

**Seeds 4 Schools:
Year 4 SoW Literacy
Non-Fiction (Explanation Texts)**

Overview

Although originally designed to support Year 4 literacy in the old curriculum, this Scheme of Work can also be used in the context of teaching plants at year 3 in the new curriculum.

Objectives

Most children will learn to:

1. Speaking

Respond appropriately to the contributions of others in light of differing viewpoints.

2. Listening and responding

Identify how talk varies with age, familiarity, gender and purpose.

3. Understanding and interpreting texts

Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.

Use knowledge of different organisational features of texts to find information effectively.

4. Engaging with and responding to texts

Read extensively favourite authors or genres and experiment with other types of text.

Interrogate texts to deepen and clarify understanding and response.

5. Creating and shaping texts

Develop and refine ideas in writing using planning and problem-solving strategies.

Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts.

6. Text structure and organisation

Organise texts into paragraphs to distinguish between different information, events or processes

Use adverbs and conjunctions to establish cohesion within paragraphs

7. Sentence structure and punctuation

Clarify meaning and point of view by varied sentence structure using phrases, clauses and adverbials

Use commas to mark clauses and the apostrophe for possession

8. Presentation

Use word-processing packages to present written work and continue to increase speed and accuracy in typing.

Learning Outcomes:

Phase 1 - Reading explanation texts, reading comprehension

Read and briefly investigate three different text-types so that children can distinguish between explanatory texts, reports and recounts. This will be achieved through the examination of texts related to the importance of trees in relation to climate change. Capture ideas through talk and reading and use of different examples of the text-type - on-screen, oral, written and visual.

Phase 2 – Orally giving explanations

Children work in pairs to orally explain a process or answer a question and, through teacher scribing, shared composition and guided writing, develop awareness of the language features of an explanation text (sentence structure, connectives, passive voice). Introduce the writing task.

Phase 3 – Planning and writing explanation texts

Use a diagrammatic plan and oral rehearsal to support the writing of an explanation text. Use the conventions developed through modelled and shared writing, and response partners and peer marking to develop skills of re-drafting and editing.

Learning Objectives	Success Criteria	Shared Work / Talk Partner Discussions	Independent Activities	Plenary	Assessment for Learning
(1) Introducing the topic – Why are trees important?					
<p>Literacy Objectives</p> <p>Phase 1: Familiarisation with the text-type; reading comprehension.</p> <p>To use examples of explanation texts to identify key features.</p> <p>To explain how ideas are developed in an explanation text.</p> <p>Seeds 4 Schools To know how a tree stores carbon</p>	<p>Literacy Pupils have identified; the purpose, structure, language features and presentational features of explanation texts.</p> <p>Seeds 4 Schools Pupils can discuss the importance of trees.</p> <p>They know that trees store carbon and become a carbon reservoir or sink.</p>	<p>Introduce children to the topic ‘Why are trees important?’ using information from e.g. http://forestry.about.com/od/treephysiology/tp/tree_value.htm and http://www.savatree.com/whytrees.html for the coming lessons to provide a good base for when they come to examine the explanation text.</p> <p>Examination of Explanation Texts Through discussion and text marking of key features, ask pairs of children to identify the main structure of a text, focusing on the purpose (to explain a process or answer a question), the structure (an introduction followed by sequential explanation organised into paragraphs), the language and presentational features of this text-type.</p> <p>Shared Reading - read and analyse. The example information text from above.</p> <p>Ask the children to work out how the text is structured and what language features are being used. Begin to build up a Writer’s Toolkit for writing an explanation text.</p> <p>Make sure that the pupils comment on;</p> <ul style="list-style-type: none"> - introduction (followed by sequential explanation, organised into paragraphs) - language features (usually present tense; use of connectives of time and cause and effect; use of passive voice) - presentation (use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering). <p>Discussion “What have we learned about trees?” “Why are they important?”</p>	<p>Examination of an explanation text:</p> <p>“Why are trees important?”</p> <p>Pupils will annotate key information about trees.</p> <p>Then in a different colour, they will also highlight features of the text type – use of time connectives, suitable sentence openers and punctuation.</p> <p>Will identify any words that they are unfamiliar using a dictionary.</p>	<p>Pupils will then feedback to the rest of the class about the structural features that they have identified - use of time connectives, suitable sentence openers and punctuation.</p> <p>Pupils will then be invited to share some of the information learned about the importance of trees with the rest of the class.</p> <p>Extension: Pupils will draw a poster to show the new knowledge they have gained about trees.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Self and peer evaluation features of explanation texts identified.</p> <p>Reading AF4 (identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level),</p>

