

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

Kindergarten Boys and Girls, Week of 4/13

Contents

INTRODUCTION	2
HELPFUL INFORMATION.....	3
Distribution Sites/Information	3
Leadership Team	3
DIGITAL LESSON PACING GUIDE.....	4
ConnectED Instructions.....	4
USATestPrep Instructions.....	4
Pacing Guide.....	4
ELA PRINT MATERIAL.....	5
MATH PRINT MATERIALS.....	6
SCIENCE/SOCIAL STUDIES PRINT MATERIAL	7
ADDITIONAL RESOURCES (EDUCATIONAL)	8

INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Monday and Wednesday from 9AM until 12PM

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions: Not used for kindergarten students.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 9 Lesson 1 Day 1 <u>Assignment:</u> April 13 Unit 9	<u>Lesson:</u> Unit 9 Lesson 1 Day 2 <u>Assignment:</u> April 14 Unit 9	<u>Lesson:</u> Unit 9 Lesson 1 Day 3 <u>Assignment:</u> April 15 Unit 9	<u>Lesson:</u> Unit 9 Lesson 1 Day 4 <u>Assignment:</u> April 16 Unit 9	<u>Lesson:</u> Unit 9 Lesson 1 Day 5 <u>Assignment:</u> April 17 Unit 9
Math	<u>Lesson:</u> Chapter 10 Lesson 10-a <u>Assignment:</u> April 13	<u>Lesson:</u> Chapter 10 Lesson 10-b <u>Assignment:</u> April 14	<u>Lesson:</u> Chapter 10 Lesson 10-c <u>Assignment:</u> April 15	<u>Lesson:</u> Chapter 10 Lesson 10-d <u>Assignment:</u> April 16	<u>Lesson:</u> Chapter 10 Lesson 10-e <u>Assignment:</u> April 17
Science	<u>Lesson:</u> Life Cycle of Plants <u>Assignment:</u> Video and Plant Life Cycle Worksheet <i>Enrichment Packet</i>	<u>Lesson:</u> Parts of a Plant <u>Assignment:</u> Video and Posy Parts Worksheet <i>Enrichment Packet</i>	<u>Lesson:</u> Plants Needs <u>Assignment:</u> Video and Pretty Plants Worksheet <i>Enrichment Packet</i>	<u>Lesson:</u> Plants Parts <u>Assignment:</u> Video and Plants with Pizzazz Worksheet <i>Enrichment Packet</i>	<u>Lesson:</u> Parts of a Seed <u>Assignment:</u> Video and Seed Parts Worksheet <i>Enrichment Packet</i>

ELA PRINT MATERIAL

Parents – Your child will need you to do the activities with them. Kindergarteners need lots of support with ELA work, especially if they are not yet reading fluently. Some activities will be repeated daily. Repetition is important for young learners.

Day 1-

Foundational Skills:

1. Long Uu
 - a. Listen to the Long Uu rhyme - U's my name, Two Sounds I use, Short u in cub, Long u in fuse.
 - b. Listen and raise your hand for long u words: **unit** until **use** **Utah** **usual** open plum **uniform** idol **unicorn** **utensil** Ethan.
 - c. Practice writing uppercase U and lowercase u. Write 10 of each. Circle your best one.
2. Complete Intervention Support page 154. Write a lowercase u under pictures that have the long u sound.

Reading and Responding

1. Theme: Rules We Follow
 - a. Watch the Chapter 9 Background Builder Video or read the Background Builder page in the packet.
 - b. What are rules? Discuss with a grown-up or sibling.

Writing

1. Write three sentences about your favorite food.

Day 2-

Foundational Skills:

1. Long Uu
 - a. Review the Long U's rhyme: Long Uu is my name, Two Sounds I use, Short u in cub, Long u in fuse.
 - b. Listen and raise your hand for words that start with long u: **use** equal infant elephant under **united** overhead **uniform** **utensil**
 - c. Listen for the middle sound. If it is long u raise your hand: pink **cube** **huge** **mute** store crumb **fume** luck **future** **human**
 - d. Complete Intervention Support page 155. Circle pictures that have long Uu.

Reading and Responding

1. Story: The Tale of Peter Rabbit
 - a. Watch The Tale of Peter Rabbit at https://www.youtube.com/watch?v=Y_soFDv7Ti8 or read the story with an adult.
 - b. Why did Peter not follow his mother's rule and go to the garden? Why did Mr. McGregor call Peter a thief? What happened because Peter broke the rules?

Writing

1. Write three sentences that include names. Remember to begin a name with an uppercase letter.

Day 3-

Foundational Skills:

1. Long Uu
 - a. Review the Long Uu rhyme – Long Uu is my name, Two Sounds I use, Short u in cub, Long u in fuse.
 - b. Listen for the middle sound. If it is long Uu raise your hand: cute jump mute Kurt crane twin beef Hugo future cube funny huge
 - c. Complete Intervention Support page 156.

Reading and Responding

1. Story: The Tale of Benjamin Bunny

- a. Watch/read A Tale of Benjamin Bunny available in today's digital assignment or in the packet.
- b. Discuss vocabulary: relations, tumbled, should, worse
- c. Questions: Who are the characters in this story? Which was worse for Peter – being caught by Mr. McGregor or by the cat? Why? Why is it good to follow rules?

Writing

1. Write three sentences about Peter Rabbit.

Day 4-

Foundational Skills:

1. Reviewing Long Uu
 - e. Review the Long Uu rhyme – Long U is my name, Two Sounds I use, Short u in cub, Long u in fuse.
 - a. Listen for the middle sound. If it is long Uu raise your hand: **huge** rate **fume** bust dime leaf fake **muse** dome **excuse** **compute** goal
 - b. Write the following words using the u_e pattern: **cube huge fume fuse**
 - c. Complete Intervention Support page 157.

Reading and Responding

1. Story: The Tale of Benjamin Bunny
 - c. Watch/read The Tale of Benjamin Bunny available in today's online assignment or in the packet.
 - d. Questions: What was the beginning problem for the rabbits? How did Benjamin Bunny and Peter Rabbit try to solve the problem? Did they run into any trouble? Who helped them? How did the story end?

Writing

1. Draw a picture of you with Peter Rabbit and Benjamin Bunny. Write three sentences about what you are doing in the picture.

Day 5-

Foundational Skills

1. Reviewing Long Uu
 - a. Review the Long Uu rhyme- U's my name, Two Sounds I use, Short u in cub, Long u in fuse.
 - b. Explain the long Uu rule: Silent ending e makes long u say his name.
 - c. Write the following long Uu words using the u_e pattern. Have your child try to write them on his/her own as you say them: **fume cute cube mule**
 - d. Complete Intervention Support page 158.

Reading and Responding

1. Decodable Story: Cute Little Mule
 - a. Cute Little Mule is available to read using the digital assignment or in the packet.
 - b. Find the sight words in the book: **do little**
 - c. Practice sounding out: **go pole use mule excuse**
 - d. Questions: Why does the mule not want to go? On what page does Cole share his hat with Mule?

