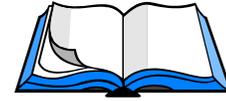




Novel Guide for Gifted and Advanced Readers



This guide is appropriate for use with gifted and advanced readers. It addresses their affective and cognitive needs through questions that can be used for discussion. Depending on the length of the book, students should read the entire book before conducting the bibliotherapy lesson, the **Group Discussion** using the higher order questions and the **After Discussion** activities. Students should be given the **Before Discussion** activities to complete during their time while reading the book. If the book is exceptionally long, you may need to modify this lesson plan. See **Novel Guide: Notes for Implementing** for additional procedures and recommendations.

Book Title: *Harry Potter and the Sorcerer's Stone*

Author: J.K. Rowling

Interest Level: Grades 4-8

Lexile: 880L

Length: 309 pages

Guide developed by: Stephanie Wright

Summary

Harry Potter, a kind and good-natured child, is living a life of misery in a cupboard under the stairs in his Aunt and Uncle's house. As his eleventh birthday approaches, however, that will begin to change. Upon receiving mysterious letters delivered by an owl, he learns that there is a completely different world filled of magic and wizards. Harry finds himself at Hogwart's School for Witchcraft and Wizardry, and begins to realize that for the first time in his life, he has a place in which he belongs. On his journey at Hogwart's, Harry makes new friends, becomes an excellent Quidditch player, and will ultimately find himself in a battle of good versus evil.

Conceptual Connections

Conceptual Lens: self-discovery

Other Key Concepts: heroism; courage

Essential Understandings:

- All human beings are on a path of self-discovery.
- One has to be courageous to be a hero.

Essential Questions:

- What does it mean to discover yourself?
- How does self-discovery influence a person's life choices?
- How does knowing yourself affect others?
- Why does one need courage to be considered a hero?

Affective Focus (Bibliotherapy)

Introductory Activity/Hook

Writer Andrew Solomon once stated, "People don't want to be cured or changed or eliminated. They want to be whoever it is that they've come to be." In other words, everyone must make a journey of self-discovery, just like Harry Potter, and will face challenges from others along the way. As you begin your journey with *Harry Potter and the Sorcerer's Stone*, write a letter to yourself as if you were receiving the invitation from Hogwart's, just as Harry did. Include details such as special or unique talents and abilities you possess as the reasons why you were chosen to attend Hogwart's. Be sure to compose the letter in the same style of writing as the novel, referring back to the letter Harry received, if needed (p.51).

Menu of Bibliotherapy Questions

Identification:

- What role does the death of Harry's parents play in regards to his character and his choices in the book?
- What happened on an outing with the Dursley's that made Harry realize that there was something very different about him?
- What is the significance of Harry's relationships with Professor Dumbledore and Lord Voldemort?
- Is there a defining sense of good and evil in the story? How do you know?

Catharsis:

