

❖ PART 4. COMPREHENSION MULTIPLE CHOICE

Choose the best answer for each question below.

- Which of the following does not occur in the story?
 - Shay apologizes to Ally for being mean to her.
 - Ally shows her special penny to the class.
 - Ally gets in trouble because of a card that she gives to Mrs. Hall.
 - Keisha tells Shay to stop making fun of Albert.
- Choose the best words to describe Ally at the end of the story that apply.
 - Insecure
 - Lonely
 - Hopeful
 - Safe
- Choose the effects that occur as a result of the concert. Circle all that apply.
 - Keisha gives her a cupcake that says "I love you."
 - Mrs. Muldoon, the music teacher, is shocked.
 - Mr. Daniels sends both Ally and Keisha home.
 - Mrs. Silver applauds Ally for her generosity.
- How does Ally avoid writing for a few days?
 - She tells Mr. Daniels that she is suddenly sick.
 - She asks her mom to write her a note.
 - She hides in the bathroom during writing time.
 - She pretends that she hurt her arm.
- Who does Ally choose to write about when she starts her journal?
 - Captain America
 - Hermione Granger
 - Alice from *Alice in Wonderland*
 - Roy G. Biv
- Why does Ally run away when she wins the Award?
 - She is so proud that she feels nervous.
 - She is humiliated because she thinks she is not good enough.
 - She is angry because Shay won the award.
 - She wants to go call her mom to tell her the news.



❖ PART 5. COMPREHENSION & ANALYSIS SHORT ANSWER

Answer the following questions in complete sentences.

- Write about at least two major issues that Ally is struggling with in the story so far. Then, explain how these issues affect her.

Name _____ Date _____

FISH IN A TREE
ASSESSMENT #1. CHAPTERS 1-25

❖ PART 1. VOCABULARY MATCHING

Match the words with their definitions by writing the correct letters on the lines.

- | | |
|----------------------|--|
| 1. insists _____ | A. symbolizes or stands for |
| 2. coincidence _____ | B. demands or requires |
| 3. represents _____ | C. cheerful; someone that looks on the bright side |
| 4. delirious _____ | D. stick to |
| 5. adhere _____ | E. an accident or happy chance |
| 6. optimist _____ | F. wild, irrational, and out of one's mind |

❖ PART 2. VOCABULARY FILL-IN-THE-BLANKS

Choose the word that best completes each sentence below.

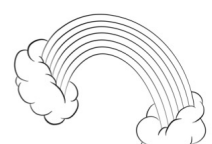
- The scent of the perfume was so _____ that it began to give me a headache.
 - exasperated
 - constructive
 - pragmatic
 - overwhelming
- The child had skipped both breakfast and lunch and was now _____ with hunger.
 - humiliated
 - uncouth
 - represents
 - delirious

❖ PART 3. VOCABULARY SENTENCES

Write two sentences below, each containing one or more of the words.

exasperated trudge constructive muddy

- _____
- _____



_____ from the story. Write about at least two qualities that you think Ally has. Write about at least two qualities that you think Ally has. Explain your

her classmates also have unique qualities. Name two of them and explain their unique qualities in detail.

ness that you think Ally has. Explain your

ASSESSMENTS included:

- 2 Comprehension and Vocabulary Tests
 - ✓ Test #1: Chapters 1-25
 - ✓ Test #2: Chapters 26-51
- Mix of question types

