



## Reading and Speaking Fluency/GUM

### Unit 2, Week 1: Teacher Guide ■●◆▲



#### Daily Learning Targets

##### Day 1

- I can form and use the past tense of regular verbs. (L.3.1d)

##### Day 3

- I can form and use the past tense of irregular verbs. (L.3.1d)

#### Teaching Notes

- In this unit, students focus on GUM (grammar, usage, and mechanics) rather than on reading and speaking fluency.
- **Differentiation:**
  - The Teacher-Guided Student Activity Cards for this activity are differentiated.
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to have the opportunity to peer coach.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

#### Materials

##### Day 1

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Unit 2, Week 1: Independent Reading: Student Task Cards (one per student)
- ☑ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (one per student)
- ☑ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (differentiated; one per student)

- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

### Day 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Cards (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (from Week 1, Day 1; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (answers, for teacher reference)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (differentiated; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (answers, for teacher reference)

### Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Independent Reading: Student Task Cards** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ■●◆▲ Day 1: Small Group Instruction (18 minutes, repeated three times)

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** that the group you are working with in this 20-minute block will work on. Invite students to read their activity card to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to read the rule at the top of the page. Ask students to discuss with the person next to them what a verb is and cold call a student to share his or her response with the whole group (an action word).
- Explain to students that there are regular and irregular verbs. Regular verbs all follow the same rules; irregular verbs don't.

- Remind students that the present tense describes what is happening right now, and the past tense describes something that has already happened. Explain that in this lesson they will be turning regular verbs into the past tense.
- Focus students on one part of the activity card at a time. Invite them to work in pairs to follow the prompt. When most students have finished, select volunteers to share their responses with the whole group.
- Invite students to discuss the meaning of each of the words.
- Ensure students are clear about the rule before moving on to the next prompt. Students may require additional practice to fully understand. Refer, as needed, to **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (answers, for teacher reference)**.
- Collect Teacher-Guided Student Activity Cards to review.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

### Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Cards** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**.

### ■ ● ◆ ▲ Day 3: Small Group Instruction (19 minutes, repeated three times)

- Redistribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and invite students to review the rules and words from Day 1. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Go through the answers to Day 2 of the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards. See the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (answers, for teacher reference)**.
- Review the Daily Learning Target and discuss its meaning.
- Remind students that on Day 1, they studied regular verbs, which are verbs that follow rules you can apply to make them into past tense, for example.
- Ask students to read the sentence under the Day 3 heading on their Student Activity Card in bold.

- Go through each of the examples listed. Encourage students to think about how the verb has changed between past and present tenses, and then compare this to the rules from Day 1. Emphasize that these are irregular verbs and that they don't follow the rules.
- Invite students to work in pairs to choose the correct version of the verb in the given sentences on their activity cards. Students will be able to complete this with varying levels of independence. Some students may require you to read each example with them and make the selection as a group.
- When most of the students have finished, invite students to share out to check their thinking.
- If students still have time, invite them to look for irregular verbs on a page of their research reading texts and record them on the activity card.
- Prepare students for the next day's independent activity: Display the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards and walk through the Day 4 tasks, providing models where helpful.



## Additional Work with Complex Text

### Unit 2, Week 1: Teacher Guide ■●◆▲



#### Daily Learning Targets

##### Day 2

- I can explain the connections between two sections of a text. (RI.3.8)

##### Day 4

- I can ask and answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)

#### Teaching Notes

- In this component, students make connections between the nonfiction essay “About the Bullfrog” (which begins *Bullfrog at Magnolia Circle*) and Bullfrog’s story in the illustrated part of the text. Students color-code a passage from “About the Bullfrog” that describes what bullfrogs eat and how they catch their prey. They then use the same colors to code a passage from page 16 of the book that describes the main character, Bullfrog, hunting and catching a sphinx moth. The color-coding helps students see how Bullfrog’s story adds specific detail to the basic facts introduced in the essay.
- **Differentiation:**
  - The Teacher-Guided Student Activity Cards are differentiated.
  - Note that, as explained in the Unit Overview, ● and ◆ are grouped together because they work on the same Teacher-Guided Student Activity Card. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Day 2: To provide additional support, shade the parts of the two sentences ahead of time for students, pointing out key words to help students see the connections between the two.
  - ▲ Day 4: To provide lighter support, invite students to complete the activity card independently and then share their own selected response strategies.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

### Materials

#### Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one per student)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Cards (from Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (from Day 1; one per student and one to display)
- ✓ **Day 4 Only:** Unit 2, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *Bullfrog at Magnolia Circle* (from Day 1; one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (differentiated; one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Colored pencils (red, yellow, orange, and blue; one of each per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 5 module lesson; one per student)
- ✓ ▲ Online or paper dictionary (one per ELL in student's home language)

#### Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Cards** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

