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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Harry Potter and the Sorcerer's Stone

based on the book by

J. K. Rowling

Written by

Marion B. Hoffman

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## **A Few Notes About The Author and the Books**

### **J. K. Rowling**

The author of the Harry Potter books is said to be a very private person. And she might have kept it that way had she not created the now-four, soon to be five, Harry Potter books. To say that these novels have achieved fantastic success is to understate the sensation of Harry Potter. A quick search of the hundreds of web sites now devoted to Harry Potter reveal a true phenomenon.

There seems to be no aspect of life that has not been touched in some way by Harry Potter books and related memorabilia. From *Time* to *TV Guide* to web sites to chat lines to television and radio show to hundreds of articles, books, trinkets, posters, and other paraphernalia, Harry Potter has suddenly become a part of our daily lives. There is no escaping him or the new world in which he lives.

The books are about a young boy who catapults from life with his aunt and uncle, the “perfectly normal” Petunia and Vernon Dursley, and their fat and extremely spoiled child, Dudley. One day he is living unhappily at 4 Privet Drive, and the next he finds that he is the child of the famous wizards, Lily and James Potter, and has been accepted at Hogwarts School of Witchcraft and Wizardry. Thus the adventures of Harry Potter begin.

J. K. Rowling, born Joanne Kathleen Rowling, in 1965 in Chipping Sodbury, England, is said to have written the first Harry Potter book on scraps of paper in a local café while her infant daughter Jessica slept nearby. A single parent and nearly destitute financially, Rowling created Harry Potter and his entourage mostly out of her own imagination and desires, with a wealth of magic, mythology, and other related sources tossed in.

Her success has been extraordinary. Not only have her books sold like the proverbial hot cakes, but they have achieved marked success by earning notable awards and other recognition.

**Harry Potter and the Sorcerer’s Stone** has been a *New York Times* Bestseller, a *USA Today* Bestseller, a *Publishers Weekly* Best Book of 1998, *Booklist* Editor’s Choice, and Winner of the 1997 National Book Award in the United Kingdom.

It has been, in addition, an ALA Notable Book, winner of the 1997 Gold Medal Smarties Prize, a New York Public Library Best Book of the Year for 1998, and recipient of the *Parenting* Book of the Year Award in 1998.

The Potter books so far as **Harry Potter and the Sorcerer’s Stone**, **Harry Potter and the Chamber of Secrets**, **Harry Potter and the Prisoner of Azkaban**, and **Harry Potter and the Goblet of Fire**. A fifth book is due to be available soon.

About the Author - **Harry Potter** - page 2

It is not difficult to understand the popularity of the Potter books. Not only do children of varying ages delight in them, but adults too love them for their fantasy and escapism. Not only do the books rescue the inner child in adults, but they bring an escapism and a sense of hope to their daily lives.

No more sitting in traffic on the interstate wanting desperately to be at home: simply grab a broom and soar above the crowds on your merry way. No more putting up with bullies, people who can't tolerate differences, and "perfectly normal" folks: simply tap your wand, think good thoughts, and—presto!—your world is changed. Want your own bit of anonymity: toss on your invisibility cloak and go for it. Think of a moral universe in which good prevails over evil, in which the guys (and girls) in the white hats face challenges superbly and then reign supreme. This is the world of Harry Potter.

Think of a world in which Hermione Granger and Ron Weasley and the giant Hagrid are your best friends. Think of being able to rely totally on those friends. Think of having the wonderful Albus Dumbledore to consult and to rescue you. Think of having a new world of intrigue and fantasy opened to you. Think of having your team win, not just because of your athletic prowess, but because you do the "right" thing and demonstrate the "right" qualities. This is the world of Harry Potter.

That universe is not without its reality. The evil Voldemort will certainly return to fight another day. "Bad" people will continue to plague us. The dark side of life will never go away, and we constantly have to be on the alert for the very real problems with which life challenges us. But if we believe in Harry Potter, if we believe that there is hope, if we believe that we can rise to whatever challenges we face—then we have, at least in a small way, helped to right the universe and make it a better, happier place to live. We may have to spend some of our time with the Dursleys, but, in the end, we will always have Hogwarts in our hearts.

