

CREATING A FLIPPED ELEMENTARY EL CLASSROOM THAT IS EFFECTIVE AND
ENGAGING FOR STUDENTS

by

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A capstone project submitted in partial fulfillment of the requirements for the degree of Master
of Arts in English as a Second Language.

Hamline University

Saint Paul, Minnesota

May 2021

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Summary of Project

The guiding question for this curriculum design is: *How does an EL (English Learner) teacher create a flipped elementary EL classroom that is effective and engaging for students?* A big challenge many elementary teachers faced during the Covid pandemic and virtual learning, was keeping English Learners (ELs) engaged with academic content to their fullest potential in a virtual learning environment. The purpose of creating the unit of instruction is to offer other EL teachers examples of what a flipped classroom can look like. In speaking with other EL teachers, they also had trouble keeping their EL students engaged and progressing during the pandemic when all virtual learning was required. This unit would allow the teachers and students to become more comfortable with a digital learning environment and, should instruction have to again move to all digital, both teachers and students would be prepared to continue the high levels of learning that occurred during face-to-face learning. This unit of instruction followed the Taba Model of curriculum (Taba, 1962). Through this model of curriculum I identified a need that my students had, specified objectives to meet that need, matched the content to the objectives, sequenced the lessons appropriately, and chose to use the flipped classroom model to engage my students with the content.

The unit I have developed is framed for 20 school days and has 10 unique lessons addressing the language skill of asking and answering questions; a final project is included. Each small group session is planned to be 30 minutes in length including transition time to and from EL classroom, however, the duration of each lesson is flexible depending on the needs of the students and time constraints. Eight of the lessons are flipped and require the students to watch a flipped instructional video at home and complete a short activity. The instructional videos last no longer than 8 minutes to help the students focus and break the concepts up into smaller chunks of information.

After viewing the lesson the previous day during a work time or break in classroom instruction at school or the previous evening at home, students come to class with a basic understanding of the

concepts. They use their class time to participate in discussions about the concepts. These discussions include teaching each other about what they learned, talking out misconceptions, and reviewing material from the day before. The teacher's role in the discussions is to keep the discussion going if there is a lull in conversation, probe students to explain their thinking, and clarify understanding if the students themselves are not able to clarify. Their class time is also used to complete partner activities that include creating anchor charts for reference as they learn more about the concepts.

The unit ends with a final project that requires the students to apply their knowledge of asking and answering questions by creating a check for understanding activity for a peer. The final project is an assessment to help the teacher determine if students are ready to continue on to the next concept or if they need more opportunities to practice.

Unit: Questions Day 1

Title of Lesson:	What is a question?
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	30 minutes
Learning Target(s):	I can discuss with my peers what a question is and give examples.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	<p>youtube video "Questions Start with These" https://www.youtube.com/watch?v=Ecdm0A71fpA, Seesaw activity, chart paper/whiteboard, marker, iPads (brought to class everyday), sticky notes, pencil</p>
Flipped Classroom Activity:	<ol style="list-style-type: none"> 1. Students watch video via Seesaw link. <ol style="list-style-type: none"> a. While watching video think about these questions: What do you notice about the question words themselves? What are some examples of each type of question? Are there any types of questions that confuse you? How come? 2. Complete Seesaw slide "What is a question?"
In Class Activity:	<ol style="list-style-type: none"> 3. 5 minutes may be given for students to view video if they did not view ahead of time; rest of students have free-choice iPad time). 4. Teacher asks students, "What did you learn?"; teacher takes notes while students "teach" and discuss. 5. Teacher supports discussion: Did you notice anything about the question words themselves? What are some examples of each type of question? Are there any types of questions that confuse you? How come?
Ending Activity:	<ol style="list-style-type: none"> 6. Students jot down one example of a question they discussed.



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Assign...

Student Instructions

What is a question?

1. Click the to watch a video.
2. On slide 2, use the or the to answer the question: What is a question?

Play Instructions (0:12)

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Students will edit this template



Unit: Questions Days 2-5

Title of Lesson:	Wh question words
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	4 days/30 minute sessions
Learning Target(s):	I can show what I know by filling out a graphic organizer about wh question words.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	iPads, Student-Paced Nearpod lesson "Wh- Question Words" (31 slides)
Flipped Classroom Activity:	None
In Class Activity:	<ol style="list-style-type: none"> 1. Working with a partner (or group small group), view slides and complete "poll" and "draw it" activities. 2. Fill out Wh Questions graphic organizer with your partner or small group as you are working through the slides.
Ending Activity:	<ol style="list-style-type: none"> 3. As you leave the room, tell me 2 wh- question words.

