

Literature Guide

for

Harry Potter and



by **J.K. Rowling**



**Background
Knowledge**

Vocabulary

Comprehension

**Application/
Extension**

Menu

**Problem
Solution Guide**

**Concept
Circles**

**Question Answer
Relationship**

SCAMPER

**Alternative
Strategies**

**Story Pyramid/
Summary**

Literary Poster

Problem Solution Guide

Teacher Directions: Pose the following problem to your students and have them develop possible solutions. Have them read the story so they can identify a similar problem in the story and determine how the main character solved the problem.

Problem: Pretend that you lived in an ancient kingdom and a vicious fire breathing dragon settled in the area. Because he was hungry and was eating the subjects, the population dwindled daily. As the king's advisor, what would you suggest he do to rid the kingdom of the menace?

Responses:

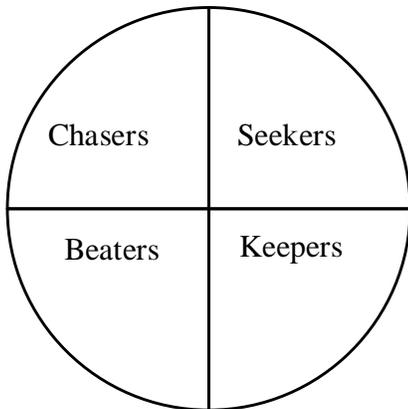
- Gather tame dragons, feed them herbs to build up their fire and strength and then train them to fight the evil dragon.
- Have a giant lean over the walls of the kingdom and use buckets of water to put out the dragon's fire. Then he should pour boiling oil down the dragon's throat when its mouth is open.
- Get expert archers to shoot poison arrows into him.
- Have a marathon runner lure him away from the kingdom and over a cliff.

Teacher Comments: Those are ingenious ways to solve the problem. In Harry Potter and the Sorcerer's Stone, Harry also has evil to face and must think of ingenious ways to solve his problems. We learn how he uses his mind and draws on his courage to confront the evil surrounding him.

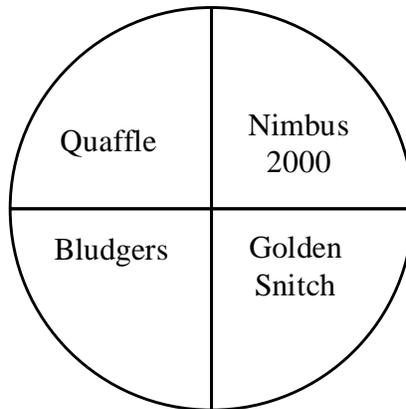
Concept Circles

Teacher Directions: After reading the book, have your students complete the Concept Circles as indicated.

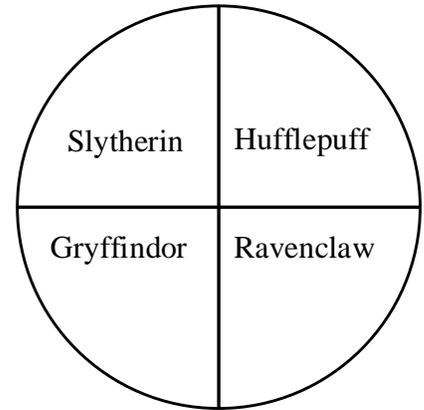
Discuss the meaning of the words in the circles and name the concept the words describe.