Name _____

VOCABULARY WORDS AND DEFINITIONS: Fish in a Tree

Chapter(s)	Page #	Word	Definition
1: In Trouble Again	19	coincidence	an accident or a happy chance
2: Yellow Card	20	exasperated	annoyed; irritated
3: Never up to Me	22	humiliated	very embarrassed
4: Bird in a Cage	28	trudge	walk heavily and slowly
5: Silver Dollars and Wooden Nickels	43	represents	symbolizes or stands for
6: Triple-Sided Coin	46	constructive	positive and useful
7: No Grandpas Here	48	optimist	cheerful; someone who
8: Real Trouble	54	delirious	wild, irrational, and out of
9: Bag Full of Nothing	67	mumble	mutter; speak in a low
10: Promises, Promises...	68	insists	demands or requires
11: Scrambled Egg	73	gratitude	thankfulness
12: What's Your Problem, Albert?	71	squelch	forcefully silence a
13: Trouble with Flowers	94	adhere	stick to
14: Boxed In and Boxed Out	95	principle	idea or theory
15: Ungreased Gears	99	intentions	plans
16: What I've Got	104	overwhelming	very strong and forcing
17: Misfit Lunch	118	ruthless	merciless and cruel
18: Truths and Untruths	121	uncouth	uncivilized, common, and
19: Not-So-Sweet Secret	131	eavesdrop	listen in, spy
20: Is This a Good Thing?	136	transform	change
21: Butterfly Wishes	153	extensive	huge, thorough, and
22: No Way to Treat a Queen	153	visionary	a big dreamer
23: Words that Breathe	153	scoundrel	a good-for-nothing, dishonest
24: Imaginary Hero	163	relieved	grateful and comforted
25: Celebration or Devastation?	184	venomous	poisonous
26: Stalling	186	stunned	shocked
27: Half-Baked Afternoon	186	betray	be disloyal
28: Deal of a Lifetime	188	evidence	proof
29: Fish in a Tree	191	flustered	confused, flustered
30: Miserable King	192	invincible	beatable
31: Lots of Ways Home	205	smug	superior; pleased with
32: Screen Time	206	dazed	overwhelmed

Vocabulary Focus:

- Four challenge words chosen for every 5-6 chapters
- Complete Vocabulary List comes with and without definitions
- Students are tested on these words on the tests

Name _____

VOCABULARY WORDS AND DEFINITIONS: Fish in a Tree

Chapter(s)	Page #	Word	Definition
1: In Trouble Again	19	coincidence	
2: Yellow Card	20	exasperated	
3: Never up to Me	22	humiliated	
4: Bird in a Cage	28	trudge	
5: Silver Dollars and Wooden Nickels	43	represents	
6: Triple-Sided Coin	46	constructive	
7: No Grandpas Here	48	optimist	
8: Real Trouble	54	delirious	
9: Bag Full of Nothing	67	mumble	
10: Promises, Promises...	68	insists	
11: Scrambled Egg	73	gratitude	
12: What's Your Problem, Albert?	71	squelch	
13: Trouble with Flowers	94	adhere	
14: Boxed In and Boxed Out	95	principle	
15: Ungreased Gears	99	intentions	
16: What I've Got	104	overwhelming	
17: Misfit Lunch	118	ruthless	
18: Truths and Untruths	121	uncouth	
19: Not-So-Sweet Secret	131	eavesdrop	
20: Is This a Good Thing?	136	transform	
21: Butterfly Wishes	153	extensive	
22: No Way to Treat a Queen	153	visionary	
23: Words that Breathe	153	scoundrel	
24: Imaginary Hero	163	relieved	
25: Celebration or Devastation?	184	venomous	
26: Stalling	186	stunned	
27: Half-Baked Afternoon	186	betray	
28: Deal of a Lifetime	188	evidence	
29: Fish in a Tree	191	flustered	
30: Miserable King	192	invincible	
31: Lots of Ways Home	205	smug	
32: Screen Time	206	dazed	

ASSESSMENTS ANSWER KEYS

Assessment #1: Chapters 1-25

(page 1)

Part 1: Vocabulary Matching

1. B
2. E
3. A
4. F
5. D
6. C

Part 2: Vocabulary Fill-in-the-Blank

7. d
8. d

Part 3: Vocabulary Sentences

9. Answers will vary.
10. Answers will vary.

(page 2)

Part 4: Comprehension Multiple Choice

11. a
12. a, b
13. a, b
14. d
15. d
16. b

(page 3)

Part 5: Comprehension & Analysis Written Response

17. One issue is that Ally does not want to admit to anyone very bravely front as a defense mechanism. This great insecure and lonely, and also some kids in her class miss her dad and her grandpa. Her grandpa has just This greatly affects her because it adds to her loneliness.
18. Example answer for a. *Ally draws a picture of a cube* effect of this is that Ally wonders if Mr. Daniels really write anything they want. Another effect of this is the few questions about it. At the end of the conversation Mr. Daniels. (Answers may vary.)
19. Suki is a girl who moved from Japan and is used to much interested in science and who takes everything very literally usually says everything that he thinks as soon as he thinks.
20. One strength that she has is that she is very gifted at head very clearly. One weakness that she has is that about her, which affects her confidence greatly. (Answers may vary.)

