Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Introduction

Summary

Harry Potter and the Sorcerer's Stone (originally titled *Harry Potter and the Philosopher's Stone*) follows the heroic journey of a neglected eleven year old boy who finds out that he is a wizard. As the Boy Who Lived, Harry represents the destruction of an epic villain to the wizarding community, and enters school burdened with the expectations of his classmates, teachers, and friends that he will be a great wizard.

Harry learns to survive in the wizarding world, makes allies and enemies, and eventually discovers great courage inside himself. Through quick-thinking, bravery, luck, and love, Harry is able to once again defeat the wizard Voldemort, and come out triumphant.

Harry Potter Lore and Background

As an introduction, the class may wish to read the short story "The Tale of the Three Brothers" from *The Tales of Beedle the Bard*. It is a fairy tale story in which three brothers obtain gifts from Death. The surviving brother is one who shows fortitude in his request, and faces life and death with courage. This is an excellent introduction to the concept of Courage Requires Fortitude.

Rowling has written two other books, the proceeds of which were donated to charity, which are supplemental to the *Harry Potter* series. Students may be interested in getting background knowledge from *Fantastic Beasts & Where to Find Them,* and *Quidditch Through the Ages.*

Word Wall and Timeline Ideas

For the Word Wall:

1. Create Diagon Alley in the classroom. Write the words on "bricks."
2. Choose a magical object to write the words on. Owls or snitches could be hung from the ceiling.

For the Timeline:

1. Recreate the wizard newspaper, *The Daily Prophet* with daily headlines on the walls.
2. Build a Mirror of Erised out of Aluminum Foil, and write or draw daily events on the foil with a good marker.

Internet Resources

The author's website, www.jkrowling.com, has many links to a variety of Harry Potter related sites.

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Film Resources

Harry Potter and the Sorcerer's Stone, Warner Brothers, 2001, available on DVD.

If you choose to show the film daily or weekly as you read, here is an *approximate* correlation between the movie and the scenes on the DVD.

Novel	**DVD**
Day 1 "The Boy Who Lived"	Scene 1 Doorstep Delivery
Day 2 "The Vanishing Glass"	Scene 2 Vanishing Glass
Day 3 "The Letters from No One"	Scene 3 Letters from No One
Day 4 "The Keeper of the Keys"	Scene 4 Keeper of the Keys
Day 5 "Diagon Alley"	Scenes 5 Diagon Alley Scene 6 Gringotts
Day 6 "Diagon Alley"	Scene 7 Ollivanders Scene 8 The Boy Who Lived
Day 7 "The Journey from Platform Nine and Three Quarters"	Scene 9 Platform Nine and Three Quarters
Day 8 "The Journey from Platform Nine and Three Quarters"	Scene 10 Ron and Hermione
Day 9 "The Sorting Hat"	Scene 11 Welcome to Hogwarts Scene 12 Sorting Hat Scene 13 Nick and Other Residents
Day 10 "The Potions Master"	Scene 14 Potions and Parcels
Day 11 "The Midnight Duel"	Scene 15 New Seeker
Day 12 "The Midnight Duel"	Scene 16 Three-headed Sentinel
Day 13 "Halloween"	Scene 17 Facts and Feathers Scene 18 Mountain Troll
Day 14 "Quidditch"	Scene 19 Quidditch Scene 20 Interference Overcome
Day 15 "The Mirror of Erised"	Scene 21 Christmas Gift Scene 22 Cloaked in Darkness Scene 23 Mirror of Erised
Day 16 "Nicholas Flamel"	
Day 17 "Norbert the Norwegian Ridgeback"	Scene 24 Norbert
Day 18 "The Forbidden Forest"	Scene 25 Forbidden Forest
Day 19 "Through the Trapdoor"	Scene 26 Up to Something
Day 20 "Through the Trapdoor"	Scene 27 Through the Trapdoor Scene 28 Wizard Chess Scene 29 Sacrifice Play
Day 21 "The Man with Two Faces"	Scene 30 Man with Two Faces Scene 32 Magic Touch Scene 32 Mark of Love Scene 33 House Cup Winner Scene 34 Not Really Going Home

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Final Writing Assignment

Students will use their daily writing tasks to create an essay detailing their own heroic journeys. A step-by-step assignment guide is located at the end of the lesson plan to help students plan and execute their final autobiographical pieces.

The Heroic Journey

This 4 week unit on *Harry Potter and the Sorcerer's Stone* by J. K. Rowling will examine the text through a close reading in the light of a common theme in mythology: the hero's journey. We will apply this theme to our reading of Harry Potter's life, as well as our own lives and the lives of others. We will start by introducing the notion of the hero's journey as Joseph Campbell developed it and as Christopher Vogler applied it to film. A chart is provided to explain the stages of the heroic journey using the scenes of two movies most students are familiar with as examples.

We then study the novel, introducing some background on mythology at the beginning of each lesson, background that is directly relevant to the day's reading. Finally, each day's writing prompt is part of developing a series of autobiographical and biographical sketches of heroic journeys in people's lives.

Explain the Heroic Journey to students using examples from these well-known stories/films. For an extended, multi-day lesson, you can use clips from the films. A single page handout follows.

	The Wizard of Oz	Star Wars IV: A New Hope
The journey begins in the **Ordinary World** where you are bored, feeling stuck, finding your life is going nowhere, or at least not where you want it to go.	Dorothy is in Kansas on the farm and Toto is threatened, but no one will listen.	Luke Skywalker is bored on this planetary farm with his aunt and uncle.
But then, unexpectedly, you receive a **Call to Adventure.** Often from a herald, an invitation, a plea for help, or a disruption.	Toto is threatened, Dorothy begins to run, and then, the tornado comes.	R2D2 brings an urgent message from Princess Leia.
But our hero, bored and stuck, is **Reluctant** to answer this call and even **Refuses the Call.** It is too different, there are too many obligations, not now…	Dorothy hides. She's not in Kansas anymore.	Luke has obligations at home and must stay. This changes when the farm is blown up.

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This will change and the call will be answered. Training will be required and for this a **Mentor** will enter and provide the crucial training, expertise, wisdom, and some tool or symbolic object necessary for the journey.	The Good Witch Glenda encourages Dorothy and gives her the ruby slippers.	Obi-Wan gives Luke the training tools of the Jedi Knight.
You can't stay in school and enjoy the wisdom of the mentor forever. Somewhere the journey must begin and you must enter the special world where this heroic journey will take place, and so you **Cross the Threshold** and begin the journey.	Dorothy sets out on the Yellow Brick Road.	Luke leaves home with his light saber.
The journey is never really taken alone – you need companions on the way. Now the test comes and you find who will be with you, and who will not. Who will be your friends and who will be in your way? This is the time of **Tests, Allies, Enemies.**	Dorothy gathers her companions – the Scarecrow, the Tin Man, and the Lion.	Luke meets Han Solo in the cantina.
As you set off with your companions, you now approach that which is your deepest fear, longing, desire, and dread, and **Approach the Inmost Cave.** You must approach – get ever closer - to what causes you the most anxiety and pain**.**	Dorothy meets and has to approach the Wizard of Oz.	The Death Star pulls them in.
As you approach, you reach the central crisis – you find yourself in the horrible mess you most feared – the **Ordeal** has come and you must summon everything heroic in yourself to get through it.	Dorothy approaches and experiences the Wicked Witch's Castle.	The trash scene.

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You have survived and won. You now claim your victory and leave with your **Reward,** which you can celebrate.	Dorothy has the witch's broom to give to the wizard.	They survive and launch an attack.
The story isn't over yet because you have to either stay in this special world or return to the ordinary world – which heroes almost always do – and the real proving is on the **The Road Back.**	Deceived by the Wizard, she learns he is a fake and she will still have to solve her own problem.	Darth Vader pursues Luke.
What has our hero learned? Has he or she really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it – is there a real **Transformation** when everything depends on it?	Glenda enters and tells Dorothy that she has always had the power.	Han Solo assists Luke, even though he is a mercenary whose previous pattern has always been to cut and run; Luke trusts the force, even though he has never trusted anything except himself before; he makes his shot and destroys the Death Star.
The heroic journey ends with what the hero has learned through of all of this. **Return with what you take out of this experience.**	Dorothy clicks the ruby slippers and goes home.	Award Ceremony – connection to Jedi Knight
Outcome: In simplest terms, what was it that you learned?	There's no place like home.	Trust in the force.

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The Heroic Journey

	The Wizard of Oz	**Star Wars IV: A New Hope**
Ordinary World	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen.	Luke Skywalker is bored on this planetary farm with his aunt and uncle.
Call to Adventure	Toto is threatened, Dorothy begins to run, and then, the tornado comes.	R2D2 brings an urgent message from Princess Leia.
Reluctant Refuse the Call	Dorothy hides—she's not in Kansas anymore.	Luke has obligations at home and must stay; this changes when the farm is blown up.
Mentor	The Good Witch Glenda encourages Dorothy and gives her the ruby slippers.	Obi-Wan gives Luke the training tools of the Jedi Knight.
Cross the Threshold	Dorothy sets out on the Yellow Brick Road.	Luke leaves home with his light saber.
Tests, Allies, Enemies	Dorothy gathers her companions – the Scarecrow, the Tin Man, and the Lion.	Luke meets Han Solo in the cantina.
Approach the Inmost Cave	Dorothy meets and has to approach the Wizard of Oz.	The Death Star pulls them in.
Ordeal	Dorothy approaches and experiences the Wicked Witch's Castle.	the trash master scene
Reward	Dorothy has the witch's broom to give to the wizard.	They survive and launch an attack.
The Road Back	Deceived by the Wizard, she learns he is a fake and she will still have to solve her own problem.	Darth Vader pursues Luke.
Transformation	Glenda enters and tells Dorothy that she has always had the power.	Han Solo assists Luke, who trusts the force. makes his shot, and destroys the Death Star.
Return with what you take out of this experience	Dorothy clicks the ruby slippers and goes home.	Award Ceremony – connection to Jedi Knight
Outcome	There's no place like home.	Trust in the force.

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Name _____

The Heroic Journey

	Harry Potter and the Sorcerer's Stone
Ordinary World	
Call to Adventure	
Reluctant Refuse the Call	
Mentor	
Cross the Threshold	
Tests, Allies, Enemies	
Approach the Inmost Cave	
Ordeal	
Reward	
The Road Back	
Transformation	
Return with what you take out of this experience	
Outcome	

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 1

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where is Privet Drive?
The Dursleys live on a street called Privet Drive, in a town called Little Whinging, Surrey. The street and town are fictional, but Surrey is a county just to the south of London, England.

What is the heroic journey?
The heroic journey is a common theme in mythic literature. Over the next few weeks, we will study the concept of the heroic journey as developed by Joseph Campbell and applied to film by Christopher Vogler.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

sorcerer (title page)	tyke (2)	cloak (3)	flatter (11)	nonsense (11)

- Define the word quickly and add to the Word Wall.
- Show, say, explain, expand, explode, or buzz about the word briefly.

READ

Review Review the timeline from the beginning everyday.

Start at the beginning and review the story so far.
- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 1-17, Chapter 1, "The Boy Who Lived"

Setting	Characters	Pages
4 Privet Drive	Mr. and Mrs. Dursley, Dudley	1-2
the streets as Mr. Dursley drives through them	Mr. Dursley, the cat reading a map, people in cloaks	2-3
Grunnings, Mr. Dursley's drill firm	Mr. Dursley, owls	3-4
outside Grunnings	Mr. Dursley, people in cloaks	4
Mr. Dursley's office	Mr. Dursley	5
4 Privet Drive	Mr. Dursley, the cat, Mrs. Dursley, Dudley	5-8
Outside 4 Privet Drive	Dumbledore, Professor McGonagall (the cat)	8-14
	Dumbledore, McGonagall, Hagrid, Harry Potter	14-17

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline. Discuss the story to *fix the facts*: who, what, when, where, and why.
Students might mention:

- The Dursleys are an ordinary family in an ordinary neighborhood.
- They have a son whom they adore named Dudley.
- Odd things begin happening in the neighborhood.
- Mr. Dursley notices a cat reading a map and strange people celebrating on the streets and hears whispers about the Potters.
- Mr. Dursley is afraid of being associated with his sister-in-law, her husband, James, or her son, Harry.
- Dumbledore turns up on Privet Drive, and McGonagall is there to meet him.
- Dumbledore confirms the rumors that McGonagall has been hearing – Voldemort killed Harry's parents, James and Lily, but was then destroyed himself when he unsuccessfully tried to kill Harry.
- Hagrid arrives with Harry on a flying motorcycle.
- Harry has a lightening-bolt shaped scar on his forehead where Voldemort's curse hit him.
- Dumbledore, McGonagall, and Hagrid depart, leaving Harry on the Dursley's doorstep.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

For the following weeks:
Wizarding Vocabulary
Begin a chart chronicling words that are unique to the wizarding world. List the name of the object, spell, concept, etc., and what it means. For example:

Wizarding Vocabulary	What is it?

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Muggle	non-magical person
put-outer	

Character Chart
This is a novel with a LOT of characters. It might help students to make a chart identifying characters, or create several charts categorizing them. (For example, one chart for muggles, another for wizard students, another for adult wizards, etc.)

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What hints does Rowling give in the text that something abnormal is occurring in the world on this particular day?
2. What clues are there about what Harry's life will be like with the Dursleys?
3. Why does Rowling use Mr. Dursley as the introducing character in the story, instead of Mrs. Dursley, Dumbledore, or a random narrator?
4. Courage requires seeing purposes bigger than one's own wants and needs. Do you think the Dursleys will demonstrate courage by taking Harry in? What about in the way they treat him?
5. Why does everyone refer to Voldemort as "You-Know-Who"?
6. Courage is risk for a reason. What is Dumbledore's reason for leaving Harry with the Dursleys?
7. Would you like to grow up famous like Harry would in the magical world?
8. Have Professor McGonagall and Hagrid shown courage by connecting themselves to Harry that night?
9. How is the act of showing up for someone courageous?
10. How does this chapter set Harry up for beginning a heroic journey? Make predictions about the qualities his upbringing will lead him to have.

Analyze Analyze the key paragraph.

Key Passage, p. 17

"A breeze ruffled the neat hedges of Privet Drive, which lay silent and tidy under the inky sky, the very last place you would expect astonishing things to happen. Harry Potter rolled over inside his blankets without waking up. One small hand closed on the letter beside him and he slept on, not knowing he was special, not knowing he was famous, not knowing he would be woken in a few hours' time by Mrs. Dursley's scream as she opened the front door to put out the milk bottles, nor that he would spend the next few weeks being prodded and pinched by his cousin Dudley….He couldn't know that at this very moment, people meeting in secret all over the country were holding up their glasses and saying in hushed voices: 'To Harry Potter – the boy who lived!'" (p. 17).

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, Harry Potter has been dropped off to grow up on Privet Drive in the Dursley household. We read that those who dropped him off had some apprehension about how he would fit into the Dursley household, and we get a hint at the end of the chapter that he won't be staying there forever.

Have you ever felt like you did not belong in your environment? How did that make you feel? Why did you feel that way? **Using your own experiences, write about a time or place where you felt you did not belong. Did it take courage to be there? Describe how you felt different in this environment and why.**

- Think about your first day of school, starting at a new school, or entering a new classroom.
- Other situations might be: beginning a new job, living in a new home or living situation such as a group home, being away at a camp, in juvenile hall, or a ranch.
- Have you ever had to take a class or sport that you knew nothing about? Did you feel like you were taking a risk for a reason? Engage and orient the reader by setting out a problem, situation, or observation and be sure to create a smooth progression of experiences or events.
- Have you ever had to move or visit a new country or state that is different from your own community?

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, have students brainstorm about all the different kinds of schools they know exist, from preschool to medical school. List the names of as many different specific schools as you can.

Each day, explore a different kind of educational opportunity. If possible, ask a representative from that school or program to come and speak to students.

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3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity Description										
Event	1	2	3	4	5	6	7	8	9	10

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 2

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
b.) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a boa constrictor?
A boa constrictor is a large, nonpoisonous snake from Central or South America. They can grow up to 13 feet long, and can weigh over a hundred pounds. A boa typically grabs its prey with its teeth, and then squeezes the victim with its body until it suffocates. Some kinds of boas, including Brazilians, are endangered and are protected in their natural environments.

