

**Fieldwork Paper**

**Paola Gomez**

**EDPN 673**

**Methods and Materials for Teaching English as a Second Language**

**Fall 2022**

While conducting my field work hours, I had the pleasure of observing two dual language classrooms. Each classroom was unique in their own way and the teachers had completely different ways of teaching. I observed Ms. G.'s class. Ms. G. teaches a 12:1+1 alternate assessment dual language class at XXXX. The two languages spoken in this classroom are Spanish and English. However, for the lesson plan analysis, I will focus on Ms. S.'s class. Ms. S. teaches an 8:1+1 alternate assessment dual language class at XXXX. The languages that are spoken in this class are Spanish and English. Ms. S. did a lesson on National Picnic Month. Her lesson was not aligned with TESOL Standards; however, it is aligned with the states' common core standards. The standards are as follows: 1.RL.dII-Answer questions about key details in a story (e.g., who, what, when, where, and why), 2.RL.dI- Answer who, what, where, when, why, and how questions from stories. 2.HD.b2- Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them.

The lesson plan is an English Language Arts lesson, and it is not aligned with another content area from the curriculum. The lesson has different forms of assessments and checking for student understanding. In the teacher center, Ms. S., does verbal questioning, data collection of verbal questioning, peer to peer interaction and independent worksheets that students can complete. She also included in her lesson plan a technology center, in which students use the app boom cards with questions like the ones in the lesson. This is a way for students to practice what they learned independently. In the lesson plan, Ms. S. also focuses on assessing or monitoring IEP goals with this lesson. Some of her students have the goal of answering "wh" questions such as 'who, what, where, and when' written as a reading goal in their IEP, she utilized this lesson as an opportunity to work on those skills.

The lesson is age appropriate as it is designed for a first and second grade class. Ms. S's students are between the ages of 7 and 8. Ms. S. conducted a whole group lesson for 10 minutes. In these 10 minutes, she states the objective and then has students review details of a picnic. She reminds the students that they can find the answers to the questions in the text or by looking at the illustrations in the text. Then students were divided into groups and each group is doing an activity related to the lesson, while Ms. S. reads a newsletter, "National Picnic Month", in her group. After she finished reading the story, she reviews vocabulary words that they have been working on for the entire week. She then, has the students read the words. After reading the words. She then introduces the learning activity by asking a question about the text. For instance, "what do we celebrate during the month of July?" The students give answers to the question and the entire class then discusses the answer to the question utilizing the text and visuals as needed. As I mentioned before, Ms. S. has different groups that are separated by levels and in each group the students are working on a learning activity that is related to the lesson.

For example, in the Hands-on Learning Center, students perform tasks that are differentiated to meet the students' academic needs. For instance, students in group 1- use task cards to identify 20 vocabulary words, group 2- use task cards to identify 10 vocabulary words and students in group 3- use task cards to identify 5 vocabulary words. Each groups' task is clearly differentiated and has materials that are appropriate for the learners to access the curriculum. Having observed her lesson and now analyzing her lesson plan, I would say that the principle of language learning that is used in this lesson is the Direct Method because "Vocabulary is emphasized over grammar and speech is considered basic to the other skills. Conversation practice, map drawing, fill in the blanks, dictation, and paragraph writing are some of the techniques used in the method" (Freeman, 2017).

During my time observing Ms. S's lesson, I had the opportunity to interview her. She shared that one of the strategies that was successful during her lesson was her use of text, specifically the way she used the illustrations in the book to help students answer questions. She said that a lot of her students struggle to remember the answer to the questions after having read the story, so she always projects the book on her smartboard for her to go back into the text and show the illustration to the students. She expressed that showing the illustrations reminds the students of what happened in the story by looking at the illustrations and then it helps them answer the question that she asked them. Another strategy that was successful during her lesson, was the implementation of centers. Ms. S. said that she likes using centers because it allows her students to work on activities that are differentiated according to students' academic levels. In these centers, students also get one-on-one support from paraprofessionals and Ms. S. can collect data on the acquisition of vocabulary words.

