

# Figurative Language

**KEY IDEA:** Determine the meanings and types of figurative language to help you better visualize 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**-an exaggeration.
- **PERSONIFICATION**-giving human-like attributes to something non-human.
- **IMAGERY**-written descriptions that picture in the reader's mind.

PREVIEW

RL 4.4/RL 5.4/RL 6.4

RL 4.3/RL 5.3/RL 6.3

# Setting

**KEY IDEA:** Authors describe settings to provide context to the story and to create specific moods and emotions. Picturing settings deepens your comprehension and exercises your imagination.

**SETTING**-time, place, and weather.  
**MOTION**-the way a person feels.



# Character Analysis

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

Think about...

- What they say and do
- How they interact with others
- How they react to major events
- How they are like or unlike others
- Whether they are ROUND or FLAT

## Tackles 3 main Common Core standards:

- *Each section comes with:*
  - ✓ Anchor poster (in color and b/w)
  - ✓ Several activities
  - ✓ Cover page
- *See below to see how the standards are presented:*
  1. Section 1: Chapters 1-6
    - ✓ Focus: **Setting**
    - ✓ Common Core: RL 4.3/RL 5.3/RL 6.3
  2. Section 2: Chapters 7-12
    - ✓ Focus: **Figurative Language**
    - ✓ Common Core: RL 4.4/RL 5.4/RL 6.4
  3. Section 3: Chapters 13-18
    - ✓ Focus: **Character Analysis**
    - ✓ Common Core: RL 4.3/RL 5.3/RL 6.3

Name \_\_\_\_\_

# ROUND or Flat?

## Round characters

- ✓ Are major
- ✓ Play main roles
- ✓ Encounter conflict
- ✓ Change and learn
- ✓ Are fully developed
- ✓ Are described in detail

## Flat characters

- ✓ Are minor
- ✓ Play supporting roles
- ✓ Do not change much



CHARACTER	ROUND OR FLAT?	JUSTIFY YOUR ANSWER!
Harry Potter		
Draco Malfoy		
Albus Dumbledore		
Ginny Weasley		
Ronald Weasley		
Neville Longbottom		
Rubeus Hagrid		
Percy Weasley		

Name \_\_\_\_\_

# Figurative LANGUAGE

Below, read the quotes from the book which contain figurative language. Then, write the type of figurative language. Last, justify your answers.

Quote	TYPE OF Figurative Language	I know this because...
1. He took out his wand, tapped the board, and the arrows began to wiggle over the diagram like caterpillars. (p. 108)		
2. The cool morning air whipped his face, waking him far more effectively than Wood's long talk. (p. 109)		
3. "Filch'll have me all night!" Ron said. "No magic! There are a hundred cups in this room!" (p. 119)		
4. The candles burned lower and lower, and the light danced over many faces of Lord watching him. (p. 120)		
5. Harry moved his aching hand over his forehead, and he felt like the thousand tiny needles of the envelope. (p. 120)		

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Name \_\_\_\_\_

# Potter Personification

- Read each of the quotes from *Harry Potter and the Chamber of Secrets* below.
- Determine what is being personified. First, CIRCLE what is being personified. Then, UNDERLINE its human-like attribute, emotion, or action.
- For #10, find your own example of personification in the text. CIRCLE and UNDERLINE just like you did for #1-9.
- In the very bottom box, draw an illustration for your favorite personification example from this page.

1. "Harry and Hermione supported Ron over the threshold into the one-roomed cabin which had an enormous bed in one corner, a fire crackling merrily in the other corner."
2. "It's not a bit of mud to you, boy, but to me, it's an extra hour scrubbing!" shouted Filch, a drip shivering unpleasantly at the end of his bulbous nose.

He walked straight past the door, rattling invitingly with gold  
 allow, his heart doing a kind of  
 magic outside school," said Uncle  
 perfectly in Harry's pocket was  
 glittering with malice."  
 before the way the windshield  
 roared.

rumbled off into the darkness,

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Name \_\_\_\_\_

# SETTINGS and EMOTIONS

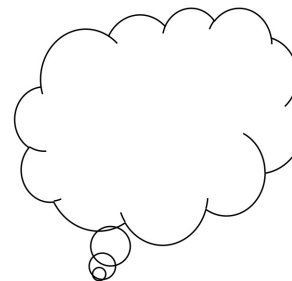
Different settings evoke different emotions. Imagine yourself in each of the settings from the book below. Draw a picture of each setting. Write a brief description of the setting using the quotes, or your own words (or both). Then, write how it makes you feel.

Setting & Quote	Description	How it makes me feel
The Dursley house		

Name \_\_\_\_\_

# HARRY in the Flying Car

Being in the flying car causes Harry to have certain emotions. On the lines below, write textual evidence of words or phrases that show how he feels there. Based on the evidence you found, write what emotions Harry feels in his thought bubble.



