

Chapter 1: Owl Post

- ❖ **Quickwrite:** Think about your last birthday. How old did you turn? How did you celebrate? What gifts did you receive?

All answer keys included!

- ❖ **Vocabulary:** Fill in the blanks.

1. The black clouds looming overhead seemed to be an _____ sign for trouble ahead.
2. I felt so _____ when I came down with the flu that I could hardly climb out of bed.
3. The team that we defeated looked _____ and upset.

downtrodden
feeble
ominous

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

1. The Weasleys spent their winnings on a trip to Egypt. _____
2. Hagrid sends Harry a vicious snapping toad as a birthday gift. _____
3. The Dursleys give Harry an old dirty sock for his birthday. _____
4. Harry's birthday gifts are brought by owl post. _____
5. Harry has to do all of his Hogwarts homework late at night. _____

- ❖ **Character Analysis:** Read each letter one at a time to Harry. What does her letter show about her as a character?



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

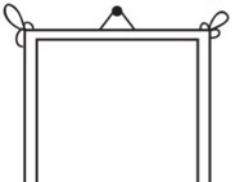
1. Explain why the text says, "Harry was a highly unusual boy in many ways."

2. Why does Harry never enjoy his summer holidays? Use textual evidence to support your answer.

What is Hogsmeade? Why is Harry worried about the permission form for it?



- ❖ **Beyond:** Below, draw a picture of one of Harry's birthday gifts. Then, write about the gift. Be sure to write who gave him the gift.



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.
- Standards Focus-Question focused on Reading Literature standards.
- 3 Comprehension and Analysis short answer questions.
- Beyond-Creative activity.

THEME

KEY IDEA: REFLECT ON STORIES TO LEARN FROM THEM.

- **Theme**-the underlying major meanings in a story.
- **Lesson**-what the character(s) and/or readers learn through a story.

Think about...

- What the characters learn
- What you learn
- How the story relates to your life



OPINION WRITING & POINT OF VIEW

KEY IDEA 1: DIFFERENT CHARACTERS HAVE DIFFERENT OPINIONS.

KEY IDEA 2: ENGAGE WITH THE STORY BY FORMING YOUR OWN OPINIONS.

Think about...

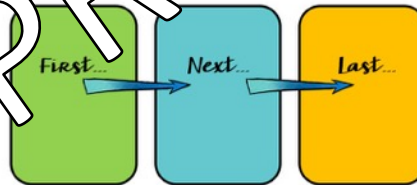
- How and why characters disagree
- What you would do in tough situations
- Which characters you agree with and why
- Reasons for your opinions
- How characters' points of view



PLOT

KEY IDEA: UNDERSTAND THE PLOT TO SEE HOW THE STORY UNFOLDS.

- **Plot**-the events of the story.
- **Conflict**-the struggles or problems in a story.
- **Obstacles**-what gets in the way of a character's goal.
- **Causes**-events that make other events occur.
- **Effects**-events that occur as a result of other events.



CHARACTER ANALYSIS

KEY IDEA: EXAMINE CHARACTERS IN MULTIPLE WAYS TO UNDERSTAND THEM.

Think about...

- Their words and actions
- Their interactions with others
- Their reactions to major events
- How they are like or unlike others
- How they are like or unlike you
- How and why they change
- Their points of view and opinions



Tackles 5 main Common Core standards:

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

Name _____

Response to Literature: Theme

What do you think is the biggest lesson that can be learned from this story? Write the lesson below. Write a paragraph explaining the lesson, and explaining why that lesson can be learned from the story. Then, illustrate your writing.

Name _____

PLOT: Main Events

What are the main events in the chapter you have just read? Draw a picture for each, and write accompanying text. At the bottom, give this chapter a different title that you think is fitting.



First, _____

Next, _____

Name _____

LESSONS LEARNED

Different characters learn different lessons in this story. Think about each of the characters listed below. Write what lesson(s) you think they may have learned through the story.

