

A Series of
Unfortunate Events

The Bad Beginning (for special ed)

24 activities

5 questions/
chapter

Special Needs for Special Kids





These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers**. They were the best thing I ever did, and my students LOVED them.

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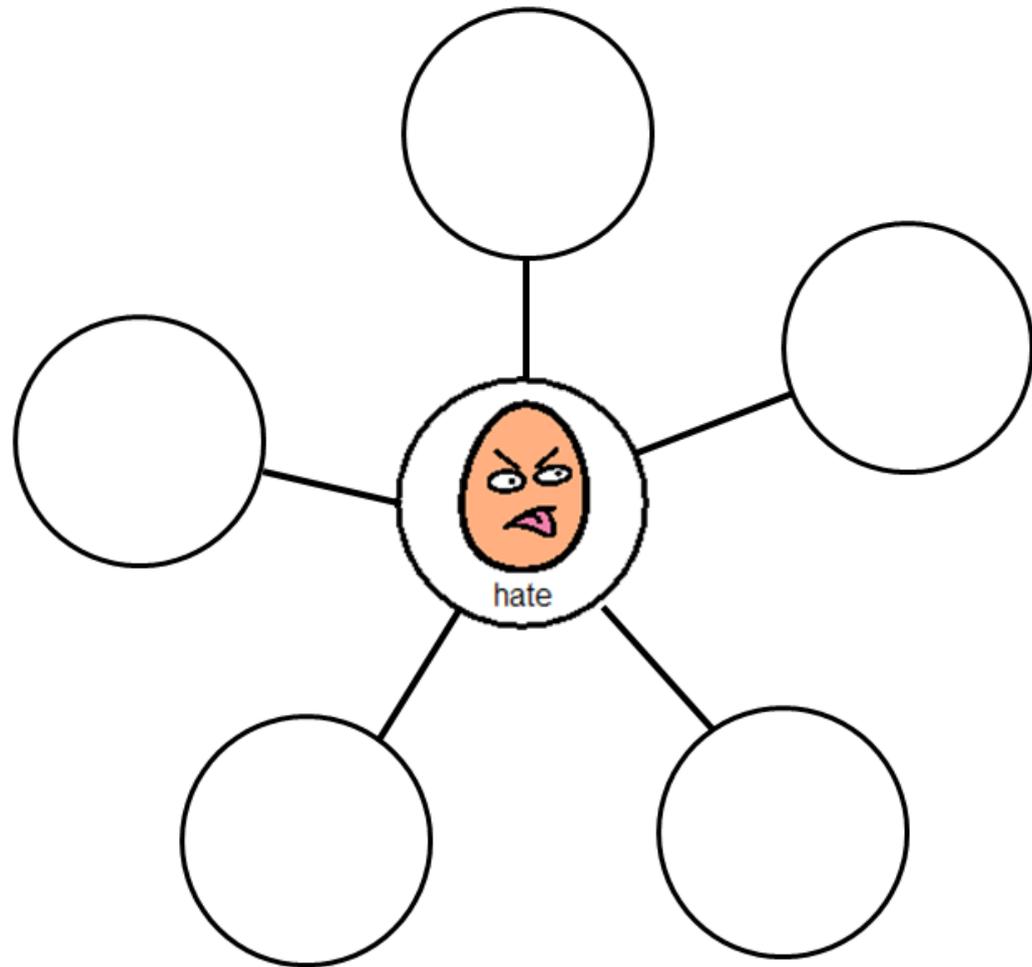
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This novel unit has **24**
different activities.

These activities are NOT
comprehension-based. So,
even if your students do
not pay attention, they
can still complete the
activity.

Klaus says he hates Count Olaf and living with him. Hate is a strong word. What are some words you could use instead of hate?



For example, Klaus says he hates Count Olaf. In this activity, students identify other words they could use for hate. This does not require comprehension of the chapter.

Suggestions for Use

- I made this unit to go along with the book, *The Bad Beginning* by Lemony Snicket.
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 7) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
 - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
 - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
 - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
 - It can be a calming experience to sit and listen to the teacher read in a methodical way.

