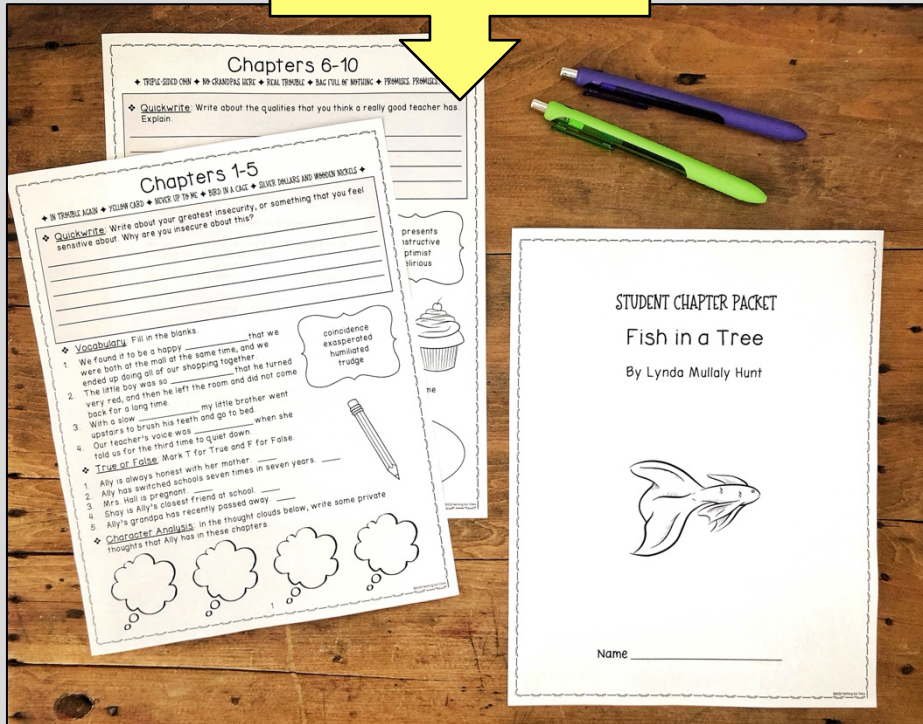
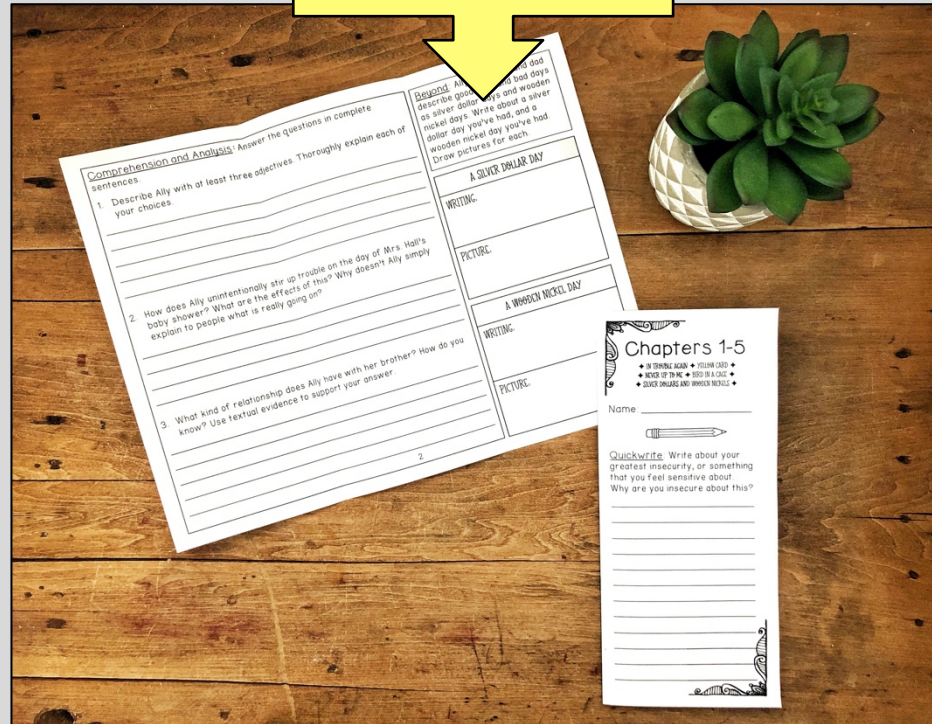


The Comprehension & Vocabulary portion features student work in **TWO** formats.  
You choose what to use!

