



## 2. Main ideas

For each list below, write a group each word belongs to in the line above it. Be as specific as you can.

*Examples:*

Planets

Mercury  
Earth  
Mars  
Saturn

Garden Flowers

Rose  
Daisy  
Iris  
Petunia

1. \_\_\_\_\_

- A. Dudley
- B. Petunia
- C. Vernon

5. \_\_\_\_\_

- A. Street lamps
- B. Flashlights
- C. Candles

2. \_\_\_\_\_

- A. Owls
- B. Cats
- C. Dogs
- D. Deer

6. \_\_\_\_\_

- A. Car
- B. Bus
- C. Truck
- D. Motorcycle

3. \_\_\_\_\_

- A. Owls
- B. Eagles
- C. Hawks
- D. Ospreys

7. \_\_\_\_\_

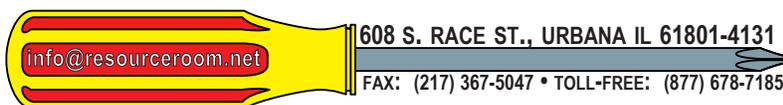
- A. Boots
- B. Cloak
- C. Belt
- D. Robe

4. \_\_\_\_\_

- A. Lemon drops
- B. Lollipops
- C. Candy canes

8. \_\_\_\_\_

- A. Breeze
- B. Gale
- C. Tornado



### 3. Multiple meanings

Many words have more than one meaning. How many different meanings can you find for these words? If you only know one meaning, check the dictionary. Some will have three or more.

Example:

- park**
1. a place where people go for picnics or fun, or to see the scenery.
  2. To leave a vehicle in a certain place for a time.
  3. The setting in a car where the wheels are locked and the clutch is not engaged.

**drill**

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**firm**

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**bark**

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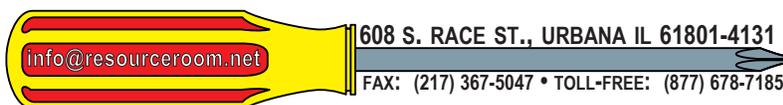
**drop**

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In the sentences below, the underlined words are used in different ways in each sentence. In the lines below each sentence, write what the underlined word means in that sentence. (Use a dictionary if it helps. Some of the ways these words are used are more common to the United Kingdom, where the story is set.)

1. Dudley Dursley liked to do things like smear grape jam all over the walls.

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Vernon Dursley got stuck in a traffic jam on the way to work.

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2. Vernon Dursley's job was being the director of a firm which made drills.

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Albus Dumbledore was firm about taking Harry Potter to the Dursleys, even though Hagrid and Professor McGonagall didn't like it.

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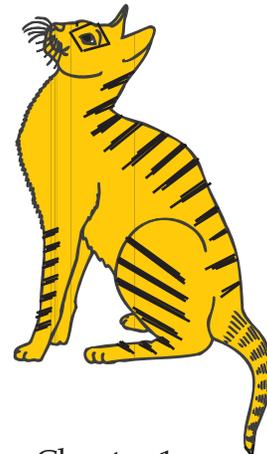
3. Harry wished he had a watch when he was in his cupboard.

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Professor McGonagall had used her unusual ability to turn into a cat so she could watch the Dursleys' house inconspicuously.

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**Main idea answers (page 2):** (general and more specific)

1. Dursleys
2. animals or warm-blooded animals
3. birds or birds of prey
4. candy or candy you suck on
5. sources of light
6. motor vehicles (or things you drive)
7. clothing or clothes Albus Dumbledore wore
8. kinds of wind

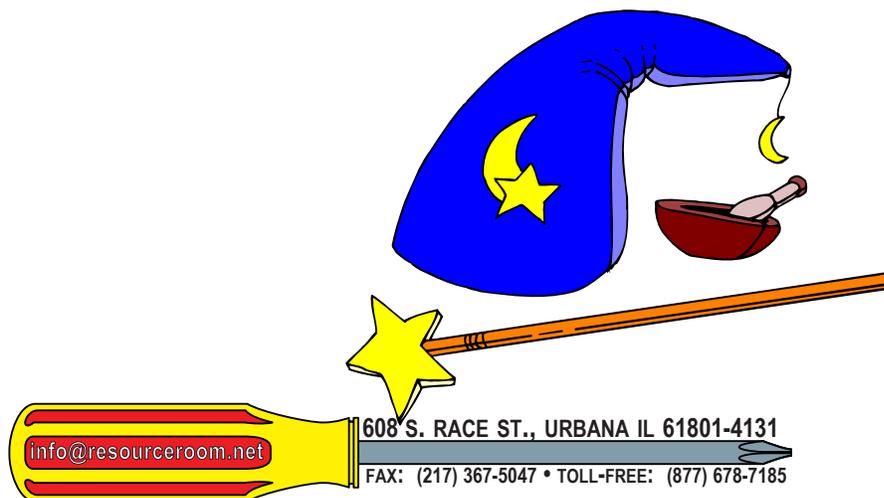
**4. Understanding conflict**

Conflict is a struggle, a fight for or against something. It's the part of the story that makes you want to know what's going to happen — how is that struggle going to end up?

