YEARS 11&12

PRELIMINARY ENGLISH

TEACHING & LEARNING SUPPLEMENT

INDEPENDENT SCHOOLS TASMANIA

TASMANIAN CATHOLIC education office

Tasmanian Government

Preliminary English
Teaching and Learning Guide

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ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for learners to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable learners to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for Preliminary English must be read in conjunction with the Preliminary English course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to, or returning to, teaching this course.

SEQUENCE OF CONTENT

Preliminary English is organised into four sequential stages. Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners.

Course Delivery

The sequence of delivery of the Stages is at the discretion of the provider. A personalised learning program will be developed for each learner, dependent on their needs. Not all learners will achieve all stages of the course content.

All content in each Stage is compulsory and must be completed.

Both the strands (Language, Literature and Literacy) and the process of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated, and the learning of one often supports and extends learning of the others. The personalised learning program will acknowledge the incorporation of the strands and language modes in both an integrated and interdependent way.

TEACHING AND LEARNING

Stage 1

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Match like-letters by shapes and connect particular letters to their lives e.g. names.

- Create letters of the alphabet from different materials such as clay, cardboard, sticks and wire.

- Create word clouds. Enter text from a familiar story into a wordle word cloud and talk about what a text might be about.

- Recognise and locate own name and a few high frequency words and make connections between own name and other words (same letters).

- Predict the ending of a story based on listening to/ reading/viewing the beginning and middle.

- Activate prior knowledge by co-creating a graphic representation of a topic, before it is introduced to them in a text. After engaging in learning about the topic, learners will co-create a second graphic representation of the topic and look at differences.

- Respond to and/or communicate about photos, images and familiar written words to co-create a photo story. With assistance, select pictures, place them in a row and develop an imaginative story which links the pictures together. With assistance rearrange the photos to make a different version of the story.

- Notice and use new interesting words, from stories, songs, poems. Teachers collect new words to add to a class 'Signal-word wall'. With assistance use these words in their communication/writing/speaking.

- Listen to a text from a narrative picture book, but without seeing the illustrations. Listen to/read/view the text again, viewing the illustrations. With assistance consider how the pictures add meaning to the written text.

- Use pictures cut from magazines (or use simple, free online avatars or avatar creation tools) to create characters for stories. With assistance print these or display them as a slide show on a classroom computer. With assistance, consider what contribution a particular character can make to a story.

Stage 2

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Explore 'identity'. Create a picture photobook beginning with the sentence I am… (eg I am part of a team) using an online writing tool such as Storybird.

- Predict. Take turns predicting what the text might say on a page by examining images. Look at a selection of photocopied pictures from the text. With assistance choose a picture they like and communicate about their choice. With assistance learners could make their own representation of the picture. With assistance develop a sentence underneath their pictures to explain what is happening.

- Develop a character word wall. Teachers photocopy the names, illustrations and photos of the characters from the study text, cut out and laminate them. Learners explore the cards, match names with illustrations and display on word wall.

- Sort words. Learners sort the cards from the word wall into groups. Teachers model reading the words on the cards and support learners as they read the words. Use hoops to separate the words and pictures

into groups. Teachers encourage learners to refer to the study text to help them sort the words and pictures in different ways.

- Reconstruct sentences. Teachers create and print word cards from a sentence in a study text. Teachers read the sentence from a study text, show learners and read following the words with their finger. Show the learners word cards for this sentence. Discuss the concept of a word. Discuss with learners the way in which words can be put together to make a sentence. Teachers deliberately place the word cards in the wrong order. Read the sentence several times with the learners and discuss whether or not it makes sense. Teachers encourage learners to work together to organise the words to match the sentence from the text. Teachers display a completed version of the sentence for the learners to use as a reference. Teachers read the original sentence to the learners and compare the two.

- Hunt for sounds. Teachers print letter flash cards, laminate and cut out the pictures and words beginning with the /k/ sound. Teachers distribute them around the classroom. Teachers ask learners to identify object, picture of objects or words that start with the K sound.

- Create memes using meme generators.

Stage 3

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Match letters and images. Explore and create a rebus, a puzzle device which combines the use of illustrated pictures with individual letters to depict words and/or phrases.

