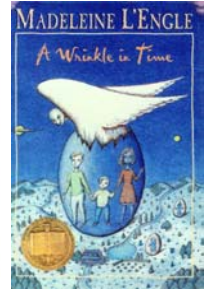
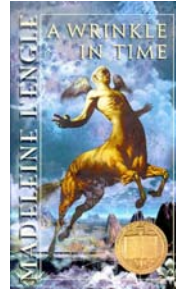


ANTICIPATION GUIDE for *A Wrinkle in Time* Madeleine L'Engle



PURPOSE:

The purpose of this strategy is to have students begin to think about what they are going to be reading. It sets up a contextual framework for the students in providing what the major themes, enduring questions, and events of the novel. If done well, this strategy is an excellent prereading activity because it invites the reader to make their own predictions. Students have the option to consider *what* they believe the novel will be about, *why* they believe this to be so, and *anticipate* and *verify* whether or not their predictions are true or not. Each statement in the anticipation guide provokes curiosity and interest in *A Wrinkle in Time*, and each statement points to major themes of the novel. Students will make their predictions throughout the anticipation guide, and then dive into the novel to test the accuracy of their predictions.

RATIONALE/CONTEXT:

Students will each be given a copy of the anticipation guide before beginning the reading of *A Wrinkle in Time*, but following a KWHL strategy that will assess students' prior knowledge of the book. *It is not necessary for the students to undergo a KWHL strategy, but the teacher should plan another pre-reading strategy to help familiarize the students with the events/ideas in the book.* Teachers may wish to talk about the famous figures noted in the book, across-the-curriculum scientific contexts, or read a picture book, fairy tale, or fable to help students with the archetypal characters and themes that *A Wrinkle in Time* covers.

DIRECTIONS:

A teacher will hand out the anticipation guide before reading *A Wrinkle in Time*. The teacher will want to give explicit directions regarding the anticipation guide and what its purpose is. Remind students that this is not a quiz, but simply an activity. Be aware that some of the statements are accepted truths, while others are more ambiguous and may depend on the novel, and readers' perceptions of the novel. Give students a reasonable amount of time to finish the guide (approximately 10-12 minutes). Inform them that they can mark "Agree" or "Disagree" for each statement and must be prepared to defend their answers. Afterwards, divide the class into smaller groups and have them share their answers with one another. After a few minutes, bring the entire class together to discuss each statement. As a class, then predict what Madeleine L'Engle (or perhaps, the dominant character's voice, narrator, or author's persona) thinks about the statement and how it might play out in *A Wrinkle in Time*. Follow-up group and class discussions should take no more than 10 minutes on each question.

ASSESSMENT:

Have the students keep their anticipation guides in their reader's notebook/journal. As the class progresses through the novel, make sure each major point in the anticipation guide is addressed through class discussion. Following the reading of the novel, review the anticipation guide with the students. Discuss the differences/similarities between the predictions and the text. At this point, students will be able to see how the text interacts with the anticipation guide.