Ms. S. explained that one of the biggest challenges for this lesson was making sure that her instruction was aligned to her students' IEP goals. She mentioned that often it is very difficult to do that with all her lessons because her students have different reading goals. She mentioned that for this lesson, she had to focus on what most of her students needed and that was the acquisition of vocabulary words and answering "wh" questions.

I asked Ms. S. what she thought students' reaction to the lesson was. She responded by saying that she believed students enjoyed the lesson. She said that she observed students engaging in discussion with their fellow classmates and if they needed a bit of encouragement talking to their classmates, that paraprofessionals and she were there to help and support the students. She also saw students using technology, something that they enjoy using in their classroom, to continue

practicing the skills of reading words and answering “wh” questions. She said that students were working collaboratively, and they showed initiative and eagerness to learn. She said that she considers the lesson to be a success because she was able to have students engaged and she was able to target their IEP goals, which she believed was her most important goal when teaching and implementing her lesson.

In this next section of my fieldwork, I would like to comment on two YouTube videos of two classes in two different grade levels. (YouTube. (2015). YouTube. Retrieved November 22, 2022, from <https://www.youtube.com/watch?v=ERlwByt4xc0&t=44s>, litcon10. (2018, December 22). Grades 2-3 informational writing lesson. YouTube. Retrieved November 22, 2022, from <https://www.youtube.com/watch?v=Vf4ebNIubXo> )

I will start by giving my thoughts on what I observed in the video of the 4<sup>th</sup> grade class working on using artifacts and primary sources to infer character traits of a person from history. Based on what I observed on the video and what I have learned and experienced as a bilingual education teacher, the teacher in this video did not provide any scaffolding or differentiation of materials or task for her multilingual students. “The goal of differentiated instruction is to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. Content may be modified for students who need additional practice with essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content” (Ford, 2019).

The teacher’s instruction seemed to target the class as a whole. Students were given the same materials to work with. In the video, there is no evidence that shows the teacher is providing

ELLs with alternative ways of accessing key content (e.g., books written in their first language, and simplified text written by the teacher). According to Larry Ferlazzo, “recent research has found that careful and strategic use of a student’s primary language—whether through a translation by a teacher, peer tutor, bilingual aide, or assistance from students themselves—can in fact help English language learning, particularly in understanding grammar concepts, vocabulary, instructions, and in developing teacher-student and student-student relationships” (Ferlazzo, 2017). Looking at the video, it was challenging to identify who were the multilingual learners in her classroom. There were students of different backgrounds and ethnicities in the video, but that does not mean that they are ELLs. In addition, from what is shown in the video, there is nothing in the classroom that shows an interest in the student’s cultures and languages that the students might have grown up with at home. Specifically, during the introduction of the lesson, where the teacher provides insight and instruction on what is in store, it is imperative that the teacher connects with students who may not fully comprehend. For example, two students rose their hands to express that they were still unclear about what character traits were. In the video, we did not see the teacher provide those two students with support in identifying character traits, she just said to the students that they were going to continue practicing how to do that during the class.

There were strategies during this lesson that were successful. The teacher had several resources that were available for students to find character traits. She had historical books at the students’ disposal. She provided them with technology in order to look up information on the internet. She also provided them with notes that she posted herself on a website that is assigned to the students. She had the students sit in groups, so that they would discuss and work together to find the character traits. We live in an age of technology and students are well versed at using technology in the classroom. According to resilient educator, “Bringing technology into the

classroom clearly has multiple benefits for you and your students, especially when they're learning a second language. Students learn new vocabulary and develop skills necessary to thrive in the technology-rich 21st century, preparing them for success both in and beyond the classroom" (resilienteducator.com, 2020). Technology provides students with hands-on opportunities, keeps instruction simple, with step-by-step increments. Uses multiple large graphics, delivers information in small segments, and uses real-world examples and relevant exercises. All of these allow for an engaging learning environment for the students.

As mentioned above, it is difficult to tell who the multilingual learners are in the classroom. Based on this observation, one of the challenges that multilingual learners faced was lack of support from the teacher. In the video, I saw two children seating by the right-hand side of the teacher and one of them raised their hands and explained to the teacher that he was still confused about how to identify or find character traits. The teacher just simply mentioned that they were going to continue to review the concept, but as the video went on, I did not observe the teacher helping the two students that needed her support the most. Multilingual learners might feel discouraged from asking more questions because the initial response that they receive from their teacher was not helpful.