*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 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 Can	46	constructive	positive and useful
7: No Grandpas 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?	71		
13: Trouble with Flowers	94		
14: Boxed In and Boxed Out	95		
15: Ungreased Gears	99		
16: What I've Got	104		
17: Misfit Lunch	118		
18: Truths and Untruths	121		
19: Not-So-Sweet Secret	131		
20: Is This a Good Thing?	136		
21: Butterfly Wishes	153		
22: No Way to Treat a Queen	153		
23: Words that Breathe	153		
24: Imaginary Hero	163		
25: Celebration or Devastation?	184		
26: Stalling	186		
27: Half-Baked Afternoon	186		
28: Deal of a Lifetime	186		
29: Fish in a Tree	188		
30: Miserable King	191		
31: Lots of Ways Home	192		
32: Screen Time	205		
33: Possibilities	206		
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-Shy			
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. 	b. 
c. 	d. 

I chose this one because \_\_\_\_\_

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

- learning
- mystery
- thankfulness
- safety

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

- 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
avesdrop	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. T 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
Unit Map	3
Student Reference Bookmarks (two-sided)	4-5
Vocabulary List with definitions	6-7
Vocabulary List without definitions	8-9
Vocabulary List with definitions (NO page numbers)	10-11
Vocabulary List without definitions (NO page numbers)	12-13
	14
	15-46
	47
	48-75
	76
	77-103
	104
	105-113
	114-115

### 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 great way to have students write here before reading the chapter. The first 10 minutes of class are spent on thinking in the direction that the chapters are about. This also helps them to connect the concepts to the story to themselves.
2. **Vocabulary**-The students practice with four new words that are chosen for you in every 5-6 chapters. Synonyms, antonyms, and text clues are among the skills included.
3. **Multiple Choice, True/False, Multiple Choice, or Sequencing**-One set of these types of questions is included for each section.
4. **Short Answer**-A question or activity is included. These focus on Reading 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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POSSIBLE



## Easy Planning & Low Prep:

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



# TABLE OF CONTENTS:

## Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		77	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	78	Ask and Answer Questions	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	79	Fish in a Tree: Themes <i>*Answer Key on page 98</i>	Use after finishing the novel.
		80	Devil's Advocate: Theme	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	81	Causes and Effects <i>*Answer Key on page 99</i>	2-34
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	82	Characters + Nicknames <i>*Answer Key on page 100</i>	46
		83	Character Analysis <i>*Answer Key on page 101</i>	Use throughout the novel.
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	85-85	Figurative Language Anchor Poster <i>*Comes in color and b/w</i>	any
		86-87	Figurative Language <i>*Answer Key on page 102-103</i>	1-34
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	88	Instagram Feed	any
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	89	My Book Cover	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	90	Reading Strategy: Preview Walk	Use throughout the novel.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	91	Would You Rather?	any
		92-93	Chess, a Game of Life: A Comparison Activity	36
		94-95	Fish in a Tree: Freewriting	any
		96-97	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
		98-103	Keys to Understanding <ul style="list-style-type: none"> <li>Devil's Advocate: Theme</li> <li>Causes and Effects</li> <li>Characters + Nicknames</li> <li>Character Analysis</li> <li>Figurative Language</li> </ul>	

**Come back for MORE RESOURCES LIKE THIS!**

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[www.nothingbutclassresources.com](http://www.nothingbutclassresources.com)

