

Chapter 1: The Boy Who Lived

- ❖ **Quickwrite:** What is the best celebration you can remember? What were you celebrating? How did you feel?



All answer keys included!

1. My mother was _____ around in her purse to search for her cell phone.
2. The boy was _____ at being falsely accused of stealing.
3. I asked my brother why he was acting _____, and he explained that he wasn't feeling well.

peculiar
enraged
rummaging

- ❖ **True or False:** Mark T for True and F for False.
1. Mr. Dursley sees a dog reading a map as he drives to work. _____
 2. Mrs. Dursley pretends that she doesn't have a sister. _____
 3. Harry's parents, Lily and James Potter, are dead. _____
 4. After his parents die, Harry Potter is adopted by Dumbledore. _____
 5. All over England, everyone is celebrating that Voldemort is dead. _____

PREVIEW ONLY

- ❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Explain why Mr. Dursley feels uneasy in this chapter.



2. Why does Dumbledore think it is best for Harry Potter to live with his aunt and uncle?

3. Do you think the Dursleys will be pleased to find Harry on their front porch? Why or why not? Use text evidence to support your answer.

Features student work for every chapter:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, or Multiple Choice questions.
- Short Answer Questions.

Story Elements

KEY IDEA: Plot and theme are two elements that help you to understand a story deeply.

- **Plot**—what **happens** in a story.
- **Conflict**—the **struggles** or **problems** in a story.
- **Obstacles**—what **get in the way** of a goal.
- **Theme**—the underlying **meanings** in a story.
- **Lesson**—what the **characters** and/or readers **learn** from a story.



Figurative Language

KEY IDEA: Determine the meanings of figurative language to help you better comprehend the text.

- **Simile**—a **comparison** between two things using the words "like" or "as."
- **Metaphor**—a **comparison** between two things without using the words "like" or "as."
- **Idiom**—an **expression** with a non-literal meaning.
- **Hyperbole**—a **exaggeration**.
- **Personification**—giving **human-like** traits to something non-human.
- **Imagery**—**written descriptions** that put a picture in the reader's mind.



Character Analysis

KEY IDEA: Examine characters in multiple ways to understand them!

THINK ABOUT...

- What they **say**
- What they **do**
- How they **interact** with others
- How they **react** to major events
- **Strengths** and **motivations**
- How they **are like or unlike** other characters
- How they **are like or unlike YOU**
- How they **change**



Point of View

KEY IDEA: Different perspectives affect how the story is told.

- **First person**—a character in the story is telling the story. The reader knows this character's thoughts.
➤ Clues: *I, me, my*
- **Third person**—a narrator outside of the story is telling the story. The reader is an outsider looking in at the action.
➤ Clues: *he, she, they*
- **Third person limited**—a narrator outside of the story is telling the story. The reader knows what **ONE** character is thinking and feeling.
➤ Clues: *he, she, they*
➤ *One character's thoughts*
- **Third person omniscient**—a narrator outside of the story is telling the story. The reader knows what **ALL** characters are thinking and feeling.
➤ Clues: *he, she, they*
➤ *All character's thoughts*



Tackles 5 main Common Core standards:

- Point of View, Character Analysis, Figurative Language, Theme, and Plot
- Each section comes with an anchor poster, several activities, and a multi-faceted assessment.

Name _____

My Figurative Language Acrostic



M _____
A _____
L _____
F _____
O _____
Y _____



TEACHER INSTRUCTIONS

My Figurative Language Acrostic Poem

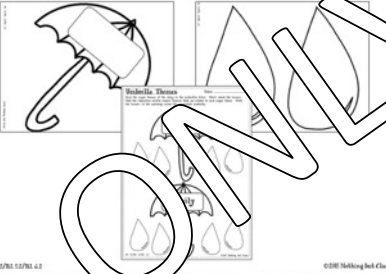
1. Allow students to choose a character for their poem. The choices are Hermione, Ron, Hagrid, Malfoy, Harry, or Snape.
2. Have students write acrostic poems describing each character.
3. The catch is that they must include figurative language. Differentiate according to your students' needs. Perhaps you only require them to include 1 figurative language phrase of their choice, or perhaps you require all phrases to include figurative language. It is up to you!
4. I would recommend for students to complete a rough draft before you give them the included templates for their final draft. Additionally, you have the choice of using color or black and white templates.
5. I have included an example on the following page.