Four common kinds of conflict are:

1. Conflict with another character  
*example:* being in a swimming race with someone
2. Conflict with nature or natural disasters  
*example:* trying to climb Mount Everest or survive a tornado or a disease
3. Conflict with self — feelings of fear, anger, self-doubt  
*example:* having to speak in public but having stage fright
4. Conflict with society or a social group — struggling with written or unwritten rules, laws or customs.  
*example:* sticking up for someone unpopular

Make up your own examples for each kind of conflict; use the next page to draw or describe it.

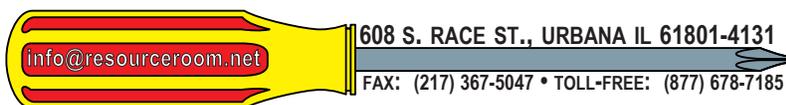


**Type of conflict:** \_\_\_\_\_

**Type of conflict:** \_\_\_\_\_

**Type of conflict:** \_\_\_\_\_

**Type of conflict:** \_\_\_\_\_



## Chapter One conflicts

The Dursleys and Harry Potter will be having conflicts throughout this book (and others, too). What conflict is happening already between the Dursleys and the Potters, even before Harry is old enough to talk?



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## 5. Chapter One Learning Log

- A. Give this chapter a new title.  
Consider what happened and the feelings of the chapter.

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- B. Setting: Identify the setting of the chapter.

time \_\_\_\_\_

place \_\_\_\_\_

- C. In one or two sentences (more if you need them), summarize what happens in this chapter.

-OR-

Use the back of this page to draw Privet Drive with Professor Dumbledore, Professor McGonagall and at least two other characters, showing the main characters and event(s) from this chapter.

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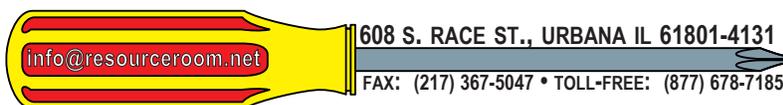
- D. Questions: This chapter was written to inspire questions that will be answered throughout the book (and later books), such as why people saw so many owls that day. What are at least two other questions left unanswered so far, especially about the characters, and the conflicts and interactions they'll have later?

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# Chapter Two

## 1. Inferences: What do you know?

To infer something is to figure something out, or at least make a guess (a hypothesis) about something. If someone bursts into tears and leaves the room, you could infer that something happened to upset them, and you might even have a good idea what it was.

Sometimes a writer will let the reader know more about what's happening than the characters in the story know. This is the case with Harry Potter. We read about how he came to be at the Dursleys' in the first chapter — but Harry was too young to remember. Can you answer these questions?

1. Why does Harry have dreams of flying motorcycles?

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2. Where did Harry's scar come from? Where does he think it came from?

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3. What are some very strange things that have happened to Harry or people around him? Write down one that happens at the zoo, and at least two others. How or why could these things have happened?

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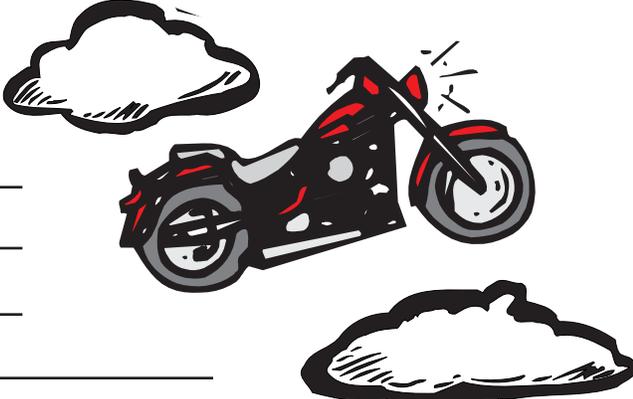
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**2. Vocabulary review (draw or describe)**

1. What is a “fixed stare?”

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2. What are two things people root for?

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3. What does it mean to be “rooted to one spot?”

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**3. More multiple meanings**

In the sentences below, the underlined words are used in different ways in each sentence. In the line below each sentence, write what the underlined word means in that sentence. (Again, a dictionary may be very helpful, especially because some of the ways these words are used, such as “mad,” are more common to the United Kingdom, where the story is set.)

1. Mrs. Figg fell and broke her leg when she tripped over one of her cats.

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Dudley’s face fell when he realized he only had 36 presents.

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2. Dudley would start to throw a tantrum at almost anything.

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Harry woke with a start.

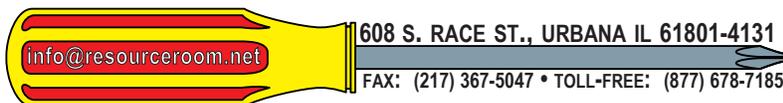
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3. When Dudley got mad, he would scream and cry and throw things.

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Mrs. Figg was a mad old lady whose house smelled like cabbage and who talked about cats a lot.

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#### 4. Main ideas

For each list below, write a group each word belongs to in the line above it. Be as specific as you can.