CHARACTERS	LESSON(S) LEARNED
Harry Potter 	
Ron Weasley 	

Name _____

Themes & Lessons

Think about the major themes written in the boxes below. Write related lessons that can be learned from the story, in each of the connecting boxes.

```

    graph TD
      Theme1[Theme: Friendship] --> Lesson1[Lesson]
      Theme1 --> Lesson2[Lesson]
      Theme2[Theme: Revenge] --> Lesson3[Lesson]
      Theme2 --> Lesson4[Lesson]
  
```

Name _____

Thematic Thoughts

What are two morals or lessons that can be learned from the story? Write the lessons in the arrow signs below. Then, write a paragraph explaining why one of the lessons can be learned from the story. Next, write how one of the lessons can be applied to your own life. Finally, in the box below, illustrate one of the lessons that you wrote about.

Lesson 1

Lesson 2

View if applies to me

Name _____

?? WHAT WOULD I DO?

Think of three times in the story that you disagreed with what a character did. Write the characters' names and what they did. Then, write what you would have done instead.

WHAT THE CHARACTER DID	WHAT I WOULD HAVE DONE

Name _____

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write the Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict is not resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1		
2		
3		
4		

Name _____

Revenge on Sirius Black

Reread Harry's conversation with Ron and Hermione in Chapter 11, on pages 211-216. First, explain Harry's opinion in detail in the space below. Then, explain Ron and Hermione's opinion in detail. Finally, explain your own opinion.


Harry's Opinion	Ron and Hermione's Opinion

Name _____


RON VS. HERMIONE

In several situations in these chapters, Ron and Hermione have opposing opinions. In the appropriate thought bubbles below, write about all of their opposing opinions.

RON



HERMIONE



Common Core codes are listed on the bottom of each activity.

A sampling of the wide array of included Common Core aligned activities.

Answer
Keys
included!

9. Which of the following does not occur in Harry's first class with Hagrid?
- a. Hermione rides a hippogriff.
 - b. Malfoy gets cut.
 - c. Malfoy is disrespectful to Hagrid.
 - d. Hagrid tells the students to stroke their book spines.

10. What is Neville's boggart?
- a. A giant spider.
 - b. Snape.
 - c. A full moon.
 - d. A scary clown.

11. Why does the Fat Lady run away from the Gryffindor common room?
- a. Peeves was teasing her.
 - b. A hippogriff attacked her.
 - c. Sirius Black attacked her.
 - d. Draco Malfoy tried to attack Gryffindor.

12. According to the Marauder's Map, how many paths lead from Hogsmade to Hogwarts?
- a. Five.
 - b. Six.
 - c. Seven.
 - d. Eight.

❖ **Part 3: Comprehension Short Answer**
Answer the following questions in complete sentences.

13. Describe Harry's first Defense against the Dark Arts class. Why is Harry upset after this class?

14. In detail, explain why Gryffindor loses the House Cup to Hufflepuff.

Name _____ Date _____

Harry Potter and the Prisoner of Azkaban **Character Analysis**
ASSESSMENT #2: CHAPTERS 6-10
Analyze the traits of that character. Justify your answers.

❖ **Part 1: Vocabulary Matching**

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

- | | |
|--------------|--|
| 1. beaming | A. unnatural or serious, in a disturbing way |
| 2. unearthly | B. thoughtfully |
| 3. mundane | C. savagely and aggressively |
| 4. pensively | D. smiling broadly; grinning |
| 5. abashed | E. embarrassed and ashamed |
| 6. ferocious | F. boring, ordinary, and uninteresting |

❖ **Part 2: Comprehension Multiple Choice**

Choose the best answer for each question below.

Choose the best word to describe Hermione's attitude toward Professor Trelawney.

- a. Loyal.
- b. Fearful.
- c. Skeptical.
- d. Admiring.

8. What does Professor Trelawney not claim to see?
- a. An owl.
 - b. A Grim.
 - c. A club.
 - d. A skull.



characters from the story. Name at least three.

challenge that occurs in the story. Write about the challenge. Then, explain what that character.

