

# Literature Guide

for

## Harry Potter and

## The Sorcerer's Stone



**by J.K. Rowling**

**Background  
Knowledge**

**Vocabulary**

**Comprehension**

**Application/  
Extension**

**Menu**

**Quickwriting/  
Knowledge  
Rating Scale**

**Concept of a  
Definition**

**Personal Response/  
Literary Analysis**

**Venn Diagram  
with Compare/  
Contrast Paragraphs**

**Alternative  
Strategies**

**Plot Relationship  
Chart/Summary**

**Literary Poster**

## Quickwriting with Knowledge Rating Scale

Teacher Directions: Before reading, have your students write everything they know about the vocabulary words listed in the left column. Then have your students rate their understanding of the same words on a scale ranging from “Have no Idea” to “Can Use in a Sentence.”

After reading, students can review their Quickwriting to elaborate on and extend their thinking. They also can use the vocabulary words in sentences related to the story.

### Knowledge Rating Scale

	Have No Idea	Have Seen	Can Define	Can Use in a Sentence
sorcerer				√
Quidditch	√			
unicorn		√		
Muggles	√			
goblin				√
owl mail	√			

After reading, use the words in sentences related to the story.

1. Nicolas Flamel is the maker of the Sorcerer’s Stone.
2. Harry plays the Seeker position in the Quidditch matches.
3. Harry grew up in a Muggles family that had no magic powers.
4. Griphook, one of the goblins at Gringotts, helped Harry get his money for school supplies.
5. Harry paid five Knuts for Hagrid’s owl mail delivery.

## Concept of a Definition

Teacher Directions: During reading, your students may have questions about some of the words or concepts they encountered. A good way to help them develop a full understanding of new words or concepts is to ask them three questions about each word: What is it? What's it like? What are some examples? When appropriate, this activity can be done in a group.

What is it?

wizard sport

**Quidditch**

What's it like?

played in air  
on broomsticks  
uses 4 balls

What are some examples?

similar to soccer

people

**Muggles**

no magic powers  
ordinary

parents

delivery system

**Owl Mail**

gets paid  
leaves any time

Hedwig

Federal Express

wizards' school

**Hogwarts**

learn magic  
attend classes  
have uniforms,  
books and classes

Harry's school

hat

**Sorting Hat**

pointed wizard's hat  
patched, frayed  
sings  
selects student housing

Harry – Gryffindor

Malfoy - Slytherin

wizard bank

**Gringotts**

safes  
run by goblins  
dragon guards  
wizard money,  
gems underground

MidAm

wizard

**Sorcerer**

casts spells  
performs magic

Dumbledore

Harry

organization

**Ministry of Magic**

keeps information  
from Muggles  
supervises witchcraft

Secret Service

## Personal Response / Literary Analysis

Teacher Directions: Before reading, have your students look over these questions and discuss the information with you. After reading, have them answer the questions and discuss their responses.

1. The author uses hyperbole to describe Mrs. Dursley. She writes that she... “had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors.” Explain whether you think this is an effective way for an author to provide a thumbnail sketch of the character. *It’s a good description because you can really picture Mrs. Dursley and know right away that she is a busybody.*
  
2. How does the author get you interested in reading the book by the end of the first page? *The author indicates that the Dursleys have a secret about something mysterious. She also describes some interesting characters whom you want to find out about.*
  
3. The author uses a variety of literary devices to create interesting text. An explanation of several literary devices follows:
  - A simile and a metaphor are comparisons between two unlike things for the purpose of pointing out a similarity of some sort. A simile, however, uses “like,” “as,” “such as,” and “than” to show the similarity (e.g., Hagrid’s arms were as strong as a pair of oxen), while a metaphor suggests that the thing being compared is actually the other thing (e.g., Hagrid’s arms were a pair of oxen).
  - Personification gives human qualities to animals, objects or ideas (e.g., Hogwarts opened its arms to the new students).
  - Hyperbole is an obvious exaggeration (e.g., Dudley became so afraid of his wizard cousin that he never left his room).

