



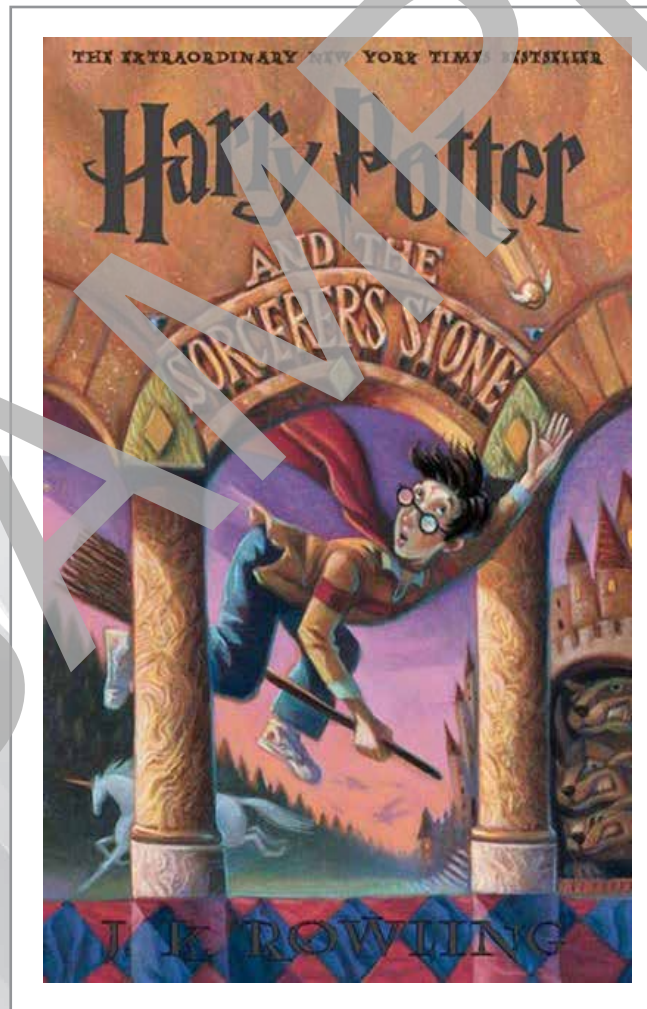
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Harry Potter and the Sorcerer's Stone

J. K. Rowling



READ, WRITE, THINK, DISCUSS AND CONNECT

Harry Potter and the Sorcerer's Stone

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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Skills and Strategies

Thinking

Identifying attributes, compare/contrast, pros/cons, brainstorming, identifying stereotypes, research

Comprehension

Predicting, sequencing, summarizing, cause and effect, inference, main idea

Writing

Character journal, peace treaty, chant, ode, sensory memories, personal writing, eulogy

Vocabulary

Target words, context clues, root/base words, synonym, antonym, word maps

Listening/Speaking

Dramatizing, interviewing, discussion, music, storytelling

Literary Elements

Characterization, setting, plot development, foreshadowing, humor

Across the Curriculum

Social studies—maps, research; Science—health issues, tumbler gardens; Art—drawing, design and color, sandpainting, drawing, personal shields, jewelry making; Music—chants

Summary of *Harry Potter and the Sorcerer's Stone*

Harry Potter and the Sorcerer's Stone tells the story of Harry Potter, an orphaned boy sent to live with his horrible Uncle Vernon and Aunt Petunia and their obnoxious son Dudley. Forced to sleep in a closet and live without a family's caring and love, Harry spends his first ten years totally unaware that he is a very special person with very special abilities. On his tenth birthday, Harry receives a letter that introduces him to a world he never knew existed and changes his life forever. Soon he finds himself traveling by train to Hogwarts School of Witchcraft and Wizardry, where he meets many new friends and learns both the advantages and disadvantages of living in a magical world.

About the Author

When J. K. Rowling began writing *Harry Potter and the Sorcerer's Stone*, she was an impoverished single mother struggling to survive and provide a life for her child. She wrote the first words of Harry's amazing story on scraps of paper while sitting in a local cafe. A special award from the Scottish Arts Council allowed Rowling to finish the book, which has since earned excellent reviews and several literary awards, including the British Book Award's Children's Book of the Year, *Publishers Weekly* Best Book of 1998, and the New York Library Best Book of the Year (1998). In 1999, Rowling published *Harry Potter and the Chamber of Secrets*, the second in the series of seven books she plans to write about Harry. 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. Using the following clues, have students write a paragraph predicting what they think will happen in the story.
orphan home letter invitation journey
3. **Character Journal:** List the main characters from *Harry Potter and the Sorcerer's Stone* and have students choose one. As they read the book, students write regular journal entries from that character's point of view. Journal entries should reflect on the events of the story. At various points in their reading, have students share their journal entries with classmates.
4. Create an **Attribute Web** (see sample on p. 4) with students for each of the following ideas: family, home, destiny, mystery, magic. 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.

