



 **Prestwick House**

Free Lesson Plan



VOCABULARY IN CONTEXT: *Inside the World of Wizards*

CCSS.ELA-LITERACY.L.8.4.A, B, D; RI.8.1, 4, 5 | TEKS§110.20.(b)(1),(2)

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Objectives:

By the end of this lesson, your students will be able to:

- 1 use context clues and common roots, prefixes, and suffixes to determine the meaning of words.
- 2 understand words and phrases as they are used in a specific passage.
- 3 analyze the relationship between ideas in an article.
- 4 cite textual evidence to support inferences drawn from the text.
- 5 determine an author's point of view or purpose.

Time:

15-20 minutes of class time and 20-25 minutes of individual, group, or homework.

Materials:

Handouts:

1 copy of each handout per student

Handout #1 - "Hogwarts, A History"

Handout #2 - Vocabulary Lesson Word List

Handout #3 - Exercises 2 through 5



Introduction:

This lesson is a draft from the potential future Prestwick House book *Vocabulary in Context: Inside the World of Wizards*. The *Vocabulary in Context* series is designed to reach under-motivated or reading-challenged students by combining engaging passages with vocabulary exercises that teach students to read closely, draw inferences, and determine word meanings from both context clues and word parts.

Prestwick House developed *Vocabulary in Context* to ensure that questions align with state standards, the words are used in passages authentically and at the proper grade level, and students use reason to determine the correct answers, rather than simply guess.

This lesson, as all the lessons in *Vocabulary in Context: Inside the World of Wizards*, is about J. K. Rowling's famed *Harry Potter* series. Though students already familiar with Rowling's work may find the content especially interesting, the passage is written for fans and newcomers alike. Students will be spellbound as they learn about Rowling's magical world and the craft that went into her writing.



We'd like to get feedback on how you think this would work in your classroom. [Click here to complete a short survey on what you think of this lesson.](#)

Note: *Harry Potter* is a registered trademark of Time Warner Entertainment Company. The contents of this lesson are not authorized, approved, licensed, or endorsed by J. K. Rowling, her publishers, or Time Warner Entertainment Company.

Procedure:

1. Reproduce **Handout #1** and distribute a copy to each student. Ask students to silently read the passage, paying careful attention to the bolded words and underlining any additional words they are unfamiliar with.
2. Reproduce **Handout #2** and distribute a copy to each student. First, as a class activity, students should identify the meaning of each vocabulary word and then underline any context clues in the passage excerpts that helped them understand what the words mean.
3. Follow this exercise with a class discussion about the meaning of any additional words in the passage the students did not understand. Ask if there are context clues that help. If not, have the class look up definitions in a dictionary.
4. Reproduce **Handout #3** and distribute a copy to each student. Ask students to complete the vocabulary, reading comprehension, inference, and roots exercises individually, in small groups, or as homework.



Handout #1

Hogwarts

A History



WHEN J. K. ROWLING WROTE THE *HARRY POTTER* SERIES, she was **meticulous** in creating an elaborate, magical world. Doing this made it more realistic. For example, Hogwarts School of Witchcraft and Wizardry has a long fictional history. During the tenth century, four talented witches and wizards established Hogwarts in the Scottish Highlands. The founders were Godric Gryffindor, Helga Hufflepuff, Rowena Ravenclaw, and Salazar Slytherin.

Each of the creators headed one of the four Hogwarts houses, named after them. They decided to place students into the houses based on personalities, likes, and dislikes. They enchanted a hat belonging to Gryffindor to make sure that students were sorted properly. The Sorting Hat has the intelligence of the founders. It can look into the wearer's mind, and it can also speak through a tear near its brim. These four founders selected pupils who were **analogous** to themselves for each of the school's houses. By doing so, students, as well as the head of the house, would have character traits in common. Gryffindor looked for daring, courageous students. Slytherin preferred those who were cunning and ambitious. Ravenclaw valued intelligence and creativity. Hufflepuff took the rest, who were kind, hardworking students.

From the outset, the founders disagreed over how Hogwarts should be run. They also argued over who should be allowed to attend. Slytherin wanted the school to be more exclusive and accept only pure-bloods—witches and wizards who were descended from other wizards. Those with Muggle, or non-magic, parents would not be allowed to attend. **Distraught** and upset by Slytherin's prejudice, the others insisted that Hogwarts should welcome any student with magical abilities. It shouldn't matter if a student was from a wizarding or a Muggle background. The founders did more than just **squabble**. Their major disagreement caused a division within the group. Hogwarts was nearly **dismantled** because Slytherin left, but the remaining founders kept the school together.