Suggestions for Use

- For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. The visual will help lessen their anxiety.
- You will find 2 or more activities for each chapter. You will still have plenty to choose from and find those that fit best with your students.
- Differentiation:
 - For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
 - If sorting, outline each sorting category a certain color and then outline the corresponding pictures the same color.
 - Becomes a matching task.
- I purposefully did not include an assessment in this unit, because I did not feel that would be the goal of reading a higher level novel over such an extended period of time. Instead, you should be focused on shaping and teaching the behavior of sitting.

Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

Color version

The Bad Beginning

for Special Education

By
Christa Joy
Special Needs for Special Kids



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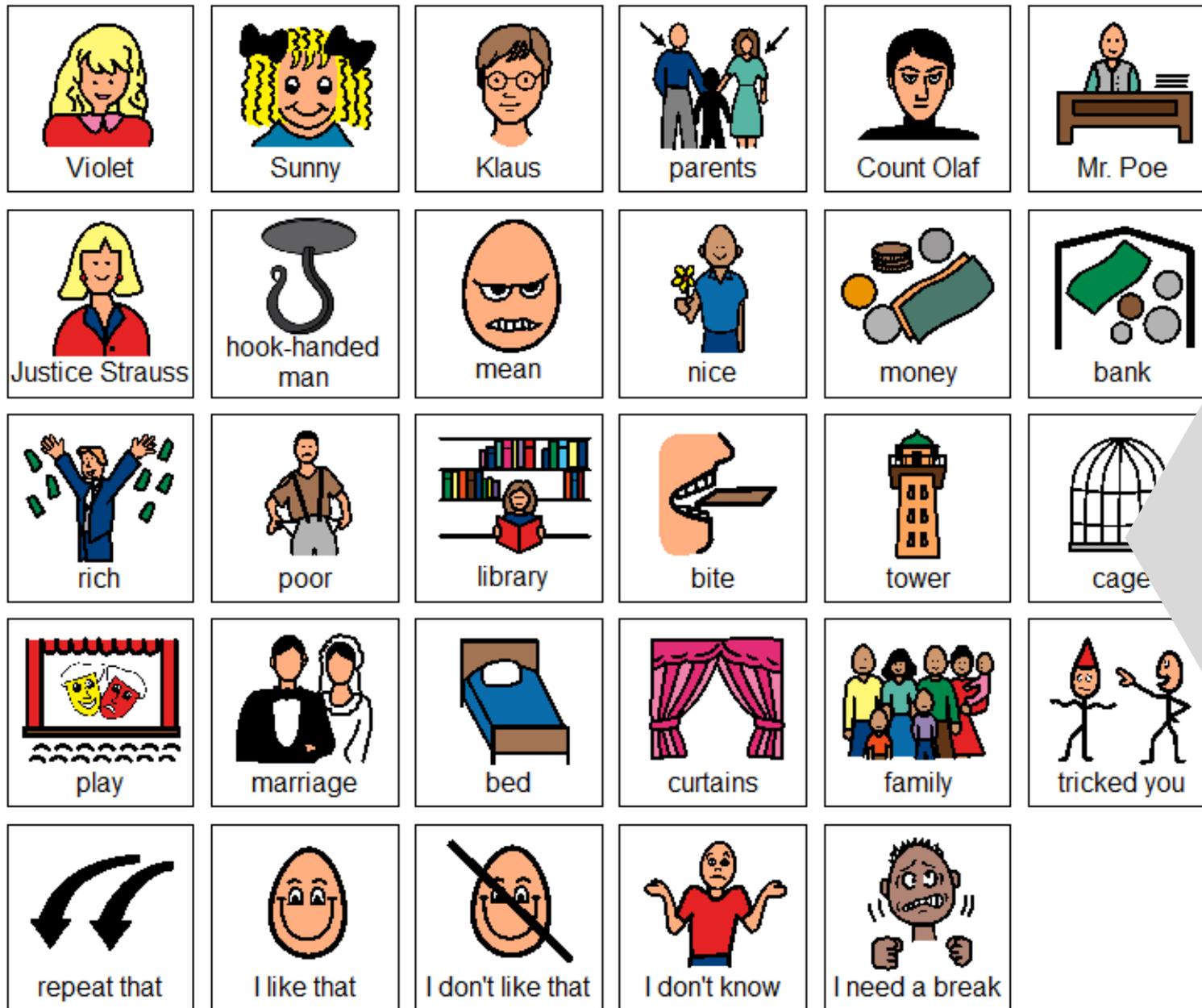
2

This entire novel unit comes in 2 separate files. One is completely in color and one is completely in black and white.

