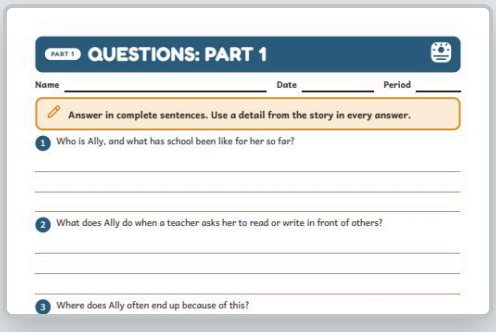
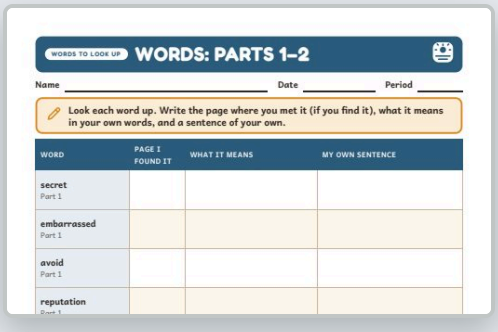
4TH–6TH · ENGLISH LANGUAGE ARTS

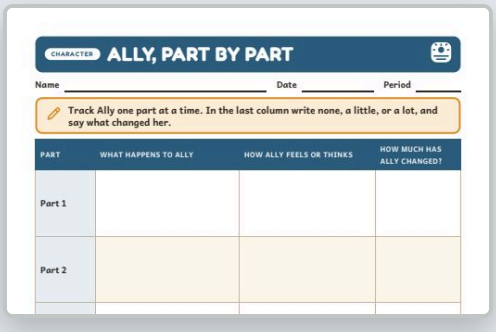
NOVEL STUDY

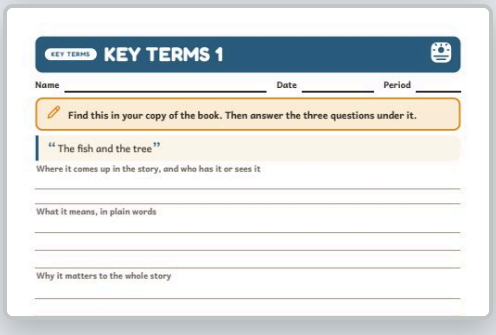
FISH IN A TREE NOVEL STUDY

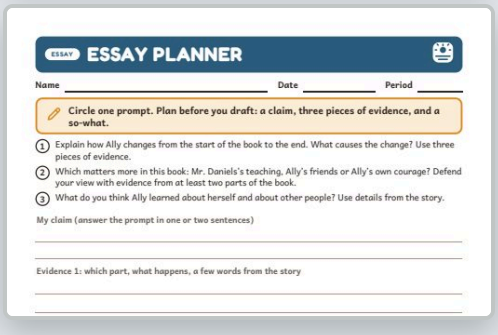
For use with the novel by Lynda Mullaly Hunt: five questions for each of 6 parts of the story, words to look up, an Ally tracker, key terms, themes and a planned essay. Answer keys, a reading log and a class grid. Type into the fields or print. PDF. Book not included.

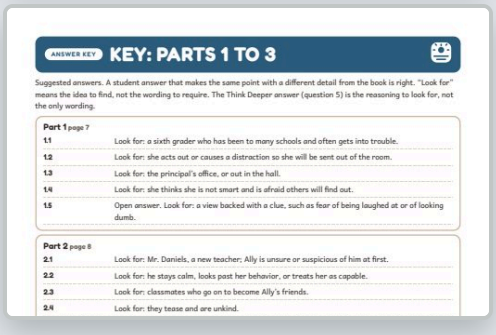












36 Pages | 30 Questions | 30 Words | 6 Keys

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PREVIEW

READING PLAN

THE SIX PARTS AT A GLANCE

The whole book on one page: what happens in each part, the study pages that go with it, and a blank for the chapters and dates your class will use.

PART	WHAT HAPPENS	PAGES	CHAPTERS IN MY EDITION, AND DATES
Part 1	Ally starts yet another school and hides how hard reading is for her by acting out in class.	6, 7	
Part 2	A new teacher, Mr. Daniels, takes over the class, and Ally begins to notice two classmates, Keisha and Albert.	6, 8	
Part 3	Mr. Daniels does not take Ally's tricks at face value, and Ally starts to build friendships.	9, 10	
Part 4	Mr. Daniels works out what has been making reading so hard for Ally and shows her a new way to see herself.	9, 11	
Part 5	Ally and her friends face Shay's unkindness, and Ally has to decide whether to speak up.	12, 13	
Part 6	Ally comes to see her own strengths and shares her thinking with the people around her.	12, 14	

PREVIEW

Check against your edition

The story is cut into six parts by what happens, because chapter numbers differ by edition. Write the chapters for each part in the last column. Where a question is open, the key says "look for": read the part against the edition in your room before you grade. Hiding a struggle, being teased and feeling left out are handled plainly; preview them for your class.