PREVIEW ONLY

4 Assessments included!

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

Unit Map

SECTION 1: CHAPTERS 1-5

CHAPTERS	FOCUS STANDARD RESOURCES	ADDITIONAL ACTIVITIES	ASSESSMENT
1: Owl Post			Assessment #2:
2: Aunt Marge's Big Mistake	Focus Standard: Plot ✓ RL 3.4 ✓ RL 4.4 ✓ RL 5.4 ✓ RL 6.4	1: Vocabulary Review 2: Freewriting Journal 3: Would You Rather...?	<ul style="list-style-type: none"> Vocabulary downrodden feeble ominous gaunt reproachful jovially delecting contemptuously reluctantly raucous defiantly grave furtive shrewdly maliciously
3: The Knight Bus	1: Plot Anchor Posters 2: Main Events 3: Plot: Main Events		<ul style="list-style-type: none"> Comprehension - Chapters 1-5
4: The Leaky Cauldron	1: Comic Strip 2: Harry's Conflicts & Cause and Effect		<ul style="list-style-type: none"> Standard - Plot
5: The Demeter			

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Would You Rather...?	78
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Unit Map

SECTION 3: CHAPTERS 11-16

CHAPTERS	FOCUS STANDARD RESOURCES	ADDITIONAL ACTIVITIES	ASSESSMENT
11: The Firebolt			Assessment #3:
12: The Patronus	Focus Standard: Opinion Writing ✓ W 3.1 ✓ W 5.1 ✓ W 6.1		<ul style="list-style-type: none"> stricken berating at fronted fathom boastering dispiritedly fervent humiliating disarray scattered disgrace desert mundane equation retaliation topophilia unoccupied ...
13: Gryffindor versus Ravenclaw	Point of View ✓ RL 4.6 ✓ RL 5.6 ✓ RL 6.6	1: Vocabulary Review 2: Freewriting Journal 3: Would You Rather...?	<ul style="list-style-type: none"> Comprehension - Chapters 11-16
14: Snape's Grudge	1: Opinion Writing and Point of View Anchor Posters 2: Revenge on Sirius Black 3: Ron vs. Hermione 4: Dear Diary 5: Points of View 6: True Friendship		<ul style="list-style-type: none"> Standard - Opinion Writing & Point of View
15: The Quidditch Final			
16: Professor Trilunary's Prediction			

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Unit Map

SECTION 2: CHAPTERS 6-10

CHAPTERS	FOCUS STANDARD RESOURCES	ADDITIONAL ACTIVITIES	ASSESSMENT
6: Talons and Tea Leaves			Assessment #2:
7: The Boggart in the wardrobe	Focus Standard: Character Analysis ✓ RL 3.4 ✓ RL 4.4 ✓ RL 5.4 ✓ RL 6.4	1: Vocabulary Review 2: Freewriting Journal 3: Would You Rather...?	<ul style="list-style-type: none"> Vocabulary mundane transfixed crestfallen grimace apprehensively uneasily reverence ferociously listlessly abashed overlapping penitently indignation beaming bedrows
8: Flight of the Fat Lady	1: Character Analysis Anchor Posters 2: Character Analysis Cards 3: Character Snapshot		<ul style="list-style-type: none"> Comprehension & Character Responses
9: Grim Defeat	1: Character Comparison 2: What would I Do?		<ul style="list-style-type: none"> Standard - Character Comparison
10: The Marauder's Map			

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Unit Map

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17: Cat, Rat, and Dog			Assessment #3:
18: Moony, Wormtail, Padfoot, and Prongs	Focus Standard:		<ul style="list-style-type: none"> Vocabulary writhing defiantly voloant foolhardy revel

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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 to also gain a deep understanding of major Common Core standards.

Thus, this novel study is divided into four main sections. Each section has a Unit Map. This map gives you a snapshot of:

- Chapters of the book to be studied in the section
- Common Core Focus Standard and the provided resources for it
- A list of additional resources

Following the Unit Map, you will find the Table of Contents for that section, which will enable you to navigate easily.

All answer keys immediately follow the student work.

