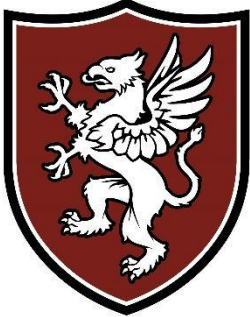


GreatHearts

Northern Oaks



Supplemental Resources Packet

April 20-23, 2020

1st Grade

Mrs. Albertson

Mrs. Borden

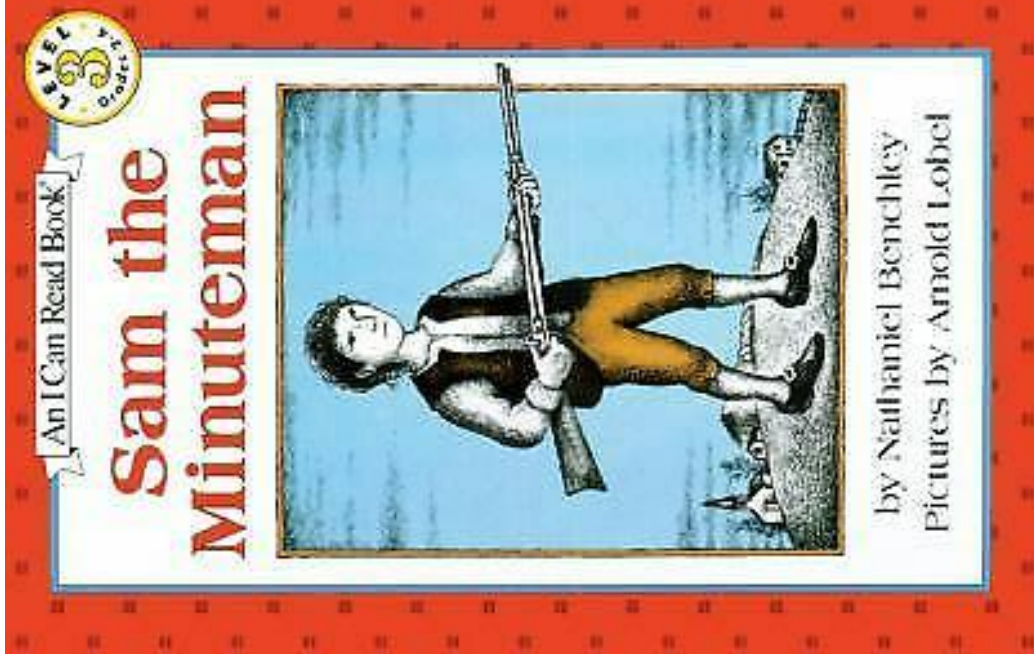
Mrs. Brogan

Mrs. McIntosh

Student Name: _____ Section: _____

Week 4 Literature - Thursday

Sam the Minuteman Part II

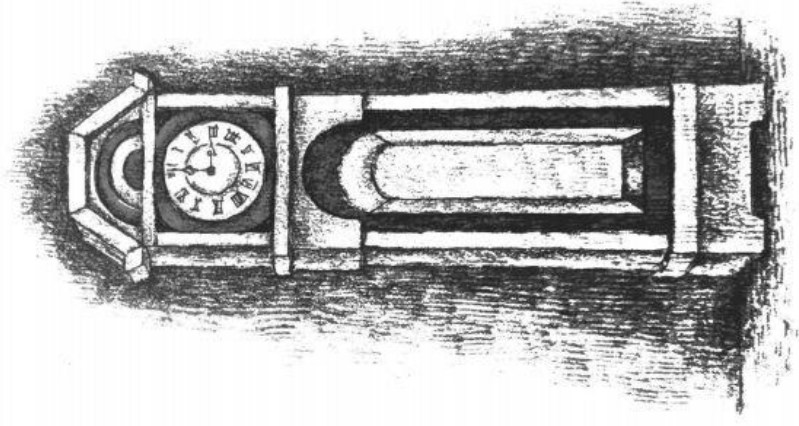


One night in early spring
Sam was awakened by the sound
of church bells ringing.

“What’s this?”

he thought.

“It can’t be
Sunday yet!”



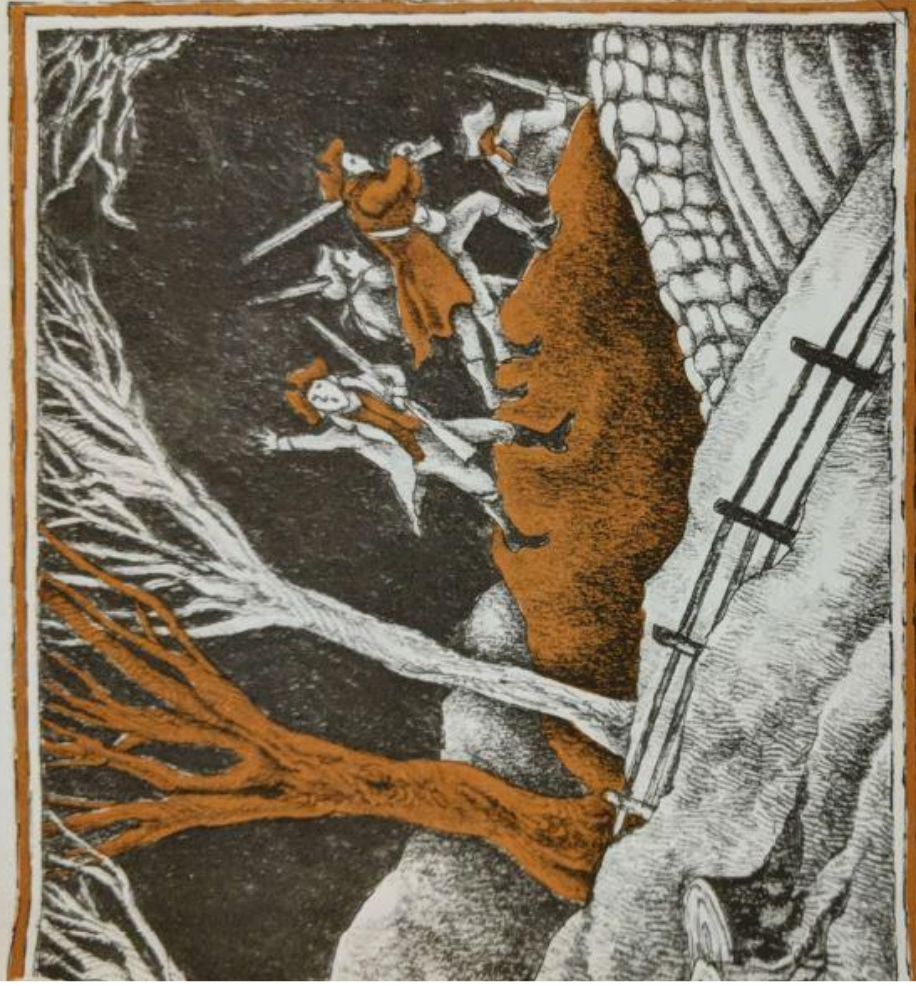


He went to the window.

In the darkness

he could see men running.

They seemed to come from everywhere.



He heard the voices

of his father and his mother.

His mother sounded frightened.

Sam knew there was trouble.

He dressed quickly
and went downstairs.
“What’s going on?” he asked.
“Go back to bed,” his mother said.
“No,” said his father.
“We need everyone we can get.”
His father was a Minuteman,
which meant he had to be
ready for trouble
at a minute’s notice.
“Get your gun, Sam,” he said.
“Why?” asked Sam.
“What’s happening?”



“Nobody knows for sure,”
his father said.

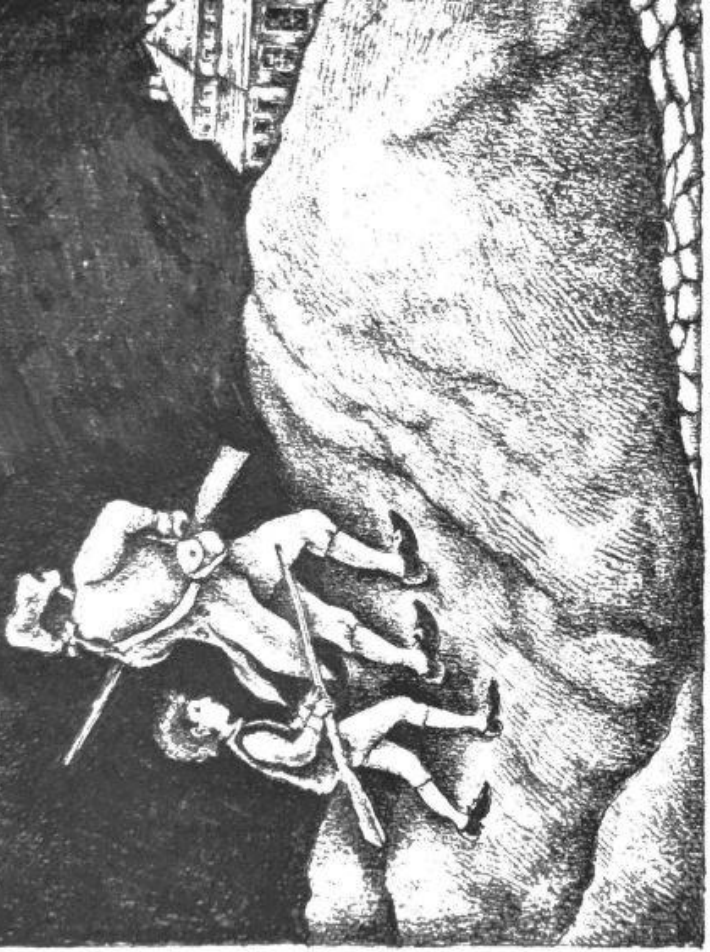
“The British have left Boston
and are coming this way.”

“Who told you?” asked Sam,
hoping it wasn't true.

“Paul Revere,” said his father.

“Now get your gun.”





So Sam got his gun
and followed his father
through the darkness
to the village green.



The bells were still ringing,
and a drum was making
a rattling noise.

Sam felt cold and afraid.

Captain Parker,
the head of the Minutemen,
told them to line up
near the meeting house.
Sam saw his friend John Allen.
John looked the way Sam felt,
which made Sam feel better.
“Why are the British coming?”
Sam asked.
“They want the guns and powder
hidden in Concord,” said John.
“They have to come past here
to get them.”