TEACHER INSTRUCTIONS

Umbrella Themes

1. Divide students into groups of 3-4.
2. Give each group a different set of Umbrella Themes. (There are 7 different sets of 2)
3. Have the groups brainstorm lessons that characters and/or readers learned that are related to each major theme. The groups write their ideas in the raindrops below each umbrella.
4. Upon revising, editing, and teacher approval, give each group the large umbrella and large raindrops, so that they may publish their work.
5. Students use the large umbrella and large raindrops to create their final product. (An example of what that may look like follows this page.)
6. Use all of the different themes and lessons to make a really cool bulletin board!




Name _____

Umbrella Themes


Read the major themes of the story in the umbrellas below. Think about the lessons that the characters and/or readers learned that are related to each major theme. Write the lessons in the raindrops under the appropriate umbrellas.

Friendship


Family



Minerva McGonagall



Quirinus Quirrell

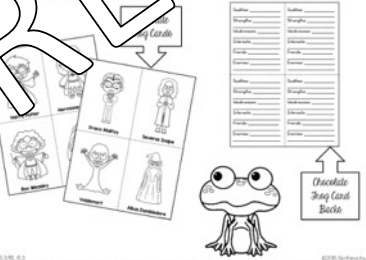



Neville Longbottom


Teacher Instructions

Chocolate Frog Cards


1. Give each student a set of Chocolate Frog Cards. (It is possible to copy them onto cardstock or sticker paper.)
2. Have the students use the text to complete the Chocolate Frog Cards Backs for each character.
3. Have the students glue the backs into the slots, and color the fronts, to make a complete set of cards. (An alternative option is to simply print the cards out back to back.)
4. As a reward bonus, package the students' cards up with chocolate as a "take-home party" or even as an Open House party favor. You could use mason jars, party favor bags, or small zip-lock bags.


Boy in the robe store




Dumbledore




Hagrid




Harry Potter



Professor Quirrell



Dudley Dursley

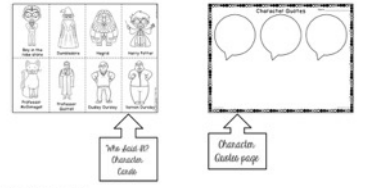


Vernon Dursley

Teacher Instructions

Who Said It? + Character Quotes

1. Give 1 copy of the "Who Said It?" handout to each student. (These are the character cards on the next page.)
2. Have the students cut them apart.
3. Read quotes (things that the characters actually said aloud) from Chapters 1-5 in the book. Have the students hold up who they think said it.
4. Do this whole-group. Then, move to playing the game in groups or partners.
5. When you are all done playing the game (which can be played multiple times over several days if you wish), have the students take the cards, and glue their 3 favorites onto the sheet called "Character Quotes." Have the students write character quotes in the speech bubbles for each character.



Unique Projects or Team Tasks:

- Capture students' interests as they learn
- Detailed teacher instructions
- Samples included

Answer Keys included!

21. Read the following sentence from the story. Identify the type of figurative language it contains. Justify your answer by explaining how you know.

"You see, Dumbledore was right, that mirror could drive you mad," said Ron."



Part 4: Focus Standard-Figurative Language

Read each figurative language term. Find its definition in the box below. Write the letter of its correct definition on the line.

- 14. hyperbole _____
- 15. metaphor _____
- 16. simile _____
- 17. idiom _____
- 18. imagery _____
- 19. personification _____

- a. a comparison between two things using the words "like" or "as."
- b. a comparison between two things without using the words "like" or "as."
- c. written descriptions that put a picture in the reader's mind.
- d. human-like attributes given to non-human things.
- e. an expression with a non-literal meaning.
- f. an exaggeration.

20. Read the following sentence from the story. Identify the type of figurative language it contains. Justify your answer by explaining how you know.

...badly at Harry, who was circling the Snitch."

Harry Potter and the Philosopher's Stone Assessment #3: Chapters 10-13

Part 1: Vocabulary Matching

Draw lines that match the words on the left with their proper definitions on the right.

- | | |
|----------------|-------------------------------------|
| 1. spectators | A. waving gently |
| 2. berserk | B. people who are watching an event |
| 3. fluttering | C. extreme anger |
| 4. rage | D. crazy wild |
| 5. disgruntled | E. uttered a word nervously |
| 6. stammered | F. irritated |

Part 2: Comprehension Multiple Choice

Choose the best answer for each question below.

7. What does Hagrid see that makes him think Snape wants to steal what the three-headed dog is guarding?
 - a. A note written from Snape to Hagrid.
 - b. Snape wandering around the forbidden corridor at night.
 - c. A book about three-headed dogs.
 - d. Snape's leg all bloody and mangled.
8. What does Harry see when he looks into the Mirror of Erised?
 - a. Himself being a prefect.
 - b. Himself with his family.
 - c. Himself winning the Cup.
 - d. Himself defeating Voldemort.