Concept: (Quidditch players)

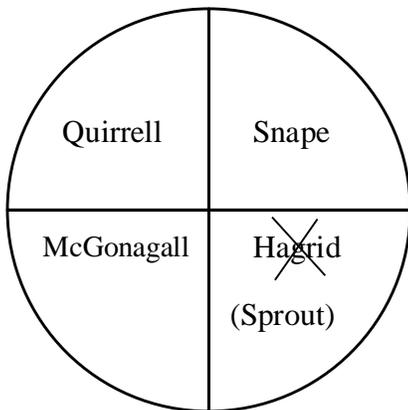


Concept: (Quidditch equipment)

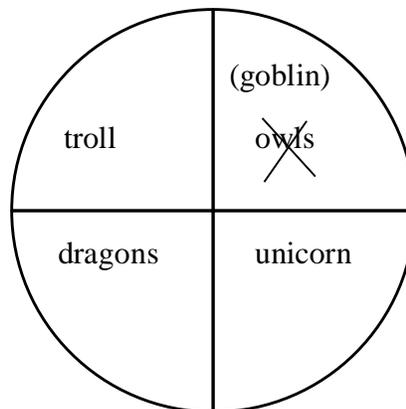


Concept: (Hogwarts Houses)

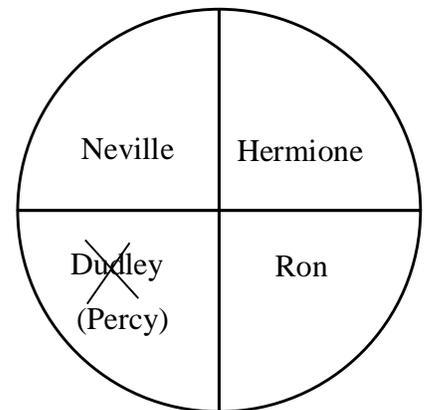
Name the concept the words describe, cross out the word in each circle that doesn't belong and add a correct word.



Concept: (Hogwarts teachers)



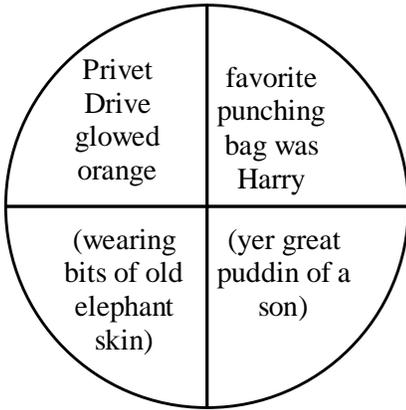
Concept: (mythical creatures)



Concept: (Harry's friends)

Concept Circles (continued)

Discuss the meaning of each concept and the examples in the circles. Fill in the circles by creating or adding examples from the book that fit the concept.



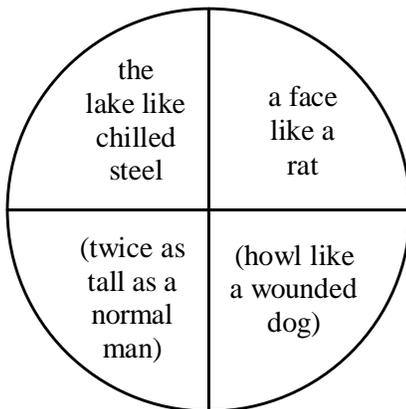
Concept: metaphor



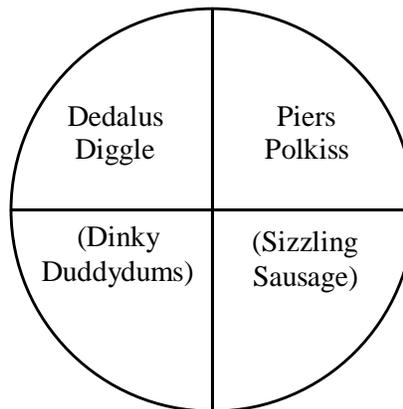
Concept: hyperbole



Concept: personification



Concept: simile



Concept: alliteration



Concept: foreshadowing

Question Answer Relationship

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.