*Examples:*

Planets

Mercury  
Earth  
Mars  
Saturn

Garden Flowers

Rose  
Daisy  
Iris  
Petunia

1. \_\_\_\_\_  
A. Boa constrictor  
B. Copperhead  
C. Python  
D. Cobra

2. \_\_\_\_\_  
A. Pen  
B. Pencil  
C. Marker  
D. Crayon

3. \_\_\_\_\_  
A. Shout  
B. Yell  
C. Scream  
D. Holler

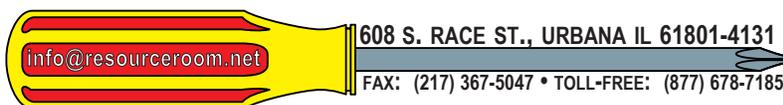
4. \_\_\_\_\_  
A. Kitchen  
B. Bedroom  
C. Closet  
D. Dining room

5. \_\_\_\_\_  
A. Nails  
B. Hammer  
C. Wrench  
D. Screwdriver

6. \_\_\_\_\_  
A. Hail  
B. Thunder  
C. Lightning  
D. Wind

7. \_\_\_\_\_  
A. Ocean  
B. Lake  
C. Pond  
D. River

8. \_\_\_\_\_  
A. Maine  
B. Mississippi  
C. Montana  
D. Maryland



## 5. Understanding characters

To really understand a character's role in a story, it helps to look at the character from several angles. When you're asked to describe or analyze a character, think **SADDR**, which stands for these ways of looking at a character (see page 156 for an example):

**Speech:** *What does the character say? What does this tell you about the character?*

For instance, Vernon Dursley "yelled at five people" at work. This is a clue that he can be unfriendly and that he doesn't really care about other people's feelings. On the other hand, Professor Dumbledore said many things that showed he was kind and understanding of different people. What are two examples of things he said?

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**Action:** *What does the character do? What does this tell you about the character?*

For instance, Hagrid brings Harry to Professor Dumbledore on a flying motorcycle. This is a clue that he is a little bit wild.

Dudley starts in Chapter One with prodding and poking at Harry. What are two other things he does that show what kind of person he is?

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**Description:** *What does the author say about the character? What does that description tell you about the character?*

*Example:* Albus Dumbledore is described as "tall, thin and very old." He also rummages through his cloak and laughs softly when he sees the cat (who is Professor McGonagall). This tells you that he has a sense of humor and might be a bit absent-minded.

*Your turn:* Professor McGonagall is described rather differently, as a "rather severe-looking woman" whose "black hair was drawn into a tight bun," who Albus Dumbledore thought sat "so stiffly." What kind of teacher do you think she would be?

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**Drawing:** Imagine what the character looks like and make a sketch of it. Professor McGonagall’s neat hair and trim appearance are clues that she is a fastidious, neat and organized person. What does Albus Dumbledore’s appearance tell you about his character?

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**Reactions of others:** *How do other characters in the story react to this character?*  
For instance, Professor McGonagall asks Albus Dumbledore a lot of questions about what has happened. She clearly thinks he knows a lot, and when Professor Dumbledore asks her to, she uses Voldemort’s name, even though she doesn’t really want to, showing that Professor Dumbledore is a well-respected person. How does Professor McGonagall react to Hagrid? What does this tell you about him?

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### 6. Conflict

What are two conflicts Dudley and Harry have in this chapter?

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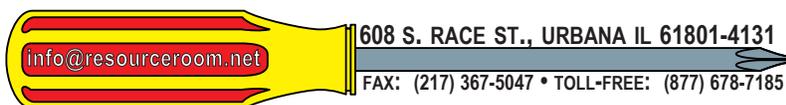
### 7. Inferences: What’s going to happen?

Often an author will give you a hint about what’s going to happen. In Chapter Two, when Harry is at the zoo and has just enjoyed the ice cream that wasn’t good enough for Dudley, we read that “Harry felt, afterward, that he should have known it was all too good to last.” This is a hint that the good doesn’t last, and that what is about to happen will end up being bad. What was it, and why was it bad?

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### 8. Chapter Two learning log

A. Give this chapter a new title.  
Consider what happened and the feelings of the chapter.

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B. Setting: Identify the setting of the chapter.

time \_\_\_\_\_

place \_\_\_\_\_

C. In one or two sentences (more if you need them), summarize what happens in this chapter.

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D. Questions: This chapter should also inspire questions that will be answered throughout the book (and the series), especially the comments in the last three paragraphs. What are at least two other questions left unanswered so far?

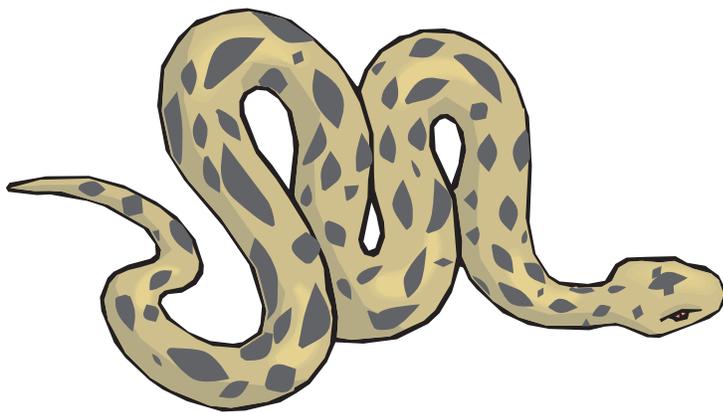
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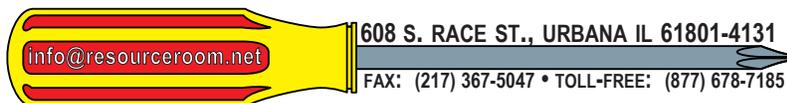
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#### Main Idea Answers (pg. 10):