Heroic journey: What is Harry's "ordinary world"?
In this chapter, we are introduced to Harry Potter in the ordinary world, where the heroic journey always begins. Really, it is a sub-ordinary world, because we see how he is bullied by his uncle and cousin, ignored, and treated as a servant in this household. Nothing in his life would lead him to believe there is anything special about his past. Note the contrast between Harry's life and Dudley's life.

In mythology, we always meet the hero in the ordinary world. We meet the hero in circumstances which would not lead us to believe there is anything special about the hero – he or she appears to be completely ordinary. And yet we are given signs that this person *does* have some special power, gift, or ability. Ask students to look for and list the special events in this chapter that signal that Harry just might be destined for something great.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tantrum (21)	sobs (23)	hoodlums (25)	waddling (28)	vanish (30)

READ

Review Review the timeline from the beginning everyday.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 18-30, Chapter 2, "The Vanishing Glass"

Setting	Characters	Pages
4 Privet Drive, the cupboard under the stairs	Harry Potter, Aunt Petunia	18-19
4 Privet Drive, the kitchen	Harry, Aunt Petunia	19-20
	Harry, Aunt Petunia, Uncle Vernon	20-21
	Harry, Aunt Petunia, Uncle Vernon, Dudley Dursley	21-23
in Uncle Vernon's car, on the way to the zoo	Harry, Aunt Petunia, Uncle Vernon, Dudley Dursley, Piers Polkiss	23-26
at the zoo		26
in the reptile house at the zoo	Harry, Aunt Petunia, Uncle Vernon, Dudley Dursley, Piers Polkiss, the Brazilian boa constrictor, the keeper of the reptile house, the zoo director	26-29
the cupboard under the stairs	Harry Potter	29-30

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ten years have passed.
- In the Dursley house, there are lots of pictures of Dudley Dursley, but none of Harry Potter.
- Aunt Petunia wakes Harry up.
- Harry lives in a cupboard under the stairs, where there are lots of spiders.
- It is Dudley Dursley's birthday, which does not please Harry.
- Harry is small and skinny for his age. He has black hair, bright green eyes, and wears round, taped up glasses. He also has a lightning bolt-shaped scar that he believes is a result of the car crash that killed his parents.
- Harry is making breakfast when Dudley Dursley enters, upset that he has fewer birthday presents than last year. His mother promises him two more presents before the day is over.
- Harry usually stays with an old lady named Mrs. Figg when the family goes out, but can't today because she broke her leg.
- Harry hopes he can stay home alone, but the Dursleys are afraid he'll "blow up the house."
- Harry ends up going to the zoo for the first time in his life with the Dursleys and Dudley's friend Piers Polkiss.
- Uncle Vernon warns Harry against funny business. Strange things tend to happen around Harry. His hair grows ridiculously fast, an ugly sweater shrunk

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when Aunt Petunia tried to force it on him, and he once ended up on the top of the school kitchen building without trying.

- In the car, Harry mentions that he had a dream about a flying motorcycle, and Uncle Vernon overreacts.
- The day at the zoo starts off really well.
- They go to a reptile house, and Dudley and Piers try to get a large snake to move. They get bored and wander away.
- The snake looks at Harry and winks. Then Harry and the snake have a conversation.
- Dudley knocks Harry out the way to see the snake move, and suddenly, the glass on the front of the display disappears. The boa constrictor leaves the exhibit, frightening all the patrons.
- When they get home, Uncle Vernon sends Harry to his cupboard with no meals.
- Harry contemplates his miserable life in his cupboard while waiting for the family to go to bed.
- He doesn't remember his parents, but he has noticed that strangers often wave, bow, or smile at him in public.
- Harry has no friends because of his strange clothes and Dudley's bullying.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Wizarding Vocabulary	What is it?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is significant about the ordinariness of Harry's appearance?
2. Do Harry and Dudley remind you of anyone you know?

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3. How does Rowling portray Harry? Is she showing us that he is about to undertake a Heroic Journey?
4. Does Harry show sensitivity to other's wants and needs?
5. What descriptions and events does Rowling use to reveal the character of the Dursleys?
6. List the mysterious things that have happened around Harry, to his recollection.
7. How does Rowling use comedy to interest the reader in Harry's plight?
8. Though they were raised in the same house, Dudley and Harry are very different individuals. Why is this so?
9. If the Dursleys wanted Harry to be less "funny," how *should* they have treated him as he was growing up?
10. Courage requires moderating our impulses and emotions. Do you think Harry will have to learn how to control his magic?
11. Do you think it takes courage to show restraint? Do you think it takes courage to follow your impulses? Is it possible that both choices can be courageous in different ways?

Analyze Analyze the key paragraph.

Key Passage, p. 24

"The problem was, strange things often happened around Harry and it was just no good telling the Dursleys he didn't make them happen" (p. 24).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

"My Heroic Journey"

Create a one-page paper showing ways you are like a hero**. Use narrative techniques such as dialogue, pacing, description and reflection. Outline your heroic journey in the ordinary world. Use the following questions to give you ideas for your writing.**

- Where would you like to be, what would you like to achieve, or what would you like your life to be like?
- What is your ordinary life like now?
- Think about something you want or need in life that would make you happy.
- What obstacles or barriers do you face in your life that stop you from doing what you want, hold you back, or stop you from being happy? Why?
- What do you most want to achieve in your life?
- Would you like to demonstrate courage in your life? How so?
- What will be the biggest steps you will have to take and the biggest obstacles you will have to overcome to achieve what you most want?
- What events, experiences, and characters help shape your journey?

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

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As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, start with the basics. If you are in a court school or alternative program, discuss the requirements, expectations, and process of returning to a traditional district school in your local area.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 3

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Heroic Journey: What is Harry's "call to adventure"?
The heroic journey begins in the ordinary world where our hero is bored and often frustrated. The journey continues at the next stage with the call to adventure when our hero is called by events, circumstances, message, or messenger out of this ordinary world to take on a greater adventure in the world outside. This call to adventure will most often take the hero to a special world - a world not situated in the facts of time and space, but a fantasy world. This is a fantastic world where things that can't happen in the real world, the ordinary world, can happen. In this fantastic world, we learn about the lessons our lives can teach us in new ways. Harry's call to adventure is, of course, the "letters from no one."

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

secondary (31)	knickerbockers (32)	parchment (34)	sneered (35)	quivering (36)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 31-45, Chapter 2, "The Letters from No One"

Setting	Characters	Pages
Privet Drive	Harry, Dudley, Aunt Petunia	31-32
Mrs. Figg's House	Harry, Mrs. Figg	32
4 Privet Drive	Harry, Dudley, Aunt Petunia, Uncle Vernon	32-37
4 Privet Drive, Harry's new bedroom	Harry, Uncle Vernon, Dudley	37-38

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4 Privet Drive	Harry, Dudley, Aunt Petunia, Uncle Vernon	38-39
4 Privet Drive, the front door	Harry, Uncle Vernon	39-40
4 Privet Drive	Harry, Dudley, Aunt Petunia, Uncle Vernon	40-41
Sunday, in Uncle Vernon's car	Harry, Dudley, Aunt Petunia, Uncle Vernon	41-42
Railview Hotel, Cokesworth	Harry, Dudley, Aunt Petunia, Uncle Vernon, the front desk clerk	42
Uncle Vernon's car	Harry, Dudley, Aunt Petunia, Uncle Vernon	43
a shack on an island in the sea	Harry, Dudley, Aunt Petunia, Uncle Vernon	43-45

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After the Brazilian boa constrictor incident, Harry is locked into his cupboard until the start of summer holidays.
- Harry is looking forward to school in the fall because, for the first time, he and Dudley will be attending different schools.
- One morning, Harry walks into the kitchen to find Aunt Petunia dyeing some of Dudley's old clothes gray for Harry's school uniform.
- Harry gets the mail for Uncle Vernon and discovers a letter addressed to Mr. H. Potter.
- Before Harry can open his letter, Uncle Vernon snatches it out of his hands, reads it, and gets very upset.
- Uncle Vernon refuses to give the letter to Harry, and he and Aunt Petunia decide to ignore it.
- That evening, Uncle Vernon and Aunt Petunia give Harry a bedroom for the first time.
- The next day, another letter arrives for Harry, but Uncle Vernon intercepts it again.
- Yet another day comes and Harry tries to sneak out to get his letter, but Vernon is ahead of him once again.
- The next day, Friday, twelve letters arrive for Harry. Uncle Vernon stays home and nails up all the doors so no one can go in or out.
- On Saturday, twenty-four letters arrive.
- On Sunday, Uncle Vernon is so upset when thirty or forty letters come in through the fireplace that he loads the whole family into the car and they drive aimlessly around.
- They stay in a hotel that night, but about a hundred letters arrive for Harry there.
- The family is now convinced that Uncle Vernon is mad.
- Harry remembers that the next day is his birthday.
- Uncle Vernon takes them to a cold, tiny shack on an island in the middle of the sea during a storm, convinced that no letters will reach them there.

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- Harry can't sleep, and at the stroke of midnight that brings in his eleventh birthday, the shack is shaken by a booming knock at the door.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Harry look forward to school for the first time?
2. What reactions do Aunt Petunia and Uncle Vernon have to the letter? How are they the same and how are they different?
3. What clues does Rowling give throughout the chapter as to what might happen next?
4. Why do the Dursleys choose to give Harry his own room at this point? What is their motivation?
5. Are the Dursleys putting their own wants and needs before Harry's happiness?
6. If there is an opposite of courage – what would it be? Would you say the Dursleys exhibit this word?
7. Have you ever known someone who overreacted like Uncle Vernon does here? What was that situation?
8. Courage requires we moderate our impulses. Does Uncle Vernon act rashly or does he show calculation in his actions?
9. How would you feel if you were Harry in this situation?
10. What happens at the very beginning of Harry's eleventh year?

Analyze Analyze the key paragraph.

Key Passage, p. 34

"Harry picked it up and stared at it, his heart twanging like a giant elastic band. No one, ever, in his whole life, had written to him. Who would? He had no friends, no other relatives – he didn't belong to the library, so he'd never even got rude notes asking for books back. Yet here it was, a letter, addressed so plainly there could be no mistake" (p. 34).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

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"My Call to Adventure"

In great heroic stories, the call to adventure comes, often when the future hero least expects it, while the hero is bored in his daily world. Often the one who brings the call to adventure is a herald. In mythic stories, the herald might issue a challenge to the future hero or be a signal that a significant change is about to occur. So, in the middle of the boring daily life, the soon to be hero starts to notice that things are changing and the call to adventure comes from an unexpected place in the form of a challenge to do something.

We all get calls to adventure in our daily lives, and the heralds are sometimes circumstances, sometimes people. The circumstances can be problems, even crises, or just opportunities and possibilities. The people acting as heralds sometimes bring cries for help, but more often invite us to join them in something they are doing.

Write a narrative paragraph about a call to adventure in your life. Use a variety of techniques to sequence events so that they build on one another to create a coherent story. In your page of writing, answer the following questions:

- What was your ordinary life like at this time?
- When and where did it take place?
- Who or what was the herald?
- How did you respond?
- Did you demonstrate courage in your response?
- Is it courageous to try something new?

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, talk about graduation requirements in your program. What does a student need to do to obtain a high school diploma?

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 4

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who is Harry's herald?
Often the agent who brings the call to adventure is a herald. In mythic stories, the herald might issue a challenge to the future hero or is a signal that a significant change is about to occur. In *Harry Potter and the Sorcerer's Stone*, the herald will literally bring an invitation to Hogwarts School of Witchcraft and Wizardry as a call to adventure. The first heralds will be owls. The second will come in the form of Hagrid.
How is Harry's story related to Arthurian legend?

In the story of King Arthur, Arthur's biological father is King Uther. Uther visits Igraine disguised as her husband in the night. She gives birth to Arthur and the wizard Merlin gives him to Sir Ector to raise along with Sir Ector's son, Kay. Arthur always thought he was Sir Ector's son and Kay's brother. One day, when getting a sword for Kay, who needed a sword quickly for a jousting match, Arthur pulled one out of a rock in an old church that read "Whoso pulleth out the sword of this stone and anvil is rightwise king born of all England." After this, he is acknowledged as the rightful king, which he becomes. He also finds out he is King Uther's son and was the king-to-be all along.

The King Arthur story is typical of a story often found in mythology of a lost prince or princess, or an unknown greatness that has yet to be revealed. Many of the stories we know speak of this cycle: the Cinderella story, the many versions of the Oedipus story, even many of our political stories of great leaders from simple roots. In these stories, our future hero is always marked for greatness from the beginning of the story, but he or she does not know it. He or she is treated miserably in the story, to some greater or lesser degree. Cinderella was treated as a servant and poorly fed. Oedipus had his ankles slit and was thrown to the wild animals. Arthur was the younger brother. Nothing in the story would lead the hero to be to believe that his or her life would ever be extraordinary. And yet it is.

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Harry knows nothing of his past, his wizarding blood, his parents' deaths, or his mother's sacrifice. He does not even know that the wizarding world exists. He is really a servant in the Durselys' world – he lives in the cupboard under the stairs, bullied by them every day. He is a modern Cinderella and King Arthur rolled into one.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bewildered (50)	forbid (50)	abnormal (53)	persuade (55)	grateful (58)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 46-60, Chapter 4, "The Keeper of the Keys"

Setting	Characters	Pages
a shack on an island in the sea	Harry, Dudley, Aunt Petunia, Uncle Vernon, Rubeus Hagrid	46-60

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Uncle Vernon comes into the room holding a rifle.
- A giant man knocks in the door, walks in, and puts the door back.
- The giant smiles at Harry and says he hasn't seen Harry since he was a baby.
- The man mentions that Harry looks a lot like his dad, but has his mom's eyes.
- The giant man rifles through his pockets and pulls out Harry's first-ever birthday cake.
- The man introduces himself as Rubeus Hagrid, Keeper of the Keys and Grounds at Hogwarts.
- Hagrid makes tea and sausage, and shares it with Harry.
- Hagrid is shocked that Harry doesn't know about Hogwarts or his parents' heritage.
- Hagrid tells Harry that he is a wizard, and gives him the letter informing him of his acceptance at Hogwarts School of Witchcraft and Wizardry.
- Hagrid writes a note to Professor Dumbledore, and sends it off with an owl.
- Dursley says that Harry isn't going, and Hagrid says he is.
- Harry finds out that his uncle and aunt knew everything and that his mother, Lily (Petunia's sister), was a witch.
- Harry also finds out that his parents were killed by Voldemort, not in a car crash, and that Voldemort tried to kill him and was somehow weakened.
- Harry's scar is a curse scar.
- Hagrid believes that Voldemort is still out there, trying to regain his power.

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- Harry doubts he is a wizard (refuses the call), and then Hagrid asks him if strange things have ever happened around him. Harry realizes the truth.
- Vernon insults Dumbledore, and Hagrid, in his anger, gives Dudley a pig's tail.
- Harry finds out Hagrid was expelled from Hogwarts, but Dumbledore let him stay as gamekeeper.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Be sure to think of this as an on-going process. At the end of the book you will plot the 10 most important events from your notes and rank them.
Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Rowling choose Hagrid to deliver the letter? Why not Dumbledore?
2. Dumbledore has trust for Hagrid. How do you think his admiration developed?
3. What is deceptive about Hagrid's appearance?
4. How does Hagrid gain Harry's trust and friendship from the very beginning?
5. Courage involves thinking of someone other than one's self. How is Hagrid's gift toward Harry a sign of courage?
6. How does Hagrid speak to Harry? Does he use a different tone than the Dursleys?
7. Why did the Dursleys lie to Harry about his parents' deaths?
8. When Rowling uses capital letters, what is she trying to convey to the reader?
9. Why are people afraid to say You-Know-Who's name? Do you think it would take courage for someone in the wizarding world to speak his name?
10. What is in Hagrid's pink umbrella?
11. Why does Harry refuse the call at first? What changes his mind?
12. Do you have a mentor you look up to the way Hagrid respects and reveres Dumbledore?

Analyze Analyze the key paragraph.