Use each of the literary devices (simile, metaphor, personification, hyperbole) to create descriptions of the characters, places or things listed here.

Voldemort

Hogwarts

Harry Potter

Nimbus 2000

*Voldemort was evil personified – Metaphor*

*Nimbus 2000 knew how fast to fly. – Personification*

*Hogwarts was like a warm comforter for Harry. – Simile*

*Harry Potter was the bravest boy who ever lived. – Hyperbole*

4. The author chooses words carefully to convey meaning and help the reader create vivid images of the characters, settings and objects in the story. For example, "mal" is a prefix that conveys the meaning bad. The author uses that prefix as part of the name, Malfoy, to express the personality and traits of Harry's troublesome classmate.

Select two of the following names and explain why you think they are good descriptions for the people, places and things in the book.

*Dudley – A Dud is something not very exciting. It is perfect for the nasty, whiny cousin.*

*Slytherin – Sly is clever, often in a sneaky way. Slither is the action of a snake. The snake is the symbol of Slytherin house, which contains students who are crafty and driven (not always by the best motives).*

*Voldemort – Mort means death, a perfect name for the evil wizard who murdered the Potters.*

*Griphook – The name for a goblin with long fingers who is responsible for calling for money in Gringotts. Griphook sounds like he would hold on to something tightly.*

*Leaky Cauldron – The name of a witches' / wizards' restaurant. A Cauldron is a pot used to cook and mix magic brews.*

5. Did you like the book? Explain your answer. *Yes, it was exciting and I felt like I was at Hogwarts.*
6. What was your favorite or least favorite part? Explain your answer. *My favorite part was when the students were sorted. I like the song.*
7. To whom would you recommend the book? Why? *Everyone, because it is very exciting for everyone.*
8. What ideas from Hogwarts School would you like implemented in your school? Why? *I'd like the interesting classes, your choice of all the food you want, and no clean up.*
9. Which character would you like to know? Why? *I would like to know Dumbledore so I could listen to stories of wizards' adventures.*

10. Which character did you dislike and why? *Malfoy, he was nasty to people without really getting to know them.*
11. What did you think was the most unusual aspect of Hogwarts school? *It was unusual that characters in portraits could leave them and visit other portraits.*
12. What do you think is the theme of the book? *Goodness and love win over evil.*
13. What do you think the author's purpose was in writing the story? *To entertain readers with an exciting story.*
14. In the book, Harry experiences many emotions – joy, fear, sadness, determination and anger. Try to recall a time in the story when Harry had such feelings. *Harry showed great determination in searching for the Sorcerer's Stone. He and his friends worked through the challenges presented to them like catching the flying keys, winning the chess game, and figuring out the correct potion. He also was determined to prevent Quirrell from discovering what he saw in the mirror. Harry managed to continue holding Quirrell despite searing pain. Harry's determination helped him defeat Voldemort.*
15. Harry Potter and the Sorcerer's Stone contains many touches of humor. Can you recall a few times when the author uses humor effectively? *The author uses humor as one way to entertain the reader. Dumbledore's four word speech at the banquet, the school song sung to different tunes and the flavored Bertie Bott's Flavor Beans are examples of her use of humor.*
16. In one school year at Hogwarts, Harry changes in many ways. Name one of the ways you feel he's changed. *I think Harry became more content with his life during the year. Initially, Harry was unhappy with his life at the Dursleys'. They didn't care about him or treat him well and Harry was miserable. After his year at Hogwarts, Harry became comfortable with his magic powers. He made many friends and learned that he had determination and strength. After the year, Harry was more content with his life.*
17. If you've seen Star Wars, are there any similarities between Harry Potter and the Sorcerer's Stone and any of the movies? *In both Star Wars and The Sorcerer's Stone there are heroes, Harry and Luke, and an evil force to be defeated, Voldemort and Darth Vader. Both stories involve magic. Harry is a wizard and Luke also has special powers. The settings in both stories are outside the normal realm of life. Harry's life at Hogwarts revolves around a school for wizards and Luke's life is in space. In both stories, the theme is the same: evil is defeated.*

