

# Here's What You'll Get with the Harry Potter and the Sorcerer's Stone Book Making Inferences Lesson Plans for 6 Book Club Meetings

## 4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Sample Notebook Entry for Making Inferences

Book Club

Harry Potter and the Sorcerer's Stone

By: JK Rowling

Grade Level: 5 / Guided Reading Level: V

Meeting #3

A Note About the Discussion Questions and Vocabulary

The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Chapters 5-7 Discussion Questions:

1. What newspaper is Hagrid reading? (The Daily Prophet, the newspaper for magicians, who have a whole separate government, pg. 64)
2. How did Harry select his wand? (The wand chooses the wizard: it's the brother of Voldemort's wand, pg. 85)
3. How did Harry get to Hogwarts School? (He followed Ron's family to find Platform 9 ¾, pg. 93)
4. What is the sorting hat? (The students put it on their head and it sort them into which House they will belong, pg. 118)

Chapters 5-7 New Vocabulary:

1. Diagonally (pg. 61) - not going straight across or up and down
2. Phoenix (pg. 84) - magical bird that burns itself and then is born again from the ashes
3. The Underground (pg. 47) - railway system of electric trains in England beneath the ground

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Book Club

Harry Potter and the Sorcerer's Stone

By: JK Rowling

Grade Level: 5 / Guided Reading Level: V

Using Inferences to Make Predictions

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students—remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Identifying the Central Message in a Text (7-10 minutes)

- Ask students to share an important inference they made during their independent reading of chapters 8-11.
- Ask students to explain why they think their inferences were important (listen for inferences that helped the reader make predictions while reading as you can use the inference as an example for this lesson).
- Explain that some of the most important inferences we make are ones that help us predict or anticipate what will happen next.
- Draw students' attention to page 142.
- Read the page aloud to the students.
- Point out all of the questions Harry asked about Hagrid.
- Ask the students what inferences they can make about Hagrid that can help them predict what will happen in his later in the story.
- Sample answers include: I can infer that Hagrid is hiding something because he won't look Harry in the eyes. That means I can predict that Hagrid had something to do with the robbery.

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Book Club

Harry Potter and the Sorcerer's Stone

By: JK Rowling

Grade Level: 5 / Guided Reading Level: V

Meeting #4 Continued

Take Time to Reflect (2 minutes)

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students to independently read chapters 12-15. Students should continue with Reader's Notebook entries and significant passages that support the themes they have identified.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Tell students that they are responsible for the following:
  1. Tracking inferences
  2. Making a prediction at the end of each chapter and supporting their prediction with an inference.
  3. Responding to reading using the Reading Response Board.

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Book Club

Harry Potter and the Sorcerer's Stone

By: JK Rowling

Grade Level: 5 / Guided Reading Level: V

Cite the Text to Support Inferences

- Be sure to model how to use quotation marks and how to cite the page number.
- If time allows, ask students what they can infer about Harry. Cite text as a group.

Page #	Inference	Supporting Text	Author's Purpose
18	I can infer that the Dursleys don't care about Harry because they don't keep any pictures of him in the house.	"The room held no sign of all that another boy lived in the house too." (pg. 18)	
28	I can infer that Harry has magical powers because snakes can understand him.	"I know," Harry murmured through the glass. "I must be really annoying." - "The snake nodded vigorously." (pg. 28)	

Take Time to Reflect (2 minutes)

- Distribute the student self-evaluation assessments.
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Introduce Making Inferences

Working Inferences

Allow students to follow prompts in order to set up a chart in their reader's notebooks.

Purpose

- Gather students—remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

the author's purpose (of making inferences we can be helpful to them as we make predictions)

Conclusions Based on Inferences

Review the conversation prompts on the Book Club Calendar.

Time to Teach: Exploring Universal Themes (7-10 minutes)

- Ask students to review the list of inferences they made over the course of the book.
- Discuss the work they did.
- How did making inferences help them as readers?
- Which type of inferences were most helpful?
- Ask students to review their predictions.
- How did the author's use of detail help you to make inferences?
- Ask students what clues the author has given us that help us to make inferences or predictions about future events in the Harry Potter series.

