. Do you agree with the idea that differences create problems? Why or why now?
3. What are your thoughts on how Camazotz is kept in order? Do you agree or disagree with the practices? Provide reasons.

Analyze the key paragraph.

Key Paragraph, p. 136
"Nobody suffers here," Charles intoned. "Nobody is ever unhappy."
"But nobody's ever happy here, either," Meg said earnestly. "Maybe if you aren't unhappy sometimes, you don't know how to be happy."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg and Calvin defend the importance of being their unique selves rather than being like everyone else. In what ways are differences and diversity important?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is rhythm?

Rhythm is a regularly repeated pattern of sound or movement. A heart commonly beats in a steady rhythm, as do the lungs when they breathe. The sound of an analogue clock ticking the seconds is an example of a rhythmic sound.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

placidly (139)	menacing (143)	brusquely (144)	intoning (153)	triumphantly (155)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 9 - "IT" (pp. 138–156)

Setting	Characters	Pages
Small room with a transparent column containing Mr. Murry	Meg, Charles Wallace, Calvin, Mr. Murry	138–148
Walking down a corridor, down an elevator, and out of the building	Meg, Charles Wallace, Calvin, Mr. Murry	148–150
Domed building	Meg, Charles Wallace, Calvin, Mr. Murry, IT	150–156

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Meg attempts to reach her father in the transparent column, but is thrown back by an unseen force.
- Meg uses Mrs Who's spectacles to enter the column and reach her father. Mr. Murry is excited at Meg's arrival but he is unable to see her until Meg gives him Mrs Who's spectacles to wear.
- Charles Wallace leads Meg, Calvin, and Mr. Murry to a domed building to meet IT. Meg attempts to keep IT out of her mind by shouting the Declaration of Independence, the periodic table, and the irrational square roots; but her mind begins to slip into IT's control.
- Calvin commands Mr. Murry to tesser the group away.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 9, you will edit and add new details into the ***Climax*** box.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How is it that Mr. Murry felt further away to Meg when he was in front of her than he did when she was at home?
2. What is the significance of Meg's recital of the Declaration of Independence when meeting IT?
3. Do you believe, as Meg does, that Mr. Murry will save them all and return them back home? Why or why not?

Analyze the key paragraph.

Key Paragraph, p. 154

"But that's exactly what we have on Camazotz. Complete equality. Everybody exactly alike."

For a moment her brain reeled with confusion. Then came a moment of blazing truth.

"No!" she cried triumphantly. "*Like* and *equal* are not the same thing at all!"

"Good girl, Meg!" her father shouted at her.

But Charles Wallace continued as though there had been no interruption. "In Camazotz all are equal. In Camazotz everybody is the same as everybody else," but he gave her no argument, provided no answer, and she held on to her moment of revelation.

Like and equal are two entirely different things.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Describe how Meg using Mrs Who's spectacles can be seen as a metaphor for looking at something with a new perspective. In what ways can a new perspective be beneficial?

Close by extending today's lesson to life and the world.

Game:

The goal of this game is to better understand the power of rhythm. This can be done by finding audio of rhythmic claps or beats, or by having the students create a rhythm by clapping or stomping.

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Game instructions:

1. Divide students into three groups.

2. Ask the first group to initiate a rhythmic noise by clapping or stomping in unison.

3. After a minute, ask the second group to create a rhythmic noise that is different than the first group. Now both groups are making a rhythm simultaneously.

4. After a minute, ask the third group to create a rhythmic noise that is different than the other groups. Now all three groups are simultaneously making a rhythmic sound.

5. Continue the three rhythms for a few minutes, encourage students to have the rhythms co-exist with the others, rather than having them be a source of confusion. Once a few minutes have passed, ask the students to stop.

6. Close with a discussion of rhythm and harmony. Even the rhythms were different they were able to unify into one sound. Ask the students what was challenging in this game and what they enjoyed.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is Absolute Zero?