Writing

1. Write three sentences about spring. Make sure to use describing words!

MATH PRINT MATERIALS

Chapter 10: Position

MyMath Targeted Intervention Packet

April 13 – **Position of Objects**

1. Play "I Spy". Only describe objects using position words (over, under, above, below, beside)

2. Practice your math skills on Khan Academy and complete today's ConnectED online assignment. Try to do at least 30 minutes of online math work daily.
3. Complete 10-A pages in packet.

April 14 – **Identify Behind**

1. Use the terms *in front of*, *behind*, *above*, *below*, *next to*, and *beside* while playing Simon Says.
2. Practice your math skills on Khan Academy and complete today's ConnectED online assignment.
3. Complete 10-B pages in packet

April 15 – **Above and Below**

1. Have your child use blocks to show the terms *above* and *below*.
2. Practice your math skills on Khan Academy and complete today's ConnectED online assignment.
3. Complete 10-C pages in packet.

April 16 – **Identify Above and Below**

1. Use a favorite stuffed animal to show *above* and *below*.
2. Practice your math skills on Khan Academy and complete today's ConnectED online assignment.
3. Complete 10-D pages in packet.

April 17 – **Next to and Beside**

1. Act It Out: Have your child stand *next to* and *beside* household furniture.
2. Practice your math skills on Khan Academy and complete today's ConnectED online assignment.
3. Complete 10-E pages in packet.

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Science: Plants

April 13 – Watch **How Does A Seed Become A Plant?** video at www.youtube.com/watch?v=tkFPyue5x3Q. Then complete the *Plant Life Cycle* Worksheet in your enrichment packet.

April 14 – Watch **Parts of A Plant/The Dr. Binocs Show** video at www.youtube.com/watch?v=p3St5lF4kE8. Then complete the *Posy Parts* Worksheet in your enrichment packet.

April 15 – Watch **The Needs of A Plant (Song for kids about 5 things plants need to live.)** video at www.youtube.com/watch?v=dUBlQlftRzl. Then complete the *Pretty Plants* Worksheet in your enrichment packet.

April 16 – Watch **Seed Germination** www.youtube.com/watch?v=TE6xptjpNRO. Then complete the *Plants with Pizzazz* Worksheet in your enrichment packet.

April 17 – Watch **Sesame Street: Watch Grover Talk about Plants** <https://www.youtube.com/watch?v=ZDjFZVqiLvY&t=4s>. Then complete the *Seed Parts* Worksheet in your enrichment packet.

Daily Review of Skills

Please use this time to review topics we cover during morning meeting/calendar time.
Have your child complete the following daily:

1. Say the days of the weeks. Identify what today is, yesterday was, and tomorrow will be.
2. Say the months of the year. Have your child find the date on a calendar at home.
3. Identify the season and the weather. Have your child name what changes he/she is noticing.
4. Count by 2's, 5's, and 10's. Count to 100 by ones.
5. Practice identifying numbers 1 to 20.
6. Sing the alphabet song.
7. Practice identifying all uppercase and lowercase letters.
8. Review/practice all of the sight words.
9. Say the pledge of allegiance.
10. Say the Rise Mission Statement:

Erie Rise Leadership Academy Charter School will educate, prepare, and encourage its students to develop a love for learning through effective teaching and real-life experiences as they become college and career ready.

ADDITIONAL RESOURCES (EDUCATIONAL)

Khan Academy

<https://www.khanacademy.org/>

-Please contact us to get your child's free access code. You can message us through the school's website or our Class Dojo accounts.

PBS Kids Videos and Games

www.pbskids.org

ABCYa

www.abcya.com

-Has lots of kindergarten level learning games that the kids love!

Starfall

www.starfall.com

-Great site for beginning readers. Tons of games and books to read.

Storyline Online

<https://www.storylineonline.net/>

-Videos of famous actors reading aloud picture books.

Pete the Cat

www.petethecatbooks.com

-Videos and activities about everyone's favorite blue cat.

GoNoodle

<https://www.gonoodle.com/>

UNIT

9

Rules We Follow

Theme Connections

How do these signs remind us of rules?

BIG Idea

Why do we follow rules?



Essential Question How do we keep us safe?

The Tale of Benjamin Bunny

written and illustrated by Beatrix Potter



One morning a little rabbit sat on a bank.

He pricked his ears and listened to the trit-trot, trit-trot of a pony.



A gig was coming along the road; it was driven by Mr. McGregor, and beside him sat Mrs. McGregor in her best bonnet.

As soon as they had passed, little Benjamin Bunny slid down into the road, and set off—with a hop, skip, and a jump—to call upon his relations, who lived in the wood at the back of Mr. McGregor's garden.



That wood was full of rabbit holes; and in the neatest, sandiest hole of all lived Benjamin's aunt and his cousins—Flopsy, Mopsy, Cotton-tail, and Peter.

Mrs. Rabbit earned her living by knitting rabbit-wool mittens and muffatees.

Little Benjamin did not very much want to see his Aunt.

He came round the back of the fir-tree, and nearly tumbled upon the top of his Cousin Peter.

Peter was sitting by himself. He looked poorly, and was dressed in a red cotton handkerchief.





"Peter," said little Benjamin, in a whisper, "who has got your clothes?"

Peter replied, "The scarecrow in Mr. McGregor's garden."

Peter said he thought he might feel better if he went for a walk.

They went away hand in hand, and got upon the flat top of the wall at the bottom of the wood. From here they looked down into Mr. McGregor's garden. Peter's coat and shoes were plainly to be seen upon the scarecrow, topped with an old hat of Mr. McGregor's.

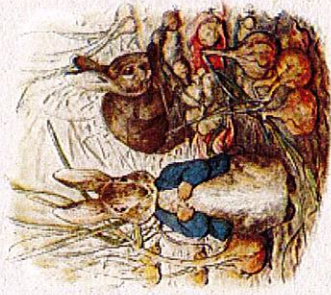




Little Benjamin saw that the first thing to be done was to get back Peter's clothes, in order that they might be able to use the handkerchief.



They took them on the scarecrow. There had been rain during the night; there was water in the shoes, and the coat was somewhat shrunk. Benjamin tried on the hat, but it was too big for him.



Then he suggested that they should fill the handkerchief with onions, as a little present for his Aunt.

Peter did not seem to be enjoying himself; he kept hearing noises.

Benjamin, on the contrary, was perfectly at home, and ate a lettuce leaf.

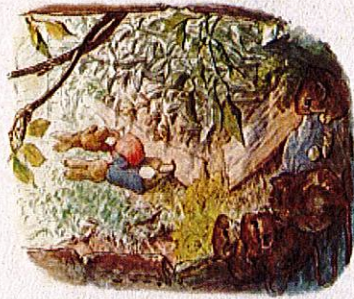
The lettuces certainly were very fine.

Peter did not eat anything; he said he should like to go home. Presently he dropped half the onions.



Little Benjamin leapt the way
 along a little walk on planks,
 under a sunny, red brick wall.

The mice sat on their doorstep
 cracking cherry-stones; they
 winked at Peter Rabbit and little
 Benjamin Bunny.



They got amongst lower
 pots, and frames, and tubs.
 Peter heard noises worse than
 ever; his eyes were as big as
 lolly-pops!

He was a step or two in
 front of his cousin when he
 suddenly stopped.

This is what those little rabbits saw round that corner!



Little Benjamin took one look, and then, in half a minute less than no time, he hid himself and Peter and the onions underneath a large basket.

