




Write about the Character

Write one sentence containing your choice of figurative language about each character.

Violet Baudelaire 

Klaus Baudelaire 

Mr. Poe 

CAUSE AND EFFECT

Write about three story events and their effects in the graphic organizer below.

Story Events	Effects

IDIOMS

IDIOM: an expression that means something other than its literal meaning.

In the boxes next to each number, read each quote from the text. Circle the parts of the sentences that contain the idioms. Then, sketch the idiom's literal and figurative meanings. Finally, explain each idiom.

1. "In the time since the Baudelaire parents' death, Klaus had fallen by the wayside." (page 30)

LITERAL SKETCH

Figurative Language Find

Follow the arrows and instructions below.

Find a simile and write it below. Circle the "like" or "as".

Find an idiom and write it below. Sketch a picture of its literal meaning.

Find another simile and write it below. This time, underline the two things that are being compared.

"His eyes were shining brighter than they ever had, and he was still smiling as he'd just uttered a 'ke'."

Figurative Language

Below, read quotes from the text which contain figurative language. Then, circle the type of figurative language it is. Last, explain how you know.

Quote	Circle the Type of Figurative Language	I know this because...
1. "Sunny made a noise that sounded like an angry bird, and Klaus poked her up and held her."		
2. "The entire building sagged to the side, like a crooked tooth."		
3. "Count Olaf turned to Mr. Poe with a grin in his eye like an angry dog."		
4. "Klaus, when Sunny was born, did not like her at all, but by the time she was six weeks old the..."		

Round or Flat?

Round character:

- Are major
- Play main roles
- Encounter conflict
- Change and learn
- Are fully developed
- Are described in detail

Flat character:

- Are minor
- Play supporting roles
- Do not change

Character Interactions

In the left hand boxes, write about two characters' interactions from the story. (You may use different pairs of characters for each box.) In the right hand boxes, write what this tells you about the two characters.

Character	Round or Flat?	Justify your answer
Count Olaf		
Mr. Poe		
Justice Strauss		
Violet		
Klaus		
Sunny		
Mr. and Mrs. Baudelaire		
The hoodlums		

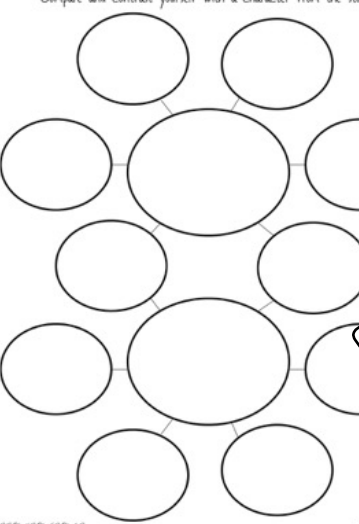
Settings and Emotions

Different settings evoke different emotions. Imagine you are in each of the following settings. Write a brief description of how you would feel in each. How does the setting affect your mood?


Setting	How it makes me feel

You vs. Character

Compare and contrast yourself with a character from the story.



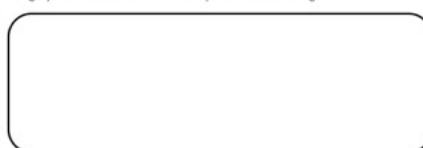
Round Character or Flat Character?

Violet 

How did these conflicts change Violet?

Setting: Using Imagery

Choose an interesting setting from the story. Write a descriptive paragraph of the setting below. Then, draw a detailed picture of the setting. Be sure that your imagery makes the reader able to truly visualize the setting.



Character Responses

Below, write about 3 events or challenges in the story. Then, write about a chosen character's response to each event or challenge. Finally, write what that reaction tells you about the character.

Event or Challenge	Character Response	What this tells me

22 READING RESPONSE ACTIVITIES:

- Creative activities perfect for direct instruction, team tasks, or independent work
- Focuses include character, setting, plot, figurative language, writing, and more
- Aligned with Common Core standards

ACTIVITY PACKET

The Bad Beginning

By Lemony Snicket



Name _____

Name _____

Culminating Project Choices

Now that you have completed *The Bad Beginning*, choose one of these final projects to do!