Slowly, it began to get light.
The drums and the bells stopped.
It was so quiet
that Sam could hear the birds
twittering in the trees.
He could smell the apple blossoms



and feel the wet dew on the grass.
“Maybe they won’t come, after all,”
he said to John.
“Maybe they’ll go another way.”
“Maybe,” said John.
“But not likely.”

Name: _____ Date: _____

Characters in Sam the Minuteman

Directions: Record important details about the characters in the story.

| Character | Important Details About the Character |
|----------------|--|
| Sam | The main character, a young boy <u>from Lexington Massachusetts.</u> |
| Mother | Sam's mother made sure the house ran smoothly and <u>cared for the family and her son.</u> |
| Father | Sam's Father had a farm and was one <u>of the many Minutemen.</u> |
| Captain Parker | The leader of all the <u>Minutemen in Lexington.</u> |
| John Allen | Sam's very good friend who was also active in their <u>group of Minutemen.</u> |

The Parts of Speech Poem

Every name is called a **NOUN**,
As freedom, pencil, Texas, clown.



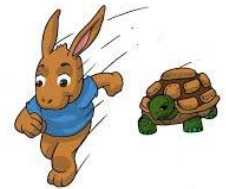
In place of a noun the **PRONOUN** stands,
As he and she can clap their hands.

An **ADJECTIVE** describes a noun,
Words like large, small, sad, glad, brown.



A **VERB** mean action something done,
To read, to write, to jump, to run.

How things are done, the **ADVERB** tells,
Quickly, slowly, badly, well.



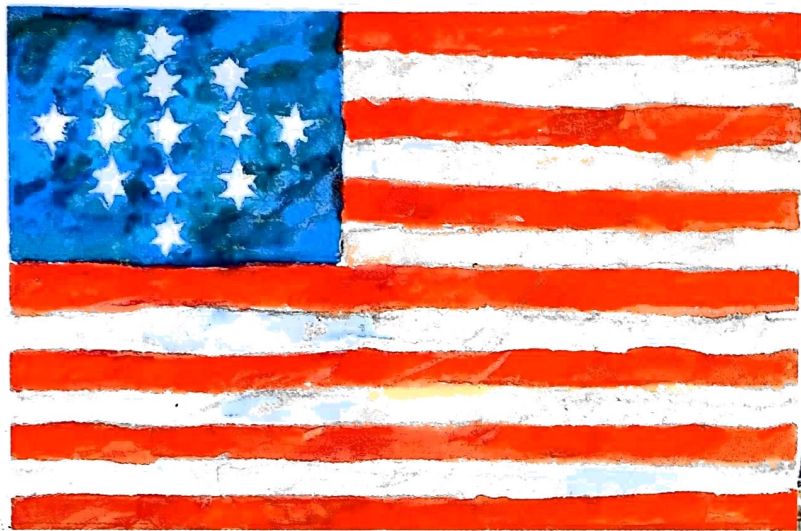
! An **INTERJECTION** cries out HARK!!!
I need an exclamation mark!!

Through poetry we learn how each,
Of these make up the PARTS OF SPEECH.

Deborah Sampson

Soldier of the Revolution

by Lee S. Justice
illustrated by Ron Himler



AN
ADDRESS
DELIVERED WITH APPROPRIETY
AT THE FEDERAL STREET THEATRE
FOUR SUCCESSIVE NIGHTS OF THE DEFBRENT
PLAYS, BEGINNING MARCH 21, 1803
AND AFTER, AT OTHER PRINCIPAL TOWNS, A
NUMBER OF NIGHTS SUCCESSIVELY
AT EACH PLACE;
DEBORAH GANNETT
HERGINE
reputation (undiscovered as a
AMERICAN ARMY

THRIFTBOOKS

832

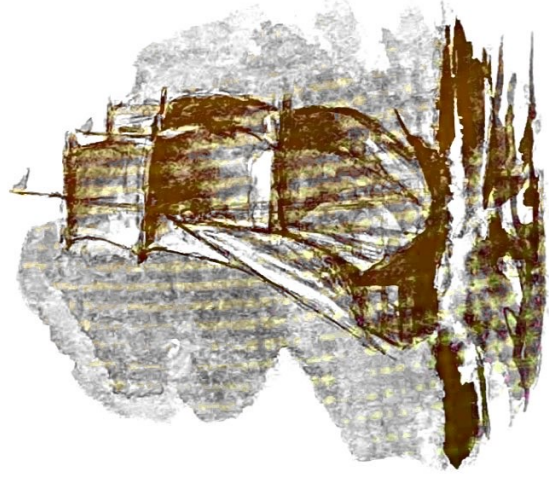


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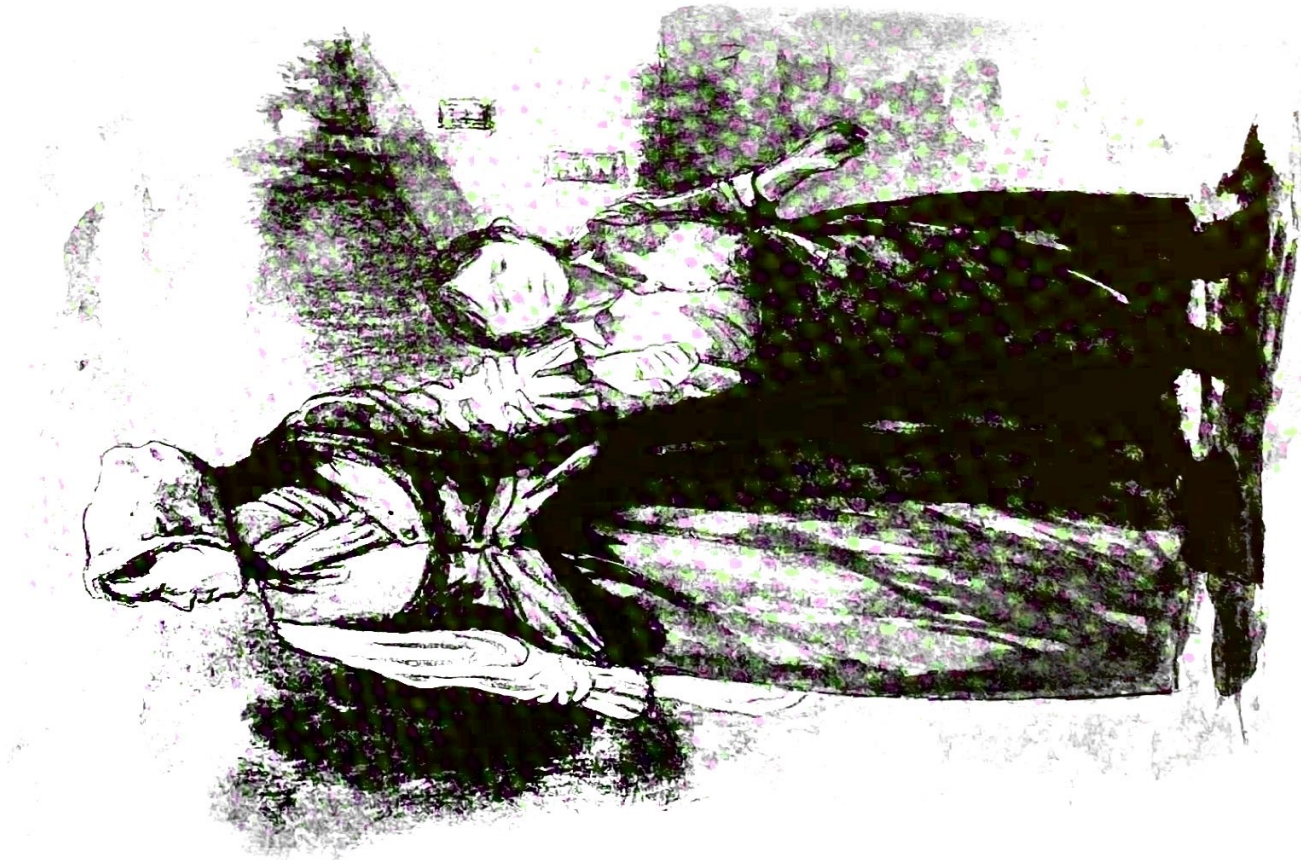
*D*eborah Sampson was born in Plympton, Massachusetts, in 1760. Throughout her childhood, she heard about Boston's Patriots, also called the Sons of Liberty. She heard the talk of independence — of breaking free of Britain.



Freedom was a dangerous and exciting idea. But there was little freedom in Deborah's own life. As she later said, "I was born to be unfortunate."

When she was very young, Deborah's father sailed off on a ship and never came back. Her mother did not have enough money for food. So she decided to look for a family to take her daughter.

Often, poor parents "bound out" a child to another family. In return for a home, food, and clothing, the child would serve the family until age eighteen. Ten-year-old Deborah became a bound servant in the home of the Thomas family of Middleborough.

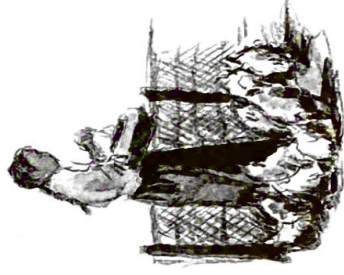




The Thomases treated Deborah like a daughter. Of course, sons and daughters were expected to work. Mrs. Thomas told Deborah what she should do each day.

First, Deborah had to get up at dawn to begin her household chores. Then, she must help make breakfast for the family. Next, she should feed the chickens and milk the cow. Then, she should water the vegetable garden. After that, she could sew, spin, or weave. Like all farm women, Deborah worked hard.

With the ten Thomas sons, Deborah also hunted and fished. She chopped wood and gathered hay. She did all kinds of heavy work.



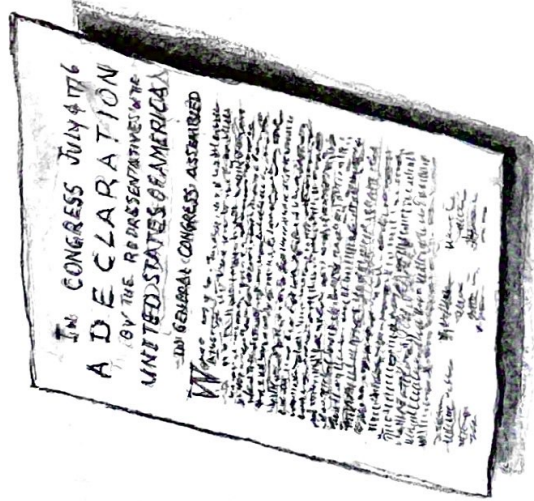
Farmer Thomas didn't believe in schooling for girls. But Deborah had always been eager to learn. She already knew how to read and write.