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions

Chapter One—The Boy Who Lived

Vocabulary

beefy (1)	craning (1)	shuddered (2)	wrestled (2)
tawny (2)	pecked (2)	tantrum (2)	chortled (2)
getups (3)	enraged (3)	stunt (3)	swooping (3)
uneasy (4)	clutching (4)	seized (4)	contrary (5)
passersby (5)	stern (6)	pursed (7)	peered (7)
quiver (8)	twitched (8)	spectacles (8)	rummaging (9)
pinpricks (9)	beady-eyed (9)	bound (10)	downright (10)
swapping (10)	flinched (11)	exasperated (11)	noble (11)
piercing (11)	glumly (12)	faltered (12)	grudgingly (14)
astride (14)	gingerly (16)	prodded (17)	

Discussion Questions

1. Why does Mrs. Dursley pretend she doesn't have a sister? (*Mrs. Potter has a "good-for-nothing" husband. The Potters are "unDursleyish."*) What does Mrs. Dursley mean when she says her sister's family is "unDurleyish"? (*Answers will vary.*)
2. What unusual things does Mr. Dursley see on his way to work? (*He sees a cat reading a map on the street corner. He sees people dressed in cloaks and whispering excitedly.*) How does he react to what he sees? (*He takes a second look at the cat and watches it from his mirror. He thinks the people in cloaks may be "weirdos" and is enraged that some of them aren't young at all.*)
3. Why is Mr. Dursley upset by what he hears as he passes by the people in cloaks? (*He hears them mention the Potters.*) Why doesn't he tell Mrs. Dursley about what he hears? (*He doesn't want to worry or upset her.*)
4. What happens outside the Dursleys' house after they have gone to bed? (*Albus Dumbledore, dressed in long robes and a purple cloak, appears at the corner of Privet Drive. He puts out the street lights with his Put-Outer. The cat changes into Professor McGonagall. Dumbledore and McGonagall talk about why people are celebrating and the rumors the Professor has heard about the Potters. Hagrid brings Harry Potter and gives him to Dumbledore. Dumbledore places Harry on the Dursleys' doorstep and leaves.*)
5. Why is Professor McGonagall upset by the celebrations? (*She thinks people should be more careful so the Muggles don't notice something is going on.*)
6. Who is Voldemort? (*He is "You-Know-Who" and has disappeared. His disappearance is the reason the people in cloaks are celebrating. He tried to kill the Potters' son, but could not do it.*)
7. What rumors has Professor McGonagall heard? (*She has heard that Lily and James Potter are dead. She has also heard that Voldemort tried to kill Harry Potter, but could not do it.*)
8. Why has Dumbledore come to the Dursleys' house? (*He plans to leave Harry Potter with them so they can care for him.*) How does Professor McGonagall react to his plan? (*She is very upset because she thinks the Dursleys are nothing like Harry and will never be able to understand him.*)
9. Who brings Harry to Dumbledore? (*Hagrid*) How does he bring him? (*Hagrid arrives on a motorcycle that falls from the sky and lands on the road.*)
10. Why does Hagrid cry when he leaves Harry? (*He feels sad because Harry's parents are dead and Harry will be left with "Muggles."*)

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11. Why does Dumbledore say, "Good luck, Harry" when he leaves Harry at the Dursleys' house? *(Answers will vary. Like Professor McGonagall, Dumbledore probably believes that the Dursleys will never understand Harry because they are "Muggles.")*
 12. **Predict:** How will the Dursleys treat Harry?

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. 8-10 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:** Albus Dumbledore has an unusual watch (p. 12 in the novel). Have students reread the description of his watch. Discuss: If you could have any kind of watch you wanted, what would it look like? What special features would it have? Then have students design and draw the kind of watch they would like to have. Students should label the special features of their watches. Display students' drawings in the classroom.

Chapter Two—The Vanishing Glass

Vocabulary

fateful (18)	shrill (19)	knobbly (20)	wolfing (21)
scrawny (23)	revolting (24)	headmistress (25)	maniacs (25)
hoodlums (25)	sniggered (25)	knickerbocker (26)	glistening (27)
intently (27)	beady (27)	specimen (28)	gibber (29)

Discussion Questions

1. What has Harry's life been like since he came to live with the Dursleys? *(Answers will vary, but should include information like the following: His life has been miserable. He must sleep in a cupboard, cook for Dudley, and endure Dudley's mistreatment. The Dursleys do not let him take part in normal family events, like Dudley's birthday celebrations. He must wear hand-me-downs that don't fit. His glasses, broken by Dudley, are held together with tape.)*
2. How do Mr. and Mrs. Dursley treat Dudley? *(They make him sleep in a cupboard. Mrs. Dursley screams at him, and Mr. Dudley always tells him to comb or cut his hair. They give their son nearly everything he wants, but they do nothing for Harry. They also talk about Harry as if he is not there, or as though he is something nasty.)*
3. Why don't the Dursleys want to take Harry to the zoo? *(They think he causes problems or trouble wherever he goes. There have been several incidents when strange things happened. For example, Mrs. Dursley once cut Harry's hair, but the next morning he had a full head of hair. Also, Dudley does not like him and probably does not want Harry to take part in his birthday trip.)*
4. Why do the Dursleys hate Harry's questions and talking about things that act in ways they shouldn't? *(Answers will vary. They are probably afraid of his ideas.)*
5. How does Harry feel about the trip to the zoo? *(He is excited because he never gets to go anywhere. He thinks it is the best morning he has had in a long time.)*