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Cite the Text to Support Inferences

Working Inferences

Allow students to follow prompts in order to set up a chart in their reader's notebooks.

Purpose

- Gather students—remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
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- How did making inferences help them as readers?
- Which type of inferences were most helpful?
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- How did the author's use of detail help you to make inferences?
- Ask students what clues the author has given us that help us to make inferences or predictions about future events in the Harry Potter series.

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Drawing Conclusions Based on Inferences

Working Inferences

Allow students to follow prompts in order to set up a chart in their reader's notebooks.

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Reflecting on Inferences and Predictions

Working Inferences

Allow students to follow prompts in order to set up a chart in their reader's notebooks.

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Using Inferences to Make Predictions

Working Inferences

Allow students to follow prompts in order to set up a chart in their reader's notebooks.

Purpose

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Sample Notebook Entry for Making Inferences

Working Inferences

Allow students to follow prompts in order to set up a chart in their reader's notebooks.

Purpose

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- Which type of inferences were most helpful?
- Ask students to review their predictions.
- How did the author's use of detail help you to make inferences?
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# Book Club Management Materials

## Book Club Calendar

Month: \_\_\_\_\_ Name: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Start the Conversation**

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...

- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

© BookPages.com | Book Club Calendar

**Book Club**  
Harry Potter and the Sorcerer's Stone

## Custom Calendar Template

## Conversation Prompts

## Expectation Guide for Before, During, and After Book Club

Name: \_\_\_\_\_

How I Did in Harry Potter and the Sorcerer's Stone Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				<b>Before</b> I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				<b>During</b> I participated in Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				<b>After</b> I was responsible
I took the time to reflect				
I know when and where I will prepare for the next meeting				
Date: _____				
Score / 27	A Note from Your Teacher			

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## Student Self-Evaluation Rubric

Name: \_\_\_\_\_

How I Did in Harry Potter and the Sorcerer's Stone Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				<b>Before</b> I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				<b>During</b> I participated in Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				<b>After</b> I was responsible
I took the time to reflect				
I know when and where I will prepare for the next meeting				
Date: _____				
Score / 27	A Note from Your Teacher			

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

Name: \_\_\_\_\_

Write about the way this story was told. Was it told in 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it was in a movie.
Write about the main problem and solution unfolded in the text.			

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

RL.5.4	RL.5.7	RL.5.3	RL.5.2
Write about the way this story was told. Who told the story?	What is the overall mood of this book. Why do you think so? Give examples.	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
RL.5.1	RL.5.4	RL.5.10	RL.5.4
Write about the three inferences you made while reading. Explain why these inferences are important.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
RL.5.10	RL.5.5	RL.5.4	RL.5.9
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the author's message and use evidence from the text to support your thinking.	Tell the genre of your text and explain how you know.
RL.5.3	RL.5.1	RL.5.10	RL.5.7
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it was in a movie.
RL.5.5	RL.5.4	RL.5.10	RL.5.2
Write about the main problem and solution unfolded in the story.	Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	What did you learn about yourself as a reader today? Use examples from the text.	Write a summary of the text that you read today.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

**Book Club**  
Harry Potter and the Sorcerer's Stone

with 5<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

## Complete Common Core Assessment

One essential question for each of the 5<sup>th</sup> grade Reading Literature standards

Practice with multiple choice questions

Name: \_\_\_\_\_

Score: \_\_\_\_\_

**Harry Potter and the Sorcerer's Stone**  
CCSS Assessment

**Directions:** Use what you know about *Harry Potter and the Sorcerer's Stone* to answer each of the following questions.

**Why did the author write the following?** "Hermione had fought her way across to the stand where Snape stood, and was now racing along the row behind him; she didn't even stop to say sorry as she knocked Professor Quirrell headfirst into the row in front."

(A) Because Hermione thought Snape was putting a spell on Harry's broomstick.  
(B) Because the author wanted to give a hint to the reader that it was Snape.  
(C) Because the author wanted to give a hint to the reader that it was Quirrell.  
(D) None of the above.  
(E) A and C

**What was the main conflict throughout the story?**

(A) witches vs. ghosts  
(B) kids vs. teachers  
(C) good people vs. bad magicians  
(D) kindness vs. evil  
(E) None of the above.