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

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8. Who is the smartest student in all of Harry's classes?

-----○-----

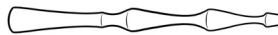
9. Who is the new Slytherin Seeker?

-----○-----

To solve the riddle below, read the numbers under each line. Go to that number on your answers to the questions above. Put the circled letter of the answers on the numbered lines below.

### HOW DOES A HOGWARTS PR COMPLIMENT HIS STUDENT

2      8      4      5      3      1



## Solve the RIDDLE

Chapters 1-6

Answer the questions about the story to solve the riddle.

1. Who is Harry's best friend?

-----○-----

2. Who is too shy to speak to Harry?

-----○-----

3. What must the Weasley family bring from their garden?

-----○-----

4. Where do Harry and Hermione arrive after he uses Floo powder for the first time?

-----○-----

5. Who leads Harry out of Knockturn Alley?

-----○-----

6. Who wrote the book Magical Me?

-----○-----

7. What is the nickname of the Weasley home?

-----○-----

## LEARNING LOG FOR Chapter \_\_\_\_\_

❖ **MAIN IDEA:** Give this chapter a new name.

❖ **DETAILS:** Write two details from the chapter you just read.

1. \_\_\_\_\_

2. \_\_\_\_\_

NOTHING  
Class



Name \_\_\_\_\_ Choose a character. Write about one thing they  
just read that you agreed or disagreed  
with.

Write one example of figurative language that  
you found. Tell the type it is.

Next, draw your favorite scene from this chapter.



### Comprehension Practice included:

- Solve the Riddle: creative comprehension work, one for each set of six chapters
- Learning Logs: three versions included

Answers may vary.  
These sample answers can be found on pages 71-74.

Name \_\_\_\_\_

# HARRY in the Flying Car

Being in the flying car causes Harry to have certain emotions. On the lines below, write textual evidence of words or phrases that show how he feels there. Based on the evidence you found, write what emotions Harry feels in his thought bubble.



- looked at each other and started
- they had been plunged into a fall
- had to admit some of the fun was
- extremely thirsty
- T-shirt was sticking to the back
- a golf-ball size lump was throbbin

Chapter 5  
RL 4.3/RL 5.3/RL 6.3

## Table of Contents HARRY POTTER & THE CHAMBER OF SECRETS: ACTIVITIES

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### Teacher Notes ABOUT THIS RESOURCE

In this resource, the book has been divided into three sections for you. Each of the sections focuses on a particular focus standard for reading literature focus.

Each focus standard has an anchor poster that you could use for introducing the standard and for reinforcing the concept. Anchor posters are followed by a variety of activities. You will find that there is a wide range of resources that can be differentiated. They may involve writing, drawing, graphic organizing, critical thinking, and teamwork. Though the methods are varied, they all point to the same objective in each section and focus on the students towards mastery of the focus reading literature standard.

See below to see how it is divided up:

1. Section 1: Chapters 1-6  
✓ Focus: **Setting**  
✓ Common Core: RL 4.3/RL 5.3/RL 6.3
2. Section 2: Chapters 7-12  
✓ Focus: **Figurative Language**  
✓ Common Core: RL 4.4/RL 5.4/RL 6.4
3. Section 3: Chapters 13-18  
✓ Focus: **Character Analysis**  
✓ Common Core: RL 4.3/RL 5.3/RL 6.3

### ADDITIONAL ACTIVITIES/OTHER RESOURCES

You will find an activity packet cover page, three different learning logs that can be used with any chapter, and Culminating Project Choices in the front of this resource (immediately following this page).

Additionally, in the backs of each of the three sections, I have included three different "Solve the Riddle" reading comprehension practice activities. For these activities, students answer comprehension questions in order to solve a "punny" wizard riddle. There is one for each of the three sections.



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### Easy Planning & Low Prep

- Tables of Contents
- Teacher instructions
- All Answer Keys included

Name \_\_\_\_\_

## Culminating Project Choices

Now that you have completed *Harry Potter and the Chamber of Secrets*, choose one (or more) of these final projects to do!

1. **MYTHICAL CREATURES:** Write a thorough informative description of each mythical creature in the book. Draw a detailed picture of each. The mythical creatures include but are not limited to: Fawkes the phoenix, Aragog the spider, the basilisk, and Dobby the elf.
2. **THE PRISONER OF AZKABAN:** Read the next book in the series, called *Harry Potter and the Prisoner of Azkaban*. Write a summary about what happens in that book, along with several illustrations to highlight important parts of the story.
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. Be sure to write in first person, and to include your chosen character's thoughts, emotions, and opinions.
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 it in front of the class!
7. **NEWSPAPER:** 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!
8. **MOVIE POSTER:** Design a movie poster advertising a movie based on the book.
9. **CHARACTER ART:** Create sculptures, puppets, or models of the character using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything you can think of!
10. **MAGICAL OBJECT COMMERCIAL:** Think of one of the magical objects from the book, and create a commercial to try to sell it to witches and wizards. Examples include: the enchanted car, mandrakes, polyjuice potion, and the magical diary.