18. Look at the end of several chapters in the book. How does the author, J. K. Rowling, “keep you reading?” *The author often uses suspense to capture your attention and keep you reading. At the end of chapter five, for example, Harry is intent on watching Hagrid, but he disappears. The reader wonders what happens and wants to keep reading. At the conclusion of chapter six, Hagrid knocks on the castle door three times. Again, one wants to know what comes next. In another example, at the end of chapter seven, the reader learns that Harry doesn’t remember the scary dream he had. The reader is in suspense and needs to read for more information. The author uses suspense very well to hook the reader.*
19. Harry and Ron form a strong bond of friendship in the book. What in their backgrounds draws the two together? *Both Harry and Ron need attention and friendship. Harry has no caring family so no one spends time with him or listens to his concerns. Ron comes from a loving family but there are so many talented brothers that Ron is overshadowed by them. Both boys need attention and a close friend.*
20. Loyalty is a byword for Hagrid. Why? To whom is he loyal and how does he show it? *Loyalty is a strong trait for Hagrid because he places the importance of loyalty above his own needs. Hagrid is loyal to his friends. He was loyal to Harry’s parents when he protected Harry as a baby and transported him to the Dursleys. His loyalty to Harry is evident from the way he assumes responsibility for claiming Harry from the Dursleys and preparing him for school. His loyalty to animals is shown by his care of Norbert and the creatures of the Forbidden Forest.*
21. At many points in the book Harry is uncomfortable with the idea that he is famous or special. Explain why he feels this way. Have you ever experienced similar feelings? *Harry is uncomfortable feeling special because he really didn’t do anything to gain that respect. He just survived Voldemort’s attack on him when he was a baby. I haven’t felt that way, but the feeling would be similar to being a hero of a game by scoring the last point on a lucky throw. You really wouldn’t have done anything special – you were just there at the right time.*



### Plot Relationship Chart / Summary

Teacher Directions: After reading the story, students pull out the key parts of the story plot. In the first column, they write the name of the character being discussed. In the second column, they explain what the character wanted. In the third column, they list the obstacles that stood in the character’s way. And in the fourth column, they write the conclusion of the story. Students may follow this procedure for one or more characters in the story. Once the “Plot Relationship Chart” has been completed, students can write a summary based on the information in the chart.

Somebody	Wanted	But	So
Harry	to enjoy learning about wizardry at Hogwarts	Lord Voldemort wants to destroy Harry	Lord Voldemort tries to kill him, but Harry uses his mind, spirit and magic to save the Sorcerer’s Stone and defeat Voldemort
Dumbledore	to protect Harry from Lord Voldemort	Harry had a confrontation with Voldemort when Dumbledore was away from Hogwarts	Harry held off Quirrell and Voldemort until Dumbledore returned and saved him.

**Summary:**

Harry wanted to enjoy learning about wizardry at Hogwarts. But, Lord Voldemort wants to destroy Harry. So, Lord Voldemort tries to kill him, but Harry uses his mind, spirit and magic to save the Sorcerer’s Stone and defeat Voldemort.

Dumbledore wanted to protect Harry from Lord Voldemort, but Harry had a confrontation with Voldemort when Dumbledore was away from Hogwarts, so Harry held off Quirrell and Voldemort until Dumbledore returned and saved him.

## Venn Diagram

Teacher Directions: After reading, have the students complete a Venn Diagram for one of the topics below by listing the properties of each item being compared down the sides of the circles and the properties that are common to both in the intersection.

Then have your students write three paragraphs using the information in the Venn Diagram. They should number the properties in each section to indicate an order for writing. For example, in the first paragraph, they should write about the characteristics of Hogwarts School. In the second paragraph, they should describe their school, contrasting it with Hogwarts. In the third paragraph, students would include information from the intersecting or middle portion of the Venn Diagram to present the similarities between the two schools.

