

# ELA Learning Focus and Directions

**Learning Focus:** Know and use various text features to locate key facts or information in a nonfiction text.

**What you'll find in the ELA section (In this order) :**

- Text Features Examples (**Page 2**)
- Contents Page and Pages 4-7 of Pioneers to the West (**page 3-5**)
- Text Features Activity Week 3 (**page 6**)
- Text Features Activity Week 4 (**page 7**)

**Directions Week 3:**

1. Review Text Features using the Text Feature Example sheet.  
One option is to have him or her cut them out and use them like flashcards.
2. Read the Contents page and pages 4-7 of Pioneers to the West
3. Complete Week 3 Text Features Activity using the book pages as a reference.

**Directions Week 4:**

1. Review Text Features using the Text Feature Example Sheet
2. Complete Week 4 Text Features Activity using the same pages as last week as a reference.

**Language Supports:**

When you look at the Table of Contents what does it tell you?

What information is in the caption of a photograph?

If you wanted to learn what a word means, where would you look?

Here is an overview of different types of nonfiction text features. Please review these with your child. Another option is to cut off the titles, glue or write them on the opposite side and use as flashcards.

## PHOTOGRAPHS

A **picture** made by using a **camera**.



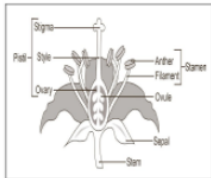
## GLOSSARY

A glossary lists new or **important** words that are found in the reading and tells what they **mean**.

Glossary:  
herd - a large group of animals  
prey - an animal that is hunted and killed for food  
dune - a hill of sand.

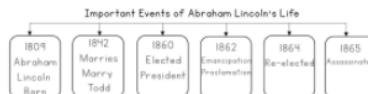
## LABELS

Labels are **words** that tell about part of the **picture**.



## TIMELINES

A timeline is a chart that helps the reader see important **events** in **order**.



## CAPTIONS

A caption is the words **near** or **under** a picture that tells the reader **about** the picture.



The lion rests after a long day of hunting.

## BOLD PRINT

Bold print are words that are very **important** to the topic.

Mary was interested in the **habitat** that the toucan lives in. The **tropical** forests are homes to these animals. Toucans are **native** to South America.

# HEADINGS

Headings tell you what the **section** is about.

**Toucans and Their Habitat**  
Mary was interested in the habitat that the toucan lives in. The tropical forests are homes to these animals. Toucans are native to South America.

# FACT BOXES

A fact box gives **additional** information about a **topic**.



**Fun Facts:**

- There are over 5,000 species of frogs.
- Frogs absorb water through their skin.

# TABLE OF CONTENTS

A table of contents gives the **heading** and beginning **page** number of each section at the **front** of the book.

SATURN	
Where Is Saturn.....	4
Planet Facts.....	6
Weather on Saturn.....	8
Saturn History.....	11
Missions to Saturn.....	12

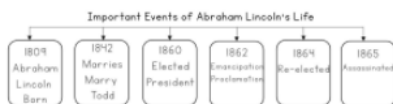
# MAPS

A map shows the **location** of things or **places** using a picture.



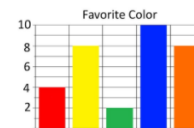
# TIMELINES

A timeline is a chart that helps the reader see important **events** in **order**.



# GRAPHS

A graph shows **mathematical** information by using lines, shapes, and **colors**.





# ▶ Contents

Westward Ho! .....	4
Western Illinois: 1848 .....	6
Central Illinois: 1849 .....	10
Wisconsin: 1870 .....	14
Missouri: 1883 .....	20
From Sea to Shining Sea .....	26
Mapping Migration .....	28
Glossary .....	30
Find Out More .....	31
Index .....	32

## ▶ DAILY LIFE

Read here to learn what life was like for the children in these stories, and the impact that migrating had at home and at school.

## ▶ NUMBER CRUNCHING

Find out the details about migration and the numbers of people involved.

## ▶ Migrants' Lives

Read these boxes to find out what happened to the children in this book when they grew up.

## ▶ HELPING HAND

Find out how people and organizations have helped children to migrate.

## ▶ On the Scene

Read eyewitness accounts of migration in the migrants' own words.

▶ Some words are printed in bold, **like this**. You can find out what they mean by looking in the glossary.