Before he departed, though, Slytherin constructed a hidden area called the Chamber of Secrets that could be used only by him or his heirs. They possessed the rare ability to speak to snakes. These Parselmouths, as they are called in the wizarding community, can open the hidden door to the chamber by talking like snakes. Within the **murky**, damp tunnels lives a great beast. The Basilisk is a giant serpent that can **maim** or kill just by looking someone in the eye. When Salazar Slytherin was alive, only he or another Parselmouth could control it. Gryffindor, Hufflepuff, and Ravenclaw were unaware of Slytherin's secrets. For centuries, the Basilisk remained **dormant** and never left the chamber. Most wizards regarded rumors of the Chamber of Secrets and the monster within as mere legends.





Handout #2

Exercise 1: Word List

Use the context in which the word is used to determine what the word probably means. Write a brief definition in the space provided.

- analogous:** _____

These four founders selected pupils who were **analogous** to themselves for each of the school's houses. By doing so, students, as well as the head of the house, would have character traits in common.
- dismantle:** _____

Hogwarts was nearly **dismantled** because Slytherin left, but the remaining founders kept the school together.
- distraught:** _____

Distraught and upset by Slytherin's prejudice, the others insisted that Hogwarts should welcome any student with magical abilities.
- dormant:** _____

Gryffindor, Hufflepuff, and Ravenclaw were unaware of Slytherin's secrets. For centuries, the Basilisk remained **dormant** and never left the chamber.
- maim:** _____

The Basilisk is a giant serpent that can **maim** or kill just by looking someone in the eye. When Salazar Slytherin was alive, only he or another Parselmouth could control it.
- meticulous:** _____

When J. K. Rowling wrote the *Harry Potter* series, she was **meticulous** in creating an elaborate, magical world. Doing this made it more realistic.
- murky:** _____

These Parselmouths, as they are called in the wizarding community, can open the hidden door to the chamber by talking like snakes. Within the **murky**, damp tunnels lives a great beast.
- squabble:** _____

The founders did more than just **squabble**. Their major disagreement caused a division within the group.



Handout #3

Exercise 2: Using Words in Context

Fill in the blank with the vocabulary word that best completes the sentence. In some cases, you may need to change the tense or form of a verb or the number of a noun.

analogous **dismantle** **distraught** **dormant**
maim **meticulous** **murky** **squabble**

1. Becky became _____ when her dog ran away because she feared it would be hit by a car.
2. The brothers _____ over who would eat the last cookie until their dad broke it in half and gave them both a piece.
3. Carrie is a(n) _____ cleaner, so there is not a single speck of dust on her furniture.
4. Before the campers left the forest, they _____ their tent and packed it up.
5. Deciduous trees lose their leaves and become _____ in winter, storing their energy before they bud again in spring.
6. Deliberately withholding information is _____ to lying.
7. Bill had been _____ in the car accident, leaving him permanently scarred.
8. The water was so _____ that Harry could barely make out the creatures swimming in the lake.

Exercise 3: Reading Comprehension and Analysis

Select the best answers to the following questions based on a close and thorough reading of "Hogwarts, A History."

1. Salazar Slytherin had the rare ability to
 - A. perform magic spells.
 - B. identify pure-blood wizards.
 - C. communicate with snakes.
 - D. build a hidden maze.
 - E. enchant a hat to talk.
2. All of the following are Hogwarts houses EXCEPT
 - A. Hufflepuff.
 - B. Ravenclaw.
 - C. Basilisk.
 - D. Gryffindor.
 - E. Slytherin.



3. Who would welcome an average but careful student into his or her school house?
 - A. Gryffindor
 - B. Ravenclaw
 - C. Hogwarts
 - D. Slytherin
 - E. Hufflepuff

4. Why does the author of the passage include the terms “Muggle” and “Parselmouth”?
 - A. to share strange-sounding words Rowling invented
 - B. to explain the meanings and origins of the words
 - C. to help unfamiliar readers understand the series better
 - D. to show the culture the wizarding world is based on
 - E. to give further details of Rowling’s invented world

5. What line from the passage suggests that Salazar Slytherin would construct the Chamber of Secrets without anyone else’s knowledge?
 - A. “Slytherin wanted the school to be more exclusive and accept only pure-bloods...”
 - B. “Slytherin preferred those who were cunning and ambitious.”
 - C. “Hogwarts was nearly dismantled because Slytherin left...”
 - D. “Each of the creators headed one of the four Hogwarts houses, named after them.”
 - E. “These four founders selected pupils who were analogous to themselves for each of the school’s houses.”