- Create sentences. Use a sentence builder machine to create past-tense sentences. Using Scootle Resource TLF ID L10254. Spin each rock to see a new word for your sentence. Choose words from five groups: when, who, what, where and setting.

- Explore the three steps in a procedure: aim, materials and steps by looking at some examples. Discover the steps in e.g. making jelly, a kite, planting a tree. Investigate the steps in the procedure by taking photos. Put the jumbled steps of the procedure in the right order.

- Create a cultural ID card. Brain storm types of ID cards or examine ID cards. Choose three groups that they belong to and design a set of cultural ID cards. Consider what an ID card for a specific group might look like. What colours would it use? Would there be a special symbol that could be included? What kind of information is included?

- Create a timeline. Use online writing tool such as Timeline at Read, Write, Think. Use a book or an excerpt from a text that shows timelines. Teachers read and discuss a book with learners, leading into the activity of constructing a timeline with events from each of their own lives.

- Create and share cartoons. Choose from a range of characters or create own. Select from the many settings and start to create your cartoon. Toontastic iTunes app.

- Create chance poems. Take a sheet from a newspaper or magazine and select five small images or words at random. Place the images or words in any order to create a chance poem.

- Develop class instructions for an adventure or a fairy tale adventure: With assistance learners consider what they should do? What they should avoid?

- Use free storyboarding software or digital storytelling tools to retell familiar stories.

Stage 4

EXAMPLES OF LEARNING ACTIVITIES

With co-active assistance, learners:

- Create a shoe box autobiography. Collect 3 items in a box that tell stories about their life. These may be items such as; books, photographs, cards, music or any kind of special object that will give others insight into their interests, personality, life experiences and values. Share and communicate some thoughts or ideas explaining why these objects are important.

- Create a Micro Story. Brainstorm and create a list of words or phrases about the memories or story associated with a familiar item. Then, select words from the list (use mainly nouns and verbs) to compose a story.

- Create character trading cards. Create character trading cards for the following characters by accessing the following site: Read Write Think. This interactive online site prompts users to type in a character's appearance, personality, thoughts, feelings, major problem, goal, outcome, actions, interactions, and the student's likes, dislikes, and personal connections to the character. After entering the information the "card" can be saved or can be printed in full colour.

- Write or communicate thoughts about places. Brainstorm familiar places. Create a class Y chart and fill it in with words describing what you can imagine hearing, seeing and smelling.

- Explore Texts. Decide if you agree or disagree with the following statements:
  » **Literal**: Does the text say this? (Teacher provides a statement) - What words/ images support this idea?
  » **Inferring**: Does the text give you these ideas? (Teacher provides a statement) - What words/ images support this idea?
  » **Evaluation**: Do you agree or discuss?

- Draw, paste pictures or write a story in quadrants on a sheet of paper. Separate and mix the quadrants and then ask a partner to place the parts in the correct sequence.

- Create flowcharts to identify and sequence events in shared narrative texts.

- Read or listen to an interactive digital picture book with highlighting text and sound effects. Create own multimodal story using painted backgrounds and characters from the book, objects. Add your own text or voice recording. Story Creator Apps iTunes.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Knowing your learners – Key messages

Learning is a social collaborative undertaking that happens in a classroom community.

Developing positive and respectful relationships forms the basis for building strong classroom communities. An integral part of building those relationships lies in getting to know the backgrounds, talents, needs and aspirations of your learners.

This can include an undertaking to:

- Find out their strengths, what they are passionate about and their goals.

- Know about their cultural and language background.

- Know about social disadvantage or trauma that may be part of their background.

- Understand their needs; including medical, personal, physical, communication, sensory and learning needs.

- Create opportunities for learners to get to know one another and appreciate the diverse qualities they bring to the classroom.

- Model and teach about wellbeing, mutual support and respectful interactions.

- Find out where learners are up to in their learning with respect to the curriculum.

