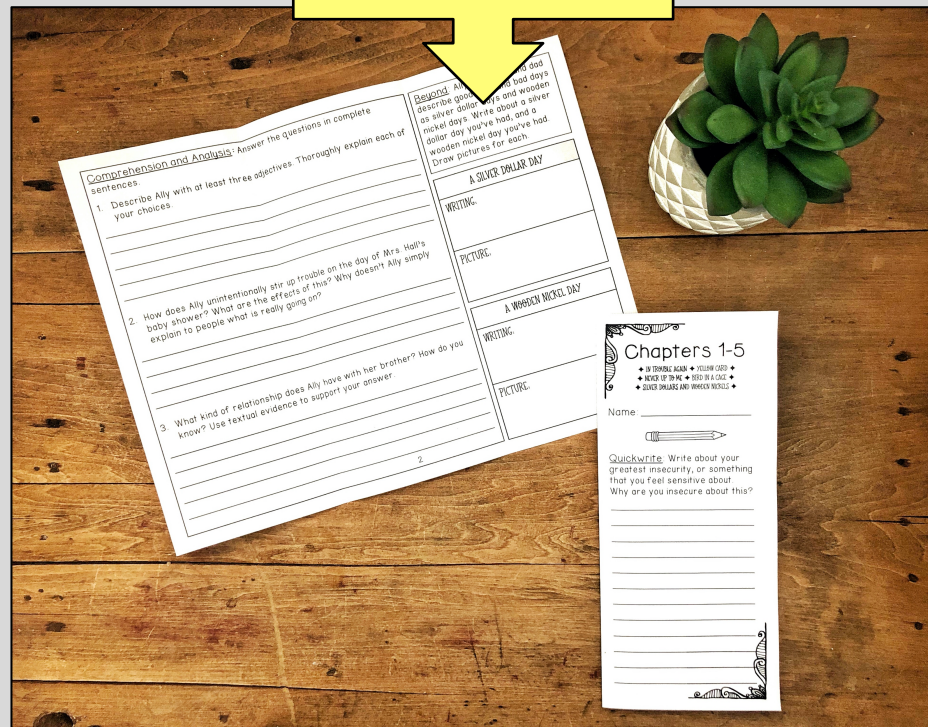
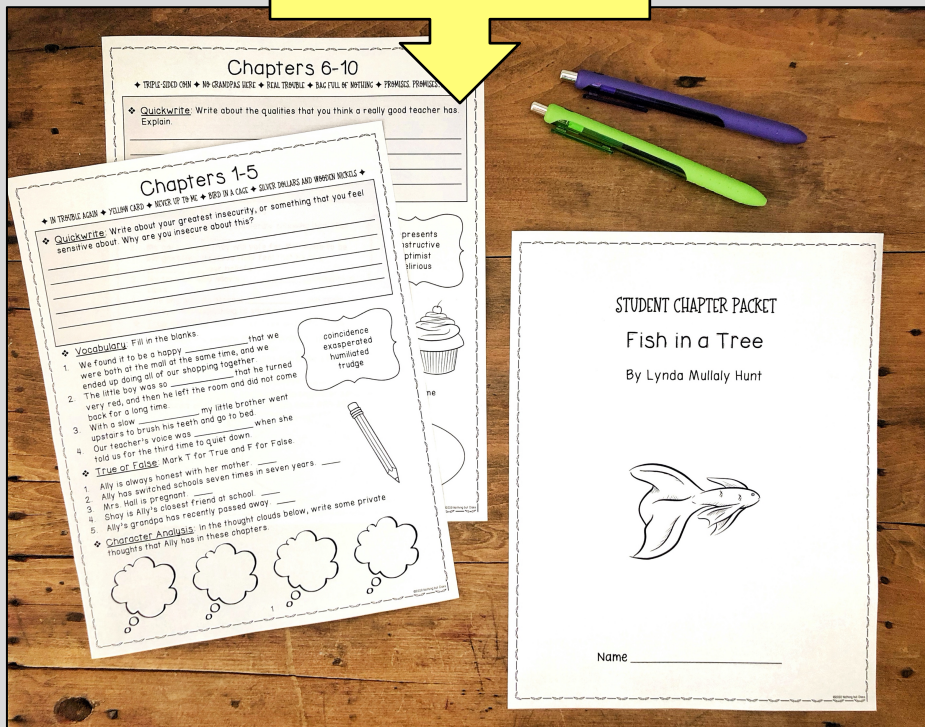


The Student Chapter Packet portion features student work in **TWO** formats. *You choose what to use!*

Traditional version
For easy, no-prep booklets!