Key Passage, p. 58

"'Hagrid,' he said quietly, 'I think you must have made a mistake. I don't think I can be a wizard.'

To his surprise, Hagrid chuckled.

'Not a wizard, eh? Never made things happen when you was scared or angry?'

Harry looked into the fire, Now he came to think about it… every odd thing that had ever made his aunt and uncle furious with him had happened when he, Harry,

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had been upset or angry…chased by Dudley's gang, he had somehow found himself out of their reach…dreading going to school with that ridiculous haircut, he'd managed to make it grow back… and the very last time Dudley hit him, hadn't he got his revenge, without even realizing he was doing it? Hadn't he set a boa constrictor on him?

Harry looked back at Hagrid, smiling and saw that Hagrid was positively beaming at him.

'See?' said Hagrid. 'Harry Potter, not a wizard — you wait, you'll be right famous at Hogwarts'" (p. 58).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

"More Than I Thought"

Mythology is full of stories where the hero finds out that he or she is much more talented, much braver, much more capable than he or she ever dreamed. King Arthur finds out he was a king all along. Harry Potter finds out he is really a wizard. Dorothy finds out she always had the power to go home. Cinderella finds out that she is the one.

Write one narrative paragraph describing a moment in your life when you realized that you could do much more than you ever thought, or that you could be much more than you ever thought, or go much further than you ever thought. Write out this experience using effective technique, well chosen details, and well structured event sequences.

This can happen when you learn to read or use a computer and a whole world of information is now open to you. Or when you realize you can get a job you want, or get into a training program you want, or go to a college you want. Or learn to drive and find out you can go places you never could before. Or stop a habit, addiction, or behavior that is getting in your way. Or learn to play an instrument, swim, play a sport or game, or do anything that is important to you.

In your paragraph:

- Explain what changed in your life.
- Explain how you thought about what was possible before this change.
- Explain how you thought about what was possible after this change.
- Explain in what way this change required courage.
- Explain the progression of your realization. Were there small events that led you to feel this way? If so, describe them chronologically in a smooth fashion.
- Courage requires reason, not thrill. Did you have a reason for the change?
- What made the difference?

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

Today, talk about high school graduation requirements in your local districts, if this applies to your students. Are they the same as the requirements of your program, or are they different?

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 5

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who are Harry's mentors?
Having answered the call to adventure, our hero must be equipped for the journey ahead with the knowledge, skill, courage, and tools necessary for whatever may be required. At this point in the story, a mentor enters—sometimes one person, sometimes several, sometimes even whole institutions, organizations, or ways of being. The functions of this mentor are teaching, guiding, and training, but also protecting and forming the young hero until the hero is ready for the test ahead. This is generally symbolized by objects, amulets, or tools that are either necessary for the particular tasks in this story: the ruby slippers in *The Wizard of Oz* or the light saber in *Star Wars*. Hagrid takes Harry to Diagon Alley to get his school supplies, his owl, and, most importantly, his wand.

Hagrid is Harry's first mentor. As the novel and series continue, though, Albus Dumbledore emerges as Harry's primary mentor. Through Dumbledore, Harry will acquire James Potter's invisibility cloak later in this novel. In future novels, Dumbledore provides Harry with all of the knowledge and tools he will need to fight his final battle with Voldemort.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

puncture (62)	goblins (63)	transfiguration (66)	cauldron (67)	babble (70)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 61-76, Chapter 5, "Diagon Alley"

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Setting	Characters	Pages
a shack on an island in the sea	Harry, Rubeus Hagrid	61-64
a boat in the sea		64-65
on the street, walking to the train station		65
on the train to London		65-67
the streets of London		67-68
the Leaky Cauldron	Harry, Hagrid, Tom, Doris Crockford, Dedalus Diggle, Professor Quirrell, various witches and wizards	68-71
Diagon Alley	Harry, Hagrid	71-72
Gringotts	Harry, Hagrid, Griphook, goblins	72-74
Gringotts vaults	Harry, Hagrid, Griphook	74-76

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Harry wakes up to find Hagrid is still there, and the previous evening was not a dream.
- An owl delivers the newspaper, and Harry pays him for it.
- Harry finds out that his parents left him money in a wizard bank.
- Hagrid tells Harry about the wizard bank, Gringotts, and tells him someone would have to be crazy to rob it.
- He finds out that there's a Ministry of Magic, and its job is to keep magic secret from Muggles.
- Hagrid tells Harry about dragons, and that he's wanted one since he was a kid.
- Harry reads his list of things he needs for school, which includes books, uniforms, equipment, and pets.
- Harry and Hagrid travel through London where everyone stares at them.
- They arrive at a grubby pub called The Leaky Cauldron.
- Everyone there recognizes Harry and wants to shake his hand.
- Harry meets one of his professors, a nervous young man named Professor Quirrell.
- Hagrid takes Harry into the alley, taps on some bricks, and they enter Diagon Alley.
- Harry is amazed at the variety of shops he sees, including the Owl Emporium, a broom store, and Gringotts bank.
- Gringotts is run by goblins and requires a key, which Hagrid produces.
- Hagrid tells the goblins that he is also there to pick up a special package for Dumbledore.
- A goblin named Griphook takes the pair through the vaults in a small cart on rails. The trip makes Hagrid sick.
- Harry's vault is filled with gold and he's amused to find out he has so much money that the Dursleys never knew about.

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- Hagrid gets the secret item out of vault seven hundred and thirteen, but won't tell Harry what it is.
- The very important item turns out to be a tiny package wrapped in brown paper.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Harry assume Hagrid's arrival was a crazy dream?
2. Why do people stare at Hagrid in the street?
3. Hagrid doesn't know how to use public transportation because wizards have no need for it; do you know how to use the bus or the train?
4. If you were on Diagon Alley, which store would you find most interesting?
5. If you were Harry would you be scared or excited in Diagon Alley?
6. Does it take courage for Harry to try new things in the wizarding world? Do you think he is open to seeking purpose bigger than himself?
7. What *would* the Dursleys have done had they known about the gold the Potters left their son?
8. Do you think Dumbledore was right to have Harry grow up with Muggles? What traits has he acquired that will better prepare him for a Hero's Journey?
9. What is in the package Hagrid picks up for Dumbledore?
10. How does Rowling establish the "specialness" of the magical world? What literary tools does she use?

Analyze Analyze the key paragraph.

Key Passage, p. 71

"'Three up…two across…' he muttered. 'Right, stand back, Harry.'

He tapped the wall three times with the point of his umbrella.

The brick he had touched quivered —it wriggled —in the middle, a small hole appeared —it grew wider and wider — a second later they were facing an archway large enough even for Hagrid, an archway onto a cobbled street that twisted and turned out of sight.

'Welcome,' said Hagrid, to 'Diagon Alley.'

He grinned at Harry's amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back into solid wall. The sun shone brightly on a stack of cauldrons outside the nearest shop.

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Cauldrons — All Sizes —Copper, Brass, Pewter, Silver—Self-Stirring —Collapsible, said a sign hanging over them.

'Yeah you'll be needin' one," said Hagrid, "but we gotta get yer money first'" (p. 71).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

A Mentor on Your Heroic Journey

In *Harry Potter and the Sorcerer's Stone*, we learn how Hagrid, Albus Dumbledore, and others have been mentors for Harry by teaching, guiding, training, and protecting him in the story. For example, Hagrid teaches Harry about the wizarding world, guides him through decisions he must make, trains him in how to use a wand, and protects him from injury on several occasions.

Today, write about someone who has been an important mentor in your life—someone who has taught, guided, trained, protected you, or any combination of these things. In your paragraph, identify who this mentor is. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the person you are describing.

Explain how you are different as a result of knowing this person. Explain at least 3 ways this person has mentored you. Are they someone you look up to? Do they exemplify the theme "courage requires fortitude"? Give at least one concrete example – like a little story – to back up how this person has mentored you.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, discuss alternatives to a high school diploma, if this is applicable in your program. How can students earn their GED? Does your local community college or adult education program offer a high school certificate or diploma program for adult-age students.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 6

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Heroic Journey: How does Harry "cross the threshold"?
In mythic stories of the heroic journey, the hero leaves the ordinary world behind and begins the adventure by entering the special world by crossing the threshold—really just the first threshold into the world of this adventure. This is the act of courage that propels the hero fully into the story, and sends our character into the rest of the plot, not to return until the story's end. Often some dramatic event or tragedy forces the hero to act. And when the hero acts, there may be powerful people and forces blocking the passages and entryways into the special world he or she is entering. Many times, the power and interest of the myth is heightened by the rocky and scary crossing our hero is forced to make to cross threshold.

For Harry, this crossing is gradual. It is a crossing about self-realization and confronting doubt. When the heralds in the forms of owls and Hagrid present the call to adventure – the invitation—Harry can't believe he is special, but he comes along. Now, mentored by Hagrid, he knows the story of his parents, his wizard blood, and has been introduced to the wizarding world. He is slowly approaching the threshold, first at Diagon Alley where he sees the wizarding world and obtains its resources. He even meets someone in the wizarding world he dislikes, foreshadowing the future conflicts he will have with Draco Malfoy. He returns to the Dursley household for the remainder of the summer.

Next, Harry will take the train and finally cross the threshold fully into the special world at Hogwarts, where he will fully join the wizarding world. It will not be powerful people or forces in his way as he crosses the threshold; it will be Harry's own self-doubts and insecurity about his ignorance of the wizarding world that will get in his way.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

surname (78)	circumstances (80)	counter-curses (80)	curses (80)	phoenix (84)

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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 76-87, Chapter 5, "Diagon Alley"

Setting	Characters	Pages
outside Gringotts	Harry, Hagrid	76
Madam Malkin's Robes for All Occasions	Harry, Madam Malkin, pale blond boy	76-79
various shops on Diagon Alley	Harry, Hagrid	79-80
Flourish and Blotts		80
the Apothecary		80-81
outside Eeylops Owl Emporium	Harry, Hagrid, Harry's snowy owl	81
Ollivanders: Makers of Fine Wands since 382 B.C.	Harry, Hagrid, Mr. Ollivander	81-85
on the way to the London train station	Harry, Hagrid, Harry's snowy owl	85-87
the train home		87

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Harry goes into Madam Malkin's Robes for All Occasions without Hagrid to get his school uniform.
- In the robe shop, he meets a stuck-up blond boy who reminds him strongly of Dudley Dursley.
- The boy makes Harry uncomfortable by talking about Hogwarts Houses, Quidditch, and other things that Harry knows nothing about.
- The boy also mentions that he doesn't think that people of non-magical birth should be allowed into Hogwarts.
- The boy insults Hagrid, which annoys Harry.
- Hagrid explains the rules of Quidditch and the different houses at school.
- Hagrid tells Harry that You-Know-Who was in Slytherin.
- Harry has a good time buying his school supplies, and Hagrid gets Harry an owl as a birthday present.
- They go to Ollivanders to buy Harry's wand.
- Mr. Ollivander is a little weird; he remembers every wand he ever sold, including the ones he sold to Harry's parents and Voldemort.
- Ollivander gives Harry several wands to try, but the first that works is a "brother" wand to Voldemort's. Each has a phoenix feather from the same phoenix.
- Hagrid takes Harry to the train station, and reassures him that he's going to have a good time at Hogwarts, and will learn all he needs to know.
- Hagrid gives Harry his ticket for the school train.
- Harry gets on the train back to the Dursleys', saying good-bye to Hagrid for now.

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Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does the skinny blond boy remind Harry of Dudley?
2. Which characteristics does Harry dislike?
3. What prejudices does the blond boy have? Is his decision to insult Hagrid an indication of his character?
4. Courage requires moderating one's impulses. Does the blonde boy achieve this? Is he indulgent and rash?
5. Do you think prejudice is a common part of the magical world? How is this like the muggle world?
6. To what sport is Quidditch very similar?
7. What is Harry worrying about?
8. Why does Hagrid have so much faith in Harry?
9. Hagrid assumes that Harry is like his parents; are children always like their parents?
10. In what way did Harry's parents show courage? Would you argue that they are the most courageous characters in the book? Why or why not?
11. What kind of pressure is Harry under?
12. Is Harry special? In what ways?

Analyze Analyze the key paragraph.

Key Passage, p. 86

"'Everyone thinks I'm special,' he said at last. 'All those people in the Leaky Cauldron, Professor Quirrell, Mr. Ollivander…but I don't know anything about magic at all. How can they expect great things? I'm famous and I can't even remember what I'm famous for. I don't know what happened when Voldemort, sorry—I mean, the night my parents died'" (p. 86).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Crossing the Threshold

Today's reading talks about crossing the threshold into the world of adventure. This is the act of courage that propels us fully into our story. It is risk for a reason, not for a thrill. Often some event forces us to act; and when we act, there may be powerful people and forces blocking our way.

Write a page about a time when you finally made up your mind to do something. This should be something that took courage, was difficult for you,

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that you had been putting off, that you weren't looking forward to, that you were avoiding, or that you were dreading having to do.

When you started on your way to do it (crossed the threshold), did anyone or anything get in your way? Did any thoughts or doubts get in your way? Did you find it difficult to actually carry out your plans? What made you keep going? Be sure to describe what you made up your mind to do and what this required of you (the threshold you had to cross). Provide a conclusion that follows from and reflects on what you experienced and resolved over the course of your story.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, talk about Regional Occupational Programs (ROP) that might be available in your area. How can your students take advantage of these opportunities, and how might they lead to better employment for kids in the future?

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 7

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
W6. Use technology, including the internet, to produce, publish, and update individual or hsared writing products, taking advanance of techology's capacity to link to other information and to displace information flexibly and dynamically.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does Harry discover his tests, allies, and enemies?
In the heroic journey, the hero crosses the threshold even while mysterious strangers and forces hold him back. Having successfully crossed the threshold, the hero must face tests, allies and enemies.

Harry finally crosses the threshold at the train station when he successfully crosses at Platform 9 3/4. He moves from the ordinary world of the life he lived with muggles at the Dursleys' to the wizarding world to which the train will take him. Now, on his way to Hogwarts, he enters into the next stage in this heroic journey as he faces the tests where he determines who will be his allies and who will be his enemies.

For Harry, crossing the threshold and facing the test are mixed in his need to find the platform – he finds the Weasley family and realizes they are part of the wizarding world. He becomes friends with Ron, and the process of sorting friends and foes, allies and enemies, is now well under way. Ron Weasley is his friend and Draco Malfoy is his enemy. In stories, places where lots of people mix – train stations, shopping areas, bars – are convenient places for these tests to take places. In myth, as soon as the hero begins the journey, he gathers companions. We often think of the hero as a solitary figure, but this is usually not the case. Much of the early story is really about testing who will be friend and who will be foe.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

platform (89)	scarlet (93)	disgruntled (94)	prefect (96)	goggle (97)

READ

Review Review the timeline from the beginning everyday.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 88-101, Chapter 6, "The Journey from Platform Nine and Three-Quarters"

Setting	Characters	Pages
4 Privet Drive	Harry, the Dursleys, Hedwig	88-89
	Harry, Dudley, Uncle Vernon, Aunt Petunia	89-90
on the way to King's Cross train station		90
King's Cross	Harry, Uncle Vernon	90-91
	Harry, the guard	91
	a wizard family with red hair – a woman, her four sons (Percy, Fred, George, and Ron), and her daughter (Ginny)	91-93
Platform Nine and Three-Quarters	Harry, students and parents, Neville, Lee, Fred and George, the red-headed mother, Percy the Prefect, Ginny	93-98
The Hogwarts Express	Harry, Ron	98-100
	Harry, Ron, Scabbers	100-101

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- When Harry gets back, the Dursleys are terrified of him and ignore him.
- Harry names his owl Hedwig, a name he found in one of his school books.
- The night before he's supposed to leave for school, he asks the Dursleys for a ride to the school train.
- They agree to give him a ride, because they're going to London to have Dudley's tail removed.
- Uncle Vernon leaves Harry at the train station, laughing because there is no Platform Nine and Three-Quarters.
- Harry is desperate, but finally hears a family talking about muggles and asks the mother how to get onto the platform.
- To get on, you have to simply go through the wall between platforms nine and ten.
- Harry finds a seat on the train and struggles to get his trunk on board.
- The twins, Fred and George, offer to help him and notice his scar.
- Harry finds out the oldest brother in the family is a prefect.
- Fred and George tell the family about Harry and the mother feels sorry for him because he is alone. She forbids the boys from asking Harry if he remembers You-Know-Who.
- Ron comes into sit in Harry's compartment. His older brothers introduce him.
- Harry shows Ron his scar, and tells him that he can't remember what happened when he got it.
- Ron has five brothers, and worries that he can't live up to them in popularity, athleticism, or scholarship.

