

*Sampe Pages from
Objective Tests
and Answer Keys*

for

A Wrinkle in Time

By Madeleine L'Engle

1963 Newbery Medal Winner



A Teaching Pack

by Margaret Whisnant

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A Wrinkle in Time

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1 Mrs. Whatsit

Pages 3-21

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Meg's bedroom was (A) in the basement, (B) in the guest house, (C) in the attic.
- _____ 2. Meg was awake because (A) she could hear noises in the house, (B) a storm was raging outside, (C) she had napped all day.
- _____ 3. At school Meg was (A) not doing very well, (B) a top student, (C) the most popular girl in her grade.
- _____ 4. On the way home from school, Meg fought with a boy when he said something about (A) her glasses, (B) her dumb baby brother, (C) her missing father.
- _____ 5. Meg had ten year old (A) twin brothers, (B) twin sisters, (C) twin cousins who lived with her family.
- _____ 6. Also in the bedroom with Meg was (A) Fortenbras the dog, (B) Charles Wallace's pet mouse, (C) a gray kitten.
- _____ 7. At the post office, Meg had heard about a tramp who (A) stole twelve sheets from the Mayor's wife, (B) stole food, (C) peeped in people's windows.
- _____ 8. When Meg got to the kitchen, Charles Wallace (A) frightened her, (B) was waiting for her, (C) was frightened by the storm.
- _____ 9. Charles Wallace had the ability to (A) make up stories, (B) probe Meg's and his mother's minds, (C) read really difficult material.
- _____ 10. Charles Wallace hadn't talked at all until he was almost (A) two years old, (B) three years old, (C) four years old.
- _____ 11. Charles Wallace was (A) five years old, (B) seven years old, (C) nine years old.
- _____ 12. People thought of Sandy and Dennys as (A) strange, like the rest of the family, (B) nice, regular children, (C) not very smart.
- _____ 13. According to the tests her father had given her, Meg's I.Q. was (A) normal, (B) above average, (C) low.
- _____ 14. Meg's father had assured her there was nothing wrong with Charles Wallace's (A) mind, (B) voice, (C) hearing.
- _____ 15. Not only was Charles Wallace expecting Meg to come to the kitchen, he also knew (A) the storm would pass, (B) the dog would go to the door, (C) his mother would come to the kitchen.
- _____ 16. Meg's mother was (A) a scientist, (B) a writer, (C) a doctor.
- _____ 17. Meg's mother was (A) beautiful, (B) somewhat plain, (C) psychic.
- _____ 18. Meg thought of herself as an odd ball who was (A) attractive like her mother, (B) too skinny, (C) repulsive looking.



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2 Mrs. Who

Pages 22-37

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Did Meg wake up thinking the night before must have been a dream?
- _____ 2. Did Meg's mother have any idea what tesseract was?
- _____ 3. Did Sandy and Dennys think it was their job to protect the family while their father was away?
- _____ 4. Was Meg sent to the principal's office because she fell asleep in class?
- _____ 5. Had it been almost a year since Meg's family had any word from her father?
- _____ 6. Was Meg's father a physicist?



- _____ 7. Had Meg's mother given up all hope of ever seeing her husband again?
- _____ 8. Did Charles Wallace want to go see Mrs. Whatsit to find out more about the tesseract?
- _____ 9. Did Charles Wallace want to leave Fortenbras at home?
- _____ 10. Was Charles Wallace afraid Mrs. Whatsit and her friends were going to get into trouble for breaking into the haunted house and stealing Mrs. Buncombe's sheets?
- _____ 11. Did Charles Wallace say he could read minds?
- _____ 12. Had Charles Wallace already learned to read even though he hadn't started school?

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3 Mrs. Which
Pages 38-55



Write either **True** or **False** in the blank before each statement.

- _____ 1. In addition to doing an experiment, Mrs. Murry was cooking a stew in the laboratory.
- _____ 2. Calvin was from a large, very loving family.
- _____ 3. Meg was able to solve Calvin's math problem although he was several grades ahead of her.
- _____ 4. Calvin did not feel comfortable with Meg and her family.
- _____ 5. The twins were excited to have Calvin around because they were impressed with his athletic record.
- _____ 6. Meg's mother did not believe Charles Wallace was any different from her other children.
- _____ 7. The rumor was that Meg's father had left his family and run away with another woman.
- _____ 8. When he disappeared, Meg's father was doing classified work for the government.
- _____ 9. Meg and her family had moved into their present house because her father was going to be traveling a lot on his job.
- _____ 10. Due to the nature of her father's work, Meg had lived both in New Mexico and at Cape Canaveral.
- _____ 11. In his last letter, Meg's father told his family he would disappear for a while.
- _____ 12. Meg's mother stopped writing letters to her husband after he had been missing for six months.
- _____ 13. According to the government, Meg's father was on a secret and dangerous mission.
- _____ 14. Meg's mother had not tried to find Father because she knew he did not want to be found.
- _____ 15. Meg was sure her father was still alive.
- _____ 16. Calvin comforted Meg when she cried for her father, and then he told her she had gorgeous eyes.
- _____ 17. Charles Wallace was spying on Meg and Calvin as they talked.
- _____ 18. Charles Wallace was excited because he knew they were going to find Father.
- _____ 19. Mrs. Who seemed to appear out of nowhere and be standing next to Charles Wallace.
- _____ 20. Only Charles Wallace could see Mrs. Which.

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WHOLE BOOK TEST

Meg	Mrs. Who	The Happy Medium	domed building
Charles Wallace	Mrs. Which	IT	sheets
Sandy and Dennys	Calvin	Aunt Beast	cold
Mrs. Murry	Uriel	tesseract	pulsing
Mr. Murry	Camazotz	Fortenbras	flowers
Mrs. Whatsit	The Black Thing	love	atoms
math	glasses	CENTRAL Central Intelligence Building	synthetic
transparent column	reprocessing		

From the list above, choose the word, name, or phrase that fits each of the clues below and write it in the blank. **All answers will be used at least once. Some answers will be used more than once.**

- _____ 1. Meg was good at this but did poorly in this subject at school.
- _____ 2. The way Mrs. Whatsit, Mrs. Who, and Mrs. Which traveled through space and time.
- _____ 3. She had trouble materializing.
- _____ 4. She used a lot of quotes to help her verbalize.
- _____ 5. This being was a disembodied brain.
- _____ 6. He was five years old.
- _____ 7. Father was trapped on this planet.
- _____ 8. She showed the children Earth with a dark cloud over it.
- _____ 9. She didn't have eyes but she did have tentacles.
- _____ 10. When Meg tesserated through the Black Thing, she experienced this sensation.
- _____ 11. They were Meg's twin brothers.



About Your Teaching Pack

The primary goal in creating the teaching packs for children’s novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This “plot rhythm” is the basic structure of the tests.

To further your students’ understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is “nice.”

In your efforts to remove “nice” from your students’ literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some “predicting” or “detective” writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character’s behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author