



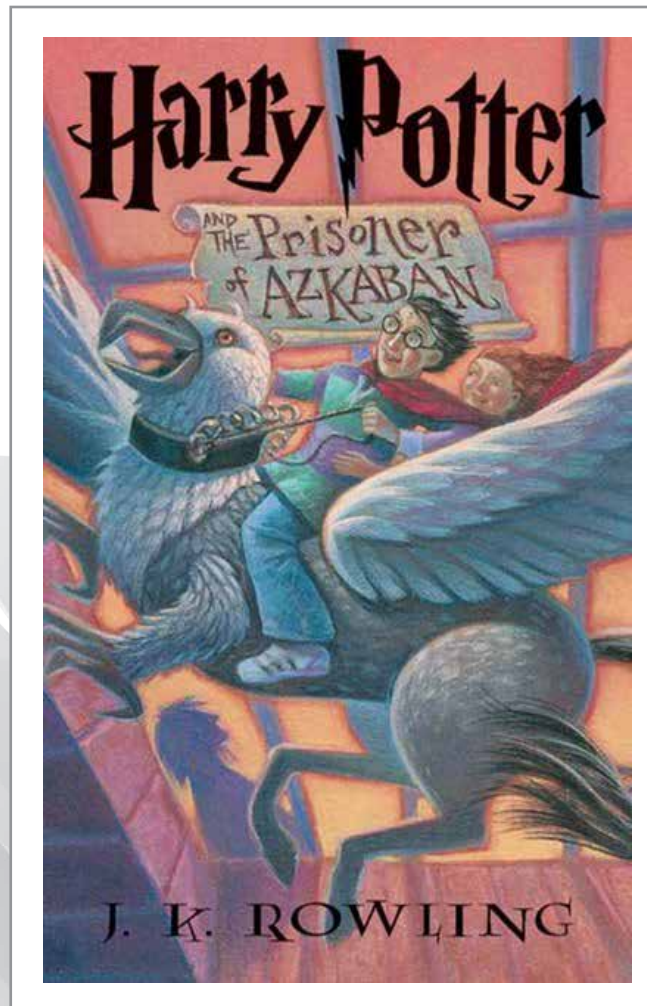
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Harry Potter and the Prisoner of Azkaban

J. K. Rowling



READ, WRITE, THINK, DISCUSS AND CONNECT

Harry Potter and the Prisoner of Azkaban

J. K. Rowling

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Table of Contents

Summary	3
About the Author	3
Introductory Activities	3
Vocabulary Activities.....	4
Eleven Sections	12
Each section contains: Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	37
Post-reading Extension Activities	37
Assessment.....	40

Skills and Strategies

Thinking

Identifying attributes, pros/cons, compare/contrast, brainstorming, research, problem solving

Comprehension

Predicting, summarizing, cause and effect, inference

Vocabulary

Target words, synonyms, context clues, parts of speech

Listening/Speaking

Dramatizing, interviewing, discussion, music, storytelling, oral reports, taping

Literary Elements

Characterization, setting, plot development, foreshadowing, story maps

Writing

Character journal, personal writing, headlines, directions

Across the Curriculum

Social Studies—maps, research; Science—weather maps, animal research; Math—graphing; Art—drawing, design and color, diorama, collage, poetry, puppets, advertisements, mobiles, illustrations; Drama—newscasts

Summary

Harry Potter and the Prisoner of Azkaban tells the story of Harry Potter, an orphaned boy, sent to live with his horrible Aunt Petunia, Uncle Vernon, and their hateful son Dudley. Harry runs away from the Dursleys after “inflating” his rude Aunt Marge. Harry has even more problems as he learns that an escaped prisoner of Azkaban, Sirius Black, may be coming to Hogwarts school to kill him. Moreover, the dementors, the guards of Azkaban, make Harry faint when they come near him. In the end, Harry uses his bravery and determination to save Sirius Black and Buckbeak from a horrible fate.

About the Author

This is J. K. Rowling’s third novel in a series about Harry Potter. She plans to write seven books with Harry at the focus. J. K. Rowling’s books have won many special awards: The Scottish Arts Council, the British Award’s Children’s Book of the Year, Publishers Weekly Best Book of 1998, and the New York Library 1998 Best Book of the Year. Rowling and her daughter currently live in Edinburgh, Scotland.

