

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

Student Directions: Before reading, write everything you know about the words listed in the left column. Then rate your understanding of the same words on a scale ranging from “Have No Idea” to “Can Use in a Sentence.”

After reading, review your Quickwriting and write any new information that you want to include. Then write the vocabulary words in sentences that relate 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				

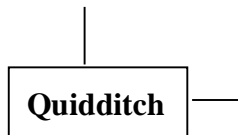
After reading, use the words in sentences related to the story.

- 1.
- 2.
- 3.
- 4.
- 5.

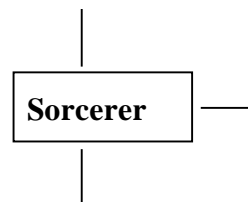
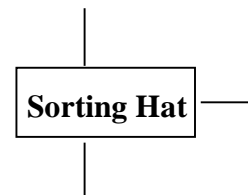
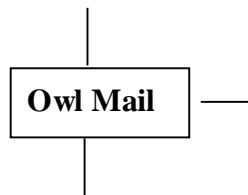
Concept of a Definition

Student Directions: Define the vocabulary words by answering the three questions: What is it? What's it like? What are some examples?

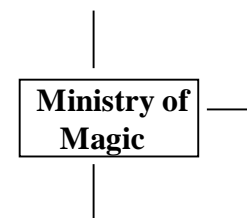
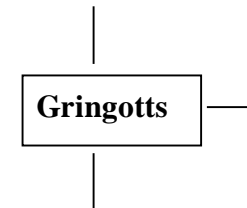
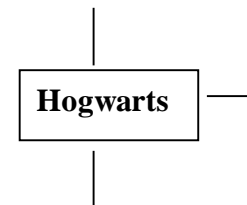
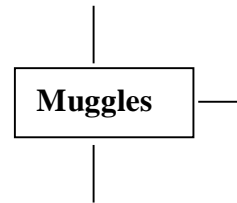
What is it?



What are some examples?



What is it like?



Personal Response / Literary Analysis

Student Directions: Before reading, look over these questions so that you can think about your responses as you read. After reading, answer the questions.

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.

2. How does the author get you interested in reading the book by the end of the first page?

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
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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 Slytherin Voldemort Griphook Leaky Cauldron

5. Did you like the book? Explain your answer.

6. What was your favorite or least favorite part? Explain your answer

7. To whom would you recommend the book? Why?

8. What ideas from Hogwarts School would you like implemented in your school? Why?

9. Which character would you like to know? Why?

10. Which character did you dislike and why?

11. What did you think was the most unusual aspect of Hogwarts school?

12. What do you think is the theme of the book?

13. What do you think the author’s purpose was in writing the 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.

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?

16. In one school year at Hogwarts, Harry changes in many ways. Name one of the ways you feel he’s changed.

17. If you've seen Star Wars, are there any similarities between Harry Potter and the Sorcerer's Stone and any of the movies?

18. Look at the end of several chapters in the book. How does the author, J. K. Rowling, "keep you reading?"

19. Harry and Ron form a strong bond of friendship in the book. What in their backgrounds draws the two together?

20. Loyalty is a byword for Hagrid. Why? To whom is he loyal and how does he show it?

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?

Plot Relationship Chart / Summary

Student Directions: After reading the story, complete the Plot Relationship Chart. In the second column, explain what the character wanted. In the third column, list the obstacles that stood in the character’s way. And, in the fourth column, write what you believe the conclusion of the story is. Once the “Plot Relationship Chart” has been completed, write a summary based on the information in the chart.

Somebody	Wanted	But	So
Harry			
Dumbledore			
<p>Summary:</p>			

Venn Diagram

Student Directions: After reading, complete the Venn Diagram for one of the following topics. List the properties of each item being compared down the sides of the circles and the properties that are common to both in the intersection.