## Introduction

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to **Harry Potter** by J. K. Rowling. It includes twenty-one lessons, quizzes, worksheets, unit tests, and extra resource materials.

The **introductory lesson** introduces students to one of the novel's main themes (belonging) through a bulletin board activity. During the novel's introduction, students will learn how the board's activities relate to the book they are beginning to read. Depending on how long you can, or want to, keep the bulletin board intact in the classroom, you might want to keep referring to it to deepen students' thoughts about belonging, to a family, a group, a neighborhood, a region, or a country.

The twelve **reading assignments** vary significantly in length; the early assignments are one chapter long, but toward the end of the book, the assignments cover two chapters at a time. Students have approximately fifteen minutes of pre-reading work to do (a little longer for the three longer reading assignments) prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for the vocabulary words they will encounter in their reading.

The **study guide questions** are fact based: students can find their answers right in the text. The questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete) and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in their understanding of the novel. Prior to each reading assignment, students will complete a two-part worksheet for a number of vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students may then write down what they think the words mean based on their usage. Part II nails down the definitions of the words by giving students dictionary definitions of them and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text. There are a total of 104 vocabulary words for the whole book.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions will serve as a **review** of the most important events and ideas presented in the reading assignments.

A series of **extra discussion questions** is part of Lesson Twelve. These questions will give students an opportunity to use more critical thinking skills and should provide for some lively class discussions. Feel free to use these questions in whatever way seems most appropriate for your students. If you like, the extra discussion questions can become the basis for some **group activities**. They can be used at any time during your teaching of the novel: there is nothing magical about using them in Lesson Twelve.

The extra discussion questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. In fact, if your students enjoy classroom discussions, you might have them come up with additional questions for consideration.

The LitPlan for **Harry Potter** was created to give you lots of flexibility. You may use the plan as a self-contained guide to teaching the novel, but you will also find that it gives you the opportunity to define your classroom approach for yourself. Sometimes students can just work alone in and out of class, sometimes they can work in small groups, sometimes they will be giving and listening to reports, and sometimes the group as a whole will be focused on a classroom assignment or discussion that relies heavily on their participation. Lesson Thirteen, which affords an opportunity to do role playing, and Lesson Nineteen, which offers some vocabulary games the students may play, create an environment for students to work with each other.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied. (Note: Although **Harry Potter** is a very popular, interesting, and entertaining book, its vocabulary is relatively easy to read and understandable. Depending on your students' skills level, the words might prove not to be especially challenging to them. Should that be the case, you might like to use some of the vocabulary time having students come up with synonyms and antonyms for the vocabulary words. Maybe students could even play with using all vocabulary words from one reading assignment in a sentence. These sentences—some of them perhaps written mostly for fun—could be put on the board prior to class.)

There are three **writing assignments** in this unit. Through the writing assignments, students will become familiar with a variety of ways of organizing and expressing their thoughts. The first writing assignment, introduced in Lesson Six, is to inform/explain, but students will also have a discussion about not belonging. The second assignment, introduced in Lesson Ten, is to write a news story ostensibly based on the book. The third and final writing assignment, introduced in Lesson Twenty, gives students a choice of six different topics on which to write from personal opinion. By the time that they are in Lesson Twenty, they should have a thorough understanding of **Harry Potter** and be able to write a satisfactory paper from their own personal viewpoint.

There is also a **nonfiction reading assignment**. Students are required to read some nonfiction related in some way to **Harry Potter**. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. Students are also given the opportunity to make **oral presentations** about the nonfiction pieces they have read. This method not only exposes all students to a wealth of information, it also gives students a chance to practice **public speaking**.

There is an optional **class project** (Project Modern Magic) through which students gain some additional knowledge of modern magic and magicians. Feel free to use the entire project, to modify it, or to eliminate it altogether. You might even want to use parts of it to create extra credit projects.

**Review lessons** throughout the plan pull together all of the aspects of the unit. Not only will the reviews help students to connect all the threads of the novel, but they also will give you a clear picture of whether or not students have understood what they have read.

The **unit test** comes in three types: short answer, advanced short answer (more critical thinking), and multiple choice. Altogether there are five unit tests.

