

Novel·Ties

Fish in a Tree

LYNDA
MULLALY
HUNT



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis	1
Background Information	2
Pre-Reading Questions and Activities.	3
Chapters 1 - 4	4 - 6
Chapters 5 - 10	7 - 9
Chapters 11 - 15	10 - 11
Chapters 16 - 21	12 - 13
Chapters 22 - 27	14 - 15
Chapters 28 - 32	16 - 17
Chapters 33 - 40	18 - 19
Chapters 41 - 46	20 - 21
Chapters 47 - 51	22 - 24
Cloze Activity	25
Post-Reading Discussion Questions and Activities	26 - 28
Suggestions For Further Reading	29
Answer Key	30 - 32

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Fish in a Tree*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTERS 5 – 10

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in Column A to its synonym in Column B. Then use the words in Column A to fill in the blanks in the sentences below.

A	B
1. restoration	a. deception
2. unique	b. tasteless
3. bandana	c. defect
4. impressive	d. kerchief
5. flaw	e. rehabilitation
6. fraud	f. splendid
7. infinite	g. individual
8. bland	h. limitless

1. A single _____ in a diamond could lower its value.
2. She tied a(n) _____ under her chin to keep the wind from blowing her hair.
3. We added salt and pepper because the food seemed too _____.
4. We were happy to observe the _____ of our town that had been harmed by the recent hurricane.
5. Once she learned to read, my friend was overjoyed by the _____ number of possibilities that lay before her.
6. Afraid that _____ had occurred, the business manager hired an accountant to review all of his office papers.
7. A rainbow is always a(n) _____ sight to young and old alike.
8. Every person should be proud of his or her own _____ talents and skills.

Read to find out how Ally shows her math skills.

CHAPTERS 41 – 46 (cont.)**Questions:**

1. For once, why is Ally glad that she is unable to read?
2. For once, why does Ally go to school feeling proud?
3. How does Shay's insult of Ally's project backfire on her?
4. How does Mr. Daniels give Ally some relief from the headaches she gets when she reads?
5. Why does Keisha realize that Albert's nickname for her is not an insult?
6. Why does Albert think of himself as a pachyderm?

Questions for Discussion:

1. How do you feel about the way Mr. Daniels deals with his students? How does he show them that each person in the class is unique and special?
2. Why do you think Travis asks his sister what Mr. Daniels does to help her learn to read?
3. If Albert had a nickname for you, what might it be?

Writing Activities:

1. Write a short essay in response to Mr. Daniels's question: "*If you could have an unlimited amount of any single object, what would it be?*" Choose an item and tell what would be the benefits and the disadvantages of having this item in abundance.
2. Tell how you or someone you know is unique. What makes this person special and different from anyone else?