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- Ron tells Harry that his family is poor, and Harry explains that he, too, grew up without any pocket money.
- Ron is impressed that Harry says Voldemort, and Harry tells Ron he's worried that all the wizarding kids will know more than him.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is the final threshold Harry crosses into the magical world?
2. Courage leads us to consider a larger purpose. Do you think Harry knows his larger purpose yet? If not, do you think he will discover it soon?
3. Why are the Dursleys terrified of Harry? What is Harry's mood as he heads off to school?
4. Why does Mrs. Weasley feel bad for Harry? What qualities do the Weasleys show? Are they admirable?
5. How is the scene at the platform similar to the first day of school in our muggle world? Does Harry show courage when completing this act?
6. Rowling introduces several characters in this part of the chapter: how does she tell us quickly what we need to know about Mrs. Weasley, Percy, the twins, Ron, Ginny, Neville, and Lee?
7. How are Harry and Ron similar? How are they different?
8. Contrast Ron and Harry's cousin. How do their actions differ? Which demonstrates strength of character?
9. What is Ron's attitude toward Harry?
10. Do you think Ron's friendship will make Harry a better person? Will they each have a hero's journey?

Analyze Analyze the key paragraph.

Key Passage, p. 100

"Harry didn't think there was anything wrong with not being able to afford an owl. After all, he'd never had any money in his life until a month ago, and he told Ron so, all about having to wear Dudley's old clothes and never getting proper birthday presents. This seemed to cheer Ron up" (p. 100).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

An Ally on Your Adventure

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As Harry is looking for the platform in the train station, he meets the Weasleys. and befriends Ron. Courage leads us to consider a heroic journey; sometimes we meet friends at just the right time. In some cases, it can be when we are beginning the same adventure in life, such as the first day of school, the beginning of a program, or the start of a season or experience. Ron and Harry became friends partly due to timing but also because of their demeanor and attitude.

Write a narrative about a time when you met someone just as you were about to both begin a similar experience. This should be someone who became a friend. How were you alike and not alike? What things were you able to do together that you could not have accomplished separately? How did you make each other's adventure or experience better or worse? Make sure your writing uses effective technique, well chosen details, and well structured event sequences.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, expose students to trade schools in your area. This could include a wide range of schools in the area that offer training in an infinite number of areas. Popular ones might be medical and dental training, automotive work, truck driving schools, mechanic schools, stylist and beauty schools, and art and design schools.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 8

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
W9. Draw evidence from literary or informational texts to support analysis, reflection and research.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where does the name Hermione come from?
In Greek mythology, Hermione is the only daughter of Menelaus and Helen of Troy. Think back to Ulysses and the story of the Trojan War. Before Helen was kidnapped, and the Trojan War ensued to rescue her, Menelaus promised his daughter Hermione to Orestes. Then, during the Trojan War, he gave her to Achilles' son Neoptolemus instead. He did this to get his cooperation. He was afraid that if Troy was captured, he would need Achilles' help. Orestes was forced to give Hermione up to Neoptolemus. She thus became the source of contention between two suitors. During their marriage, Hermione and Neoptolemus never had a son. He eventually died, possibly as a result of Orestes' machinations. Orestes then married Hermione, and they did have a son.

Does this myth have anything to do with J. K. Rowling naming a key friend of our hero Hermione? Maybe. Maybe not. It could be just a coincidence, or a hint of some possible future contention. Or the author may be playing with us. And keep in mind that in *very* early drafts of her first novel, Rowling has said that her original wizard hero was a girl named Hermione.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

headmaster (102)	astonishment (103)	rummaged (105)	vault (107)	corridors (110)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 101-112, Chapter 6, "The Journey from Platform Nine and Three-Quarters"

Setting	Characters	Pages
The Hogwarts Express	Harry, Ron, the food cart witch	101

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	Harry, Ron	101-104
	Harry, Ron, Neville	104
	Harry, Ron, Scabbers	104-105
	Harry, Ron, Scabbers, Neville, Hermione Granger	105-106
	Harry, Ron, Scabbers	106-108
	Harry, Ron, Scabbers, Crabbe, Goyle, Draco Malfoy	108-109
	Harry, Ron, Scabbers, Hermione	109-110
	Harry, Ron	110-111
on a tiny, dark train platform near Hogwarts	Harry, Ron, Neville, Hagrid, first year students	111
small boats on the lake next to Hogwarts	Harry, Ron, Neville, Hermione, Hagrid, first year students	111-112
underground harbor at Hogwarts	Harry, Neville, Hagrid, Trevor the toad, first year students	112

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Harry buys lots of junk food and shares it with Ron.
- Harry gets his first Chocolate Frog card and learns about Albus Dumbledore.
- Harry finds out that pictures in the magical world move.
- Harry and Ron meet a round boy named Neville who is looking for his toad.
- Hermione Granger comes in and watches Ron try a spell that doesn't work. She's a know-it-all and mentions that she's already memorized all of their schoolbooks.
- Harry learns about Ron's older brothers and hears about the robbery at Gringotts.
- Draco Malfoy comes in with two large boys named Crabbe and Goyle.
- Malfoy insults Ron, and it looks like they're going to fight until Ron's rat, Scabbers, bites Goyle on the knuckle.
- Hermione comes in as the boys are leaving and tells Ron and Harry to put their robes on.
- They get off the train, and Hagrid leads the first years to boats that take them over a big lake to Hogwarts castle.
- Hagrid finds Neville's toad, Trevor, and knocks on the door to the castle.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions

1. Why does Harry clean out the food cart and share his snacks with Ron?
2. What is the first impression Harry and Ron have of Hermione?
3. Does Hermione show courage by helping Harry with his glasses? Does she think about other's wants and needs?
4. Do you think first impressions can be wrong? How might Hermione add to the friendship of Ron and Harry?
5. Why does Rowling introduce Dumbledore to Harry through a Chocolate Frog card instead of in person? Draw research from the text to support your reflection and analysis.
6. What role do you think Dumbledore will play in this novel: herald, ally, mentor, or enemy?
7. Do you think Dumbledore will show courage? Why do you think he was present in the first chapter?
8. What makes Hermione annoying? Is she being misunderstood? Does it take courage to speak your mind?
9. Have you ever had a first impression of a person that was wrong?
10. Why do the first years cross water? What mythological journey does this echo? (Hint: think of Ulysses.)
11. What details does Rowling use to make the magical world come to life?
12. Who are Harry's immediate allies?
13. Who are Harry's enemies?

Analyze Analyze the key paragraph.

Key Passage, p. 108

"He turned back to Harry. '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.'

'I think I can tell who the wrong sort are for myself, thanks,' he said coolly" (p. 108).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Someone Not Like Me

Harry quickly identifies that not only does he not like Draco Malfoy, he does not want to be like Draco Malfoy – he does not want to be the sort of person that Malfoy is. He is completely different and wishes to remain completely different.

Draw evidence from the text showing characteristics of characters that Harry might lean toward. Then, make a list contrasting characteristics of characters that Harry should not emulate.

Write a paragraph about someone in your life whom you are completely different from. This should be someone you do not want to be like. This may be a person you know, a historical figure, a public figure, or just someone who is completely different from you. Do they lack courage? If so, give an example. Do they see a journey as something larger than themselves?

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You don't have to necessarily dislike this person. Be sure to describe what this person is like, how this person is like and unlike you, what this person does that is completely unacceptable to you, and concrete examples of how this person is different from you.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, explain to students how the local two-year community college system works. If possible, ask a representative to visit or take the class on a field trip. What programs are offered? How do students apply? What is the cost?

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 9

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a foundation myth?
A foundation myth explains the historical reasons why a city, a school, an empire, or an institution was founded. It also explains why it was inevitable that it would survive and overcome all of its rivals. It explains why it exists in a particular place at a particular time for a particular function.

At Hogwarts, this foundational myth is told about the four founders of the school and the unique qualities they each brought to the school through the institution of the four houses. The foundation myth is taught each year through the Sorting Hat and its song, and through the ritual of placing each student into a house. The idea is that this house will enhance each student's best chance of making a positive contribution to the school by building on the qualities each house emphasizes and values. The foundational myth at Hogwarts is that it achieves unity and strength by blending and balancing the strengths of these four houses. Ravenclaw focuses on cleverness and intellectual ability, Slytherin emphasizes ambition and family heritage, Hufflepuff values loyalty and sincerity, and Gryffindor is known to be courageous, daring and caring.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dormitory (114)	noble (114)	anxiously (115)	chivalry (118)	nearly (124)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 113-130, Chapter 7, "The Sorting Hat"

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Setting	Characters	Pages
Hogwarts entrance hall	Professor McGonagall, Hagrid, Harry, Neville, Ron, Hermione, ghosts (including the Fat Friar), the first year students	113-116
The Great Hall	Professor McGonagall, Harry, Hogwarts teachers and students, the Sorting Hat, Hannah Abbott, Susan Bones, Terry Boot, Mandy Brocklehurst, Lavender Brown, Millicent Bulstrode, Justin Finch-Fletchley, Seamus Finnigan, Moag McDougal, Crabbe, Goyle, Moon, Nott, Parkinson, Parvati and Padma Patil, Sally-Anne Perks, Percy, Dean Thomas, Lisa Turpin, Ron, Blaise Zabini, Albus Dumbledore, Nearly Headless Nick, The Bloody Baron, Professor Quirrell, Professor Snape, Mr. Filch, Fred and George,	116-1128
the hallways of Hogwarts	Percy, the Gryffindor first years, Peeves the Poltergeist, The Fat Lady	128-129
Gryffindor Tower	Percy, the Gryffindors, Ron, Harry, Scabbers	129-130

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Professor McGonagall greets the first years and takes them into the castle.
- She tells them that they will soon be separated and sorted into houses, and that they will win and lose points for their houses throughout the year.
- All of the first years are very nervous.
- As they are waiting, they are interrupted by about twenty ghosts; the friendly Fat Friar ghost greets them pleasantly.
- The Great Hall is large and amazing, with a ceiling "bewitched to look like the sky outside" (p. 117).
- Each student puts on the Sorting Hat, which figures out what house they should be placed into.
- When Harry is sorted, the hat has trouble deciding and almost puts him in Slytherin. Harry begs the Hat not to put him into Slytherin, so the hat puts him in Gryffindor.
- Hermione, Neville, Ron, and Harry are placed in Gryffindor. Malfoy, Crabbe, and Goyle are placed into Slytherin.
- During the fabulous feast, Harry has more food than he's ever had before and meets Nearly Headless Nick, the Hogwarts ghost.
- Harry gets to know his fellow Gryffindors. Hermione and Dean are muggle-borns, and Seamus is half and half.
- Dumbledore goes over some of the rules: no magic in the corridors, no entering the Forbidden Forest, and "the third-floor corridor on the right-hand side is out of bounds to everyone who does not wish to die a very painful death" (pg. 127).
- Percy shows the first year Gryffindors to their dormitory; they meet Peeves the poltergeist along the way.

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- The boys fall asleep quickly, and Harry has a strange dream: he is wearing Professor Quirrell's talking turban, which tells him he must be a Slytherin.
- The dream includes Malfoy and Slytherin, and ends in a burst of green light.
- Harry doesn't remember the dream when he wakes up.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is Hermione's role in the story? Does she demonstrate courage? Why will she become important to Harry?
2. What essential background does the Sorting Hat's song share with the reader?
3. Why does the Sorting Hat place Harry into Gryffindor even though he would do well in Slytherin?
4. Why does the hat choose Gryffindor rather than Ravenclaw or Hufflepuff?
5. What do students placed in each house have in common? (Think of names and personality traits.)
6. Harry asks the hat to put him in Gryffindor. Did it take courage for him to ask for what he wanted? Do you think it takes courage to listen to your instincts?
7. Which house would the Sorting Hat choose for you?
8. Based on Rowling's descriptions, which teachers are potential allies for Harry? What are their characteristics? What do you think Harry will learn from them?
9. Do you think they will learn from Harry?
10. Which teachers will probably be Harry's enemies?
11. What does Harry's dream foreshadow?

Analyze Analyze the key paragraph.

Key Passage, p. 121

"The last thing Harry saw before the hat dropped over his eyes was the hall full of people craning to get a good look at him. Next second he was looking at the black inside the hat. He waited.

'Hmm,' said a small voice in his ear. 'Difficult. Very difficult. Plenty of courage, I see. Not a bad mind either. There's talent, oh my goodness, yes—and a nice thirst to prove yourself, now that's interesting… So where shall I put you?'

Harry gripped the edges of the stool and thought, *Not Slytherin, not Slytherin*" (p. 121).

EXTEND

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Write Have each student write a short product based on today's prompt to connect to the unit theme.

A Personal Test

One of the crucial stages of any heroic journey is the "Tests, Allies, and Enemies" stage. It is here that the hero finds himself in the presence of all the other major characters in the story. Here, in front of his enemies and his potential allies, the hero is tested. In today's reading, Harry manages to influence the Sorting Hat. He avoids a connection with Slytherin (the enemy), and forges an alliance with the house of Gryffindor.

Write about a time in your life when you had to choose sides. Describe the situation and the elements involved. Engage and orient the reader by setting out a problem, situation, and introducing characters. Make sure your writing shows a smooth progression of experiences or events.

What influenced your decision? What happened as a result? Did your decision demonstrate courage? Did you moderate your impulses and emotions? Why or why not? In the end, did you choose the right side? If you had a chance to do it over, would you choose differently?

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, talk about the difference between two-year colleges and four-year universities. What are the merits of each?

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 10

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
b.) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Heroic Journey: What role do teachers play in Harry's Heroic Journey?
When the foundation myth is set in a school, often many mentors are presented in the many teachers available to help the hero learn. Some are desirable, some not. The hero must decide which of the teachers will be mentors, and which will not. For Harry, the difference between these teachers is apparent at once in the contrast between Professors Dumbledore and McGonagall, and Snape, who he generally addresses without the title Professor. Throughout the series, Harry views Snape as an enemy, rather than the ally or mentor that Dumbledore insists Snape should be.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

wheeze (132)	quill (136)	subtle (136)	infusion (137)	draught (138)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 131-142, Chapter 8, "The Potions Master"

Setting	Characters	Pages
the hallways of Hogwarts	Harry, Hogwarts students, ghosts, Nearly Headless Nick, Peeves, Argus Filch, Ron, Mrs. Norris, Professor Quirrell	131-133
Hogwarts classes	Professor Sprout, Professor Binns, Professor Flitwick	133
McGonagall's Transfiguration class	Professor McGonagall, Harry, Hogwarts students, Hermione	133-134
Quirrell's Defense	Quirrell, Seamus Finnigan, Harry, Hogwarts students	134

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Against the Dark Arts (DADA) class		
breakfast in the Great Hall	Harry, Ron, Hedwig	134-136
the potions dungeon	Snape, Harry, Malfoy, Crabbe, Goyle, Ron, Hermione, Neville	136-140
Hagrid's house	Hagrid, Fang, Harry, Ron	140-142

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Everywhere Harry goes at Hogwarts, people stare at and whisper about him.
- Harry settles into life at Hogwarts, learning how to get around.
- The caretaker, Argus Filch, is a mean man with a cat called Mrs. Norris who spies on the students.
- Harry takes Astronomy, Herbology, History of Magic (his most boring class), Charms, Transfiguration, Defense Against the Dark Arts, and Potions.
- Professor McGonagall is a very strict teacher with high expectations.
- Professor Quirrell's class is sort of a joke, and the students don't think he really did all the things he claimed to do.
- Hagrid invites Harry to tea on Friday afternoon, and Ron asks if he can go along.
- First, though, Harry has to go to Potions, taught by Professor Snape.
- Snape seems to hate Harry on sight and asks him a lot of questions about topics he hasn't yet studied.
- Harry loses several points for Gryffindor and doesn't understand why Snape hates him so much.
- Ron and Harry visit Hagrid, where they talk about Snape, Ron's dragon-caretaker brother, Charlie, and the Gringotts break in.
- Harry figures out that the Gringotts robbery took place on his birthday and thinks the robber tried to break into the vault that Hagrid emptied.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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1. How does Harry feel when the other students are constantly staring and whispering about him?
2. Is Harry a good student? What evidence shows this?
3. Which of the Hogwarts classes would you enjoy the most? The least?
4. Which teacher would you like the most? What characteristics do you admire in that teacher?
5. Rowling uses names to indicate people's relationship to Harry. Notice: who does he call by their first names? Who does he address with titles like Professor, Mr., and Madame? Who does Harry think about only by their last name? What is the significance of this differentiation?
6. Why does Snape appear to hate Harry so much? Do you think Snape is on a journey bigger than himself?
7. What role does Hagrid play in the story? Does he show courage and take risks for reasons or for thrills? What kind of information does he/will he provide to Harry throughout the book?
8. Why are Harry and Ron best friends?
9. How have Harry and Ron shown growth so far in the book? What lessons do you think they are learning together?
10. Which character do you think has the most courage?
11. Do you have predictions about characters who might surprise us with their courage in the chapters to come?