9. How does Harry discover who Nicolas Flamel is?
 - a. He reads a Chocolate Frog card.
 - b. He reads a book from the Restricted Section.
 - c. Hagrid tells him.
 - d. He finds a fortune cookie.

10. Why is the Philosopher's Stone desirable?
 - a. It will tell you the future.
 - b. It will make you immortal.
 - c. It will destroy all of your enemies.
 - d. It will give you the ability to fly.

11. Why is Harry so nervous before the game between Gryffindor and Hufflepuff?
 - a. McGonagall is refereeing.
 - b. Harry has an injury and cannot play his best.
 - c. Snape is refereeing.
 - d. Malfoy threatens Harry.

12. What does Harry spy in the Forbidden Forest?
 - a. Hagrid walking the three-headed dog.
 - b. Snape and Gurrrell arguing.
 - c. Snape and Voldemort talking.
 - d. A mysterious man wearing a mask.

Part 3: Comprehension Short Answer

Answer the following questions in complete sentences.

13. What does the Mirror of Erised show? What does Harry see?

4 Assessments included!

- Each contain:
 - Vocabulary
 - Comprehension multiple choice
 - Comprehension short answer
 - Standards focus section

Table of Contents: Section 4
(Chapters H-17)

- H: Number
- I: The Forest
- J: Through
- K: The Mirror
- L: The Sorcerer's Apprentice
- M: The Sorcerer's Apprentice
- N: The Sorcerer's Apprentice
- O: The Sorcerer's Apprentice
- P: The Sorcerer's Apprentice
- Q: The Sorcerer's Apprentice
- R: The Sorcerer's Apprentice
- S: The Sorcerer's Apprentice
- T: The Sorcerer's Apprentice
- U: The Sorcerer's Apprentice
- V: The Sorcerer's Apprentice
- W: The Sorcerer's Apprentice
- X: The Sorcerer's Apprentice
- Y: The Sorcerer's Apprentice
- Z: The Sorcerer's Apprentice

Table of Contents: Section 3
(Chapters 10-13)

- 10: Halloween
- 11: Guadalupe
- 12: The Mirror
- 13: Nicolas Flamel

Table of Contents: Section 2
(Chapters 6-9)

- 6: The Journey's Quarters
- 7: The Sorting Hat
- 8: The Potions Master
- 9: The Midnight

Table of Contents: Section 1
(Chapters 1-5)

- 1: The Boy Who Lived
- 2: The Vanishing Glass
- 3: The Letters from No One
- 4: The Keeper of the Keys
- 5: Diagon Alley

- Answer Key for Chapters 1-5
- Point of View Anchor Charts
- One Event: Three Points of View (Chapter 1)
- One Event: Three Points of View (Chapter 2)
- One Event: Three Points of View (Chapter 3)
- Mystery Thoughts (Use after Chapter 5)
- Who Said It? & Character Quotes (Use after Chapter 5)
- Dear Diary...

- Assessment #1
- Assessment #2
- Assessment #3
- Assessment #4
- Assessment #5
- Assessment #6
- Assessment #7
- Assessment #8
- Assessment #9
- Assessment #10

About Focus Standard Resources

Each focus standard has an anchor chart that you will find useful for introducing the standard and for reteaching the concepts. The anchor charts are followed by a variety of activities, one of which is the main project. You will find that these are a wide range of resources that can be differentiated. They may involve writing, art, graphic organizing, critical thinking, and teamwork. Though the methods are varied, they all point to the same objective in each section, and that is to help students towards mastery of the focus Common Core standard. The main projects have teacher instructions, but the rest of the activities are either self-explanatory or up to teacher discretion.

About Assessments

Each assessment has the same basic framework: vocabulary, comprehension multiple choice, comprehension short answer, and a focus standard section. I have included answer keys, but the way that you score it is up to teacher discretion.

About Additional Resources

These seven resources can be used throughout the book or after completing the book, but will be useful to you nonetheless. The Harry Potter bookmarks come in color or black & white, and the back of the bookmarks are memorable quotes from the book. Not only will they keep the students' places, but they are also handy references for students that might be overwhelmed by all of the characters in the book. Use the other activities as you see fit.