ABOUT THE STUDENT CHAPTER PACKET

The student work for every chapter contains both comprehension and vocabulary. Each part includes the following sections:

- QuickWrite**—A great idea is to have the students free-write here BEFORE reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
- Vocabulary**—The students practice with three new words that are chosen for you from every chapter. Synonyms, antonyms, and context clues are among the skills included.
- True/False, Multiple Choice, or Sequencing**—Two sets of these types of questions are included for every chapter.
- Standards-Based**—One question or activity is included. These focus on Reading Literature standards like main idea, character analysis, and figurative language, comprehension and analysis. Three short answer questions are provided. 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 some for your students to complete.
- Beyond**—The Beyond activities are a mix of fun activities, including art, graphic organizers, and text-to-self connections. They require the students to use their imaginations, and some upper-level thinking. You might even choose to use these as an option for early finishers.

Easy Planning & Low Prep

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



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"I solemnly swear that I am up to no good."

-page 192

"What you fear, most of all, is—fear. Very

-Professor Lupin, page 155

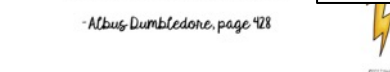
"You think the dead we loved ever truly
think that we don't recall them more
in times of great trouble? Your father is
Harry, and shows himself most plainly
need of him."

-Albus Dumbledore, page 4



"You know, Harry, in a way, you did see your father
night... You found him inside yourself."

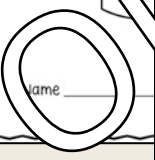
-Albus Dumbledore, page 428



<p>HARRY POTTER & THE PRISONER OF AZKABAN BY J.K. ROWLING Reference Bookmark</p> <p>PLOT An infamous prisoner named Sirius Black has broken out of Azkaban and is after Harry Potter.</p> <p>SETTING The story mostly takes place at Hogwarts.</p> <p>CHARACTERS • Harry's famous young wizard, said to have defeated Voldemort. • Ron-Harry's best friend. • Hermione-the smartest witch at Hogwarts. • Sirius Black-on escaped convict, accused of killing 13 people and of being Voldemort's successor. • Albus Dumbledore-Headmaster of Hogwarts. He is the only wizard Voldemort was ever afraid of.</p>	<p>HARRY POTTER & THE PRISONER OF AZKABAN BY J.K. ROWLING Reference Bookmark</p> <p>PLOT An infamous prisoner named Sirius Black has broken out of Azkaban and is after Harry Potter.</p> <p>SETTING The story mostly takes place at Hogwarts.</p> <p>CHARACTERS • Harry's famous young wizard, said to have defeated Voldemort. • Ron-Harry's best friend. • Hermione-the smartest witch at Hogwarts. • Sirius Black-on escaped convict, accused of killing 13 people and of being Voldemort's successor. • Albus Dumbledore-Headmaster of Hogwarts. He is the only wizard Voldemort was ever afraid of.</p>	<p>HARRY POTTER & THE PRISONER OF AZKABAN BY J.K. ROWLING Reference Bookmark</p> <p>PLOT An infamous prisoner named Sirius Black has broken out of Azkaban and is after Harry Potter.</p> <p>SETTING The story mostly takes place at Hogwarts.</p> <p>CHARACTERS • Harry's famous young wizard, said to have defeated Voldemort. • Ron-Harry's best friend. • Hermione-the smartest witch at Hogwarts. • Sirius Black-on escaped convict, accused of killing 13 people and of being Voldemort's successor. • Albus Dumbledore-Headmaster of Hogwarts. He is the only wizard Voldemort was ever afraid of.</p>	<p>HARRY POTTER & THE PRISONER OF AZKABAN BY J.K. ROWLING Reference Bookmark</p> <p>PLOT An infamous prisoner named Sirius Black has broken out of Azkaban and is after Harry Potter.</p> <p>SETTING The story mostly takes place at Hogwarts.</p> <p>CHARACTERS • Harry's famous young wizard, said to have defeated Voldemort. • Ron-Harry's best friend. • Hermione-the smartest witch at Hogwarts. • Sirius Black-on escaped convict, accused of killing 13 people and of being Voldemort's successor. • Albus Dumbledore-Headmaster of Hogwarts. He is the only wizard Voldemort was ever afraid of.</p>
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Name _____