Getting to know learners with disability

Sometimes getting to know learners with disability or complex health needs may seem a little daunting. However, getting to know the student as an individual, as well as their health and care needs, is key to personalising their learning programs. Start with the student and seek information from them in terms of their aspirations, support needs and details on what has worked well for them in the past. If the student is unable to convey this information, then the student's family are a key point of contact.

Note too, that information such as existing Individual Education Plans, professional reports and anecdotal summaries may be stored in the Student Support System, providing a good outline of strengths, interests and needs. Check with the support staff in your school to help develop an up-to-date and complete picture of the student that can readily inform their teaching and learning programs.

Keep in mind that learners with disability are heterogeneous, and expressions of any disability are likely to be different in any two learners. Some learners will not have an identified name for their disability other than 'global' or 'developmental' delay. Some learners will have multiple disabilities.

What are the best sources of information?

If the student is not able to convey their needs, strengths and interests, the student's family will have a wealth of knowledge about their child and the disability. They can often direct you to good sources of information. Some schools use parents and their contacts to inform staff, and in some situations the student body about the disability.

Pre-assessment

As well as knowing who their learners are as learners, it is important that teachers know where they are up to in their learning. This allows learning experiences to be planned so that they are challenging, without being so difficult that learners feel overwhelmed.

Pre-assessment is formative assessment done with learners before any teaching occurs. It is used to inform planning and to differentiate according to learners' current level of understanding.

Thus, pre-assessment strategies and techniques allow teachers to gain insight into the background knowledge and skills that learners already have relating to a topic before they teach it.

Carefully designed pre-assessment can ascertain learners' current level of achievement and identify any gaps in essential knowledge or misunderstanding that they might hold.

This information is used by the teacher to inform decisions about:

- where to begin the teaching and learning
- who needs revision and how much
- who needs scaffolding or teaching for missing essential skills
- the pace of learning
- who has already achieved significant aspects of the topic and requires extension/enrichment
- how groupings of learners might be formed for the topic.

The first step in planning for learning is to have an understanding of the curriculum scope and sequence for the learning area and the expected learning outcomes.

Identifying goals for learning

To support learners to achieve greater learning independence, we need to communicate to them:

- what they are going to learn - learning intentions
- why they should learn it in the first place - reasons for learning
- how they will recognise when they have succeeded - success criteria.

Pre-assessment techniques

There is an enormous range of both formal and informal pre-assessment techniques and tools available for teachers to use. The pre-assessment technique or tool a teacher selects will vary depending on:

- the nature of the content to be taught
- whether they need individual, small group or whole group information
- the time available and relative efficiency of different techniques.

Making adjustments to teaching

Using the information collected from pre-assessment tasks will include looking for common, powerful differences in student responses with respect to their current knowledge and skills, interests or preferred way of learning. This information can be used as the basis for flexible groupings of learners and to inform the design of the tasks that different groups engage with.

Formative assessment

When designing a program of work, it is important that teachers find out what learners already know, understand and can do, as well as uncovering any misconceptions they have developed. This will involve using the formative assessment strategies and tools.

Knowing your learners: questions for reflection

- What information can I source from the student data that informs my understanding of my learners; e.g. existing learning plans, curriculum assessment reports, attendance data, specialist reports, communication with parents and wellbeing data?

- What are some creative ways I can use existing school processes to know my learners better?

- How can I make time and create opportunities to get to know my learners?

- Which specialists may have relevant background information about my learners?

- In what ways can I communicate positively and effectively with each student's family?

- What are my learners' current interests and how can I tap into them?

- What are the priority individual's and group's needs?

- What are the dominant attitudes and dispositions that significantly impact on each student's engagement or attention? How might these be improved?

- In what activities do the learners achieve success?

- What information can we gather from listening to student questions and watching their actions in class?

DIFFERENTIATION STRATEGIES FOR PERSONALISING LEARNING

Overview

Differentiated classroom learning recognises that some learners require significant personalisation of their learning programs to be fully engaged and challenged.

Some learners will require adjustments that extend and enrich their learning. Some will require considerable support and others may require targeted support or systematic teaching to overcome barriers such as learning English as an Additional Language or Dialect (EAL/D) to enable their engagement, learning and achievement.