The most commonly used temperature scale in the United States is the Fahrenheit scale, abbreviated F. In this scale, water freezes at 32°F and boils at 212°F. Another common temperature scale is the Celsius (or Centigrade) scale. In this scale, water freezes at 0°C and boils at 100°C. Absolute zero is the lowest possible temperature where nothing could be colder and no heat energy remains in a substance; making it the lowest temperature that could ever be. Absolute zero is so low that scientists have not reached it, but they have come close. Scientists have plotted their efforts on graphs and estimate that absolute zero would be reached at approximately -273°C or -460°F.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

brittle (158)	atrophied (158)	omnipotent (165)	fallible (166)	revulsion (168)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 10 - "Absolute Zero" (pp. 157–168)

Setting	Characters	Pages
In an open field of grass on an unknown planet	Meg, Calvin, Mr. Murry	157–166
In an open field of grass on an unknown planet	Meg, Calvin, Mr. Murry, three tentacled beasts	167–168

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- After being tessered out of Camazotz, Meg appears to be comatose to Calvin and Mr. Murry. Meg can hear them speak but is unable to move or respond.
- Mr. Murry tells Calvin how he ended up on Camazotz and the project he had been a part of.
- Meg regains her ability to move and demands to know where Charles Wallace is. She is furious that they left Charles Wallace behind and is disappointed that her father was not able to make everything right.
- Tall, tentacled beats appear and communicate with Calvin, asking who the three are and what they need. Upon hearing that Meg is unable to move, the beasts say they will take her.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 10, you will edit and add new details into the ***Falling Action*** box.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Is Meg justified in her anger towards her father? Why do you think she felt this way?
2. Was Mr. Murry's choice to not rescue Charles Wallace a wise course of action? Give reasons. Did you agree with his actions? Why?
3. Meg, Calvin, and Mr. Murry each responded differently to the beasts arrival. Why do you think they did not all react with fear?

Analyze the key paragraph.

Key paragraph, p. 161
"Meg could hear her father sigh. "Then it was my turn. I went. And here I am. A wiser and a humble man. I'm sure I haven't been gone two years. Now that you've come I have some hope that I may be able to return in time. One thing I have to tell the others is that we know nothing."
Calvin: "What do you mean, sir?"
Her father: "Just what I say. We're children playing with dynamite. In our mad rush we've plunged into this before–""

1. How can Mr. Murry and his fellow scientists know so much and yet nothing at all?
2. How does the term *paradoxical* relate to Mr. Murry's statement?

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg had expected her father to save them from everything, but he was unable to do it all on his own. What implications does this have on the importance of asking for help? How can assistance and guidance from others help people achieve their goals?

Close by extending today's lesson to life and the world.

Discuss with the class moments of pride and disappointments.

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EXTRA CREDIT

Writing Activity:

"Calvin: "Sir, how was IT able to get to Charles Wallace before it got to Meg and me?" Her father: "From what you've told me, it's because Charles Wallace thought he could deliberately go into IT and return. He trusted too much on his own strength […]" "

In today's reading, we see that it was Charles Wallace's confidence and pride in his own ability to stand up to IT that brought his downfall to IT. We also see that Meg was truly disappointed that although they had found their father, he was not able to make all things right. Rather, things appear to be worst – Charles Wallace being left behind and that they are even further away from returning home to mother.

Reflect on situations in your life. Was there ever a time where you felt powerless and had to place your hopes fully on others or felt overly confident in relying fully on your own strength to get through a tough situation? Who did you place your hopes in? What was the outcome of it and what did you feel when it happened? Did you react with anger, like Meg, when the result was disappointing?

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What does it mean for a material to be opaque, translucent, or transparent?