Deborah read every newspaper she could find. A minister gave her a religious book. She soon knew it by heart. She kept a journal. In it, she listed her good actions and her bad ones. She wanted to improve herself.

"I wish you wouldn't spend so much time scribbling," Farmer Thomas complained. But he did not make her stop. So Deborah continued.

At church one day, someone read an important document to the crowd. The document said, "All men are created equal." It said that people had rights — "life, liberty, and the pursuit of happiness." It listed the reasons for breaking free of Britain. At the end of the reading, the listeners leaped up and cheered.

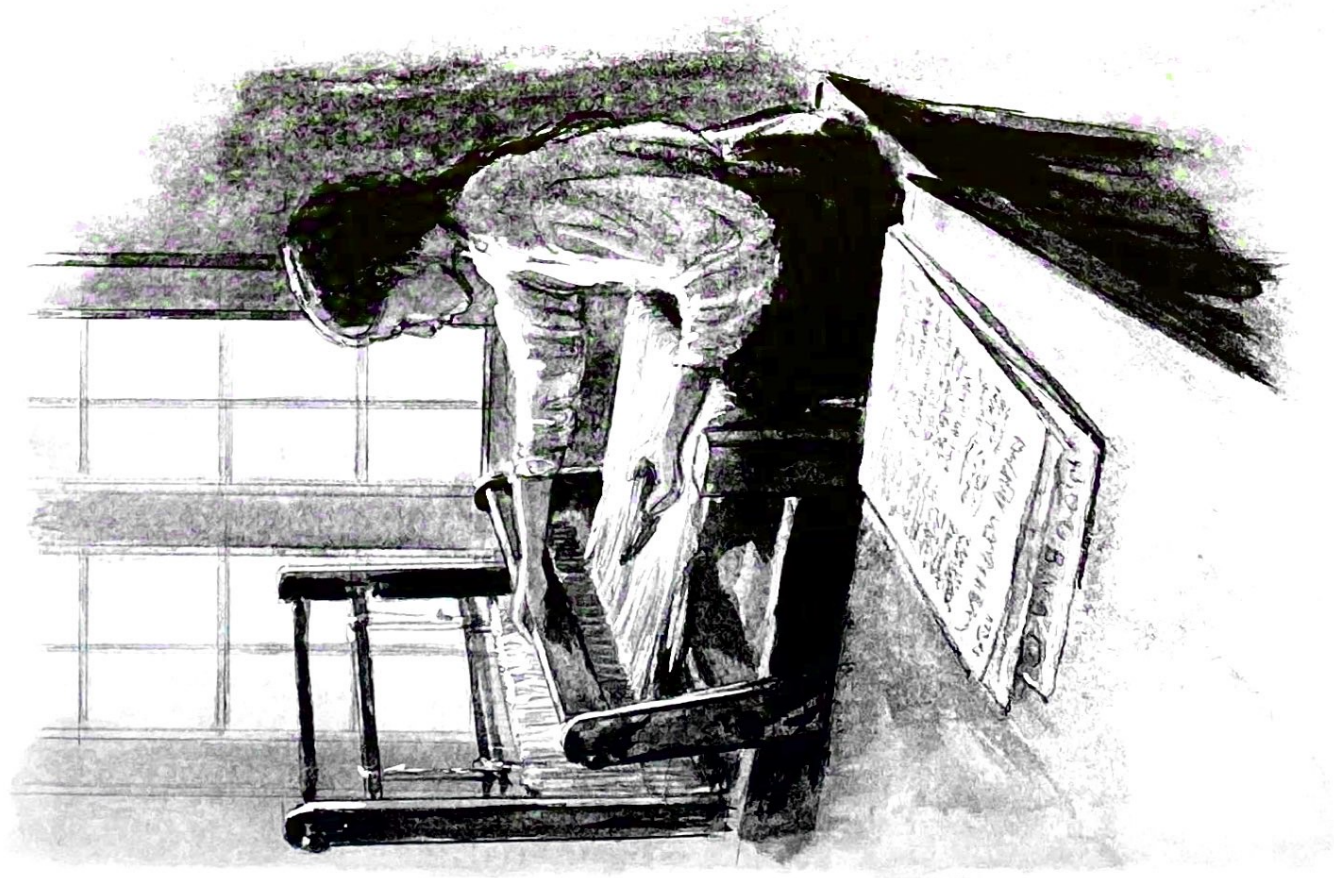




The Declaration of Independence made Deborah's heart pound. But she wondered what some of it meant. She wondered about words like *liberty*.

The soldiers were fighting for liberty. The older Thomas boys had already left home and signed up. Was liberty only for a nation? Or could there be liberty for a sixteen-year-old farm girl?

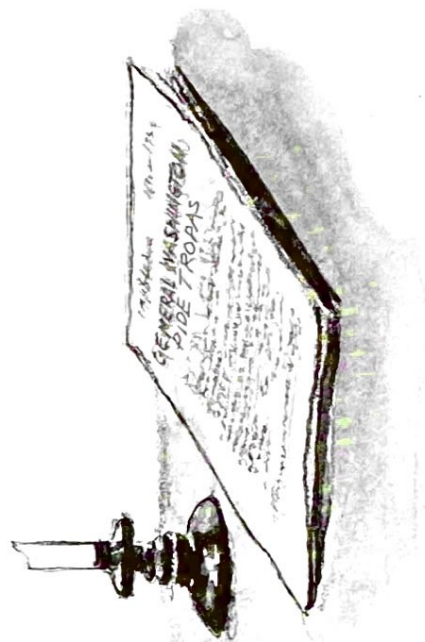




When she turned eighteen, Deborah began working in people's homes as a weaver. She also taught children for two summers. But by the time she was twenty-one, she was eager for a change.

Deborah had an active mind. She was quiet, but in a strong, confident way. Deborah looked strong, too. And she had grown taller than other women of the time. In fact, she was taller than many men.

But while men her age had a chance to see the world and taste freedom, women didn't. Deborah decided she wanted adventure, too.



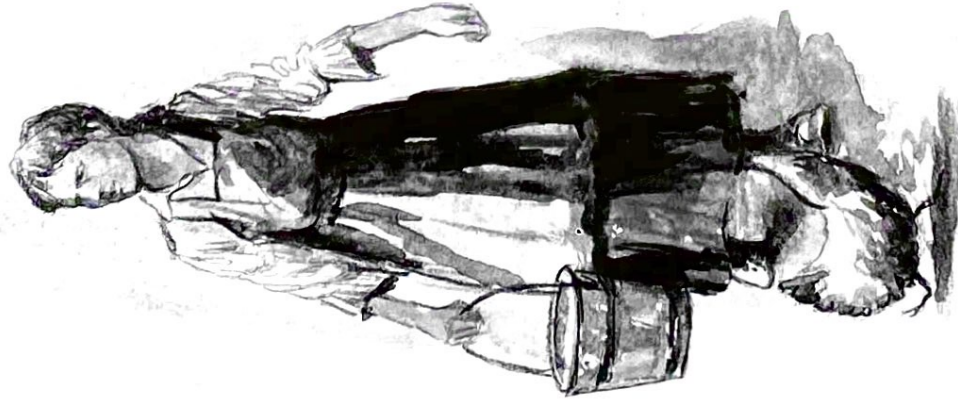
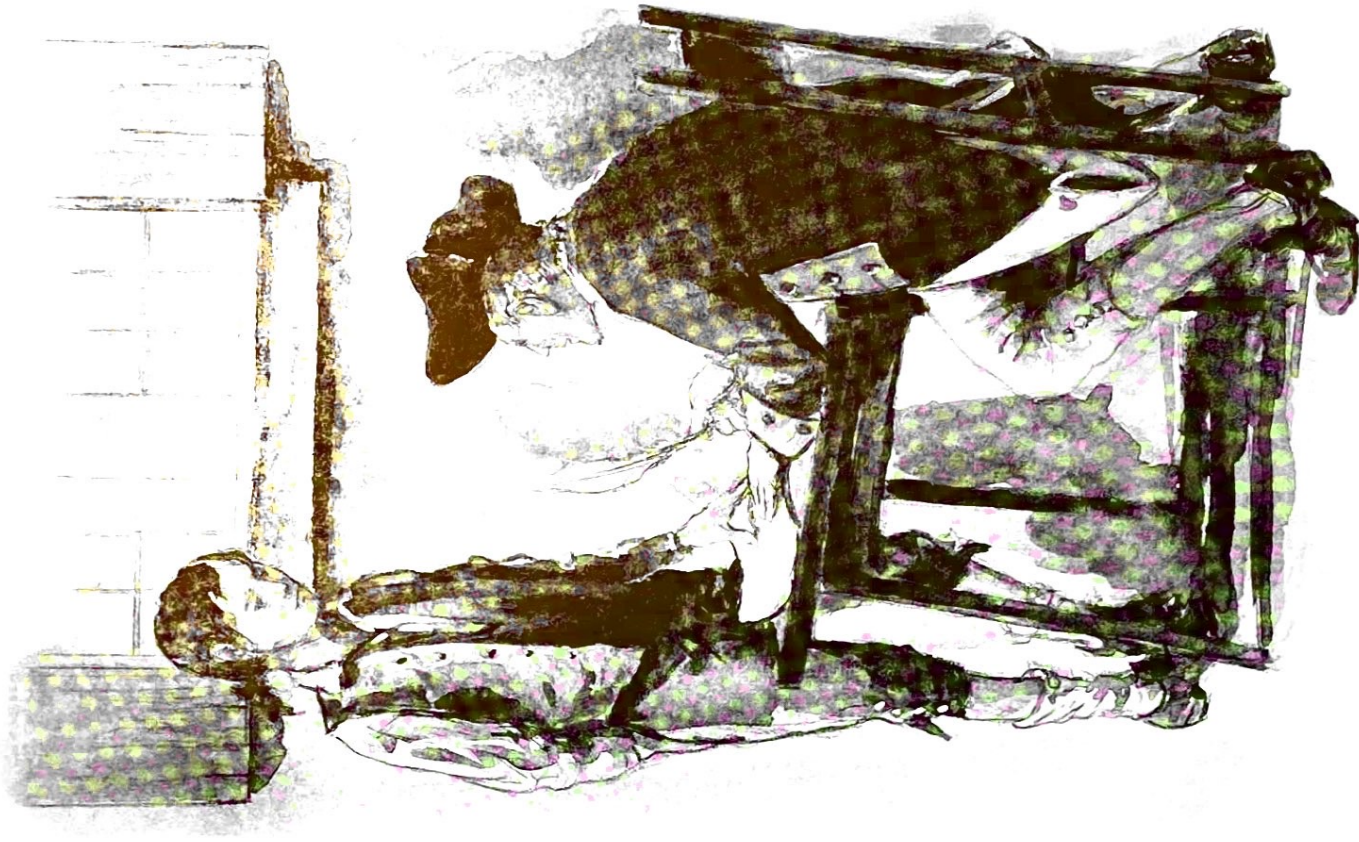
One day Deborah's Middleborough neighbors saw her going about her business as usual. The next morning she was gone.