Students' reaction to the lesson was positive. Observing the video, students were very determined in researching and finding about positive and negative traits about George Washington as a leader. They were in groups, and they were having a meaningful discussion about possible traits that they could include in their report. They used a variety of tools such as an iPad to look for information on the internet and historical texts that were in the classroom library. The students were detectives looking for evidence to support their claims in their report. When the group work

concluded, students were very eager to ask more questions and they also responded well to any question that the teacher asked them. In the video, there was a sense of community between the students, as they were helping each other and working together to achieve a common goal. According to Susan Verner, “When students work in groups you will see that students help each other learn. Students can answer language specific questions or clarify confusing points of English in ways that ESL students can understand, and you may not be able to explain. When they help each other, it benefits both students involved. The student with the question will have it answered, and the student with the answer will remember it better because they have taught it to another” (Verner, 2013).

In the following section of my fieldwork, I would like to comment on the second YouTube video. This video is of a 2<sup>nd</sup>-3<sup>rd</sup> grade class. The lesson focuses on informational writing with an emphasis on ecosystems. There were many strategies in this lesson that were successful and that were beneficial in helping multilingual learners grasp and understand the concept they were being taught. The first strategy I thought was effective in the video was that the teacher gave students the opportunity at the beginning of the lesson to talk to their classmates about all the things they remember about ecosystems. She tapped into the students’ prior knowledge, which it is very important when teaching multilingual learners. Students were able to discuss in their groups things such as the sun gives light as one of the details they remembered about ecosystems. The second strategy that was successful was the use of a basket with student’s name on it. She gave students a heads up telling them that she was going to pull a name of a classmate out of a basket, and that she before she did that, she was going to give them 10 seconds to think about the answer, so that whoever was picked would know what to say already. This strategy was great because the teacher’s pick is random, and it gives every student in the classroom the chance to participate. In addition,



when she pulled out a name and asked a question and the student seemed stuck, she provided the student with two choices of answers to pick from. The teacher did not focus on correcting the student on whether they were right or wrong, she simply gave the student the support they needed to answer the question. According to Allison Lewis, “In the language classroom, correcting students’ errors often raises their affective filter (i.e., their level of anxiety), which often makes them more hesitant to speak. Plus, there is not much research evidence showing that error correction leads to students producing more accurate language. So why make it a focus in class”? (Lewis, 2018).

Another great strategy that the teacher implemented during her instruction was writing down everything her students were saying on the board, so that they can use that information for the next step of the informational writing process. The teacher also utilized the Total Physical Response teaching method (TPR) when going over the steps of writing an informational paragraph. According to Sonrisas, “Total Physical Response is a great way to boost student engagement. Maintaining students’ attention at an early age can be challenging. TPR is an effective strategy for engaging students. TPR asks students to listen attentively to the teacher so they can carry out motions corresponding with key vocabulary words and phrases” (Sonrisas, 2021). The teacher in the video provided students with Phrases and movement that they can recite when trying to remember what the steps are in writing an informational paragraph. In the next section of the video the teacher utilized another excellent strategy. She had a poster with words and visuals that showed the students all of steps for writing an informational piece. She also worked together with the students to create an organizational map that they could use to write their informational paragraph.

During my observation of the video, Multilingual learners did not seem to face any challenges. The teacher did an excellent job at modeling, guiding, and supporting the students each step of the lesson. Students were sitting in groups and while they were writing their informational paragraphs on ecosystems, the teacher and her assistant were walking around providing students that needed help with support with writing their paragraphs. In addition, students seemed to enjoy the lesson. Students were participating when the teacher called on them to answer a question. Students were also engaged as they were reciting and adding movement to each of the steps of the informational writing process. Students were also having discussions about possible answers or details they could include in their informational writing piece. Finally, students were sitting down working in groups and they were focused on completing their informational writing paragraphs on ecosystems. In the video, there is an attempt on the teacher's part to create a positive learning environment and include her students' cultural backgrounds. In the video, there is a mural in the classroom that shows children of different races and ethnicities. According to [yesweekly.com](https://www.yesweekly.com), "When students have a diverse education, they feel safer in and out of school; learning about different cultures helps them become comfortable with themselves and with cultural differences across social groups. That builds self-confidence and a more profound sense of safety" ([yesweekly.com](https://www.yesweekly.com), 2021).

