

Name \_\_\_\_\_

## EXTRA! EXTRA!

*Read all about it!*

At the end of the book, many exciting events unfold that make Harry even more famous. Below, write a news article about the exciting event of your choice. Remember to include a headline, a "photo," and text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Character Interactions

In the left hand boxes, write about two characters' interactions from the story. (You may choose different pairs of characters for each box.) In the right hand boxes, write what this tells you about the two characters.

Interactions	What this tells me
_____	_____
_____	_____
_____	_____

Name \_\_\_\_\_

## Compare and Contrast: CHARACTERS

Choose two characters and write their names in the circles below. Brainstorm ways that the characters are similar and different.

Name \_\_\_\_\_

## A Growing Conflict

Think about how one of the problems grows in the story. Write about how the problem grows from a seed, to a seedling, to a plant, as it gets bigger and bigger. At the top, write how the problem gets solved.

How is the problem solved?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Tower of Terror

In this story, the main characters experience many conflicts that successively lead up to the main conflict. Start at the bottom of the tower below. Write the smaller conflicts that build up to the main conflict, in the appropriate bricks.

Name \_\_\_\_\_

## Figurative Language: Similes

**Simile:** a comparison between two things using the words like or as.

The author uses many similes to help you picture what is happening. Carefully read each quote from the text below. Circle the two things that are being compared, and underline the "like" or "as." Then, sketch a picture of the sentence in each box.

<p>"He handed Harry a short club, a bit like a short baseball bat."</p>	<p>"[The Weasleys] are like a pair of human Bludgers themselves."</p>
<p>"[Ingridum Leaviss] [Ron] shouted, waving his long arms like a windmill."</p>	<p>"[The troll had] a great lumpy body like a boulder with its small bald head perched on top like a coconut."</p>

Name \_\_\_\_\_

## Idioms

The following passage is adapted from Chapter 11. Read it carefully. If you find an idiom, underline it. Then complete the attached activity.

It was November, and it had turned extremely cold outside. Harry, Ron, and Hermione huddled together to keep warm. Hermione pulled up a bright blue scarf in a little jam jar for the wand and snuggled into their coats. "It's so cold, Hermione!" Ron said loudly. "I wish I could bite your tongue!" Snape's over there, and he's going to chew you out!" Harry mumbled. "It's too late. Snape was limping over with his cane, glowering at them suspiciously. "What have you done in your hand, Potter?" he snarled. Harry snatched his book, Quidditch through the air, and acted as cool as a cucumber. "My books aren't to be taken outside," Snape snapped. "Five points from Gryffindor. And hand it over." "He just made that rule up! He's always on my case about everything," Harry whispered angrily, as Snape strode away. "Wonder what's wrong with his leg?" Ron murmured. "He's all bark and no bite, Harry, don't worry about it," Hermione said calmly. "I hope someday he gets a taste of his own medicine!" Harry said fiercely.

Name \_\_\_\_\_

## Potter Personification

Read each of the sentences below. Determine what is being personified. CIRCLE what is being personified. Then, UNDERLINE its human-like attribute or action.

- Harry's broom wavered uncertainly in the air, before it began to vibrate madly.
- Snape's cape whirled around angrily, as he approached Harry to scold him once again.
- The bubbles in the potion merrily frothed, as Hermione added an additional teaspoon of frog juice.
- At the top of the tower, Harry and Hermione listened to the frightening wind whistle and moan, as if greeting them.
- The mirror beckoned invitingly at Harry to come closer and closer still.
- The sun reflected happily off the lake, and Ron looked longingly outside, wishing he could be out there rather than stuck inside, studying.
- The light of the candle gloomily projected an ominous reflection in Neville's glasses.