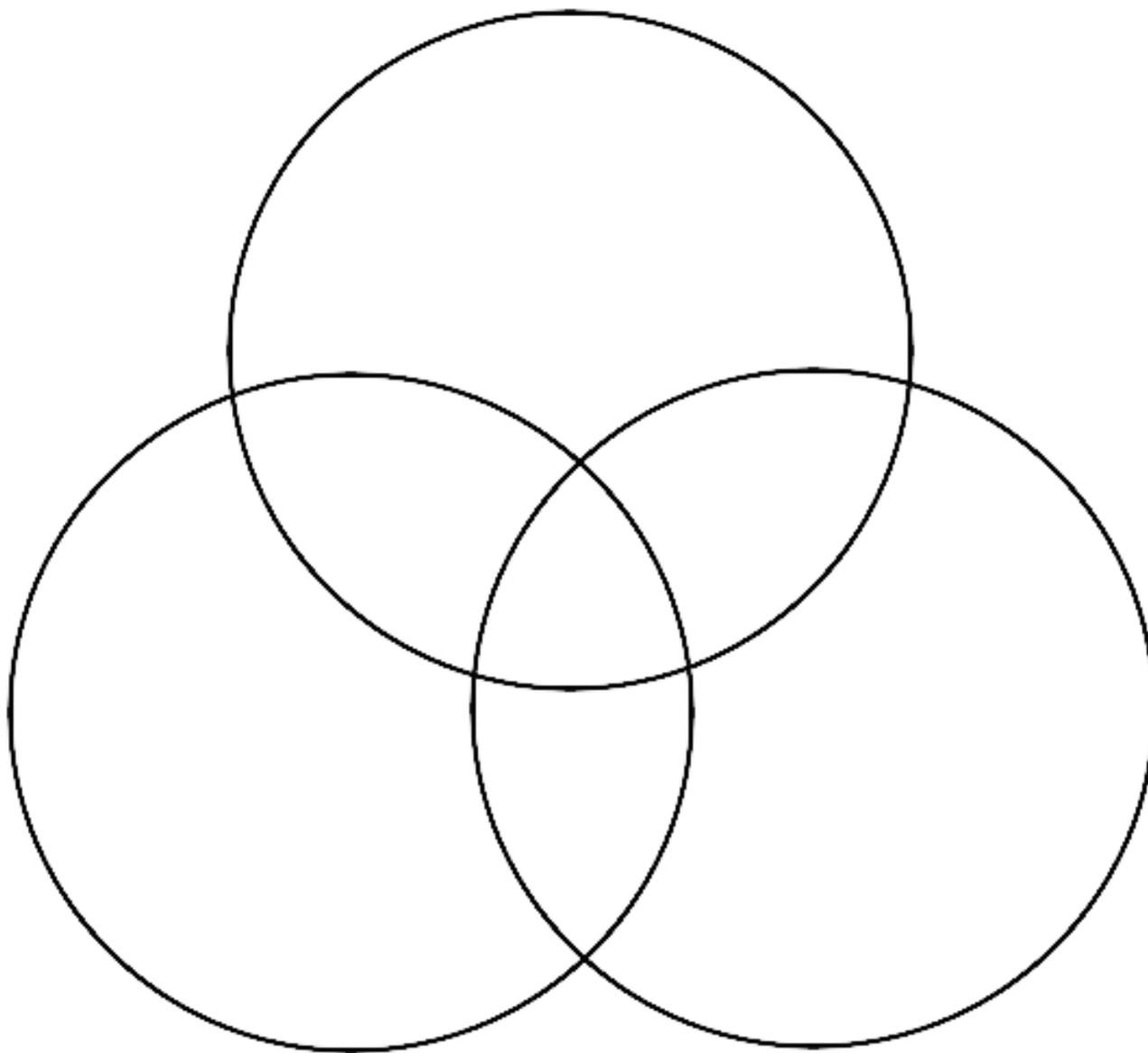
- How does Harry feel about the new world of magic in which he now belongs? Why?
- Why did Harry feel as though he needed to join Gryffindor House as opposed to Slytherin?
- How does Harry feel about being "famous"?
- Harry "couldn't ever remember feeling happier" after what major event? Why was it a happy event for him?
- Why does Harry feel as though he must retrieve the Sorcerer's Stone?

Insight:

- Have you ever been mistreated? How did it make you feel?
- What do you think you would see if you looked into the mirror of Erised?
- Has there ever been a time when you thought you couldn't do something, but you showed courage and did it anyway? How did it make you feel?

Universalization/Follow up Activity

Using the following 3 Circle Venn Diagram, compare and contrast Harry, Voldemort, and yourself.



Reading Comprehension: Independent Work and Group Discussion

To foster strong reading comprehension, literacy skills, and love of literature, students need to read critically, respond to what they read with text-based evidence, develop a robust vocabulary, and engage in high-level discussion with peers. The following activities address these components.

Before Group Discussion (Activities for students to complete independently)

A. Knowledge and Comprehension Questions related to the novel. Students use sticky notes to locate answers in the text as they read. Teacher may use student's answers for a grade.

Knowledge Questions

- Who were the main characters?
- How did Harry get his scar?
- What gifts does Harry receive in the story?
- What major event cemented Harry's, Ron's, and Hermione's friendship?
- Why was Harry called "The Boy Who Lived"?

Comprehension Questions

- Why doesn't Harry like living with the Dursley's?
- Why does Malfoy dislike Harry?
- Why did Professor McGonagall think Harry would be good at Quidditch?
- Why does no one else see Harry's parents in the mirror of Erised?

