

# Chapters 3 & 4

- ❖ **Quickwrite:** Do you know how to cook? If so, what do you know how to cook, and do you enjoy it? If not, what would you like to learn to cook?

All answer keys included!

- ❖ **Vocabulary:** Fill in the blanks.

1. The boy barely \_\_\_\_\_ his older brother, Sid, as Sid was a terribly mean bully.
2. My mother is very afraid of snakes, so when she saw one in the garden, she screamed with \_\_\_\_\_.
3. Some of the kids treated the new student so \_\_\_\_\_, that the teacher heard about it and gave them detentions.

- ❖ **True or False:** Mark T for True and F for False.

1. Sunny is forced to sleep \_\_\_\_\_ curtains. \_\_\_\_\_
2. Justice Strauss is just as mean as Count Olaf. \_\_\_\_\_
3. The children cook pasta for Count Olaf's guests. \_\_\_\_\_
4. The children love books. \_\_\_\_\_
5. Count Olaf hits Violet. \_\_\_\_\_

tolerated  
abominably  
revision



- ❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Choose two adjectives to describe Justice Strauss. Justify your choices with textual evidence.

2. If you were in the Baudelaire children's situation, what would you do? Explain.

3. At the end of Chapter 4, we read that the children cry all night long. In detail, explain why they are in such despair.



**COMPREHENSION WORK** for every two chapters, each containing:

- Quickwrite—Students free write and relate text to themselves.
- Vocabulary—Focus on 3 new words and practice with synonyms, antonyms, and context clues.
- Multiple Choice, True/False, or Sequencing—Basic comprehension skills.
- 3 Short and Long answer questions—A mix of comprehension and deeper analysis.

**despair**  
(noun)  
hopelessness



**trivial**  
(adjective)  
unimportant



**bleak**  
(adjective)  
depressing;  
dreary



**tolerate**  
(verb)  
endure  
put up with

**abominably**  
(adverb)  
terribly



**predicament**  
(noun)  
problem



**invade**

**Vocabulary Words and Definition**

Name \_\_\_\_\_

Chapters	Page #	Word	Definition
1-2	1	despair	hopelessness
	3	trivial	unimportant
	12	bleak	depressing, dreary
3-4	27	tolerate	endure; put up with
	38	abominably	terribly
	43	revulsion	dislike, horror and disgust
5-6	50	predicament	problem
	51	invaded	entered
	66	disgrace	to bring shame upon
7-8	71	notorious	widely and unfavorably known
	70	revenue	reward
	82	triumph	victory
	93	unsavory	distasteful
	97	despondent	gloomy and discouraged
	101	heinous	wicked
	109	catastrophe	disaster
	123	elaborate	extravagant, showy
	124	shudder	to convulse or tremble from horror or fear
13	135	treachery	dishonesty
	136	indignantly	fiercely
	142	aberrant	very wrong

Word  
**despair**

Definition  
hopelessness

Definition  
unimportant

Definition  
depressing; dreary

Definition  
endured;  
put up with

**VOCABULARY FOCUS:**

- Complete Vocabulary Lists provided, with and without definitions
- Vocabulary Word Wall Cards & Flash Cards for direct instruction, practice, and games

Name \_\_\_\_\_

### Learning Log for Chapters: \_\_\_\_\_

❖ **Main Idea** Give these chapters a new name.

\_\_\_\_\_

❖ **Details** Write two details from the chapters you just read.

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

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

❖ **Character Analysis** Choose a character. Write about one thing they said or did in the chapters you just read that you agreed or disagreed with. Justify your answer.

\_\_\_\_\_

\_\_\_\_\_

❖ **Figurative Language** Write one example of figurative language that you found in these chapters. Tell the type it is.

\_\_\_\_\_

\_\_\_\_\_

❖ **Illustration** In the box, draw your favorite scene from these chapters.

\_\_\_\_\_

Name \_\_\_\_\_

### Learning Log for Chapters: \_\_\_\_\_

❖ **Theme** Write a lesson that can be learned from the reading.