Analyze Analyze the key paragraph.

Key Passage, p. 131-132

"There were a hundred and forty-two staircases at Hogwarts: wide sweeping ones; narrow, rickety ones, some that led somewhere differently on a Friday, some with a vanishing step halfway up that you had to remember to jump. Then there were doors that wouldn't open unless you asked politely, or tickled them in exactly the right place, and doors that weren't really doors at all, but solid walls just pretending. It was also very hard to remember where anything was, because it all seemed to move around a lot. The people in the portraits kept going to visit one another and Harry was sure the coats of armor could walk.

The ghosts didn't help, either" (p. 131-132).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think back to your first day of school. You may choose this school or any other you have attended.

In a detailed narrative paragraph, describe that day in full. Explain your expectations and your initial fears. Then explain what it turned out to really be like. Describe your arrival to school and your navigation of the school campus. Who did you meet? How did you make friends? What turned out to be your biggest challenges? Use well-chosen details and event sequences to describe the experience. You can also use pacing, dialogue and reflection.

Which, if any, of your initial fears came true? Did your first day require courage? What would you tell someone who was about to have their first day?

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Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education. This may be a good opportunity to discuss state schools and universities, as well as application information and planning resources available to them.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 11

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
b.) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does Harry begin to approach the inmost cave?
In mythology, stories of the heroic journey introduce us to the hero through a series of tests that clarify who are enemies and who are allies. The journey always includes companions, and always leads to a series of increasing conflicts and an ordeal in which these allies and enemies will be critical. On the way to the ordeal, the hero experiences conflict with people, forces, or places he or she meets along the way. This is the approach to the inmost cave.

This is the area or zone of approach where the hero is going deeper into the special world and getting closer to the ordeal, the crisis that must inevitably erupt. This is the crisis that will test her or his courage and call on everything he or she has to offer—everything he or she has learned. This approach can be fast or slow, through mountains or desert, a physical struggle, or even a romance. It is very often a series or progressive set of choices and tests, getting closer to the real test—the ordeal.

For Harry, the approach to the inmost cave is an escalating conflict with Malfoy and an increasing friendship with Ron and Hermione. The approach to the inmost cave is also about what is nearest to one's own experience, one's own heart, or one's own vulnerability. Harry's first major confrontation with Malfoy will be precipitated by his defense of Neville, who is bullied and ridiculed by Malfoy. Harry identifies with Neville because he sees Dudley's treatment of himself in Malfoy's treatment of Neville. In the heroic journey, approaching the inmost cave is not only about approaching increasingly dangerous situations, but also about approaching realities the hero finds increasingly threatening to her or his own psychological world.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

notice (143)	gloatingly (145)	vibrate (146)	snatching (148)	triumphant (150)

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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 143-152, Chapter 9, "The Midnight Duel"

Setting	Characters	Pages
Gryffindor Common Room	Harry, Ron	143
Hogwarts	Harry, Ron, Malfoy, Dean, Neville, Hermione	143-144
Great Hall, the Gryffindor table	Neville, Malfoy, Harry, Ron, McGonagall, Crabbe, Goyle	145
flying lessons on the Hogwarts Grounds	Harry, Ron, Gryffindors, the Slytherins, Madam Hooch, Neville, Hermione, Malfoy	145-147
	Harry, Ron, Gryffindors, the Slytherins, Hermione, Malfoy, Pavarti, Pansy Parkinson, Professor McGonagall	147-150
inside Hogwarts Castle, near Flitwick's class	Harry, Professor McGonagall, Oliver Wood	150-152

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Harry hates Malfoy more than he thought possible, so he's upset when he finds out they're having flying lessons together.
- Neville gets a Remembrall from his grandmother, and Malfoy tries to take it from him. Professor McGonagall intercedes.
- Madam Hooch's flying lesson goes well until Neville falls off his broom and breaks his wrist.
- While Madam Hooch is taking Neville to the hospital wing, Malfoy takes Neville's Remembrall and flies away with it.
- Harry chases Malfoy and discovers he loves flying.
- Malfoy throws the Remembrall, and Harry catches it, just in time to get caught by Professor McGonagall.
- McGonagall drags a terrified Harry inside the castle, and calls another student out of class.
- She informs both boys that Harry is a natural Seeker and will be on the Quidditch team.
- She warns Harry that he had better train hard or she might change her mind and punish him for breaking school rules.
- McGonagall also tells him that Harry's father was a great Quidditch player.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

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Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Harry hate Malfoy more than Dudley Dursley?
2. Courage leads us to consider the heroic journey in which people live for purposes bigger than themselves and wants and needs. Did Harry's parents have this kind of courage?
3. What about Dudley's? What about Malfoy's?
4. What are Malfoy's negative qualities?
5. Does Malfoy have any positive qualities? What are his reasons for taking risks?
6. What are Harry's personal strengths?
7. Did it take courage for Harry and the other Gryffindors to stick up for Neville even when he isn't there?
8. How do the individual weaknesses and strengths of the Gryffindors compliment each other?
9. Why is Malfoy a necessary element in Harry's heroic journey? Isn't Voldemort enough of an enemy?
10. How do you think Harry feels to know that he has something besides looks in common with his father, James?

Analyze Analyze the key paragraph.

Key Passage, p. 150

"Harry caught sight of Malfoy, Crabbe and Goyle's triumphant faces as he left, walking numbly in Professor McGonagall's wake as she strode toward the castle. He was going to be expelled, he just knew it. He wanted to say something to defend himself, but there seemed to be something wrong with his voice. Professor McGonagall was sweeping along without even looking at him; he had to jog to keep up. Now he'd done it. He hadn't even lasted two weeks. He'd be packing his bags in ten minutes. What would the Dursleys say when he turned up on the doorstep?" (p. 150).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Allies on Your Heroic Journey

In today's reading, Harry sticks up for a friend who he doesn't think is being treated rightly.

Write two pages describing a time when you stood up for a friend, or when a friend stood up for you. Make sure to detail experiences, events, and/or

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characters involved with the incident. Was it difficult? What happened? Did your actions require courage? Why did people make the choices they made in this situation? Do you think what anyone did was heroic? Do you think it was wise?

You will probably have very different ideas about the person who had to be stood up to, the person victimized, and the person who stood up. Be sure to talk write about the event from differing viewpoints and include well-chosen details.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, talk about public universities in your area. Examine admission requirements, programs that are offered, and costs.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 12

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Did Rowling make up that three-headed dog?
In Greek mythology, Hades is the god of the underworld, the gates of which are protected by Cerberus, the three-headed dog of Hades. Cerberus made sure that none of the dead could leave the underworld and none of the living could enter it. Cerberus is described as a fierce and fearful creature with three vicious dogs' heads and a tail like a dragon or other kind of serpent. Sometimes more elaborate descriptions indicated hundreds of other heads including snakeheads all over his back. In any event, Cerberus was not a very friendly creature. Only Orpheus got past Cerberus, although Heracles tried to bring him back to earth.

Orpheus was a singer, musician, and poet who played the lyre. He loved his wife, Eurydice, very much. She was bitten by a snake and died. Orpheus went to the underworld to get her back, and through many tests of courage, love, and the use of his art, he got her back. Using his lyre, Orpheus even charmed Cerberus to get past him to rescue his wife Eurydice. On the way back to the world, Orpheus looked back when he was told not to, and he lost Eurydice forever.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

brilliant (153)	duel (153)	interfering (155)	lurking (157)	snout (161)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 152-162, Chapter 9, "The Midnight Duel"

Setting	Characters	Pages
Great Hall at dinner	Harry, Ron	152

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	Harry, Ron, Fred and George	152-153
	Harry, Ron, Malfoy, Crabbe, Goyle	153
	Harry, Ron, Hermione	153-154
Gryffindor Tower	Harry, Ron, Hermione	154-156
the midnight hallways of Hogwarts	Harry, Ron, Hermione, Mrs. Norris, Neville, Filch, Peeves	156-160
the forbidden third-floor corridor	Harry, Ron, Hermione, Neville, a gigantic three-headed dog	160-161
Gryffindor Tower	Harry, Ron, Hermione, Neville, the Fat Lady	161-162

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ron barely believes Harry when he tells him McGonagall is putting him on the Quidditch team.
- Harry's new Seeker status is a secret, but Fred and George are in on it because they're also on the team.
- Malfoy approaches Harry at dinner and ends up challenging him to a duel. They agree to meet at midnight in the trophy room.
- Hermione overhears and tells Harry he shouldn't go because it will reflect badly on Gryffindor if he is caught.
- When Ron and Harry sneak out at midnight, Hermione follows them out to lecture them and gets locked out of the portrait room.
- They all head to the duel, running into Neville on the way, who is returning from the hospital wing.
- Filch and Mrs. Norris start to chase them; it appears that Malfoy isn't coming to the duel and tipped off Filch to get Harry and Ron in trouble.
- They insult Peeves the Poltergeist, who makes a lot of noise trying to get them caught.
- All four Gryffindors start to run and break through a locked door to hide from Filch.
- When they turn around, they realize they are in the forbidden third-floor corridor, facing death in the form of a giant three-headed dog.
- Arriving back at the common room, Hermione points out what everyone else missed—the dog was guarding some kind of trapdoor.
- Harry believes that the mysterious package from vault seven hundred and thirteen is under that trapdoor.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary

Add to your wizarding vocabulary chart! Are there new terms you have learned in this section? What did they mean?

Map

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Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Is Malfoy a brave person? Is bravery the same thing as courage? Why or why not?
2. Why does Harry agree to a duel, even though he knows it's breaking the rules?
3. Is Hermione right? Should Harry just ignore Malfoy?
4. Did Harry moderate his impulses and emotions in this chapter? What happened as a result?
5. What is Hermione's motivation for keeping Harry from breaking the rules?
6. Who do you think is right: Harry or Hermione?
7. When does the welfare of many outweigh the welfare of a few?
8. What are Hermione's greatest strengths? Does she live for something larger than herself? How do these strengths make her a valuable ally?
9. Why does Rowling include Neville in this nighttime journey? Does he show courage? If yes, how so?
10. What other mythical creatures does the three-headed dog remind you of?
11. Do you think Rowling drew inspiration for this scene from other moments in literature? How do you think she developed such a grand imagination?

Analyze Analyze the key paragraph.

Key Passage, p. 162

"I hope you are pleased with yourselves. We could all have been killed—or worse, expelled. Now, if you don't mind, I'm going to bed" (p. 162).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Courage requires a risk for a reason. Harry, Ron and Hermione were wandering the corridors of Hogwarts at night when they are not supposed to. What was their reason? Were they prepared for the three-headed dog with yellow fangs and 6 eyes staring at them?

Create a page of narrative writing about a situation where you ran into something you never expected—something, someone, or some situation you never thought could occur or were totally unprepared for. Were you in a dangerous situation you did not expect at all? What happened? How did you feel? What did you do? Did you show courage? What do you think about it now?

When writing, use a variety of techniques to sequence events when you tell your story, thus building on it as a whole. Also, be sure to share well-chosen details and real experiences.

Close Close by extending today's lesson to life and the world.

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Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take. Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, have students look into private universities. What advantages might they have over public universities? What are the disadvantages?

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 13

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a troll?
In Scandinavian mythology, trolls are a special class of monsters who show up in many forms with notable traits. They are huge, extremely ugly, and strong; they like human flesh and are very dumb. They seek treasures of all kind—gold, jewelry, and children. They live in cold places underground. Because they live underground, under bridges, and in sewers so often, they usually smell very, very bad. They tend to have odd features including bushy hair, tails, and odd numbers of fingers and toes. They keep to the dark because light often turns them to stone. Many myths talk about prominent rocks as former trolls. Attacks of trolls include horrible stories of being eaten with only the skeleton left behind. In mythology, trolls are often the foil in stories of parents heroically saving their children and villages from the troll under the bridge. Trolls are often used in mythology to represent the worst things that creatures can do. Often, they represent the worst things humans might do if they let themselves.
Harry and Ron go to find Hermione after Ron has insulted her, and they find themselves face to face with a troll. This is their second encounter with danger as they approach the inmost cave. This is certainly unexpected. Facing the very real and absolute danger of the troll brings out many new, heroic qualities in each of them. In rescuing Hermione from the troll, Harry also gains a permanent, bonded ally who will be essential in facing the final ordeal.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

keen (163)	parcel (164)	awkward (172)	banquet (172)	boulder (174)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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p. 163-179, Chapter 10, "Halloween"

Setting	Characters	Pages
Hogwarts	Harry, Ron, Malfoy, Neville, Hermione	163
a week after the dog incident, breakfast in the Great Hall	Harry, Ron, Crabbe, Goyle, Malfoy, Flitwick	163-165
the hallways of Hogwarts	Harry, Ron	166
Quidditch field	Harry, Wood	166-170
Halloween morning at Hogwarts, Charms class	Harry, Flitwick, Neville, Hermione, Ron, Seamus	170-171
Hogwarts corridors	Harry, Ron, Hermione, Pavarti, Lavender	171-172
The Halloween feast in the Great Hall	Harry, Ron, Hogwarts students and teachers	172
	Harry, Ron, Hogwarts students and teachers, Professor Quirrell, Professor Dumbledore	172-173
Hogwarts corridors	Harry, Ron, Gryffindor students, Percy, Hufflepuffs, Snape	173174
	Harry, Ron, troll	174
the girls' bathroom	Harry, Ron, troll, Hermione	174-177
	Harry, Ron, troll, Hermione, and Professors McGonagall, Quirrell, and Snape	177-178
	Harry, Ron, troll, Professor McGonagall	178
Gryffindor Tower	Harry, Ron, Hermione, Gryffindors	178-179

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Harry and Ron try to guess what is in the mysterious package; they figure it is really valuable and/or dangerous.
- Neville doesn't care, and Hermione isn't speaking to them at all.
- Harry receives a broomstick by owl delivery.
- Malfoy, knowing what is in the package, tries to get Harry in trouble with Professor Flitwick, but Professor Flitwick knows about Harry's special situation and sides with Harry.
- Oliver Wood teaches Harry all the rules of Quidditch; Harry immediately picks up on how to do his job as Seeker, and Wood is impressed.
- Now that he's busy with homework and Quidditch, time passes quickly.
- On Halloween morning, Professor Flitwick teaches the students the spell *Wingardium Leviosa*, which, as usual, Hermione is the first to master.
- After class, Hermione overhears Ron insulting her, and she locks herself in the girls' bathroom, crying.
- During the spectacular Halloween feast, Professor Quirrell runs in, announces there's a troll in the castle, and faints.

