



**Fishtank Plus
Feature Sample**

Student Handouts

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Student Handouts

1st Grade English Language Arts
Unit 2 - Folktales Around the World
Lesson 13

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Name: _____

Date: _____

1. What do you think the phrases “two steps ahead of you” and “a little bit and a little bit more” mean?

2. How does Mama Panya feel when Adika invites others for pancakes? What in the story makes you think that?

3. Describe Adika.

4. How does Adika feel at the market? How does Mama feel at the market? Why?

5. What happened when the people arrived? How did Mama and Adika feel?

6. What do the phrases “step ahead of you” and “a little bit and a little bit more” mean?

Name: _____

Date: _____

1. What did Mama learn at the end of the story?

stretch

generous



Student Handouts

4th Grade English Language Arts

Unit 2 - Finding Fortune: Where the Mountain Meets the
Moon

Lesson 10

[View this lesson](#)

Name: _____

Date: _____

Today's reading was *Where the Mountain Meets the Moon* – Ch. 18-19.

Describe the Buffalo boy and his home. How does the Buffalo Boy's home impact Minli?

Read the two sentences from chapter 18.

“And Minli was surprised to see his face change unexpectedly. The sharpness of his expression softened like a flower blossoming, his small smile gentle.”

“It was funny how the buffalo boy’s whole manner changed when he talked about her – his vaguely mocking attitude and tough expression washed away and he lit up like a lantern.”

What do these details reveal about the buffalo boy and the importance of his friendship with the girl?

What impression does Minli have about the Buffalo Boy's friend in chapter 18? Does her impression change in chapter 19? Defend why or why not.

Why does Grace Lin include *The Story of the Buffalo Boy's Friend*?



Student Handouts

6th Grade English Language Arts
Unit 3 - Expressing Yourself: Women in the Arts
Lesson 5

[View this lesson](#)

Name: _____

Date: _____

Today's Materials:

- Book: [Life in Motion: An Unlikely Ballerina](#) by Misty Copeland

Objective: Explain how Copeland uses figurative and descriptive language to communicate her feelings about dance.

1. What is the impact of the metaphor Copeland uses in the following sentence: "But I also knew when I found out I wasn't going to be able to do ballet anymore, how the hurt had stung my soul." (p. 67) What idea does it communicate to the reader?

2. How does Copeland's use of descriptive language help the reader visualize the dancer's movements? "The ballet is full of quick, explosive footwork, as well as fierce, large jumps." (p. 73) Carefully explain your thinking.

3. Summarize what Copeland is trying to communicate in this sentence: "I began to see the vista to a world beyond what I had ever previously imagined." (p. 97) How does her use of a metaphor help the reader understand her meaning?

Name: _____

Date: _____

Today's Materials:

- Book: [Life in Motion: An Unlikely Ballerina](#) by Misty Copeland

Objective: Explain how Copeland uses figurative and descriptive language to communicate her feelings about dance.

Writing Prompt

Identify the figurative language that Copeland uses in the following sentence: “Nothing like ballet, where the movements rippled like water, where a spin that blended strength and grace could transform a dull room into a music box, and the dancer became the beautiful miniature turning round and round inside.” (p. 68) What idea is she trying to communicate about ballet through this figurative language? Carefully explain your thinking.



Student Handouts

10th Grade English Language Arts

Unit 2 - Censorship, Truth & Happiness in Fahrenheit
451

Lesson 12

[View this lesson](#)

Name: _____

Date: _____

Writing Prompt: What is the symbolic significance of the title “The Sieve and the Sand” based on the Denham’s Dentifrice scene?

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning (reason or claim used to support a larger thesis)
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

Self Evaluation: Use the Writing Scoring Guide below to score your response. Then explain your rationale for your score choice.

Row 1: Thesis	0 Points	1 Points
	<p>For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	<p>Responds to the prompt with a thesis that presents a defensible interpretation of the passage.</p>
	Justification for Score	

Row 2: Evidence	0 Points	1 Points	2 Points	3 Points	4 Points
	Simply restates thesis (if present), repeats provided info, or offers info irrelevant to the prompt	Provides evidence that is mostly general	Provides some specific, relevant evidence	Provides specific evidence to support all claims in a line of reasoning	Provides specific evidence to support all claims in a line of reasoning
	Justification for Score				

Row 3: Commentary	0 Points	1 Points	2 Points	3 Points	4 Points
	No commentary present	Summarizes the evidence but does not explain how the evidence supports the student's argument.	Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	Explains how some of the evidence supports a line of reasoning.	Consistently explains how the evidence supports a line of reasoning.
	Justification for Score				

Row 4: Sophistication	0 Points	1 Points
	<p>For any of the following:</p> <ul style="list-style-type: none"> Contextualizes interpretation by using sweeping generalizations Only hints or suggests other possible interpretations Oversimplifies complexities of topic or selected work Uses complex syntax that does not enhance overall argument 	Demonstrates sophistication of thought and/or develops a complex literary argument.
	Justification for Score	