OUR CLASS'S OWN EXPECTATIONS FOR WRITTEN ANSWERS (YOUR WORDING)

WORDS TO LOOK UP

WORDS: PARTS 1–2

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
secret Part 1			
embarrassed Part 1			
avoid Part 1			
reputation Part 1			
distraction Part 1			
substitute Part 2			
patient Part 2			
tease Part 2			
observe Part 2			
classmate Part 2			

PREVIEW

PART 2 QUESTIONS: PART 2

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. Who takes over the class, and how does Ally first see him?

2. How is Mr. Daniels different from other teachers Ally has had? Name one detail.

3. Who are Albert and Keisha?

4. How do Shay and her friends treat other kids in the class?

5. THINK DEEPER Why might Ally find it hard to trust Mr. Daniels at first? Give two reasons.

PREVIEW

PART 3 QUESTIONS: PART 3

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What does Mr. Daniels do when Ally acts out?

2. What do Albert and Keisha do that surprises Ally?

3. What is something Ally does well and enjoys?

4. Who is Travis, and how does he treat Ally?

5. THINK DEEPER What makes a person a trustworthy friend? Use what Ally learns about Albert and Keisha.

PREVIEW

WORDS TO LOOK UP

WORDS: PARTS 5–6

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
bully Part 5			
courage Part 5			
persevere Part 5			
insult Part 5			
defend Part 5			
strength Part 6			
genius Part 6			
confidence Part 6			
accept Part 6			
unique Part 6			

PREVIEW

PART 6 QUESTIONS: PART 6

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. How is Ally different at the end of the book from the start? Give a detail.

2. What does Ally do now that she would not have done at the beginning?

3. How do her friends and Mr. Daniels feel about her?

4. Why do you think the book is called *Fish in a Tree*? Explain the idea in your own words.

5. THINK DEEPER Which matters most for Ally: a good teacher, good friends or believing in herself? Give two details.

PREVIEW

CHARACTER

THE PEOPLE IN ALLY'S STORY

Name _____ Date _____ Period _____

Every person in Ally's story shows something. Write what each one does, then what it shows.

CHARACTER	WHAT THEY SAY OR DO	WHAT THEY SHOW ALLY, OR THE READER
Ally the main character, a sixth grader		
Mr. Daniels the new teacher who sees her clearly		
Albert a classmate who becomes Ally's friend		
Keisha a classmate who becomes Ally's friend		
Shay a classmate who is unkind to others		
Travis Ally's older brother		

PREVIEW

KEY TERMS

KEY TERMS 2

Name _____ Date _____ Period _____

Find this in your copy of the book. Then answer the three questions under it.

“Ally’s drawings”

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

“Mr. Daniels’s class”

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

PREVIEW

WRITING

SENTENCE STARTERS

Name _____ Date _____ Period _____

Use these when you write about the story. Fill the blank with your own idea and a detail from the text.

Making a claim

In *Fish in a Tree*, the author shows that _____.

Ally changes most when _____.

The most important relationship in the story is _____ because _____.

Bringing in evidence

In the part where _____, Ally _____.

For example, when _____,

The author describes _____ as _____, which _____.

Explaining the evidence

This shows that _____.

This matters because _____.

Here the author wants the reader to _____.

Then and now

At the start Ally _____, but by the end she _____.

At first _____; later _____.

Ending

In the end, _____.

The book's message still _____ because _____.

Try two starters here

PREVIEW

ESSAY DRAFT

Name _____ Date _____ Period _____

Write your draft here. Start with your claim. Use the sentence starters if you get stuck.

Title _____

PREVIEW

ANSWER KEY KEY: PARTS 4 TO 6

Suggested answers. A student answer that makes the same point with a different detail from the book is right. "Look for" means the idea to find, not the wording to require. The Think Deeper answer (question 5) is the reasoning to look for, not the only wording.

Part 4 page 11

4.1	Look for: she is smart, and reading is hard for her in a way that can be understood and helped.
4.2	Look for: surprise, relief, doubt or fear; any reaction with a detail.
4.3	Look for: no; he treats her as capable and says so by what he does.
4.4	Look for: new ways to work on reading, and patience.
4.5	Open answer. Look for: a reasoned view, such as she is no longer alone, or she can ask for help; two supporting reasons.

Part 5 page 13

5.1	Look for: she teases or leaves out Albert, Ally or others.
5.2	Look for: angry, worried or unsure; she may stay quiet or lash out.
5.3	Look for: they stand by Ally, listen to her, or help her.
5.4	Look for: reading and writing, a little at a time.
5.5	Open answer. Look for: a clear choice with two reasons from the story or from the student's own thinking.

Part 6 page 14

6.1	Look for: more confident, less hiding, and open to help.
6.2	Look for: tell the truth about reading, ask for help, or share her ideas.
6.3	Look for: proud of her, and glad to be on her side.
6.4	Look for: judging someone by the wrong test hides what they are good at; everyone has different strengths.
6.5	Open answer. Look for: a clear choice with two details from different parts of the story.

