

A WRINKLE IN TIME NOVEL STUDY AMY PALERMO, RIVER TRAIL MIDDLE SCHOOL

Unit Overview

This unit provides a differentiated novel study of Madeline L'Engle's *A Wrinkle in Time* and focuses on informational writing and theme analysis. During the unit, students develop their reading comprehension skills, use higher-order thinking skills to discuss the book with their peers and teachers, and use technology – including Nearpod, Padlet, and PicCollage – to analyze a setting's relationship with the theme. At the end of the unit, students integrate what they have learned in order to write their own analysis of the text in the form of a newspaper article, pamphlet or a recorded or live news report with a written transcript. In this document, you will find a suggested reading schedule, a unit calendar, and links to the apps you need to implement these activities.

Standards Addressed

1. **ELA.6.RL.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
2. **ELA.6.RL.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
3. **ELA.6.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
4. **ELA.6.RL.5:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
5. **ELA.6.RL.6:** Explain how an author develops the point of view of the narrator or speaker in a text.
6. **ELA.6.RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7. **ELA.6.W.1a-e:** Write arguments to support claims with clear reasons and relevant evidence.
8. **ELA.6.W.2a-f:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

9. **ELA.6.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
10. **ELA.6.W.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
11. **ELA.6.W.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
12. **ELA.6.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
13. **ELA.6.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
14. **ELA.6.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
15. **ELA.6.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
16. **ELA.6.L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
17. **ELA.6.L.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions:

1. How do setting, plot, characters and conflict affect theme?
2. How does an author use literary elements to develop a story?
3. How does setting affect the meaning of a novel?
4. How can we use technology to share our learning?
5. Why do authors create descriptive settings to relay their message?
6. How can we use our own words to create pictures or scenes for the reader?
7. Why does an author write?
8. Why should we use the writing process to develop and publish work?
9. How important is it to know your audience in your writing?
10. How important is it to know your purpose in your writing?

11. What strategies for elaboration can you incorporate into your writing?
12. How does textual evidence strengthen one's point in writing?
13. What reading strategies can be used to help with text comprehension?
14. How does a thesis statement connect one's ideas and arguments?
15. Why is it important to have free will within an organized and structured life?

READING THROUGHOUT THE UNIT

Throughout the unit, students read *A Wrinkle in Time* for homework. As they read, students complete vocabulary logs, comprehension questions, and double journal entries. This homework prepares students for in-class novel discussions and vocabulary quizzes. Throughout the unit, we focus on four different literary elements. The chart below outlines each chapter set, along with the associated literary element(s) and homework assignments.

Chapters	Literary Element	Homework
Chapters (Ch.) 1-3	Theme & Characters	Vocabulary Log Ch. 1-3 Comprehension Questions Ch. 1-3 Double Journal Entry
Ch. 4-6	Setting	Vocabulary Log Ch. 4-6 Comprehension Questions Ch. 4-6 Double Journal Entry
Ch. 7-9	Conflict & Character Relationships	Vocabulary Writing Prompt Comprehension Questions Ch. 7-9 Double Journal Entry
Ch. 10-12	Making Inferences	Vocabulary Log Ch. 10-12 Comprehension Questions Ch. 10-12 Double Journal Entry

