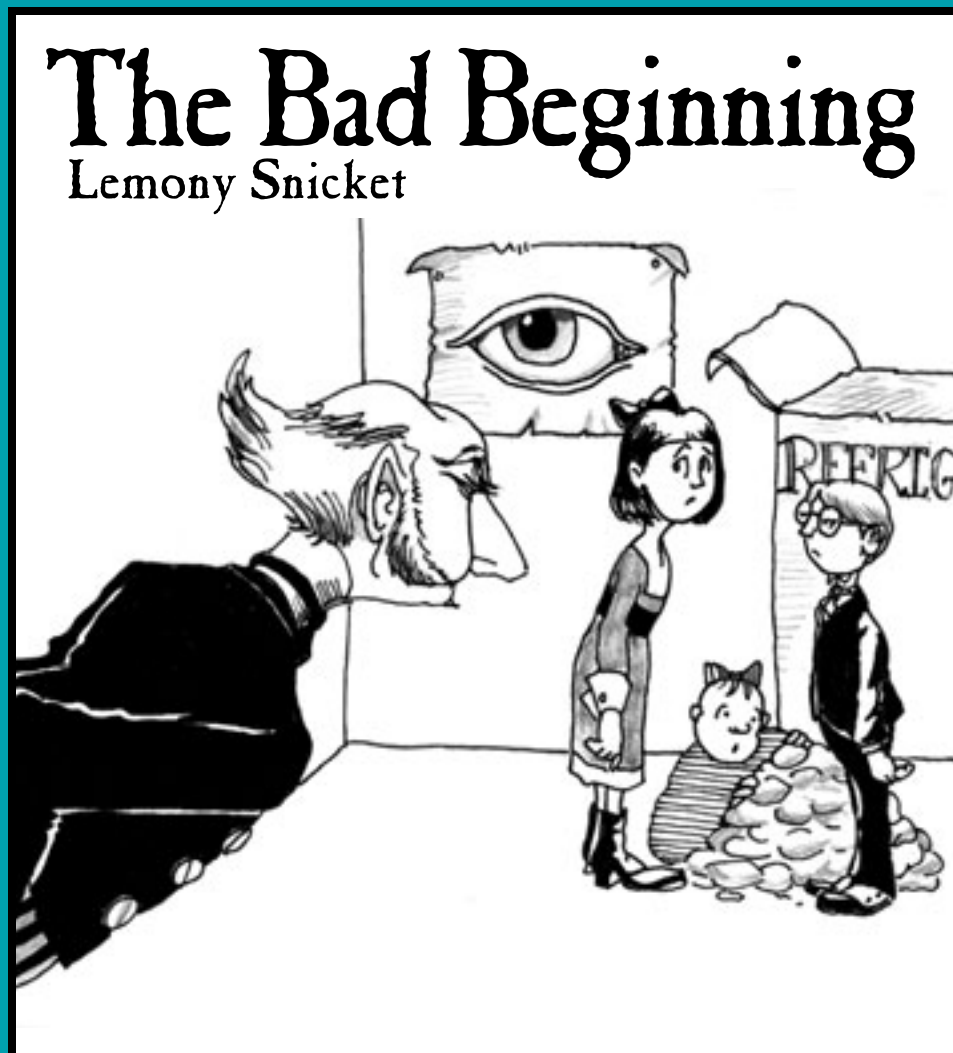


Novel•Ties



The Bad Beginning

Lemony Snicket

A Study Guide
Written By Garrett Christopher
Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS
P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2
Chapters 1, 2	3 - 5
Chapters 3, 4	6 - 8
Chapter 5	9 - 11
Chapters 6, 7	12 - 13
Chapters 8, 9	14 - 15
Chapters 10, 11	16 - 19
Chapters 12, 13	18 - 20
Cloze Activity	21
Post-Reading Activities	22 - 23
Suggestions For Further Reading	24
Answer Key	25 - 26

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of lessons to use in conjunction with a specific novel. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTERS 1, 2

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|----------------|-------------------------------------------------------------------|
| 1. humble | a. person appointed to carry out the directions of another's will |
| 2. perished | b. insignificant |
| 3. executor | c. run-down; ramshackle |
| 4. bleak | d. ugly in appearance or style |
| 5. grotesque | e. part broken off or detached |
| 6. trivial | f. modest; having a feeling of insignificance |
| 7. fragment | g. gloomy; dismal |
| 8. dilapidated | h. died; destroyed through violence |

.....

- The _____ house needs much more than a coat of paint and a new roof.
- The newspaper reported that five people _____ in the fire that broke out at the factory.
- No one recognized me dressed in my _____ witch's costume.
- As _____ of our father's estate, I will be able to make sure that all money is awarded to the right people.
- Having lived in a mansion, I can truly say that I prefer the comfort of my _____ cottage.
- The _____ stage set was perfect for a play about ghouls and goblins.
- A(n) _____ wound, such as a scratch, can become a major infection if it is not properly cleaned.
- One small _____ from a very old piece of pottery can provide information about its original form and purpose.

Read to find out about the tragic misfortune that befell the Baudelaire children.

Chapters 1, 2 (cont.)

- II. *Point of View*—Point of view in a book of fiction refers to the person telling the story. It could be one of the characters or it could be the author narrating the story.

From whose point of view is this story told?

What are the advantages and disadvantages of this point of view?

Why do you think the author has chosen this point of view?

- III. *Allusion*—An allusion is a reference in literature to a familiar person, place, object, event, or saying. Several of the major characters in this novel are named after famous literary figures—Charles Pierre Baudelaire and Edgar Allen Poe. Look up both of these writers in an encyclopedia or biographical dictionary. What was the mood or tone of their work? Why do you think the author alluded to them?

Writing Activity:

Pretend you are a newspaper reporter. Write an article about the spectacular fire that leveled the Baudelaires' enormous mansion. Include details from the story as well as those you imagine that are consistent with the story so far.