There are additional **support materials** in this LitPlan—**games, puzzles, bulletin board ideas, etc.** There are **answerkeys** for most materials. As always, please feel free to use whatever appeals to you and will be supportive of your students' learning.

You are also being provided with two forms—an **Oral Reading Evaluation Form** and a **Writing Evaluation Form**—to use in any way you wish. Both forms may be used by you and/or by the students.

**A final note:** You know your students, yourself, and your school environment better than anyone else does. This LitPlan is designed to be supportive of you, not to restrict you in your own personal teaching style. The materials in this LitPlan are offered to complement your teaching style and to contribute to your students' optimal learning experience.



## Unit Objectives - Harry Potter

1. Through reading and discussing **Harry Potter**, students will preliminarily gain a better understanding of the themes of belonging and not belonging. Students are also encouraged to consider such themes as bravery, revenge, courage, family values, friendship, greed, and loyalty. They are strongly encouraged to study the book carefully but also simply to enjoy it. And of course **Harry Potter** offers ample material to generate discussions of good vs evil.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will define and express their own viewpoints on the aforementioned themes.
4. Students will be exposed to several different points of view and will learn something about standing up for one's principles and being true to oneself and to others.
5. Students will learn about juvenile detention in their town and perhaps in their nation.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area. They will from time to time receive feedback on their reading ability.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in **Harry Potter** as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
  - A. To have students demonstrate their ability to write clearly and effectively in a variety of ways.

Note: Students will necessarily use a variety of rhetorical devices in order to complete their writing assignments. If you like, you may mention on their writing that they have effectively used narrative, comparison/contrast, or whatever, even though they might not have been directed to use these particular devices in any given assignments.
  - B. To check the students' reading comprehension
  - C. To make students think about the ideas presented by the novel.
  - D. To encourage logical thinking

## Reading Assignment Sheet - Harry Potter

Date Assigned	Reading Assignment (Pages)	Completion Date
	Chapter One	
	Chapter Two	
	Chapter Three	
	Chapter Four	
	Chapter Five	
	Chapter Six	
	Chapter Seven	
	Chapter Eight	
	Chapters Nine and Ten	
	Chapters Eleven and Twelve	
	Chapters Thirteen and Fourteen	
	Chapters Fifteen and Sixteen	
	Chapter Seventeen	

## Unit Outline - Harry Potter

<b>1</b> Introduction to unit Distribution of materials for unit Bulletin board activity	<b>2</b> Preview One	<b>3</b> Begin theme discussion Read aloud One Evaluate reading Preview Two	<b>4</b> Review One Read Two In-class activity (family and community dynamics)	<b>5</b> Review Two Preview Three RA Three
<b>6</b> WA #1	<b>7</b> Review Three Paragraph writing Preview Four	<b>8</b> Read Four Class discussion (Hagrid's presence) Preview Five RA Five	<b>9</b> Review Five Class discussion (characters) Prep for NFRA.	<b>10</b> Begin NFRA Assign WA #2 Preview Six RA Six
<b>11</b> Review Six Set up class project Preview Seven	<b>12</b> Read Seven Review all to date Use extra discussion questions	<b>13</b> Assign preview Eight RA Eight Role-playing exercise	<b>14</b> Review Eight Preview Nine and Ten Read Nine and Ten Oral reports NFRA	<b>15</b> Oral reports NFRA Review Nine and Ten
<b>16</b> Preview Eleven and Twelve Catch up on loose ends	<b>17</b> Read Eleven and Twelve Preview Thirteen and Fourteen RA Thirteen and Fourteen Project reports	<b>18</b> Continue project reports Preview Fifteen and Sixteen RA Fifteen and Sixteen	<b>19</b> Preview Seventeen Read Seventeen	<b>20</b> Review whole book WA #3
<b>21</b> Vocabulary review for whole book	<b>22</b> Unit Tests			

Key:

NFRA = Nonfiction Reading Assignment    Chapters expressed: One, Two, Three, etc.