**How are the different settings in the story important?**

CCSS Assessment 5<sup>th</sup> Grade Reading Standards for Literature | ©BookPages.com

Name: \_\_\_\_\_

**Harry Potter and the Sorcerer's Stone**  
Book Club Focus Assessment

**Making Inferences**

**Directions:** Read each of the following passages from *Harry Potter and the Sorcerer's Stone* and select the inference you would draw from it.

**You must be Harry's family!" said Mrs. Weasley. "In a manner of speaking," said Uncle Vernon. "Hurry up, boy, we haven't got all day." He walked away. "Hope you have a good holiday," said Hermione, looking uncertainly after Uncle Vernon.**

(A) Mrs. Weasley is nosy  
(B) Uncle Vernon is friendly  
(C) Hermione is rude  
(D) Uncle Vernon is unpleasant

**"There are all kinds of courage," said Dumbledore, smiling. "It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. I therefore award ten points to Mr. Neville Longbottom."**

(A) Neville was right to stand up to Harry and try to prevent him from going out.  
(B) Neville should only fight his enemies, not his friends.  
(C) Neville shouldn't have asked Harry to go ahead and hit him.  
(D) None of the above.

**Quirrell says, "There is no good and evil, there is only power, and those too weak to seek it."**

(A) Voldemort has convinced him seeking power is a good thing.  
(B) Voldemort is evil but doesn't want him to know it.  
(C) Quirrell is weak and doesn't want power.  
(D) Power is the most important thing in the world.

Harry Potter and the Sorcerer's Stone Book Club | ©BookPages.com

## Focus Assessment for Making Inferences

## Answer Keys

Name: \_\_\_\_\_

**Harry Potter and the Sorcerer's Stone**  
Book Club Focus Assessment

**Making Inferences**

**Directions:** Read each of the following passages from *Harry Potter and the Sorcerer's Stone* and select the inference you would draw from it.

**"Typical," said Harry darkly. "Just what I always wanted. To make a fool of myself on a broomstick in front of Malfoy."**

(A) Harry wants to compete with Malfoy.  
(B) Harry doesn't want Gryffindors and Slytherins to have flying lessons together because he doesn't know how to fly at all.  
(C) Harry thinks he will outdo Malfoy, so flying together is just what he wants.  
(D) None of the above.

**"It is a monstrous thing to slay a unicorn."**

(A) Unicorns are monsters.  
(B) If you kill a unicorn you will die.  
(C) Unicorns are pure and defenseless so it is bad to kill them.  
(D) Unicorns can easily kill monsters and give them life everlasting.

**"Voldemort didn't realize that love as powerful as your mother's love for you leaves its own mark."**

(A) Harry's lightning bolt scar is really from his mother, not Voldemort.  
(B) Harry's mother loved him so much she scared him.  
(C) Harry's mother loved him so much, even though she is gone, she protects him forever.  
(D) Harry's good.

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Rubric with optional Common Core Alignment

**Making Inferences Focus Assessment Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**CCSS Reading Literary Text Standard 5.1**  
Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill:	Was not able to find evidence in the text for conclusions drawn.	Is able to show evidence from the text when making inferences some of the time.	Is able to show how specific details in the text support inferences most of the time.	Is able to show how specific details in the text support inferences all of the time.

**If student is less than secure, he or she needs to work on the following:**

- Identifying details and examples in the text
- Citing specific examples to support understanding of character motivation
- Making predictions about plot

Book Club  
Harry Potter and the Sorcerer's Stone

CCSS.ELA.LITERACY.RL.5.1 Harry Potter and the Sorcerer's Stone Book Club | ©BookPages.com

**Running Record**

Title: *Harry Potter and the Sorcerer's Stone* Guided Reading Text Level: V Word Count: 100

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_

Error Rate: (# of incorrect words/100 words) \_\_\_\_\_

Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_

Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60) \_\_\_\_\_

	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 85% - 89% Accuracy	
	E	SC	M	Count
				Information Used
				E SC E SC
Page				
1				