Objects vary in how they transmit, absorb, or reflect light. Objects that are opaque block light from traveling through them, meaning the light is either reflected or absorbed and converted to thermal energy. We cannot see through opaque materials. Most of the objects around us are opaque, some examples are wood, stone, and metals. Objects that are translucent allow some light to travel through them. Since only some light passes through, we can see partially through these objects. However, we typically do not see clearly through them and the visual appears to be unclear and foggy. Examples of translucent objects are frosted glass, some plastics, jelly, and wax paper. Objects that are transparent permit light to pass through them fully, allowing us to see through them. Examples of transparent objects are glass and water.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

trepidation (170)	relinquish (173)	oppressive (173)	despondency (181)	emanate (183)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 11 - "Aunt Beast" (pp. 169 – 184)

Setting	Characters	Pages
In an open field of grass on an unknown planet	Meg, Calvin, Mr. Murry, three tentacled beasts	169–172
In an enclosed chamber	Meg, Aunt Beast	172–180
In a large chamber with a round, stone table	Meg, Aunt Beast, Calvin, Mr. Murry, beasts	180–184

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Mr. Murry, Calvin, and Meg explain to the beasts where they came from and about Charles Wallace being trapped by IT.
- The beast tells Mr. Murry to trust them with Meg, they carry her away and one beats nurses Meg back to health.
- Meg and Aunt Beast attempt to communicate their worlds to each other, but find that some concepts are too difficult to express and need to be experienced.
- Meg learns that Mr. Murry and Calvin had been discussing a plan with the beasts to return to Camazotz and rescue Charles Wallace.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 11, you will edit and add new details into the ***Falling Action*** box.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why do you think it was hard for Meg and Aunt Beast to understand each other's worlds?
2. How do Meg's attitudes towards the beasts change throughout this chapter? How did she come to trust something that she did not understand?
3. Has Meg been more successful when she rushes into action, or when she takes her time to discuss with others?

Analyze the key paragraph.

Key Paragraph, p. 173-174

"They say that it is night now on our planet, and that they cannot see. They have told us that our atmosphere is what they call opaque, so that the stars are not visible, and then they were surprised that we know stars, that we know their music and the movements of their dance far better than beings like you who spend hours studying them through what you call telescopes. We do not understand what this means, *to see.*"

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg was frightened of the beasts because she did not understand them. How does their interactions exemplify the concept of getting to know a person before judging them?

Close by extending today's lesson to life and the world.

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EXTRA

Activity:
Discuss ways to communicate with another, especially when there are language barriers. How would you try to explain your intentions or questions to someone who does not understand the language that you speak?

Possible methods:
- through drawing
- through acting
- use of body language/pointing to things

Game:
Play a game of drawing and guessing the phrase.
Game instructions:
1. Ask students to get in groups of 7 or 9, depending on class size. Give each student a sheet of paper.
2. Ask the students to label their paper with a number. One paper will be 1, the next 2, the following 3, and so on.
3. The student with page 1 will write a short sentence of 4-10 words on the paper. They can be of a famous quote, idioms, or anything random that comes to mind. Keep. Ask them not to share what they wrote.
4. Once the student has written the phrase, they pass the paper to their right.
5. Now, the next student looks at the text on page 1 and tries to illustrate it on page 2. Ask this student to stack the pages so no one else can see the previous page. Once they are done drawing, pass the paper to their right.
6. Now, the next student looks at the drawing on page 2 and writes what they think the drawing is on page 3. Ask this student to stack the pages so no one else can see the previous page. Once they are done writing, pass the paper to their right.
7. The process continues with alternating between drawing the phrase, and guessing the phrase from the drawing until the stack of papers returns to the first student.
8. The student who wrote the initial phrase shows each page to the group. Did the phrase stay the same the whole time, or did it change? Did some students have a different understanding?
9. Close by sharing how miscommunication and misunderstanding can occur during communication.

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Character-Based Literacy Program 90-Minute Lesson Plan
A Wrinkle in Time, Day 12

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. 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.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is a resolution?