Adjustments include any measure or action to promote access, engagement and optimise student learning outcomes. Adjustments and/or extensions vary according to the needs of the learners. They may be minor or significant. In some instances, such as learners with disability, they may be designed and developed as part of a collaborative planning meeting.

Adjustments can be made to:

- content (what is to be taught)
- process (how learning will occur)
- product (evidence of student learning).

Content differentiation – Key messages

Content can be differentiated through:

- making adjustments to the content described in course documents
- choosing learning resources and stimulus materials that meet a student's preferred mode of learning and stage of development
- using technology to locate and provide content at a range of levels and in modes that engage and support learning.

Process differentiation – Key messages

"*Note that differentiation relates more to addressing learners' different phases of learning from novice to capable to proficient rather than merely providing different activities to different (groups of learners).*" (Hattie 2009)

TEACHING STRATEGIES

Teachers who differentiate select the most appropriate strategy for a task to facilitate each student's engagement and learning. This might happen when planning a lesson, or even in response to a student's needs during a lesson.

Differentiated teaching is often referred to as 'responsive' teaching, reflecting the way in which a teacher moves from using one mode to another as required.

TASK DESIGN

Teachers also design authentic and relevant tasks for learners so they can actively engage with the concepts, information and skills identified in the curriculum.

Tasks that have a number of entry points and directions lend themselves well to differentiation.

Tasks can be differentiated by pre-planning prompts, questions and supports that will enable and support learning for those learners experiencing difficulty, and that increase the degree of challenge and complexity for those learners who need extension.

Effective process differentiation strategies for all learners include:

PEOPLE

- Developing solid partnerships that support the student.

- Taking account of and valuing learner differences.

- Drawing on prior learning and extending background knowledge. For some learners it may be important to supply them with background knowledge they are missing.

- Varying learning activities to promote and support different learning styles and preferences.

- Building opportunities for learners to work in teams, sharing roles and building on from their individual strengths.

- Having fun with learning.

SCAFFOLDS

- Developing language and new vocabulary.

- Supporting learning with the provision of scaffolds.

- Clearly displaying learning intentions and key concepts/skills.

- Removing unnecessary distractions.

- Providing organisational support.

- Allowing time for learners to process information and ask questions.

- Providing opportunities to practise the new skill or knowledge.

- Incorporating student interests and allowing them choice in some aspects of the learning or assessment.

ENVIRONMENTAL SUPPORTS

- Including visual cues in the environment and teaching all learners to use these.

- Providing clear routines for smooth transitions and structured and predictable learning experiences.

- Explicitly teaching positive behaviours and encouraging learners to apply the skills they learn.

- Providing multisensory inputs, actions and expressions.

- Providing models of problem solving, verbalise the thought processes and support with guided practice.

- Using concrete models and examples of what success looks like.

- Using human resources effectively at the planning and delivery stages - thinking about peers, teacher assistants, specialist staff, and other classroom teachers.

- Engaging technology to improve access to information, processing information and demonstrations of student understandings and skills.

- Encouraging learners to plan, monitor and evaluate their own learning by checking and testing for understanding.

- Giving feedback that is timely, specific, clear and related to the learning intentions (What worked? What's needed? What next?).

- Allowing learners opportunities to put the feedback into action.

- Providing opportunities to celebrate student success, and share work and learning.

Principles and strategies of task design

Designing group tasks ensures that every student can access and learn from a rich and varied curriculum and has to think about and apply essential ideas and skills. Some tasks may need to accommodate opportunities for some learners to work on their personal goals as described in their Personalised Learning Plans.

There are some general principles and strategies that can be applied to task design that include:

- Know where learners are up to in their learning.

- Prerequisite knowledge and skills.

- What they understand and misunderstand.

- The degree they have mastered or surpassed expectations.

- Which teaching strategies work well for them?

- Whether they can connect key ideas to their lives and experiences.

- Identify appropriate expectations (KUD) informed by the course content and assessment criteria.

- Plan to stretch learners who are most advanced and scaffold the task for learners requiring additional support to work with the key ideas and skills as identified learning goals (tiered task design).

- Address diverse levels of thinking and abilities through the use of tasks that have more than one right answer or way to solve a problem.