Name \_\_\_\_\_

## Figurative Language

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

Quote	Type	I know this because...
"The sun reflected happily off the lake, and Ron looked longingly outside, wishing he could be out there rather than stuck inside, studying."	Metaphor Hyperbole Idiom	
"The light of the candle gloomily projected an ominous reflection in Neville's glasses."	Metaphor Hyperbole Idiom	

REVIEW ONLY

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

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

## 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.



## 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*



## 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
- **Attitudes** and **motivations**
- How they **are like or unlike** other characters
- How they **are like or unlike YOU**
- How they **change**




Tackles 5 main Common Core standards:

- Point of View, Character Analysis, Figurative Language, Theme, and Plot
- Each focus standard comes with an anchor poster, several activities, and a project/team task.

Name \_\_\_\_\_

### My Figurative Language Acrostic

**M** \_\_\_\_\_  
**A** \_\_\_\_\_  
**L** \_\_\_\_\_  
**F** \_\_\_\_\_  
**O** \_\_\_\_\_  
**Y** \_\_\_\_\_




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### 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.



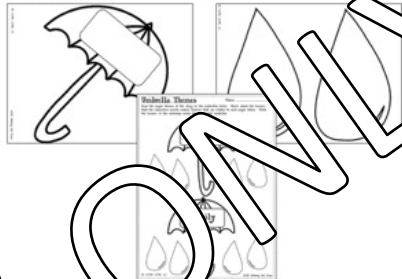
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### TEACHER INSTRUCTIONS

#### 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!



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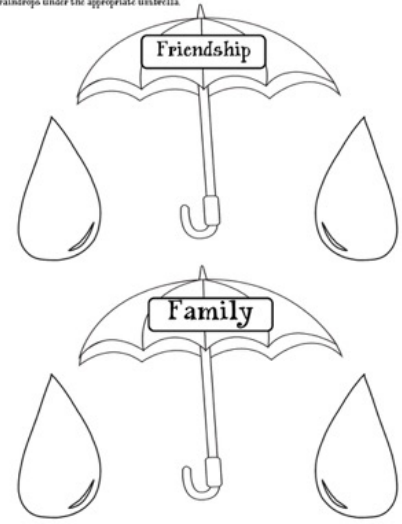
Name \_\_\_\_\_

### 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 umbrella.

**Friendship**

**Family**



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**Minerva McGonagall**



**Quirinus Quirrell**



**Neville Longbottom**

### MY CHOCOLATE FROG CARDS


BY: \_\_\_\_\_

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### Teacher Instructions

#### Chocolate Frog Cards

1. Give each student a set of Chocolate Frog Cards. It is recommended to copy them onto cardstock or thicker 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 onto the fronts, and color the fronts. (An alternative option is to simply print the cards out back to back.)
4. As a reward bonus, package 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 zip-lock bags.



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**Boy in the robe store**



**Dumbledore**



**Hagrid**




**Harry Potter**



**Professor Quirrell**



**Dudley Dursley**



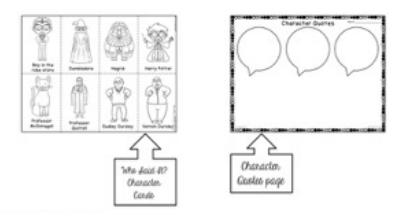
**Vernon Dursley**

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### 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.



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### Unique Projects or Team Tasks:

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

## Easy planning and organization:

- Detailed Table of Contents
- Outlines focus standard and tells when to use each resource

Table of Contents: Reading Response Activities				
Focus	Common Core	Pages	Resource	Use with Chapters
		4	Activity Packet cover page	
Point of View	RL 4.6/RL 5.6/RL 6.6	5-6	Point of View Anchor Posters	any
		7-8	One Event: Three Points of View Version 1	1
		9-10	One Event: Three Points of View Version 2	2
		11-12	One Event: Three Points of View Version 3	4
		13-16	Mystery Thoughts	5
		17-19	Who Said It? and Character Quotes	5
		20	Dear Diary...	any
		Character Analysis	RL 4.3/RL 5.3/RL 6.3	21-22
23	Character Analysis Wheel			any
24	Character Interactions			any
25	Character Responses			any
26-30	Chocolate Frog Cap... the through out the vel.			any
31	Compare and Contrast Characters			any
32	You Character			any
Figurative Language	RL 4.4/RL 5.4/RL 6.4			33-34
		35-38	Figurative Language: Similes Version 1	10-13
		39-42	Figurative Language: Similes Version 2	4
		43	Figurative Language Version 1	any
		44-45	Figurative Language Version 2	10-13
		46-49	Idioms	11
		50-53	Potter Personification	13
		54-55	Setting: Using Imagery	any
		56-69	My Figurative Language Acrostic Poem	any