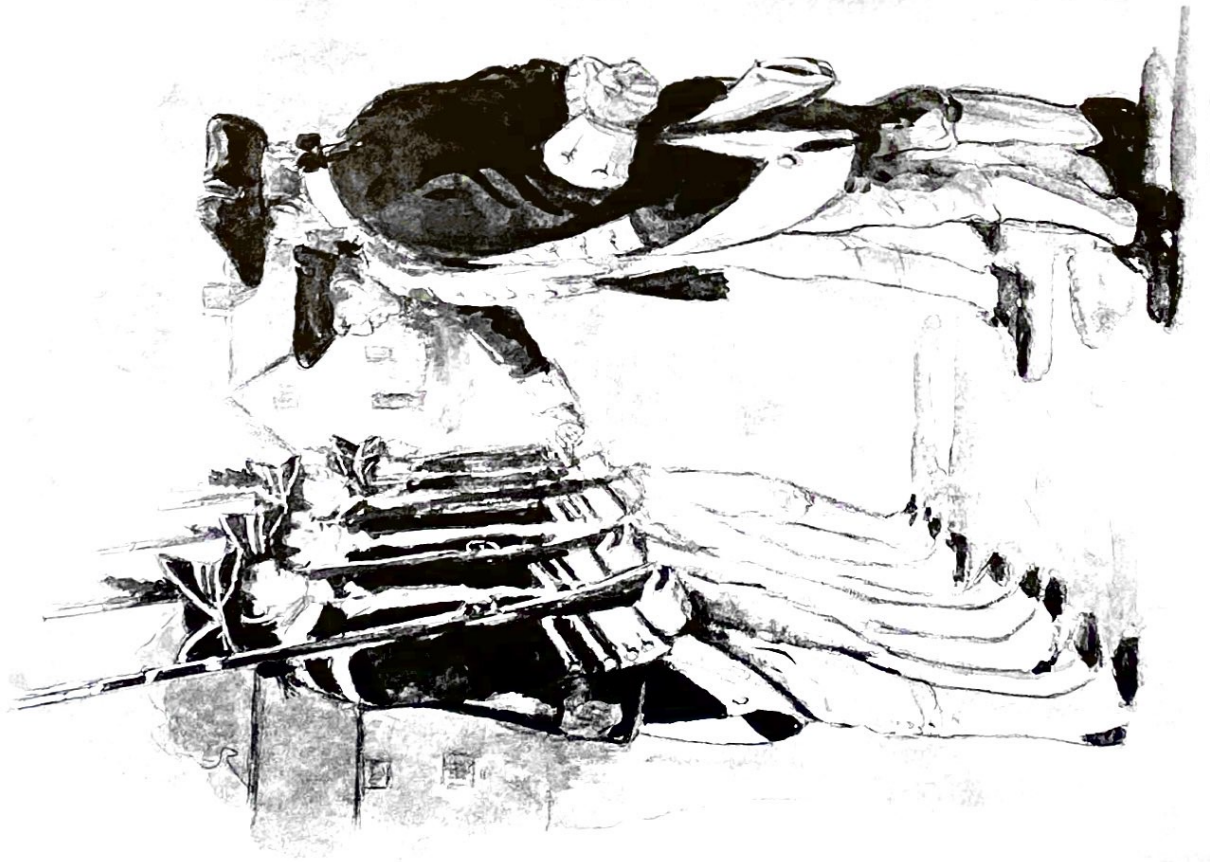
Days later, a young man in farmer's clothes stood before an army recruiter in Bellingham, Massachusetts. "Your age?" asked the recruiter.

"Eighteen," said the young man. His face did not even have a whisker. He looked fifteen, even younger. But the army needed soldiers — young or old. The recruiter did not care.

The young farmer promised to serve for a term of three years. He signed his name: *Robert Shurtleiff*.

Robert Shurtleiff was not a teenage boy. He was Deborah Sampson in disguise.





It was 1782. Fifty new recruits hiked west through the Berkshire hills. Hour after hour, they kept moving without a rest. Deborah, marching among the men, suddenly realized what she had done. She felt terror. If the army found out she was a woman, she surely would be punished. She might be hanged!

Deborah calmed herself. In the days and months ahead, she would have to be watchful. She would play the part of a quiet young man who kept to himself.

After ten tiring days, the recruits reached West Point in New York. There, they received uniforms and weapons. Deborah began training as a foot soldier in the Fourth Massachusetts Regiment.

The war was winding down. But British troops and Tory bands were still active in New York. Deborah joined scouting parties hunting for armed Tories. She faced musket fire. She heard the cries of the wounded. She saw men fall beside her. Luckily, she escaped unharmed.

Then came a morning when Deborah was not so lucky. In a battle with Tories, she was wounded in the head and leg. She begged her comrades not to take her to the hospital. "Let me die here," she pleaded. But they did not listen.

A French doctor at a field hospital treated Deborah's head. She said she had no other wound. The doctor noticed the bloody boot. "Sit you down, my lad," said the doctor, preparing to look at the leg. But Deborah said there was no need.

She secretly tried to remove the musket ball from her own thigh, with no success. The wound would heal, but not fully.

In 1783, Deborah was among the troops in Philadelphia. Sickness spread throughout the city. She became ill. She was brought to a hospital. Her fever was so high that she passed out. When a doctor looked her over, he discovered that the soldier called Robert Shurtleiff was really a girl.

Soon afterward, Deborah Sampson received an honorable discharge from the Continental Army. She returned to Massachusetts.



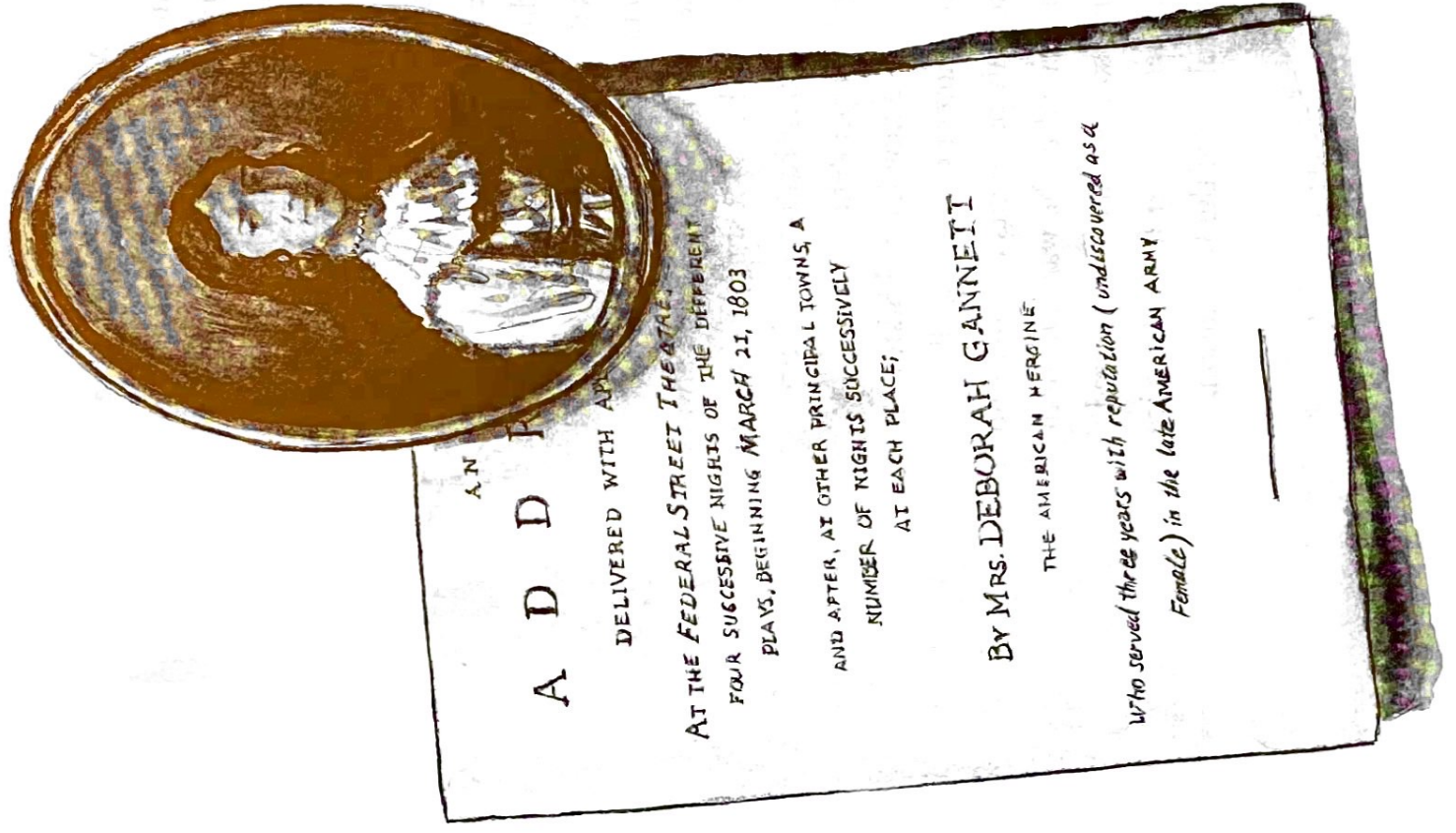
Deborah Sampson married a farmer named Benjamin Gannett. The couple had three children. They struggled to make a living on their farm.