- Draw on a variety of media – ensure that written content is accessible to everyone.

Product differentiation – Key messages

A key principle of differentiation is that it removes barriers and limitations to learning.

This must also apply when it comes to enabling learners to demonstrate what they really know, understand and can do, through the products they create.

A lack of skill with a tool or genre, such as a hand written essay, can mask the true level of understanding a student has developed.

For formative assessment purposes, alternatives may need to be considered to gain accurate insight into their learning progress.

Tasks that are differentiated to take account of each student's needs, strengths and interests may result in a range of different artefacts being produced.

When designing tasks and their associated products teachers can consider:

- A common learning task may be differentiated just in the products created through the learning.

- A student's level of skill with tools used to communicate their learning needs to be taken into account.

- Technology tools can be powerful enablers for differentiating the products that result from learning tasks.

- Providing choice and flexibility in the tool used to create products of learning allows learners a voice in their learning.

The learning environment can also contribute to differentiation in significant ways.

Adjustments may be made to one of these aspects of learning, or to any combination that makes sense in the context.

Not every aspect of every lesson will be differentiated. Ideally it is targeted to have the most significant impact on a student's learning.

A teacher's skill in differentiating develops with:

- experience in applying a broad repertoire of teaching strategies in flexible ways

- access to a range of resources for learning

- capacity to manage a classroom with diverse learning activities happening simultaneously.

Assistive Technologies – An Explanation

WHAT IS MAINSTREAM TECHNOLOGY?

Mainstream technology is described as products used widely in the mainstream such as laptops running Windows or Mac operating systems, iPads and Smart phones.

WHAT IS EDUCATIONAL TECHNOLOGY?

Educational technology aims to support the attainment of student learning goals. Technology tools can be powerful enablers for learners in terms of processing information and showing their understanding or skill. Some examples of educational technology include: Interactive White Boards, digital storytelling, mind mapping and web based learning programs.

WHAT IS ASSISTIVE TECHNOLOGY?

Assistive technology is a term that covers a range of technology aimed at helping learners with disability participate, communicate and achieve in teaching and learning programs. Despite the word 'technology' not all assistive technology is high tech. Assistive technology ranges from simple adaptive tools, such as calculators and pencil grips, to high tech tools like speech to text software.

Assistive technology is adapted to suit the needs of the student and includes tools such as:

- e-books with audio files that can read text or put text from a computer screen into speech

- Timers - help learners develop a sense of time for tasks and prepare for activity to activity transitions

- Seat cushions to help with sensory processing and attention issues

- Calculators

- Writing supports such as a pencil grip or a computer for typing

- Graphic organisers to help learners plan their writing or capture and sort the main ideas from a reading or information presentation.

High Assistive Technologies include:

Language Acquisition through Motor Planning (LAMP) device, and switch- activated toys

The starting point for planning assistive technology supports for learners is a conversation with the Physical Impairment Coordinator in your Learning Services.

Complete an ICT Information Technology Assessment Profile

Once you have had a conversation with the Physical Impairment Coordinator in your Learning Services you may need to apply for technology supports.

The SETT Framework is another tool used to identify the most effective assistive technology decisions. This framework takes you through several steps that help clarify the student's strengths and needs, the environment/s, tasks required for active participation and the system of tools needed.

Teaching Strategies

- Getting to know your learners

- Integrate to differentiate

- Evidence based teaching strategies:

  » Clear lesson goals
  » Show and tell
  » Questioning to check for understanding
  » Summarise new learning in a graphic way
  » Practise
  » Feedback
  » Be flexible about how long it takes to learn
  » Collaborate
  » Strategies not just content
  » Nurture metacognition

- Explicit teaching is an instructional strategy used by teachers to meet the needs of their learners and engage them in unambiguous, clearly articulated teaching. Teachers plan for explicit teaching to make clear connections to curriculum content through a concise focus on the gradual and progressive steps that lead to a student's development and independent application of knowledge, understanding and skills of the course content.