NOTES FOR THESE PARTS, GRADING REMINDERS (YOUR WORDING)

PREVIEW

ANSWER KEY KEY: PEOPLE AND THEMES

What to look for on the people and theme pages. Open pages: any detail from the book that fits is right.

The People in Ally's Story page 16

Ally	Starts out hiding and acting out; grows more honest, braver and sure of her own strengths.
Mr. Daniels	Calm and patient; look for how he notices what other teachers missed and what he does about it.
Albert	A friend who accepts Ally; look for how he and Ally help each other.
Keisha	A friend who is kind and steady; look for how she shows Ally she belongs.
Shay	Unkind to others; look for what Shay does and how Ally and her friends respond.
Travis	Cares about Ally; look for how he shows it and what Ally takes from it.

Themes: evidence to expect page 19

Different kinds of smart	Ally's drawings, her ideas and her thinking: strengths a reading test does not show.
Hiding and honesty	Ally's tricks to avoid reading, and what changes when she stops hiding.
Friendship and kindness	Albert, Keisha and Mr. Daniels: how each one treats Ally and what it changes.
Courage and perseverance	Ally working at reading and speaking up when it would be easier to stay quiet.

DISCUSSION QUESTIONS I WILL ADD FOR THE PEOPLE AND THEMES (YOUR WORDING)

PREVIEW

ANSWER KEY

KEY: WORDS

Plain meanings for all 30 words, in the order they appear.

WORD	PART	MEANING
secret	1	something kept hidden from other people
embarrassed	1	feeling shy, awkward or ashamed in front of others
avoid	1	to stay away from something on purpose
reputation	1	what people in general think of you
distraction	1	something that pulls attention away from what matters
substitute	2	a person who takes another person's place for a time
patient	2	able to wait or keep calm without getting upset
tease	2	to make fun of someone in an unkind way
observe	2	to watch carefully and notice details
classmate	2	a person in the same class at school
trick	3	something done to fool or get around someone
include	3	to make a person part of a group
loyal	3	staying true to a friend or a promise
encourage	3	to give someone hope or courage to keep going
talent	3	a natural skill at doing something

WORD	PART	MEANING
capable	4	having the ability to do something well
discover	4	to find or learn something for the first time
difference	4	a way in which things are not the same
strategy	4	a plan for getting something done
relief	4	the good feeling when a worry goes away
bully	5	to be mean to someone again and again
courage	5	being able to act even when you are afraid
persevere	5	to keep trying even when it is hard
insult	5	a rude or hurtful remark
defend	5	to stand up for someone or something
strength	6	something a person is good at
genius	6	a very clever mind, or a person with one
confidence	6	belief in your own ability
accept	6	to take something as it is, without wishing it were different
unique	6	the only one of its kind

PREVIEW

Using the word pages

- The words are for talking about each part's events and ideas. They may or may not appear in your edition; students write the page where they met a word only if they do.
- The "What it means" column is in the student's own words; this key is the plain meaning to check against, not the wording to require.
- A sentence that uses the word correctly in a new setting counts; a sentence that copies the meaning does not.

CLASS GRID

CLASS PROGRESS GRID

CLASS OR PERIOD

MONTH

STUDENT	BEFORE	PT. 1	PT. 2	PT. 3	PT. 4	PT. 5	PT. 6	ESSAY

PREVIEW

How to fill this in

One row per student. In a part column write the question score (of 5) once that part's page is in. Before and Essay are check marks: one glance down a column shows who is behind.

Grouping for small-group time

Students with low question scores on two parts in a row usually need the word page first and the part read aloud. Students who finish early start the Ally tracker (page 15) or a key term page (page 17).

FAMILY PAGE

READING A NOVEL AT HOME

STUDENT FROM DATE

We are reading a novel in class, two parts at a time. Here is one question to talk about at home after each pair of parts, and room to write what was said.

TALK ABOUT IT AFTER…	WHAT WE SAID AT HOME
Parts 1–2: Ally hides that reading is hard by acting out. Why might someone hide something that is hard for them?	
Parts 3–4: Mr. Daniels sees what other teachers missed. When has someone noticed something good about you?	
Parts 5–6: Ally finds her strengths. What are you good at that school does not always show?	

Three ways to help at home

- Ask your student to retell what happened in the part in two or three sentences before you talk.
- When they give an opinion, ask: "What in the book makes you think that?"
- The book has teasing and a character who hides a struggle; ask how the part made your student feel.

OUR READING SCHEDULE AND WHAT IS DUE (TEACHER'S WORDING)

NOTE FROM THE TEACHER

NOTE FROM HOME

PREVIEW

ORGANIZER

BINDER COVER

Slide this into the front of a binder or folder. The divider tabs and a spine label to cut out are on the next page.

FOR USE WITH THE NOVEL BY LYNDA MULLALY HUNT

FISH IN A TREE

Novel Study · Six Parts

STUDENT _____ TEACHER _____ CLASS OR PERIOD _____

PREVIEW