Chapter 1

1. **Think and Search:** In which ways are Lily Potter and her husband James undursleyish? Why was it a problem for the Dursleys? *Lily and James lived a mysterious life and associated with people who wore cloaks and could turn into cats. The Dursleys didn't want their neighbors to talk about their strange relatives and they didn't want Harry associating with their son.*
2. **Think and Search:** What early signals does the author provide for the reader to foreshadow the mysterious events that will occur? *A cat reading a map, strangely dressed people in cloaks, owls swooping in daylight, strange words (like Muggles) spoken by a man in a cloak, shooting stars, whispers about the Potters, a cat waiting by the Dursleys' house, Dumbledore clicking street lamps out with a put-outer, a cat that turned into Professor McGonagall.*
3. **Think and Search:** Why are many of the characters afraid of Voldemort? *He is powerful, evil and killed Harry's parents.*
4. **Think and Search:** Why isn't Albus Dumbledore afraid of Voldemort? *He has similar powers but he doesn't use them for evil.*
5. **Right There:** Why was Professor McGonagall opposed to Harry living with the Dursleys? *The Dursleys were unlike the Potters. The Dursleys and their son were nasty.*
6. **Right There:** Why did Dumbledore insist that Harry live with the Dursleys? *He wanted Harry to grow up without a lot of attention until he was old enough to understand all that happened with his parents and Lord Voldemort.*

Chapter 2

1. **Think and Search:** What unusual things happened around Harry as he was growing up? *After his hair was cut, it grew back in one day, a sweater he didn't like shrunk until it didn't fit, he landed on the school roof when he tried to escape from Dudley and his friends, a protective glass disappeared that allowed a snake to escape from the zoo.*
2. **Right There:** What does Harry recall from his past? *A flash of green light and a burning forehead.*

Chapter 3

1. Think and Search: What was unusual about Harry's letters? *They were written in emerald green ink on yellow parchment. They had no stamp, were sealed with wax, and his address was listed as the cupboard under the stairs. The letters also kept coming wherever he went.*
2. Right There: What happened when Harry's birthday arrived? *Someone knocked on the door. It was Hagrid.*

Chapter 4

1. Think and Search: Why did Aunt Petunia and Uncle Vernon want to keep Harry unaware of his background? *Petunia resented her sister, Lily, because she was a witch and a freak.*
2. Right There: How did Harry get the cut on his forehead? *He was touched by a curse from Lord Voldemort.*
3. Right There: Why was Harry famous? *Voldemort couldn't kill him.*
4. Right There: What does everyone think happened to Voldemort? *He died or lost his powers.*
5. Think and Search: How did Hagrid convince Harry he was a wizard? *He told him to think of all the strange things that happened when he was angry.*

Chapter 5

1. Think and Search: What are some unusual features about owl mail? *Owls find people anywhere and take money for their services.*
2. Think and Search: Why was Gringotts considered a safe place to keep valuables? *Goblins guard it and there are spells to protect valuables. In addition, three dragons guard high security vaults.*
3. Right There: Why do wizards want to keep their existence a secret? *Humans would want wizards to use magic to help them solve their problems. Then, they would never learn how to solve them themselves.*
4. Think and Search: How are Hogwarts uniforms different from your school clothes? *Students wear wizards' and witches' clothes like work robes, pointed hats, cloaks and dragon hide protective gloves.*

5. Think and Search: How are their school books different from yours? *They have books about magic and our books are about subjects like math.*
6. Think and Search: Describe how the Hogwarts school supply list differs from yours. *Hogwarts students buy: a magic wand, a cauldron, phials, a telescope, scales, an owl, a cat or a toad. We buy paper, pencils and folders.*
7. Think and Search: What is so unusual about Diagon Alley? *The types of stores are unusual like a magic wand store. Only non Muggles can see it nestled behind the Leaky Cauldron set in the middle of Muggles' stores.*
8. Think and Search: Why would it be crazy to rob Gringotts? *Dragons and goblins guard it. People who don't heed the warning are sucked in a vault and left there.*
9. On Your Own: What would you like to purchase in Diagon Alley? Why? *I would purchase a Nimbus 2000 so I could fly anywhere.*
10. Think and Search: What is special about Ollivander's wands? *Each wand has a powerful magical substance as a core like unicorn hairs, phoenix tail feathers and dragon heartstrings.*
11. Think and Search: What is curious about Harry's wand? *The brother wand gave Harry his scar.*