**Reflection:**

Throughout the field experience, I was able to learn and apply many of the strategies that I observed through the interview conducted and videos shared with me that I plan to implement into my own teachings within my classroom. I have been teaching in a Special Education setting for 9 and a half years, however, there is still plenty of things I can learn to further guarantee my ability to provide a successful learning environment for all my students. Working closely with Ms. S. in

her Dual Language classroom, has given me important insight on what to expect while working with my Multilingual Learners. The videos showed me what I can do for my classroom and students and what I will particularly avoid. It's imperative for me to connect with my students and give special consideration to those who may struggle in the academic setting because of the language barrier presented.

Based on what I learned from observing Ms. S's class and what I learned from the videos, these are the following strategies I would like to implement in my own classroom with my multilingual learners. I would like to implement centers in my classroom. Using centers will allow my students to work on activities that are differentiated according to their academic levels. In these centers, my paraprofessionals and I can give one-on-one support to my students and collect data on the acquisition of IEP goals. Moving forward as a bilingual education teacher, I will provide a multicultural learning environment in which students' native language is seen as an asset rather than a barrier.

## References:

- Allison Lewis. (2018, December 7). *Embarrassment in the language classroom*. Allison Lewis. Retrieved November 26, 2022, from <https://allisonlewis.net/2017/12/31/embarrassment-in-the-language-classroom/>
- Ford, K. (2019, February 7). *Differentiated instruction for English language learners*. Colorín Colorado. Retrieved November 22, 2022, from <https://www.colorincolorado.org/article/differentiated-instruction-english-language-learners>
- Ferlazzo, L. (2021, March 5). *Response: Ell students' home language is an asset, not a 'barrier' (opinion)*. Education Week. Retrieved November 22, 2022, from <https://www.edweek.org/teaching-learning/opinion-response-ell-students-home-language-is-an-asset-not-a-barrier/2017/01>
- How to integrate technology to teach ell students: Resilient educator*. ResilientEducator.com. (2020, April 17). Retrieved November 23, 2022, from <https://resilienteducator.com/classroom-resources/how-to-integrate-technology-with-teaching-ell-students/>
- Larsen-Freeman, D. (2017). Chapter 1. complexity theory. *Language Learning & Language Teaching*, 11–50. <https://doi.org/10.1075/llt.48.02lar>
- Release, P. (2021, March 24). *The importance of cultural awareness and diversity in the classroom*. YES! Weekly. Retrieved November 28, 2022, from [https://www.yesweekly.com/education/the-importance-of-cultural-awareness-and-diversity-in-the-classroom/article\\_cc3e3018-8bf7-11eb-9d02-7b53ac861451.html](https://www.yesweekly.com/education/the-importance-of-cultural-awareness-and-diversity-in-the-classroom/article_cc3e3018-8bf7-11eb-9d02-7b53ac861451.html)
- Sonrisas Spanish blog*. Sonrisas. (2021, March 2). Retrieved October 17, 2022, from <https://www.sonrisasspanishschool.com/blog/the-benefits-of-teaching-with-total-physical-response/>
- Verner, S. (2013, November 23). *Top 10 benefits of group work for ESL classrooms*. Busy Teacher. Retrieved November 26, 2022, from <https://busyteacher.org/17846-group-work-esl-classroom-top-10-benefits.html>

YouTube. (2015). *YouTube*. Retrieved November 22, 2022, from <https://www.youtube.com/watch?v=ERlwByt4xc0&t=44s>.

litcon10. (2018, December 22). *Grades 2-3 informational writing lesson*. YouTube. Retrieved November 22, 2022, from <https://www.youtube.com/watch?v=Vf4ebNIubXo>

