



# A WRINKLE IN TIME

Based on the book by Madeleine L'Engle  
Adapted by James Sie

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## Classroom Guide Grades 4 - 5

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## How to Use This Guide

This classroom guide for *A Wrinkle in Time* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *A Wrinkle in Time* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

## Table of Contents

### Theatre

1: Discussion Questions . . . . . 3

### English Language Arts

2: Magik Must Reads . . . . . 4

3: Create Your Own Comic Book . . . . . 5

### Mathematics

4: Word Problems . . . . . 6

### Science

5: Super Solar System . . . . . 7

### Social Studies

6: Camazotz Map . . . . . 9

### Art

7: Make Your Own Tesseract . . . . . 11

### Music

8: Music Tells a Story . . . . . 12

### Appendix

Activity Content Standards . . . . . 13

## 1: Discussion Questions

### ***Before the Performance***

*A Wrinkle in Time* is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a story called *A Wrinkle in Time*.

- Have you read *A Wrinkle in Time* as a class or by yourself?
  - Based on what you read, what do you think may happen in the play?

### ***During the Performance***

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

### ***After the Performance***

What did you think of the play?

- If you read *A Wrinkle in Time* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
  - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *A Wrinkle in Time* how would your production be different than the play you saw by Magik?

## **2: Magik Must-Reads**

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *A Wrinkle in Time* is Good vs. Evil.

The Magik Must-Reads (Grade 4 - Grade 5) are:

*The Wish List* by Eoin Colfer

*Spindle's End* by Robin McKinley

*The Isle of the Lost* by Melissa De La Cruz

*The Lion, the Witch, and the Wardrobe* by C. S. Lewis

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

### **Theme**

How did the theme of Good vs. Evil show in each book? Explain.

### **Setting**

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Good vs. Evil? Explain.

### **Characters**

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

### **Plot**

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

### **3: Create Your Own Comic Book**

In *A Wrinkle In Time*, Meg, her brother, and Calvin go on an adventure through time and space to save her father. Using the worksheet below, plan a story about a character who is willing to go to great lengths to help someone they love. Then turn your outline into a comic book to tell your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story.

#### **CHARACTERS**

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

#### **SETTING**

Where:

When:

#### **PLOT**

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

#### 4: Word Problems

- 1) In the opening of *A Wrinkle in Time*, Meg fails an exam. If she would have answered one more question right she would've passed. That question was: if I have 23.45 cookies and 5 friends, how do I split the cookies evenly? Solve the problem Meg could not solve.
  
- 2) When Meg, Charles Wallace, and Calvin travel to planet Camazotz they feel like they have not spent any time getting there because they traveled through time. If they didn't time travel it would have taken them 24 hours to get there from Earth travelling at 120 miles per hour. How many miles is Camazotz from Earth?
  
- 3) If Camazotz was 525,000 miles from Earth and Meg, Charles Wallace, and Calvin were traveling at 200 miles per hour, how many hours would it take them to get from Earth to Camazotz without any time travel?
  
- 4) Orion's belt has a multitude of planets on it besides Camazotz. One planet is a cube that is 500 meters wide by 2 meters deep by 1000 meters tall. What is the volume of the cube planet?
  
- 5) At the closing of *A Wrinkle in Time*, the whole family ends up back in the garden and all is well. Meg asked a neighbor to take a picture of the family at each corner of the perimeter of the garden. If the garden is 40 feet wide by 22 feet long, how many feet will the neighbor have to walk to get around the perimeter?

## 5: Super Solar System

In the play, Meg and her crew travel across time and space, using wrinkles to get places faster. If Meg couldn't use a wrinkle, she'd be in big trouble since just our solar system alone is HUGE! Just how huge? Let's find out!

### **Before You Begin...**

A solar system is a group of planets and other space material orbiting (going around) a star. In our solar system, that star is better known as the Sun and the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

The solar system models you've seen before probably don't show how much bigger some planets are than others, or, more importantly for space travel, how far away the planets are from the Sun and each other. The Earth is about 150 million kilometers (93 million miles) from the Sun. Because this distance is so important to us Earthlings, it has been given a special name, called the Astronomical Unit (A.U.) for short. The Earth is one astronomical unit from the sun. Planets that are closer to the Sun than the Earth have a measured distance of less than one A.U. while objects farther from the Sun than Earth have a measured distance of greater than one A.U.