Chapter 6

1. Think and Search: Why were the Dursleys both terrified of Harry and angry with him? *They were afraid of Harry's powers and angry to be connected to a wizard again.*
2. Think and Search: What unusual things did Harry discover on the train? *Harry saw trading cards with disappearing pictures, candy consisting of any flavor imaginable, and pet owls, toads and rats.*
3. Think and Search: What were Malfoy's and Hermione's backgrounds? *Malfoy was from a wizard family and his father worked with Lord Voldemort. He claimed he was bewitched and returned from the Dark Side after Voldemort disappeared. Hermione's family were Muggles.*

Chapter 7

1. Think and Search: Hogwarts students were sorted into different houses. Discuss the characteristics each house represents and promotes. Then select the story characters and indicate if their houses are a good match for them.

Gryffindor
brave
good
chivalrous

Hufflepuff
just, loyal
patient and
hardworking

Ravenclaw
wise
witty and
learned

Slytherin
cunning
would use
any means to
achieve an end

Slytherin is a good house for Malfoy because he would do anything to get his way. Harry belongs in Gryffindor because his bravery and goodness outweigh other characteristics. Ron is a good fit with Gryffindor because he also is brave.

2. Think and Search: Why did the Sorting Hat have to think about where to put Harry? *Harry has a thirst to prove himself like a Slytherin; but he is good, brave and smart, so he could fit in Gryffindor also.*
3. On Your Own: What do you think of Dumbledore's opening speech and the Hogwarts song? *The four odd words in his speech were funny and in contrast to most speeches that last a long time. I liked the fact that everybody sang the song at their own speed. I could imagine how funny that would sound.*
4. Think and Search: What is unusual about the portraits in the school? *The people in the portraits whispered to each other and left the paintings to visit people in other portraits. The portraits could also talk to students. Portraits often covered secret doors.*

Chapter 8

1. Think and Search: Why is it difficult to find one's way around and become accustomed to Hogwarts school? *There are 147 staircases and some lead to different places on certain days. Some doors pretended to be doors and others didn't open unless you asked politely. Objects moved around a lot and ghosts played tricks.*
2. Think and Search: There is a description of Mrs. Norris, the cat, on page 132. How does the author use the description to provide the reader with an insight into Mrs. Norris' personality? *The image of a scrawny cat with large eyes fits her role of a policeman who reports student infractions.*

Chapter 9

1. Think and Search: What is the significance of Harry's position as a Seeker? *The Seeker who caught the ball and saved the game is similar to his role of leader at Hogwarts.*
2. Right There: What was the dog in the forbidden corridor guarding? *A small package.*

Chapter 10

1. Think and Search: Why did Ron believe that the package was valuable or dangerous? *A three headed dog was guarding it.*
2. Think and Search: How did Hermione win Ron's and Harry's friendship? *She invented an alibi to prevent them from getting into trouble with Professor McGonagall.*
3. Think and Search: How does the author use the description of the troll to insure that the reader knows it is stupid? *It is described as having a great lumpy body, lumbering about, blinking stupidly and becoming confused by the boys' actions.*
4. Right There: What magic was used to stop the troll? *Ron said a spell and the stick flew out of the troll's hand, landed on its head and knocked it unconscious.*
5. Think and Search: The author compares Hermione's explanation about her responsibility for breaking rules to Snape's handing out sweets. Explain the author's use of this analogy. *Snape would never be thought to be kind enough to hand out sweets and Hermione wouldn't be expected to break rules.*