		<p>“What is the process of photosynthesis? How does this lead to the storage of carbon?”</p> <p>Tell your partner a new fact that you have learnt, now share that with somebody else.</p>			
<p>(2) How does a tree store carbon? The forest lifecycle and a never ending harvest.</p>					
<p>Literacy To use their knowledge of the organisational features of explanation texts to find information quickly.</p> <p>To explain how ideas are developed in an explanation text.</p> <p>Seeds 4 Schools To know how a tree stores carbon</p> <p>To know about the forest lifecycle.</p>	<p>Literacy Read texts. Identify similarities / differences with other text types. Identify key features. Complete comprehension.</p> <p>Seeds 4 Schools Pupils can discuss the importance of trees.</p> <p>They know that trees store carbon and become a carbon reservoir or sink.</p> <p>They know what happens to the carbon stored inside a tree when it dies.</p>	<p>In this lesson the children will be comparing the example explanation text from the previous day with other non-fiction types.</p> <p>Talk Partner Work - Engage children in practical investigations of explanation texts using key questions that allow children to compare and contrast examples. Distinguish between explanatory texts, information texts and recounts. Pupils will work with their talk partner to compare and identify similarities and differences between non-fiction texts.</p> <p>The other Non-Fiction texts for comparison are; Information text – use resources e.g. http://www.janthornhill.com/tree-in-a-forest.html</p> <p>Shared work - Use IWB software to model comparisons of texts and their features (use the tools of highlighting, annotating, cut and paste, drag and drop). Add to the list of features of explanatory text for use throughout the teaching sequence.</p> <p>Discussion – Discuss the new information gathered from reading the information text and recount. “How does a tree store carbon?” “What happens to the amount of carbon a tree stores over time?” “What happens when a tree dies or is cut down?”</p>	<p>Explanation Text - Comprehension Exercise:</p> <p>Pupils will be given an example explanation text.</p> <p>Will answer detailed questions on the text.</p> <p>Will give reasons to support their answers.</p>	<p>Encourage children to express their personal responses to explanation texts to help them develop their personal reading preferences and consolidate knowledge.</p> <p>Discuss and self mark comprehension questions.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Self and peer evaluation based on lesson success criteria.</p>

