

## UNIT OVERVIEW

### *Harry Potter and the Sorcerer's Stone*

#### **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 ensure 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.

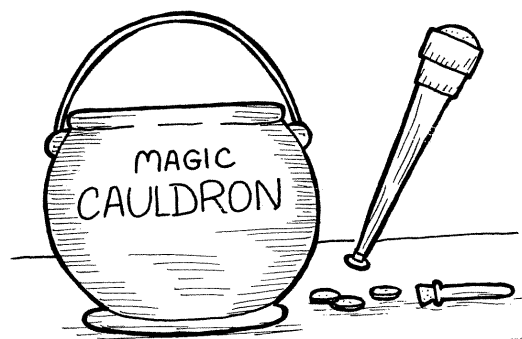
\*\*\* Note \*\*\*

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 Sorcerer's Stone*

Life at Number Four Privet Drive had always been perfectly normal, nothing strange or mysterious, until one day it happened. A new member of the family was added, a baby boy named Harry Potter, a child of a witch and a wizard.

Mr. Dursley, the father of the household, had had several warnings about this coming visitor but he was too preoccupied and oblivious to notice the strange things happening in his neighbourhood. For example: a cat sitting on the corner of the block reading a map; people wearing long, coloured cloaks on the street; flocks of owls swooping overhead, circling his business building; and most of all, people standing together and busily buzzing in conversation, "The Potter's, that's right, that's what I heard - yes, their son, Harry ...".

Young Harry, even though he is growing up in a depressing and unloving household, grows up to prove that he is not just an ordinary boy. He becomes a famous graduate of the Hogwarts School of Witchcraft and Wizardry.

Harry discovers the magical, the dangerous, and the unpredictable world of Witchcraft and Wizardry. Life's passage continues to be a search through good and evil, even in the World of Fantasy.

## ABOUT THE AUTHOR

### *Harry Potter and the Sorcerer's Stone*

#### J. K. Rowling

Ms. J. K. Rowling was born in 1966. She is presently a single parent with a five year old daughter named Jessica. 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."

**Careers:** Secretarial work in a large business. She then moved to Portugal to teach English. Joanne is now a full time writer with only three years experience. She has done very well.

**Awards:** Smarties Gold Award Winner (Britain) 1998  
Shortlist for Carnegie Medal 1997

#### Other Books by Author:

"Harry Potter and the Chamber of Secrets" (Book 2)  
- 1998

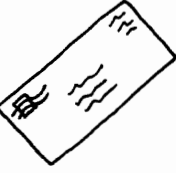
"Harry Potter and the Prisoner of Azkaban" (Book 3)  
- 1999

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


#### 13. Recalling The Characters

Below is a list of characters you met in Chapters 1 and 2. Tell one important fact about each of them.

- a) Dedalus Diggle \_\_\_\_\_
- b) Lily Potter \_\_\_\_\_
- c) Dudley \_\_\_\_\_
- d) Mrs. Figg \_\_\_\_\_
- e) Voldemort \_\_\_\_\_
- f) Albus Dumbledore \_\_\_\_\_
- g) Aunt Petunia \_\_\_\_\_
- h) Hagrid \_\_\_\_\_
- i) Piers Polkiss \_\_\_\_\_
- j) Jim McGuffin \_\_\_\_\_
- k) James Potter \_\_\_\_\_
- l) Uncle Vernon \_\_\_\_\_




**CHAPTERS 3 - 4**  
*Questions*




**Chapter 3 "The Letters From No One"**

- Why was young Harry looking forward to September?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What big surprise arrived at the door, marked Mr. H. Potter?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Why do you think Uncle Vernon and Aunt Petunia wouldn't let Harry read his own letter?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What do you think made Harry's life improve at his Uncle and Aunt's home?  
 \_\_\_\_\_  
 \_\_\_\_\_



**CHAPTERS 5 - 6**  
*Vocabulary And Language*



A) A **simile** is a figure of speech showing a comparison or likeness of one idea to another idea by the use of the words "like" or "as".  
 For example:

**The car went like a rocket.  
 He was as low as a snake's belly in a wagon rut.**

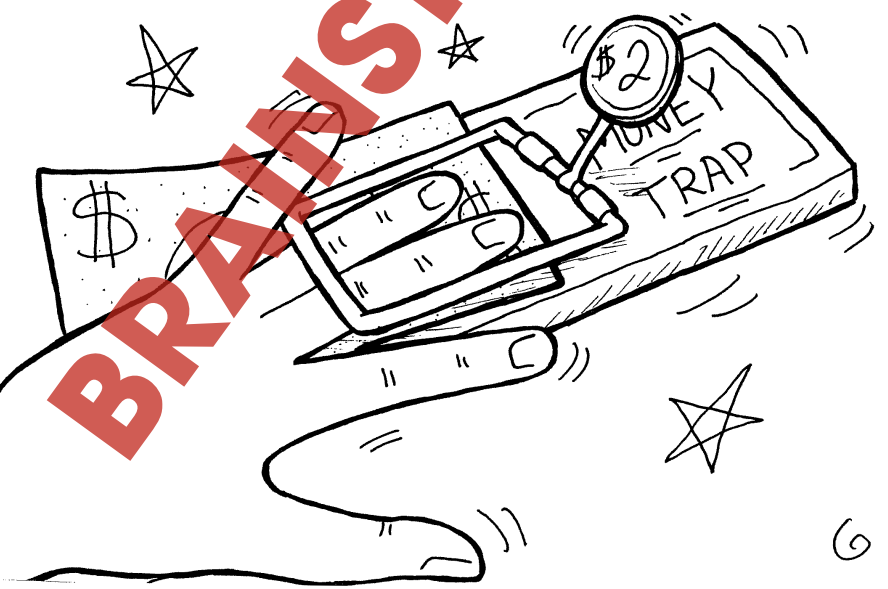
Listed below are similes found in chapters 5 and 6. Locate each simile and explain what the writer is expressing. Which two ideas are being compared and how are they similar?


- Her knitting looked like a canary-yellow circus tent.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Harry watched, weighing a pile of rubies as big as glowing coals.  
 \_\_\_\_\_  
 \_\_\_\_\_
- The books were as large as paving stones bound in leather.  
 \_\_\_\_\_  
 \_\_\_\_\_

C) **BRAINSTORMING** - Searching for Ideas!!! No matter how wild and crazy the ideas are, let them flow. There are no right or wrong answers here! Have fun!


Brainstorm the following on a separate sheet of scrap paper:

- Ten toys that would not be safe for a one year old baby to play with.
- Five ways to put out a fire.
- Eleven bodies of water.
- Twelve ways to save money.
- Seven species of dragons!
- Fifteen things to wear on your feet.
- Six ways to cook tomatoes.
- Nine ways to tell time.
- Ten names to call a pet tarantula.
- Twelve ways to use eggshells.
- Eight other uses for a mousetrap.
- Sixteen uses for or things to do with old newspapers.






**CHAPTERS 9 - 10**  
*Writing And Creativity*



A) **HIDDEN GIRLS AND BOYS** - At Hogwarts School of Witchcraft and Wizardry, there are some students that we have not met. Their names are contained in the two "letter grids" below.

- Find the **girls'** names by moving from square to square. You may go left to right, right to left, upward, downward, or diagonally. You may reenter a square. There are at least nine names!



U	S	J	E	N
E	H	A	M	N
J	A	B	V	E
E	N	U	K	R
A	N	I	H	A

FRAN


\_\_\_\_\_

\_\_\_\_\_

- Find the **boys'** names in the letter grid below. Again, there are at least nine names!

FRED

J	N	H	O	T
R	A	J	E	R
R	A	T	N	R
Y	C	T	O	Y
E	K	I	M	E



\_\_\_\_\_

\_\_\_\_\_

**B) WORDSEARCH PUZZLE** Find all the characters and creatures you have met in the story. Search for them diagonally, vertically, and horizontally. Good luck!

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

**5 GHOSTS** - Binns, Peeves, Baron, Nick, Friar  
**4 PETS** - Norbert, Fang, Fluffy, Hedwig  
**4 OTHER CREATURES** - Voldemort, Ronan, Firenze, Bane  
**24 PEOPLE** -

McGonagall	Hagrid	Hooch
Quirrell	Harry	Pince
Snape	Hermione	Pomfrey
Dumbledore	Ron	Crabbe
Wood	James	Goyle
Percy	Lily	Malfoy
George	Filch	Flitwick
Fred	Sprout	Black

Harry's parents had cast a protective spell of "love" on Harry's body. This attached layer of "love" protected Harry from the greed, hatred, and the zeal of ambition. Voldemort and Quirrell could not penetrate through this shield. This "love" acted as a driving force against these wicked men.

The visitors included: Dumbledore, Ron, Hermione, Hagrid. The gifts included: candy, photograph book, lavatory seat, Chocolate Frogs.

Answers will vary.

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**Questions 15 - 16 - 17 Vocabulary and Language**

**PRONOUNS** 1. he, it 2. he, it 3. she, him 4. me, she

**ANIMAL SIMILES** 1. lamb 2. fox 3. peacock 4. mule 5. kitten 6. bat 7. owl

8. loon 9. ox 10. swan 11. bee

**Questions 15 - 16 - 17 Writing And Creativity**

**WRITING UP FOR LUNCH** 1. Neville 2. Harry 3. Lee 4. Hermione 5. Ron 6. Draco 7.

8. George

**WORDSEARCH**

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

**ANSWER KEY**