


Fish in a Tree


Novel Study Activities

 **Chapters 37-51**
Reflection

At the end of this novel, Ally has a moment of panic and she runs from Travis to find Mr. Daniels. We find out quickly that Ally is fine, but she is worried about Travis. She wants him to be able to read, just like she's able to do now with Mr. Daniels' help.

Why do you think Ally was more concerned about Travis than herself?


CHAPTER 6
Triple-Sided Coin



Answer the questions below in complete sentences.
Use textual evidence to support your answers.

1. The phrase "the bell on the door announces our arrival" is an idiom. What does this phrase mean?
2. What does Ally question when the salesman says that coins with flaws in them are worth more money? Why is this important?
3. As Ally is listening to Travis and the salesman go back and forth about prices, what do you notice about Ally and what she might be good at?
4. What does Travis mean when he says that if people have low expectations of you, you can use it to your advantage?

CHAPTER 14
Boxed In and Boxed Out



Answer the questions below in complete sentences.
Use textual evidence to support your answers.

1. Why does Ally think about going to the nurse?
 - She doesn't want to work with Jessica and that would get her out of having to be in her group.
2. Why do you think that Ally excels at the activity with the boxes?
 - Ally excels at this activity because it doesn't require any reading and writing. She can easily visualize things.
3. What simile does Ally use to describe Jessica's face when Ally gets a compliment? What does this simile mean?
 - "If she let out all that pressure, she'd fly into the air like a rocket to the moon."
 - This means that Jessica's face looks puffed up because she can't believe the compliment that Ally just got.
4. Do you think Mr. Daniels chose this activity on purpose so that Ally would feel successful? Why or why not? DEFEND YOUR OPINION.
 - ANSWERS WILL VARY.

CHAPTER 1

In Trouble Again



Answer the questions below in complete sentences.
Use textual evidence to support your answers.

1. Ally says that all of her schools have been the same. What are some details that help you understand this?
2. Why does Ally ask her teacher about baby names?
3. Why do you think Ally has a lot of mind movies?
4. Why does Ally want to go to the office instead of doing her assignment?

CHAPTER 2



Answer the questions below in complete sentences.
Use textual evidence to support your answers.

1. Why is the music so loud?
2. Why do Kay and Jessica called Ally Ally?
3. Why did Ally do this on purpose?

CHAPTER 3



Answer the questions below in complete sentences.
Use textual evidence to support your answers.

1. Why are "Impossible Things"? Why is this impossible?
2. How does she feel about telling Mrs. Silver?
3. Why is there a poster on the wall?
4. Why is Ally sick of herself?

CHAPTER 4



Answer the questions below in complete sentences.
Use textual evidence to support your answers.

1. What are the things or visuals in her life. In this chapter, what details catch her attention?
2. Why does she call about the school's phone call?
3. Why is there a poster in her life?
4. Why does she like Ally so much?

CHAPTER 5

Ten Nickels



Answer the questions below in complete sentences.
Use textual evidence to support your answers.

1. Why does she use silver dollars or wooden nickels. Is this fair? What does it mean?
2. Why does she like school?
3. Why does she say "So, when are we going to really go home?"
4. Why does she know?

Comprehension Questions for Each Chapter
Rigorous * Critical Thinking * DOK 1-4



Chapters 1-9 Reflection

In the first nine chapters, we hear repeatedly that being unique, having flaws, and being different are all good qualities to have. Travis and Mr. Daniels help to provide a lot of these messages.

Take some time to reflect on yourself as a person. What makes you special, unique, and/or different? Make sure to write about yourself using positive connotation, that is, use a positive tone. **YOU ARE AWESOME!** Tell us why you are so awesome!! This is your chance to brag about yourself!

Chapters 10-18 Reflection

We are learning that he has many quirks. Using words, wears the same clothing, and is a bit of a nerd -- just to name a few! As Albert says, "FLINT" t-shirt, think about the double meaning of the name.

Write about a character who hides himself; uses sarcasm to keep him company, and to get away from people.

Do you want to get off of earth and be a superhero or make fun of you? Or do you know how to be a better person? How can we, as students, fix this so that we can be better?

Chapters 19-27 Reflection

In the classroom, Keisha says to Ally, "We're not just different, we're better."

Write about a moment of not fitting in into the positive of being different.

Write about a moment when other people understand that we are meant to be different. How can we be sure everyone knows we want everyone to be different?

Chapters 28-36 Reflection

Write about a moment when Ally trusts Keisha and Albert, but Keisha and Albert say that they don't trust her.

Write about how you would characterize Keisha and Albert. What do you think about this moment in the novel?