A WRINKLE IN TIME NOVEL STUDY: WEEK ONE

Day One	Day Two	Day Three	Day Four	Day Five
<p>Present information on the author's background.</p> <p>Show Book Trailers: <i>A Wrinkle in Time</i> Preview <i>A Wrinkle in Time</i> Book Trailer 1 <i>A Wrinkle in Time</i> Book Trailer 2</p> <p>Novel Picture Interpretations: PowerPoint and Graphic Organizer. Students create a blank chart on notebook paper or journal and free-write their interpretations of a picture.</p>	<p>Review Comprehension Guide and Double Entry Journal Instructions and Checklist.</p> <p>Students begin reading Ch. 1-3 during class.</p> <p>Review and model Character Sketches: Around the room, write each character's name on a poster. Students independently add character traits, quotes, and paraphrases to describe the particular characters as they read. Students will put a checkmark next to notes they agree with.</p> <p>Homework (HW): Ch. 1-3 Vocabulary Log</p>	<p>Review Ch. 1-3 Vocabulary. Students finish Ch. 1-3 Vocabulary Log if they have not done so already.</p> <p>Students finish reading Ch. 1-3 during class and turn in Ch. 1-3 Comprehension Questions.</p> <p>HW: Study Ch. 1-3 vocabulary for quiz on Day Seven; Complete Ch. 1-3 Double Entry Journal (due next day)</p>	<p>Ch. 1-3 Double Entry Journal Due</p> <p>Small group discussion on Ch. 1-3: Groups can use chart paper to write down their responses to share with the class. <i>To facilitate this discussion, use Ch. 1-3 Comprehension Questions and Discussion Starters.</i></p> <p>HW: Study Ch. 1-3 vocabulary for quiz on Day Seven</p>	<p>Timed Writing Assignment</p> <p>HW: Study Ch. 1-3 vocabulary for quiz on Day Seven</p>

A WRINKLE IN TIME NOVEL STUDY: WEEK TWO

Day Six	Day Seven	Day Eight	Day Nine	Day Ten
<p>Assign iPad numbers and book numbers so students can begin to read the novel at home.</p> <p>Nearpod & Padlet technology: Vocabulary Ch.1-3 — Students create Framer Model vocabulary cards for Ch.1-3. Once the cards are created, students take a picture of their cards using the iPad (or any available technology) to upload to the Padlet wall.</p> <p>Introduce Mini Research Project (Audioboos), which students will work on throughout the unit (Due on Day Seventeen).</p> <p>HW: Read Ch.4-6; Work on Ch. 4-6 Comprehension Questions, Vocabulary Log and Double Entry Journal (All items due on Day Eight); Study Ch. 1-3 vocabulary for quiz (next day)</p>	<p>Ch. 1 -3 Vocabulary Quiz</p> <p>Students independently review Setting and Theme Artwork and post responses/review peer responses on Padlet (10 minutes – 5 minutes per picture). <i>For student work samples, visit: http://padlet.com/wall/blob53wz87</i></p> <p>Begin Circle of Knowledge (CK) Lesson: Setting & Theme (See Setting and Theme PowerPoint).</p> <p>In small groups, students review the five themes from the Theme Carousel. Students will begin creating a PicCollage on how both reality and the novel depicts a theme of their choice.</p> <p>Explain Setting Graphic Organizer in preparation for Day Nine Lesson.</p> <p>HW: Finish reading Ch. 4-6; Complete Comprehension Questions and Double Entry Journal (due next day); Work on Setting Graphic Organizer (due on Day Nine)</p>	<p>Ch. 4-6 Reading, Comprehension Questions and Double Entry Journal due</p> <p>Finish theme PicCollage. Have groups share their work with the class.</p> <p>As a class, review Theme #2: <i>Total Conformity could be a living death</i> (relate to Camazotz and real-life). Have students post real-life connections on Padlet. <i>For student work samples, visit: http://padlet.com/wall/Camazotz</i></p> <p>HW: Complete Setting Graphic Organizer.</p>	<p>Setting Graphic Organizer due</p> <p>Circle of Knowledge Activity: Setting and Plot. Post higher-level thinking questions around the room and have students respond as groups or individuals.</p> <p>Discuss setting in groups.</p> <p>Create PicCollage and post on Padlet.</p>	<p>First ten minutes: Students complete their individual PicCollage on setting and upload it to Padlet.</p> <p>Conclusion of CK Lesson: Students take a gallery walk of the PicCollages and complete the Gallery Walk Graphic Organizer for each setting.</p> <p>HW: Complete Ch. 4-6 Vocabulary Log and post one answer to a discussion question on the blog (due on Day Eleven)</p>