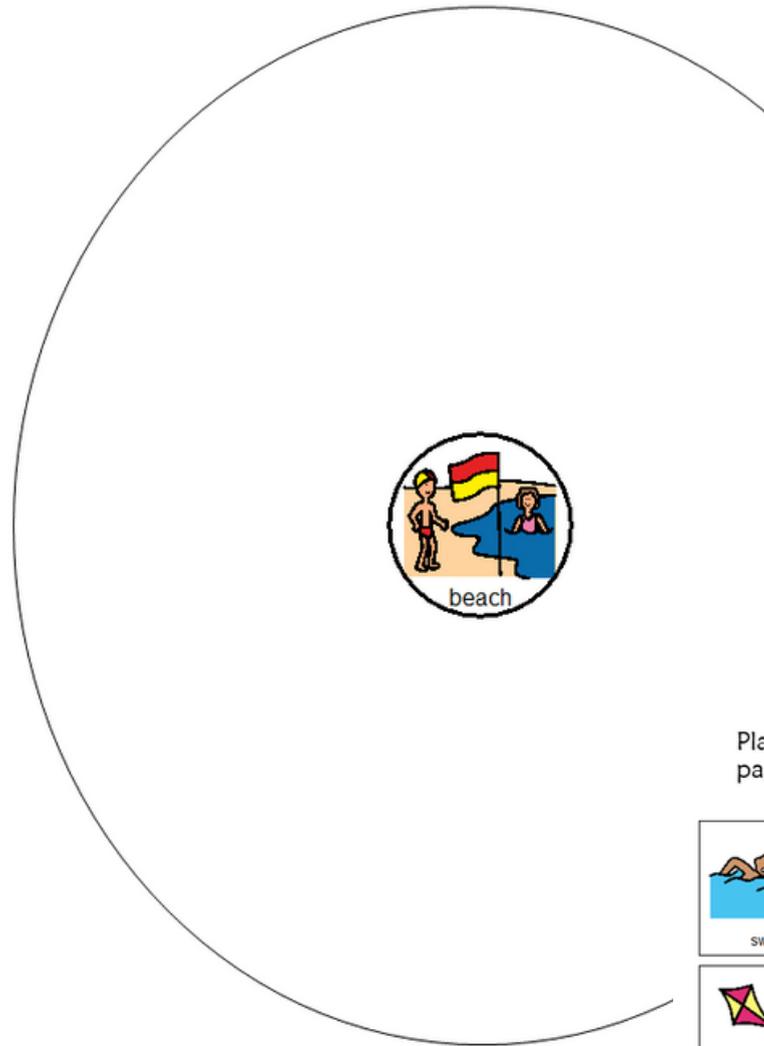
This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



What are some things you can do at the beach?



Place the following in the circle map on the previous page.

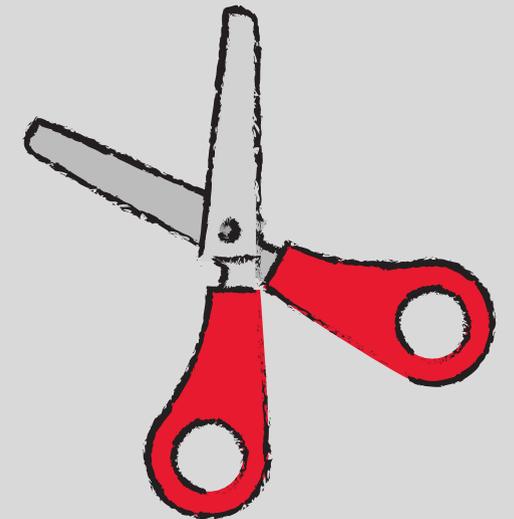


Place the following in the circle map on the previous page.