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## FISH IN A TREE: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities
1-5	<ul style="list-style-type: none"> <li>coincidence</li> <li>exasperated</li> <li>humiliated</li> <li>trudge</li> </ul>				
6-10	<ul style="list-style-type: none"> <li>represents</li> <li>oppressive</li> <li>detrimental</li> </ul>				
11-15	<ul style="list-style-type: none"> <li>mumble</li> <li>insists</li> <li>gratitude</li> <li>squelch</li> <li>where</li> </ul>	Vocabulary Review #1: Chapters 1-25	Assessment #1: Chapters 1-25		
16-20	<ul style="list-style-type: none"> <li>intentions</li> <li>overwhelming</li> </ul>				
21-25	<ul style="list-style-type: none"> <li>ruthless</li> <li>uncouth</li> <li>eavesdrop</li> <li>transform</li> </ul>			<p><u>To use with Chapters 1-34:</u></p> <ul style="list-style-type: none"> <li>Figurative Language</li> </ul> <p><u>To use with Chapters 2-34:</u></p> <ul style="list-style-type: none"> <li>Causes and Effects</li> </ul>	<p><u>To use with any chapter:</u></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Figurative Language Anchor Poster</li> <li>Instagram Feed</li> <li>Would You Rather?</li> <li>Fish in a Tree: Freewriting</li> </ul>
26-30	<ul style="list-style-type: none"> <li>extensive</li> <li>visionary</li> <li>scoundrel</li> <li>relieved</li> </ul>			<p><u>To use with Chapter 36:</u></p> <ul style="list-style-type: none"> <li>Chess, a Game of Life: A Comparison Activity</li> </ul> <p><u>To use with Chapter 46:</u></p> <ul style="list-style-type: none"> <li>Characters + Nicknames</li> </ul>	<p><u>To use throughout the novel:</u></p> <ul style="list-style-type: none"> <li>Character Analysis</li> <li>Reading Strategy: Preview Walk</li> </ul>
31-35	<ul style="list-style-type: none"> <li>venomous</li> <li>stunned</li> <li>betray</li> <li>evidence</li> </ul>				
36-40	<ul style="list-style-type: none"> <li>flustered</li> <li>invincible</li> <li>smug</li> <li>dazed</li> </ul>	Vocabulary Review #2: Chapters 26-51	Assessment #2: Chapters 26-51		
41-45	<ul style="list-style-type: none"> <li>glancing</li> <li>trumps</li> <li>sputters</li> <li>backfired</li> </ul>				
46-51	<ul style="list-style-type: none"> <li>declare</li> <li>grit</li> <li>persevere</li> <li>achievement</li> </ul>				<p><u>To use after finishing the novel:</u></p> <ul style="list-style-type: none"> <li>Fish in a Tree: Theme</li> <li>Devil's Advocate: Theme</li> <li>My Book Cover</li> <li>Culminating Project Choices with Grading Sheet</li> </ul>








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### A Closer Look:

- Focus Standards listed for all activities
- Detailed Unit Map lays it all out for you in a quick and easy snapshot

## Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least \_\_\_\_\_ stars. Color in the stars of the project(s) you choose.

<p><b>Biography</b> ☆☆</p> <p>Do some research about a famous person that is believed to have dyslexia. Create a project or display about this person. Be sure to include information about his/her life, his/her struggles, and his/her accomplishments.</p> 	<p><b>Playwright</b> ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p>	<p><b>Lynda Mullaly Hunt Books</b> ☆☆</p> <p>Choose another book by Lynda Mullaly Hunt to read, such as <i>One for the Murphys</i>. Make a project that represents the book in a creative way. For example, you may write a book report, or you may create an art piece portra of the book.</p> 
<p><b>Game On</b> ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p><b>Alternate Ending</b> ☆</p> <p>Do you wish that <i>Fish in a Tree</i> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p>	<p><b>Newspaper</b> ☆☆☆</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p> 
<p><b>3D Characters</b> ☆☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p><b>Paper Bag Book</b> ☆☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. The items outside of the bag include the book's title, author, and a picture.</p> 	<p><b>Sketchbook of Impossible Things</b> ☆☆☆</p> <p>Get inspired and create your own sketchbook of impossible things. Include at least ten sketches of impossible things.</p> 

## Figurative Language

**KEY IDEA:** Determine the meanings of figurative language to help you better visualize the text.

- **Simile**—a comparison between two things using the words “like” or “as.”
- **Metaphor**—a comparison between two things without using the words “like” or “as.”
- **Personification**—when human-like qualities or actions are given to non-human things.
- **Idiom**—an expression with a non-literal meaning.
- **Hyperbole**—an exaggeration.



### Additional Resources:

- Culminating Project Options for students to complete after the novel
- Figurative Language Anchor Poster to accompany included activities





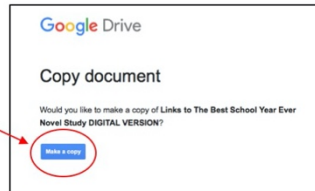
# Instructions

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!

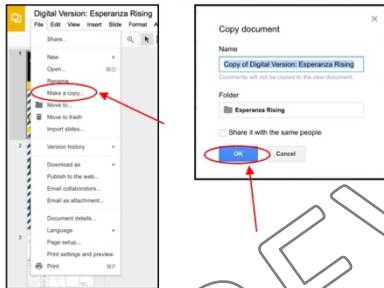


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

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.