The cat got up and stretched herself, and came and sniffed at the basket.

Perhaps she liked the smell of onions!

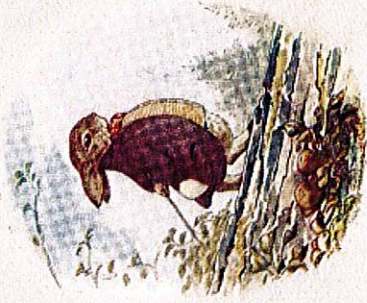
Anyway, she sat down upon the top of the basket.



She sat there for hours.

The sun got round behind the wood, and it was quite late in the afternoon; but still the cat sat upon the basket.

At length there was a pitter-patter, pitter-patter, and some bits of mortar fell from the wall above.



The cat looked up and saw old Mr. Benjamin Bunny prancing along the top of the wall of the upper terrace. He was looking for his son.



He took a tremendous jump off the top of the wall on to the top of the cat, and pushed it off the basket, and kicked it into the greenhouse, scratching off a handful of fur.

The cat was too much surprised to scratch back.

When old Mr. Burrows had driven the cat into the greenhouse, he locked the door.

Then he came back to the basket and took out his son Benjamin by the ears.

Then he took out his nephew Peter.

Then he took out the handkerchief of onions and marched out of the garden.





When Mr. McGregor returned he observed several things which perplexed him.

It looked as though some person had been walking all over the garden in a pair of clogs—only the footmarks were too little!

Also he could not understand how the cat had shut herself up *inside* the greenhouse.



When Peter got home his mother forgave him, because she was so glad to see that he had found his shoes and coat. Cotton-tail and Peter folded up the handkerchief, and old Mrs. Rabbit strung up the onions and hung them from the kitchen ceiling with the bunches of herbs.

cover

Cute Little Mule

by Tina Bringham
illustrated by Paige Keiser



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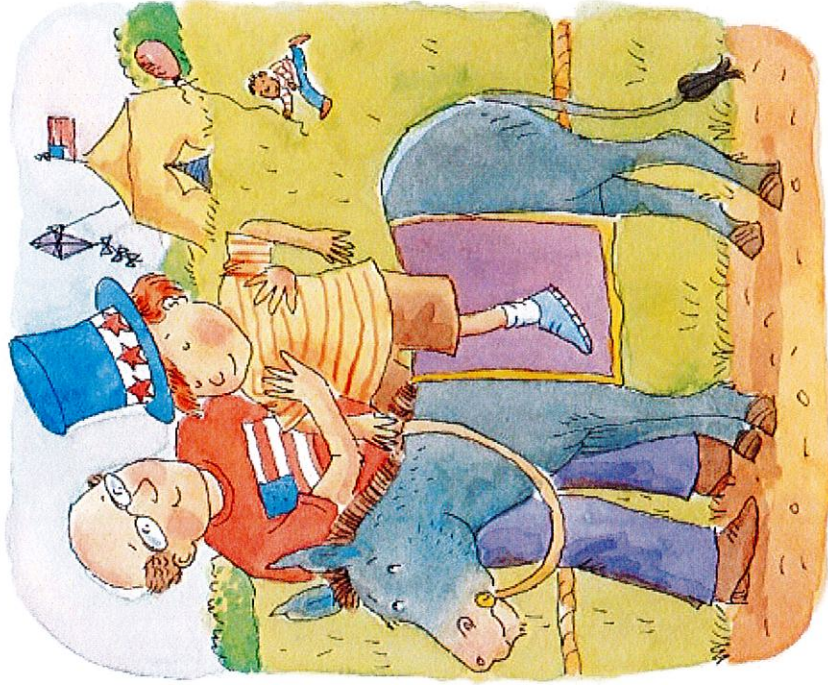
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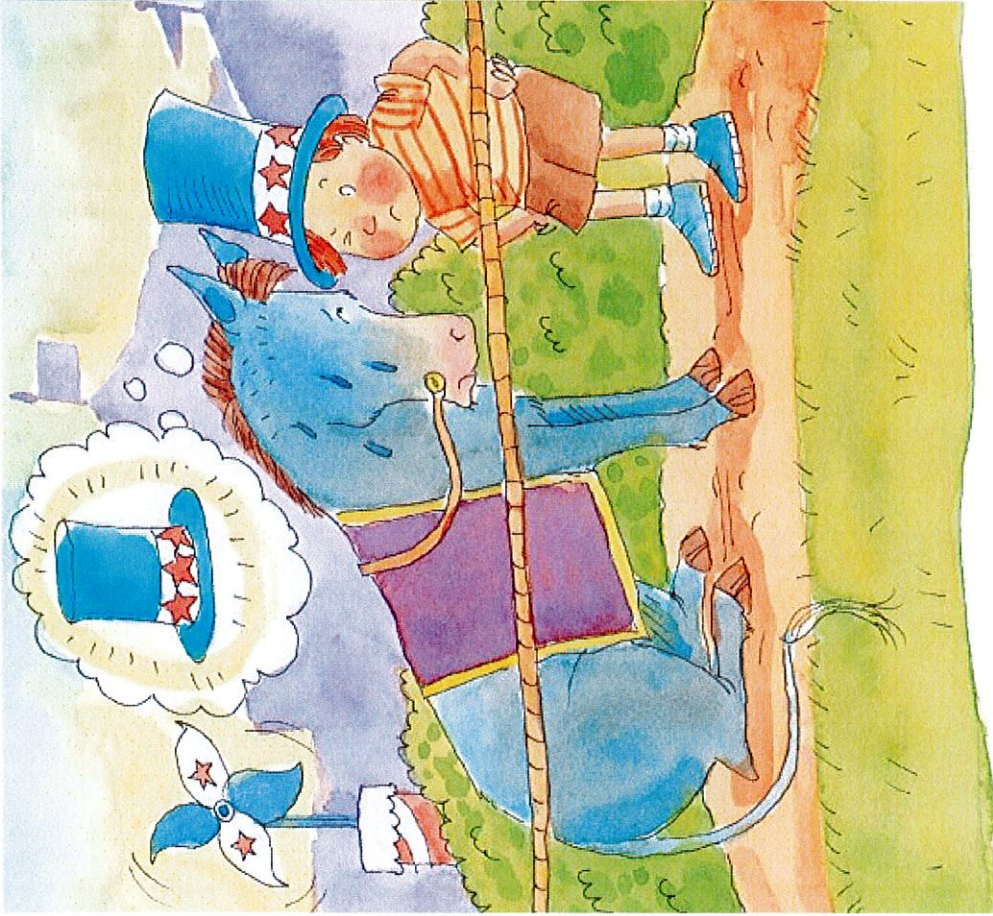
Little Mule is cute.
Cole gets on.