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Unit Map: Section 4
(Chapters H-17)

Unit Map: Section 3
(Chapters 10-13)

Unit Map: Section 2
(Chapters 6-9)

Unit Map: Section 1
(Chapters 1-5)

Chapter	Focus Standard Resources	Assessment
1: The Boy Who Lived	Focus Standard: Point of View ✓ RL 4.6 ✓ RL 5.6 ✓ RL 6.6	Assessment #1 • Vocabulary • Popular • Inferred • Summarizing • Intensity • Vividness • Figurative Language • Timely • Amusing • Paradoxical • Cautious • Bewildered • Boasting • Shabby • Ravine • Sneer
2: The Vanishing Glass	1: Point of View Anchor Charts 2: One Event: Three Points of View (Chapter One)	Assessment #2 • Comprehension • Chapters 1-5 • Standard • Point of View • RL 4.6/RL 5.6/RL 6.6
3: The Letters from No One	1: Three Points of View (Chapter One) 2: Thoughts (Chapter Five) 3: Quotes (Use after Five)	Assessment #3 • Comprehension • Chapters 1-5 • Standard • Point of View • RL 4.6/RL 5.6/RL 6.6

About this Novel Study

Introduction

This novel study is laid out for you in a way that pushes students to not only become better readers and writers, but also gain a deeper understanding of major Common Core standards.

Thus, this novel study is divided into five main sections. Each section has a Unit Map. This means you get a snapshot of:

- Chapters of the book to be read in that section
- Core Focus Standard
- Assessment components

Following each map, you will find the Table of Contents for that section. We will enable you to navigate easily.

Answer keys will be provided to allow the student work.

In the four main sections, you will find seven additional handy resources.

About Chapter Work

Quickwrite: Have the students free-write here BEFORE reading the chapter. This gets their mind warmed up and thinking in the direction that the chapter will take them. This also helps them to connect the concepts in the story to themselves.

1. **Vocabulary**: You may choose to do this before or after the reading. I prefer to very quickly do this with the students beforehand, and then tell the students to keep an eye out for the new words we have learned as we read.
2. **T/F, Sequencing, or Multiple Choice**
3. **Comprehension and Analysis**: You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just a couple.

Table of Contents

Resource	Pages
About this Novel Study	3-4
Section 1 (Chapters 1-5)	7-50
• Focus Standard: Point of View	
Section 2 (Chapters 6-9)	51-88
• Focus Standard: Character Analysis	
Section 3 (Chapters 10-13)	89-117
• Focus Standard: Figurative Language	
Section 4 (Chapters 14-17)	118-189
• Focus Standard: Plot and Theme	
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Easy Planning & Low Prep

- Tables of Contents
- Unit maps
- Teacher instructions
- Easy management, planning, and navigation

"To have been *loved so deeply*, even though the person who loved us has gone, will give us some protection *forever*."

-Albus Dumbledore

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"It does not do to *dwell on dreams* and *forget to live*, remember that."

-Albus Dumbledore

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"Just *be yourself*, I know it's hard."

-Rubeus Hagrid

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"Books! And cleverness! There are more important things—


Harry Potter and the Philosopher's Stone
BY J.K. ROWLING
Reference Bookmark

Plot
A young boy finds out he is a wizard and goes off to Hogwarts School of Wizardry.

Setting
The story takes place at Hogwarts.

Characters

- Harry—the boy who lived
- Ron—Harry's best friend
- Hermione—Ron and Harry's smartest friend
- Dumbledore—headmaster of Hogwarts
- Voldemort—the most evil dark wizard
- Snape—the Potions professor that seems to hate Harry
- McGonagall—Head of Gryffindor
- Quirrell—professor of the Dark Arts
- Malfoy—another student at Hogwarts who hates Harry




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Extras included:

- Two sided student reference bookmarks
- Culminating Project Choices
- Student Cover Page
- Complete Vocabulary list

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Name _____

Culminating Project Choices

Now that you have completed *Harry Potter and the Philosopher's Stone*, choose one of these final projects to do!

1. **SEQUEL:** Write a sequel to the book. What happens after the ending?
2. **MAGICIAN REPORT:** Research all about a famous magician. Write an informative report about him or her.
3. **DEAR DIARY:** Choose a character in the book. Write about events in the book from their point of view, in the form of several diary entries.
4. **PLAYWRIGHT:** Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
5. **BOARD GAME:** Create a board game which is themed around the novel. Be creative!
6. **NEWS INTERVIEW:** Imagine you are a news reporter that is interviewing one of the characters from the novel. Write a script for it. With a partner, either record it to show to the class, or perform in front of the class!
7. **ENGLAND REPORT:** Research all about England, which is the setting for this story. Design a travel brochure about it.
8. **MOVIE POSTER:** Design a movie poster advertising a movie based on the book.
9. **CHARACTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, or anything you can think of!
10. **WIZARD OR WITCH COSTUME:** Create a costume or outfit that the wizards or witches from the book would wear.