1. snakes (dangerous snakes)
2. things you write with
3. loud ways to use your voice
4. rooms in a house
5. tools
6. parts of a storm
7. where you find water in nature
8. states that begin with M



# Chapter Three

## 1. Character descriptions

*“They stuff people’s heads down the toilet the first day at Stonewall,” he told Harry. “Want to come upstairs and practice?” “No, thanks,” said Harry. “The poor toilet’s never had anything as horrible as your head down it — it might be sick.” Then he ran, before Dudley could work out what he’d said.*

This conversation tells you some things about Harry and Dudley. Draw or describe what Dudley wants to do to Harry, and what Harry’s answer describes instead.

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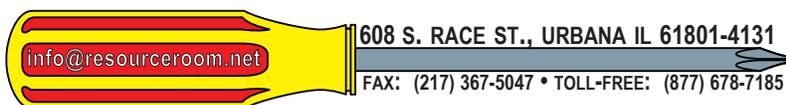
This is an example of a “reaction of others” to a character. Harry reacts to Dudley by answering him back; he doesn’t talk as if he’s afraid of Dudley. But he also reacts by running away. What does that tell you?

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## 2. Using descriptive vocabulary

When you describe conversations, if all you say is somebody “said” this and somebody “said” that back to them, then you don’t know what the people were feeling when they said those things. Did they “shout” or “beg” or “whisper?” Chapter Three is full of conversations where people don’t just “say” things. What are 10 words used instead of “said” (such as “shouted”)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Act out some of these snippets of conversation.

## 3. Vocabulary review

When Mr. Dursley takes the family off in the car away to escape the letters, Dudley says, “Daddy’s gone mad, hasn’t he?” What does “mad” mean here, and what are two things Mr. Dursley did that made Dudley think he was going mad?

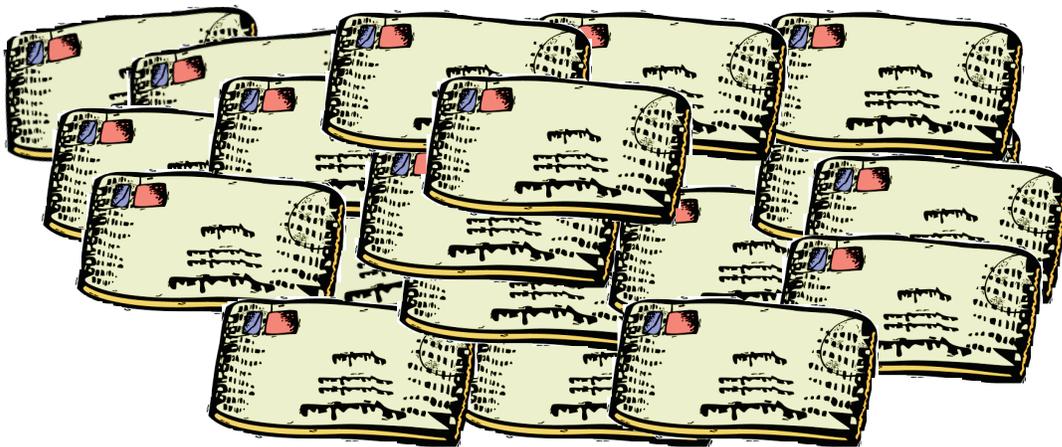
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#### 4. Inferences

To infer something is to figure something out, or at least make a guess (a hypothesis) about something. If someone bursts into tears and leaves the room, you could infer that something happened to upset them, and you might even have a good idea what it was.

Any time you ask yourself “why?” while you’re reading, and think of possible answers, you’re making inferences. When Professor McGonagall doesn’t want to say Voldemort’s name, and others also refer to him as “You-Know-Who,” or “He-Who-Must-Not-Be-Named,” you should ask yourself, “Why?” Professor Dumbledore says there’s no reason for people to be frightened of saying someone’s name. That helps answer the question “why” people don’t like to say the name, which brings up more “why” questions — why are people so afraid of this guy? Just who or what is he? And why isn’t Dumbledore afraid? How is he different?

What are some possible answers to one of these questions?

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What can you infer about Aunt Petunia’s cooking from this sentence:  
*“Oh, these people’s minds work in strange ways, Petunia, they’re not like you and me,”*  
said Uncle Vernon, trying to knock in a nail with the piece of fruit cake Aunt Petunia had just brought him.

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Mr. and Mrs. Dursley seem to know who is sending letters to Harry. What is unusual about the second line of the address? Why would that make Mr. and Mrs. Dursley nervous?