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- Dumbledore orders the students to go directly to their dormitories, and the teachers set off to deal with the troll.
- Now feeling guilty, Harry and Ron sneak off to warn Hermione.
- They see Snape alone and wonder why he isn't helping the other teachers.
- On the way to find Hermione, they run into the troll and lock him in the girls' bathroom by mistake.
- When they realize Hermione is in there with the troll, they rush in and somehow manage to knock him out.
- When teachers arrive, Hermione lies and says Ron and Harry came to rescue her because she thought she could deal with the troll herself.
- Harry, Ron, and Hermione are now best friends.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you think it's fair that Harry has a broomstick when no other first year is allowed to have one?
2. Did he demonstrate courage when racing Malfoy?
3. What are the rules of Quidditch?
4. What makes Quidditch a dangerous sport? Do the players have to work together as a team?
5. How does finally being good at something—Quidditch—change Harry's outlook on life?
6. Why do Ron and Harry feel threatened by Hermione? Does Hermione take risks for reasons or thrills?
7. What prompts the pair to save Hermione, even though they act like they can't stand her?
8. How were Ron and Harry able to overcome the troll? Did they show courage? Do you think they were scared?
9. What qualities in Harry and Ron lead McGonagall to respect them?
10. What is it about facing the troll together that binds Harry, Ron, and Hermione?

Analyze Analyze the key paragraph.

Key Passage, p. 179

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"But from that moment on, Hermione Granger became their friend. There are some things you can't share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them" (p. 179).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

A Task in Your Heroic Journey

Courage leads us to consider the heroic journey, in which people live for purposes bigger than themselves and their wants and needs. Have you ever faced a troll in your own life? Were you able to battle it on your own or did you require help? Or have you seen this happen to someone else in their life?

Write a narrative about a time when you heroically overcame a troll in you life: something big and ugly that could have overcome you. How did you do it? Did you show courage? Do you wish you had shown more? When writing, use precise words and phrases, telling details, and sensory language to show the experience. Be sure to include details about the setting as well.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Today, have each student choose a different specific program, college, or university that he or she would like to research in more detail. By the end of the unit, the student should prepare some kind of presentation for the class explaining the opportunities the institution will offer, how a student can attend the program, the costs, and other relevant information. If technology is available, the student can present this in a PowerPoint presentation.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 14

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the significance of the Quidditch match in Harry's heroic journey?
Often in the heroic journey, the approach to the inmost cave includes a contest where it appears the hero will struggle, prove he or she is strong and heroic, win, and move on. But it isn't that simple, because often, it is an impossible task or a fixed contest. Sometimes, other forces are about to intervene. Often there are shadow forces or other characters acting to prevent our hero from prevailing.

In the match between Gryffindor and Slytherin, Harry's broom goes out of control because of forces he knows nothing about. A shadow force is intervening—the task is, at least temporarily—an impossible one. The danger of the broom prevents him from winning the Quidditch match easily. It is only through his ally Hermione's intervention that he is able to overcome obstacles and succeed.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

conjured (181)	mangled (182)	fury (183)	budge (186)	lurch (189)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 180-193, Chapter 11, "Quidditch"

Setting	Characters	Pages
Hogwarts	Harry, Ron, Hagrid, Wood	180-181
Hogwarts courtyard	Harry, Ron, Hermione, Snape	181-182
Gryffindor common room	Harry, Ron, Hermione	182
outside the Hogwarts staff room	Harry, Snape, Filch	182-183

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Gryffindor common room	Harry, Ron, Hermione, Neville	183
the Great Hall at breakfast, morning of Harry's first Quidditch match	Harry, Ron, Hermione, Seamus	183-184
Quidditch pitch	Ron, Hermione, Neville, Seamus, Dean	184
the Gryffindor locker room	Harry, Wood, Angelina, Fred, George, the rest of the team	184-185
the Quidditch Pitch	Madam Hooch, Harry, the Gryffindor team (Angelina, Katie, Alicia, Fred, George, Oliver, Harry), the Slytherin team (Marcus Flint, Adrian Pucey, Bletchley, Terence Higgs), Professor McGonagall, Lee Jordan, Hagrid, Ron, Hermione, Dean, Snape, Neville, Quirrell	185-192
Hagrid's hut	Hagrid, Harry, Ron, Hermione	192-193

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The weather turns cold and Quidditch season begins.
- The word has gotten out that Harry is on the team, and students alternate congratulations and good wishes with sympathy for his impending failure.
- Hermione lends Harry a library book called *Quidditch Through the Ages*. One day, looking for something to punish Harry for, Snape takes it away.
- Harry goes to the staff room to ask Snape for the book back and accidentally sees Filch bandaging Snape's leg and Snape complaining about trying to get past a three-headed dog.
- Ron and Harry are now convinced that Snape is up to no good and probably trying to steal the package.
- The morning of the Quidditch match, Harry is nervous.
- The match starts and the Gryffindors do well, even though Slytherin plays dirty.
- In the middle of the match, Harry's broom goes out of control.
- Hermione believes that Snape is trying to bewitch his broom. She sneaks up on Snape, accidentally knocking Quirrell out of the way, and lights Snape's robes on fire to distract him.
- When the spell breaks, Harry dives toward the ground suddenly, and catches the Snitch in his mouth, leading the Gryffindors to victory by over a hundred points.
- Harry, Ron, and Hermione tell Hagrid that they think Snape is trying to steal the thing that the dog is guarding.
- Hagrid is shocked that they know about the three-headed dog and lets it slip that the dog is his and is named Fluffy.
- Hagrid then tells the kids that what Fluffy is guarding is between Dumbledore and someone named Nicholas Flamel.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

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Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Harry nervous about his first Quidditch match?
2. Did Harry show courage despite his hesitations?
3. How does Hermione help Harry through this difficult time at Hogwarts? Would you say she shows the most courage consistently out of the three friends?
4. What is the purpose of a pre-game pep-talk like Wood gives?
5. What specific descriptive language does Rowling use to bring Quidditch to life?
6. Which would you rather play: Quidditch, football, basketball, or soccer?
7. Why do Ron and Hermione assume that Snape is causing Harry's broom problems?
8. Are there any other suspects besides Snape? Are they moderating their impulses when making this assumption?
9. Why do you think Hagrid named his dog Fluffy?
10. Is Fluffy an appropriate name for this kind of creature? What would be a better name?
11. Why is it Hagrid who always lets information slip out?
12. Why does Harry care about the Fluffy/package/Flamel mystery so much?
13. Do you think it took courage for Rowling to create an entire world with new sports and rules for the reader to learn? Was she brave to believe she could write this book?

Analyze Analyze the key paragraph.

Key Passage, p. 191

"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 into the row in front. Reaching Snape, she crouched down, pulled out her wand, and whispered a few, well-chosen words. Bright blue flames shot from her wand onto the hem of Snape's robes" (p. 191).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Another Task in Your Heroic Journey

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Harry is doing his best to play Seeker and win the Quidditch match. But his broomstick keeps going off course. Something appears to be interfering with his ability to play this game successfully. Harry might have explained this many different ways: this was not his day, the winds were wrong, the broomstick wasn't working. Was he able to moderate his impulses and emotions to get through the problem and remain calm? Did he exemplify courage in this scene?

In a narrative paragraph, write about a situation in your life where you knew it might not be possible to succeed/win, no matter how hard you tried. How did you feel about it? How did you keep yourself motivated to keep trying? What ended up happening? What advice would you give to someone in a similar situation? End the paragraph with a conclusion about what you experienced and what was resolved over the course of your story.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

Students should work on their presentation for the class explaining the opportunities the institution will offer, how a student can attend the program, the costs, and other relevant information. If technology is available, the student can present this in a PowerPoint presentation.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 15

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
W6. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to displace information flexibly and dynamically.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a cracker?
In Great Britain, a cracker is not the thing you eat with cheese, but a tubular package that makes a loud noise when you pull both ends. They're kind of like a mild, indoor firecracker. Crackers are popular at Christmas time, and often include a small toy that appears when the cracker is pulled.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

smirking (196)	restricted (198)	ornate (207)	desire (213)	nearsighted (213)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 194-214, Chapter 12, "The Mirror of Erised"

Setting	Characters	Pages
Hogwarts, snowy mid-December	Weasley twins, Hagrid, Hogwarts students	194
the Potions dungeon	Snape, Draco Malfoy, Harry, Crabbe, Goyle	195
Hogwarts Corridors	Hagrid, Harry, Ron, Malfoy, Snape, Crabbe, Goyle	195-196
The Great Hall	Hagrid, Harry, Hermione, Professors McGonagall and Flitwick	196-197
the Library	Harry, Hermione, Ron, Madame Pince	197-199
the holiday break at Hogwarts	Ron, Harry	200-202
Christmas morning, the first years' boys' dormitory	Ron, Harry, Fred, George, Percy	202-203

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the Great Hall, Christmas Dinner	Harry, the Weasley boys, Dumbledore, Professor Flitwick, Hagrid, Professor McGonagall	203-204
Hogwarts, Christmas Day	Harry and the Weasleys	204
Christmas night, the first years' boys' dormitory	Harry, Ron	204-205
Christmas night, Hogwarts corridors and classrooms	Harry	205
Christmas night, the library's Restricted Section	Harry, Filch	205-206
Christmas night, Hogwarts corridors and classrooms	Harry	206-207
Christmas night, the room with the mirror	Harry, the people in the mirror	207-209
the day after Christmas at Hogwarts	Ron, Harry	209-210
the night after Christmas, the mirror room	Ron, Harry	210-211
Hogwarts, the next day	Ron, Harry	211-212
the third night after Christmas, in the mirror room	Harry, Dumbledore	212-214
Harry's dormitory	Harry, Scabbers	214

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Students are excited as the holidays approach.
- Harry is thrilled to be staying at Hogwarts for Christmas; the Weasley brothers are also staying.
- Malfoy insults Ron's family and Ron grabs him in anger. Snape catches him and takes points from Gryffindor.
- Harry, Ron, and Hermione tell Hagrid they're trying to find out who Nicholas Flamel is by looking through books in the library, but they aren't having any luck thus far.
- Ron teaches Harry to play wizard chess, which is like regular chess only with moving chess pieces.
- On Christmas morning, Harry is surprised to receive presents. He gets a homemade flute from Hagrid, a fifty-pence piece from the Dursleys, a sweater and fudge from Mrs. Weasley, and a box of Chocolate Frogs from Hermione.
- Harry opens up an invisibility cloak; an unsigned note that indicates that the cloak used to belong to Harry's father accompanies it.
- Christmas dinner is great fun and includes wizard crackers with cool prizes in them.
- Overall, Harry's Christmas Day is his best ever, and he decides to top it off by sneaking out that night in his father's invisibility cloak.

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- He tries to go to the library's restricted section to look up Flamel, but sets off a strange book alarm and ends up running from Filch.
- When he ducks into a deserted classroom, he finds a magnificent mirror. In it, he sees himself surrounded by his dead family.
- The next night, he brings Ron back to the mirror so he can see Ron's family, but Ron only sees himself holding a Quidditch trophy and wearing a head boy badge in the future.
- Harry is now obsessed with the mirror. Ron tells him not to go back, but Harry does anyway.
- This time, Harry goes in, looks in the mirror, and is interrupted by Albus Dumbledore himself.
- Dumbledore explains that the Mirror of Erised shows "nothing more or less than the deepest, most desperate desire of our hearts" (p. 213).
- He tells Harry that the mirror will be moved and that Harry should not look for it, but dwell on his present and future instead of the past.
- When Harry asks Dumbledore what *he* sees in the mirror, Dumbledore answers that he sees a thick pair of woolen socks.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What do you think Harry's Christmases have been like in the past?
2. If this Christmas is special, do you think that is due to the thoughtfulness of others?
3. How do we show courage by showing up for each other? Which characters do that the best in the book?
4. What is the most important aspect of Christmas Day for most people?
5. Why is this Harry's best Christmas ever?
6. Why does Rowling choose to have Harry spend Christmas with the Weasley boys, and not with the Dursleys or with Hermione?
7. What is special about the invisibility cloak?
8. Does it take courage to wear the cloak? Do you think Harry will use it with a specific purpose in mind?
9. What does the word "erised" mean?
10. Why does Harry see family in the mirror? Why does Ron see himself alone?
11. What stage does the Mirror of Erised represent in Harry's heroic journey?

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12. What does Dumbledore *really* see in the Mirror of Erised?

Analyze Analyze the key paragraph.

Key Passage, p. 213
Dumbledore explains the Mirror of Erised:

"It shows us nothing more or less than the deepest, most desperate desire of our hearts. You, who have never known your family, see them standing around you. Ronald Weasley, who was always overshadowed by his brothers, sees himself standing alone, the best of all of them. However, this mirror will give us neither knowledge nor truth. Men have wasted away before it, entranced by what they have seen, or been driven mad, not knowing if what it shows is real or even possible" (p. 213).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

To Harry, the Mirror of Erised showed his family. To Ron, it showed him as head boy and a Quidditch star. What would it show to you?

Write a narrative paper describing what it will take for Ron and Harry to leave the mirror alone. Will it take courage to live life instead of staying in the room, staring into what they wish would happen?

Use the Internet to look up examples of times screens distracted viewers from real life. Can fantasies be dangerous? Have people gotten hurt while distracted by their devices?

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.

Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 16

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
W9. Draw evidence from literary or informational texts to support analysis, reflection and research.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who was Nicholas Flamel?
Alchemy was the medieval science of trying to turn base medals into gold. One very famous alchemist was Nicholas Flamel, who was born in 1330 near Paris. He had been a painter, a poet, and an astrologer before finding some directions for making gold in a book stall. Besides the various chemicals needed, a special stone was also needed. David Colbert quotes from Flamel's memoirs: "Finally I found the object of my search, and I knew it by its strong smell, and with it I accomplished the magic. I had learned the preparation of the first agent and had only to follow my book word by word. The first time I carried out the operation, I worked with quicksilver and transmuted about one and a half pounds of it into pure silver, better than silver from a mine. I put the results to the test several times. Later I accomplished the operation with the red stone on a similar amount of quicksilver on the 25th day of April of the same year when I transmuted the quicksilver into the same amount of gold. The gold was clearly superior to ordinary gold. I accomplished the magic three times with Prenelle's help."

It is said that Flamel became very wealthy, and gave money to many charities. Other legends say that he also invented an Elixir of Life and lived on to have immortality. This is the myth that the Harry Potter story takes its title from.

J. K. Rowling's original title, and the one that appears on the cover outside the U.S., is *Harry Potter and the* Philosopher's *Stone.* This idea of a philosopher's stone more accurately reflects the myth surrounding Flamel. American publishers thought that *Sorcerer's Stone* would be a better title for publication in the U.S.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

elixir (220)	immortal (220)	biased (221)	prowling (225)	petrified (226)

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READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 215-227, Chapter 13, "Nicolas Flamel"

Setting	Characters	Pages
Hogwarts, Christmas break	Harry, Ron, Hermione	215
Hogwarts, second term	Harry, Wood	215-216
the Quidditch pitch, during a wet and muddy practice	Harry, Wood, the Weasley twins, the Gryffindor Quidditch team	216-217
the Gryffindor common room	Harry, Ron, Hermione	217
	Harry, Ron, Hermione, Neville, Gryffindor students	217
	Harry, Ron, Hermione	217-220
Defense Against the Dark Arts class		220-221
Hogwarts, the days leading up to the next Quidditch match	Harry, Snape	221
the Quidditch stands	Ron, Hermione	221-222
the Gryffindor locker room	Wood, Harry, Fred Weasley, the Gryffindor team, Dumbledore	222
the Quidditch stands	Ron, Hermione, Malfoy, Crabbe, Goyle, Neville, the Quidditch teams, Snape	222-224
the Quidditch pitch	Harry, Snape, Dumbledore	224-225
the Forbidden Forest	Harry, Snape, Quirrell	225-226
the Gryffindor common room	Harry, Ron, Hermione	227

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Harry doesn't go looking for the Mirror of Erised again, but starts to have nightmares about the night his parents died.
- Harry, Ron, and Hermione have almost given up hope of finding out who Flamel is.
- During a Quidditch practice, a frustrated Wood tells the team that Snape is going to referee the next match.
- Ron and Hermione advise Harry not to play, but he doesn't know what to do because the team will have to forfeit if he doesn't.
- Neville hops in, his legs bound together by a curse from Malfoy.
- Harry, Ron, and Hermione try to comfort Neville, and encourage him to stand up to Malfoy.
- Suddenly, Harry realizes that Flamel's name is on Dumbledore's Chocolate Frog card, and Hermione figures out that the mysterious package must be the sorcerer's stone.