A resolution is a formal decision a person has made with firm determination to achieve the goal. Some people make resolutions to change a behavior, or to travel, or to peruse a particular course of study. The resolution can be made to solve a problem, or to find a way to change a situation.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

confound (194)	appalling (198)	inexorable (198)	unadulterated (199)	exuberance (202)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 12 - "The Foolish and The Weak" (pp. 185 – 203)

Setting	Characters	Pages
In a large chamber with a round, stone table	Meg, Calvin, Mr. Murry, Aunt Beast, beasts, Mrs Whatsit, Mrs Who, Mrs Which	185-194
Tessering back to Camazotz	Meg, Mrs Which	195
Walking through Camazotz	Meg	195–197
Domed building	Meg, IT, Charles Wallace	198-200
The twins' vegetable garden	Meg, Mr. Murry, Mrs. Murry, Charles Wallace, Dennys, Sandy, Calvin, Fortinbras, Mrs Who, Mrs. Which, Mrs Whatsit	201-203

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Mrs whatsit, Mrs Which, and Mrs Who appear in the chamber. Meg tells them of Charles Wallace and asks them to rescue him but they insist they can do nothing to help.
- Meg comes to realize that she is the only one who can save Charles Wallace. She is initially overcome with emotion, but accepts that she can be successful in the mission.
- Mrs Whatsit. Mrs Which, and Mrs Who each give Meg a gift to help her.
- Meg realizes the one thing she has that IT does not have is love. She uses her love for Charles Wallace to free him from IT.
- Meg, Charles Wallace, Calvin, and Mr. Murry are tessered back to their home. They are reunified with their family.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Continue working on the key elements chart.

Today, Day 12, you will edit and add new details into the ***Resolution*** box.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why do you think this chapter was titled “The Foolish and the Weak?”

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

2. What are the gifts Meg receives from Mr. Whatsit, Mrs. Who and Mrs. Which for her journey back to Camazotz? What is the significance of them?

Analyze the key paragraph.

Key Paragraph, p. 188

“All right, I’ll go!” Meg sobbed. “I know you want me to go!”
“We want nothing from you that you do without grace,” Mrs Whatsit said, “or that you do without understanding.”
Meg’s tears stopped as abruptly as they had started. “But I do understand.” She felt tired and unexpectedly peaceful. Now the coldness that, under Aunt Beast’s ministrations, had left her body had also left her mind. She looked toward her father and her confused anger was gone and she felt only love and pride. She smiled at him, asking forgiveness, and then pressed up against Aunt Beast. This time Aunt Beast’s arm went around her.

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Final Writing Product

Your final writing product will be an argumentative essay in response to the following question:

Does everyone have the potential to be a hero? Why or why not?

Your essay should include at least 500 words.

The essay should be concise – avoid repetition and redundancy in statements. Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify on the reasoning.
- The essay includes good transition sentences and phrases.
- The essay thoughtfully presents counterarguments.
- There is a topic sentence in each paragraph.
- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.

Create a timeline to organize your writing schedule.

- Add dates in the right-side column.
- Add lines to the schedule, as needed.

What	When
Create a thesis statement.	
Collect and organize ideas and facts.	
Complete an introduction paragraph.	
Complete the body paragraphs.	
Complete the conclusion paragraph.	
Read through and refine.	
Submit first draft.	
Revise based on feedback.	
Submit final draft.	

Close by extending today's lesson to life and the world.

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EXTRA

Additional Activity:

Now that we have finished reading A Wrinkle in Time, watch the 2018 film adaptation, directed by Ava DuVernay.

After watching the movie, fill in the below:

	A Wrinkle in Time Novel	A Wrinkle in Time Film
Setting		
Characters & Description		
Plot		
Conflict		
Resolution		

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After watching the film, encourage students to think critically about the adaptation using the writing prompts below.

I'm glad that the A Wrinkle in Time movie included this from the book . . .	The movie brought many aspects of the novel to life, including . . .

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