### Ms. S's Lesson

Lesson: National Picnic
ELA
Objective: Can I read, answer, or select a picture about "wh" (who, what, and where) questions from a story using prompting and visual support as needed?
Common Core Standards
1.RL.1 - Answer questions about key details in a story (e.g., who, what, when, where, why).
2.RL.1 - Answer who, what, where, when, why, and how questions from stories.
2.HD.2 - Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).
Assessments
<ul style="list-style-type: none"> <li>-Teacher center <ul style="list-style-type: none"> <li>-Verbal questioning</li> <li>-Worksheet</li> <li>-Peer to peer interactions</li> <li>-Data collection</li> </ul> </li> <li>-Technology Center <ul style="list-style-type: none"> <li>-Boom Cards /response check</li> </ul> </li> <li>-Hands-on Center <ul style="list-style-type: none"> <li>-Recording sheet</li> </ul> </li> <li>-IEP <ul style="list-style-type: none"> <li>-Digital Progress Monitoring sheets</li> </ul> </li> </ul>

## IEP Progress Monitoring

- Group 1 (\_\_\_\_\_)
- Students will sequence the steps needed to pack a lunch
- Group 2 (\_\_\_\_\_)
- Students will sequence the events to a story with support
- Group 3 (\_\_\_\_\_)
- Students will identify vocabulary words

### Whole Group

10 min

**Introduction:** Revisit the learning goal. Students will review the details of a picnic. Talk with students about where they found the answers to the questions. Teacher will point out that answers to questions can be found in the text or pictures.

#### Materials:

- Teacher made materials
- Differentiate worksheets
- Boom Cards resources

**Procedure:** During the ELA period students will be divided into small groups and rotate to different learning centers. Teacher will go over the newsletter "National Picnic Month". After finishing reading the newsletter, teacher will review the vocabulary words, she will ask the students to read the words. Teacher will introduce the learning activity by asking focus questions about the book. For example, "what do we celebrate during the month of July?" Discuss student's responses, using the text and pictures as support to check.

#### Check Understanding:

**Level 3:** Can the student independently read, answer or ask questions about the story and write, speak, or select an answer?

**Level 2:** Can the student answer questions about the story by selecting or pointing to a picture?

**Level 1:** Can the student answer questions about the story by selecting a picture? How many choices were presented?



Learning Centers		
Direct Instruction		
<p>Group 1: [REDACTED]</p> <ul style="list-style-type: none"> <li>- Students will answer "wh" (what, when and where) questions about key details in a story.</li> </ul> <p>Group 2: [REDACTED]</p> <ul style="list-style-type: none"> <li>- Students will answer "wh" (what, and when) questions about the story by selecting or pointing to a picture.</li> </ul> <p>Group 3: [REDACTED]</p> <ul style="list-style-type: none"> <li>- Students will answer "wh" (what) questions about the story by matching picture to picture or selecting from an errorless option.</li> </ul>		
Group 1	Group 2	Group 3
<p>Materials</p> <ul style="list-style-type: none"> <li>- Wh worksheet</li> </ul> <p>Procedure</p> <ul style="list-style-type: none"> <li>- Students will sit with teacher to learn how to answer wh (what, when) questions about key details of the story.</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>- Wh worksheet</li> </ul> <p>Procedure</p> <ul style="list-style-type: none"> <li>- Students will sit with teacher to learn how to answer wh (what, when) questions about key details of the story by pointing or selecting to pictures.</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>- Wh worksheet</li> </ul> <p>Procedure</p> <ul style="list-style-type: none"> <li>- Students will sit with teacher to learn how to answer wh (what, when) questions about key details of the story by selecting from an errorless choice.</li> </ul>

## Learning Centers

### Hands-on

- Group 1 [REDACTED]  
 - Students will use task cards to identify 20 vocabulary words.
- Group 2 [REDACTED]  
 - Students will use task cards to identify 10 vocabulary words.
- Group 3 [REDACTED]  
 - Students will use task cards to identify 5 vocabulary words.