Chapter 11

1. Think and Search: Why is a lion an appropriate mascot for the Gryffindor house shield? *Lions represent courage and leadership, traits displayed by students in that house.*
2. Think and Search: Why is the name of Potter's Quidditch broom appropriate? *Nimbus is similar to nimble, meaning quick and flexible, and 2000 is a broom for the millennium.*
3. Think and Search: Why do you think the author named the watchdog Fluffy? *The author uses irony since the name represents the opposite of the dog's actual appearance.*

Chapter 12

1. Think and Search: What was unusual about Harry's and Ron's chess game? *The chess pieces were alive.*
2. On Your Own: Where would you go if you were Harry and had the invisible cloak? Why? *I would go to Dumbledore's room and study his magic books to find answers to some of my unanswered questions.*
3. On Your Own: What do you think the Mirror of Erised would show you? *My greatest desire would be to see future events.*
4. Think and Search: Why did Dumbledore move the mirror? *He didn't want Harry to dwell on the past and not live in the present.*
5. Think and Search: How was Harry like his parents? *He was like his parents in appearance and character. Harry had his mother's green eyes and his dad's hair that stuck up. He had courage like both of them.*

Chapter 13

1. Think and Search: Why were Flamel's discoveries important? *He made the Sorcerer's Stone which was important because it produces the Elixir of Life. The Elixir of Life makes the drinker immortal and it transforms any metal into gold.*
2. Think and Search: Why was Dumbledore's attendance at the Quidditch match important? *He was needed there to protect Harry.*

Chapter 14

1. Think and Search: Why was it problematic for Hagrid to have a pet dragon? *It was illegal. In addition, Hagrid lived in a wooden house that could burn down.*
2. Right There: How did Harry manage to save Norbert? *He had Charlie's friends take him to the wilds in Romania.*
3. Think and Search: How did Harry arrange to get rid of Norbert without getting caught? *He used the invisibility cloak to walk around without being seen.*

Chapter 15

1. Right There: Why were the Gryffindors upset with Harry, Hermione, and Ron? *They lost points for the house and that would make it difficult to win the cup at the end of the year.*
2. On Your Own: Who do you think was the cloaked figure in the forest? *Voldemort.*
3. Think and Search: Why do you think Harry's scar hurt? *It acted like a warning when evil was near.*
4. Think and Search: Why was the unicorn killed? *Voldemort needed the blood to live.*
5. Think and Search: Why did Firenze hope that the planets were read incorrectly? *They indicated that Harry was in danger from Voldemort.*

Chapter 16

1. Think and Search: How did Harry's experience as a Seeker help him find the Sorcerer's Stone? *He was able to spot the correct key to the door and catch it.*
2. Think and Search: The professors used a variety of spells to protect the Sorcerer's Stone. Match the correct spell to the professor and explain how Harry and Hermione knew which spell each professor cast.
Sprout – Devil's Snare (Herbology)
Flitwick – charms on the keys (Charms)
McGonagall – transfigured the chessmen (Transfiguration)
Quirrell – the troll (Defense Against the Dark Arts)
Snape – poisoned bottles (Potions)
Explanation: The spells were related to the classes they taught.

Chapter 17

1. Think and Search: Why did Quirrell believe that the Mirror of Erised was the key to finding the Sorcerer's Stone? *Quirrell would see his heart's desire in it, which was the Stone.*
2. Think and Search: How was Harry able to protect the Stone? *Quirrell couldn't touch Harry without pain so he held Quirrell and kept him from taking the Stone.*
3. Think and Search: How did Quirrell help Voldemort? *He kept him alive by drinking unicorn blood and sharing his body with him.*
4. Think and Search: Why can't Voldemort be killed? *He's not really alive. He shares other people's bodies.*

5. Think and Search: Why did Quirrell's hands burn when he touched Harry? *Harry was marked by his mother's powerful love and Quirrell couldn't stand to feel the love and goodness surrounding Harry.*
6. Right There: Why was Harry able to get the Stone out of the mirror? *Only someone who wanted to find the Stone and not use it could take it out.*
7. Think and Search: How did the pain from Harry's scar help him? *It was a warning because it hurt when evil was nearby.*
8. Right There: Why was Neville a hero? *He earned the final points that helped Gryffindor win the cup.*