Students should use the About Point Writing Response format for each paragraph. That format includes the following:

- Topic sentence which introduces the subject (About: Hogwarts School) and states the main point (Point: is unusual but a perfect place for its students)
- Reasons/Details to support the topic sentence (taken from the Venn Diagram)
- Closing statement which reinforces the message stated in the topic sentence (Hogwarts provides a unique learning experience for each generation of witches and wizards.)

Hogwarts School of Wizardry and your school

Diagon Alley Apothecary and your drug store

Quidditch and Soccer

Professor McGonagall and your teacher

Hogwarts Halloween Party and your Halloween celebration

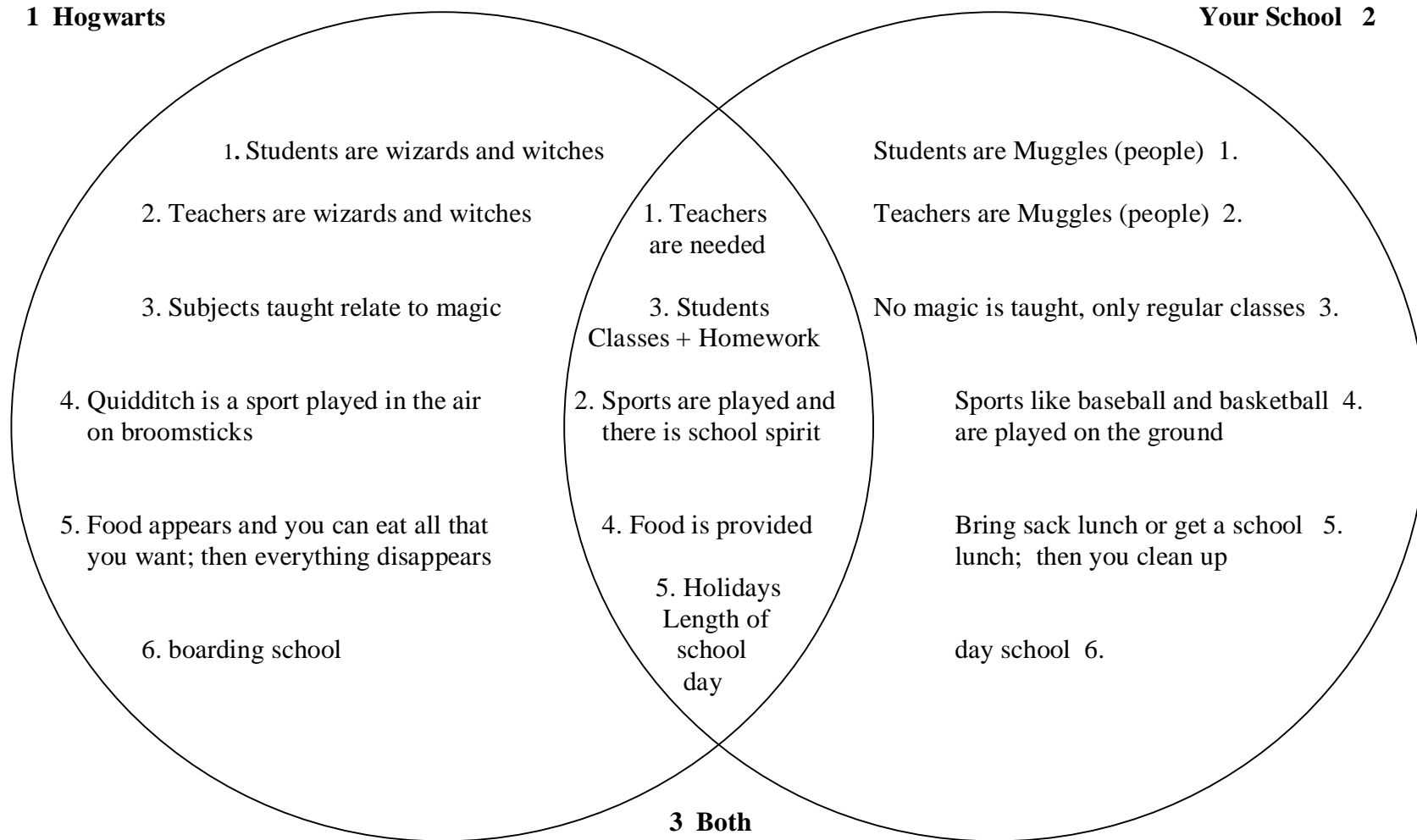
Hagrid's pet, Norbert, and your pet.

