

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. _____

❖ **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.

"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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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	hobby	old, frayed
	gully	a narrow steep-sided valley
	sneer	a facial expression showing contempt
6	jostled	pushed or brushed roughly against
	disgruntled	displeased
	gawked	gaped; stared stupidly
7	cunning	sly; 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

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STUDENT PACKET

Harry Potter and the Philosopher's Stone

by J.K. Rowling



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Extras included:

- Two sided student reference bookmarks
- Student Cover Page
- Complete Vocabulary list comes with and without definitions

STUDENT PACKET

Harry Potter and the Sorcerer's Stone

by J.K. Rowling



Name _____

Table of Contents

Resource	Pages
About the Student Packet	3
Student Reference Bookmarks *Print these as two-sided/back-to-back *Color and h/w versions included.	4-6
Vocabulary Words with definitions	7-8
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Student Packet Cover page	11
Student Packet	12-45
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About the Student Packet

1. **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.
2. **Vocabulary**-You may choose to do this before or after the reading. I prefer to very quickly do this with the students before reading, and then tell the students to keep their eye out for the new words we have learned as we read.

3. **Sequencing, or Multiple Choice**

4. **Comprehension and Analysis**-You will find that these questions are at all levels of Bloom's Taxonomy, so are great for differentiation if needed. Use them all or just a couple for your students to complete.



Easy organization and planning:

- Table of Contents
- Student Cover Page
- Teacher instructions

Instructions

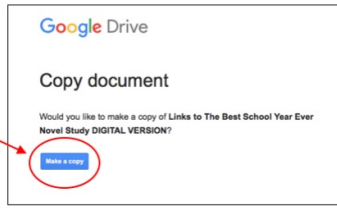
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

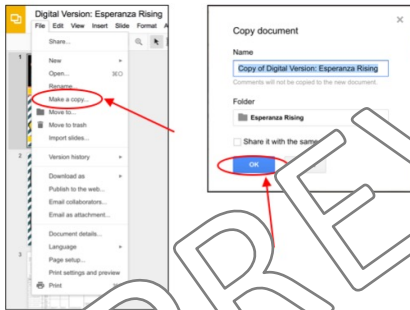
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

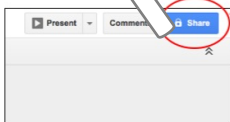


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

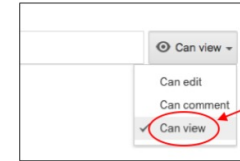


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

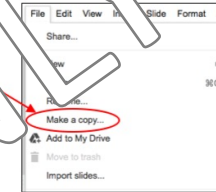


Note: Sharing with students can also be done through Google™ Classroom.

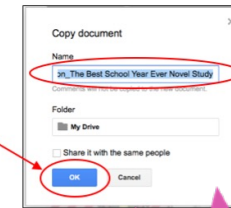
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original 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 the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



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 to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress and finished documents.

10. Don't forget that you do have the option to print the documents in black and white and color. The color versions are most handy if they are printed. Many teachers like to have both versions and end up using both versions.

11. There are places where students are not allowed to use iPads or tablets, this is easy to do. However, if you do have students under the "Insert" dropdown menu in Google™ Docs.

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 Magician's Nephew Comprehension and Vocabulary

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was yesterday at 9:43 PM

Background... Layout Theme... Transitions...

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Comprehension and Analysis Answer the questions in complete sentences.

1. What is your opinion of Digory so far? Explain your thoughts, and use textual evidence to support your opinion.
[Text here](#)

2. Use three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.
[Text here](#)

3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?
[Text here](#)

Beyond: Below, write about a time that you have done something adventurous, like Polly and Digory do. Illustrate your writing.
[Text here](#)

2

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MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within 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 on the pages on their computers or tablets.
- Though the text 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.