# Westward Ho!

In the 1800s, Americans started moving west. These settlers, or **pioneers**, left their homes for many reasons. Some were looking for new farmland. Others went in search of gold. Some were drawn by adventure or by the chance to start new businesses. For all of them, the trip west meant a new life.



People often joined together on their journeys west. The lucky ones rode in covered wagons. Others walked many miles every day.



## Whose land?

As these settlers headed west, they sometimes came into conflict with American Indians. The U.S. government had taken Indian lands for the pioneers to settle. Some Indians refused to leave without a fight.

Many children traveled with their families to the west. Some even went on their own. About 1 out of every 5 pioneers was younger than 18 years old. Between 1840 and 1865, about 40,000 children went west. This book will explore the stories of some of these young pioneers.



## On the Scene

In 1855 U.S. poet Walt Whitman published his poem "Pioneers! O Pioneers!" In these lines from the poem, he describes the people heading west:

*O you youths, Western youths,  
So impatient, full of action, full of manly pride and friendship,  
Plain I see you Western youths, see you tramping with the  
foremost,  
Pioneers! O pioneers!*

What kind of person do these words make you think about?



## Western Illinois: 1848

**Mormons** believe in a type of Christianity that developed in the United States in the 1830s. They first settled in western Illinois, but conflicts with their neighbors made them head west. In 1846 they followed their leader, Brigham Young, to the Salt Lake Valley. Today, this is in the state of Utah. But in 1846, it was not yet part of the United States.



The Mormon Trail was the path Mormons followed from Illinois to present-day Utah. It stretched about 2,100 kilometers (1,300 miles), from the Mississippi River to the Salt Lake Valley.

### George Staples

George Staples was born in England. As the oldest son in his family, he went to the United States to seek his fortune. Meanwhile, his parents raised the money for the rest of the family to follow. In 1848 George headed west from Illinois with a group of Mormon pioneers. He was only 14 years old.

George grew sick on the road. His fellow travelers did not want to stop and wait for George to recover. So, they left him with a local fur trapper.

Between 1846 and 1869, about 70,000 people followed the Mormon Trail.



### HELPING HAND

The trapper whom George stayed with was friendly with a tribe of American Indians called the **Sioux**. Using **herbal** cures from local plants, a Sioux woman nursed George back to health.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Text Features: Pioneers to the West**

1. What word is in **bold** on page 9? What does it mean if a word is bold?

(Type your answer here)

2. What information does the caption give on page 4?

(Type your answer here)

3. How does the map on page 6 help you understand the text better?

**(Highlight or underline the correct answer)**

- a. It shows the distance Mormon settlers traveled and the states they crossed
- b. It shows where George Staples traveled
- c. It shows the trail where all the pioneers traveled

4. What information is on the Contents page?

**(Highlight or underline the correct answer)**

- A. It tells us about the information in a photograph
- B. . It tells the heading and starting page number for each section
- C. It tells where to go to find the meaning of different words

5. Write a caption that could go under this photograph:



\_\_\_\_\_

## Text Feature Scavenger Hunt

<b>Text Feature</b>	<b>Page #</b>	<b>Prove it:</b>
Photograph		What does it look like?
Caption		What does the caption say?
Table of Contents		What does the first row say?
Bold Word		What word is bolded?
Heading		What does one of the headings say?
Map		What is the name of one of the states on the map?



# Math (Weeks 3 and 4)

Dear Family,

This week your child is learning to count by fives, tens, and hundreds. They are also learning to add and subtract 10 or 100 mentally.

Your child will count forward and backward by fives, tens and.

For example:

- Count forward by fives: 105, 110, 115, 120, 125, 130
- Count backward by fives: 180, 175, 170, 165, 160, 155
- Count forward by tens: 270, 280, 290, 300, 310, 320
- Count forward by hundreds: 135, 235, 335, 435, 535, 635

Your child also will add 10 and 100 to a three-digit number and subtract 10 and 100 from a three-digit number.

For example:

$534 - 100 = ?$      $819 + 100 = ?$      $682 - 10 = ?$      $265 + 10 = ?$

As your child solves these different types of problems, he or she will identify number patterns. For example, he or she will see that the hundreds digit, or first digit of a three-digit number, will go up or down by 1 when 100 is added or subtracted.

$534 - 100 = 434$                        $819 + 100 = 919$

He or she will see that the tens digit, or middle digit of a three-digit number, will go up or down by 1 when 10 is added or subtracted.