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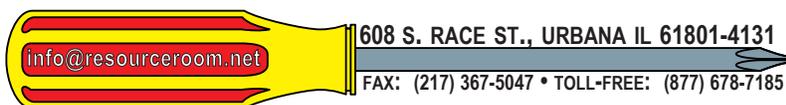
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What do the Dursleys say about the letters and do for Harry that tells you they are at least a little bit afraid of the letter senders?

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## 5. Understanding symbols

English teachers really like to talk about a thing called “symbolism” in literature. It’s not as complicated as it sounds. A symbol is something real that stands for an idea. In literature, a symbol is often a real, concrete thing that stands for an abstract idea that the thing makes you think of.

Advertisements are full of these symbols. A car that is “like a rock” uses the rock as a symbol. The rock is a concrete, real thing that you can put your hands on. Rocks make you think of something that will last for a long time and not change. The idea of something lasting a long time — durability — is not something you can put your hands on, but you know it’s there.

In Harry Potter, Dudley’s “smelting stick” is a good symbol for the idea of picking on people. The stick is real. The main thing it is used for is to pick on people. When you think of the stick, you think of it being used to pick on somebody. This idea — bullies who pick on other people, and how Harry and his friends deal with them without turning into bullies themselves — will come up again and again in this book.

**Symbol: Draw it and write its name here:**

**Describe the symbol you just drew. What ideas do we think of when we think of this thing?**

Describe another example of when Harry gets picked or bullied :

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## 6. Chapter Three learning log

- A. Give this chapter a new title.  
Consider what happened and the feelings of the chapter.

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- B. Setting: Identify the setting of the chapter.  
time \_\_\_\_\_

place \_\_\_\_\_

- C. In one or two sentences (more if you need them), summarize what happens in this chapter.

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- D. Questions: This chapter also inspires questions that will be answered later. What are at least two other questions left unanswered so far, especially about the characters and the conflicts?

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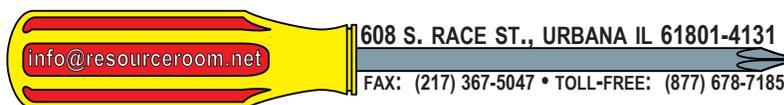
For one of your questions, predict what the answer is:

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# Chapter Four

## 1. Vocabulary — What's a good definition?

A definition tells you what something means or what it is. A good definition doesn't just describe that something, but tells you what makes it different from other things. The purpose of defining something is not to let somebody know you might know what it is — a good definition tells somebody who knows nothing what that thing is.

Here are examples of **poor** definitions:

*A baseball is a thing you throw.*

*A basilisk is a monster.*

These are poor definitions because there are a *lot* of things that you throw — basketballs, footballs, parties, temper tantrums, and anything portable! There are a lot of monsters out there, too.

These kinds of “definitions” make people use that phrase “BE MORE SPECIFIC.” Ask yourself, “Is there a monster that *isn't* a basilisk?” And then, “How would I know if the monster were a basilisk?” Your answer to the second part will give you a better definition.

You may need to be careful with getting too specific — ask yourself whether *all* baseballs fit your definition. If you say it is a small, white, round ball with seams, you've just described most, but not all, baseballs. There are orange baseballs.

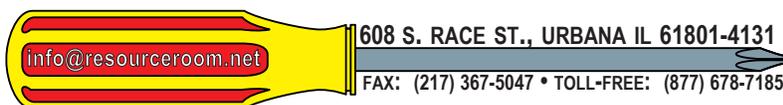
Here are examples of **better** definitions:

*A baseball is a small, round ball with seams that is used in playing the game baseball, played by two teams on a diamond-shaped field.*

*A basilisk is a lizard-like monster, told about in myths, which can (according to the stories) kill people by looking at them or breathing on them.*

Good definitions often tell you two things: what kind of thing it is (a ball, a monster), and then, what makes it different from others in that same classification.

Or, a definition will give you a more familiar word that means the same thing, or close to it, perhaps with a specific description to help you know why you would use that word.



Your turn! Improve these definitions by being more specific:

1. A train is something you ride.

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2. Ecstatic means you feel good.

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3. To shatter something is to break it.

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4. An appendectomy is an operation.

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5. A toad is an animal.

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6. Quidditch is a game.

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7. Hogwarts is a school.

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8. Voldemort is a wizard.

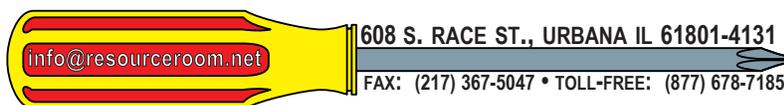
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9. Professor Dumbledore is a teacher.

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## 2. Multiple meanings

You will probably need a dictionary for some of these!

In the sentences below, the underlined words are used in different ways in each sentence. In the line below each sentence, write what the underlined word means in that sentence.

1. We saw five quail fly up as we walked by the bushes.

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*A braver man than Vernon Dursley would have quailed under the furious look Hagrid now gave him; when Hagrid spoke, his every syllable trembled with rage. (page 50)*

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2. Hagrid fixed the door after he broke it off its hinges.

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*"Yeh don' know . . . yeh don' know . . ." Hagrid ran his fingers through his hair, fixing Harry with a bewildered stare. (page 50)*

(You can explain what the whole phrase means instead of the word, if you like).