Trifold version
Easy to display and store!



Student work for every 5-6 chapters includes:

- Quickwrite-Writing prompt that helps the student relate to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, or Multiple Choice questions.
- Standards Focus Question.
- Three Comprehension & Analysis Written Response Questions.
- Beyond-Creative activities.

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 Cord	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 Can	46	constructive	positive and useful
7: No Grandpa Here	48	optimist	cheerful, someone that looks on the bright side
8: Real Trouble	54	delirious	wild, irrational, and out of one's mind
9: Bag Full of Nothing	67	mumble	mutter; speak in a low voice
10: Promises, Promises...	68	insists	demands or requires
11: Scrambled Egg	73		
12: What's Your Problem, Albert?	94		
13: Trouble with Flowers	95		
14: Boxed In and Boxed Out	99		
15: Ungreased Gears	104		
16: What I've Got	118		
17: Misfit Lunch	121		
18: Truths and Untruths	131		
19: Not-So-Sweet Secret	136		
20: Is This a Good Thing?	153		
21: Butterfly Wishes	153		
22: No Way to Treat a Queen	153		
23: Words that Breathe	163		
24: Imaginary Hero	184		
25: Celebration or Devastation?	186		
26: Stalling	186		
27: Half-Baked Afternoon	186		
28: Deal of a Lifetime	188		
29: Fish in a Tree	191		
30: Miserable King	192		
31: Lots of Ways Home	205		
32: Screen Time	206		
33: Possibilities			
34: Birth of a Star			
35: A Picture is Worth a Gazillion Words			
36: In the Game of Life...			
37: A Chicken, a Wolf, and a Problem			
38: Loser for President			
39: To-Shay			
40: Tears of Different Kinds			


Word: **coincidence**

Definition: an accident or a happy chance


Word: **exasperated**

Definition: annoyed, irritated


coincidence
(noun) an accident or a happy chance




exasperated
(adjective) or verb
annoyed, irritated




humiliated
(verb)
very embarrassed




trudge
(verb)
walk heavily and slowly




represents
(verb)
symbolizes or stands for




constructive
(adjective)
positive and useful



optimist
(noun)
cheerful; someone that looks on the bright side







delirious
(adjective)
wild, irrational, and out of one's mind



❖ For each of the words below, circle the picture that best illustrates the word. On the line under the pictures, justify why you chose your answer.

11. uncouth

a. 	d. 
c. 	b. 

I chose this one because _____

4. Choose the best synonym for **gratitude** below.

- learning
- mystery
- thankfulness
- safety

5. Choose the best antonym for **delirious**.

- raw
- brave
- wild



6. Choose the word that best completes the following sentence.

The evil witch _____ and would stop at nothing to get what she wanted.

- overwhelming
- graceless
- constructive
- humiliated

7. Below, write about something that has **exasperated** you.

word. Then, draw a picture that your answers on the lines below

the word's antonym/opposite:

Name _____

Fish in a Tree
VOCABULARY REVIEW #1, CHAPTERS 1-25

coincidence	exasperated	humiliated	trudge	represents	constructive
optimist	delirious	mumble	insists	gratitude	squelch
adhere	principle	intentions	overwhelming	ruthless	uncouth
eavesdrop	transform				

1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
humiliated		
delirious		
squelch		
transform		

2. Complete the graphic organizer below for the word in the middle.

Synonyms	overwhelming	Antonyms
----------	--------------	----------

Vocabulary Focus:

- Four challenge words chosen for every 5-6 chapters
- Complete Vocabulary List comes with and without definitions
- Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

STUDENT CHAPTER PACKET ANSWER KEY

Chapters 1-5

◆ IN TROUBLE AGAIN ◆ YELLOW CARD ◆ NEVER UP TO ME ◆ BIRD IN A CAGE ◆ SILVER DOLLARS AND WOODEN NICKELS ◆

(page 1)

Quickwrite: Answers will vary.