**Analysis and Comments:**

Tested By: \_\_\_\_\_ ©BookPages.com

## Running Record


## Vocabulary Connections Resources

**Vocabulary Connections**

**Harry Potter and the Sorcerer's Stone**  
By: JK Rowling  
Grade Level: 5 / Guided Reading Level: V

**Important Words to Know and Understand in "Harry Potter and the Sorcerer's Stone"**

**Clamber** (pg. 257)  
Climb awkwardly

**Cracker** (pg. 203)  
A colorful paper tube holding small gifts that opens with a pull. 

**Diagonally** (pg. 61)  
Not going straight across or up and down

**Falling** (pg. 278)  
Moving or swinging arms and legs in an uncontrolled way

**Goblins** (p. 73)  
Ugly, evil creatures that cause trouble

**Logic** (pg. 285)  
The science that studies the process in reasoning and thinking

**Merlin** (pg. 51)  
A small falcon; in the legends of King Arthur, a magician who is his advisor

**Riddle** (pg. 285)  
A poem that poses a question and has a surprising answer that is difficult to solve

**Stalactites** (p. 74)  
Pointed piece of rock that hangs down from the roof of a cave

**Stalagmites** (p. 74)  
Pointed piece of rock that sticks up from the floor of a cave

Vocabulary Word List | @BookPages.com

## Important Words to Know and Understand in *Harry Potter and the Sorcerer's Stone* Word List

<b>Vocabulary Connections</b> <i>Harry Potter and the Sorcerer's Stone</i> By: J.K. Rowling Grade Level: 5 / Guided Reading Level: V		
<b>Clamber</b>  Climb awkwardly	<b>Cracker</b>  A colorful paper tube holding small gifts that opens with a loud noise when the ends are pulled	<b>Diagonally</b>  Not going straight across or up and down
<b>Flailing</b>  Moving or swinging arms and legs in an uncontrolled way	<b>Goblins</b>  Ugly, evil creatures that cause trouble	<b>Logic</b>  The science that studies the process in reasoning and thinking

**1. Clamber** - Harry clambered into the room.

**2. Cracker** - Harry got a cracker from the bag.

**3. Diagonally** - The path went diagonally across the field.

**4. Flailing** - Harry flailed his arms and legs as he fell.

**5. Goblins** - Harry was scared of the goblins.

**6. Logic** - Harry used logic to solve the problem.

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections			Harry Potter and the Sorcerer's Stone By: JK Rowling Grade Level: 5 / Guided Reading Level: V
<b>Merlin</b>	<b>Riddle</b>	<b>Stalactites</b>	<b>Step by Step Directions</b> 1. Cut out the dictionary. 2. Fold on the solid line. 3. Glue, Tape or Staple the top of each card to a book.
A small facon; in the legends of King Arthur, a magician who is his advisor	A poem that poses a question and has a surprising answer that is difficult to solve.	Pointed piece of rock that hangs down from the roof of a cave	
<b>Stalagmites</b>			
Pointed piece of rock that sticks up from the floor of a cave			

## Word and Definition Sorting Cards

[illegible]

## Interactive Vocabulary Notebook Cards

## Word Games

### with Harry Potter and the Sorcerer's Stone

**Directions:** Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

**Across**

- Not going straight across or up and down
- The science of reasoning and thinking
- A small falcon

**Down**

- Ugly, evil creatures
- Climb awkwardly
- A poem that poses a question and has a surprising answer that is difficult to solve

### Answer Key

#### Across

Each vocabulary word goes in the crossword puzzle below.

A	C	O	N	A	L	L	Y
B							
L							
L	I	N					
N							
S							

**Down**

- Ugly, evil creatures
- Climb awkwardly
- A poem that poses a question and has a surprising answer that is difficult to solve

What's the difference between **Stalactites** and **Stalagmites**?

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What's the difference between **stalactites** and **stalagmites**?