$682 - 10 = 672$                        $265 + 10 = 275$

Week 3 Work	Week 4 Work
<b>Focus:</b> <i>SKIP-COUNTING BY FIVES, TENS, AND HUNDREDS</i>	<b>Focus:</b> <i>ADDING AND SUBTRACTING TENS AND HUNDREDS</i>
<ul style="list-style-type: none"><li>→ “Practice Skip-Counting by Fives, Tens, and Hundreds.” Pages</li><li>→ Fluency and Skills Practice “Skip-Counting by fives, tens, and hundreds”</li><li>→ DEVELOP SKIP-COUNTING “The Luis Word Problem”</li></ul>	<ul style="list-style-type: none"><li>→ “Practice Adding and Subtracting 10 and 100” Pages</li><li>→ Fluency and Skills Practice “Adding and Subtracting 10 and 100”</li><li>→ DEVELOP ADDING AND SUBTRACTING “The Paper Word Problem”</li></ul>

# Matemáticas (semanas 3 y 4)

Estimada Familia,

Esta semana su niño está aprendiendo a contar de 5 en 5, de decena en decena y de centena en centena. También está aprendiendo a sumar y restar 10 o 100 mentalmente.

Su niño contará hacia delante y hacia atrás de 5 en 5 y de decena en decena.

Por ejemplo:

- Contar hacia delante de 5 en 5: 105, 110, 115, 120, 125, 130
- Contar hacia atrás de 5 en 5: 180, 175, 170, 165, 160, 155
- Contar hacia delante de decena en decena: 270, 280, 290, 300, 310, 320
- Contar hacia delante de centena en centena: 135, 235, 335, 435, 535, 635

Su niño también sumará 10 y 100 a un número de tres dígitos y restará 10 y 100 de un número de tres dígitos.

Por ejemplo:

$534 - 100 = ?$      $819 + 100 = ?$      $682 - 10 = ?$      $265 + 10 = ?$

A medida que su niño resuelve estos tipos de problemas distintos, identificará patrones en los números. Por ejemplo, verá que el dígito de las centenas, o el primer dígito de un número de tres dígitos, aumentará o disminuirá en 1 cuando se sume o se reste 100.

$534 - 100 = 434$                        $819 + 100 = 919$

Además, verá que el dígito de las decenas, o el dígito del medio de un número de tres dígitos, aumentará o disminuirá en 1 cuando se sume o se reste 10.

$682 - 10 = 672$                        $265 + 10 = 275$

Trabajar para la semana 3	Trabajar para la semana 4
<b>Enfoque para la semana 3:</b> <i>CONTAR DE 5 EN 5, 10 EN 10, Y 100 EN 100</i>	<b>Enfoque para la semana 4:</b> <i>ADDING AND SUBTRACTING TENS AND HUNDREDS</i>
<ul style="list-style-type: none"><li>→ La página con el título "Practice Skip-Counting by Fives, Tens, and Hundreds."</li><li>→ La página con el título "Skip-Counting by fives, tens, and hundreds"</li><li>→ La página con el título DEVELOP SKIP-COUNTING</li></ul>	<ul style="list-style-type: none"><li>→ La página con el título "Practice Adding and Subtracting 10 and 100."</li><li>→ La página con el título "Adding and Subtracting 10 and 100"</li><li>→ La página con el título DEVELOP ADDING AND SUBTRACTING</li></ul>

# Practice Skip-Counting by Fives, Tens, and Hundreds

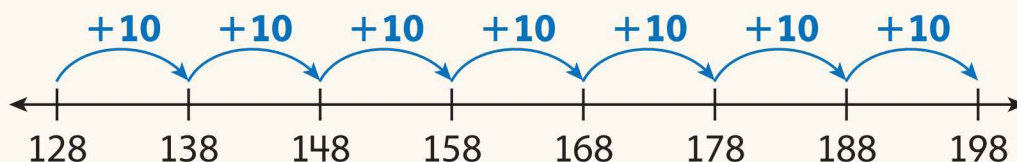
Study the Example showing one way to use skip-counting by tens. Then solve problems 1–5.

## EXAMPLE

Skip-count by tens from 128. What are the next 7 numbers?

You can use a number line to skip-count by tens.

Start at 128. Count by tens.



The next 7 numbers are 138, 148, 158, 168, 178, 188, and 198.