Vocabulary:

1. coincidence
2. humiliated
3. trudge
4. exasperated

True or False:

1. F
2. T
3. T
4. F
5. T

Character Analysis: All teachers are the same. It's better doesn't believe I'm stupid. I'm lying when I tell my mom I

(page 2)

Comprehension and Analysis:

1. Ally is artistic, insecure, and misunderstood. She is artistic, she loves to draw and has a Sketchbook of Impossible that because she struggles with reading, she must not her teachers and principal think she's rebellious and not because she is so afraid to admit that can't read, and
2. Ally unintentionally stirs up trouble on the day of Mrs. sympathy card rather than a congratulatory card. She bought the card because she thought the yellow flower gets in trouble at school, and that she makes Mrs. Hall she has learned that keeping her mouth shut tends to admit aloud that she can't read.
3. Ally loves her big brother, and really looks up to him. To see that he adores her as well. I know this because of humor. On page 24, the text reads, "The back door smells like grease. Looking like he rolled in it. And in sister?" This quote shows that they're close.

Beyond: Answers will vary.

VOCABULARY PACKET

Fish in a Tree

By Lynda Mullaly Hunt



PREVIEW

TABLE OF CONTENTS

Resource	Pages
Student Reference Bookmarks (two-sided)	3-4
Vocabulary List with definitions	5-6
Vocabulary List without definitions	7-8
Vocabulary List with definitions (NO page numbers)	9-10
Vocabulary List without definitions (NO page numbers)	11-12
Table of Contents: Student Chapter Packet	13
	14-45
	46
	47-74
	75-76

ABOUT THE STUDENT CHAPTER PACKET

The student work for every 5-6 chapters of reading contains both comprehension and vocabulary. Each part includes the following sections:

1. **Quickwrite**-A green space where students write here before reading the chapter. This gives them time to think and plan the direction that the chapters will take. This also helps them to connect the concepts in the story to themselves.
2. **Vocabulary**-The students practice with four new words that are chosen for you from every 5-6 chapters. Synonyms, antonyms, and text clues are among the skills included.
3. **True/False, Multiple Choice, or Sequencing**-One set of these types of questions is included for each section.
4. **Short Answer Focus**-One question or activity is included. These focus on Reading Comprehension standards like main idea, character analysis, and figurative language.
5. **Comprehension and Analysis**-Three short answer questions are provided per section. You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just some for your students to complete.
6. **Beyond**-The Beyond activities are a mix of fun activities, including art, graphic organizers, and text-to-self connections. They require the students to use their imaginations, and some upper-level thinking. You might even choose to use these as an option for early finishers.

FISH IN A TREE

By Lynda Mullaly Hunt
Reference Bookmark

PLOT

A sixth-grade girl is unable to read and is afraid to ask for help, until her teacher takes a special interest in her.

SETTING

The story mostly takes place in Ally's sixth grade classroom.

CHARACTERS

- Ally-a girl who struggles to read and is a gifted artist.
- Keisha-a girl in Ally's class who befriends her.
- Albert-a boy in Ally's class who loves science and Star Trek.
- Mr. Daniels-Ally's newest teacher in sixth grade.
- Travis-Ally's big brother.

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By Lynda Mullaly Hunt
Reference Bookmark

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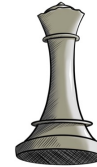
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- Albert-a boy in Ally's class who loves science and Star Trek.
- Mr. Daniels-Ally's newest teacher in sixth grade.
- Travis-Ally's big brother.

Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages for each section
- Student reference bookmarks
- All answer keys

POSSIBLE



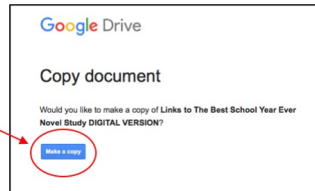
Instructions

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!

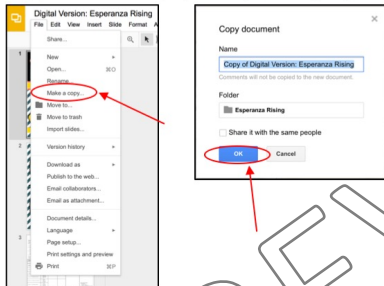


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

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.

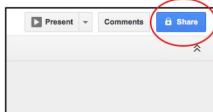
You will customize this additional copy in whatever ways you want, according to your students' needs.



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.