Hogwarts School of Wizardry and your school

Diagon Alley Apothecary and the drug store

Quidditch and Soccer

Professor McGonagall and your teacher

Hogwarts Halloween Party and your Halloween

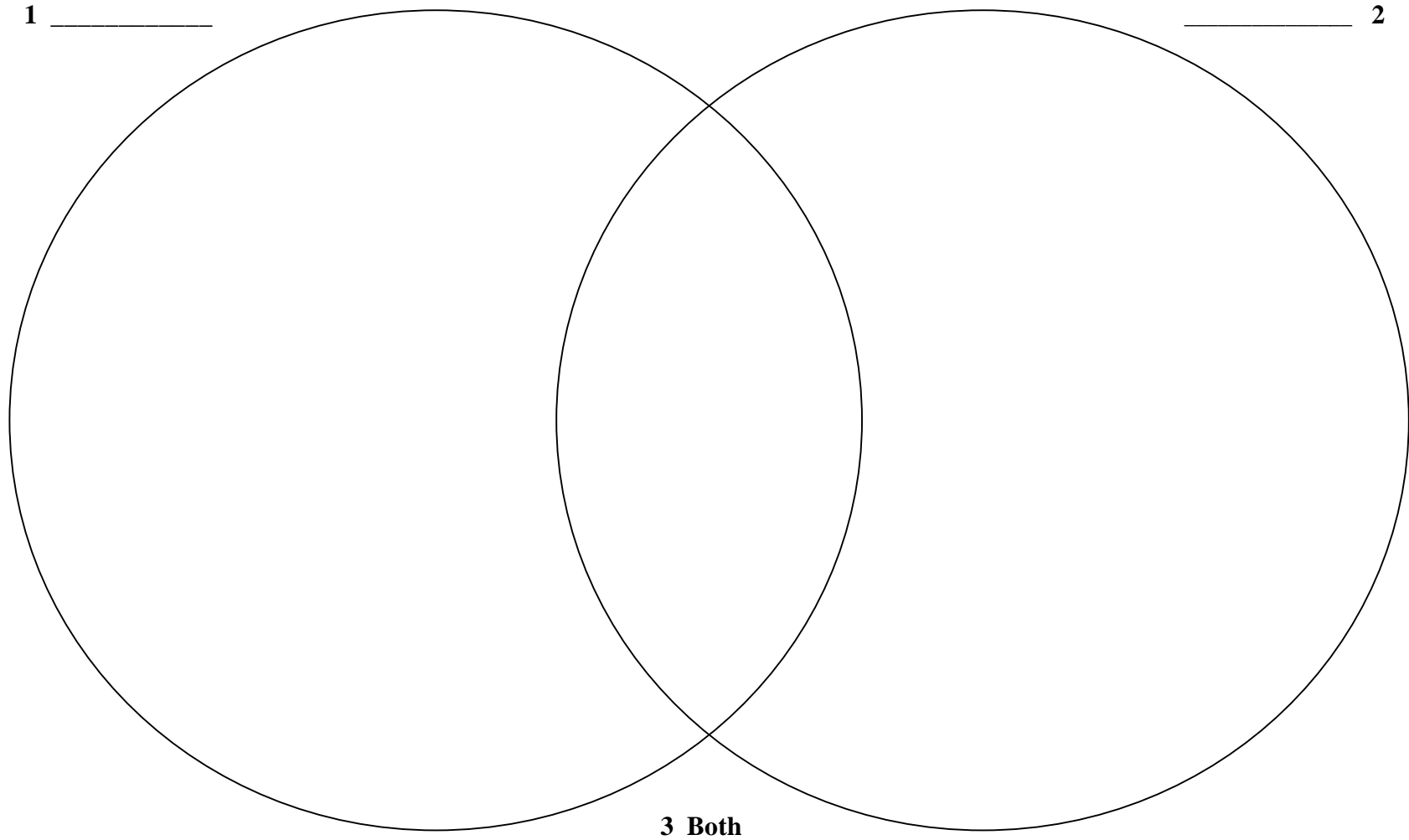
Hagrid's pet, Norbert, and your pet.

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

Owl mail and US Postal Service

Venn Diagram

Compare and contrast _____.



Compare / Contrast Paragraphs

Student Directions: Write three paragraphs using the information in the Venn Diagram. Number the properties in each section to indicate an order for writing.

In the first paragraph, write about the characters of Hogwarts School. In the second paragraph, describe your school, contrasting it with Hogwarts. In the third paragraph, include information from the intersecting or middle portion of the Venn Diagram to present the similarities between the two schools. For each paragraph, include the following:

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

Paragraphs:

Literary Poster

Student Directions: After reading, create a poster which includes your impressions of some aspect of the book. Create a Wanted Poster, Ad, Reward Poster or Trading Cards about a character. Use some of the vocabulary words that you learned in the poster or cards.

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