Introductory Activities

1. **Previewing the Book:** Have students look at the cover of the book and answer the journalist’s questions about what they see: who? what? where? when? why? Based on their answers, students predict what the book will be about.
2. **Predicting:** Using the following clues, have students write a paragraph predicting what they think will happen in the story.

chocolate guardian prisoner teacher map
3. **Character Journal:** List the main characters from *Harry Potter and the Prisoner of Azkaban* and have students choose one. As they read the book, students write journal entries from that character’s point of view. Journal entries should reflect the events of the story. At various points in their reading, have students share their journal entries with classmates.
4. **Attribute Web:** Create an attribute web (pp. 8-9 of this guide) with students for each of the following ideas: bravery, friends, cheating, and competition. Focus on one word at a time. Begin by writing the word in the center of a large piece of paper. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.
5. **Prediction Chart:** Have students set up a prediction chart (pp. 6-7 of this guide) to use as they read the book.
6. **Anticipation Questions:** Have students respond to each of the following statements with a “thumbs up” (I agree) or a “thumbs down” (I disagree) and discuss their responses.
 - All parents or guardians are loving and caring.
 - Most people have hidden talents and abilities.
 - All teachers should be good examples to students.
 - It is important to know about the people in your past.
 - Being true to your friends is more important than being safe.
 - If things get too hard to do, you should just give up.

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7. Critical Thinking: Preview the book with students by making sure they know it is a fantasy, not a depiction of reality. Then have students create a Venn diagram (p. 5 of this guide) to compare and contrast fantasy and reality. Ask each student to complete the following sentence stem and share his/her completed sentence with the class.

In a fantasy _____ can happen, but in the real world _____.

Once students understand the difference between fantasy and reality, list and discuss some of the book's "magical" vocabulary: charm, curses, crystal ball, potions, boggart, wizard, werewolf, etc.

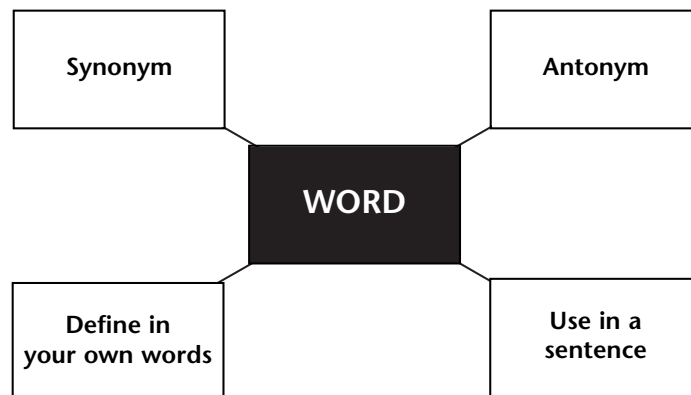
Vocabulary Activities

1. Vocabulary Word Charts: Have students act out some of the vocabulary words listed on a word map and have classmates guess the target word. Some suggested words from *Harry Potter and the Prisoner of Azkaban*:

fez (10)	smirked (13)	monitor (21)	podium (51)
dismantling (67)	turrets (87)	pelting (178)	phenomenal (256)
smattered (216)	ashen-faced (317)		

2. Vocabulary Word Maps: Have students complete word maps for vocabulary words belonging to a certain part of speech. For example, verbs from *Harry Potter and the Prisoner of Azkaban* would include:

emblazoned (13)	surging (31)	ogling (55)	trundled (87)
summarize (139)	swerving (176)	hoisted (195)	lurking (255)
hovered (319)	unhinged (351)		



3. Sentences: Have students select five or six vocabulary words and use as many of the words as possible in one sentence.
4. Synonym Match: Have students select vocabulary words from a chapter and list one synonym

Chapters One & Two

Owl Post & Aunt Marge's Big Mistake

Vocabulary

downtrodden (2)	luminous (5)	gangling (9)	fez (10)
emblazoned (13)	ominous (14)	lunatic (17)	smirked (18)
monitor (21)	plastered (22)	jovially (23)	curtly (24)
abruptly (24)	concentrate (25)	expulsion (26)	wastrel (28)
insolent (29)	apoplectic (29)		