My Choice: _____
My Grade: _____

Vocabulary Words and Definitions

Chapter	Word	Definition
1	peculiar	strange
	enraged	made angry
	rummaging	digging through
2	intently	with great concentration
	vigorously	passionately
	forbidden	not allowed
3	timidly	shyly
	ambling	walking along slowly and in a relaxed manner
	ferociously	viciously
4	cowardly	not bravely
	bewildered	confused
	beaming	smiling and proud
5	tabby	old, frayed
	steep	a narrow steep-sided valley
	sneer	a facial expression showing contempt
6	jostled	pushed or brushed roughly against
	disgruntled	displeased
	gawped	gaped, stared stupidly
7	cunning	slly; manipulative
	corridors	hallways
	halt	stop
8	rickety	old and unstable
	massive	huge
	ambition	an earnest desire for some type of achievement
9	expelled	discharged; kicked out
	notorious	well known
	gawking	staring
	people watching	an event
	lids; frenzied; crazed	
	hounded	

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STUDENT PACKET

Harry Potter and the Philosopher's Stone

by J.K. Rowling



Name _____

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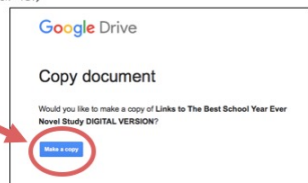
Instructions

for Google Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Links to Harry Potter and the Sorcerer's Stone Novel Study Digital Version." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Harry Potter and the Sorcerer's Stone Novel Study Google™ Drive Version](#)

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3. Inside of that document, you will see seven links. Click on each of the links. Immediately after clicking each link, you will be prompted again to make a copy of that document. Every time you click a link for a new document, click the blue button that says "Make a copy" in order to transfer that document to your own Google™ Drive account. (Therefore, you will need to repeat this process seven times, once per link.)



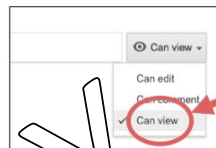
Click each of the links and make copies.

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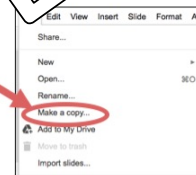
3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you do not want to use.
4. Once you're ready, share the documents with your students as needed. Of course, students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



5. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.

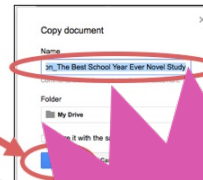


6. Students will need to make their own copies since they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click "File," and then "Make a copy," in the upper left corner.



ONLY

A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved into their own Google™ Drives.



Students will rename their copied documents here.

7. Students will be able to access the documents through their e-mail addresses, etc.
8. Students may share their work with their friends, etc.
9. Don't forget that you do not need to print out the Google Slides file as hard copies (such as books), etc.

This product includes both the PAPER version and the GOOGLE version of this novel study.

BONUS Paperless Version included!

- Compatible with Google Drive
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- ✓ No wasting ink
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- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
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- ✓ Full color


PREVIEW ONLY

Section 1, Chapters 1-5, Student Version

Chapter 1: The Boy Who Lived

GUIDE: What is the best celebration you can remember? What were you celebrating? How did you feel?

Text:



peculiar
enraged
rummaging

❖ **Vocabulary:** Fill in the blanks.

1. My mother was text here around in her purse to search for her cell phone.
2. The boy was text here at being falsely accused of stealing.
3. I asked my brother why he was acting text here and he explained that he wasn't feeling well.

❖ **True or False:** Mark T for True and F for False.

1. Mr. Dursley sees a dog reading a map as he drives to work. T or F
2. Mrs. Dursley pretends that she doesn't have a sister. T or F
3. Harry's parents, Lily and James Potter, are dead. T or F
4. After his parents die, Harry Potter is adopted by Dumbledore. T or F
5. All over England, everyone is celebrating that Voldemort is dead. T or F

Section 2, Chapters 6-9, Student Version

Character RESPONSES

Name: text here

Below write about 3 events or challenges in the story. Then, write about a chosen character's response to each event or challenge. Finally write what that reaction tells you about the character.

Event or Challenge	Character Response	What this tells me
<u>text here</u>	<u>text here</u>	<u>text here</u>
<u>text here</u>	<u>text here</u>	<u>text here</u>
<u>text here</u>	<u>text here</u>	<u>text here</u>

MORE about the GOOGLE version...

- Novel study pages are available in "Google Slides" with text boxes, for students to type into.
- Please note that the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive, so they may type and draw directly onto the pages on their computers or tablets.
- Though the pages themselves are not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.