

UNIT OVERVIEW

Harry Potter and the Chamber of Secrets

OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts, as students develop a love for reading longer materials, like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach, eliminating the need for teaching these skills separately. Activities are divided into three main sections:

1) **Chapter Questions**

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book, in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments.)

2) **Vocabulary and Language**

Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, syllables, antonyms/synonyms, punctuation, and grammar.

3) **Writing and Creativity**

In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less-structured segment, allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills. A puzzle activity is incorporated into this section to add more variety to the lessons.

READING STRATEGIES

A variety of reading approaches seems to work best. One proven method is for the teacher to read the book out loud to the entire class the first time through, stopping after a chapter or two. In answering the questions, students will essentially be required to reread the chapter on their own. Not only does this “out loud” method insure that students are read to daily, but it also helps all students to understand the book, regardless of reading level.

Having students read sections silently by themselves, out loud with partners or in small groups, are all possible variations that will help keep student interest high.

Note

One way to gain a measure of the effectiveness of the novel study and to gauge student interest, is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter, while the teacher knowingly turns a blind eye.

ASSIGNMENTS

With the assignments, teachers can photocopy entire booklets for each student or only the portions that the teacher wishes to use. One possible method of reducing this large amount of photocopying is to have the students write down the chapter questions and answers in their notebooks.

Teachers are free to pick and choose assignments as they see fit, as well as adding in any optional lessons they develop.



STORY SUMMARY

Harry Potter and the Chamber of Secrets

Harry, Ron, and Hermione are returning to Hogwarts School of Witchcraft and Wizardry for the second year. Yes, Harry has been looking forward to this!
“It’s all that keeps me going.”

A visitor arrives and warns Harry about the danger that awaits him at Hogwarts.
“Harry Potter must not go back to Hogwarts.”

In a short month’s time, the students are immersed in the daily routine of school - Potions, Herbology, Charms and many other exciting activities.

Little time passes before horrible events start taking place in the school. Harry begins to hear strange, evil voices. Several students are found lying on the floor petrified and death-like. Messages are written on walls and constant moaning sounds are coming from the girls’ bathroom.

The story is magical, thrilling, and suspenseful. Harry, along with Ron and Hermione, solve the mystery of the *Chamber of Secrets*.

Once again, the atmosphere of suspense and fear is lifted by Harry Potter - young wizard student of Hogwarts School of Witchcraft and Wizardry.

ABOUT THE AUTHOR

Harry Potter and the Chamber of Secrets

J. K. Rowling

Ms. J. K. (Joanne Kathleen) Rowling was born on July 31, 1965. She is presently a single parent with a daughter named Jessica, who was born in 1993. The two of them live in Edinburgh, Scotland. J. K. Rowling has been quoted as saying, “My life’s ambition has been to write full time. This is all I have wanted from the age of six.”

Education: Joanne graduated from Exeter University, England with a degree in Languages. She majored in the French language. She also studied the Classics. She has taken teacher-training courses at colleges in England as well.

Careers: Secretarial work in a large business. In 1991, Joanne moved to Portugal to teach English. She later taught French in Edinburgh, Scotland. She is now a full-time writer.

Awards: Ms. Rowling, has to date, won numerous literary awards for the “Harry Potter” series. These awards include: Nestle Smarties Gold Medal Winner; British Book Awards’ Children’s Book of the Year; Scottish Arts Council Children’s Book Award; Sheffield Children’s Book Award. She has been shortlisted for the Guardian Fiction Award and the Carnegie Medal (received “Commended”) among others.

Other Books by Author:

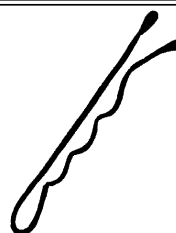
“Harry Potter and the Philosopher’s Stone” (Book 1)
- 1997

“Harry Potter and the Prisoner of Azkaban” (Book 3)
- 1999

“Harry Potter and the Goblet of Fire” (Book 4)
- 2000

CHAPTERS 1 - 3

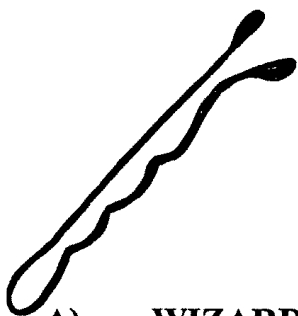
Questions



Chapter 1 “The Worst Birthday”

1. In point form, briefly explain how Harry Potter had become a member of the Dursley Family.
 - a) _____
 - b) _____
 - c) _____
2. Explain why Harry Potter was not considered to be a normal boy and thus was constantly being mistreated by his relatives.

3. Find and write proof that shows that Harry was definitely not a wanted member of the Dursley Family.



CHAPTERS 1 - 3
Writing and Creativity



A) **WIZARD'S WORDSEARCH**

Find and circle all of the vocabulary words listed below. The words can be found horizontally, diagonally, and vertically but not backwards. Good luck!

T R A N S F I G U R A T I O N
 H C U R R E N C Y R J V N P H
 G G M B A K V H U R R Y E E E
 P F O O T W I Z A R D E F R A
 O X G A M E S K E E P E R F D
 L I B R A R I A N C N B I E M
 Y N S H C D B S V Y L U A C A
 J M G O S E I H O G W A R T S
 U U Z U P O L T E R G E I S T
 I G T N M N I L N B P J C Y E
 C G K D W I T C H C R A F T R
 E L L I D G Y S E C R E T S N
 M E G A P H O N E L A O C A L
 Z S S R E T E W E A P O N H Y
 M K M Y Y L H T S L E Y G Z O

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|-----------|--------------|-------------|-----------------|
| ASK | FRIAR | MEGAPHONE | RON |
| BOARHOUND | GAMESKEEPER | MUGGLES | SCARLET |
| CELL | HEADMASTER | NIGHT | SECRETS |
| CURRENCY | HOGWARTS | NURSE | TRANSFIGURATION |
| DIARY | HURRY | PERFECT | WEAPON |
| ECHO | INVISIBILITY | POLTERGEIST | WITCHCRAFT |
| FOOT | LIBRARIAN | POLYJUICE | WIZARD |

chs 1 - 3 Vocabulary and Language

- SYNONYMS: 1. dishevelled 2. wishful 3. burp 4. disaster 5. weaving 6. numbness
 7. crooked 8. coaxingly 9. frenzied 10. crafty 11. insulting 12. smirking 13. stupefied
 14. transmitting 15. embarrassed

chs 1 - 3 Writing and Creativity

WIZARD'S WORDSEARCH

Answer Key

T R A N S F I G U R A T I O N
 H C U R R E N C Y R J V N P H
 G G M B A K V H U R R Y E E E
 P F O O T W I Z A R D E F R A
 O X G A M E S K E E P E R F D
 L I B R A R I A N C N B I E M
 Y N S H C D B S V Y L U A C A
 J M G O S E I H O G W A R T S
 U U Z U P O L T E R G E I S T
 I G T N M N I L N B P J C Y E
 C G K D W I T C H C R A F T R
 E L L I D G Y S E C R E T S N
 M E G A P H O N E L A O C A L
 Z S S R E T E W E A P O N H Y
 M K M Y Y L H T S L E Y G Z O

ANSWER KEY

WHAT IS IN A WORD? Student responses will vary. Look for good imagination!