(3) Wood – the smart material and Why using wood for fuel is good for the planet					
<p>Literacy To use their knowledge of the organisational features of explanation texts to find information quickly.</p> <p>Children can explain how ideas are developed in an explanation text.</p> <p>Seeds 4 Schools To know the uses of wood.</p> <p>To know why wood is such a good fuel.</p>	<p>Literacy Read texts. Re-order paragraphs Identify key features. Complete comprehension.</p> <p>Seeds 4 Schools Pupils know some of the uses of wood.</p> <p>Pupils are able to identify the benefits of using wood as a fuel.</p> <p>Pupils can explain their reasoning with evidence.</p>	<p>Show the children http://www.bakewell-trees.org/tree-uses.html and http://www.energysavingtrust.org.uk/Generating-energy/Choosing-a-renewable-technology/Wood-fuelled-heating This will help the children to think of some of the different uses that there are for wood and why wood is such an important fuel.</p> <p>Re-order an explanation text On IWB model sequencing and text reconstruction with a familiar explanation text. The explanation text will be “Why using wood for fuel is good for the planet.”</p> <p>Use IWB software to manipulate text order and ask: Which part of the explanation will come first? What clues are there to justify and support our views? Does it make a difference if some parts of the text are reorganised? How? Why?</p> <p>On the IWB discuss how the use of use diagrams and layout support clarity of explanations.</p> <p>Show example paragraphs on the IWB. How can we tell what order they need to be in? Discuss use of time words, (Firstly, secondly) sentence openers, sub headings and re-order.</p> <p>Discussion Work with your talk partner. How many different uses for wood and products from trees can you think of? Can you orally explain why using wood as a fuel is good?</p>	<p>Re-order an Explanation Text:</p> <p>“Why using wood is good for the planet.”</p> <p>Will re-order a complex explanation text.</p> <p>Pupils will discuss paragraph openers and structure as they re-order the information.</p> <p>Once completed the pupils will answer a comprehension exercise on the text.</p> <p>Pupils will record any good paragraph openers or closers that they could use in future.</p>	<p>Collect a list of good paragraph openers and closers which are good for the writing of explanation texts. “Why are these good?”</p> <p>Pupils will record these for use in the coming weeks.</p> <p>On the IWB display a large picture of a tree. Pupils will label words around to do with what they have learnt about trees.</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>Have the pupils re-ordered the text correctly?</p>
(4) Deforestation and forest loss					
<p>Literacy</p> <p>Phase 2: Children work in pairs to orally</p>	<p>Literacy Orally listen to an explanation. Identify language features used.</p>	<p>Show the children the http://kids.mongabay.com/lesson_plans/lisa_algee/deforestation.html or http://www.youtube.com/watch?v=Fo4WXly4QYk This will help the children to begin to think of the impact this is</p>	<p>Mixed ability Group Work –</p> <p>Protecting the trees that we</p>	<p>Review the flow diagram on the IWB for the deforestation and add information about the protecting</p>	<p>Teacher observations</p> <p>Teacher questioning</p>

<p>explain a process or answer a question.</p> <p>To recognise the structure and language features of an explanation in oral explanations</p> <p>To orally explain a process or answer to a question using language features of the text-type.</p> <p>Seeds 4 Schools To know about deforestation.</p> <p>To know possible ways to protect trees.</p>	<p>Attempt to describe a process / explanation using appropriate language.</p> <p>Seeds 4 Schools Can describe deforestation.</p> <p>Know the affects of deforestation.</p> <p>Know how this is linked to climate change.</p> <p>Know how we can protect trees.</p>	<p>having on the planet and what the children can do about this.</p> <p>Shared Reading Investigate examples of oral explanations with the children. Read a number of explanation texts to the pupils. These will be related to the planting and looking after of trees. Orally explain to the children about the effects that deforestation is having on the planet and climate change. Pupils will be able to use information learnt from the DVD section to support these discussions.</p> <p>Include in the explanation the causes, motives or reasons. When describing orally ensure the use of time connectives, powerful verbs and reasons supported by evidence.</p> <p>Pupils will break down this oral explanation to reveal the language features of the text-type and how they apply in a real situation.</p> <p>With their talk partners, the pupils will discuss their thoughts and opinions about the oral explanation texts and use a grid to collect their initial opinions and questions. Pupils will also discuss possible options that there are to fight against deforestation i.e. planting more trees or protecting the ones we have. Focus on protection this lesson.</p> <p>Share Writing Through modelled and shared approaches, create a flow diagram on the IWB to show the oral explanation i.e. each section of the explanation.</p>	<p>already have.</p> <p>With the children take a walk around the school grounds or local community. Identify and photograph any trees that are in danger or that need protection. What is affecting these trees?</p> <p>Pupils will orally explain using appropriate vocabulary the reasons for the protection of these trees.</p> <p>ICT – Look at your local area on Google Earth – Can you identify any areas of deforestation or areas in need of protection?</p>	<p>of trees.</p> <p>Discussion – Tell your partner something that you have learnt today. What have you found out about trees? How can we fight deforestation? How could we make a difference?</p>	<p>Oral feedback and discussion AFL – Were the pupils able to describe and explain the process and reasons behind the protection of trees and deforestation?</p> <p>Did the pupils use appropriate technical vocabulary and vocabulary appropriate to the planting of the trees?</p>
(5) Plant more trees					
<p>Literacy To recognize the structure and language features of an explanation in oral</p>	<p>Literacy Identify a character that works in the forest. Describe their</p>	<p>Introduce a character Introduce a fictional character – A Forestry Worker or Woodsman. A picture from the internet could be used. This character will guide the pupils work over the coming week.</p>	<p>Mixed ability Group Work Planting More Trees – Follow Guidance from http://www.kidsface</p>	<p>Return to the IWB file and use it to introduce the Forestry Worker/ Woodman's Forest Ledger and the</p>	<p>Teacher observations</p> <p>Teacher questioning</p>