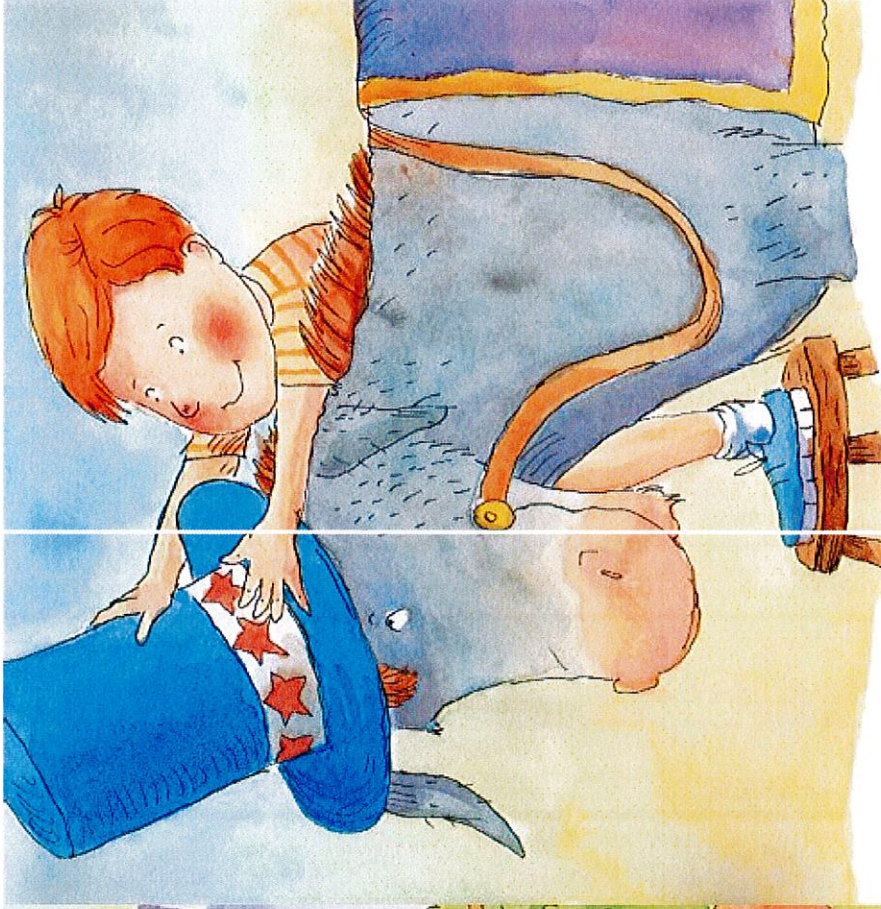
Go, Mule, go!
I do like to ride!



They do not go.
Mule is hot.



Mule has an excuse—no hat!



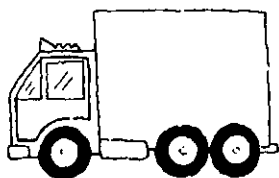
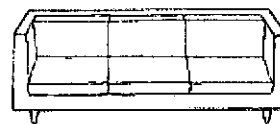
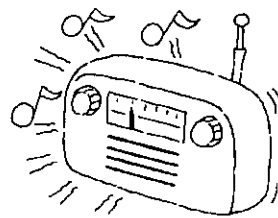
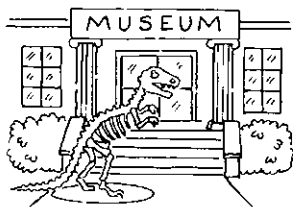
Cole has a hat.

Mule uses it.



Little Mule is not hot!
They go!

Name _____ Date _____

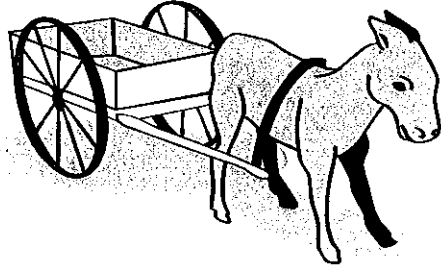


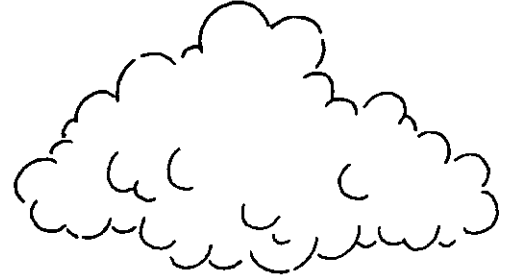
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Directions: Draw a circle around each picture whose name has the /ū/ sound.

Name _____ Date _____

Directions: Write the letter *u* under the picture whose name has the /ū/ sound.





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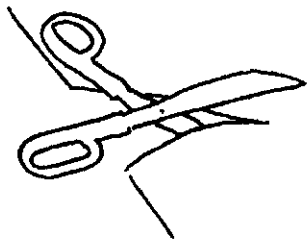
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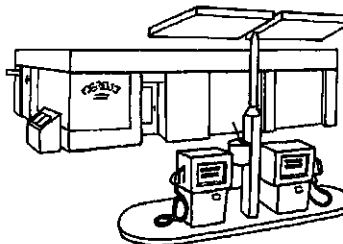
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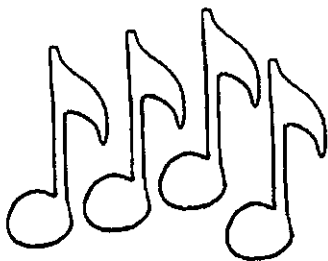
Directions: Underline the *u* in the word that has the /ū/ sound.

Intervention Support

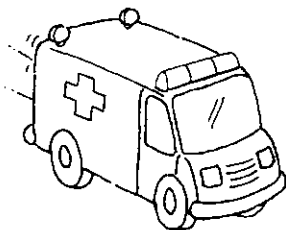
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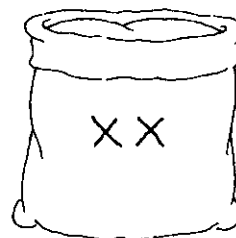








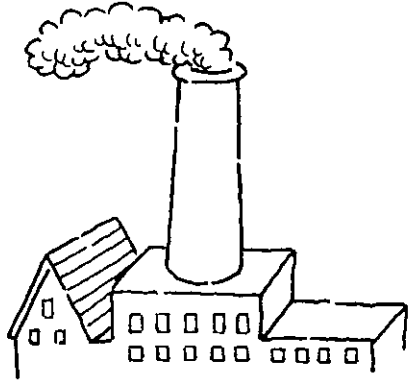




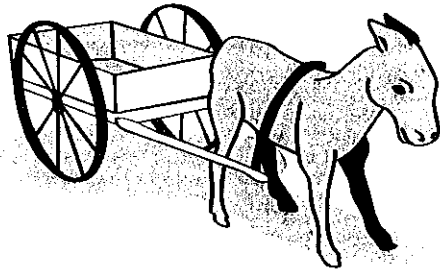
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Directions: Listen as I say the words. Write the letter u under each picture whose name has the /ū/ sound in the middle.

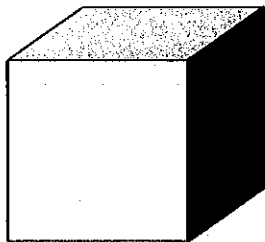
Name _____ Date _____



f _ _ me



m _ _ le



c _ _ be

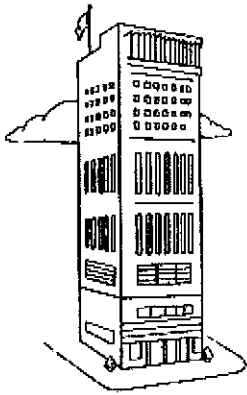
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Directions: Listen as I say each word. Write the missing letter on the line to complete each word.