Years later, Deborah Gannett met a newspaper publisher. He wrote a book based on her life.

The Gannetts worked hard. But they still owed money. In 1802, the newspaper publisher came to Deborah with another idea. How would she like to make money by telling her story to audiences?

In 1802, women did not go on speaking tours. It just was not done. Deborah Sampson Gannett, forty-two years old, thought about the newspaperman's offer. She would have to travel from city to city on her own. She would have to perform before strangers. She would have to memorize a fifteen-page speech.

Deborah said yes. She would do it.



Audiences paid to see the unusual soldier. In uniform, Deborah Sampson Gannett performed the drills she had learned as Private Shurtleiff.

She gave her speech in a confident voice. Pretending to be a man was a “bad deed,” she admitted. She had taken steps that women were not permitted to take. Terrible memories of the “storms of war” would always be with her. Yet she had done it for the best reasons — liberty and independence.

The new United States government granted small monthly payments to those who had served in the war. Deborah Sampson Gannett was granted payments for her faithful service as a soldier of the Revolution.

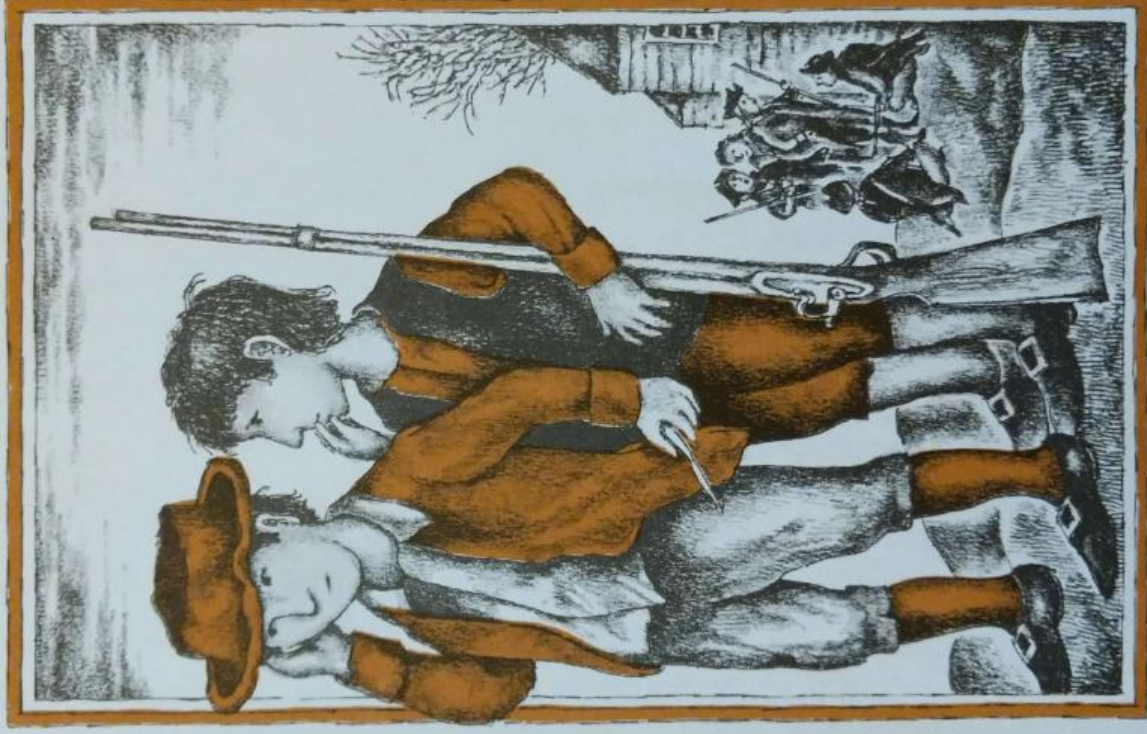


Week 5 Literature – Tuesday

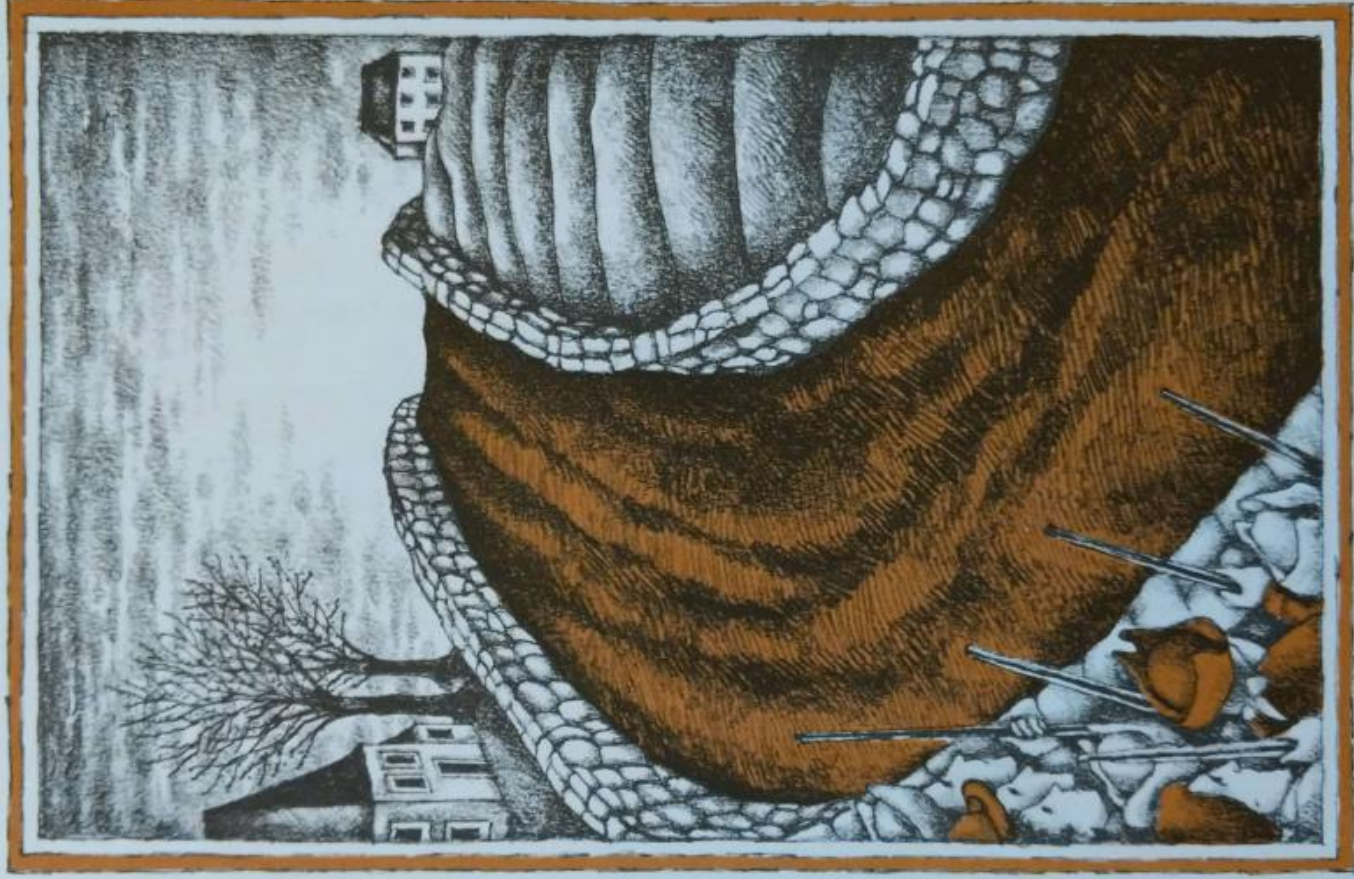
Sam the Minuteman Part III



Then it was daylight,
and the men began to relax.
Some of them even yawned.
Sam's father talked with friends.
Sam and John played games
with a knife in the grass.
Sam wished
he had eaten breakfast.
Suddenly John said,
"Listen!"



They listened,
and in the distance
they could hear
the sound of marching feet.
tramp tramp tramp
Tramp Tramp Tramp
TRAMP TRAMP TRAMP
TRAMP TRAMP TRAMP . . .
and THEN . . .



Over the hill
and past the tavern
came the soldiers!
They came on and on and on.
Sam could see their red coats
and the sun glinting
on their bayonets.
They looked like
a bright river of red.





As they came closer,
Captain Parker tried to count them.
There seemed to be a thousand.
And he had only eighty Minutemen.
“There are too many of them,”
he said.

“We had better move away.”
“I’m all for that,”
said Sam.
“I think I’ll get on home.”
“Me too,” said John.
“There’s nothing I can do here.”

Sam and John and their fathers and the other Minutemen began to move off.

“I’ll see you after breakfast,” Sam said to John.

Then he saw a British officer who was shouting and waving his sword.