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Name: \_\_\_\_\_


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## Word Games and Answer Key

## Vocabulary Connections


Grade Level: 5 / Guided Reading Level: V

**Harry Potter and the Sorcerer's Stone**  
 By JK Rowling



A new word that I learned in this book is \_\_\_\_\_  
 It means \_\_\_\_\_  
 I will use it \_\_\_\_\_

Name: \_\_\_\_\_



**Help by Step Directions**     1. Read the story.     2. Identify the vocabulary words.     3. Write the word in the box.     4. Write the meaning of the word in the box.     5. Write how you will use the word in a sentence.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | [TheFairyPrint.com](https://www.thefairyprint.com)

## Personalized Vocabulary Bookmark

[illegible]

# Complete Common Core Alignment

Common Core State Standards Correlation
Harry Potter and the Sorcerer's Stone Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Harry Potter and the Sorcerer's Stone" correlate with the following English Language Arts Common Core State Standards for 8th grade.
<b>Book Club Lesson Plan and Resources</b>
Reading: Literature
<b>RL.8.1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.8.2</b> – Determine a theme of a story, drama, or poem from details in the text including how characters in a plot or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>RL.8.3</b> – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>RL.8.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>RL.8.5</b> – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
<b>RL.8.6</b> – Describe how a narrator's or speaker's point of view influences how events are described.
<b>RL.8.7</b> – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphics in novels, multimedia presentation of fiction, lecture, with power).
<b>RL.8.9</b> – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RL.8.10</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading: Foundational Skills
<b>RF.8.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.8.4</b> – Read with sufficient accuracy and fluency to support comprehension.
Writing
<b>W.8.3</b> – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>W.8.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
<b>SL.8.1a</b> – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.8.1b</b> – Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.8.1c</b> – Pose and respond to specific questions by making comments that contribute to the discussion and extend on the remarks of others.
Harry Potter and the Sorcerer's Stone CCSS Alignment   ©BookPage.com

## Book Club Common Core Alignment

Common Core State Standards Correlation
Harry Potter and the Sorcerer's Stone Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Harry Potter and the Sorcerer's Stone" correlate with the following English Language Arts Common Core State Standards for 8th grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language
<b>LS.8.4a</b> – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>LS.8.5</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>LS.8.6</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Vocabulary Connections Common Core Alignment

# Book Club Management Materials Spanish Resources

## Book Club Calendar

Mes: \_\_\_\_\_ Nombre: \_\_\_\_\_

domingo	lunes	martes	miércoles	jueves	viernes	sábado

**Iniciar el Conversación**

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

Book Club  
Harry Potter and the Sorcerer's Stone

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## Custom Calendar Template

## Conversation Prompts

## Expectation Guide for Before, During, and After Book Club

Nombre: \_\_\_\_\_

**Expectativas para el Club de Libros**

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> <li>Elja al menos una parte interesante, divertida o confusa para compartir con su club de lectura.</li> <li>Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno.</li> <li>Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.).</li> </ul>	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanece en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeto a las personas en tu Club de libro: <ul style="list-style-type: none"> <li>Intenta no interrumpir: espera tu turno para compartir.</li> <li>Use lenguaje respetuoso.</li> <li>Escucha cuidadosamente.</li> </ul>	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Pienso en estas cosas: <ul style="list-style-type: none"> <li>¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector?</li> <li>¿Qué puedes hacer para tener una mejor conversación la próxima vez?</li> </ul> <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

Book Club  
Harry Potter and the Sorcerer's Stone

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## Student Self-Evaluation Rubric

Nombre: \_\_\_\_\_

**Cómo lo hice en el Harry Potter and the Sorcerer's Stone Book Club**

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libro
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				Durante la reunión del Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Se cuándo y dónde me prepararé para la próxima reunión.				Después de la reunión del Club de Libro
Nota	Una nota de tu maestro			
/ 27				

Book Club  
Harry Potter and the Sorcerer's Stone

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

Nombre: \_\_\_\_\_

<p>Escriba sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p>	<p>Elja dos configuraciones del texto. Explique por qué cada uno es importante para la historia.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>
<p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p>	<p>Escriba sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>	<p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>
<p>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p>	<p>Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>Elja una escena del libro. Diga cómo sería diferente si se convirtiera en una película.</p>
<p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Escriba sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>Elja dos configuraciones del texto. Explique por qué cada uno es importante para la historia.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>
<p>Escriba sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p>	<p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>	<p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>
<p>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p>	<p>Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>Elja una escena del libro. Diga cómo sería diferente si se convirtiera en una película.</p>
<p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>Escriba un resumen del texto que leíste hoy.</p>

Book Club  
Harry Potter and the Sorcerer's Stone

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with 5<sup>th</sup> Grade Common Core Alignment