- SEQUEL:** Write a sequel to the book. What happens to the Baudelaire children next?
- ABOUT THE AUTHOR:** Research all about the author, Lemony Snicket. Write a biography about him.
- DEAR DIARY:** Choose a character in the book. Write about events in the book from his or her point of view, in the form of several diary entries.
- PLAY/WRITING:** Choose your favorite scene(s) from the story. Write it in the form of a play. Either read it to show to the class, or perform it in front of the class!
- BOARD GAME:** Create a board game which is themed around the novel. Be creative!

Table of Contents: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with any chapter	Use throughout the book	Use after finishing the book
		3	Activity Packet Page			
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	4	Comic Strip	X		
		5-6				X
		7	Cause and Effect			
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3		Character Traits	X		
			Character Interactions	X		
		10	Character Responses	X		
			Round or Flat?			X
		11-15	Round Character Analysis: Violet			X
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	16-17	Round Character Analysis: Klaus			X
		18	Setting: The Five Senses	X		
		19-20	Settings and Emotions		X	
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	21	Setting: Using Imagery	X		
		22-23	Figurative Language			X
		24-27	Similes			X
		28-31	Idioms			X
		32	Figurative Language Find		X	
33-34	Write about the Character		X			
Text vs. Movie	RL 3.7/RL 4.7/RL 5.7/RL 6.7	35	Book vs. Movie			X
Making Predictions	RL 3.10/RL 4.10/RL 5.10/RL 6.10	36	Reading Strategy: Predictions		X	

NEWS REPORT: Imagine you are a news reporter that is interviewing one of the characters from the novel. Write a script for it. With a partner, read it to show to the class, or perform it in front of the class!

PROBLEM SOLVING: Violet Baudelaire is a master inventor. In this project, you will lead! Think of a problem that you have encountered in your life. Invent something to solve that problem. Create it. Then, design an advertisement for what it does.

MOVIE POSTER: Design a movie poster advertising a movie based on the book.

SCULPTURE: Create sculptures, puppets, or models of the characters using material you choose. You could use a combination of paper, rocks, cardboard, old toys, sticks, or anything you can think of!

NEWSPAPER: Create a newspaper that is themed around the events in the book. It might include articles, advertisements, comic strips, and an advice column.

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ADDITIONAL RESOURCES:

- Table of Contents includes focus standard and tells you when to use what
- Activity Packet cover
- Culminating Project Choices for students to complete after the book

Instructions

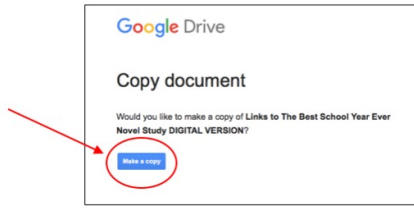
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

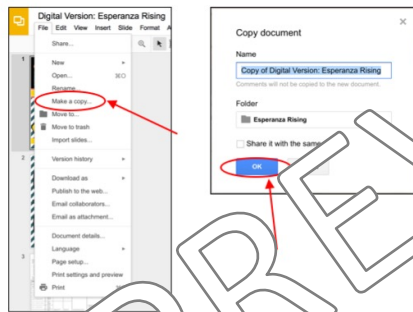
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

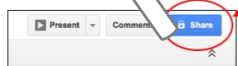


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

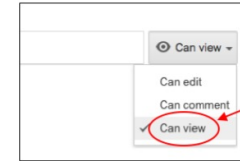


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



*Note: Sharing with students can also be done through Google™

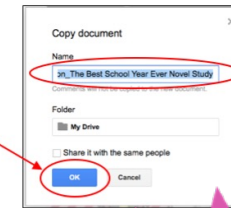
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress and finished products.

10. Don't forget that you do have the option to print the digital version in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers use both versions and that they end up using both versions.

11. There are places where students are not allowed to use iPads or tablets, this is easy to do. However, if you are in a place where iPads or tablets are under the "Insert" dropdown menu in Google™ Drive.

DIGITAL VERSION INCLUDED!

- Compatible with Google Drive
- Upon purchasing, you will receive instructions for how to get started right away!
- Digital version is in full color

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

MORE about the GOOGLE version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is not editable. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

Name Text here

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	Text here _____ _____	Text here _____ _____
2	Text here _____ _____	Text here _____ _____
3	Text here _____ _____	Text here _____ _____
4	Text here _____ _____	Text here _____ _____

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