**Skip-count by fives from 140. What are the next 5 numbers?**

1 Use the open number line to solve the problem.



2 What are the next 5 numbers?



- 3 Jamal uses this number chart to skip-count by tens. Shade the next 3 numbers.

61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

- 4 Complete the skip-counting patterns.

a. 460, 560, 660, ..... / ..... / .....

b. 310, 305, 300, ..... / ..... / .....

- 5 Does each group of numbers show skip-counting by fives, either forward or backward? Choose Yes or No.

	Yes	No
105, 110, 115, 120, 125, 130	(A)	(B)
355, 365, 375, 385, 395, 405	(C)	(D)
915, 925, 935, 945, 955, 965	(E)	(F)
285, 280, 275, 270, 265, 260	(G)	(H)

# Skip-Counting by Fives, Tens, and Hundreds

Name: \_\_\_\_\_

**Complete the skip-counting patterns.**

**1** 200, 205, 210, 215,  
220, 225

**2** 520, 530, 540, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

**3** 800, 700, 600, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

**4** 650, 655, 660, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

**5** 370, 360, 350, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

**6** 780, 785, 790, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

**7** 439, 449, \_\_\_\_\_, \_\_\_\_\_,  
479, 489, \_\_\_\_\_

**8** 885, 890, \_\_\_\_\_, \_\_\_\_\_,  
905, \_\_\_\_\_

**9** 233, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, 633

**10** 632, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, 672

**11** 485, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, 525

**12** 185, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, 165

**13** How can you tell if problem 9 is skip-counting by fives, tens, or hundreds?

**14** Write your own pattern skip-counting by fives, tens, or hundreds. Your pattern should have at least 6 numbers in it. Try skip-counting backward and forward.

# Develop Skip-Counting by Fives, Tens, and Hundreds

Read and try to solve the problem below.

**Luis is skip-counting by tens. He starts at 235. What are the next 6 numbers Luis writes?**

235 ? ? ? ? ? ?

## TRY IT



### Math Toolkit

- base-ten blocks
- 200 number charts
- hundreds place-value charts
- open number lines



## DISCUSS IT

### Ask your partner:

Why did you choose that strategy?

### Tell your partner:

The strategy I used to find the answer was ...



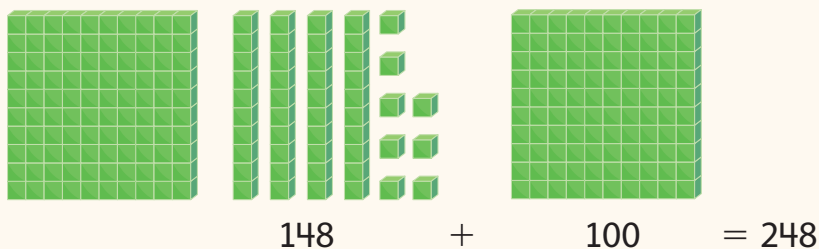
# Practice Adding and Subtracting 10 and 100

**Study the Example showing one way to add 100. Then solve problems 1–6.**

## EXAMPLE

The park service has planted 148 trees. They will plant 100 more trees by the end of the week. How many trees will they have planted in all?

You can use base-ten blocks. Then skip-count by hundreds.



100 more than 148 is 248.

So, 248 trees will be planted in all.

**Tim scores 318 points in a game. He plays another level and scores 10 more points. How many points does Tim score in all?**

**1** Draw base-ten blocks for 318 in one color. Then use a different color to draw more base-ten blocks to show how many points Tim scores in all.

**2** How many points does Tim score in all? .....



- 3 Kevin has 452 stamps in his collection. Then he gives his sister 100 stamps. How many stamps does Kevin have now?

Solve the problem above. Then explain the strategy that you used. Show your work.

**Solution** .....

- 4 What is  $873 + 100$ ?

(A) 773  
(B) 874  
(C) 883  
(D) 973

- 5 What is  $547 - 10$ ?

(A) 557  
(B) 537  
(C) 527  
(D) 447

- 6 What is  $10 + 865$ ?