Wh Questions

Question Word	Asks about...	Example

ELA
e-future

Wh-Questions Words

Preview ▶

Wh-Question Words (1)

This lesson teaches the usage of wh- question words. Students will learn about asking and answering information questions using "what", "who", "whose", "where", and "when".


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Info ▼


Edit


Share Preview

 Live Participation

 Student-Paced

Unit: Questions Days 6-7

Title of Lesson:	What I know so far...
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	2 days/30 minute sessions
Learning Target(s):	I can summarize and discuss what I have learned about questions and wh-question words using an anchor chart.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	Seesaw activity "What I know so far", Wh- words graphic organizer, chart paper, markers
Flipped Classroom Activity:	1. Seesaw activity "What I know so far".
In Class Activity:	<ol style="list-style-type: none"> 1. With a partner, create a poster summarizing what you know so far about questions and wh- question words. 2. Take a gallery walk of the other groups' posters. While viewing the posters think about if everything you/we know so far about questions is represented. 3. Discussion: Is this everything you know so far? Between all of the posters, is there anything that you forgot to include? Is there anything that is confusing? Why? (Confusions are talked out among students; teacher only intervenes when misconceptions are not clarified among students.)
Ending Activity:	4. Posters are hung around classroom for reference.



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Assign...

Student Instructions

What I know so far.

1. Use the or to summarize what you have learned so far about questions and wh question words. Try to write or tell as much as you can.

Play Instructions (0:13)

Students will edit this template

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire





Unit: Questions Day 8

Title of Lesson:	THICK and thin Part 1
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	30 minutes
Learning Target(s):	I can write questions and determine whether the questions are THICK or thin.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	Seesaw activity "THICK and thin questions Part 1" , iPad
Flipped Classroom Activity:	Seesaw activity "THICK and thin questions Part 1"
In Class Activity:	<ol style="list-style-type: none"> Discussion about the flipped classroom activity: Who can teach me what you learned? Why is it important? Can you give me examples of each? Is anything confusing? Why? (Confusions are talked out among students; teacher only intervenes when misconceptions are not clarified among students.) Students share their THICK and thin questions from Seesaw activity without sharing what kind of question they think it was. Class discusses what kind of question it is and why.
Ending Activity:	<ol style="list-style-type: none"> On a sticky note, write one THICK question and one thin question; stick on the door as you walk out.




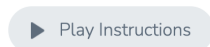
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Student Instructions

THICK and thin questions Part 1

1. Click the  to watch the video.
2. On slide 2, use the **T** or **Δ** to write 3 THICK questions and 3 thin questions.



Students will edit this template 



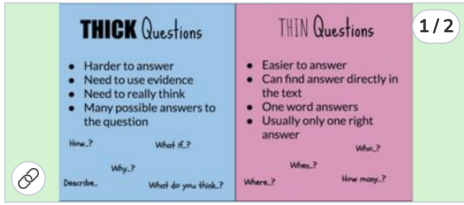
 Master's Lessons

 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire



Unit: Questions Day 9

Title of Lesson:	THICK and thin Part 2
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	30 minutes
Learning Target(s):	I can ask both THICK and thin questions while I read a text.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	iPad, sticky notes, Seesaw Activity "THICK and thin questions Part 2, a book from book box, EPIC, or Raz Kids
Flipped Classroom Activity:	1. Complete Seesaw activity "THICK and thin questions Part 2"
In Class Activity:	<p>2. Discussion: review THICK and thin questions, what are they? How do you decide what kind of question it is? Why are they important? What do they help us do as readers?</p> <p>3. Students read their book and continue to write down questions they have as they are reading and sort them into either THICK or thin questions.</p> <p>4. Teacher conferences with each student to have a discussion about their questions: Do you notice that you ask more thick or thin questions? Why do you think that is? Challenge the student to think of more thick questions.</p>
Ending Activity:	5. As you walk out, tell me one thing you know about THICK and thin questions.