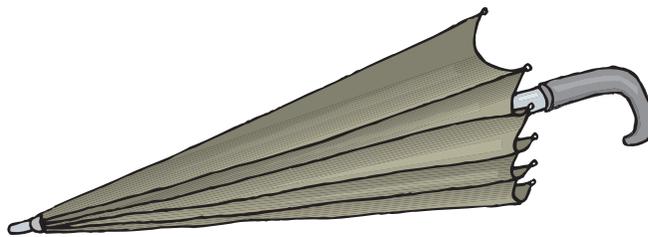
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3. "I warn you — I'm armed!" shouted Mr. Dursley when Hagrid came crashing into the room.

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Hagrid had a pink umbrella hanging on his arm that was a magic wand in disguise.

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### 3. Descriptive vocabulary

This chapter is also full of people who don't just "say" things, they yell or gasp or stammer. Find 10 of these and act five of them out. (Look for the quotation marks " " to help save you time in skimming the chapter.)

Other words for "said":

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

### 4. Understanding conflict

What is the main conflict between Mr. Dursley and Hagrid? What does Mr. Dursley insist will not happen, but Hagrid says can't be stopped? What do you think will happen?

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## 5. Characters

Fill out a SADDR sheet about Hagrid.

### Speech

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### Action

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### Description

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### Drawing — use the back of this sheet

### Reactions of others

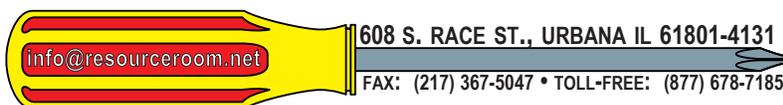
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## 6. Chapter Four learning log

- A. Give this chapter a new title.  
Consider what happened and the feelings of the chapter.

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- B. Setting: Identify the setting of the chapter.  
time \_\_\_\_\_

place \_\_\_\_\_

- C. In one or two sentences (more if you need them), summarize what happens in this chapter.

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- D. Questions: This chapter answers a lot of questions — but there are a several you may be asking. Knowing just the little bit that you do about Hagrid, what could be a reason he was expelled? Why do you think Professor Dumbledore still let him be the “keeper of the keys?”

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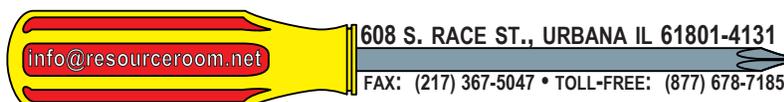
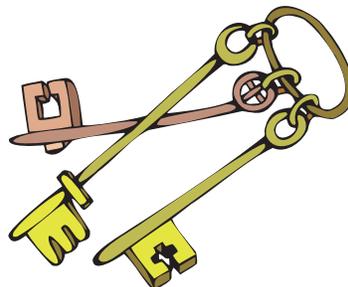
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# Chapter Five

## 1. Main ideas

Give a good title for these groups, and then add one more thing that could belong to it. Some of these (but not all of them) are found only in Harry Potter's world, so you may need to look through the chapter to find them.

1. \_\_\_\_\_

- A. Fire
- B. Stove
- C. Furnace
- D. \_\_\_\_\_

2. \_\_\_\_\_

- A. Second
- B. Day
- C. Hour
- D. \_\_\_\_\_

3. \_\_\_\_\_

- A. Second
- B. Third
- C. Fourth
- D. \_\_\_\_\_

4. \_\_\_\_\_

- A. Sausage
- B. Chicken
- C. Eggs
- D. \_\_\_\_\_

5. \_\_\_\_\_

- A. Cloak
- B. Telescope
- C. The Standard Book of Spells (Grade 1) by Miranda Goshawk
- D. \_\_\_\_\_

6. \_\_\_\_\_

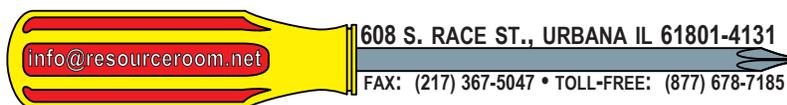
- A. Mr. Ollivander
- B. Professor Quirrell
- C. Griphook
- D. \_\_\_\_\_

7. \_\_\_\_\_

- A. Flourish and Botts
- B. Eyelops Owl Emporium
- C. Apothecary
- D. \_\_\_\_\_

8. \_\_\_\_\_

- A. Phoenix feathers
- B. Unicorn hairs
- C. Mahogany or maple
- D. \_\_\_\_\_



## 2. Vocabulary

Improve these definitions by being more specific about what these words mean in this story:

Owls are birds.

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Knuts are coins.

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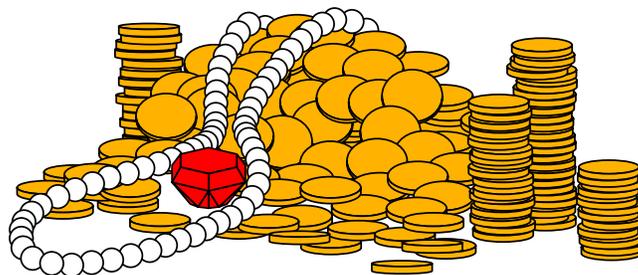
Gringotts is a bank.