(A) 765  
(B) 855  
(C) 875  
(D) 965



# Adding and Subtracting 10 and 100

Name: \_\_\_\_\_

**Solve.**

**1**  $80 + 10 = \underline{90}$

**2**  $90 + 10 = \underline{\hspace{2cm}}$

**3**  $95 + 10 = \underline{\hspace{2cm}}$

**4**  $100 + 10 = \underline{\hspace{2cm}}$

**5**  $180 + 10 = \underline{\hspace{2cm}}$

**6**  $190 + 10 = \underline{\hspace{2cm}}$

**7**  $195 + 10 = \underline{\hspace{2cm}}$

**8**  $195 - 10 = \underline{\hspace{2cm}}$

**9**  $30 + 10 = \underline{\hspace{2cm}}$

**10**  $31 + 10 = \underline{\hspace{2cm}}$

**11**  $67 - 10 = \underline{\hspace{2cm}}$

**12**  $65 - 10 = \underline{\hspace{2cm}}$

**13**  $100 - 10 = \underline{\hspace{2cm}}$

**14**  $109 - 10 = \underline{\hspace{2cm}}$

**15**  $200 - 10 = \underline{\hspace{2cm}}$

**16**  $209 - 10 = \underline{\hspace{2cm}}$

**17**  $697 + 10 = \underline{\hspace{2cm}}$

**18**  $697 + 100 = \underline{\hspace{2cm}}$

**19**  $697 - 10 = \underline{\hspace{2cm}}$

**20**  $697 - 100 = \underline{\hspace{2cm}}$

**21**  $493 + 10 = \underline{\hspace{2cm}}$

**22**  $493 + 100 = \underline{\hspace{2cm}}$

**23**  $493 - 10 = \underline{\hspace{2cm}}$

**24**  $493 - 100 = \underline{\hspace{2cm}}$

**25** What pattern do you see in problems 2–4?



# Develop Adding and Subtracting 10 and 100



Read and try to solve the problem below.

**A class has 432 sheets of paper. They get 100 more for an art project. How many sheets of paper do they have now?**

## TRY IT



### Math Toolkit

- connecting cubes
- base-ten blocks 
- hundreds place-value mats
- open number lines 
- three-digit number cards



## DISCUSS IT

### Ask your partner:

Do you agree with me? Why or why not?

### Tell your partner:

I disagree with this part because ...

## Informative/Explanatory Writing

**Learning focus overview:** write an informative/explanatory paragraph introducing a topic and using facts to develop the topic. Include in your paragraph, a conclusion statement (sentence). Writers understand informational writing is strengthened by facts, definitions, and a solid conclusion.

**Writing activity:** students will write an informational paragraph introducing a topic related to the story **Pioneers To The West**. Students will use facts and details to support their topic. The writer will first introduce the topic, and then start to provide the key details that will develop his or her ideas. The writer will also include a conclusion sentence.

- Pick a topic from the pages 4-7.
- Find details in the section that develops their topic.
- Write an informative paragraph that introduces the topic and shares the details about the Pioneers from the story.
- The writer will include a conclusion statement at the end of paragraph.

### **Week 3 directions:**

Students will choose a topic from the pages 4-5 from *Pioneers To The West* to develop the first paragraph(s).

### **Week 4 directions:**

Students will expand their writing by adding another paragraph from the story using pages 6-7. If able, students can look for other resources about pioneers to add more details to their paragraphs.

### **Optional 1. extra writing activity:**

You have been transported back to the 1800's and now living as a pioneer in the west. You can write a journal or write a letter to your family, a friend, or your teacher about your experiences living in the time period 1800's.

**Optional 2 writing activity:** Students can choose another informational book to write their paragraphs. A topic that they are interested in to write about to their teacher.

## **Definitions parts of paragraph (Step Up to Writing)**

**Topic sentence:** a topic sentence tells the readers what your writing is about. It is often the first sentence.

**The E's:** The E' are facts or details that explain more about each key/star idea (big idea). Examples, Explanations, Events, and Experiences

**Transitions:** transitions are linking words that introduce key/star ideas and tie them to the topic. (first, second, next, also, then). For the paragraphs, use the transition word sheet from the previous packet.

**Conclusions:** a conclusion goes back to the topic sentence. It ties up the ideas in your writing. It is often the last sentence.

**Reminder:** all sentences start with a capital letter and end with a punctuation.






**Parts of Sentences:** Complete sentences need a **who** or a **what** and also an **action**. You can add interesting details such as **what, who, where, or when**.