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- Harry decides to play in the game, standing up to Snape the way he advised Neville to stand up to Malfoy.
- Before the game, Hermione and Ron prepare to disable Snape if he tries to hurt Harry.
- Dumbledore shows up at the Quidditch match, to Harry's relief; he knows Snape won't try anything with the Headmaster present.
- Malfoy sits behind Neville, Ron, and Hermione, and tries to provoke them with snide comments.
- The boys end up in a fight in the stands at the same time Harry is winning the game by catching the snitch.
- Dumbledore personally congratulates Harry after the game.
- As Harry is putting away his broom, he notices Snape heading off into the forest.
- Harry follows Snape and overhears a suspicious conversation between Snape and Quirrell.
- Harry and his friends conclude that Snape is trying to steal the stone, and Quirrell is the only thing standing in his way.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Harry start to have nightmares about his parents, who he doesn't even remember?
2. Do you think Harry is aware that his courage is about to be tested? Is he scared?
3. Why do you think Snape volunteered to referee the match?
4. How should Neville deal with Malfoy's bullying?
5. What are the similarities between Harry's situation and Neville's?
6. Why does Rowling include the character of Neville Longbottom in her story? Do you think he is easy to relate to?
7. Who is the most courageous character in this chapter? Who best embodies the entire definition of courage requires fortitude?
8. What would you do with the sorcerer's stone?
9. Harry and his friends assume Snape is the villain. What leads them to jump to this conclusion? Is it dangerous to make assumptions without knowing?
10. What evidence is there that Snape is *not* the villain?
11. What action *should* Harry take at this point?

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12. Do you think he will show fortitude?

Analyze Analyze the key paragraph.

Key Passage, p. 227

"So we were right, it *is* the Sorcerer's Stone, and Snape's trying to force Quirrell to help him get it. He asked if he knew how to get past Fluffy—and he said something about Quirrell's 'hocus-pocus' – I reckon there are other things guarding the stone apart from Fluffy, loads of enchantments, probably, and Quirrell would have done some anti-Dark Arts spell that Snape needs to break through" (p. 227).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a narrative about a real or imagined time in your life when you were falsely accused of something you did not do. Explain the situation in detail using well-organized event sequences. Then reflect. What did this situation teach you about how to treat others?

After writing your narrative, work with your classmates to find a narrative in literature that has similar themes. What did the characters in that story do? Did yours act the same way? What can you learn by comparing the two?

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

Students should work on their presentation for the class explaining the opportunities the institution will offer, how a student can attend the program, the costs, and other relevant information. If technology is available, the student can present this in a PowerPoint presentation.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 17

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What have been the steps of Harry's heroic journey thus far?
This is a good time to review the heroic journey in *Harry Potter and the Sorcerer's Stone* so far, as we have moved through the ordinary world, the call to adventure, the reluctance and avoidance of the call, the mentorship, crossing the threshold, approaching the inmost cave with the Mirror of Erised, the night wanderings, the Quidditch match, and the dragon subplot. These approaches are getting us ready for the ordeal and the road back. Review the progression so far, and prepare for the very fast crisis that will develop with an even faster resolution.

Now is a great time to make a bookmark of the heroic journey of Harry Potter. Begin this now and fill it in during the remainder of the week, or do this as a cumulative assignment at the end of the week.

Ordinary World	Harry is living with the Dursleys in the cupboard under the stairs.
Call to Adventure	The invitations from Hogwarts at first arrive through the heralds of the owls and then through Hagrid.
Reluctant / Refuse the Call	Harry thinks this is a mistake, can't imagine this is for him, is reluctant, and then goes along.
Mentors	Hagrid, Albus Dumbledore, Gryffindor, Hogwarts teachers
Cross the Threshold	Diagon Alley, moving through to the train ride
Tests, Allies, Enemies	influencing the Sorting Hat Ron, Hermione, Neville, other Gryffindors Malfoy, possibly Snape
Approach the Inmost Cave	Mirror of Erised
Ordeal	Fluffy, Devil's Snare, Room of Flying Keys, Chess Game, Potion Challenge, facing Quirrell and Voldemort to save

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	the stone
Reward	the stone in his pocket
The Road Back	Finds out it was Quirrell all along and confronts Voldemort in great pain, and holds on until he passes out.
Transformation	Harry knows of his mother's love and her sacrificial death.
Return with what you take out of this experience	The boy who lived has defeated evil once again.
Outcome	Good overcomes evil, precisely because it is good.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

stutter (228)	shifty (229)	stifling (231)	hatched (233)	lullaby (237)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 228-241, Chapter 14, "Norbert the Norwegian Ridgeback"

Setting	Characters	Pages
Hogwarts	Harry, Ron, Hermione, Quirrell, Fluffy	228-229
the Library	Harry, Ron, Hermione, Hagrid	229-230
	Harry, Ron, Hermione	230-231
Hagrid's Hut	Harry, Ron, Hermione, Hagrid	231-233
Hogwarts, the morning of the dragon hatching	Harry, Ron, Hermione, Malfoy	234
Hagrid's hut, the day the dragon hatches	Harry, Ron, Hermione, Hagrid, baby dragon, Malfoy	234-235
Hagrid's hut, while the dragon grows	Harry, Ron, Hermione, Hagrid, Norbert	235-236
the Gryffindor common room	Harry, Ron, Hermione, Hedwig	236-238
hospital wing	Harry, Ron, Hermione	238-239
Hagrid's hut	Harry, Hermione, Hagrid, Fang, Norbert	239
Hogwarts castle at night	Harry, Hermione, Norbert, Malfoy, Professor McGonagall	239-241
the astronomy tower, midnight	Harry, Hermione, Charlie's friends, Norbert	241
the stairway to the astronomy tower, after midnight	Harry, Hermione, Filch	241

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Fluffy is still guarding the trapdoor, so Harry and friends assume the stone is safe.
- Hermione starts nagging her friends to study for year-end exams.

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- While studying in the library, they run into Hagrid, who is mysteriously reading books about dragons.
- Suspicious, they go to Hagrid's hut and discover that he is trying to hatch an illegal dragon egg.
- Hagrid tells Harry, Ron, and Hermione that, in addition to Fluffy, the stone is being guarded by enchantments put there by Professors Sprout, Flitwick, McGonagall, Quirrell, Snape, and Dumbledore.
- When the dragon hatches, Malfoy is spying through the window and sees it.
- Hagrid names the baby dragon Norbert, and the kids try to figure out what to do with it so Malfoy won't tell.
- They write to Ron's brother, Charlie, who arranges to pick up the dragon.
- In the meantime, Ron gets bitten while trying to help Hagrid take care of Norbert, and has to go to the hospital wing.
- By accident, Malfoy finds the letter from Charlie, so now they have to worry about that.
- Using the invisibility cloak, Harry and Hermione sneak Norbert up to Charlie's friends.
- On the way, they are thrilled to see McGonagall catch Malfoy out of bed at night.
- However, after dropping off Norbert, Harry and Hermione leave the invisibility cloak at the top of the astronomy tower and are caught by Filch.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Courage is risk for a reason. What reasons do Harry, Ron, and Hermione give for their behavior in this chapter?
2. What is the primary method of discovering knowledge in the magical world?
3. How does Harry plan to solve the Norbert problem?
4. Why do you think Malfoy is so determined to get Harry in trouble?
5. When is breaking the rules the right thing to do?
6. Is Harry a good friend? Is that part of his heroic journey?
7. Does it require courage to be a good friend? Do you have to be intentional to achieve it?
8. How does Rowling build suspense through the use of rising action in the novel?
9. Where would the Norbert incident fall in Harry's Heroic Journey?

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10. What kind of person is Hagrid? Does he show fortitude? Has he been dependable throughout the book?
11. What house do you think Hagrid was in when he was a student at Hogwarts?
12. Why is it important to take courageous risks?
13. Do Harry and Hermione deserve to get caught? Why or why not?
14. What should their punishment be?

Analyze Analyze the key paragraph.

Key Paragraph, p. 237

"Dear Ron,

How are you? Thanks for the letter—I'd be glad to take the Norwegian Ridgeback, but it won't be easy getting him here. I think the best thing will be to send him over with some friends of mine who are coming to visit me next week. Trouble is, they mustn't be seen carrying an illegal dragon.

Could you get the Ridgeback up to the tallest tower at midnight on Saturday? They can meet you there and take him away while it's still dark.

Send me an answer as soon as possible.

Love,

Charlie" (p. 237).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

A Risk on Your Heroic Journey

Write about a time when you risked something important to help a friend. Explain the situation. Discuss your dilemma and describe the thought process you went through in making your decision to be of service. Engage and orient the reader by setting out a problem and establishing your point of view. What did you stand to lose? How did things work out in the end? How did this affect your relationship? Use event sequences and well-chosen details to show if it had an effect on future relationships.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 18

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
b.) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the history of the unicorn?
The unicorn is a sacred and magical creature in the mythologies of India, Egypt, Rome, Israel, and many other countries. Unicorns were noted for their strength, purity, and innocence, but also for their ability to heal the body and the soul. These amazing healing properties led to many myths about the special healing properties that the parts of their bodies might have. Often, this would make the unicorn the lore of hunters.

What is the significance of the name Firenze?
The centaur that chooses to help Harry, Firenze, shares his name with the Italian city we know as Florence. Florence was the center of the Renaissance, which means "rebirth"—a movement that encouraged the rebirth of classical ideas of science, art, and religion. The connection to our centaur friend? Firenze, like many Renaissance men, chooses to stand up to his contemporaries and embrace new ideas. Namely, that centaurs and man can work together, and perhaps change the future that they read in the stars.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

astronomy (242)	ajar (246)	leering (248)	strode (249)	hoisted (251)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 242-261, Chapter 15, "The Forbidden Forest"

Setting	Characters	Pages
Professor McGonagall's	Harry, Hermione, Filch, McGonagall, Neville	242-244

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study, 1st floor		
the first years boys' dormitory	Harry, Neville	244
Hogwarts	Harry, Hogwarts students, Ron, the Quidditch team, Hermione, Neville	244-246
an empty classroom, a week before exams	Harry, Quirrell, another mysterious person	246
the library	Harry, Hermione, Ron	246-247
the breakfast table	Harry, Hermione, Neville	247-248
Hogwarts at 11 pm	Harry, Hermione, Neville, Malfoy, Filch	248
the Forbidden Forest	Harry, Hermione, Neville, Malfoy, Hagrid, Fang	248-251
	Hagrid, Harry, Hermione	251
	Hagrid, Harry, Hermione, something in the forest that shouldn't be there	251-252
	Hagrid, Harry, Hermione, Ronan the centaur	252-253
	Hagrid, Harry, Hermione, Ronan and Bane the centaurs	253-254
	Harry, Hermione	254-255
	Harry, Hermione, Neville, Malfoy, Hagrid, Fang	255
	Harry, Malfoy, Fang	255-256
	Harry, Malfoy, Fang, the dead unicorn, a cloaked figure	256
	Harry, the dead unicorn, a cloaked figure, Firenze	256-257
	Harry, Firenze, Ronan, Bane	257-258
	Harry, Firenze	258-259
	Harry, Firenze, Hagrid, Hermione	259
the Gryffindor Common Room	Harry, Hermione, Ron	259-261

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Filch takes Harry and Hermione to McGonagall's office, where she appears with Neville in tow.
- Apparently, Neville had come to warn Harry and Hermione that Malfoy was going to try to trick them.
- McGonagall assumes that Harry and Hermione were trying to play a joke on Malfoy and Neville got tangled in the middle.
- McGonagall takes 50 points *each* from Gryffindor, which ruins their chance for the house cup.
- Gryffindors, Hufflepuffs, and Ravenclaws are all furious with Harry, Hermione, and Neville, because they've practically assured that Slytherin will win the cup.
- Harry vows not to interfere in anything else that isn't his business, but is distracted by a conversation he overhears involving Quirrell.

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- Quirrell is begging someone, but finally gives into the demands being put on him.
- Harry, Ron, and Hermione assume it is Snape, and Quirrell has shared the secret of his enchantment with him.
- They consider going to Dumbledore, but decide they don't have enough proof to do anything.
- The next morning, McGonagall sends Harry and Hermione a note saying that their detentions will be that night.
- Harry, Hermione, Neville, and Malfoy all end up helping Hagrid search the Forbidden Forest for an injured unicorn.
- After a series of events, including a practical joke Malfoy plays on Neville, Harry and Malfoy find the unicorn being attacked by a terrifying creature in a cloak.
- Malfoy runs, and Harry's scar burns as the creature approaches him.
- Harry is saved by a centaur named Firenze. Other centaurs object, saying they should not be involved in human affairs.
- Firenze tells Harry that it is a great crime to drink the blood of a unicorn; it will keep the drinker alive, but only to lead a cursed life.
- The centaur reveals that the unicorn slayer is only trying to stay alive long enough to drink the Elixir of Life produced by the sorcerer's stone and hints that the evil creature is Voldemort.
- When Hermione and Harry get back to the common room, they wake Ron and tell him everything.
- Harry is convinced that Voldemort will get the stone and then come to kill Harry.
- When Harry gets back to his bed, he finds the invisibility cloak he lost, with a note that says "Just in case."

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Based on the information she has, is McGonagall's decision to deduct the 150 points from Gryffindor fair?
2. Why doesn't Harry tell McGonagall the truth about Norbert?
3. Has Professor McGonagall proven to be courageous throughout the book? Should Harry trust her?
4. Is Harry's decision to stop getting involved a courageous one?
5. Why does Malfoy continue to bully Neville even while they're in the middle of a dangerous situation?

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6. Why is Malfoy such an unsettling character? Does he follow his impulses and emotions? Will he ever catch on to the meaning of "Courage requires Fortitude"?
7. Is astrology a logical thing to base your decisions on?
8. Why does Rowling include centaurs at this point of the story, instead of letting Harry confront Voldemort on his own?
9. Why does Firenze decide to go against the other centaurs to help Harry?
10. Would you drink unicorn blood?
11. What does this new information reveal about the mysterious Voldemort?
12. Is Voldemort courageous? Why or why not?
13. Who returned the invisibility cloak to Harry?
14. Given all of his new information, what will Harry decide to do next? Will it require more courage than the previous chapters?

Analyze Analyze the key paragraph.

Key Passage, p. 251-252

"Hagrid seized Harry and Hermione and hoisted them off the path behind a towering oak. He pulled out an arrow and fitted it into his crossbow, raising it, ready to fire. The three of them listened. Something was slithering over dead leaves nearby: it sounded like a cloak trailing along the ground. Hagrid was squinting up the dark path, but after a few seconds, the sound faded away" (p. 251-252).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Approaching Your Innermost Cave

Today, as Harry travels further along on his hero's journey, he comes face to face with his biggest fear.