Write about what happens next in the novel as far as Keisha, Albert, and Ally are concerned.

Chapters 37-51 Reflection

Write about a moment of panic and she runs from the school. Write about how quickly that Ally is fine, but she is still nervous. Write about how she is able to be able to read, just like she's able to be able to read.

Write about how concerned about Travis than herself?

Reflection Questions

Helps Students Connect with Text on a Deeper Level

Fish in a Tree
Reflection

What was your favorite part of this book? Why?

What is something that you've learned from reading this novel?

What can you change about yourself, your class, your school, and/or your group of friends to be more empathetic to others' differences?

End-of-Novel Reflection

Wrap-Up and Action-Taking Prompts

CHAPTER 6

Triple-Sided Coin



Answer the questions below in complete sentences. Use textual evidence to support your answers.

- The phrase "the bell on the door announces our arrival" is an idiom. What does this phrase mean?
 - The bell rings when the door opens, which lets the salesman know someone is coming into his store.
- What does Ally question when the salesman says that coins with flaws in them are worth more money? Why is this important?
 - She wonders why things with flaws are worth more. This is important because Ally feels like she has flaws.
- As Ally is listening to Travis and the salesman go back and forth about prices, what do you notice about Ally and what she might be good at?
 - Ally realizes that Travis is doing what his Dad taught him about haggling and calculates a percentage. Ally is probably good at math.
- What does Travis mean when he says that if people have low expectations of you, you can use it to your advantage?
 - Travis is saying that if people think you are stupid, you can shock them and make your situation better.

CHAPTER 7

There



Answer the questions below in complete sentences. Use textual evidence to support your answers.

- Why does Mr. Daniels like Mr. Daniels?
 - Teacher Ally hopes for with the has.
 - and acts like a grandpa. Mr. Daniels is sweet and kind.
- How do you think this might help the students remember the order of the planets because she?
 - to help the students remember the how do you think this might helps
- What does "The world on fire" mean?
 - ing to improve our world. It comes from the movie The End of the World.
- When she mentions herself feeling like...
 - g difficulties. No matter how hard you try, you can't get away from them.

CHAPTER 8

Why



Answer the questions below in complete sentences. Use textual evidence to support your answers.

- Why does she not like math now?
 - (para), and the story problems are too hard to read.
- Why does she write about herself because if she writes about her difficulties more real?
 - herself?
- Why does she go to the office to get Mr. Daniels says that he wants to help her now?
 - rd?
- When he says, "He wants to help me, but she says she can't be fixed. She thinks that trying to help her is like trying to fix a broken car."
 - he says, "He wants to help me, but she says she can't be fixed. She thinks that trying to help her is like trying to fix a broken car."

CHAPTER 9

Why

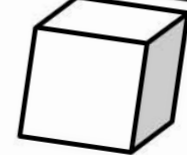


Answer the questions below in complete sentences. Use textual evidence to support your answers.

- Why does she put him as a character?
 - Isn't always pay attention.
- What does she support on what he talks about during the debate?
 - supports opinions with facts.
- Why does she bring their classmates' comments show you about their character?
 - , not friendly.
- What does the function tell you about her character?
 - ness, likes to bake.
- What about her blocks?
 - Tapan. She's sentimental and misses home.

CHAPTER 10

Why



Answer the questions below in complete sentences. Use textual evidence to support your answers.

- Why does he call his students *Fantasticos*?
 - He is fantastic. He cares about them and they are fantastic.
- Why does she think of reading?
 - She would like asking a lobster to play with her.
- Why does she care about whatever they want? Why does she care about her comfort level? It takes a lot of effort off of her.
 - ing at her comfort level. It takes a lot of effort off of her.
- What does her journal? What does this drawing tell you about her?
 - er journal? What does this drawing tell you about her?
- Why does she want to be alone? Ally is feeling alone and she wants to be alone. Ally is feeling alone and she wants to be alone.
 - nts to be alone. Ally is feeling alone and she wants to be alone.

Answer Keys

Sample Answers for Each Chapter

COMMON CORE LITERATURE

- RL.1: Explicit and Inferential Details
 - DOK 1-4 Response Prompts
- RL.2: Theme and Summary
- RL.3: Character Traits and Development
- RL.5: Text Structure
 - Focuses on Chapter Connections
- RL.6: Point-of-View
- RL.10: Text Complexity

COMMON CORE WRITING

- W.10: Write routinely for a range of tasks, purposes, and audiences.

COMMON CORE LANGUAGE AND VOCABULARY

- RL.4 and L.5: Figurative Language
- RL.4 and L.6: Acquire and Use New Vocabulary (General and Content-Specific)

Standards Covered in This Resource