1

ASSESSMENT PACKET

Fish in a Tree

by Lisa Mullaly Hunt



TABLE OF CONTENTS: Assessment Packet

Resource	Pages
Vocabulary List with definitions	3-4
Vocabulary List without definitions	5-6
Vocabulary List with definitions (NO page numbers)	7-8
Vocabulary List without definitions (NO page numbers)	9-10
Assessment Packet Cover	11
Assessment #1: Chapters 1-25	12-14
Assessment #2: Chapters 26-51	15-17
Answer Keys	18-19
Terms of Use and Artist Credit	20-21



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Easy Planning & Low Prep:

- Table of Contents
- Student Cover Page for easy packets
- All answer keys

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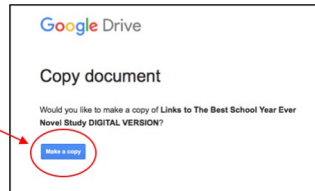
Instructions

for Digital Version/Google™ Drive Document

1. You will need Internet access and a Google™ account (which is free).
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document. Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Digital Version: Charlotte's Web Activities](#)

Click here first!

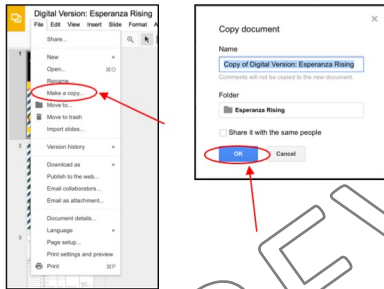


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain 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.

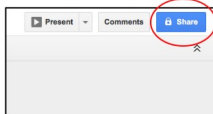
You will customize this additional copy in whatever ways you want, according to your students' needs.



4. 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 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.

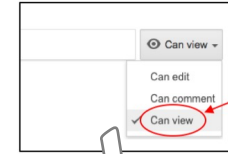
5. If you need to, make additional copies (as outlined in step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources for a certain time. Just be sure to name all of your customized copies according to what they are, so it's not confusing when it comes time to share the documents with your students.

6. Once you're ready, share the documents with your students. 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."

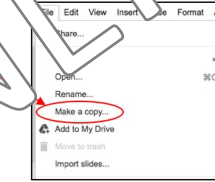


Note: Sharing with students can also be done through Google™ Classroom.

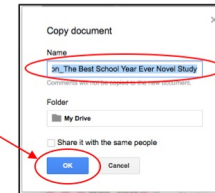
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can view," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can edit" will likely be the default selection, so you will need to change it.



8. 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 what you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper 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 it's not confusing when they share their document back with you. After they hit OK, the document will be saved into their own Google™ Drives.



Students will rename their copied documents here.

9. Students will be able to access the content, type in text boxes, add text boxes, draw pictures, etc. Changes that students make to their files will be automatically saved.

10. Students may share with you their works in progress and their completed files.

11. Don't forget that you do have the option to print out a copy of the document. The paper version is black and white and printer-friendly, while the Google™ Drive version has color. Some resources are most handy if they are printed. Many teachers love to use both versions because they find that they end up using both versions.

12. There are places where students are reading on tablets, this is easy to do. However, if they are using iPads, the work on iPads or tablets, this is easy to do. However, if they are using iPads, the work on iPads or tablets, this is easy to do. However, if they are using iPads, the work on iPads or tablets, this is easy to do.

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

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

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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.

Digital Version: Fish in a Tree Assessments ☆

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 1 hour ago

Background Layout Theme Transition

11

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PREVIEW ONLY

PART 5. COMPREHENSION & ANALYSIS SHORT ANSWER

Answer the following questions in complete sentences.

17. Write about at least two major issues that Ally is struggling with in the story so far. Then, explain how these issues affect her.