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Student Instructions

THICK and thin Questions Part 2

1. Click the and review the video from the previous lesson.
2. I want you to do some reading and find some thin questions in your book.

Thin questions are questions that might be RIGHT in front of you in the story. Questions like WHEN, WHERE, WHO or... HOW MANY?

The next thing I want you to find in your book are some THICK questions.

Thick questions are questions that might need some THINKING or SEARCHING for the answer. Questions like Who do you think? What if? How would you feel? and.. What might?

3. Write your questions on sticky notes.
4. Use the to take pictures of each sticky note. Sort the questions under each heading.

Students will edit this template



Unit: Questions Days 10-11

Title of Lesson:	THICK and thick for Reference
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	2 days/30 minute sessions
Learning Target(s):	I can create an anchor chart that displays what I know about THICK and thin questions.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	iPad, sticky notes, chart paper, markers, a book from book box, EPIC, or Raz Kids
Flipped Classroom Activity:	None
In Class Activity:	<ol style="list-style-type: none"> As a group, create an anchor chart about THICK and thin questions. What is a THICK question/what is its purpose? Where can I find the answer to a THICK question? What is a thin question/what is its purpose? Where can I find the answer to a thin question. What question words ask THICK questions? What question words ask thin questions. What are some examples of each type of question? Continue reading individual book and writing down questions. Teacher continues to conference with each student to have a discussion about their questions: Do you notice that you ask more thick or thin questions? Why do you think that is? Challenge the student to think of more thick questions.
Ending Activity:	<ol style="list-style-type: none"> Hang poster in classroom for reference.

Unit: Questions Day 12

Title of Lesson:	Text Evidence
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	30 minutes
Learning Target(s):	I can answer a thin question and find evidence in the text to prove my answer.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	iPad, Seesaw Activity "Text Evidence", sticky notes with THICK and thin questions from previous lesson, a book from book box, EPIC, or Raz Kids
Flipped Classroom Activity:	<ol style="list-style-type: none"> Complete the Seesaw Activity "Text Evidence". Students will watch a video and then read and/or listen to a short passage and answer the question.
In Class Activity:	<ol style="list-style-type: none"> Discussion: What do we know about thin questions? Where can I find the answer to a thin question? How do I use the text to help answer the question? Choose 1 thin question that you wrote and look back to find the answer. With a partner, read the thin question and show where you found the answer. Does your partner agree or disagree that the text you found answered your question? Why or why not?
Ending Activity:	<ol style="list-style-type: none"> Exit ticket: on a sticky note or piece of paper answer the question, "How do I use the text to help answer a question?"

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Student Instructions

Text evidence

1. Click the to watch a video.
2. On slide 2, read or listen to the article.
3. Use the to answer the question.
4. Use the to circle the part of the article that helped you answer the question.

Play Instructions

Reading, 1st, 3rd, 2nd

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire



Students will edit this template

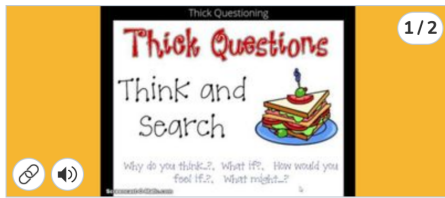


Title of Lesson:	More text evidence
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	2 days/30 minute sessions
Learning Target(s):	I can look back in a book to find an answering to a thin question.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	Fairytale of choice, iPad
Flipped Classroom Activity:	<ol style="list-style-type: none"> 1. Students will choose and read/listen to a fairytale. 2. Write 3 thin questions about the fairytale and the answers to them from the story.
In Class Activity:	<ol style="list-style-type: none"> 3. With a partner, read/play the fairytale and ask your partner the 3 thin questions you wrote down. 4. The partner will look back in the story and find the answer to each question. If your partner didn't answer the questions the same way you did, discuss why and look back together to determine the answer. 5. Switch partners.
Ending Activity:	<ol style="list-style-type: none"> 6. Start to think about what kinds of THICK questions you could ask about your story.