<p>explanations</p> <p>To orally explain a process or answer to a question using language features of the text-type.</p> <p>Seeds 4 Schools To know about sustainable forest management.</p> <p>To know how to successfully plant a tree.</p>	<p>work and setting. Use role play to explore their environment. Give oral explanations about their job, activities and feelings towards climate change.</p> <p>Seeds 4 Schools Discuss sustainable forest management.</p> <p>Follow guidance to plant a tree.</p> <p>Discuss all aspects of forest life through role play of a forestry worker.</p>	<p>Role Play With children using role-play, explore Forestry Worker or Woodsman's jobs and actions, i.e. planting, protect and managing trees or supporting wild life. Pictures from the internet could support.</p> <p>Take children through the settings that the Forestry Worker may encounter, telling them what they can see, hear, smell etc.</p> <p>Talk Partner Discussions Encourage them to think about how they feel exploring the Forestry Worker / Woodman's world. How might they explore? Decide with the children on appropriate movements, facial expressions and gestures that demonstrate what they are doing and how they feel when exploring.</p> <p>Ask children to freeze in a 'statue' and explore how they feel and what they think they have found. Use a digital camera to capture this process.</p> <p>Pupils will give oral explanations about what they have been doing as the Forestry Worker and will support with reasons and evidence. Pupils could describe;</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation • Planting / protecting trees. 	<p>.org/pages/plant.html</p> <p>Demonstrate to the pupils how to plant a tree. During this demonstration explain the process and reasons behind actions. Pupils will take notes and record technical vocabulary and words associated with giving an explanation.</p> <p>Pupils will then take part in the planting of a number of trees and plants. Pupils will work together to plant the trees and will explain orally what they are doing to the rest of their planting group using appropriate technical vocabulary and language associated with explanation texts.</p> <p>To support their oral explanations the pupils will be given a word bank of appropriate</p>	<p>inside of the ledger.</p> <p>Ask children to discuss, in pairs, what they would find inside the book and how the Forestry Worker / Woodsman feels about this ledger.</p> <p>Use an IWB to note children's responses.</p>	<p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind their planting?</p> <p>Did the pupils use appropriate technical vocabulary and vocabulary appropriate to the planting of the trees?</p>
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			<p>vocabulary associated with the task and explanation giving.</p> <p>Photographs will be taken of the children as the work. These photographs will later be displayed on the IWB and they will discuss how they felt playing the role of the Woodsman planting the trees.</p>		
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(6) Plant more trees