Group 1	Group 2	Group 3
<p>Materials</p> <ul style="list-style-type: none"> <li>-Task Cards Bingo</li> <li>-Recording sheets</li> </ul> <p>Procedure</p> <ul style="list-style-type: none"> <li>-Students will sit with a staff member in the hands-on center to identify 5 vocabulary words and use a recording sheet to tell how many correct words it has.</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>-Task cards</li> <li>-Recording sheets</li> </ul> <p>Procedure</p> <ul style="list-style-type: none"> <li>-Students will sit with a staff member in the hands-on center to identify 10 vocabulary words and use a recording sheet to tell how many correct words it has.</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>-Task cards</li> <li>-Recording sheets</li> </ul> <p>Procedure</p> <ul style="list-style-type: none"> <li>-Students will sit with a staff member in the hands-on center to identify 20 vocabulary words and use a recording sheet to tell how many correct words it has.</li> </ul>



## Learning Centers

### Technology Center

- Group 1 (████████████████████)
- Students will use Boom Cards independently to identify the answer to "Wh" (when) questions.
- Group 2 (████████████████████)
- Students will use Boom Cards to identify the answer to 10 "Wh" (when) questions.
- Group 3 (████████████████████)
- Students will use Boom Cards to identify the answer to 5 "Wh" (when) questions using support.

Group 1	Group 2	Group 3
<p>Materials</p> <ul style="list-style-type: none"> <li>- Ipad</li> <li>- Boom Cards</li> </ul> <p>Procedure</p> <p>-Students will sit with a staff member in the technology center to complete a Boom Card deck on answering Wh questions independently.</p>	<p>Materials</p> <ul style="list-style-type: none"> <li>- Ipad</li> <li>- Boom Cards</li> </ul> <p>Procedure</p> <p>-Students will sit with a staff member in the technology center to complete a Boom Card deck on answering 10 Wh questions.</p>	<p>Materials</p> <ul style="list-style-type: none"> <li>- Ipad</li> <li>- Boom Cards</li> </ul> <p>Procedure</p> <p>-Students will sit with a staff member in the technology center to complete a Boom Card deck on answering 5 Wh questions.</p>

## Learning Centers

### Hands-on

- Group 1 (\_\_\_\_\_)
- Students will use task cards to identify 20 vocabulary words.
- Group 2 (\_\_\_\_\_)
- Students will use task cards to identify 10 vocabulary words.
- Group 3 (\_\_\_\_\_)
- Students will use task cards to identify 5 vocabulary words.

Group 1	Group 2	Group 3
<p>Materials</p> <ul style="list-style-type: none"> <li>-Task Cards Bingo</li> <li>-Recording sheets</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>-Task cards</li> <li>-Recording sheets</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>-Task cards</li> <li>-Recording sheets</li> </ul>
<p>Procedure</p> <p>-Students will sit with a staff member in the hands-on center to identify 5 vocabulary words and use a recording sheet to tell how many correct words it has.</p>	<p>Procedure</p> <p>-Students will sit with a staff member in the hands-on center to identify 10 vocabulary words and use a recording sheet to tell how many correct words it has.</p>	<p>Procedure</p> <p>-Students will sit with a staff member in the hands-on center to identify 20 vocabulary words and use a recording sheet to tell how many correct words it has.</p>



## Learning Centers

### Technology Center

- Group 1 (\_\_\_\_\_)
- Students will use Boom Cards independently to identify the answer to "Wh" (when) questions.
- Group 2 (\_\_\_\_\_)
- Students will use Boom Cards to identify the answer to 10 "Wh" (when) questions.
- Group 3 (\_\_\_\_\_)
- Students will use Boom Cards to identify the answer to 5 "Wh" (when) questions using support.

Group 1	Group 2	Group 3
<p>Materials</p> <ul style="list-style-type: none"> <li>- Ipad</li> <li>- Boom Cards</li> </ul> <p>Procedure</p> <p>-Students will sit with a staff member in the technology center to complete a Boom Card deck on answering Wh questions independently.</p>	<p>Materials</p> <ul style="list-style-type: none"> <li>- Ipad</li> <li>- Boom Cards</li> </ul> <p>Procedure</p> <p>-Students will sit with a staff member in the technology center to complete a Boom Card deck on answering 10 Wh questions.</p>	<p>Materials</p> <ul style="list-style-type: none"> <li>- Ipad</li> <li>- Boom Cards</li> </ul> <p>Procedure</p> <p>-Students will sit with a staff member in the technology center to complete a Boom Card deck on answering 5 Wh questions.</p>