- Information on explicit teaching is found at https://www.teachingacenglish.edu.au/explicit-teaching/overview/explict-overview.html

- Differentiating teaching and learning requires knowledge of each student's background and experiences, interests, readiness and learning needs. Teachers use this knowledge to plan and implement curriculum, teaching strategies, learning experiences and assessments that provide multiple pathways for learning for every student. This ensures all learners have equitable access to curriculum and are able to demonstrate success.

- Knowing your learners is the key to differentiating teaching and learning – what they know and can do, what they need to learn next and how best to teach them and monitor their progress. Information on differentiation is found at https://www.teachingacenglish.edu.au/differentiation/overview/differentiation.html and through the Good Teaching Resources: Differentiated Classroom Practice Learning for All at https://www.teachingacenglish.edu.au/differentiation/overview/differentiation.html.

RESOURCES

Websites

Wordle A Web 2.0 tool that generates 'word clouds' with text that the user provides.

Language games Sheppard Software games.

Inside a dog Welcome to a site about books - by young people, for young people. Inside a Dog is a place for teen readers. Use it to find great reads, to share reviews of books you have read, to join a book club and hear thoughts and tips from published authors.

Visual Dictionary Online

Woodlands Primary: Literacy Zone Interactive literacy games for spelling, grammar, punctuation and writing.

Nina Loves to Name Things; interactive game Pick a place and help Nina to name things associated with that place in this language game. Click and drag images as you hear how to pronounce the name.

Endless Alphabet: iPad app An educational app that teaches ABC's and builds vocabulary. Each word features an interactive puzzle game with talking letters and a short animation illustrating the definition. Please note: there is a cost for this app.

Dr.Suess's ABC: iPad App The classic book "Dr Seuss's ABC" comes to life with delightful animations and learning activities! Please note: there is a cost for this app.

Read Write Think- construct a word Combine letters to make words, and learn about beginning and ending sounds in words when reading.

The ConnectAbility website has lots of tips and templates for creating visual supports for the classroom.

A collection of printable Graphic Organisers.

A comprehensive library of Graphic Organisers.

Teaching practices for reading and viewing Victorian Department of Education.

Picasso Head This digital tool is intuitive and user friendly. The program works by dragging facial elements onto an online drawing canvas.

Fluid Painter A free art tool. However learners must save their work using a screen capture into Word or PowerPoint.

Making Memes

Text ideas

Rewordify A tool that lets you copy and paste any text (or any type in any website), automatically identifies more challenging words, and then provides simplified words to replace them. Depending upon the settings you choose, those simplified words can replace the actual ones, be able to be seen with a click of the mouse, or be shown next to them. While not perfect in every single instance, it seems extremely sophisticated, and provides good accuracy of the simplified word choices. The site also provides a large number of classic literature texts that have been simplified using this tool.

Storytelling Oral histories, myths, legends, folk tales, fairy tales, Aussie yarns and interactive digital stories. Storytelling traditions stretch throughout time.

Dust Echoes A series of twelve beautifully animated Dreamtime stories from Central Arnhem Land, telling stories of love, loyalty, duty to country and Aboriginal custom and law.

Little J and Big Cuz Television show provided insight into traditional Aboriginal culture, country and language.

[Super stories: The Abandoned House](#) Help a publishing director create a bestselling horror story. Read the story. Choose effective verbs and adverbs to increase the impact of the story by making it scarier. Select illustrations that highlight the horror of the events. This learning object is one in a series of four objects.

[Storyonline](#) A video program featuring famous actors reading children's books aloud. Each book includes accompanying activities and lesson ideas.

[Stick Figure Hamlet](#) Can be used for a quick overview of the play, or as a model for summarising other works.

TED Lesson – Spoken Word Poem – [To This Day Project – Shane Koyczan](#).

'*The Arrival* is a migrant story told as a series of wordless images that might seem to come from a long forgotten time.[The Arrival Part 1](#) Part 1 and [The Arrival Part 2](#).

Mirror by Jeannie Baker. Written and illustrated by Jeannie Baker, *Mirror* comprises parallel stories about the lives of two boys, one in Australia and one in Morocco. The Australian boy's story is written from left to right in English, and the Moroccan boy's story is written in Arabic, which reads from right to left. – [Lesson Plans](#).