Title of Lesson:	Beyond the text
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	2 days/30 minute sessions
Learning Target(s):	I can ask THICK questions about a story and answer a THICK question with support from the story.
WIDA ELD Standard(s):	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • Ask questions about what others have shared <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • Ask questions about others' opinions
Common Core State Standard(s):	<p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Materials:	Fairytale of choice, iPad, Seesaw activity "THICK Questions"
Flipped Classroom Activity:	1. Watch the video and create 3 THICK questions about the fairytale they read.
In Class Activity:	<p>2. Review discussion: What is a THICK question? What is its purpose? Why are they important? Where do I find the answer? What are some examples?</p> <p>3. With the same partner, ask your 3 THICK questions. Your partner will use the story to support their answer. What is your answer to the same question?</p> <p>4. Questions to discuss with your partner (written out on board): Were your answers the same? Why or why not? Do your answers have to be the same? Is there more than 1 possible answer?</p>
Ending Activity:	5. Exit ticket: on a sticky note or piece of paper, how are THICK and thin questions different?

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Assign...

Student Instructions

THICK Questions

1. Click the to watch the video.
2. On slide 2, use the , , or to write or record 3 THICK questions about your fairytale.

Play Instructions (0:17)

Students will edit this template



Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire



Title of Lesson:	Questions: Final Project
Grade Level:	3rd grade EL pull-out group
Subject/Topic:	Asking and Answering Questions
Duration:	4 days/30 minute sessions
Learning Target(s):	I can create 4 THICK and 4 thin questions about a text. I can answer THICK and thin questions using support from the text.
WIDA ELD Standard(s):	ELD-SI.K-3.Narrate <ul style="list-style-type: none"> Ask questions about what others have shared ELD-SI.K-3.Argue <ul style="list-style-type: none"> Ask questions about others' opinions
Common Core State Standard(s):	CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.3.1 Literature & Informational Text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Materials:	iPad, readworks.org article, Seesaw activity "Questions: Final Project", Google Docs or Notes app on iPad, highlighters, sticky notes, pencil
Flipped Classroom Activity:	1. Complete Seesaw activity "Questions: Final Project". Watch a video explaining the final project and choose a passage from readworks.org
In Class Activity:	2. Review and discuss the final project: students will read an article of choice and create 4 THICK questions and 4 thin questions. Students will exchange articles and questions with another classmate to read and answer. Students will write their answers to the questions and highlight where in the text the answers are found. Teacher will answer any questions about the project submitted on Seesaw or asked in class. 3. Students will navigate to readworks.org to read or listen to their article that they chose. Students will also print out 2 copies of their article. 4. After reading or listening, create 4 THICK questions and 4 thin questions about the article.

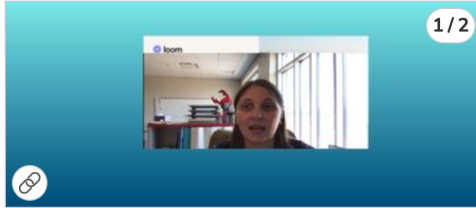
	<ol style="list-style-type: none">5. Students will conference with the teacher individually to discuss and review their questions.6. Students will answer their own questions and highlight the supporting information in the text.7. Using either Google Docs or the Notes app on the iPad, type your questions leaving blank space between each question.8. Print out questions.9. Students exchange articles and questions with another student.10. Students read the article and answer the questions highlighting the places in the article that support their answer.11. Students will be given back their original article to view how another student answered their questions and what information from the text they highlighted.12. Class discussion: Did your classmate answer the questions the same way you did? If yes, which ones? (THICK or thin) If not, were they still "correct"? (Classmates are encouraged "defend" their answer if they want to.) Was your classmate able to highlight information from the text that supported their answer?
Ending Activity:	<ol style="list-style-type: none">13. On a sticky note, rate yourself a 1, 2, or 3: 3 being "I totally understand how to write and answer THICK and thin questions using the text to support my answer, 2 "I kind of understand how to write and answer THICK and thin questions using the text to support my answer", or a 1 "I'm confused and have no idea what you are talking about".

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Student Instructions

Questions: Final project

1. Click the  to watch the video explaining our final project.
2. With the **T**, , or  write down or record any questions you may be.
3. On slide 2, click the  to go to the readworks.org site. Under "Content Type" select "Reading Passages" and under "Grade" select 2nd.
4. Look through the different articles and choose one that interests you.
5. Take a screenshot of your article and upload  it onto slide 2.

Students will edit this template



 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire



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