Discussion Questions

1. What makes Harry an unusual boy? *(He hates summer holidays, he really wants to do his homework, and he is a wizard.)*
2. Why doesn't Harry enjoy the summers? *(The Dursley family has a medieval attitude toward magic, they try to keep Harry as downtrodden as possible to squash the magic out of him, and they never allow him to talk about his parents.)*
3. Why must Harry be careful not to leave ink spots on his bed sheets? *(If he leaves ink spots then the Dursleys will know he has been practicing magic while doing his homework at night.)*
4. Why are the Dursleys in a bad mood concerning Harry? *(Harry received a phone call from Ron the first week into summer vacation which upset Uncle Vernon.)*
5. Why does Harry think it is a pity that Ron probably warned Hermione not to call? *(Hermione is the cleverest girl in Harry's year and, being from Muggle parents, she probably knows how to use a telephone and has enough sense not to mention Hogwarts to the Dursleys.)*
6. Why does Harry get a funny jolt in his stomach as he looks at the alarm clock? *(He has been thirteen years old for a whole hour and didn't even notice it.)*
7. Why isn't Harry worried that Hedwig hasn't returned for the last two nights? *(She has been gone for that long before.)*
8. How are the Weasleys able to afford a trip to Egypt? *(Mr. Weasley wins the annual Daily Prophet Grand Prize Galleon Draw.)*
9. How does Harry know that the newspaper clipping of the Weasleys came from the *Daily Prophet* wizarding newspaper? *(The people in the black-and-white photograph are moving.)*
10. Which of the three gifts from his friends do you think Harry likes the best? Why? *(Answers may vary, but he seems to like Hermione's Broomstick Servicing Kit the best.)*
11. Why does Harry fear Hagrid's present, even though he knows Hagrid would never send him something that would harm him? *(Hagrid doesn't have a normal person's view of what is dangerous.)*
12. Why is Harry worried about the permission slip Professor McGonagall sends from Hogwarts? *(He doesn't think his aunt or uncle will sign it.)*

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13. Why do the Dursleys buy a new television for the kitchen? *(It is a welcome-home-for-the-summer present for Dudley, so he won't have to walk from the kitchen to the living room.)*
 14. Why does Harry think Aunt Petunia would love to be the one to call the hot line to squeal on Black, the escaped convict? *(She is the nosiest woman in the world and spends most of her time spying on her law-abiding neighbors.)*
 15. Is Harry looking forward to Aunt Marge's visit? Why? *(No, he's not; she has mistreated Harry in the past.)*
 16. How does Harry feel about the ground rules Uncle Vernon sets for him during Aunt Marge's visit? *(He is furious.)*
 17. Why does Harry agree to act like a Muggle during Aunt Marge's visit? *(He wants Uncle Vernon to sign his Hogsmeade permission slip.)*
 18. Why does Harry hide his birthday gifts, homework, and books? *(He agreed to act like a Muggle during Aunt Marge's visit and doesn't want these things to be discovered by the Dursleys.)*
 19. Why does Harry believe that the untidier he is, the happier Aunt Petunia will be? *(She likes to criticize Harry, so being untidy gives her something to criticize.)*
 20. What makes Aunt Marge's wine glass explode? *(Harry loses control and uses magic to make it explode when Aunt Marge insults his mother.)*
 21. Why does Harry long for life at number four, Privet Drive without Aunt Marge? *(Aunt Marge wants Harry under her eye at all times and keeps hinting about what makes Harry an unsatisfactory person, unlike the Dursleys who don't want Harry around them and pay little attention to him.)*
 22. Why does Harry make Aunt Marge puff-up? *(She keeps insulting Harry's parents until he gets so angry he can't control himself.)*
 23. Why does Harry run from the Dursley house? *(Answers will vary.)*

Supplementary Activities

1. Literary Analysis/Story Map: Have students begin a story map (p. 11 of this guide) to use as they read this story. As they continue reading, they should add new information about the characters, setting, problems, and events of the story.
2. Literary Analysis/Character: Have students begin a character attribute web (pp. 8-9 of this guide) for each major character in the story. Students should continue adding information to the webs as they read the story.
3. Art/Creative Thinking: Harry receives a Sneakoscope from Ron for his birthday. Have students think of ways they would use the Sneakoscope. The students are to then create a poster that would advertise the Sneakoscope's best qualities. Be sure that the students include the price, where it can be purchased, and any precautions needed while using the Sneakoscope.