Assessment Packet

HARRY POTTER & THE PRISONER OF AZKABAN

By J.K. Rowling

Student Chapter Packet

HARRY POTTER & THE PRISONER OF AZKABAN

By J.K. Rowling

Freewriting Journal

HARRY POTTER & THE PRISONER OF AZKABAN

By J.K. Rowling



Vocabulary Packet

HARRY POTTER & THE PRISONER OF AZKABAN

By J.K. Rowling



Name _____

Activity Packet

HARRY POTTER & THE PRISONER OF AZKABAN

By J.K. Rowling



Name _____

Culminating Project Choices Grading Sheet

Name _____

<p>Project Choice #1</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #2</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #3</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>
<p>Project Choice #4</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #5</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #6</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>
<p>Project Choice #7</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #8</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #9</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>

Culminating Project Choices

Name _____

In the boxes below, you will find 9 choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to a total of 10 stars. Collect your stars on the project(s) you choose.

<p>Author's Reach ★★</p> <p>Write a letter to the author, J.K. Rowling, about her book. You can write to her at jkrowling@pottermore.com. You can also write to her on her website, www.jkrowling.com.</p>	<p>Play Script ★★</p> <p>Write a script for a play. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p>	<p>Sequel ★★</p> <p>What do you think happens to Harry and his friends after the story ends? Write a sequel to the story. Include illustrations with your story.</p>
<p>Come On ★★</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p>	<p>Alternate Ending ★</p> <p>Do you wish Weasel had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p>	<p>Newspaper ★★</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p>
<p>3D Models ★★</p> <p>Create 3D depictions of the characters and/or objects from the story. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character or object.</p>	<p>Paper Bag Book ★★</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p>	<p>Booklet of Five ★★</p> <p>Read the sequel to <i>Harry Potter and the Prisoner of Azkaban</i>, which is called <i>Harry Potter and the Goblet of Fire</i>. Write a summary of the book. Then, write a book review of it, expressing why you liked or disliked it. Present your summary and book review to the class.</p>

Extras included:

- Two sided student reference bookmarks
- Culminating Project Choices
- Student Cover Pages

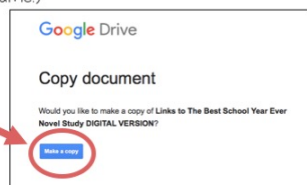
Instructions

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](#)

Click here first!



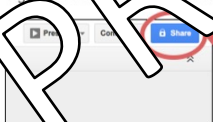
3. Inside of that document, you will see seven links. Click on each of the links. Immediately after clicking each link, you will be prompted again to make a copy of that document. Every time you click a link for a new document, click the blue button that says "Make a copy" in order to transfer that document 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.

Note: If you have Google™ Drive accounts with multiple email addresses, make sure to take note which email address is selected in the top right corner of the screen, so you can easily find the files in the future.

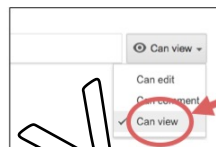
3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you don't want to use.
4. Once you're ready, share the documents with your students as needed. Of course, students will need their own Google™ accounts. 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."



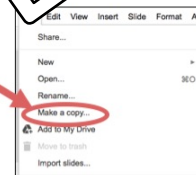
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5. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default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

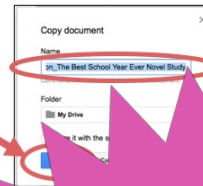


6. Students will need to make their own copies since they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in 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. Changes that students make to their documents, 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 files as hard copies (such as books), etc.

Your purchase includes both the PAPER version and the GOOGLE™ version of this novel study.

BONUS Paperless Version included!

- Compatible with Google Drive & Google Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

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Section 1, Chapters 1-5, Student Version

Chapter 1: The Boy Who Lived

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

Vocabulary: Fill in the blanks.

- My mother was text here around in her purse to search for her cell phone.
- The boy was text here at being falsely accused of stealing.
- 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.

- Mr. Dursley sees a dog reading a newspaper while he works. T or F
- Mrs. Dursley pretends that she is a Muggle. T or F
- Harry's parents, Lily and James Potter, are Muggles. T or F
- After his parents die, Harry Potter is adopted by Dumbledore. T or F
- All over England, everyone is celebrating that Voldemort is dead. T or F

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Section 2, Chapters 6-9, Student Version

Character RESPONSES

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
text here	text here	text here
text here	text here	text here
text here	text here	text here

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MORE about the GOOGLE version...