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### 3. The importance of names

J.K. Rowling didn't pick the names for her characters from a hat. The names of the people who wrote the books required at Hogwarts are related to the subjects they teach. For instance, Phyllida Spore is the author of *One Thousand Magical Herbs and Fungi*. Fungi reproduce with spores. Her first name indicates she may also know something about another group of organisms in the Phyllidae family. Choose four or five authors' names from the list below and explain how each is connected to the author's book.

*The Standard Book of Spells (Grade 1)* by Miranda Goshawk

*A History of Magic* by Bathilda Bagshot

*Magical Theory* by Adalbert Waffling

*A Beginners' Guide to Transfiguration* by Emeric Switch

*Magical Drafts and Potions* by Arsenius Jigger

*Fantastic Beasts and Where to Find Them* by Newt Scamander

*The Dark Forces: A Guide to Self-Protection* by Quentin Trimble

*Curses and Counter-Curses* by Professor Vindictus Viridian

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#### 4. Vocabulary: word parts

Throughout this book, J.K. Rowling chooses names and spells with reasons behind them. For instance, “Voldemort” may look like three syllables that don’t have special meaning, but in fact they do. “Vol” means to wish or to will, while “mort” means “death.” The name should tell you this is quite a sinister character!

For each of the words listed below, use the following worksheets to:

1. Write the word
2. Write what it means
3. Draw a picture to go with it
4. Answer the question(s) about it

**volunteer:** to offer to serve without pay or reward.

A student can volunteer to take a note to the office. Tennessee’s nickname as the Volunteer State came from the large number of people from Tennessee who volunteered to serve in the War of 1812. Volunteer firefighters do not get paid.

**voluntary:** done by free choice.

A voluntary contribution is one you did not have to make. (Voluntary can also mean “a piece of music frequently spontaneous, done as a prelude” — you may have heard a “trumpet voluntary” at the beginning of a wedding or graduation.)

**involuntary:** not done by choice or by thinking about it.

Your heart beats involuntarily — you don’t decide to do it. If you hear a loud noise you may make an involuntary jump. You may have to make an involuntary purchase of a uniform if you get a job as a nurse — you have to do it whether you want to or not. “Involuntary manslaughter” means that someone caused another person to die, which is a crime, but not because they meant to do it or thought about it ahead of time.

**mortal:** (adjective) subject to death, or causing death.

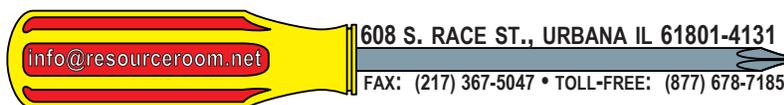
People are mortal, since they die. A mortal illness or injury is one that makes a person die.

**immortal:** never dying; living forever.

Shakespeare was a mortal man, but his words are considered immortal.

**mortify:** to embarrass or humiliate completely.

Many people are easily and frequently mortified in their teenage years.



Write the definition for: **volunteer**

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**Someone volunteering for something.**

What are three things a volunteer could do at school or at home? What would a volunteer be likely to say?

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Write the definition for: **voluntary**

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**Yourself, doing one of your favorite voluntary activities.**

What are 10 things you did today that were voluntary?

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Write the definition for: **involuntary**

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**Someone doing something involuntarily.**

What are two more examples of “involuntary” actions, besides jumping when you are startled, or your heart beating?

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Write the definition for: **mortal**

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What are two kinds of mortal injuries or illnesses?

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Write the definition for: **immortal**

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What are two things a person might do if they thought they were immortal?

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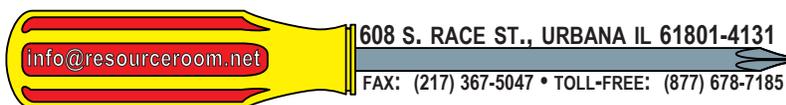
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Write the definition for: **mortify**

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**A mortified person**

What are three things a person might say or do if they felt mortified?

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## 5. Characters

Complete a character analysis sheet for the pale boy that Harry meets in the shop. How many things does this boy say that put other people down? What does this tell you about him?

### Speech

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### Action

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### Description

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### Drawing — use the back of this sheet

### Reactions of others

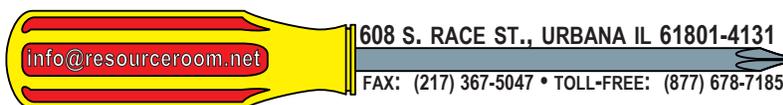
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## 6. Chapter Five learning log

A. New title: Give this chapter a new title. The original title names the place where the chapter is set; your title can be about characters or the mood or the events of the chapter.

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B. Setting: Identify the setting of the chapter.

time: \_\_\_\_\_

place (name and describe it): \_\_\_\_\_

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C. In one or two sentences (more if you need them), summarize what happens in this chapter.

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D. Questions: This chapter, again, poses questions about what will happen to Harry and just what he will do with the things he has gotten in Diagon Alley. Think of two questions and one prediction based on what you read in this chapter.