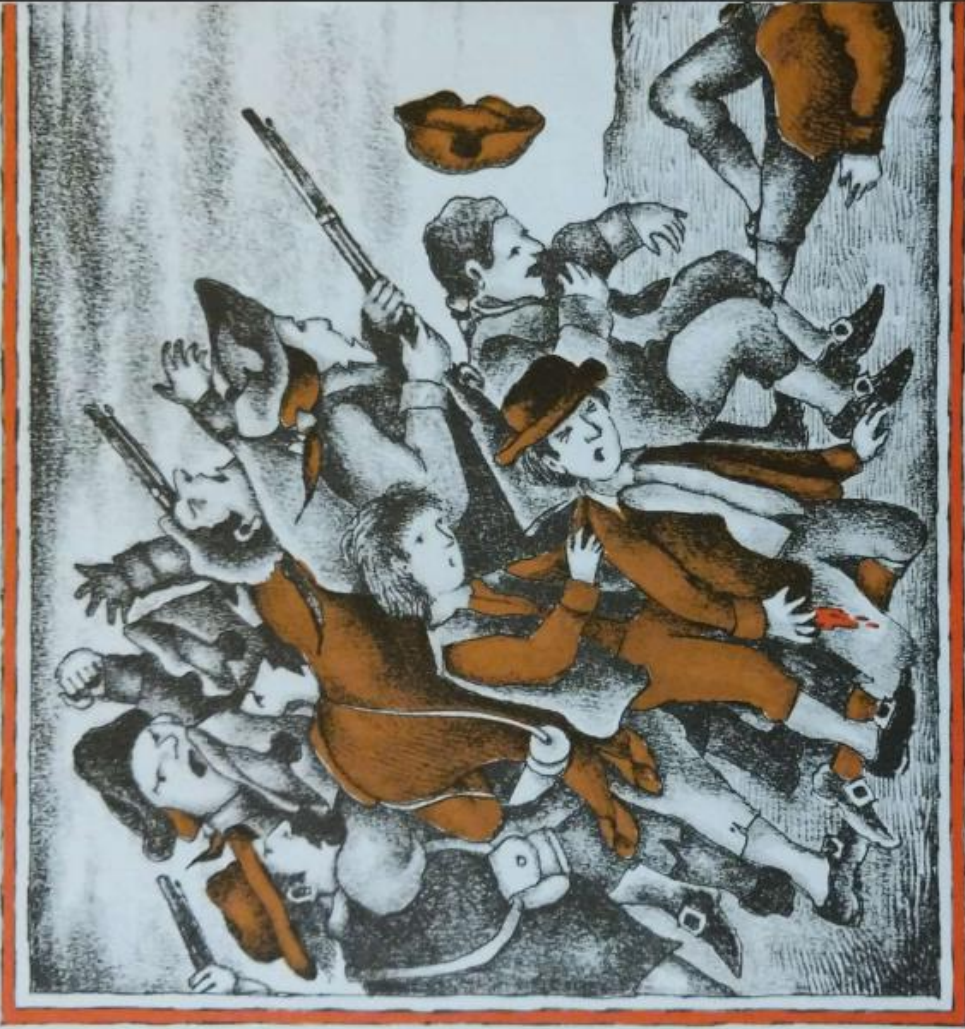
“I wonder what he wants,” Sam said.

“He told us to disperse,” said John.

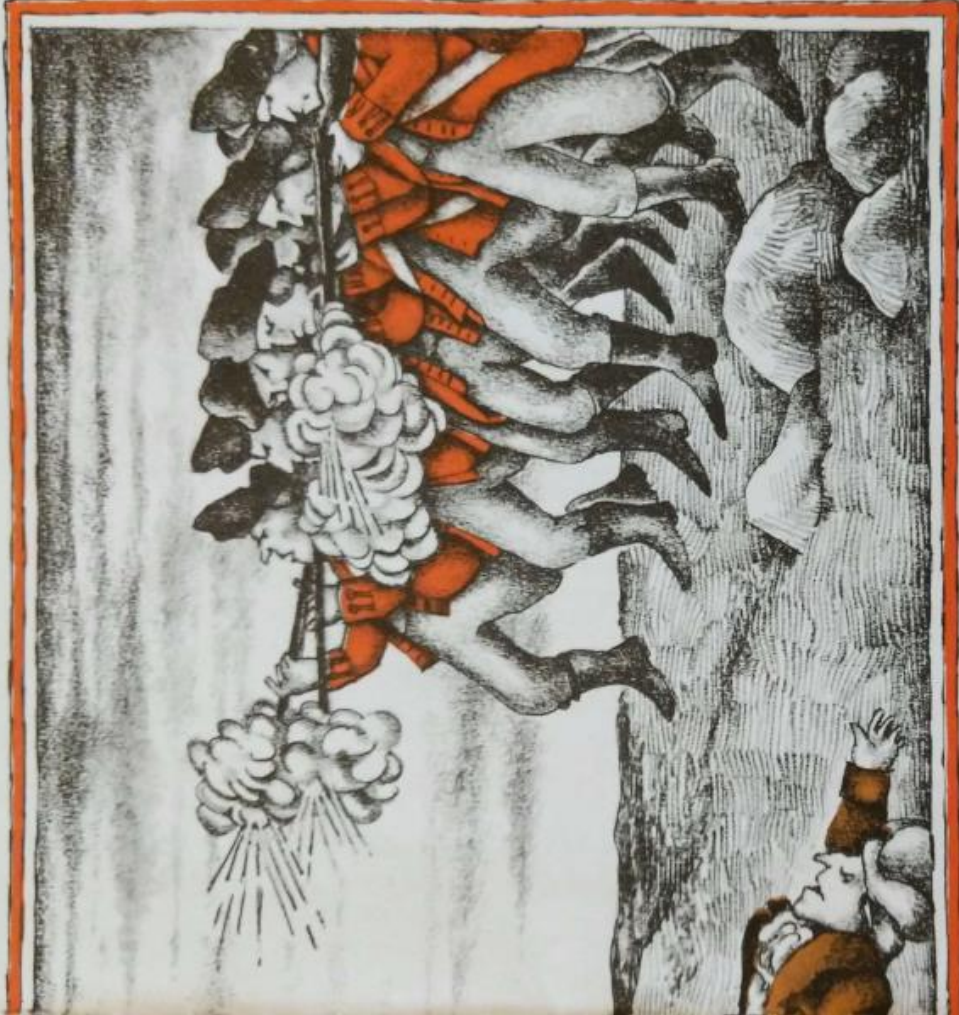
“I’m dispersing as fast as I can,” said Sam.

“He doesn’t need to shout.”





Then someone, somewhere,
fired a gun—BANG!
The troops began to shoot.



Minutemen fell all around.
“Sam!” John cried. “I’m hit!”
John held his leg and fell down.

The British officer
made his troops stop shooting
and got them back in line.
He marched them off
toward Concord,
leaving eight dead Minutemen.



Sam and his father
helped John's father
take him home.

Sam felt he was having
a bad dream.

He saw John's mother crying
as she put a bandage
on his leg.

“How does it feel?” Sam asked.

“Not too good,” said John.





When Sam and his father
got to their house,
all Sam's fear changed to anger.
“How did they dare do that?”
he cried.
“If they come back,
I'll shoot them—every one!”

“Be quiet,” his father said,
washing the grit and powder
off his face.
“You may just have that chance.”
“He will not,”
said his mother.

“He doesn't leave this house again.”



Finding Nouns and Verbs SAMPLE

Directions: Circle any *nouns* (person, place, thing) with a **RED** crayon and underline any *verbs* (action words) with a **GREEN** crayon in the sentences below.

Example: James rode his bike.

1. The girl sat.

2. Bob likes his toys.

3. Danny sees me.

4. The teacher is in the room.

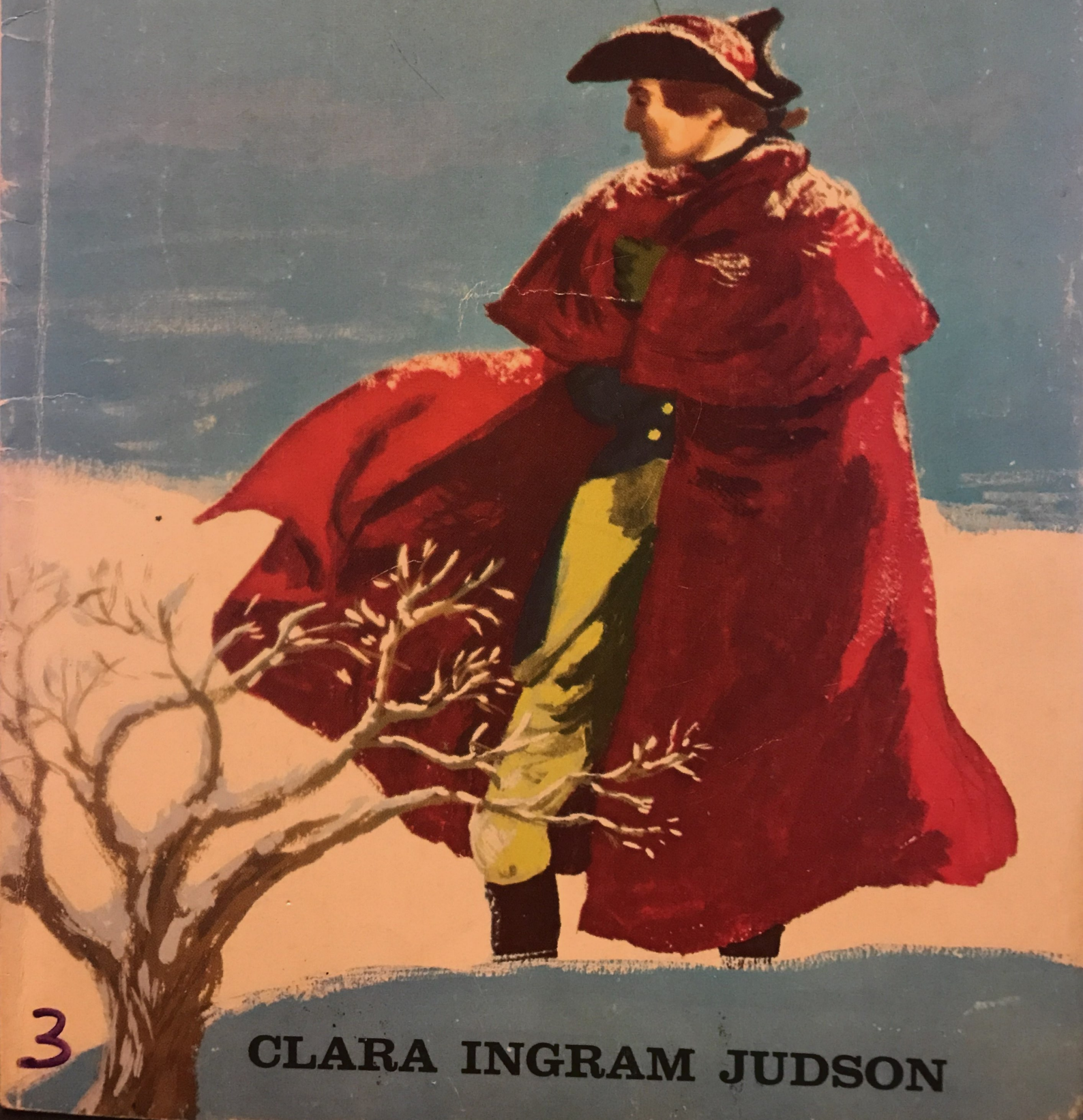
5. Frogs like ponds.

Extra Practice: Spiders have eight legs.