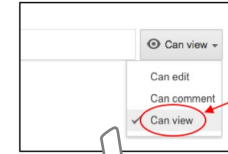
6. Once you're ready, share the documents with your students. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



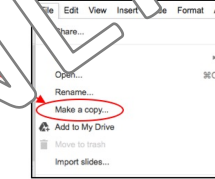
Note: Sharing with students can also be done through Google™ Classroom.

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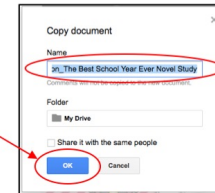
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can view," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



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 whatever document 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/or 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 required to use their devices. If you are using the work on iPads or tablets, this is easy to do. However, if they are using desktop computers, use the tools under the "Insert" dropdown menu in Google™ Docs.

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

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BONUS Paperless Version included!

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

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

Digital Version: The Magician's Nephew Comprehension and Vocabulary

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was yesterday at 9:43 PM

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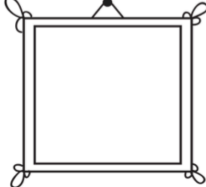
❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. What is your opinion of Digory? Explain your thoughts, and use textual evidence to support your opinion.
[Text here](#)

2. Choose three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.
[Text here](#)

3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?
[Text here](#)

❖ **Beyond:** Below, write about a time that you have done something adventurous, like Polly and Digory do. Illustrate your writing.
[Text here](#)



2

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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.

Chapters 1-5

◆ IN TROUBLE AGAIN ◆ YELLOW CARD ◆ NEVER UP TO ME ◆ BIRD IN A CAGE ◆ SILVER DOLLARS AND WOODEN NICKELS ◆

❖ Quickwrite: Write about your greatest insecurity, or something that you feel sensitive about. Why are you insecure about this?

❖ Vocabulary: Fill in the blanks.

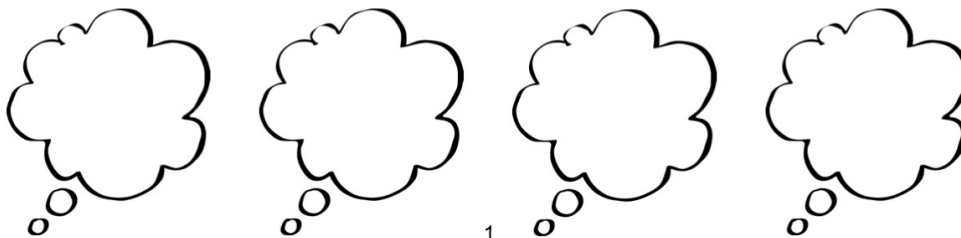
1. We found it to be a happy _____ that we were both at the mall at the same time, and we ended up doing all of our shopping together.
2. The little boy was so _____ that his face turned very red, and then he left the room and did not come back for a long time.
3. With a slow _____, my little brother went upstairs to brush his teeth and go to bed.
4. Our teacher's voice was _____ when she told us for the third time to quiet down.

coincidence
exasperated
humiliated
trudge

❖ True or False: Mark T for True and F for False.

1. Ally is always honest with her mother. _____
2. Ally has switched schools seven times in seven years. _____
3. Mrs. Hall is pregnant. _____
4. Shay is Ally's closest friend at school. _____
5. Ally's grandpa has recently passed away. _____

❖ Character Analysis: In the thought clouds below, write some private thoughts that Ally has in these chapters.



❖ Comprehension and Analysis: Answer the questions in complete sentences.

1. Describe Ally with at least three adjectives. Thoroughly explain each of your choices.

2. How does Ally unintentionally stir up trouble on the day of Mrs. Harlow's baby shower? What are the effects of this? Why doesn't Ally simply explain to people what is really going on?

3. What kind of relationship does Ally have with her brother? How do you know? Use textual evidence to support your answer.

Legend: Mrs. Harlow's grandpa and dad describe good days and bad days as silver dollar days and wooden nickel days. Write about a silver dollar day you've had, and a wooden nickel day you've had. Draw pictures for each.

A SILVER DOLLAR DAY	A WOODEN NICKEL DAY
WRITING.	WRITING.
PICTURE.	PICTURE.

mumble

(verb) mutter;
speak in
a low voice



insists

(verb)
demands or
requires



gratitude

(noun)
thankfulness



squelch

(verb)
forcefully
silence a
sound



adhere

(verb)
stick to



principle

(noun)
idea or theory



intentions

(noun)
plans



overwhelming

(adjective) very strong
and forceful