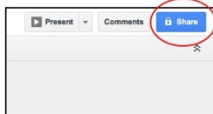
You will customize this additional copy in whatever ways you want, according to your students' needs.



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 until 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.

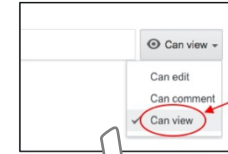
6. Once you're ready, share the documents with your students. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



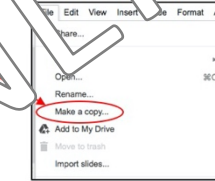
\*Note: Sharing with students can also be done through Google™ Classroom.\*

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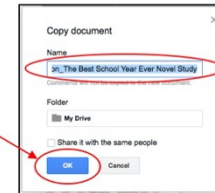
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can view," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



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 PDF 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 have work on iPads or tablets, this is easy to do. However, if you have work on 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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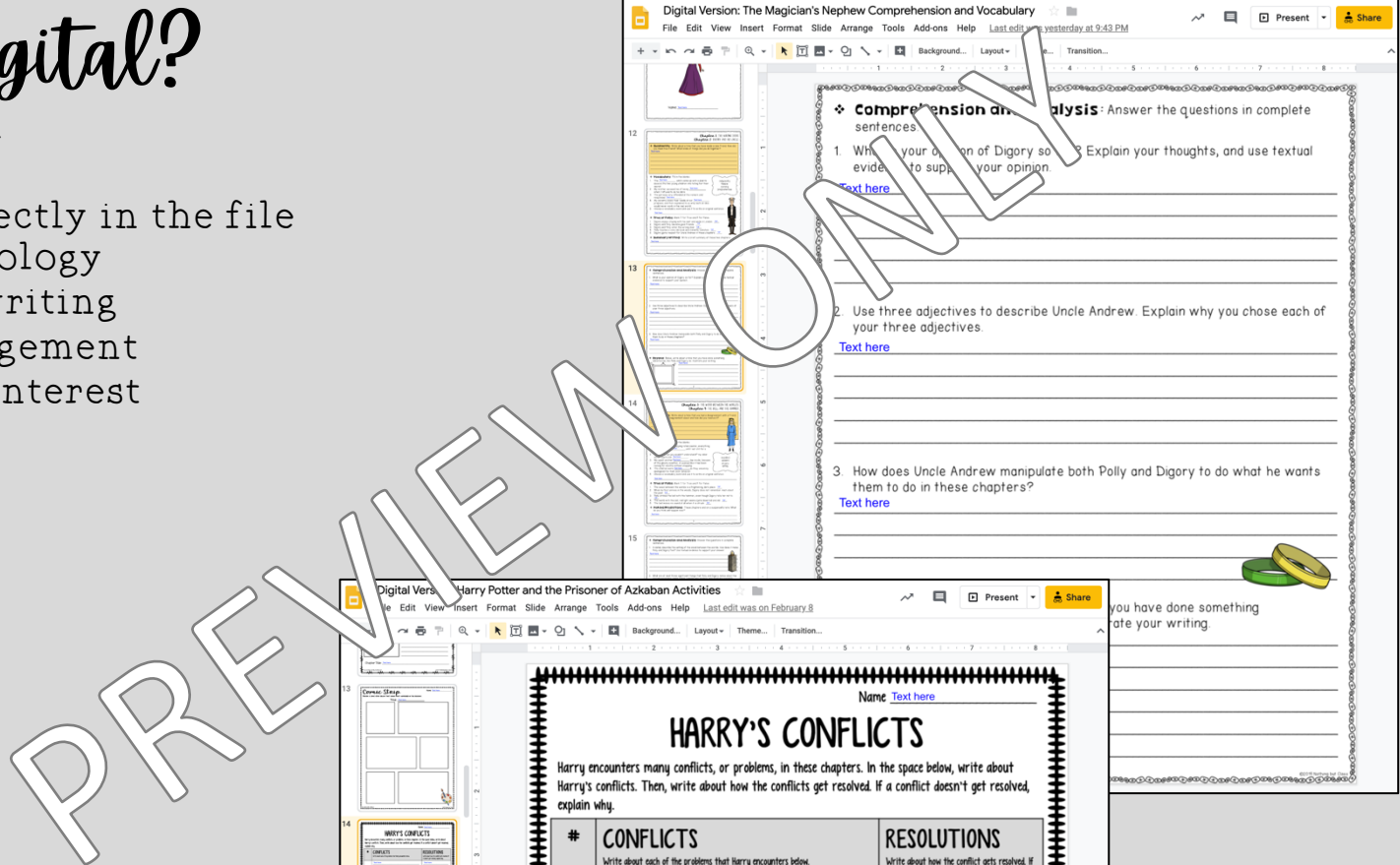
**BONUS Paperless Version included!**

