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12 May 2015
Professor Warner
English 112B

Unit of Study Science Fiction

HARRY POTTER:

Vocabulary

Understanding the vocabulary of a text is essential. The HP series uses words such as apothecary, ashen, and swarthy, which can be difficult for junior high students to understand first hand. Not knowing might discourage a teenager to lose interest in what he or she is reading. It is crucial for educators to introduce a list of vocabulary words which might throw off a student while reading. Especially for those already opposed to reading.

We will review a list of vocabulary words to start off. Each will circle the words already known then underline the new one. This way I could get a feel of their understanding and work from there to expand it. I will include the use of quick flash cards then keep them up for use when the word actually presented itself within the text.

Understanding each character

Harry Potter features an array of characters ranging from the small house elf Dobby to the very large Hagrid. With so many characters being mentioned in every chapter and book it is easy to lose track and become confused of who's who in the world of HP.

Students will create a list of main characters surrounding the main protagonist, Harry. The students could work hands on in groups to draw out a diagram connecting each character to another by association. Then rank them with stars as to who they consider a good guy vs. bad guy. This can create a further understanding of each character and it's always fun to work in groups!

The Read

Now that water has been tested and it feels right, it's time to jump in. Educators can begin reading out loud by taking turns and encouraging students reluctant readers to read short paragraphs.

I will alternate from reading to the class, to reading in small groups outside or anywhere spread out to allow comfort hearing. I am aware of the limited time within a class period therefore will assign the rest of the chapters not completed for reading as HW. This way the student gets a glimpse at the exciting read and will be interested in continuing.

Keeping a Journal

Reflecting on what was just read is a way to withhold information, writing it down is even better. Instructors should encourage students to jot down and keep a record of what they've made.

The students will be encouraged to annotate in their book in order to later reflect and produce a one to two paragraph summary of the text read. This will promote annotating and reduce the stigma of writing in books. This is also another way to give points out to students who are following instructions and completing work.

Short Quizzes

In order to promote the completion of assigned reading it is important for educators to monitor progression and present rewards of good grades to those following with the flow.

There will be weekly short quizzes set up with five multiple choice questions and five fill-in-the-blank, questions. I believe in monitoring progression in the classroom and by receiving scheduled assignments with grades it is a way for both the student and I to see where grades stand. The quizzes will be grades promptly after taken by a random classmate. The score will be collected then the quiz is to be handed back for review.

The Wrap Up

One of the most important parts of reading a book is the end. Instructors should touch on all that is learned and relate to that which can be related to and grow from there.

Students will write on paper place mats what it was they learned regarding injustice, striving on, friendship, family, deception, the importance of making difficult decisions, teamwork, and death. All of these strong issues are mentioned in the books and they can be easily relatable to real life. Once the student has written one of the above learned lessons their classmates will walk to another's place mat and write another and so on until time runs out. They can take this home and later return with all quizzes, character diagrams, and journal entrees in a neat organized folder.