Discuss a time when you faced a large fear. Explain the situation and the setting. Then describe the outcome. **Use narrative techniques such as dialogue, pacing, description, and reflection to tell your story. Did things happen the way you imagined they might? Did you react in a way that made you proud? Or, did you end up wishing you had reacted differently? Did facing your fear require a special kind of courage? What did you learn from this incident? Will you react similarly or differently the next time?**

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

Students should work on their presentation for the class explaining the opportunities the institution will offer, how a student can attend the program, the costs, and other relevant information. If technology is available, the student can present this in a PowerPoint presentation.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 19

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Harry's ordeal?
In the heroic journey, as we approach the conflict, we reach the central crisis and the hero finds her or himself in the horrible mess he or she most feared – the ordeal has come and the hero must summon everything heroic in the self to get through it. Harry with Ron and Hermione approach Fluffy and the chess game and move on their way to the inevitable ordeal where Harry must face Voldemort. They get past Fluffy, barely survive the chess game, and are about to succeed.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fret (263)	frantically (267)	assured (268)	omen (273)	ghoulie (274)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 262-274, Chapter 16, "Through the Trapdoor"

Setting	Characters	Pages
Hogwarts, hot weather, exam time	Harry, Fluffy, Professor Flitwick, Professor McGonagall, Neville, Ron, Hermione	262-263
the Hogwarts grounds, after the History of Magic exam	Harry, Hermione, Ron, Weasley twins, Lee	263-265
Hagrid's Hut	Hagrid, Harry, Ron, Hermione	265-266
Hogwarts Entrance Hall	Harry, Ron, Hermione, Professor McGonagall	266-268
	Harry, Ron, Hermione	268
	Harry, Ron, Hermione, Snape	268-269
on the steps outside Hogwarts	Harry, Ron, Hermione	269

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the third-floor corridor	Harry, Ron, McGonagall	269
Gryffindor common room	Harry, Ron, Hermione	270-271
later that night, in the common room		271-272
	Harry, Ron, Hermione, Neville	272-273
the corridors of Hogwarts	Harry, Ron, Hermione, Mrs. Norris, Peeves	273-274

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Somehow, Harry gets through their very stressful exams, even though he's constantly afraid that Voldemort will arrive to kill him.
- Harry's scar constantly hurts, which he thinks is a warning of perpetual danger.
- Harry suddenly realizes that he needs to talk to Hagrid.
- When he questions Hagrid, he finds out that he told the stranger who gave him Norbert's egg that it was easy to get by Fluffy if you played him some music.
- They decide to go to Dumbledore, but McGonagall tells them that Dumbledore has been called to the Ministry of Magic in London.
- Harry tries to tell McGonagall his theory about the stone, but McGonagall tells him he's being ridiculous and that the stone is well guarded.
- They decide that Hermione will follow Snape to keep an eye on him, and Ron and Harry will watch the third-floor corridor.
- However, a furious McGonagall catches the boys and sends them to the common room, and Snape sees through Hermione and sends her back too.
- The three decide to sneak out under the invisibility cloak when everyone is asleep.
- Neville tries to stop them, and Hermione puts a body-binding curse on him. They feel terrible, but keep going.
- They almost get caught by Mrs. Norris, then Peeves. Harry pretends to be an invisible Bloody Baron and scares Peeves off.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Rowling mention that the weather is extremely hot?

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2. How do you deal with big tests or exams? Is it intimidating to be tested in a subject that is difficult for you? Does it take courage to learn about something new?
3. Why do you think Harry's scar hurts all the time?
4. What lesson can we learn from Hagrid about keeping secrets?
5. How does Rowling build the action leading up to the ordeal that's fast approaching for Harry?
6. Courage leads me to consider the heroic journey: is Harry approaching an important part of his journey? How should he prepare mentally? What do you think he should anticipate?
7. Why does McGonagall ignore Harry's fears?
8. Have you ever been frustrated by an adult ignoring a worry or fear that you had?
9. What quality does Neville show in standing up to Harry and his friends? Does Neville demonstrate courage? Is he what you imagine a hero to look like? Can heroes come in different forms?
10. What is wrong with Harry's plan?
11. What alternatives did Harry have at this point? Was there a more moderate course?

Analyze Analyze the key paragraph.

Key Passage, p. 272

"'Don't you call me an idiot!' said Neville. 'I don't think you should be breaking any more rules! And you were the one who told me to stand up to people!'" (p. 272).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Courage requires we moderate our impulses and emotions. Even though Harry, Ron, and Hermione are probably Neville's closest friends, he finds the courage to stand up to them when he believes he is right. He encourages them to follow the rules because breaking them will hurt all of the Gryffindors.

Write about a time when you tried to stop a friend (or, when a friend tried to stop you) from making a bad decision. Explain the situation using specific details. What decision was ultimately made, and what were the consequences? Was your friend (or were you) grateful for the advice, or did it hurt your friendship? When writing, use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

Students should share their presentations with the class about the educational opportunities they chose to research and study.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 20

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is chess?
No one is really sure who invented chess, but it has been played for over a thousand years all around the world. It is a game of skill and strategy that has been used to teach kings, generals, and soldiers the art of war and scholars the art of patient logic. Its current pieces can tell the careful observer a lot about life in medieval Europe. Each piece stands for a different social class, and the moves they can make tell a lot about that group's power in society. For example, the pawns outnumber all the other pieces, but have the least amount of power, as did European serfs. The queen has many moves she can make, but can ultimately be scarified to save the king.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cease (275)	impress (275)	flailing (278)	pounced (283)	logic (285)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 275-287, Chapter 16, "Through the Trapdoor"

Setting	Characters	Pages
the third-floor corridor	Harry, Ron, Hermione, Fluffy	275-276
through the trapdoor, Pomfrey's Devil's Snare room	Harry, Ron, Hermione	276-278
Flitwick's Flying Key Room	Harry, Ron, Hermione	279-281
McGonagall's Chess Room	Harry, Ron, Hermione	281-284
Quirrell's Troll Room	Harry, Hermione, an unconscious troll	284
Snape's Potions Room	Harry, Hermione	284-287

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the last room	Harry and someone who isn't Snape or Voldemort	287

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Harry, Ron, and Hermione get to the room with Fluffy and discover someone has already gone through the trapdoor.
- They keep him asleep with Hagrid's flute and go through the trapdoor.
- The boys land in a plant that Hermione recognizes as Devil's Snare, but she panics. Luckily, Harry and Ron keep their heads and tell her to start a fire to get them out of trouble.
- The next room has a series of flying keys. On brooms, they have to catch the proper key to unlock the next door.
- Then, they enter McGonagall's transfigured chess set room, where they have to play to get across. Ron sacrifices himself so the other two can go on.
- Harry and Hermione find a troll who has already been knocked out.
- The next room is a logic puzzle involving potions. Hermione figures out the puzzle, and takes the potion to go back to help Ron.
- Harry takes a potion that lets him go forward.
- He enters the final room, and someone is already there.
- Neither Snape nor Voldemort appears to be the person trying to get to the sorcerer's stone.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Once they see that Fluffy has been compromised, what would have been the best thing for Harry, Ron, and Hermione to do?
2. Why do you think Hermione temporarily forgets that she's a witch? Does she show courage when helping Ron?
3. Would any of the three have been able to get through the tests on their own? How does this scene showcase people living for purposes bigger than themselves and their wants and needs?

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4. Of the three, who do you think exhibits the most courage in this part of the story? Why?
5. Do you think you could have solved the logic puzzle?
6. Do your friends balance you the way that Ron, Harry, and Hermione balance each other? Do they show courage? Do you have shared goals that you work toward together?
7. Do the tasks that these three face remind you of any mythological tasks faced by others in the past?
8. Does Rowling give any clues as to who the mystery person at the end of the chapter might be?
9. Will it take courage for Harry to move forward alone?
10. Why is courage needed now more than ever?
11. What makes this scene so climatic?

Analyze Analyze the key paragraph.

Key Passage, p. 283-284

"He stepped forward, and the white queen pounced. She struck Ron hard across the head with her stone arm, and he crashed to the floor – Hermione screamed but stayed on her square—the white queen dragged Ron to one side. He looked as if he'd been knocked out.

Shaking, Harry moved three spaces to the left. The white king took off his crown and threw it at Harry's feet. They had won. The chessmen parted and bowed, leaving the door ahead clear. With one last desperate look back Ron, Harry and Hermione charged through the door and up the next passageway" (p. 283-4).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Your Ordeal

In this chapter, our hero enters the ordeal—he is on the final stretch to confronting evil. **Write about a time when you were in the final stretch of completing something difficult. Did it require courage? Did you do it on your own or with the help of friends? Explain the situation.**

Provide well-chosen details and descriptions that that make your readers root for your success. Use precise words and phrases and sensory language to create a strong picture of your experience.

Close Close by extending today's lesson to life and the world.

Community Connection – Continuing Education

As Harry enters into the wizarding world, he has to face new challenges and learn new skills. As our students enter the adult world, they will need to decide how they are going to embark on future heroic journeys, and what paths they will take.
Over the next few weeks, this is a great opportunity for students to explore the many paths open to them in the world of education. Students should share their presentations with the class about the educational opportunities they chose to research and study.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 21

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does Harry's heroic journey end?
The heroic journey draws to an end when the hero has survived the ordeal and won. The hero now claims victory and leaves with the hero's reward with which he or she can celebrate. After the confrontation with Quirrell and the re-appearance of the Mirror of Erised, the stone is in Harry's pocket: he has his reward, he has won. But the story isn't over yet.

The road back tells us what our hero has learned: has he or she really changed? In this journey, has his old self really been reborn as the new hero? This is where we really see it – is there a real transformation when everything depends on it? Harry has the stone, but now, in great pain, he must face Voldemort wrapped under Quirrell's headdress. This is the real test for Harry. He stands up to the pain, from which he passes out and awakens three days later.

The heroic journey ends with what the hero learned out of all of this. The outcome is, in simplest terms, what the hero has learned. Harry learns of his mother, his family, his history, and his destiny. This would be a great time to complete the heroic journey bookmark or otherwise review the heroic journey in Harry Potter as a whole. The last stages come very quickly at the end in this novel.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

twitching (288)	master (290)	value (294)	confiscated (296)	knack (297)

READ

Review Review the timeline from the beginning everyday.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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p. 288-309, Chapter 17, "The Man with Two Faces"

Setting	Characters	Pages
Dumbledore's room with the Mirror of Erised	Harry, Quirrell	288-293
	Harry, Quirrell, Voldemort	293-295
the hospital wing, three days later	Harry, Dumbledore	295-301
	Harry, Madam Pomfrey, Ron, Hermione	301-302
the next day	Harry, Madam Pomfrey, Hagrid	303-304
the Great Hall, the end-of-year feast	Harry, Dumbledore, all Hogwarts students and staff (except Quirrell), Malfoy, Ron, Percy, Hermione, Neville	304-307
the way back to the Ordinary World	Harry, Hermione, Ron, Neville, Goyle, Fred, Hagrid	307-308
King's Cross Station, in the muggle world	Harry, Hermione, Ron, Neville, Goyle, Fred, Hagrid, Ginny, Mrs. Weasley, Uncle Vernon, Aunt Petunia, Dudley	308-309

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In the final room, Harry finds Quirrell.
- He finds out Quirrell was behind everything: the misbehaving broom at the Quidditch match, the troll on Halloween, and the unicorn killings.
- Quirrell can't figure out how to use the Mirror of Erised to find the stone.
- Quirrell tells Harry that his master (presumably Voldemort) is always with him.
- Harry tries to figure out how to get the stone before Quirrell, and a voice from beneath Quirrell's turban says to use Harry to find it.
- When Harry looks in the mirror, he sees himself finding the stone to keep it away from Quirrell and feels it fall into his pocket.
- He lies to Quirrell about what he sees in the mirror.
- The voice from the turban tells Quirrell to let Harry speak to him.
- Quirrell unwinds his turban and Harry is face-to-face with Voldemort, fused to the back of Quirrell's head.
- Voldemort tells Harry that his parents put up a fight; his father died first and his mother sacrificed herself unnecessarily.
- Harry tries to run. When Quirrell touches Harry, both experience blinding pain. Harry passes out.
- Harry wakes up three days later in the hospital wing, looking up at Dumbledore.
- Dumbledore tells him that he arrived just in time to save Harry and that Quirrell is dead.
- Dumbledore says that the sorcerer's stone is destroyed, and Nicholas Flamel and his wife, Perenelle, will soon be experiencing life's next great adventure – death.

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- Harry finds out that Voldemort (Dumbledore always uses that name) is still out there and left to die.
- Dumbledore won't tell Harry why Voldemort tried to kill him, but says that he believes Harry survived because of the love his mother had for him when she died to save him.
- Dumbledore had the invisibility cloak that belonged to Harry's father and passed it on to him.
- Dumbledore also tells Harry that Snape hated his father because his father once saved Snape's life.
- The key to finding the stone was to want to find it, but not use it.
- Harry tells Ron and Hermione everything.
- Hagrid shows up to apologize and to give Harry a scrapbook containing pictures of his parents.
- At the end-of-the-year banquet, everyone is down because Slytherin has won the house cup. However, Dumbledore awards Ron, Harry, Hermione, and Neville extra points for their bravery, and Gryffindor ends up winning.
- Harry returns to the ordinary world with the Dursleys, already looking forward to returning to his second year at Hogwarts.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary
Add to your wizarding vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map
Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What devious methods did Quirrell use to divert suspicion from himself throughout the novel?
2. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs. Which characters made choices in this chapter that were beyond their own well-being?
3. How was fortitude essential in Harry's survival of his ordeal?
4. Do you agree with Dumbledore that "to the well-organized mind, death is but the next great adventure" (pg. 296)?
5. Is Dumbledore correct when he says that "The truth… is a beautiful and terrible thing, and should therefore be treated with great caution" (pg. 298)?
6. Is it always best to tell the truth? Why or why not?
7. What qualities make Dumbledore a good teacher and headmaster? Does it take courage to be a great leader?

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8. How did Neville prove that he is a true Gryffindor? Was he rewarded for his courage and risk with reason?
9. Why was the banquet Harry's best day ever, rather than the day he defeated Voldemort?
10. Do you think this is a preview of more to come? Will Harry and his friends have to continue showing courage, teamwork, and fortitude?
11. Why is it necessary for our hero to return to the ordinary world?

Analyze Analyze the key paragraph.

Key Passage, p. 306

"'First - to Mr. Ronald Weasley…'

Ron went purple in the face; he looked like a radish with a bad sunburn. '…for the best played game of chess Hogwarts has seen in many years, I award Gryffindor house fifty points.'

Gryffindor cheers nearly raised the bewitched ceiling; the stars overhead seemed to quiver. Percy could be heard telling the other prefects, 'My brother, you know! My youngest brother! Got past McGonagall's chess set!'

'Second - to Miss Hermione Granger… for the use of cool logic in the face of fire, I award Gryffindor House fifty points.'

Hermione buried her face in her arms; Harry strongly suspected she had burst into tears. Gryffindors up and down the table were beside themselves – they were a hundred points up.

'Third – to Mr. Harry Potter…' said Dumbledore. The room went deadly quiet. '…for pure nerve and outstanding courage, I award Gryffindor house sixty points.'

The din was deafening. Those who could add up while yelling themselves hoarse knew that Gryffindor now had four hundred and seventy-two points – exactly the same as Slytherin. They had tied for the house cup – if only Dumbledore had given Harry just one more point.

Dumbledore raised his hand. The room gradually fell silent.

'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'" (p. 306).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Your Greatest Triumph

Write a paragraph about your greatest triumph in life so far. Describe the triumph and the effort it took to get there. Use details and well structured event sequences. Were the rewards internal or external - were you the only one that celebrated your success, or did others participate in the ceremony as well? What did you learn about yourself from this triumph? How did it change your life and the way you view life? End your paragraph with a conclusion about what was experienced and resolved.

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Character Based Literacy Program 60-Minute Lesson Plan
Harry Potter and the Sorcerer's Stone, Day 22

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
b.) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write an autobiographical narrative or story, following the formula of a heroic journey. It should contain a theme of courage.

In reading Harry Potter, you have followed Harry and his peers on an adventurous heroic journey. They take calculated risks and succeed by moderating their impulses and emotions and placing the needs of others in front of their own. In each of your daily writing tasks, you have written about your own heroic journey.

To complete your essay, follow these steps:

1. Re-read all of your journal entries. Choose 7 that go together to tell a story of your heroic journey. Sort them out and put them in chronological order. These will serve as the body of your rough draft.

2. Re-read the handouts on the steps of a heroic journey with examples provided for *Harry Potter.* Label your chosen writing tasks with the heroic journey steps they correspond to such as ordinary world, call to adventure, reward, etc. You may not have experiences of all of the stages, so it's alright if only some of them are experienced.

3. End with a reflective conclusion that includes a discussion of the transformation that occurred, what you returned with from the experience, as well as the outcome. Use effective narrative techniques such as dialogue and well chosen details. The writing task from Day 20 might be a good place to start in wording your outcome.

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4. Sequence your paragraphs according to the steps of the Heroic Journey and the definition of “Courage Requires Fortitude”. Re-read your autobiography in its entirety, adding connecting sentences where necessary.

5. Write a rough draft of your story.

6. Trade papers with another student for editing. Your partner will complete the following sentences:

    A. The heroic journey stage I enjoyed most about your story was _____because_____.
    B. It is clear that what you got out of this experience is _____.
    C. I would like to hear more about _____.
    D. I would like clarification on _____.

7. Create a final writing product for your portfolio.

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