<p>Literacy To recognise the structure and language features of an explanation in oral explanations</p> <p>To orally explain a process or answer to a question using language features of the text-type.</p> <p>Seeds 4 Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Discuss what could be missing from the ledger. What would be included in the ledger? Discuss how we could we give a good explanation. Use the correct language and format of an explanation text.</p> <p>Seeds 4 Schools Pupils will discuss and include in their writing;</p> <ul style="list-style-type: none"> • How the trees work 	<p>Introduce written task – To write an explanation text about the importance of trees. Use the still images to explain the content of the Forestry Workers / Woodman’s Forest ledger and set up the writing task. There is one thing missing in the ledger: how and why the Woodsman does his job. There is no explanation of this in the book. Ask children to consider why an explanation might be necessary and use their ideas to set the writing task.</p> <p>Discuss with children that the explanation will be written to ensure that future generations may continue to carry on his job to produce wonderful plants and trees. This will become the final entry in the ledger.</p> <p>With their talk partner the children will discuss the items that they need to consider including in their final entry for the Woodman’s ledger. These may include;</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores 	<p>Mixed ability Group Work Planting More Trees – Follow Guidance from http://www.kidsface.org/pages/plant.html</p> <p>Pupils will continue to take part in the planting of a number of trees and plants. Pupils will work together to plant the trees and will explain orally what they are doing to the rest of their planting group using appropriate</p>	<p>Discussion to consolidate pupil knowledge about the importance of trees.</p> <p>How does a tree Work?</p> <p>Why are they important for climate change?</p> <p>What can I do?</p> <p>On the IWB create a concept map which will show all of the different ideas linked together under the title of “Why are trees</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind their planting?</p> <p>Did the pupils use appropriate technical vocabulary and</p>
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<p>To continue to plant trees</p>	<ul style="list-style-type: none"> • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation <p>Continue planting trees</p>	<ul style="list-style-type: none"> • Using Wood • Using Wood for fuel • Deforestation • Planting / protecting trees. <p>Pupils will also consider the vocabulary, connectives, openers and punctuation that they will use to give this final ledger entry.</p>	<p>technical vocabulary and language associated with explanation texts.</p> <p>To support their oral explanations the pupils will be given a word bank of appropriate vocabulary associated with the task and explanation giving.</p> <p>Pupils will also consider how to look after their trees.</p>	<p>important?"</p>	<p>vocabulary appropriate to the planting of the trees?</p>
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(7) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?

<p>Literacy</p> <p>Phase 3: The writing of an Explanation text – Why are trees important?</p> <p>To use information collected from reading more than one source and present it in the form of an explanation text.</p> <p>To write an explanation text</p>	<p>Literacy</p> <p>Discuss what could be missing from the ledger. What would be included in the ledger. Discuss how we could we give a good explanation. Use the correct language and format of an explanation text. Create a flow diagram plan of an explanation text.</p>	<p>Planning our explanation text</p> <p>Planning an explanation text – “The Importance of Trees” The final entry in the Forestry Worker / Woodman’s ledger.</p> <p>Tell your talk partner a verbal explanation of “Why trees are important. This will include;</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation • Planting / protecting trees. <p>Allow the children to recap on anything they may have forgotten or not fully understood.</p> <p>Model a verbal explanation of how the final ledger entry</p>	<p>Import the screen-captured images into a flow chart and print these to use as visual planners with each box representing one paragraph of the explanation.</p> <p>Pupils will annotate pictures and create a flow diagram to show how their explanation text – “Why are trees important” will be structured.</p>	<p>Children will be allowed to walk around the room and look at the flow diagrams of other pupils showing the structure of their “Why are trees important” explanation text.</p> <p>Pupils will be allowed to copy suitable ideas from other’s work if they feel it will improve their own work. Encourage the sharing of ideas,</p>	<p>Teacher observations</p> <p>Teacher questioning</p> <p>Oral feedback and discussion</p> <p>AFL – Were the pupils able to describe and explain the process and reasons behind their planting?</p> <p>Have the pupils created a flow</p>
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<p>from a diagrammatic plan, using the conventions of the text-type.</p> <p>Seeds 4 Schools To consolidate knowledge about the importance of trees.</p>	<p>Seeds 4 Schools Pupils will discuss and include in their writing;</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation 	<p>could be structured. Ensure pupils comment on the correct language of an explanation text and include technical names for particular trees or processes / ideas and how these might work.</p> <p>Through collaborative work children create a detailed diagram of their chosen issues to explain, labeling and discussing how this section works. This oral rehearsal will act as a structure to support their writing.</p>	<p>Pupils will also note and sentence openers, connectives (time connectives or specific vocabulary will be used.</p>	<p>words and phrases that would help produce good results.</p>	<p>diagram plan for their explanation text? Does it include the use of appropriate technical vocabulary and vocabulary appropriate to the planting of the trees?</p>
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(8) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?