Pizza tastes good.

\$1.95

George Washington



3

CLARA INGRAM JUDSON



When George Washington was a boy, he lived on a farm in Virginia. His father had pigs and cows, geese and chickens. He had horses too.

George liked the horses best. He had his own pony, Whitefoot.

George was always a good rider. He liked to ride his pony over the fields.



Some days he rode Whitefoot to school. The school was in a little cabin on the farm.

Later George went to a better school. There he learned more about writing and arithmetic.

But George Washington did not go to school very much. He learned about horses and farming from his father and his brothers.

He learned good manners from watching people.

When George was eleven years old, his father died. After that George often stayed at Mount Vernon, the home of his brother Lawrence.

George liked Lawrence's home. There were always parties and friends at Mount Vernon.

George was a tall, strong, good-looking boy. Lawrence's friends liked George. They treated him like a man.



One day when George was at his mother's home, he found some tools and a long chain.

"Those are your father's surveying tools," his mother said. "Your father was a surveyor."

"What is a surveyor?" George asked.

"He is a man who measures land. When people buy farms, the land must be surveyed so they will know where the farm begins and ends."

Maybe I can be a surveyor, George thought.

When he was nearly fifteen, George went to see a surveyor in town.

"I would like to be a surveyor, sir," he said. "Will you teach me?"

"It is hard work," the man said. "I walk for miles and work in the rain and cold and mud."

"I could carry your tools, sir," George said. "And I can make maps."

"Come in," the surveyor said. He needed a boy who could make maps.

So George began to learn to be a surveyor.



When George was sixteen years old, he went on a long trip with a surveying party. They had to measure wilderness land that belonged to one of Lawrence's friends.

On that trip George learned about living in the wilderness. He slept in a tent or under the stars. He shot wild turkeys and cooked the meat over a fire.

The surveying party often saw trappers and traders. One night an Indian war party camped near the surveyors.

George had a little book. In it he wrote down what he saw on the trip. He wrote about the Indians' war dance:

"They clear a large circle and make a great fire in the middle. Then they sit around it. A speaker tells them how they are to dance. The best dancer jumps up and runs and jumps about the ring. The rest then begin..."





In the next year George learned more about surveying. When he was not working, he often stayed at the home of a cousin.

George had a good time hunting and playing games with his cousins. Everyone liked George, and they liked to hear about his trips.



One day when George was at Mount Vernon, Lawrence said to him:

“I hear that a surveyor is needed in the next county. You must pass a test to get the job. I think you can pass it.”

George rode a long way to take that test. He passed it and got the job.

He was just seventeen years old. He had a man’s job. Lawrence was proud of his brother.

George was now over six feet tall and very big and strong. No one could ride a horse better than he could. Men liked him and trusted him. He was a born leader.

As he did his surveying, George learned more and more about his country, its big rivers and rich lands. He learned to love it more and more. He thought he would like to serve his country.

When he was twenty-one years old, George Washington became a major in the Virginia army.



He was still a surveyor too and still took long trips into the wilderness.

Some nights he stayed at places where traders and trappers were staying. Often they talked as they sat around the fire.

One night a trader said, "I hear the French are coming down from Canada."

"Yes," a trapper said. "The Indians are with them. They're building a fort way up near Lake Erie."

George had heard about the fort from other traders. He knew it would mean trouble between England and France.

At that time, Virginia and the other American colonies belonged to England. The English king sent a governor to rule each of his colonies.

In Europe, England and France were nearly always at war. Both countries claimed land in America.

Then George heard that the king had ordered the governor of Virginia to tell the French to get out. But who would take the message?

The French fort near Lake Erie was very far away. George had never gone so far. But he liked adventure, and he wanted to serve his country.

George went to the governor of Virginia.

He said, "I will take your message to the French."

Some other men and an Indian guide went with George. The trip was long and very hard. It was in winter, and very cold. But they got to the French fort.



When he got back to Virginia, George said to the governor, "The French will not go. They mean to build more forts. They are making friends of the Indians."

"We will make them go," said the governor.

Soon after that, war began. Soldiers from England and from the colonies fought to drive out the French and Indians.

After seven years the war was over. The English won. They kept all their American colonies and took Canada from the French.

When the war was over, George Washington was a colonel. He had led the soldiers of the Virginia colony.

Now he could stop being a soldier. He could go back to Mount Vernon. Lawrence had died, and Mount Vernon belonged to George.

George added new rooms to the house and sent to England for new furnishings.

Then he married Martha Custis.

A busy, happy time now began for George Washington. Day after day he rode out over his farms. He made plans for plowing, planting, and harvesting.



He liked to try new ways of farming, and he planted new kinds of crops. He sold the crops and saw that they were shipped. He wrote about all of this in a book.

Besides looking after the farms, Washington had to look after his people. They lived on his farms and worked for him. Washington still served Virginia too. He helped to make the laws for the colony.



As time went on, trouble began between the American colonies and England.

More and more, people in the colonies felt they were Americans, not Englishmen.

“We want to buy and sell goods wherever we can, not just in England,” they said.

“We do not want to be taxed by England. We want to make our own laws.”

Some of the Americans would not obey the English laws.

The English king sent soldiers to make the Americans obey his laws.

Many people in Virginia and the other colonies wanted to be free of England.

Americans knew that if they wanted their freedom, they must fight for it. So war began with England.

America needed a general to lead the army.

Men said, "We need a leader who is brave and wise. We need a leader who can train an army.

We need a man who will never give up until freedom is won."

They chose George Washington.

Washington wanted to do all he could for his country.

He was not sure he was the best leader for the army. But when they chose him, he said:

"I will do my best."



The American soldiers were proud of their general.

"He looks like a general," they said.

"And he knows how to fight."



Washington worked to make an army out of the farm boys. He had to train the men. He had to work very hard to get food and clothing and guns for them.

During one winter at Valley Forge, the soldiers were sick and hungry. Many of them had no shoes.



The American soldiers won some battles, but they lost many more than they won. Still Washington never gave up. After eight long, hard years, the war for freedom was won.

General Washington was very happy that he could go back to Mount Vernon. But soon his country called him to serve again. He was elected the first president of the United States of America.

His trip to New York City to take the office of president was like a long, long parade. At every town people waved flags and cheered for George Washington.

They threw flowers before his horse's feet.



Being the first president of the United States was a very hard job. It was not only a new country, but it had a new kind of government—government not by a king, but by the people. Would this new kind of government work?

Just as he led the army in the long, hard years of the war, Washington now worked to build the new country. He made the new government work, and he made the country strong.

After eight years as president, he went back to Mount Vernon. How happy he was to be just Farmer Washington again!



For three more years he enjoyed his life as a farmer and planter.

When he died, the whole country was sad. One man said what the people of America thought of George Washington:

“First in war, first in peace, and first in the hearts of his countrymen.”

Finding Nouns and Verbs SAMPLE

Directions: Circle any *nouns* (person, place, thing) with a **RED** crayon and underline any *verbs* (action words) with a **GREEN** crayon in the sentences below.

Example: James rode his bike.

1. Kevin skates to school.

2. The book has a cover.

3. The computer crashed.

4. The artist drew a picture.

5. Kate eats peas.

Extra Practice

Babies cry a lot.

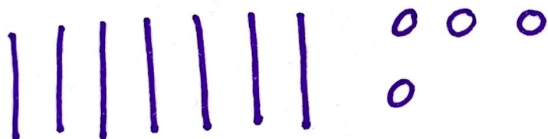
Janie ate her lunch.


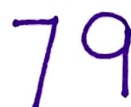
Name _____ # _____

Instructions: Solve problems the problems below using the following strategies:

- All problems:
 - Use green crayon to circle the plus sign for each addition equation
 - Use red crayon to circle the minus sign for each subtraction equation
- Addition problems:
 1. Draw tens and ones
 2. Write the solution in the box.
- Subtraction problems:
 1. Draw tens and ones for first number in the equation.
 2. Cross off to show subtraction.
 3. Write the solution in the box.

$74 + 5 = 79$

Draw: 

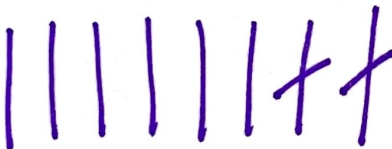
 Solution: 



$31 + 20 =$


Draw:

Solution:

$86 - 24 = 62$

Draw: 

Solution: 

$56 + 32 =$

Draw:

Solution:

What Do a Flag, a Bell, and an Eagle Have in Common?

Read Aloud (History)

Wednesday, April 22, 2020

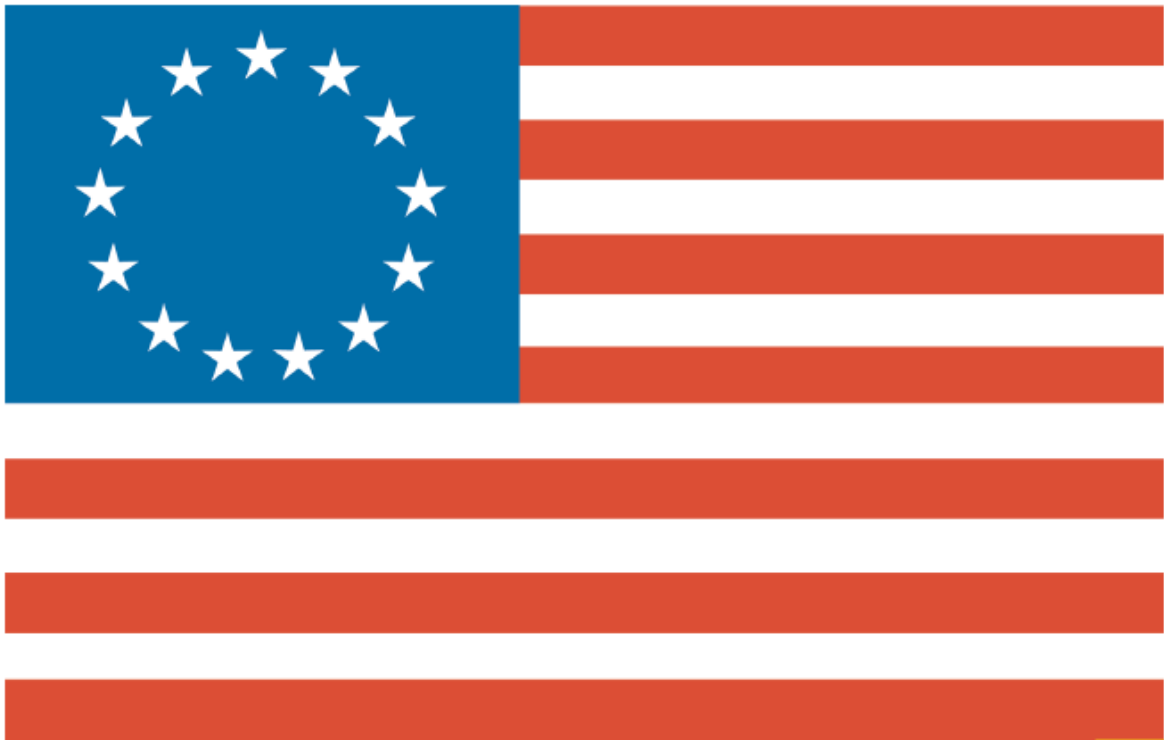


What do a flag, a bell, and an eagle have in common with each other? ¹ All three are **symbols** of the United States of America. A symbol is a sign that everybody recognizes and stands for something else.