Question Answer Relationship – Whole Book

1. Think and Search: The Dursleys do many things to show they don't like Harry and they resent his living with them. Name / identify three of these times or situations. *The Dursleys showed their resentment toward Harry by making him live in a cupboard, usually leaving Harry with a neighbor on outings for Dudley's birthday and buying him cheap treats while Dudley and his friend received anything they wanted.*

2. Think and Search: What are five major events of the novel?
 1. *Harry discovers that he is a wizard when Hagrid arrives on his eleventh birthday.*
 2. *Harry meets Ron and Hermione on the train to Hogwarts and they are sorted into Gryffindor House.*
 3. *Harry and his friends learn someone is after the Sorcerer's Stone.*
 4. *Harry gets past the trapdoor and charms to face Quirrell and Voldemort.*
 5. *Harry keeps the Sorcerer's Stone and defeats Voldemort.*

3. Think and Search: Ron and Hermione proved that they are true friends to Harry Potter in a variety of ways. Name several ways in which each shows friendship, concern or devotion to Harry. *Ron and Hermione are true friends to Harry and show their friendship throughout the story. Ron defended Harry's actions to Professor McGonagall when he flew to save the Longbottom's Remembrall. Ron allowed himself to get clobbered in the chess game to help Harry get to the Sorcerer's Stone. Ron also displayed friendship when he accompanied Harry to duel Malfoy. Hermione also was a friend to Harry by going after the Stone with him and figuring out the potion charms. Hermione tried to stop Ron and Harry from the duel and used charms to help them escape Filch. Hermione also protected Harry by pretending she had broken rules when he could have gotten expelled for the incident with the troll. Both Ron and Hermione were good friends to Harry.*

Story Pyramid / Summary

Teacher Directions: After reading the book, have your students complete the Story Pyramid. This can be done individually or as a class. Then have your students use the information in the Story Pyramid to write a summary.

Harry

courageous magical

Hogwarts Wizards' School

Prevent evil Voldemort's return

Harry's excited about wizards' school

Harry learns about magic and Voldemort

Harry saves Sorcerer's Stone stopping Voldemort's return

Harry and friends win school cup for Gryffindor

- | | |
|--|------------------------------------|
| 1. Name of main character | 5. Five words stating one event |
| 2. Two words describing main character | 6. Six words stating second event |
| 3. Three words stating setting | 7. Seven words stating third event |
| 4. Four words stating problem | 8. Eight words stating solution |

Summary:

Harry was a courageous boy with magical powers. He attended Hogwarts Wizards' School. The good wizards were concerned about preventing the evil wizard, Voldemort, from returning and causing harm. Harry was very excited about wizards' school where he learned about magic and the evil caused by Voldemort. In a series of adventures, Harry saves the Sorcerer's Stone and stops Voldemort's return. Harry and his friends end the year by winning the school Quidditch Cup for Gryffindor House.

SCAMPER

Teacher Directions: Have your students choose one of the SCAMPER challenges and change the story accordingly. Students can use the Question, Clues, Response form to answer the questions. Alternatively, they can change the story and rewrite it using the Story Grammar format.

S – Substitute

What would happen if Harry were sorted into Slytherin House?

What would happen if Harry grew up with Hagrid instead of the Dursleys?

C- Combine

What if Snape and Quirrell were both evil?

What could happen if Harry and Dudley were both wizards?

A-Adapt

How could Harry use magic to save himself from Quirrell and Voldemort?

What could be done with the Stone if Flamel didn't want to keep it or destroy it?

M-Modify

What could happen if Dumbledore didn't return to help save Harry?

What would happen if Charlie couldn't take the dragon?

P – Put to Use

How could the owls be put to use to help Harry?

How could the mirror of Erised be of help to Harry:

E-Eliminate

Eliminate Hagrid from the story.