B. Vocabulary Study: Students will complete the following activities with vocabulary from the novel. The activities may be used for a grade, but should also be included in the discussion.

- Students look up the word in the dictionary or online, noting the definition that best fits how the word is used in the passage. Also, determine possible synonyms and evaluate the author's use of the word in the passage.
- Students will complete a graphic organizer provided by the teacher.

Vocabulary Words

- abysmal (p.307)
- apothecary (p.71)
- chivalry (p.118)
- corridor (p.161)
- exasperation (p.273)
- luminous (p.204)
- spectacles (p.8)
- surname (p.78)

Group Discussion: Teacher-facilitated small group discussion. Teacher may choose to provide students with a set of the questions prior to the discussion. Students should also be encouraged to create their own questions.

Higher-Level Questions (using Bloom's categories):

1. Application

- J.K. Rowling, the author of the Harry Potter series, was quoted as saying, "It is our choices that show who we truly are...far more than our abilities." What do you think this means? Do you agree with her statement? Why or why not?
- What would be the most difficult thing for you if you were Harry?
- How would Harry define family? Heroism?

2. Analysis

- How does the author use Harry's scar as a metaphor?
- What are the similarities and differences between Hogwart's and your school?
- Why do you think Harry chose Ron and Hermione as his best friends?

3. Evaluation

- What does this story tell you about courage?
- What impressed you most about Harry? Hermione? Ron? Voldemort? Dumbledore?
- What does this story tell us about how to deal with prejudice?

4. Synthesis

- How would the story have been different if Harry's parents had lived?
- Can you formulate a theory about what the three-headed dog was guarding?
- What would you change about the story? Why?

After Group Discussion: Activities for students to complete with a partner, in a small group, or individually. Activities may be used for a grade.

A. Connections to the Curriculum: Students will make connections to a curriculum area (math, science, social studies, language arts, art, or careers) using one of the concepts from the story. The product should reflect creativity as well as critical thinking.

- **Language Arts-** Review the theme of *The Sword and the Stone* by T.H. White. Students will compare Harry Potter's journey with Wart's (King Arthur's) journey. They will write a short persuasive essay arguing that the story is or is not based on White's book.
- **Social Studies-** Students will create a unique holiday in the Wizarding World that no one in the Muggle world can celebrate. They will decide the purpose for the holiday and mark it on a calendar. Students will then make an invitation to a party celebrating this holiday.
- **Science/Health-** Students will participate in a Harry Potter edible "potions" class. Each student will create a potion, define its purpose, and make a list of ingredients and measurement amounts for each. Students can use a variety of candies, sodas and powders (Kool-Aid, Pop Rocks, gummies, etc.) as representations of ingredients from potions in the story (Draught of Living Death, etc.).
- **Art-** Students will make a list of their best character traits and qualities and use them to design their own individual crest, like the ones for the houses in the story (Gryffindor, Hufflepuff, Ravenclaw, and Slytherin).

- **Careers-** Students will find as many Wizarding World occupations from the book as possible, and then will compare and contrast their titles and duties to their Muggle job counterparts (e.g. Gringotts' Goblins (WW) = Bank teller (MW)).
- **Language Arts/Creative Drama-** Students will research different genres (legends, folklore, Greek mythology, etc.) to find and/or create a new mythical creature to insert into Harry's world. Students will then write a short, additional chapter with dialogue that introduces the creature and its purpose in the story.

B. Creative Reading: Using the following list of creative products, students will complete a project reflecting their personal connection with the novel (students may determine their own creative product with the approval of the teacher):

1. Create a puppet play based on a favorite scene in the story
2. Create a poem based on the novel, a character, or favorite scene
3. Illustrate a favorite scene(s) from the story
4. Create a storyboard of the plot of the story
5. Write a screen play based on the story
6. Create a new ending for the story
7. Create a map of the location(s) of the story
8. Create a mural representative of the story and characters
9. Extend the story into your own sequel
10. Rewrite a portion of the story from another character's perspective
11. Rewrite the story in another time or culture
12. Create an online product: infographic, video, character blog, etc.
13. Write a song that one or more of the characters might sing
14. Create an interpretative dance for the story
15. Student idea for a creative product related to the story