Name _____ Date _____



c _ _ te



h _ _ ge



m _ _ te

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Directions: Listen as I say each word. Write the missing letter on the line to complete each word.

Name _____

Position of Objects



1



2



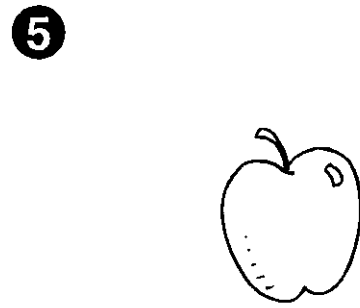
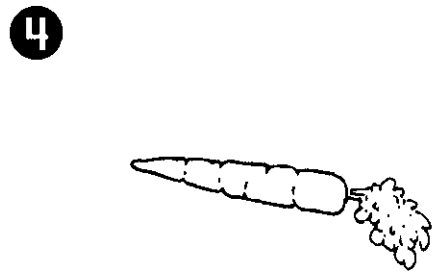
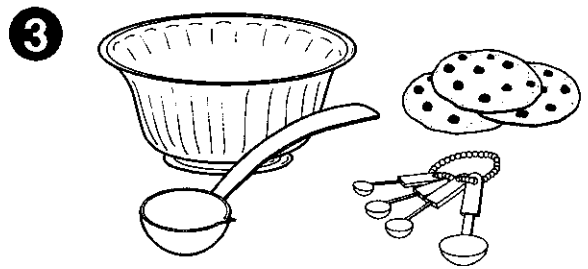
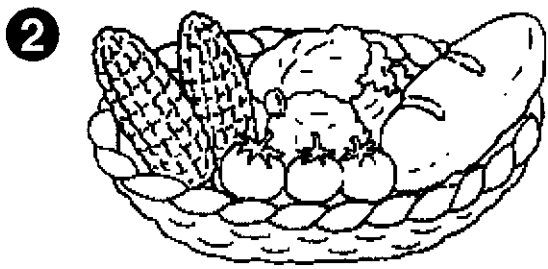
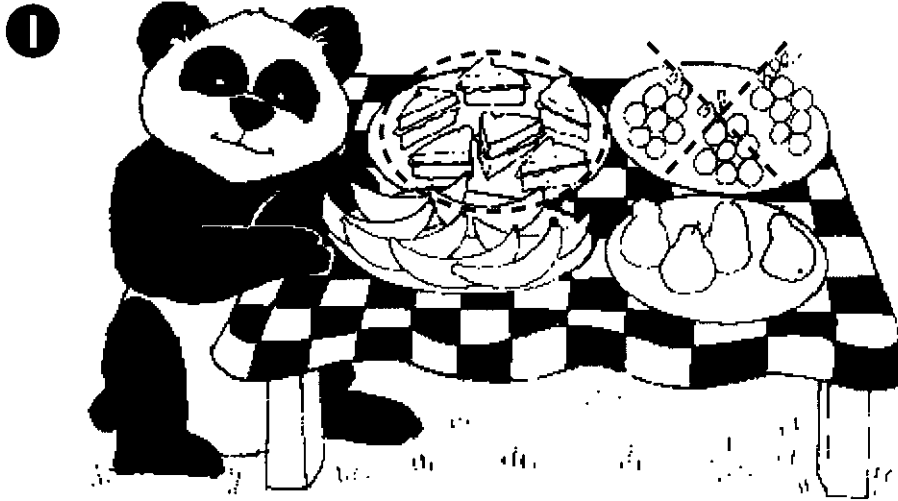
3



Directions: 1. Draw a nose on the object. 2. Draw hair on the object.
3. Draw ears on the object.

Name _____

Identify Behind



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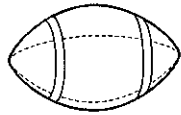
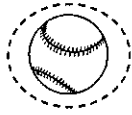
Directions: 1. Trace the dashed circle around the objects that are behind the bananas. Trace the dashed X on the objects that are behind the pears. 2. Draw an X on the object that is behind the tomatoes. 3. Draw an X on the object that is behind the large spoon. Circle the objects behind the measuring spoons. 4-5. Draw an X behind each object.

Name _____

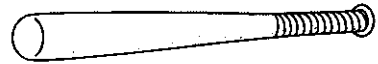
Above or Below



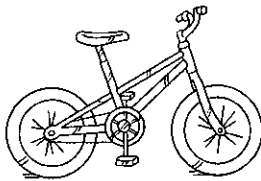
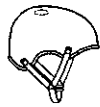
1



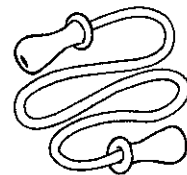
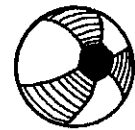
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3



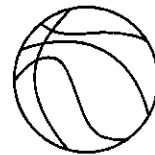
4



5



6



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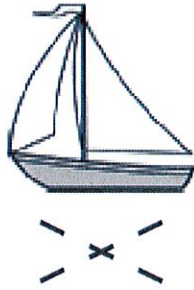
Directions: 1. Trace the dashed circle around the object that is above. 2-4. Circle the object that is below. 5-6. Draw an X above each ball.

Name _____

Identify Above and Below

Lesson
10-D

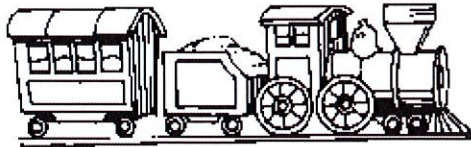
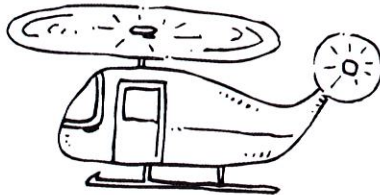
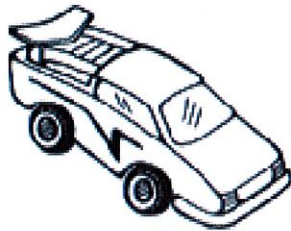
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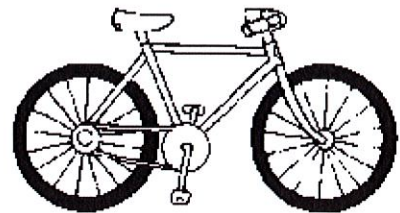
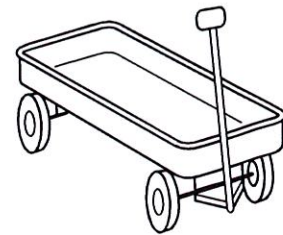
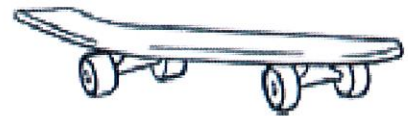
2



3



4



Directions: 1. Trace the X below the boat. 2. Draw an X above the airplane. 3. Circle the object below the helicopter. 4. Circle the object above the wagon.

USING LESSON 10-E

Lesson Goal

- Use the words *next to* and *beside* to describe an object with respect to another object.

What the Student Needs to Know

- Comprehend the terms *next to* and *beside*.