\_\_\_\_\_

❖ **Events** Write about the two most exciting events from the chapters you just read.

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

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

❖ **Character Analysis** Choose a character. Describe that character with one adjective. Explain why you chose that adjective.

\_\_\_\_\_

\_\_\_\_\_

❖ **Figurative Language** Below, write a creative figurative language sentence about someone or something from the chapters.

\_\_\_\_\_

\_\_\_\_\_

❖ **Setting** In the box, draw your favorite setting from the chapters.

\_\_\_\_\_

Name \_\_\_\_\_

### Learning Log for Chapters: \_\_\_\_\_

❖ **Mood** How did these chapters make you feel?

\_\_\_\_\_

❖ **Fact and Opinion** Write one fact and one opinion about the chapters you read.

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

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

❖ **Setting Analysis** Choose a setting. Describe that setting in detail.

\_\_\_\_\_

\_\_\_\_\_

❖ **Figurative Language** Look in the chapters you just read. Find a sentence that is full of imagery. Copy that sentence below.

\_\_\_\_\_

\_\_\_\_\_

❖ **Character Analysis** In the box, draw the character you found the most interesting.

\_\_\_\_\_

"I don't know if you've ever noticed this, but **first impressions** are often entirely **wrong**."

---





"If you are interested in stories with happy endings, you would be better off **reading something other than this**."

---

"They didn't understand it, but like so many unfortunate events in life, just because you **don't understand it** doesn't mean it isn't so."

---

"Sometimes, just saying that you hate something, and having someone **agree with you**, can make you **feel better** about a terrible situation."

The Bad Beginning BY Lemony Snicket Reference Bookmark	The Bad Beginning BY Lemony Snicket Reference Bookmark	The Bad Beginning BY Lemony Snicket Reference Bookmark	The Bad Beginning BY Lemony Snicket Reference Bookmark
<b>Plot</b> Three orphaned children must find a way to outsmart the evil Count Olaf.	<b>Plot</b> Three orphaned children must find a way to outsmart the evil Count Olaf.	<b>Plot</b> Three orphaned children must find a way to outsmart the evil Count Olaf.	<b>Plot</b> Three orphaned children must find a way to outsmart the evil Count Olaf.
<b>Setting</b> The story mainly takes place at Count Olaf's home.	<b>Setting</b> The story mainly takes place at Count Olaf's home.	<b>Setting</b> The story mainly takes place at Count Olaf's home.	<b>Setting</b> The story mainly takes place at Count Olaf's home.
<b>Characters</b> <ul style="list-style-type: none"> <li>Violet—the oldest Baudelaire who likes to invent.</li> <li>Klaus—the middle Baudelaire who loves to read.</li> <li>Sunny—the smallest Baudelaire who loves to bite Count Olaf—a despicable and greedy man.</li> <li>Mr. Poe—a busy banker.</li> </ul>	<b>Characters</b> <ul style="list-style-type: none"> <li>Violet—the oldest Baudelaire who likes to invent.</li> <li>Klaus—the middle Baudelaire who loves to read.</li> <li>Sunny—the smallest Baudelaire who loves to bite Count Olaf—a despicable and greedy man.</li> <li>Mr. Poe—a busy banker.</li> </ul>	<b>Characters</b> <ul style="list-style-type: none"> <li>Violet—the oldest Baudelaire who likes to invent.</li> <li>Klaus—the middle Baudelaire who loves to read.</li> <li>Sunny—the smallest Baudelaire who loves to bite Count Olaf—a despicable and greedy man.</li> <li>Mr. Poe—a busy banker.</li> </ul>	<b>Characters</b> <ul style="list-style-type: none"> <li>Violet—the oldest Baudelaire who likes to invent.</li> <li>Klaus—the middle Baudelaire who loves to read.</li> <li>Sunny—the smallest Baudelaire who loves to bite Count Olaf—a despicable and greedy man.</li> <li>Mr. Poe—a busy banker.</li> </ul>
			