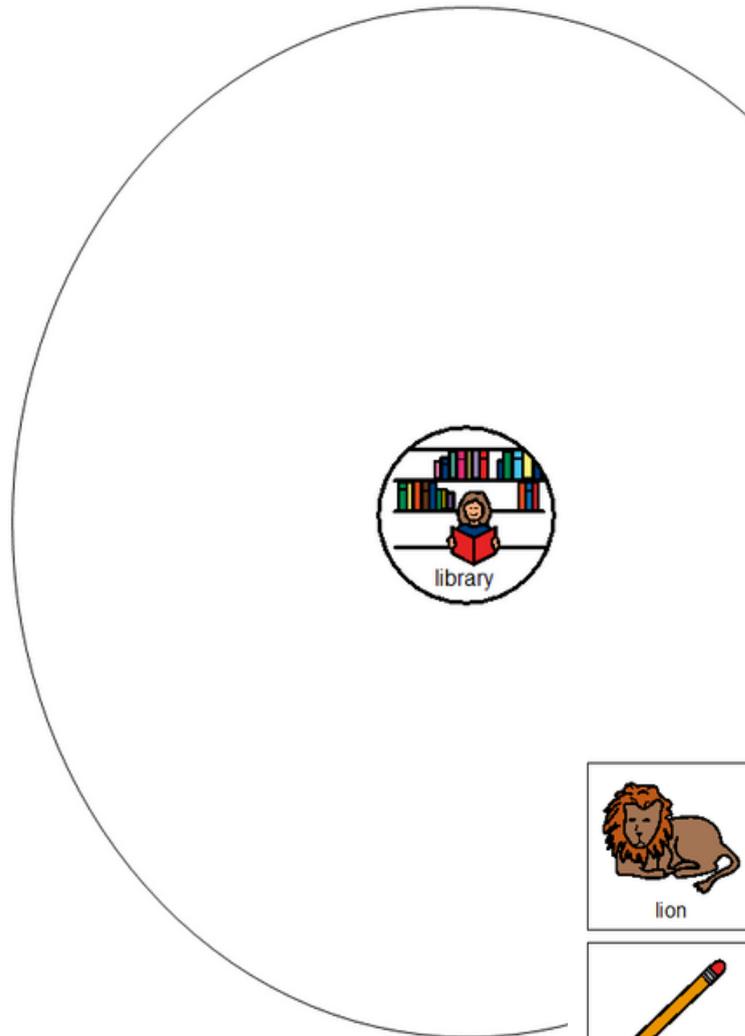


There are circle maps in this unit.

Circle maps are a great way for students to see the big idea.



What are some things you would find in a library?



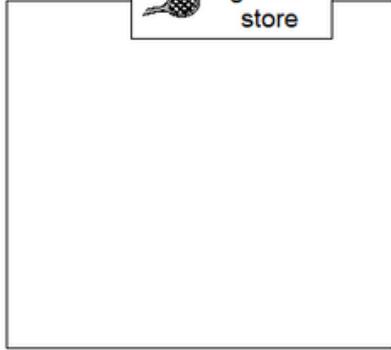
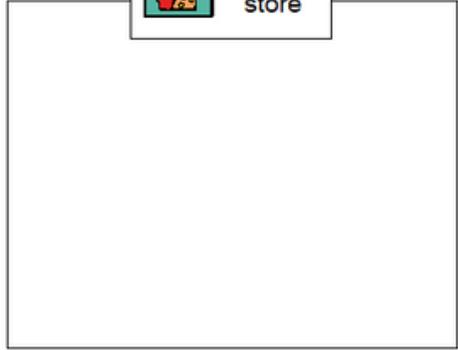
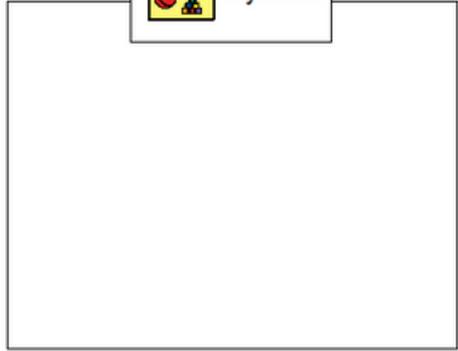
Each circle map comes with 2 choices:

An errorless option with only correct answers

An option that has wrong answers mixed in

students will need to set aside.