Getting Started

- Pass out a red, yellow, purple, and green connecting cube to each student. Tell students to place the cubes in a row in this order: red, yellow, purple, green.
- Explain that the yellow cube is beside or next to the red cube. Tell students that the words *beside* and *next to* mean the same thing. *What colors of cubes are beside the purple cube? (green and yellow)* Explain that when an object is in the middle, it will be beside or next to more than 1 object.
- Have students place the cubes in a different order. Repeat the activity.

Teach

- Discuss the first exercise.
- What objects do you see? (stars) Are all the stars the same? (No, they are different colors.)*
- Have students point to the white star. *What color is the star beside the white star? (black)*
- Have students trace the dashed circle around the star that is beside the white star.

Practice

- Read the directions. Make sure students know what to do.
- Have students complete Exercises 2–4. Check their work.

Name _____

Next to and Beside

Lesson
10-E



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Directions: 1. Trace the circle around the star that is beside the white star. 2. Circle the star that is next to the gray star. 3. Draw an X on the star that is beside the black star. 4. Draw an X on the star that is next to the striped star.

WHAT IF THE STUDENT NEEDS HELP TO

Understand Terms *Next to* and *Beside*

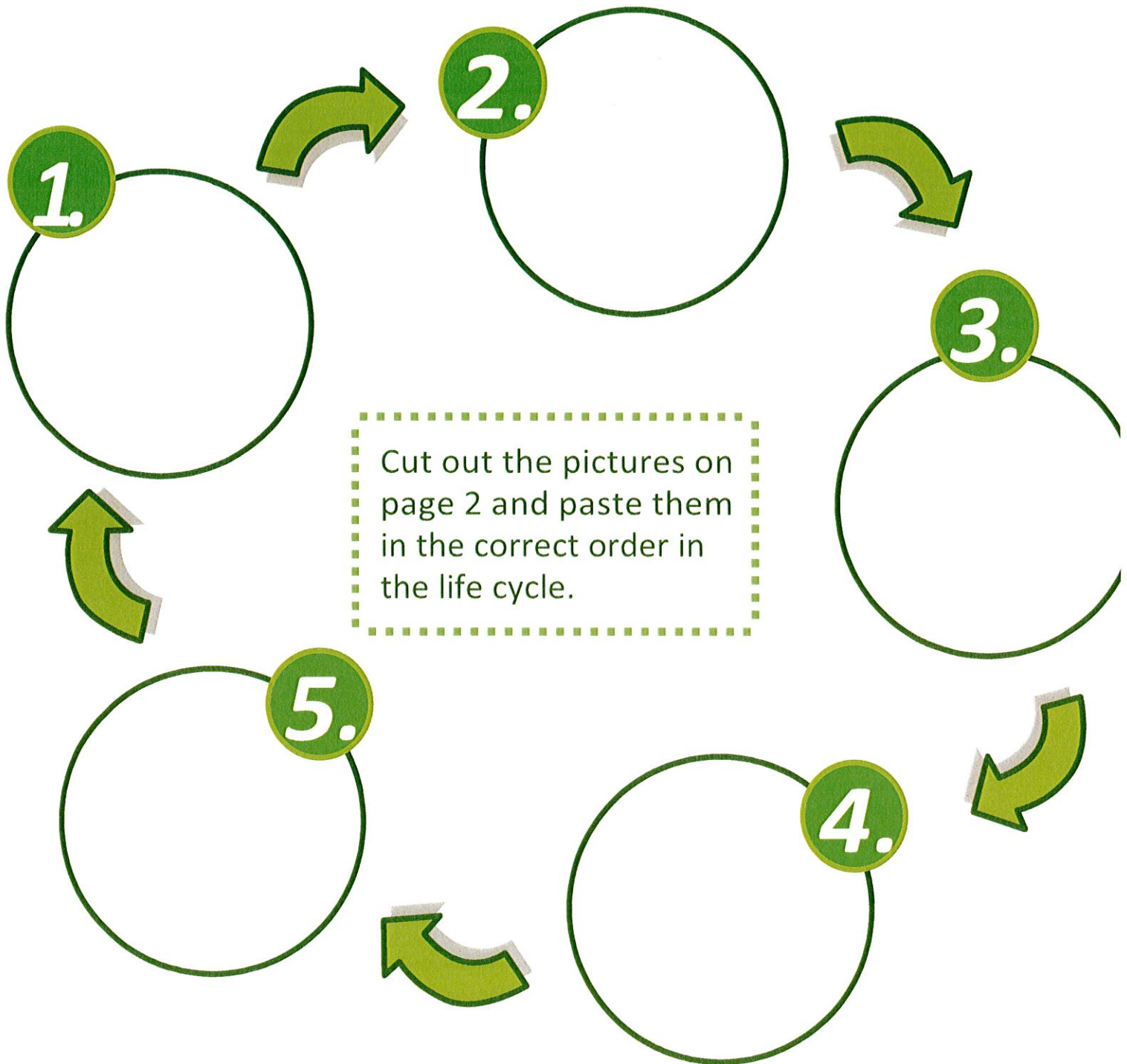
- Split students into small groups.
- Ask one group to come to the front of the room and line up in a row.
- Have the other students identify who is next to or beside each student in the row.
- Repeat the activity until each group has had a chance to come to the front of the room.

Place Counters

- Pass out magazines or newspaper ads to each student.
- Have students work with a partner.
- Tell students to take turns asking their partner to place a counter next to or beside one of the objects on a specific page.
- Have students switch roles and repeat the activity several times.

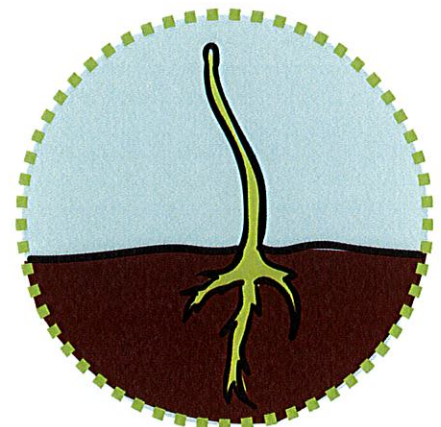
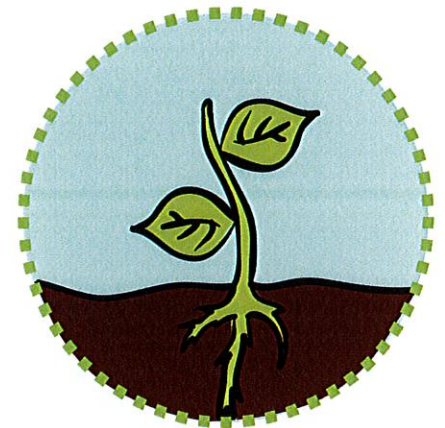
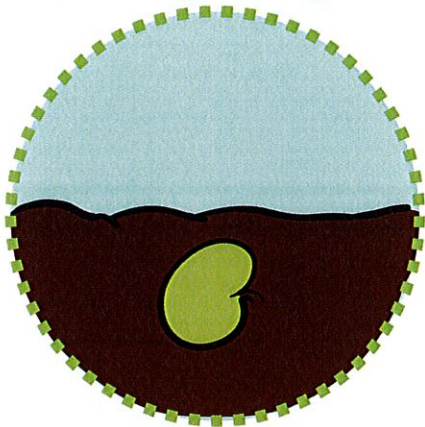
Life cycle of a Plant

Plants are living organisms. They use light from the sun to make their own food the form of a sugar called *glucose*. This process is called *photosynthesis*. Plants also get nutrients from the soil through their roots. They breathe in carbon dioxide and they breathe out oxygen.