Table of Contents: Reading Response Activities				
Focus	Common Core	Pages	Resource	Use with Chapters
Story Elements: Plot and Theme	RL 4.3/RL 5.3/RL 6.3 (Same)	70-71	Story Elements Anchor Posters	any
		72	Comic Strip	any
			A Growing Conflict	any
		74-75	Tower of Terror	Use after finishing the novel
		76	Obstacles	any
		77-87	Umbrella Themes	Use after finishing the novel
		88	Book vs. Movie	Use after finishing the novel
		89	My Book Review	Use after finishing the novel
InFormative Writing	W 4.2/W 5.2/W 6.2	90	Author's Biography	any
		91	Extral Extral Read all about it!	any
		92	Culminating Project Options	Use after finishing the novel
		93-94	Terms of Use/Artist Credit	

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All Answer Keys included!

# ACTIV PACK

## Harry Potter and the Sorcerer's Stone

by J.K. Rowling



Name \_\_\_\_\_

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Name \_\_\_\_\_

## Culminating Project Choices

Now that you have completed Harry Potter and the Sorcerer'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 it in front of the class!
7. **ENGLAND REPORT:** Research all about England, where 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 sculpture, puppets, or models of the characters 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. **WIZARD OR WITCH COSTUME:** Create a complete outfit that the wizards or witches from the book might wear at Hogwarts. Bring it to class, so you can put it on and share it with your classmates.

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

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

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

PREVIEW ONLY

**Additional Resources:**

- Activity Packet cover page
- Culminating Project Choices

# Instructions

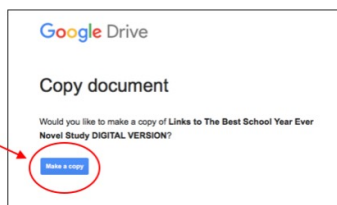
for Digital Version/Google™ Drive Document

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.

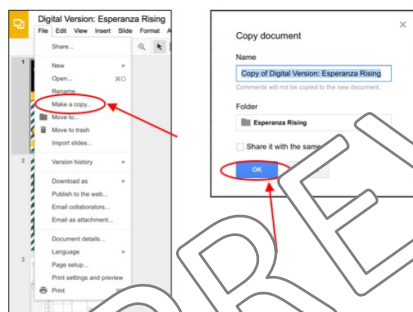
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

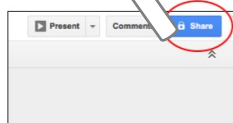


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

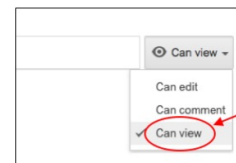


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

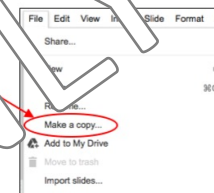


\*Note: Sharing with students can also be done through Google™ Classroom.\*

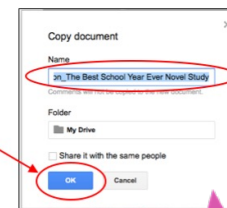
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 products.

10. Don't forget that you do have the option to print the documents in black and white and color. The black and white 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 using iPads or tablets, this is easy to do. However, if you are using a computer, you can also use the "Insert" dropdown menu in Google™ Docs to insert images and other content.

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

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

Name Text here

## 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	RESOLUTIONS
1	<u>Text here</u>	<u>Text here</u>
2	<u>Text here</u>	<u>Text here</u>
3	<u>Text here</u>	<u>Text here</u>
4	<u>Text here</u>	<u>Text here</u>

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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.