- 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



## 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.

#	CONFLICTS <small>Write about each of the problems that Harry encounters below.</small>	RESOLUTIONS <small>Write about how the conflict gets resolved. If it doesn't get resolved, explain why.</small>
1	<a href="#">Text here</a> _____ _____	<a href="#">Text here</a> _____ _____
2	<a href="#">Text here</a> _____ _____	<a href="#">Text here</a> _____ _____
3	<a href="#">Text here</a> _____ _____	<a href="#">Text here</a> _____ _____
4	<a href="#">Text here</a> _____ _____	<a href="#">Text here</a> _____ _____

# 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?

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❖ Vocabulary: Fill in the blanks.

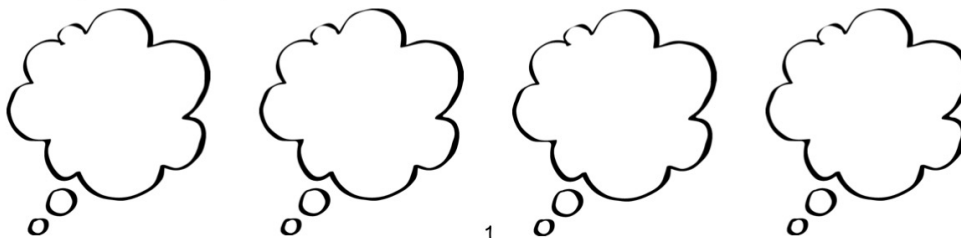
1. We found it to be a happy \_\_\_\_\_ that we were both at the mall at the same time, and we ended up doing all of our shopping together.
2. The little boy was so \_\_\_\_\_ that his face turned very red, and then he left the room and did not come back for a long time.
3. With a slow \_\_\_\_\_, my 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.

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

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

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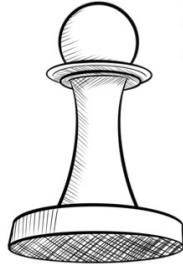
Legend: Mrs. Harlow's grandpa and dad describe good days and bad days as silver dollar days and wooden nickel days. Write about a silver dollar day you've had, and a wooden nickel day you've had. Draw pictures for each.

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

## Chess, a Game of Life: A Comparison Activity

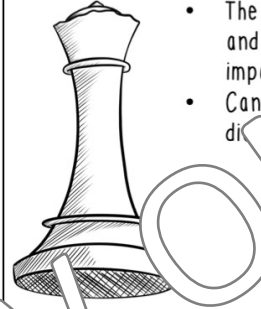
In Chapter 36, Ally compares some of the people in her life to chess pieces. Read the descriptions below of each of the chess pieces. Compare either yourself, or a famous person, to one of the chess pieces. You must have at least three reasons for your choice. Write about your comparison on the next page, and illustrate your writing.

### Pawn



- The smallest piece
- Often overlooked
- Can usually only move forward one square at a time

### Queen



- The most dangerous piece and also one of the most important
- Can move forward or backward in any direction

### Knight



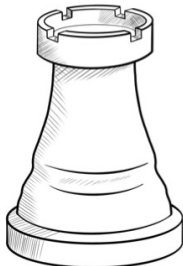
- Is usually the most detailed, fanciest piece on a chess board
- Players like to put their knight piece close to the action
- Its movement is unique because it moves in an L shape

### King



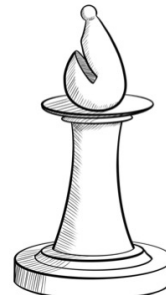
- The piece that must be protected and you cannot live without
- The game winner

### Rook



- Can move forward, backward, left, or right at any time
- Can move 1 to 7 squares in any direction
- The only piece on the board that teams up with the King to do a special move called "castling"

### Bishop



- Moves in diagonals
- Often forgotten, and some don't consider it very important