Name: \_\_\_\_\_

Tool B4-1c

## Information Paragraph

	<p>Organization is the key.</p>
	<p>The topic sentence is the heart.</p>
	<p>Transitions are the glue for the key/star ideas (big ideas) about the topic.</p>
	<p>The E's—examples, explanations, events, experiences—are the meat. They explain more about the key/star ideas.</p>
	<p>Conclusions tie it all together.</p>

Name: \_\_\_\_\_

Tool B4-5a

**Title =** How Beavers Build Dams**Topic =** beaver dams

★ things beavers use

- small trees they cut down
- rocks
- mud

★ steps to build a dam

- put logs in mud
- add sticks
- stuff holes with weeds, mud

**Conclusion =** makes a pond to keep beavers safe

This is an example of an outline to organize your thoughts.

Name: \_\_\_\_\_

Tool B4-7c

# **Accordion Paragraphs— Stronger Paragraph**



**Title =** Elephants

**Topic =** the two kinds of elephants

☆ African elephants

— live in parts of Africa

— biggest land mammals in world

☆ Asian elephants

— live in parts of Asia

— smaller than African elephant

**Conclusion =** only two kinds of elephants on Earth

## **Elephants**

Two kinds of elephants live on Earth. One kind of elephant is the African elephant. They live in parts of Africa. They are the biggest land mammals in the world. The other kind of elephant is the Asian elephant. They live in parts of Asia. They are smaller than African elephants. African and Asian elephants are the only kinds of elephants on Earth.

Name: \_\_\_\_\_

Tool B4-6b



Title = \_\_\_\_\_

T = \_\_\_\_\_



—



—

—

—



—

—

C = \_\_\_\_\_



Name: \_\_\_\_\_

# Tips for Conclusions



## Remember the Basics

A conclusion should:

- ☐ Remind the reader of the topic
- ☐ Repeat some words or ideas from the topic sentence
- ☐ Not add new information

## Use a Conclusion Word or Phrase

Try a conclusion word or phrase.

- |                      |                |                   |
|----------------------|----------------|-------------------|
| <b>in conclusion</b> | <b>finally</b> | <b>in fact</b>    |
| <b>to conclude</b>   | <b>lastly</b>  | <b>in the end</b> |

## How to Grow a Sunflower

Sunflowers are beautiful and easy to grow. All you need is a sunflower seed, soil, water, and lots of sun. First, find a sunny spot outside. Next, plant your sunflower seed in the ground. Press it in one inch deep. Make sure it is covered with soil. Water the seed each day. In about a week it will sprout. Before long, it will grow tall and get a big yellow bloom. In the end, you will have a pretty sunflower that you grew in just a few simple steps!

Name: \_\_\_\_\_

Tool B4-28b

# Writing a Conclusion

## The Four Seasons

There are four seasons in the year, and each one is fun in a different way. Summer is the warmest season. Many people go swimming and camping. The weather gets cooler in the fall. School starts. Football fans watch their favorite teams. Winter is the coldest season. Kids go sledding and make snowmen. The weather warms up again in the spring. People plant flowers and go bird watching.




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**Directions:** Check your conclusion.

- ☐ Did you remind the reader of the topic?
- ☐ Did you use words or phrases from the topic sentence?
- ☐ Did you make sure you did not add any new information?
- ☐ Did you use a conclusion word or phrase?

**in conclusion**

**finally**

**in fact**

**to conclude**

**lastly**

**in the end**

Name: \_\_\_\_\_

Tool B4-30b

# Checklist for Revising Information Writing



## Organization

- ☐ Do I have a topic sentence?
- ☐ Are my ideas in order?
- ☐ Do I use transitions?
- ☐ Do I have a conclusion?



## Ideas

- ☐ Are my ideas about my topic?
- ☐ Do I have some E's?  
(Examples, explanations, events, experiences)
- ☐ Do I need to add ideas?
- ☐ Do I need to take out some ideas?



## Style

- ☐ Do I write in complete sentences?
- ☐ Do I use interesting words that fit the topic?
- ☐ Do I use interesting sentences?



Name: \_\_\_\_\_

Tool B4-33a



# Editing Information Writing

## Amazing Ants

Ants are all around us. We dont see them most of the time. but they are amazing insects. First, they are amazing because theylive together in a nest. They work together to find food They even fight as a team to protect their nest. Second, thay is amazing because there are many different kinds of ants. like fire ants. It give a painful sting. The driver ant in africa is the biggest kind. It can be more than too inches long. What is the only continent where ants do not live. Believe it or not, it is Antarctica! Ants live around us almost everywhere.

Practice editing: find all of the errors.