#### ■ ● ◆ ▲ Day 2: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their copy of *Bullfrog at Magnolia Circle* and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Review the Daily Learning Target and discuss its meaning.
- Invite students to briefly share something they learned from yesterday’s reading. Explain that the group will work closely with a passage from “About the Bullfrog” this week and explore how the passage connects to other parts of the book.
- Read the first excerpt at the top of the activity card aloud for students once and then invite them to read it aloud chorally with you.
- Turn and Talk:
  - *“What is this passage mostly about?” (how bullfrogs hunt and what they eat)*
- ●◆
  - Invite a volunteer to read the first question aloud for the group, invite another student to tell the rest of the group members what they need to do, and then invite students to work in pairs to answer the question using the appropriate **colored pencils**. Repeat with each question about the first excerpt.
  - Repeat with the second excerpt of text and those questions.
  - Direct students to lay the two pages of the activity card side by side and make observations about how the information in the two passages is connected. Students should notice that both passages are about what bullfrogs eat and how they hunt. The passage about the sphinx moth provides a specific example of what is described in “About the Bullfrog.”
  - Students who are ready for more challenge can skim through the book to find other passages that provide examples of what bullfrogs eat and how they hunt.
  - Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points. Refer to **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)**.
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  - Turn and Talk:
    - *“What do bullfrogs eat?” (They eat just about anything they can cram into their mouths.)*
  - Invite students to shade in red the words in the excerpt that best support the answer to the question about what bullfrogs eat. (Students should have shaded “eat just about anything they can cram into their mouths.”)
  - Turn and Talk:
    - *“What do bullfrogs do when the prey comes close?” (They pounce.)*
  - Invite students to shade in yellow the word that best supports the answer to what bullfrogs do when prey comes close. (Students should have shaded “pounce.”)
  - Turn and Talk:
    - *“What part of their bodies do bullfrogs use to catch their meals?” (their long, quick, sticky tongues)*
  - Invite students to shade in orange the words in the excerpt that best support the answer to the question about which part of their bodies bullfrogs use to catch their meals. (Students should have shaded “catch their meal with their long, quick, sticky tongues.”)
  - Turn and Talk:
    - *“How long does it take the bullfrog to catch a meal?” (about half a second)*

- Invite students to shade in blue the words in the excerpt that best support the answer to the question about how long it takes the bullfrog to catch a meal. (Students should have shaded “all in about one-half of a second.”)
- Read the second excerpt on the activity card aloud for students once and then invite them to read it aloud chorally with you.
- Turn and Talk:
  - “What is this passage mostly about?” (how Bullfrog is hunting a sphinx moth)*
  - “What is Bullfrog eating?” (a sphinx moth)*
- Invite students to shade in red the words in the excerpt that best support the answer to the question about what Bullfrog is eating. (Students should have shaded “brings the moth to his mouth.”)
- Turn and Talk:
  - “What does Bullfrog do when he sees the sphinx moth? Where did you get this information?” (He jumps forward, or pounces. Answers will vary, but they should be based on the text and/or the illustration on pages 16–17.)*
- Turn and Talk:
  - “What part of his body does Bullfrog use to catch his meal?” (his long, sticky tongue)*
- Invite students to shade in yellow the words in the excerpt that best support the answer to the question about the part of his body he uses to catch his meal. (Students should have shaded “his long, sticky tongue.”)
- Turn and Talk:
  - “How long does it take Bullfrog to catch the moth?” (an instant)*
- Invite students to shade in blue the words in the excerpt that best support the answer to the question. (Students should have shaded “In an instant.”)
- Invite students to make observations about how the information in the two passages is connected. Students should notice that both passages are about what bullfrogs eat and how they hunt. The passage about the sphinx moth provides a specific example of what is described in “About the Bullfrog.”
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- ▲ Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
  - Invite students to look at the illustration on page 16 of *Bullfrog at Magnolia Circle*. Ask: *“What does the sentence mean? What, in the illustration, makes you think so?” (Answers will vary.)*
  - Invite students to place a finger on *one-half* and invite them to say it aloud chorally with you.
    - “What is the translation of one-half in our home languages?” (una mitad in Spanish)*