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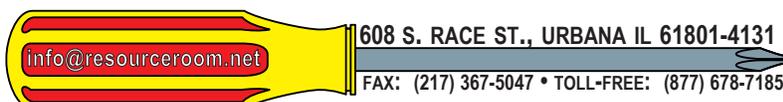
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# Chapter Six

## 1. Quote analysis

An author can describe important events in a story by just telling you about them: *The whole shack shivered and Harry sat bolt upright, staring at the door. Someone was outside, waiting to come in.*

Sometimes, though, what characters say are just as important, telling us what the speaker is like, and often telling us what has happened in the past or what to expect in the future

You can explain what a quote means in four parts, called a “quote analysis”:

1. Write the quote.
2. Explain who said the quote and to whom they were talking.
3. Paraphrase the quote. That is, put it in different words that mean the same thing, that you understand.
4. Explain what this quote says about either the character or the plot of the story that you might not have known without it. What kind of person would say these things? Why would they say it? What would they have to know or be thinking to say it?

Example:

**Quote:**

“I forbid you to ask him, Fred. No, don’t you dare. As though he needs reminding of that on his first day at school.”

**Characters:**

Mrs. Weasley says this to her son Fred.

**Paraphrase:**

“Don’t bother Harry Potter about Voldemort! He doesn’t need to think about scary things when he’s already nervous about starting school.”

**What does this tell you?**

This tells you that Mrs. Weasley knows that even though Harry is famous, he will probably be nervous on the first day of school just like anybody else, and that she expects her boys to treat people respectfully.

**Your turn:**

Choose two of these quotes and do a quote analysis of them:



*"Are you really?" said Hermione. "I know all about you, of course — I got a few extra books for background reading, and you're in Modern Magical History and The Rise and Fall of the Dark Arts and Great Wizarding Events of the Twentieth Century." (p. 106)*

*"You'll soon find out some wizarding families are much better than others, Potter. You don't want to go making friends with the wrong sort. I can help you there." (Draco Malfoy says this, p. 108)*

*"I'm not trying to be brave or anything, saying the name," said Harry, "I just never knew I shouldn't." (page 100)*

*"Hello dear," she said. "First time at Hogwarts? Ron's new, too." (p. 93; Mrs. Weasley is talking)*

Write the quote.

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Who is speaking to whom?

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Paraphrase.

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What does this tell you?

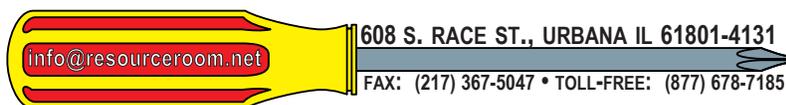
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Write the quote.

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Who is speaking to whom?

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Paraphrase.

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What does this tell you?

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## 2. Conflicts

What are two conflicts that come up in this chapter? What kinds of conflicts are they?

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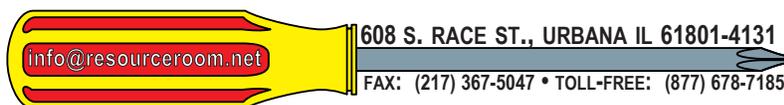
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### 3. SADDR

Complete a character analysis for Ron Weasley, Draco Malfoy and Hermione Granger using SADDR. Some ways to describe them are rich, poor, forgetful, smart, mischievous, mean, kind, strict, generous, stingy, nervous, bossy, smart and organized.

#### Speech

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#### Action

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#### Description

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#### Drawing — (use the back of this sheet)

#### Reactions of others

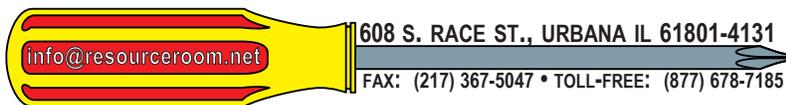
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**Character**

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**Speech**

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**Action**

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**Description**

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**Drawing — (use the back of this sheet)**

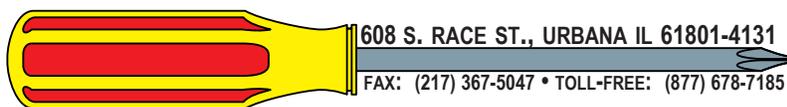
**Reactions of others**

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**Character**

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**Speech**

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**Action**

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**Description**

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**Drawing — (use the back of this sheet)**

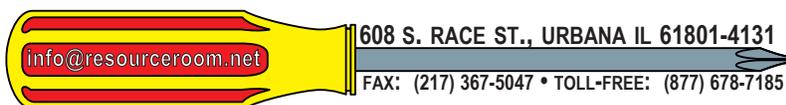
**Reactions of others**

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#### 4. Chapter Six learning log

- A. Give this chapter a new title.  
Consider what happened and the feelings of the chapter.

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- B. Setting: Identify the setting of the chapter.

time \_\_\_\_\_

place (for most of it) \_\_\_\_\_

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- C. In one or two sentences (more, if you need them), summarize what happens in this chapter.

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- D. Questions: This chapter introduces a lot of new characters. What are two questions you could ask about these characters, about their past, present or future?

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