<p>Literacy To use information collected from reading more than one source and present it in the form of an explanation text.</p> <p>To write an explanation text from a diagrammatic plan, using the conventions of the text-type.</p> <p>Seeds 4 Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Use the features of an explanation text. Use a range of time connectives. Have an introduction Paragraph for each area. Use precise vocabulary</p> <p>Seeds 4 Schools Pupil explanation texts will include paragraphs on the following.</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores 	<p>Writing an explanation text – “The Importance of Trees”</p> <p>Allow the children to recap on anything they may have forgotten or not fully understood.</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation <p>Use modelled, shared and supported composition to write a first draft of the explanation text. Refer back to the lists, word banks and visual planning aids. Maintain a focus on the agreed success criteria and children’s writing targets.</p> <p>Discuss ways of making the text more cohesive by using appropriate connectives (time connectives for sentence openers).</p>	<p>Writing an explanation text – “The Importance of Trees”</p> <p>Pupils will use the features and structure of information texts.</p> <p>Pupil explanation texts will include paragraphs on the following.</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation 	<p>At appropriate times use response partners to support re-drafting and editing of writing. Use the IWB to project examples of children’s writing for modelling of editing and improvement - linked to the agreed success criteria and children’s needs.</p>	<p>Self assessment using the success criteria.</p> <p>Teacher observation and questions.</p>
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	<ul style="list-style-type: none">• Using Wood• Using Wood for fuel• Deforestation				
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(9) Consolidation of Knowledge – Why are trees Important? How a tree works. Why are they important to climate change? What can I do?

<p>Literacy To use information collected from reading more than one source and present it in the form of an explanation text.</p> <p>To write an explanation text from a diagrammatic plan, using the conventions of the text-type.</p> <p>Seeds 4 Schools To consolidate knowledge about the importance of trees.</p>	<p>Literacy Use the features of an explanation text. Use a range of time connectives. Have an introduction Paragraph for each area. Use precise vocabulary</p> <p>Seeds 4 Schools Pupil explanation texts will include paragraphs on the following.</p> <ul style="list-style-type: none"> • How the trees work • The forest lifecycle. • Carbon Stores • Using Wood • Using Wood for fuel • Deforestation 	<p>Writing an explanation text – “The Importance of Trees”</p> <p>At appropriate times use response partners to support re-drafting and editing of writing. Use the IWB to project examples of children's writing for modelling of editing and improvement - linked to the agreed success criteria and children's needs.</p> <p>Ensure that children are given opportunities to orally rehearse and draft sentences before writing them.</p>	<p>Collaborative or independent writing: Children write their explanations “Why trees are important” using their visual plans with notes and the IWB files to guide them.</p>	<p>Allow time for children to consider the presentation of their explanation and relate this to the audience and purpose of the writing task.</p> <p>Published work may be word processed. Appropriate still images from the film may be labeled as diagrams or children's own diagrams might be scanned and inserted into the explanations.</p> <p>This writing could be presented as an electronic or paper-based class book.</p>	<p>Self assessment using the success criteria.</p> <p>Teacher observation and questions.</p>
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