- Invite all students to repeat the translation in a different home language.  
**“What does one-half mean?” (one of two equal parts into which something can be divided; 50 percent; If there are two parts of a second, one-half is one equal part.)**  
**“How many seconds are there in 1 minute? How many seconds are there in one-half minute?” (60, 30)**  
**“Count by seconds. Count by one-half seconds. How long is one-half second?” (1-2-3; 1-2-3-4-5-6; so fast)**
- Invite students to place a finger on *They sit and wait*. Focus students on the word *They*.  
 Turn and Talk:  
**“What does *They* refer to?” (bullfrogs)**
- Invite students to place a finger on *catch their meal*. Focus students on the word *their*.  
 Turn and Talk:  
**“What does *their* refer to?” (bullfrogs)**  
**“What do the bullfrogs catch? What kind of meal?” (their meal, food; e.g., insects)**
- Invite students to place a finger on “with their long, quick, sticky tongues” and invite students to read this aloud chorally with you. Point to your tongue. If students are comfortable showing their tongues, invite them to point to their tongues. Turn and Talk:  
**“What are bullfrog tongues like?” (long, quick, sticky)**  
**“What part of their body do bullfrogs use to catch food?” (tongue)**
- If students are comfortable, invite them to “catch a meal” with their quick tongues in half a second.
- Turn and Talk:  
**“What do you think this sentence means? What, in the illustration, makes you think so?” (Answers will vary.)**
- Invite students to use a red colored pencil to shade the part of the sentence that discusses getting a meal (catch their meal).
- Invite students to shade in yellow the part of the text that discusses the body part they use (with their long, quick, sticky tongues).
- Invite students to shade in blue the part of the text that discusses how long catching their meal takes (all in about one-half of a second).
- Read the second excerpt on the activity card aloud for students once; then invite them to read it aloud chorally with you.
- Turn and Talk:  
**“What is this passage mostly about?” (how Bullfrog is hunting a sphinx moth)**
- Invite students to place a finger on the word *instant* and to say it aloud chorally with you.  
**“What is the translation of instant in our home languages?” (trenutak in Bosnian)**
- Invite all students to repeat the translation in a different home language.  
**“What does instant mean? Think about the first sentence we discussed. What phrase has a similar meaning?” (a very short amount of time; one-half of a second)**
- Invite students to place a finger on the word *moth* and to point to the moth in the picture on page 16 of *Bullfrog at Magnolia Circle* and to say it aloud chorally with you.
- Invite students to place a finger on the words “brings the moth to his mouth” and to say them aloud chorally with you.

- Focus students on the word *his*. Turn and Talk:  
*“What does his refer to?” (Bullfrog)*  
*“What brings the moth to Bullfrog’s mouth? Does the moth fly into his mouth?” (No, it’s his long, sticky tongue.)*
- Invite students to place a finger on the words “becomes part of his evening meal” and to say them aloud chorally with you.
- Focus students on the word *it*. Turn and Talk:  
*“What does it refer to? How do you know?” (the moth; Moth comes before it. It can’t refer to mouth or his, because that would not be a meal.)*  
*“In this sentence, what is the type of food Bullfrog is eating for dinner?” (the moth)*  
*“How long does it take his long, sticky tongue to bring the moth to his mouth?” (an instant)*  
*“What do you think this sentence means? What, in the sentence, makes you think so?” (Answers will vary.)*
- Invite students to use a red colored pencil to shade the part of the text that discusses the type of food Bullfrog is catching (brings the moth to his mouth).
- Invite students to use yellow for the part that discusses the body part he uses to get his meal (his long, sticky tongue).
- Invite students to use blue for the part that discusses how long catching their meal takes (In an instant).
- Guide students through a discussion of Part III of the activity card. Invite students first to discuss the questions in their home language if they desire additional support. (Both sentences describe how bullfrogs use a body part to quickly get a meal. The second sentence details the type of meal.)
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

**Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)**

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and on Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Cards** and **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ **Day 4: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to retrieve their copy of *Bullfrog at Magnolia Circle* and read it to themselves. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards for Day 3 using the **Unit 2, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Review the Daily Learning Target and discuss its meaning.
- Invite students to think about all three passages they have worked with this week (“All About the Bullfrog,” Paragraph 4; sphinx moth, page 16; crayfish, page 9). Discuss with the group: **“How are these passages connected?” (All three passages are about what bullfrogs eat and how they hunt.)**
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  - Review the strategies to answer selected response questions on the activity cards.
  - Guide students through their activity cards.
  - Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
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  - Help students find the two passages below on pages 16 and 24 of *Bullfrog at Magnolia Circle*.
    - o “A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes. In an instant, his long, sticky tongue brings the moth to his mouth and it becomes part of his evening meal.” (page 16)
    - o “The bullfrog, startled by the departing heron, leaps into the water, but soon returns to the shore. He hears the clicking sounds of southern cricket frogs in the grass. One of the little frogs jumps. It lands just in front of Bullfrog. In less than a second, it is in Bullfrog’s mouth.” (page 24)
  - Read the passages out loud, inviting observations. Explain that students are going to apply some of their learning from this week. They will look more carefully at the information in the text and the illustrations to discover connections between the passages.
  - Work through the selected response questions together, modeling strategies for understanding the text. If desired, model strategies for approaching selected response questions while you work. Strategies for addressing selected response questions are available at the end of this guide, as well as on an optional student handout. Allow this process to arise naturally from the work you are doing rather than teaching a formal lesson on these strategies.
  - Students ready for more challenge can complete the More Challenge activities in pairs or as a group.
  - Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.