Exercise 4: Making Inferences

Choose the best answer.

1. What are Gryffindor, Ravenclaw, and Hufflepuff’s attitude toward pure-bloods?
 - A. They disapprove of pure-bloods, whom they view as snobbish.
 - B. They think that pure-bloods always become accomplished wizards.
 - C. They do not want pure-bloods to attend Hogwarts.
 - D. They think pure-bloods are no more capable wizards than those with Muggle parents.

2. Which of these could best be described as people **squabbling**?
 - A. fans cheering during a football game
 - B. a family choosing which movie to watch
 - C. children arguing over a board game
 - D. a couple filing for divorce

3. Which is the best example of being **maimed**?
 - A. Someone stubs a toe on a table leg.
 - B. Someone loses an arm in a car accident.
 - C. Someone sprains an ankle playing soccer.
 - D. Someone breaks a leg while hiking.



4. Which example best shows two things that are **analogous**?
- A. Thomas and George are identical twins.
 - B. The orange cat is now friends with the black dog.
 - C. Learning to add is like memorizing the alphabet.
 - D. Samantha and Dorie seem like complete opposites.
5. Which of the following is a logical inference that you can make from the passage?
- A. Centuries after Slytherin left, the Basilisk awoke.
 - B. Gryffindor always wore the Sorting Hat.
 - C. For a while, only pure-bloods attended Hogwarts.
 - D. Ravenclaw, Hufflepuff, and Gryffindor often disagreed.

Exercise 5: Roots, Prefixes, and Suffixes

Answer the questions below that are designed to help you arrive at some conclusions about word families and origins.

1. Change *analogous*, an adjective, into a noun by changing the suffix; the new word will mean a comparison of things based on their similarities.
- A. The word *analogous* is made up of the Greek prefix *ana-*, meaning “again, throughout” and the root *logos*, meaning “reason,” “speak,” or “thought.” List some other words that include this root and determine if they have the same connotation.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





Teacher Answer Guide

Exercise 1: Word List

1. analogous: similar or parallel in certain ways
2. dismantle: to take apart; to strip of furnishing or equipment
3. distraught: extremely troubled or agitated; worried
4. dormant: in a sleep-like condition during which life processes slow down; inactive
5. maim: to disable; to cripple
6. meticulous: extremely or excessively careful about details
7. murky: not clear; foggy, hazy; dark or gloomy
8. squabble: to engage in a minor quarrel; to argue noisily over a small matter

Exercise 2: Using Words in Context

1. distraught
2. squabbled
3. meticulous
4. dismantled
5. dormant
6. analogous
7. maimed
8. murky

Exercise 3: Reading Comprehension and Analysis

1. **C-** Choice (A) is incorrect because the *Harry Potter* series is about a school for witches and wizards, which implies that the ability to do magic is not rare. Slytherin wanted to allow only pure-bloods into Hogwarts, but the passage does not state whether Slytherin could identify such wizards himself, making (B) unlikely. Slytherin built the Chamber of Secrets, but it is not described as a maze, (D). Slytherin helped enchant the Sorting Hat, but the three other founders were also involved, so it is unclear if Slytherin could cast such a spell himself or if the ability to do so was especially rare, eliminating (E). **Only Slytherin and his heirs could speak to snakes, so (C) is the best answer.**
2. **C-** This question is simply a matter of recall and careful reading. The second paragraph states that the school houses were named after the four founders, Hufflepuff, (A), Ravenclaw, (B), Gryffindor, (D), and Slytherin, (E). **The Basilisk is a snake-like monster, not one of the houses, so (C) is correct.**
3. **E-** Gryffindor welcomes “daring, courageous” students and is less interested in hard workers, so (A) is unlikely. Ravenclaw values intelligence; although children sorted into her house are diligent students, they are also above average academically, which rules out (B). Hogwarts is the name of the school, not a house, so choice (C) is clearly incorrect. Slytherin looks for “cunning and ambitious” students, so he would not be welcoming to those with average abilities, eliminating (D). **Hufflepuff takes in “kind, hardworking” students, so someone who is “average but careful” would be a good fit for her house. (E) is the correct answer.**