12A-2

People see a symbol and know what it stands for. For example, does your school have a mascot, logo, or banner—something that makes you think of your school every time you see it? Many sports teams have symbols. Can you think of any? We have symbols all around us. Before you even learned to read words, you probably learned to read symbols. Let's find out how a flag, a bell, and an eagle came to be symbols of, or represent, the United States of America.



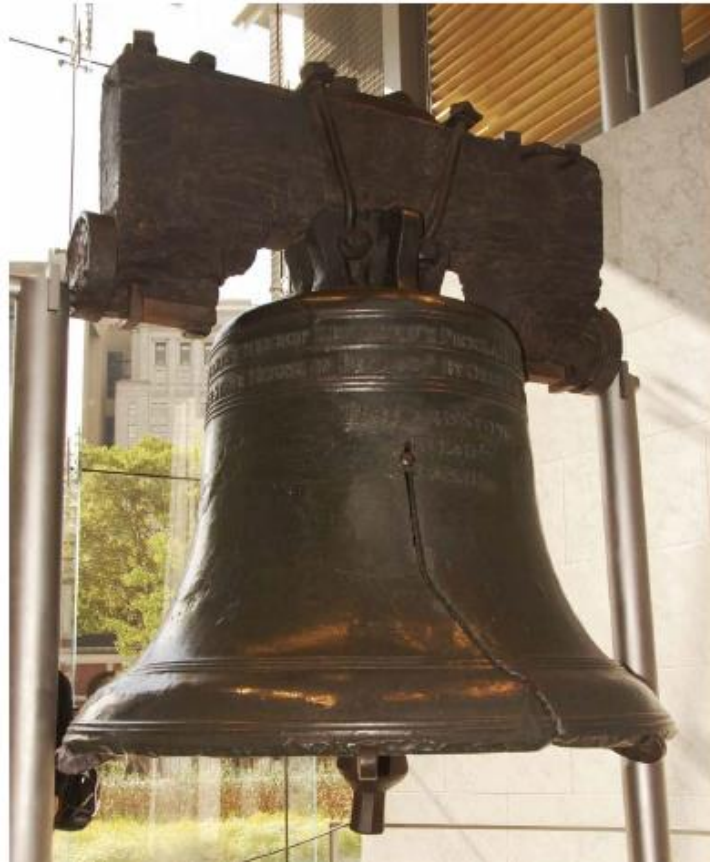
12A-3

You already know a little bit about our flag from the legend of Betsy Ross. The flag with its circle of thirteen stars was not the first flag to be flown in America.³ During the early days of exploration, flags of many different countries were used to represent land claims. The first official flag of our nation was the one you learned about, flown on Independence Day—July 4, 1776—and adopted by the Continental Congress a year later, on June 14, 1777. Do you remember what the thirteen stars and stripes stood for?⁴ Yes, they were symbols for the thirteen colonies that became thirteen states.



12A-4

As the country grew, more states were added. With each new state, a new star was added to the flag. Pretty soon, there were too many stars to fit in a circle, so the patterns changed over the years. Now we have fifty states and fifty stars arranged in rows, still on a blue background like the original flag. The same thirteen red and white stripes remain as reminders of the original thirteen colonies.⁵ June 14 is National Flag Day in the United States, but our flag is flown every day all across America, from the Atlantic to the Pacific Ocean, as a symbol of the land of freedom.



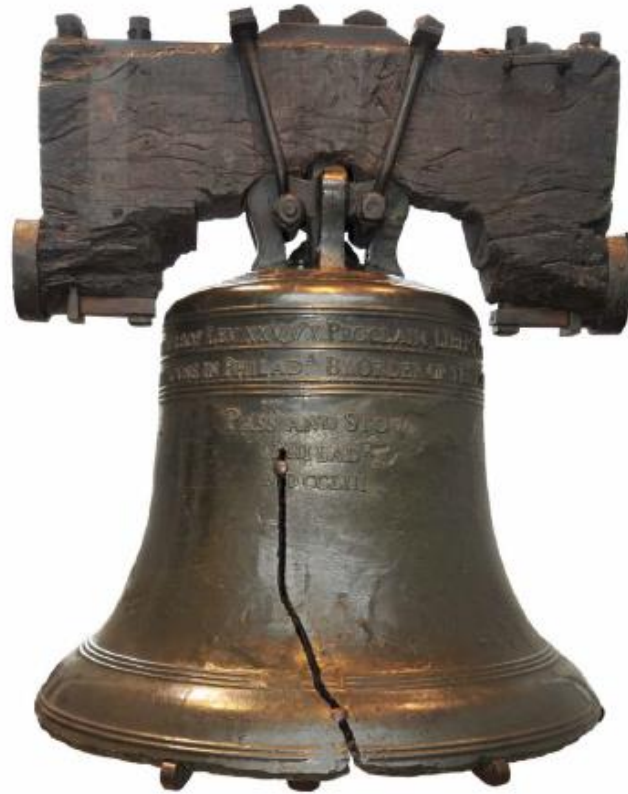
12A-5

It is pretty easy to understand how the Stars and Stripes became a symbol for our nation, but what about a bell? The **Liberty Bell**, another well-known symbol, is actually older than the United States itself.⁶ In 1751, the mostly copper bell was made in Great Britain and shipped to Philadelphia where it was rung to call people to meetings in the town square.



12A-6

According to legend, the Liberty Bell may have been rung from the State House steeple after the Declaration of Independence was first read in July of 1776, but we don't know for sure. During the Revolution, the colonists feared that the British might melt down the bell for cannonballs, so it was moved and hidden in a town north of Philadelphia until the war ended.



12A-7

Over the years, the bell cracked and was repaired several times. It was rung for the last time on George Washington's birthday in 1846 when it cracked beyond repair. Today, the bell sits outside Independence Hall in Philadelphia. It is only about three feet tall,⁷ but it weighs as much as a hippopotamus! If you visit the Liberty Bell, be sure to look for the words of freedom, taken from the Bible and written on its side: "Proclaim liberty throughout all the land and unto all the inhabitants thereof" (Leviticus 25:10).



So, we have a flag and a bell. The third symbol is a **bald eagle**, a large bird of prey with a white head and tail, found only in North America. Who chose the American bald eagle as a symbol of our country? To find out, we must return once more to our friends Thomas Jefferson and Benjamin Franklin.



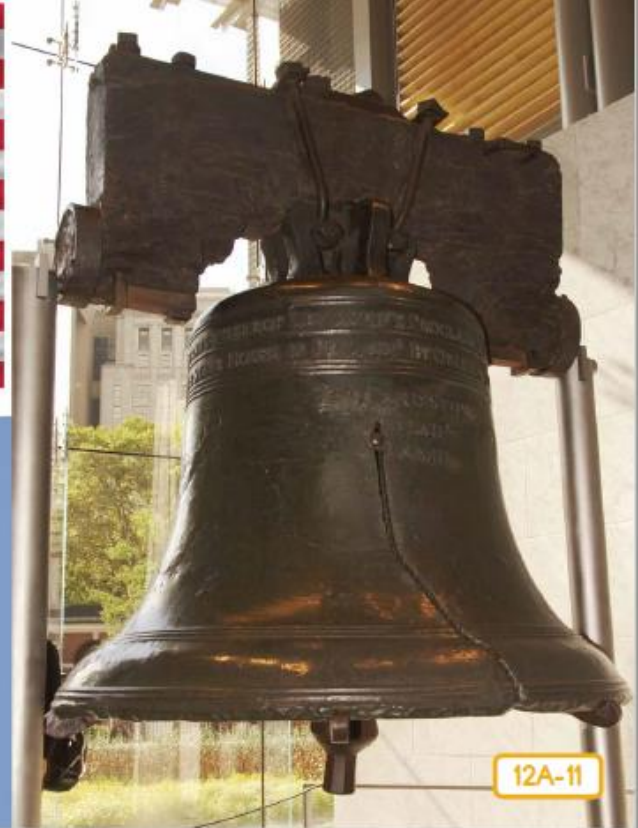
12A-9

When the Second Continental Congress met and declared independence from Great Britain, they also decided that they needed an official **seal**.⁹ Benjamin Franklin, Thomas Jefferson, and John Adams met to design the seal. They talked about using an eagle on the seal but Franklin said, “No! I don’t agree. I think that a turkey would be a much better symbol of our country than an eagle!”¹⁰ As there was not much time, the men only agreed on part of the seal that year, a statement that read “E Pluribus Unum” which, in Latin, means “out of many, one.” They chose this saying because they were making *one* nation out of *many* separate states.



12A-10

It was not until six years later, in 1782, that the bald eagle—a symbol of long life, strength, and freedom—was officially added to the seal.¹¹ On the seal, the eagle holds an olive branch for peace in one of its talons; in the other, it grips a bundle of thirteen arrows, symbolizing the power of war. Covering its breast is a shield of red and white stripes, and around its head, a crest with thirteen stars.¹² If you look carefully, you might be able to read the words written on the scroll in its bill: “E Pluribus Unum,” out of many, one.



Now that you know what to look for, try being a symbol detective. As you go through your day, be on the lookout for flags, bells, and eagles: symbols of freedom, and reminders of our country's Founders, who fought for our freedom long ago.