Harry's train ride to school and your ride to school

Owl mail and the US Postal Service

### Venn Diagram

Compare and contrast Hogwarts School with your school.



## Compare / Contrast Paragraphs

Hogwarts school is unusual, but a perfect place for its students. Hogwarts recruits young wizards and witches to be taught by experts in their fields. Classes focus on teaching students about magic including casting magic spells and learning about fantastic beasts. Hogwarts also specializes in sports including the exciting game of Quidditch, which is played in the air on broomsticks. Mealtime is always enjoyable because a variety of food is served. Students can select what they want to eat and as much as they wish, including dessert. Best of all, there is no clean up because the food and dishes disappear when students have finished. Hogwarts is a boarding school so the students and teachers really get to know each other. Hogwarts provides a unique learning experience for each generation of witches and wizards.

Our school is different from Hogwarts, but it provides good experiences for its students. Our school educates Muggles or non magical people. Muggles are taught by normal teachers who also are experts in their field. Although classes about magic are not subjects that we study, we learn important information in a variety of subjects like Math, Science, English and Social Studies. Our school provides opportunities to play sports like baseball, basketball and volleyball. We play these sports on the ground, which works well for Muggles. Although we bring sack lunches or buy school lunches, our meals are healthy and we usually enjoy them, especially pizza day. Unfortunately we have to clean up after lunch, but we think that chore helps us become responsible citizens. Our school is for day students who are quite happy to return home to their families in the afternoon. Our school provides a perfect place for Muggles to learn how to be useful people.


Although Hogwarts and our school are very different in some respects, in other ways they are quite similar. Both schools have teachers who are dedicated to preparing their students for their unique roles in society. Sports are an important part of the students' lives and school and class spirit are fostered. Both schools have classes and homework and some lessons are more interesting than others. Although some school food may be different, many of the dishes are the same, such as roasts and vegetables. The length of the school days appears to be similar and long holidays are an important part of the school year. Although both schools were designed to meet the needs of a specific student population, and therefore are different, there are many aspects of school that are similar for Muggles and witches and wizards.

## Literary Poster

Teacher Directions: After you read the book, have your students complete a poster about their impressions of some aspect of the story. They can create a Wanted Poster, Ad, Reward Poster or Trading Cards for story characters. Encourage them to use in their poster or trading cards vocabulary words that they learned while reading the book. You can label the posters and have groups of students illustrate them. Alternatively, students may design, label and illustrate the posters/cards individually or with a partner. You may select either option, depending upon the ability of your students.

Create a poster of your choice or use one of the following suggestions:

- an ad to join one of the four houses at Hogwarts
- an ad for a sale in one of the stores in Diagon Alley
- an invitation for the sorting ceremony
- a poster warning people to stay away from Gringotts
- character “trading cards” identifying characters and notable facts about them



***Lily Potter***

Considered by many to be the greatest heroin of all time. Potter is remembered for sacrificing her life to save her infant son Harry from death by Lord Voldemort’s hands. Because of her encompassing love, Potter has provided a strong protective shield around her son, who, for the present, has been successful in surviving several harrowing encounters with Lord Voldemort and his followers.

## Vocabulary Words

Below is a list of vocabulary words from the book. A good strategy for helping your students learn the meaning of those words is Personal Clues.