## ADDITIONAL RESOURCES:

- Two sided student reference bookmarks
- 3 versions of Learning Logs to be used with any chapter

# STUDENT CHAPTER PACKET

## The Bad Beginning

By Lemony Snicket



Name \_\_\_\_\_

### Table of Contents

Resource	Pages
Student Reference Bookmarks <small>*Please print two - front-to-back.</small>	3-4
Vocabulary List with definitions	5
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Vocabulary Word Wall Cards	7-9
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### About the Learning Logs

The Chapter Learning Logs are templates that you can use for those sections that you feel need some extra analysis. They can also be used for early finishers. There are three versions included.

### About the Student Chapter Packet

- Quickwrite** - The students free-write here BEFORE reading the chapter. This gets their mind warmed up and think about the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.  
The teacher may choose to do this before or after the reading. I prefer to very quickly do this with the students first, and then tell the students to keep an eye out for new words we have learned as we read.

**Sequencing, or Multiple Choice-I** set is included in each

**Comprehension and Analysis**-You will find these questions are at all levels of Bloom's Taxonomy, so are great for differentiation if needed. Use them all or choose just a few for your students to work on.



**LOW ME** for more Novel Studies like this!

[Leave a review for TpT credits to be used for future purchases.](http://teacherspayteachers.com/Store/Nothing-but-Class)  
[teacherspayteachers.com/Store/Nothing-but-Class](http://teacherspayteachers.com/Store/Nothing-but-Class)

### LOW PREP and EASY ORGANIZATION =

- Teacher instructions and Table of Contents
- Student cover page to keep things organized

# Instructions

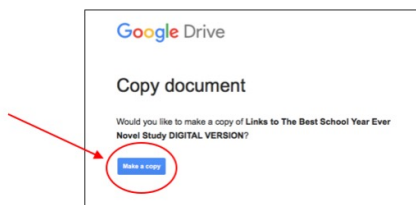
for Digital Version/Google™ Drive Document

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.

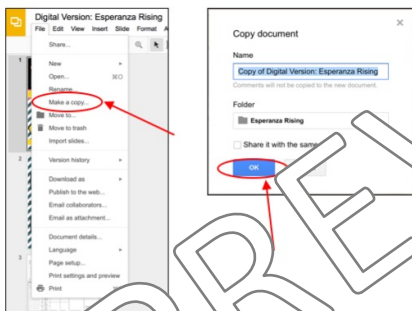
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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.

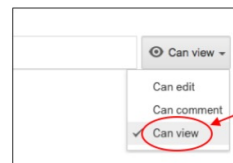


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

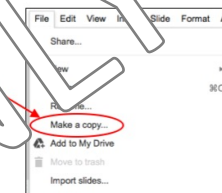


\*Note: Sharing with students can also be done through Google™

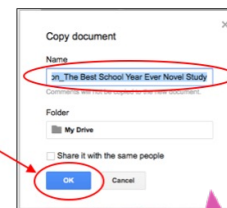
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 documents 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 classroom where iPads or tablets are under the "Insert" dropdown menu in Google™ Drive.

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

## 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

# 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

Digital Version: The Magician's Nephew Comprehension and Vocabulary

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was yesterday at 9:43

Background... Layout Theme... Transitions

12

Chapter 2: THE SILVER SHOE

13

Chapter 3: THE GOLDEN KEY

15

Chapter 4: THE GREEN GLASS SLIPPER

**Comprehension and Analysis** Answer the questions in complete sentences.

1. What is your opinion of Digory? Explain your thoughts, and use textual evidence to support your opinion.  
[Text here](#)

2. Use three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.  
[Text here](#)

3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?  
[Text here](#)

**Beyond:** Below, write about a time that you have done something adventurous, like Polly and Digory do. Illustrate your writing.  
[Text here](#)

2

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## 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.