Eliminate the Dursleys from the story.

R-Reverse

What would happen if the Weasleys were forgetful?

What would happen if Hermione were Harry's enemy?

SCAMPER (continued)
Question, Clues, Response

SCAMPER Question	Background Knowledge	Text Clues	Response
What would happen if Harry were sorted into Slytherin house?	<ul style="list-style-type: none"> • He could change. • He could change others. • He could coexist with them and work towards good. 	<ul style="list-style-type: none"> • He has strong powers. • He is protected by love. • He has a desire to prove himself. • He has the qualities to be great and Slytherin could help him. • He doesn't want to be in Slytherin nor be linked to the kind of people in the house. 	Harry has the qualities and thirst to be great but it is combined with a desire to be good. He will coexist with others in Slytherin House and use his powers to achieve good. He will be able to achieve that because he is protected by love.
What would happen if Harry grew up with Hagrid instead of the Dursleys?	<ul style="list-style-type: none"> • He would need more structure in his life. • He would need to learn more about Muggles. 	<ul style="list-style-type: none"> • He would learn about mythical creatures. • He would be adept at surviving in the forest. • His life would be adventurous. • He would not be exposed to magic because Hagrid was forbidden to practice it. 	If Harry had grown up living with Hagrid he would have an adventurous life. He would learn about mythical creatures like centaurs and unicorns. He would be adept at living off the land in the forest. Harry would meet a lot of wizards. But, he would not know Muggles or their way of life. Harry would have to learn a lot about magic because Hagrid was forbidden to practice it.

Literary Poster

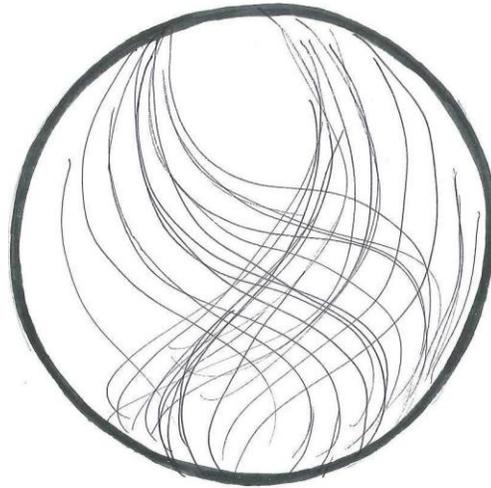
Teacher Directions: After you read the book, have your students complete a poster about their impressions of some aspect of the story. They can create a Wanted Poster, Ad, Reward Poster or Trading Cards for story characters. Encourage them to use in their poster or trading cards vocabulary words that 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 save at Gringotts bank
- an ad for a Remembrall
- an invitation for a Halloween party or an End of the Year celebration
- a poster warning Hogwarts students about Voldemort
- trading cards for Bertie Bott's Every Flavor Beans (use flavors provided in the book or make up your own)

Literary Poster

You Need a Remembrall



A perfect gift for yourself, family members or friends.

Does your Mom sometimes forget to pack a dessert for lunch?

Does your Dad neglect to walk the dog when you have practice?

How about an Aunt who doesn't remember your birthday?

Don't you know someone who always calls you by an incorrect name?

Do you forget information for tests?

If the answer is yes to any of these questions, you need a Remembrall to solve your and their problems. A Remembrall never lets its owner down. Dates, names, chores and information are always available if you remember to keep your Remembrall handy.

So call now, toll free 1-REM-EMB-RALL

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:

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	Problem/ Solution Guide	Concept Circles	Question answer Relationship	SCAMPER
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			√	√
Language Processes				
Read			√	
Write				√
Listen/ View	√	√	√	
Communicate Orally	√	√	√	

Alternative Strategies

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	-----	-----	Story Pyramid/ 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				√
Language Processes				
Read			√	
Write			/√	√
Listen/ View				
Communicate Orally				