Text here

18. Choose one of the following events from the story. Write about at least two effects that this event has.

- Ally draws a picture of a cube with dark black sides in her writing journal.
- Mr. Daniels challenges the class to guess what is inside four mystery boxes.
- Ally, Keisha, and Albert begin to sit together at lunch time.

Text here

19. Ally begins to notice that some of her classmates also have unique qualities. Name at least three of these classmates and explain their unique qualities in detail.

Text here

20. Name one strength and one weakness that you think Ally has. Explain your answers.

Text here

3

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FISH IN A TREE

ASSESSMENT #1: CHAPTERS 1-25

❖ PART 1: VOCABULARY MATCHING

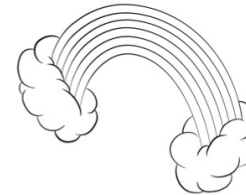
Match the words with their definitions by writing the correct letters on the lines.

- | | |
|---------------------|--|
| 1. insists ____ | A. symbolizes or stands for |
| 2. coincidence ____ | B. demands or requires |
| 3. represents ____ | C. cheerful; someone that looks on the bright side |
| 4. delirious ____ | D. stick to |
| 5. adhere ____ | E. an accident or a happy chance |
| 6. optimist ____ | F. wild, irrational, and out of one's mind |

❖ PART 2: VOCABULARY FILL-IN-THE-BLANK

Choose the word that best completes each sentence below.

7. The scent of the perfume was so _____ that it began to give me a headache.
- exasperated
 - constructive
 - ruthless
 - overwhelming
8. The child had skipped both breakfast and lunch and was now _____ with hunger.
- humiliated
 - trudge
 - represents
 - delirious



❖ PART 3: VOCABULARY SENTENCES

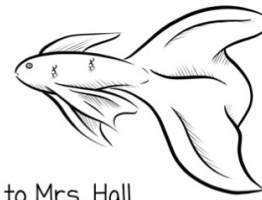
Write two sentences below, each containing one or more of the following words.

exasperated	trudge	constructive	mumble	intentions
-------------	--------	--------------	--------	------------

9. _____
10. _____

❖ PART 4. COMPREHENSION MULTIPLE CHOICE

Choose the best answer for each question below.



11. Which of the following does not occur in the story?
- Shay apologizes to Ally for being mean to her.
 - Ally shows her special penny to the class.
 - Ally gets in trouble because of a card that she gives to Mrs. Hall.
 - Keisha tells Shay to stop making fun of Albert.
12. Choose the best words to describe Ally at the beginning of the story. Circle all that apply.
- Insecure
 - Lonely
 - Hopeful
 - Safe
13. Choose the effects that occur as a result of Ally sharing her flowers with Keisha at the holiday concert. Circle all that apply.
- Keisha gives her a cupcake that says "Wow" in the middle.
 - Mrs. Muldoon, the music teacher, is shocked.
 - Mr. Daniels sends both Ally and Keisha to detention.
 - Mrs. Silver applauds Ally for her generosity.
14. How does Ally avoid writing for a few days?
- She tells Mr. Daniels that she is suddenly having vision problems.
 - She asks her mom to write her a note excusing her from schoolwork.
 - She hides in the bathroom during writing time.
 - She pretends that she hurt her arm.
15. Why does Ally choose to write about when Mr. Daniels tells the class to write about their favorite fictional character?
- Captain America
 - Hermione Granger
 - Alice from *Alice in Wonderland*
 - Roy G. Biv
16. Why does Ally run away when she is awarded the first annual Fantastico Poetry Award?
- She is so proud that she feels overwhelmed.
 - She is humiliated because she thinks it is a pity award.
 - She is angry because Shay wins the second place award.
 - She wants to go call her mom to tell her about it.

❖ PART 5. COMPREHENSION & ANALYSIS SHORT ANSWER

Answer the following questions in complete sentences.

17. Explain at least two of the reasons that Ally experiences happiness or hope in these chapters.

18. Who are some people that have affected Ally in this novel? Name at least three people that had an effect on her, and explain how.

19. What lesson can be learned from this story? Explain.

20. Summarize the ending to the story. Do you like or dislike the ending? Explain.