RA = Reading Assignment

WA = Writing Assignment

## Lesson One

### Objectives

1. To introduce the unit on **Harry Potter and the Sorcerer's Stone**
2. To distribute books and other related materials (study guides, reading assignments, etc.)
3. To prepare students to discover the concept of belonging via a bulletin board activity
4. To prepare a bulletin board activity demonstrating belonging

### Activity #1

Explain briefly to the students why you have chosen **Harry Potter and the Sorcerer's Stone** as a book for them to read. Try to make them understand why you think they will enjoy and learn from the book and the characters and experiences in it.

Despite the popularity of the whole Harry Potter phenomenon, there are, of course, many detractors of this series of books. Although both children and adults have been drawn to the Potter series, there are in our communities parents, religious leaders, educators, and other community members who believe that the Harry Potter series—with its emphasis on wizardry and the occult—is unfit to be taught in our public schools. Certainly these folks are entitled to their opinions, even though many other people disagree with them.

If you think you might be challenged on your choice of a Harry Potter book as a unit of study in your classroom, it might be helpful to you to focus your thinking on the subject early on. In this writer's opinion, it is very possible to view the wizardry and occult interest in the book as a metaphor. Harry, a bright, talented child who is underappreciated by many of the adults and nearly all of the children in his world, has spent ten unhappy years in the company of his aunt and uncle, Vernon and Petunia Dursley, and his spoiled cousin, Dudley.

What Harry discovers once Hagrid shows up to claim him as a Hogwarts student is a community in which he is prized, a venue in which he can test and hone his skills and values and can shine as an individual, a student, an athlete, and a loyal friend. At Hogwarts, Harry, although being famous even before his arrival, is asked to prove himself. And that he does. Through the beginning of his first year at the famous wizardry school, Harry makes a variety of moral choices and emerges by the Christmas holidays much more sure of himself and secure in the world around him. He is on his way to assuming his rightful role as a member of the larger community.

For those who feel that the wizardry and witchcraft in the book challenge their religious beliefs, I offer no challenges to their way of thinking. Personal religious beliefs are just that, and I would be among the last people to *inflict* the Harry Potter books on them. Were I able, I would ask only that they would read at least one of the books and try to see it for the fantasy that it is. If there are *light* arts as well as *dark* ones, Harry and his chosen companions and adult friends are clearly on the side of light. It is hard not to celebrate his many victories—as a boy and as a wizard.

## **Writing Assignment #1 - Harry Potter (Writing to Inform/Explain)**

### **PROMPT**

In the first three chapters of **Harry Potter**, J. K. Rowling has made it clear that Harry Potter is living in a community where he is not accepted. So far, we might examine this community in terms of the physical environment of the house on Privet Lane, the cupboard at the bottom of the stairs, the second bedroom, the family members and other people with whom Harry interacts, and his general life situation/culture (everything that made up his life prior to his first meeting with the giant Hagrid).

Your assignment is to write a composition to explain to the reader that Harry Potter has consistently been alienated from his own family, school, and community. Harry, at the beginning of the book, has no sense of belonging. Although you should talk about each of the aspects of the Harry's life (physical environment, people in the Dursleys' neighborhood, people associated with Hogwarts, and Harry's life situation), you may introduce them in any order. Just be sure to give examples supporting each aspect and showing that Harry is living in a hostile environment.

It might help to pretend that your reader has not read the first three chapters of the book. Your job is to demonstrate to the reader that Harry's world, at least in this first part of the book, is diametrically opposed to a sense of belonging.

### **PREWRITING**

Begin by quickly re-reading the first three chapters of the book. Make some notes as you re-read. Think about what it would be like to **be** Harry, about how he feels about his dead parents, his home life, the events that have taken him to the place where he lives, and about the people he encounters there and at Hogwarts.

### **DRAFTING**

Write an introductory paragraph designed to catch the reader's attention and to state your composition's main point: that Harry Potter is living in a world that alienates him. Write at least one paragraph discussing each aspect of that world that you choose to consider. Make sure that you give sufficient examples and that you are not simply quoting from the book. Write a concluding summary paragraph.

### **PROMPT**

When you finish the rough draft of your paper, ask a student who sits near you to read it and to see if your main point is clearly expressed and supported by good examples. Then the student should tell you what he or she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Re-read your paper considering your critic's comments and make the corrections you think are necessary.