### Personal Clues

Teacher Directions: (1) Before you read the book discuss the meaning of these words with your students. Have them write the definition. (2) Once they understand the definition of each word, have them write a personal clue that will help them remember what the word means. For example, for the word, “enormous,” their clue could be “dinosaur,” their friend’s clue could be “jumbo jet.” (3) After they have completed the book, their clues will help them remember the meaning of the words. To study a word, students cover the clue and definition. If they cannot remember the definition, they should uncover their clue. They can check their accuracy by looking at the definition.

### Vocabulary Words from Harry Potter and the Sorcerer’s Stone

bellowed	murmur
chortled	obvious
clambered	pliable
conjured	quivering
cringed	ranting
detest	ruefully
disgruntled	shimmering
diversion	sinister
erupted	sniggered
fury	stern
gingerly	taunting
hovering	trudged
incredible	vigorously
irritable	wit
jostled	

## Personal Clues for Harry Potter and the Sorcerer’s Stone

(The clues are examples only; students will have their own clues.)

**Word:** bellowed

**Personal Clue:** cheering

**Definition:** roared

chortled

comedian

chuckle gleefully

clambered

gram / stairs

clime with effort

cringed

dog / paper

to shrink in fear, cower

conjured

genie

call on, summon

disgruntled

team loss

unhappy

detest

liver

hate

diversion

clowns

distraction

erupted

volcano

break out

fury

hurricane winds

anger

gingerly

walk / hot coals

carefully

hovering

dog / dinner table

hang around, hang suspended in air

incredible

magic

unbelievable

irritable

overtired person

easily annoyed

jostle

sale / crowd

shove, push

murmur

secrets

talk quietly

## Personal Clues for Harry Potter and the Sorcerer's Stone

obvious

stop sign

evident, easily seen

pliable

rubber band

easily bent or changed, flexible

quivering

exams

shaking

ranting

fight

speak loudly, rave

ruefully

no leftover dessert

sorrowfully

shimmering

diamond

glistening, shining

sinister

Quirrell

underhanded, wicked

sniggered

laugh / mistake

disrespectful laugh

stern

parent / grounding

serious

taunting

misfit

teasing

trudged

shopping / packages

walk wearily

vigorously

jogger

forceful, energetically

wit

Einstein

good sense, cleverness



## Personal Clues

**Word:**

**Personal Clue:** \_\_\_\_\_

\_\_\_\_\_

**Definition:**

\_\_\_\_\_

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	<b>STRATEGIES</b>			
	<b>Background Knowledge</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Application/ Extension</b>
<b>Cognitive Processes</b>	Quick Writing/ Knowledge Rating Scale	Concept of a Definition	Personal Response/ Literary Analysis	Venn Diagram with Compare/ Contrast Paragraphs
Develop Background Knowledge	√			
Expand Vocabulary Knowledge		√		
Use Text Structure				
Set a Purpose for Learning	√			
Infer/ Select Information			√	
Create Images			√	
Relate/ Connect Ideas			√	
Clarify/ Monitor Understanding			√	
Analyze			√	√
Synthesize			√	
Evaluate/ Justify			√	
Create/ Invent			√	
<b>Language Processes</b>				
Read			√	
Write	√			√
Listen/ View		√	√	√
Communicate Orally		√	√	√

## Alternative Strategies

	<b>STRATEGIES</b>			
	<b>Background Knowledge</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Application/ Extension</b>
<b>Cognitive Processes</b>	-----	-----	Plot Relationship Chart/ Summary	Literary Poster
Develop Background Knowledge				
Expand Vocabulary Knowledge				
Use Text Structure			√	
Set a Purpose for Learning			√	
Infer/ Select Information			√	
Create Images			√	
Relate/ Connect Ideas			√	
Clarify/ Monitor Understanding			√	
Analyze				√
Synthesize				√
Evaluate/ Justify				
Create/ Invent				√
<b>Language Processes</b>				
Read			√	
Write				√
Listen/ View				
Communicate Orally				