Place the items on the next page in the store you would likely be able to buy them.

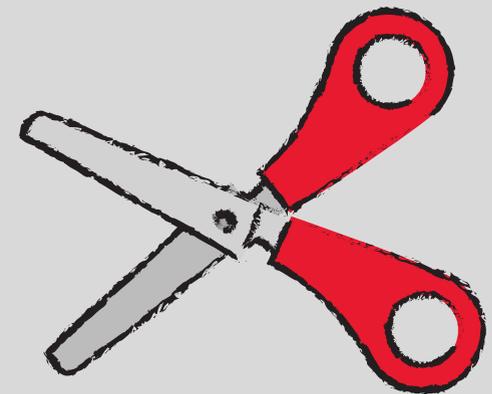


Place the items in the correct store on the pre

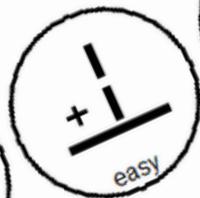
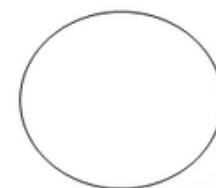
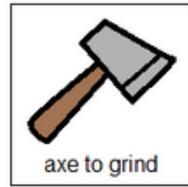
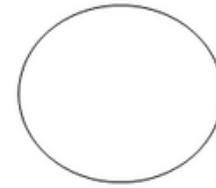
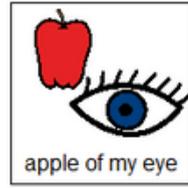
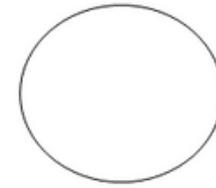
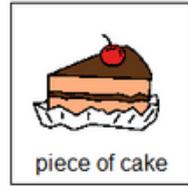
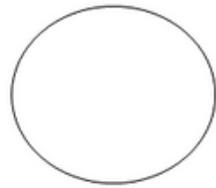
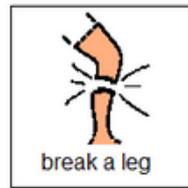
apple	dress shirt	tennis racket	stuffed animals	piggy bank
video game	baseball glove	basketball	dress	shorts
ice cream cone	jeans	slinky	cereal	molding clay
game	hockey stick	green beans	socks	ice skates

There are sorting activities.

Directions on how to add color coding for differentiation is included.

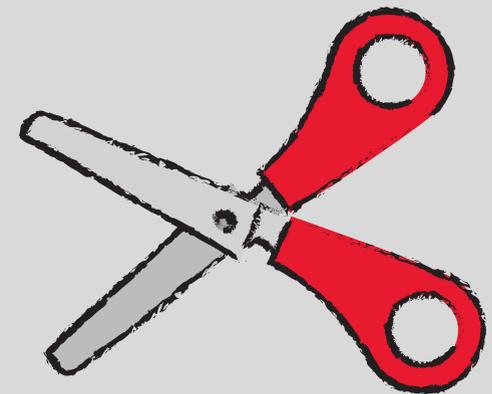


Sometimes we use expressions that mean something else. This is called an idiom. See if you can figure out the idioms below.



There are matching activities.