4. **E-** Though the words sound strange, the author uses them to share information, not merely to point out the words' unusualness, so (A) is incorrect. Choice (B) is tempting because details in the passage explain the meanings of the terms; however, no information about the words' origins is included. The terminology gives unfamiliar readers details about the series, but the words alone do not further their understanding of the books, eliminating (C). The author of the passage makes no mention of culture, making (D) incorrect. **The inclusion of Rowling's made-up words shares additional details of her "elaborate, magical world." (E) is the best answer.**
5. **B-** Choice (A) is tempting because it details how Slytherin wanted to operate Hogwarts, which differed from the other founders' intentions; however, the quotation does not indicate that Slytherin was deceptive. Choice (C) states only how Slytherin's departure affected the school, and can be eliminated. Choice (D) explains that Slytherin and the other founders have eponymous houses, but that fact does not relate to the Chamber of Secrets. Choice (E) explains that the students are similar to the head of the house they are sorted into, and while this indicates a certain ego of the founders, it, too, is not connected to the Chamber of Secrets. **Slytherin's traits of cunning and ambition, (B), drive him to undertake the challenging task of constructing such a chamber, all while concealing his efforts. (B) is the best answer.**

Exercise 4: Making Inferences

1. **D-** While the three founders find Slytherin prejudiced because he believes pure-bloods are superior to other wizards, the passage does not suggest that the founders assume all pure-bloods are prejudiced, making (A) incorrect. Gryffindor, Ravenclaw, and Hufflepuff do not equate blood status with magical ability, which rules out (B). The three creators, as stated in the passage, want Hogwarts to be an inclusive school, so (C) is incorrect. **The founders refused to discriminate, which indicates that they thought students of any lineage could become skilled at magic. Choice (D) is correct.**
2. **C-** The meaning of *squabble* is "to engage in a minor quarrel; to argue noisily over a small matter." People who yell during sports games are not necessarily quarreling, which eliminates (A). The decision made in (B) does not indicate any type of disagreement. Filing for divorce is usually far more serious than simply squabbling, (D). **(C) is the best answer because it illustrates a minor argument over an inconsequential matter.**
3. **B-** Since *maim* means "to disable; to cripple," the injury must be serious and cause permanent damage. Stubbing a toe is a brief, minor pain, so (A) can be ruled out immediately. A sprained ankle, (C), or broken leg, (D), is a more serious injury, but someone can recover from either completely in a couple of months. **(B) is the best answer because an amputation is clearly a crippling physical injury.**
4. **C-** Things that are *analogous* are "similar or parallel in certain ways" that allow for comparison. (A) might seem tempting, but identical twins are too alike to be considered simply similar. The cat and dog in (B) may have formed a bond, but the friendship alone indicates no comparisons between them. Choice (D) emphasizes differences rather than similarities, so it is incorrect. **Choice (C) is an analogy that compares two different but similar subjects, which makes it the best answer.**



5. **A-** The Sorting Hat originally belonged to Gryffindor, but since it was used to sort students once it had been enchanted, it is unlikely that Gryffindor needed to wear it all the time, eliminating (B). While Slytherin wanted to permit only pure-bloods to attend Hogwarts, the passage indicates that the other founders prevented his plans from ever going into effect, making (C) incorrect. Ravenclaw, Hufflepuff, and Gryffindor valued different traits in students, but they all agreed on how Hogwarts should be run, so (D) is unlikely. **The passage states that the Basilisk remained dormant “for centuries,” but dormancy is temporary, so one can infer that the monster eventually awoke. (A) is the correct answer.**

Exercise 5: Roots, Prefixes, and Suffixes

1. *analogy*

1A. *logic, dialogue, apology, trilogy*; all these relate to reason or speech and come from the same root.



Standards

Common Core State Standards

CCSS.ELA-LANGUAGE.L.8.4.A, B, D CCSS.ELA-LITERACY.RI.8.1, 4, 5

Texas Essential Knowledge and Skills

§110.20.(b)(1)

§110.20.(b)(2)



Sources:

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Note to Teacher:

This lesson plan is a draft chapter of a potential book from Prestwick House that uses high-interest reading selections to introduce students to key vocabulary words. We’d love to hear your opinion on how this works in your class. [Please click here to complete a short survey.](#)



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