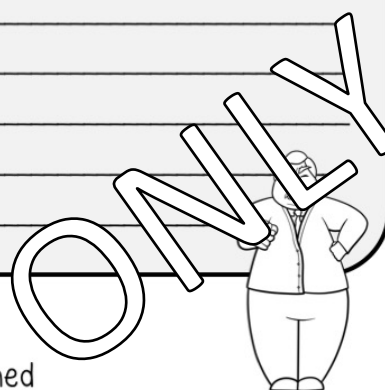
- Novel study pages are available in "Google Slides" with text boxes, for students to type into.
- Please note that the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive, so they may type and draw directly onto the pages on their 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.

Chapter 1: Owl Post

- ❖ **Quickwrite:** Think about your last birthday. How old did you turn? How did you celebrate? What gifts did you receive?

- ❖ **Vocabulary:** Fill in the blanks.

1. The black clouds looming overhead seemed to be an _____ sign of trouble ahead.
2. I felt so _____ when I came down with the flu that I could hardly climb out of bed.
3. The team that he defeated looked _____ and upset.



downtrodden
feeble
ominous

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

1. The Weasleys spent their winnings on a trip to Egypt. _____
2. Hagrid sends Harry a vicious snapping book as a birthday gift. _____
3. The Dursleys give Harry an old dirty sock for his birthday. _____
4. Harry's birthday gifts are brought by owls. _____
5. Harry has to do all of his homework late at night. _____

- ❖ **Character Analysis:** Re-read Hermione's letter to Harry. What does her letter show about her as a character?

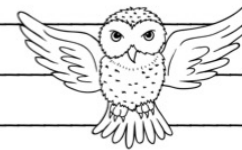
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❖ Comprehension and Analysis: Answer the questions in complete sentences.

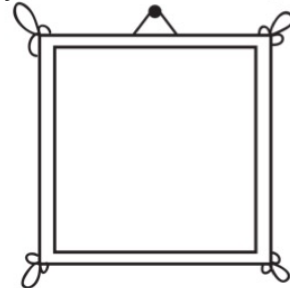
1. Explain why the text says, "Harry was a highly unusual boy in many ways."

2. Why does Harry never enjoy his summer holidays? Use textual evidence to support your answer.

3. What is Hogsmeade? Why is Harry worried about the permission form for it?



❖ Beyond: Below, draw a picture of one of Harry's birthday gifts. Then, write about the gift. Be sure to write who gave him the gift.



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Name _____

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS Write about each of the problems that Harry encounters below.	RESOLUTIONS Write about how the conflict got resolved if it does. If not resolved, explain why.
1	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
4	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

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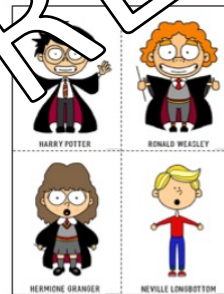
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TEACHER INSTRUCTIONS: *Character Analysis Cards*

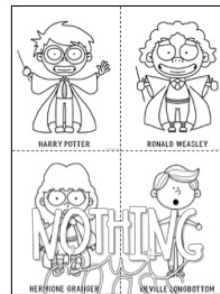
Copy the Character Analysis Cards front to back. Cut them into cards. The cards come in both color and b/w versions, so you can choose which work best for you. I have included an answer key which gives examples of answers, but students' answers may vary.

Here are some ways you can use these Character Analysis Cards:

1. Give each student a set of character cards and a Ziploc bag to store them in. Have the students work on them individually throughout your novel study, as they get to know each character. This could be great for them to do as an early finisher activity.
2. Make it into a partner or group activity at the end of the novel. Give each group one card. Give the group time to complete their card. Then, have each group share out their results. Display the group work in a bulletin board.
3. At certain points throughout the story (it is up to your discretion), complete character cards as a whole class, using them as mini-lessons to constantly review how to analyze characters.
4. Rotate the cards throughout your students. When a card gets to a student, he/she is responsible for adding something to the card that hasn't already been added.
5. Use the front of the cards to introduce characters to the students. Fill out the backs together as you read.



Color version



B/W version



Card Backs