Life Cycle of a Plant

A plant starts out as a **seed** buried in the ground. As water falls on the seed and the sun warms it, its hard shell opens and it starts to grow out its **roots**. As the plant grows, its **stem** bursts through the soil. Then, **leaves** start to grow out of the stem. As the plant gets bigger it will begin to grow buds, which later sprout into **flowers**, and sometimes those flowers turn into fruit! As bees feed on the nectar, they *pollinate* the plants, allowing more seeds to be made and scattered to grow again.



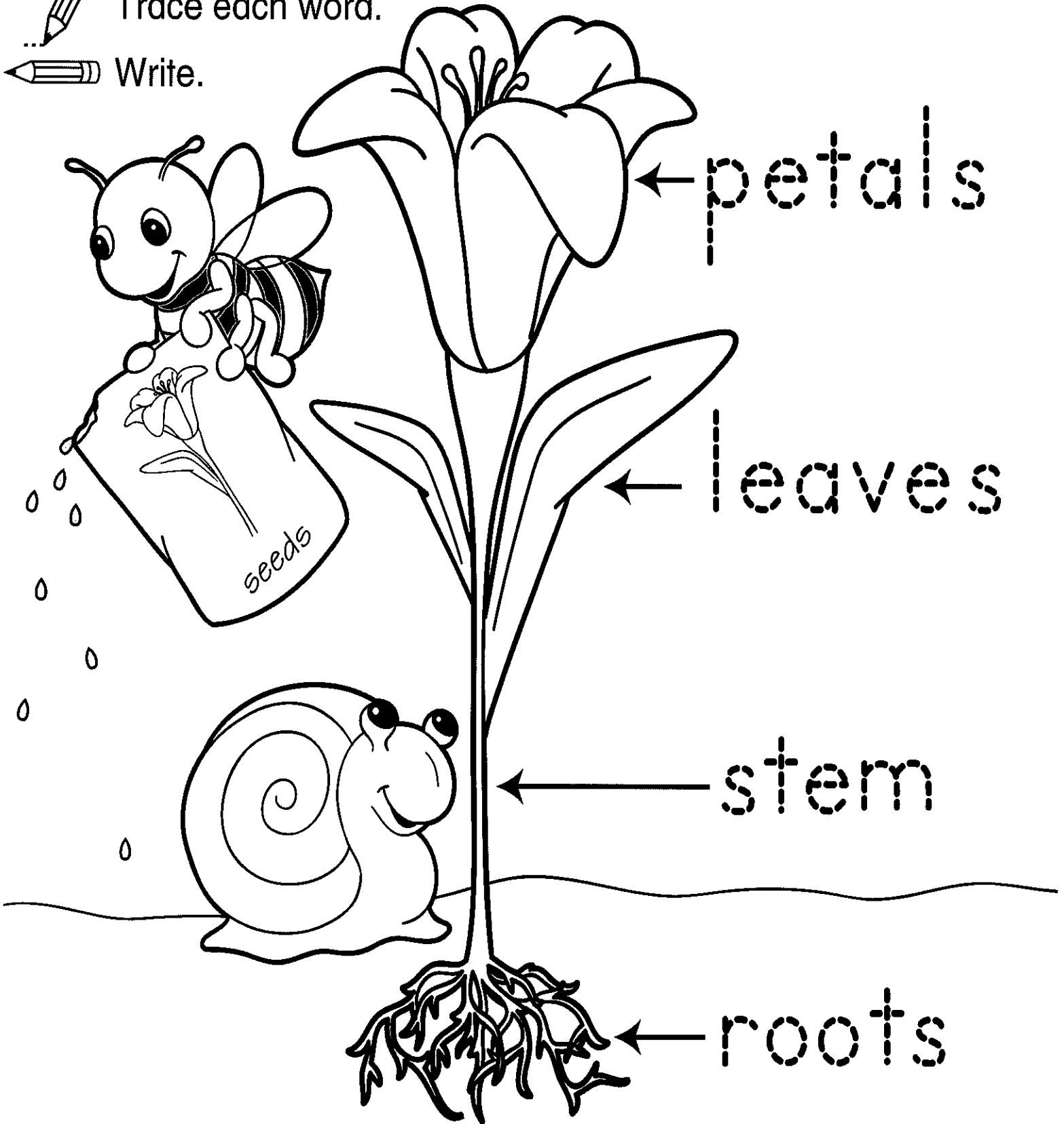
Name _____

Flowers
Similarities: parts of a flower

Posy Parts

Trace each word.

Write.



petals

leaves

stem

roots

seeds

Name _____

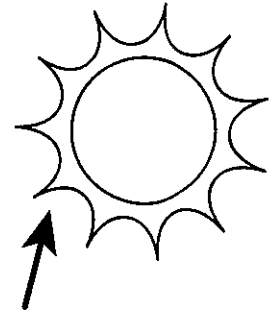
Spring

Plant needs

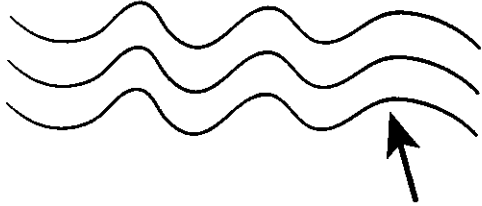
Pretty Plants

Plants need 4 things to live and grow.

 Write. Use the word bank.

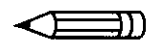


Word Bank		
sun	water	air
car	frog	soil







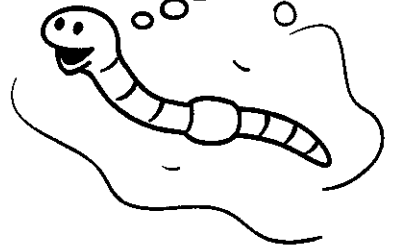
 Write.
Use the word bank.

A plant grows in _____.

A plant drinks _____.

A plant gets light from the _____.

