



## Fishtank Plus Feature Sample

# Essential Task Guide

5th Grade English Language Arts  
Unit 3 - Friendship Across Boundaries: Return to Sender  
Lesson 6

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## TARGET TASK

(RL.5.3)

On p. 49 Tyler states that “for the first time in his life, he has met people who are really different.” What do the events of this chapter suggest about Tyler?

## WHY THIS TASK IS ESSENTIAL

This task is essential because it pushes students to explore Tyler in-depth, particularly what he believes and how he has developed those beliefs. This connects to the key understanding that characters, like people, often have different perspectives on events based on prior experiences or family and cultural beliefs. And characters, like people, need to work to learn and gain knowledge about those who are different in order to avoid subscribing to stereotypes.

## HOW TO MONITOR STUDENT UNDERSTANDING

Below are understandings necessary for answering the target task question and potential misconceptions. Suggested supports can be used to intervene with individual students during the lesson, or if a majority of the class has a misconception, the supports should be used as part of a reteach of the lesson.

Important Understanding	Potential Misconceptions	Supports
<p><b>Stereotypes are simplified assumptions about a group based on prior experiences or beliefs. They often do not reflect reality.</b></p>	<p>Students may not understand what makes something a stereotype.</p> <p>Students may not understand the difference between stereotypes and prejudice.</p>	<p>Review with students the definition of a stereotype. If needed, have students think of common stereotypes associated with girls and boys. Then push students to explain what makes each statement a stereotype.</p> <p>For the sake of this lesson, have students only focus on stereotypes. Students do not need to understand the difference between stereotypes and prejudice.</p>
<p><b>Tyler thinks lots of stereotypical thoughts about the Cruz girls. While he doesn't say them out loud, the thoughts he has in his head reveal his misunderstandings.</b></p>	<p>Students are unable to identify statements that show Tyler's stereotypical thoughts.</p>	<p>Pre-identify sentences for students to analyze. Guide students to understand why the statements are examples of stereotypes.</p>

<p><b>Meeting people who are different pushes people to question their own understandings and beliefs.</b></p>	<p>Students may not understand why Tyler is reflecting on meeting people who are different.</p> <p>Students may not understand how Tyler has never interacted with people who are different.</p>	<p>After students have unpacked Tyler’s stereotypical thoughts, push students to think about how he might have developed those thoughts. Most likely he developed the thoughts because he hasn’t met people who are different before. Now that he is interacting with people who are different, his way of thinking is being challenged.</p> <p>Students may not understand that in some communities there is very little diversity. People only interact with people who look and act just like them, limiting their understanding of the world.</p>
<p><b>Tyler’s thoughts do not make him a bad person.</b></p>	<p>Students may think that because Tyler has stereotypical thoughts that he is a bad person.</p>	<p>Remind students that all just because someone believes a stereotype, it doesn’t make them a bad person. The goal is to help the person learn why the stereotype is wrong. This can happen through building relationships and education.</p>

## SUGGESTIONS FOR SUPPORT IN UPCOMING LESSONS

- Lesson 7: Have students discuss the key question, “What stereotypes might Clayton and Ronnie believe? How do these stereotypes impact the way they behave?”
- Lesson 11: Push students to think about what Tyler believes and why. Why does Tyler have the beliefs that he does? How do they influence his actions? How might things be different if he had friendships with more people who are different?



# Fishtank Plus Feature Sample

# Exit Ticket

6th Grade English Language Arts  
Unit 2 - Challenging Authority: The Giver  
Lesson 13

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [The Giver](#) by Lois Lowry

**Objective:** Describe the changes in Jonas' character at the resolution of *The Giver*.

Write an answer to today's Discussion Question after hearing your classmates' thoughts.

What do you think happens at the end of the book? Is this a satisfying ending? How do you know? Provide specific evidence from the text to support your position.

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