### **Materials**

- Meter stick (this project is much easier if you use the metric system!)
- A big work space, at least 33 meters long.
- Paper
- Pencil
- Large glass or small bowl
- Scissors

Planet	Distance AU	Model Distance from "Sun"
Mercury	.38	38 centimeters
Venus	.72	72 centimeters
Earth	1.0	1.0 meter
Mars	1.5	1.5 meters
Jupiter	5.2	5.2 meters
Saturn	9.5	9.5 meters
Uranus	19.2	19.2 meters
Neptune	30.1	30.1 meters

### **Procedure**

- 1) Trace 9 circles using the bowl as a guide. Because this scale model only is concerned about distances between the planets, you can make all the planets the same size.
- 2) Label the circles Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
- 3) Cut the circles out.
- 4) Position yourself as the Sun.
- 5) Give each of your friends a cut-out planet to hold.
- 6) Have your friends position themselves the above distances from you. (Note that some of the measurements are in centimeters rather than meters. A centimeter is 1/100 of a meter, just like a cent is 1/100 of a dollar).

### **Follow-Up Questions**

- 1) What did you learn about our solar system?
- 2) How far away did Neptune seem to be from the Sun?
- 3) Which planets seemed to be closest together?
- 4) What do the planets that are close together have in common?

*This activity was borrowed from education.com*

**6: Camazotz Map**

Camazotz is the planet where Meg’s father gets lost. The land of Camazotz is very unfamiliar, but even unfamiliar planets have civilizations and structure. Using your social studies skills and knowledge of your own civilization’s structure, make a detailed map of the portion of Camazotz where Meg’s father is located.

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						

	<p>Making sure to include a compass rose and a map key! On the map, be sure to include landmarks and any paths that you think may exist.</p> <p>Key</p>
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## 7: Make Your Own Tesseract!

Have you ever wanted to travel through time and space just like Meg? Well look no further, because now it's your turn to make your very own tesseract to hold all of time and space!

### Materials

- wooden balls
- watercolor paint (blue, black, purple, and white)
- paint brushes
- adhesive spray
- silver glitter

### Procedure

- 1) Paint the wooden balls completely with the black paint
- 2) Let the wooden balls dry for a while but do not let them dry completely! This allows for a cooler galaxy effect. While the paint is still semi-wet, add some splotches of white, purple, and blue to represent the stars.
- 3) After the balls dry completely spray the adhesive on and pour glitter to give your space and time continuum some stars.
- 4) Wait for glue to dry then enjoy your travels!



## 8: Music Tells a Story

In *A Wrinkle In Time* there are many sounds. From music to sound effects, everything that you hear in the play is important. Sounds and music in a play helps things along in many ways, from letting the audience know what mood the characters are in to what the tone of the scene is. Today, you are going to look at how things like underscoring help to let the audience know what kind of scene is happening.

As a class, discuss underscoring. What is it? When is it used? Once you think you have a pretty good understanding of *what* it is, put your knowledge into practice!

**See if you can create your own underscoring for the following types of scenes:**

A happy scene

A scene where someone falls in love

A sad scene

A scary scene

A scene where someone is angry

A scene with a party!

### **Helpful Hint**

If you don't have an instrument to make music with, create your own! Use objects around you to create different kinds of sounds and rhythms—even your hands and feet can be used as instruments!

### **Follow-Up Questions**

- 1) What did underscoring tell you about each emotion or situation?
- 2) Were there any moments of underscoring in *A Wrinkle in Time*? If so, what would those scenes have been like if the underscoring was a different type of music?
- 3) What are some popular examples of underscoring from tv or movies that you know of?

**TEXAS**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.3
3	ELA 110.15.b.15-16
4	Math 111.6.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.119.b.5
2	ELA 110.16.b.3
3	ELA 110.16.b.15-16
4	Math 111.7.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.117.b.1-2, 4
8	Fine Arts 117.118.b.1-2, 4

**COMMON CORE**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2