My Choice: \_\_\_\_\_

My Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

PREVIEW

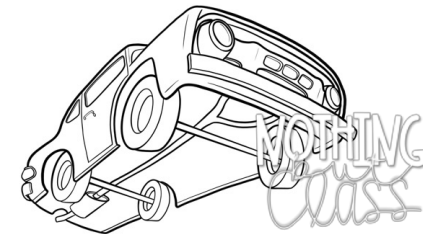
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## Activity Packet

# HARRY POTTER & THE CHAMBER OF SECRETS

By J.K. Rowling

ONLY



Name \_\_\_\_\_

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### Extras included:

- Culminating Project Choices
- Cover pages and dividers

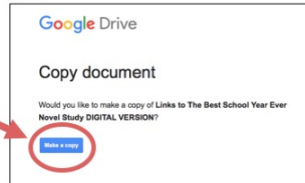
# Instructions

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 you take care which email address is selected in the top right corner of the screen, so you can easily find the files in the future.

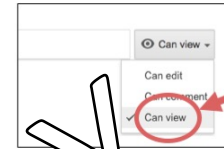
3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you don't want to use.
4. Once you're ready, share the documents with your students if needed. Of course, students will need their own Google™ accounts.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



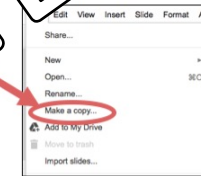
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5. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default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

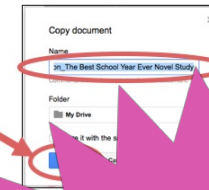


6. Students will need to make their own copies since they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in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

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

## 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

PREVIEW ONLY

Digital Version: The City of Ember Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on January 19

PRESENT SHARE

Name Text Here

## PARTNER UP QUESTIONS AND ANSWERS

Choose a question stem for each question below. Circle your choice in the box. With your partner, write questions about the story, and then write their answers.

Circle one: Who What Where When Why How

Question: Text Here

Answer: Text Here

Circle one: Who What Where When Why How

Question: Text Here

Answer: Text Here

Circle one: Who What Where When Why How

Question: Text Here

Answer: Text Here

Circle one: Who What Where When Why How

Question: Text Here

Answer: Text Here

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## MORE about the GOOGLE version...

- Resource pages are available in "Google Slides" with text boxes, for students to type into.
- Please note that the resource itself is not editable. This version simply offers students the opportunity to access the pages via Google Drive, so they may type and draw directly onto the pages on their computers or tablets.
- Though the content itself is 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.

# Teacher Notes

## ABOUT THIS RESOURCE

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- ✓ Common Core: RL 4.3/RL 5.3/RL 6.3

2. Section 2: Chapters 7-12

- ✓ Focus: **Figurative Language**
- ✓ Common Core: RL 4.4/RL 5.4/RL 6.4

3. Section 3: Chapters 13

- ✓ Focus: **Character Analysis**
- ✓ Common Core: RL 4.3/RL 5.3/RL 6.3

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Name \_\_\_\_\_

# SETTINGS and EMOTIONS

Different settings evoke different emotions. Imagine yourself in each of the settings from the book below. Draw a picture of each setting. Write a brief description of the setting, using quotes, or your own words (or both). Then, write about how it makes you feel.

Setting & Picture	Description	How it makes me feel
The Dursley House		
The Burrow		
Borgin and Burkes		
The Flying Car		

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# FIGURATIVE LANGUAGE FIND

Follow the arrows and instructions below.

1. Find a simile and write it below. Circle the "like" or "as."

2. Find an idiom and write it below. Sketch a picture of its *literal* meaning.

3. Find an example of imagery and write it below. Draw a picture of how the imagery makes you feel.

4. Find another simile and write it below. This time, underline the two things that are being compared.

5. Find an example of personification and write it below.

Name \_\_\_\_\_

# Write about the Character

Draw a picture of each character written below, in the blank boxes. Then, write a sentence containing your choice of figurative language about each character in the provided space.

HARRY POTTER	RONALD WEASLEY
<i>Illustration:</i>     	<i>Illustration:</i>     
<i>Figurative Language Sentence:</i>   	<i>Figurative Language Sentence:</i>   
HERMIONE GRANGER	DRACO MALFOY
<i>Illustration:</i>     	<i>Illustration:</i>     
<i>Figurative Language Sentence:</i>   	<i>Figurative Language Sentence:</i>   

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