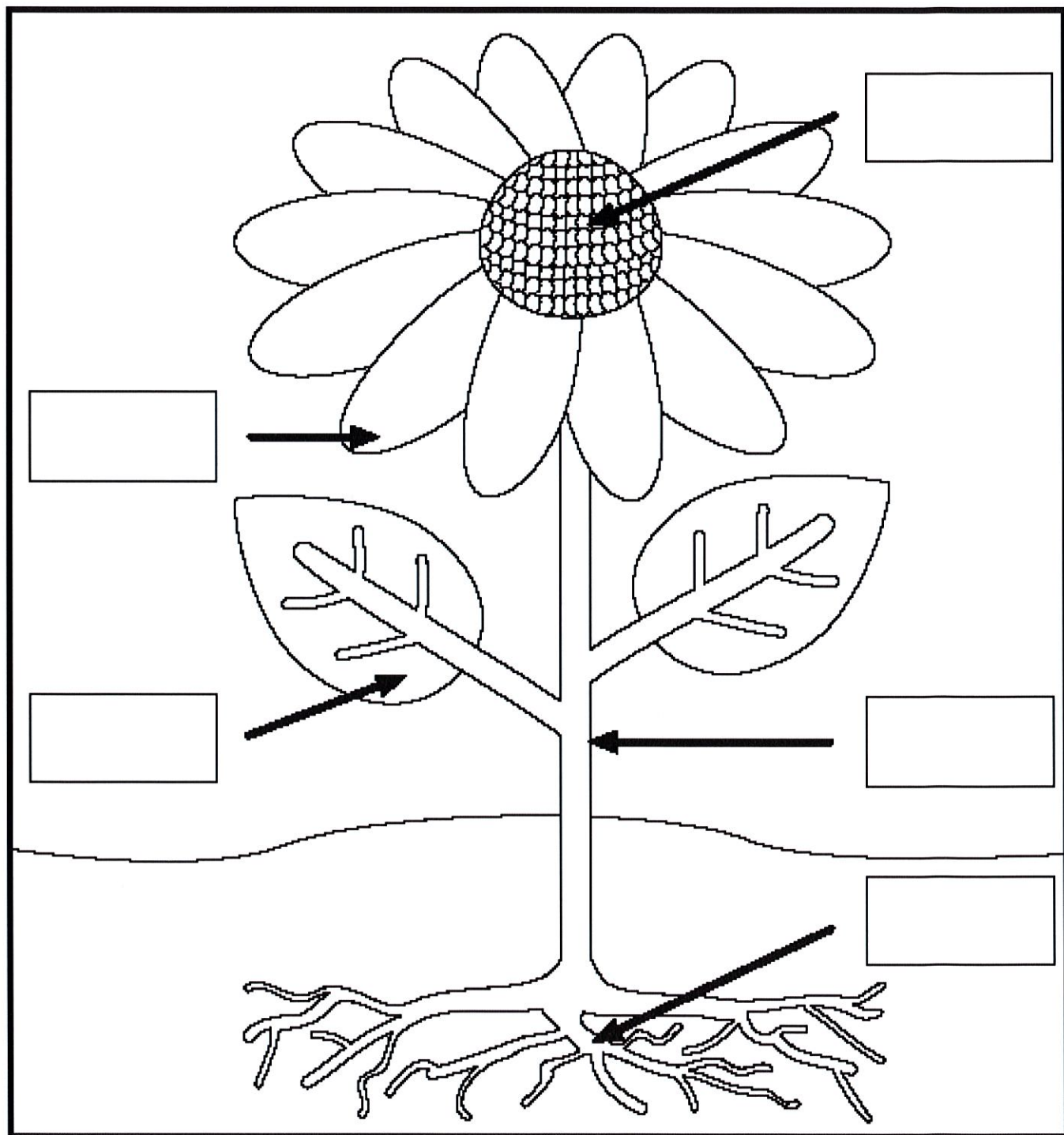
Bonus: Draw a plant. Write how to take care of it.



Name _____ *Identifying the parts of a plant*

Cut.
Glue.
Color.

Plants With Pizzazz

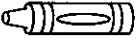




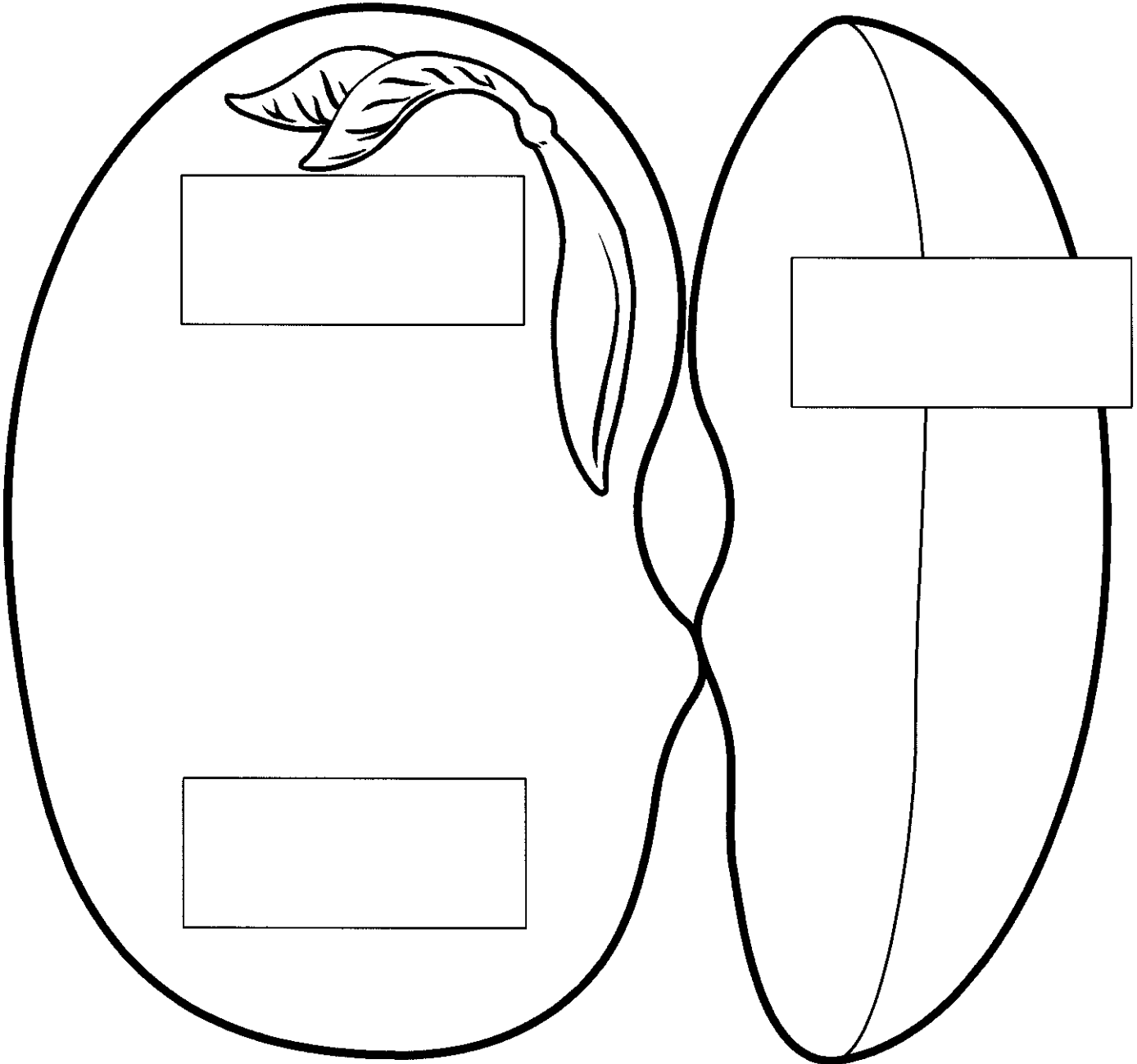
Bonus Box: On the back of this sheet, write two reasons that plants are important.

leaf	roots	seeds	stem	flower
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Name _____

Parts of a Seed

 Color.  Cut.  Glue.



seed coat	food	new plant parts↑
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