Directions on how to add color coding for differentiation is included



NOT a Happy Ending

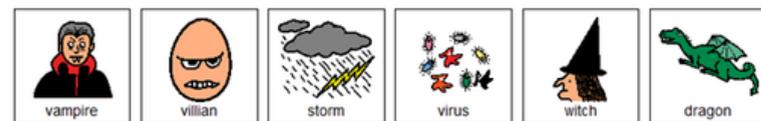
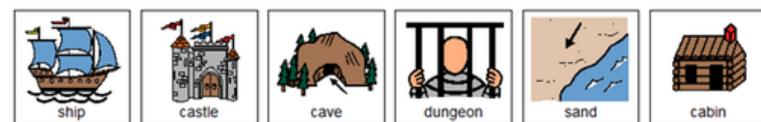
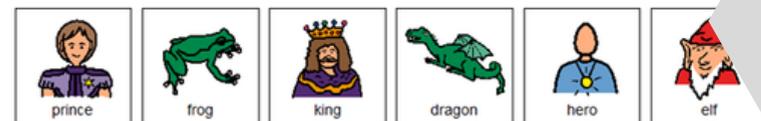
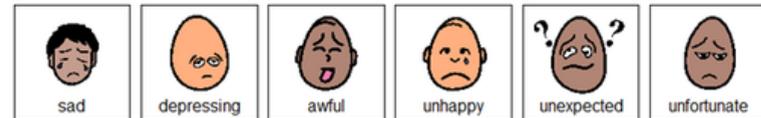
I wrote a story. The end was really .

First, the could not rescued the princess.

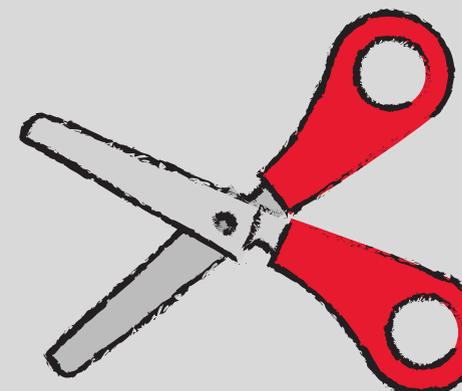
Then they lost the treasure in the .

The dangerous could not be stopped.

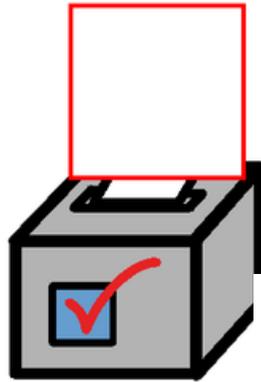
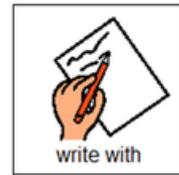
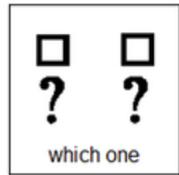
Everyone lived unhappily ever after in the .



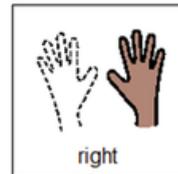
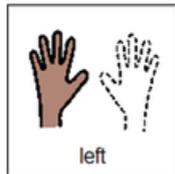
There are writing prompts. These are errorless activities that allow students to write a story independently.



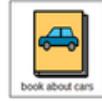
Time to vote!! Do you use your left or right hand?



Look at each book and match it to the person you think would most likely be reading in.



cookbook



book about cars



book on germs



fairy tale



book on space



book on teeth



how to build



growing corn



farmer



astronaut



carpenter



kids



doctor



race car driver



dentist



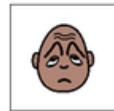
chef

Read or listen to each statement.
Color the literal meaning in yellow.
Color the figurative meaning blue.

1. I was jumping for joy.



2. He was dead on his feet.



3. I was grinning ear to ear.



I dogs.



g tonight.



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Because there are so many activities, you can choose the ones that fit your students the best.

CH 6

1. What was on top of the oatmeal Olaf made for the children?



2. Who had called Olaf?



3. What does Olaf want the children to help him with?



4. What will Olaf and Violet do during the play?



5. Who would marry them during them during the play?



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CH 6

This unit does come with comprehension questions. There are 5 questions for every chapter. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!

CH 10

1. Who plans to rescue Sunny?



2. Was Violet allowed to take curtains to Sunny for her on?



3. What was Violet busy making?



4. What did Violet make out of the torn clothes?



5. What had the grappling hook stuck to?



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CH 10



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)