A WRINKLE IN TIME NOVEL STUDY: WEEK THREE

Day Eleven	Day Twelve	Day Thirteen	Day Fourteen	Day Fifteen
<p>Ch. 4-6 Discussion response on blog due</p> <p>As a class, review Ch. 4-6 vocabulary.</p> <p>Discuss plot within <i>A Wrinkle in Time</i>. Review Plot Outline. Have students create a plot diagram with each plot element.</p> <p>Class discussion on Ch. 4-6. Use the student's answers from the blog to guide the discussion.</p> <p>Work on Mini-Research Project Audiobook scripts and recordings.</p> <p>HW: Study for Ch. 4-6 vocabulary quiz (on Day Thirteen)</p>	<p>As a class, discuss Ch. 7-9 vocabulary.</p> <p>Finish Ch.4-6 discussion from Day Eleven.</p> <p>Discuss characters (static/dynamic and protagonist/antagonist) using the Discussion Starters.</p> <p>Work on Mini-Research Project Audiobook scripts and recordings.</p> <p>HW: Read Ch. 7-9; Work on Ch. 7-9 Comprehension Questions (due on Day Fourteen); Study for Ch. 4-6 vocabulary quiz (next day)</p>	<p>Ch. 4-6 Vocabulary Quiz</p> <p>Begin Compare and Contrast Lesson.</p> <p>Work on Mini-Research Project Audiobook scripts & recordings.</p> <p>Review Ch. 7-9 Vocabulary.</p> <p>HW: Read Ch. 7-9; Complete Ch. 7-9 Comprehension Questions and Double Entry Journal (due next day); Begin Ch. 7-9 Vocabulary Quiz (due on Day Fifteen)</p>	<p>Ch. 7-9 Reading, Comprehension Questions and Double Entry Journal due</p> <p>External/Internal Conflict. Ch. 7-9 discussion. Use Discussion Starters to guide conversation.</p> <p>Work on Mini-Research Project Audiobook scripts and recordings.</p> <p>HW: Complete Ch. 7-9 Vocabulary Quiz (assign as take-home quiz due tomorrow); Finish Ch. 7-9 Vocabulary Quiz(due next day)</p>	<p>Ch. 7-9 Vocabulary Quiz due</p> <p>Small Group Discussion about Ch. 7-9.</p> <p>Work on Mini-Research Project Audiobook scripts & recordings</p>

A WRINKLE IN TIME NOVEL STUDY: WEEK FOUR

Day Sixteen	Day Seventeen	Day Eighteen	Day Nineteen
<p>Discuss with students how to make inferences.</p> <p>Students begin reading Ch. 10-12 in class.</p> <p>Work on Mini-Research Project Audiobook scripts and recordings (due tomorrow).</p> <p>HW: Finish reading Ch. 10-12; Complete Ch. 10-12 Comprehension Questions and Double Journal Entry (due on Day Eighteen)</p>	<p>Mini-Research Project and Audiobook scripts and recordings due at the end of the day</p> <p>As a class, discuss Ch. 10-12 in relation to making inferences.</p> <p>Begin Metaphorical Lesson.</p> <p>Finish Mini-Research Project Audiobook scripts and recordings.</p> <p>HW: Comment on classmates' Audiobooks on the blog</p>	<p>Ch. 10-12 Reading, Comprehension Questions and Double Entry Journal due</p> <p>Continue Metaphorical Lesson.</p> <p>Ch. 10-12 Vocabulary Activity: Students may work in partners or groups to write a paragraph on a topic that uses Ch.10-12 vocabulary.</p> <p>HW: Comment on classmates' Audiobooks on the blog</p>	<p>Break class into small groups to discuss the end of the novel.</p> <p>Come together as a whole class and talk about small group discussions and other thoughts on the end of the novel.</p> <p>Conclude with reflections about the book, their projects, and general takeaways from the unit.</p>