

WORKING DRAFT

Mathematics



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Mathematical learning in Kindergarten relies on children's opportunities to describe and explore the relationships of objects and materials. Students' knowledge and understanding of mathematics is built through children's active manipulation in the areas of numbers and operations; patterns and functions; algebra; geometry; measurement; data analysis and probability. Teachers facilitate mathematical learning when they encourage children to problem solve, reason, communicate, connect and represent.

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2.1 Numbers, Number Systems and Number Relationships

Third Grade Standards:

- Count using whole numbers (to 10,000) and by 2's, 3's, 5's, 10's, 25's and 100's.
- Use whole numbers and fractions to represent quantities.
- Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols.
- Use drawings, diagrams or models to show the concept of fraction as part of a whole.
- Count, compare and make change using a collection of coins and one-dollar bills.
- Apply number patterns (even and odd) and compare values of numbers on the hundred board.
- Use concrete objects to count, order and group.
- Demonstrate understanding of one-to-one correspondence.
- Apply place-value concepts and numeration to counting, ordering and grouping.
- Estimate, approximate, round or use exact numbers as appropriate.
- Describe the inverse relationship between addition and subtraction.
- Demonstrate knowledge of basic facts in four basic operations.

Content for Kindergarten

- A. Count using whole numbers (to 100) by ones and tens (rote counting)
- B. Use concrete objects to represent quantities up to and including 20
- C. Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20

Examples

The learner will:

- Practice group and individual rote counting experiences (daily counts, objects in the classroom).
- Represent a given number up to twenty with manipulatives.
- Use manipulatives to demonstrate one-to-one correspondence.
- Examine an object and successfully split it in half.

Supportive Practices

The teacher will:

- Provide opportunities and support learner's counting during daily everyday activities.
- Model, using the appropriate language/vocabulary, the process of counting with one-to-one correspondence, and write the number signifying that amount.
- Provide opportunities and support learners matching and counting objects (passing out snacks, counting manipulatives).

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2.1 Numbers, Number Systems and Number Relationships (continued)

Content for Kindergarten	Examples	Supportive Practices
	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Analyze a set of objects and successfully divide them in half. ▪ Create sets of ten with manipulatives. ▪ Count a set of manipulatives to match a given number. ▪ Count manipulatives and establish a number- to-object relationship. ▪ Use manipulatives to find before, after, and between on a number line. ▪ Make a reasonable estimation of how many objects are in a container. ▪ Observe the different characteristics of the penny, nickel, dime and quarter and identify them by name and their given value. ▪ Count by ones and tens to identify an amount of money. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide opportunities and support learners counting with one-to-one correspondence during classroom activities. ▪ Provide opportunities and support learners using a variety of math manipulatives. ▪ Draw representations to explore one-to-one correspondence. ▪ Provide opportunities, and support learners counting, reading, and writing numbers during various classroom activities. ▪ Provide opportunities and support learners creating groups of ten during classroom activities. ▪ Model, using the appropriate language/vocabulary, the processes of separating sets into equal parts. ▪ Use correct mathematical language (half, whole, equal/equivalent parts). ▪ Model, using the appropriate language, the processes of creating and naming patterns. ▪ Provide and support learners during a variety of experiences with patterns (visual, auditory, tactile, kinesthetic).
D. Use concrete objects to separate a set into two equal parts using the terms half and whole		
E. Use concrete objects to group into sets of ten		
F. Use concrete objects to demonstrate understanding of one-to-one correspondence up to and including 20		
G. Count, read, and write whole numbers 0 to 20		
H. Identify numbers before, after, and between 0 – 20		
I. Estimate using concrete objects up to 100		
J. Identify pennies, nickels, dimes, and quarters by name and value		
K. Count pennies and dimes		

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2.2 Computation and Estimation

Third Grade Standards:

- Apply addition and subtraction in everyday situations using concrete objects.
- Solve single- and double- digit addition and subtraction problems with regrouping in vertical form.
- Demonstrate concept of multiplication as repeated addition and arrays.
- Demonstrate concept of division as repeated subtraction and as sharing.
- Use estimation skills to arrive at conclusions.
- Determine the reasonableness of calculated answers.
- Explain addition and subtraction algorithms with regrouping.

Content for Kindergarten	Examples	Supportive Practices
<p>A. Make estimates of objects in a set up to and including 20</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Estimate how many objects are in a group. ▪ Check estimate by counting the number of objects. ▪ Use counters to make sets up to ten. ▪ Use counters to solve simple math stories. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the process of estimation. ▪ Provide opportunities, and support learners in estimating a quantity. ▪ Provide support for learners estimating and counting the number of objects.
<p>B. Make an estimation and verify by counting</p>	<ul style="list-style-type: none"> ▪ Draw pictures of two sets of objects, count them together, and explain the process of joining the sets (how many objects are in each group and how many were all together when the two sets were joined). 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the processes of adding, subtracting, and dividing sets. ▪ Create real life addition and subtraction problems for learners to solve by using pictures and/or concrete manipulatives.
<p>C. Represent addition and subtraction in everyday situations using up to ten concrete objects</p>	<ul style="list-style-type: none"> ▪ Explore the concepts of addition and subtraction by joining and separating sets. ▪ Combine two sets of objects (up to five) and find the sum. 	<ul style="list-style-type: none"> ▪ Identify everyday classroom opportunities that involve the operation of addition and/or subtraction.
<p>D. Use concrete objects to explain the results of joining and separating sets of objects in quantities up to and including ten</p>	<ul style="list-style-type: none"> ▪ Separate a pile of counters into two equal piles. ▪ Use counting manipulatives to create two sets of the same number, then count them to determine the sum. 	<ul style="list-style-type: none"> ▪ Provide opportunities, and support learners using counters or objects to make and count sets.
<p>E. Separate concrete objects into equal groups</p>		

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2.2 Computation and Estimation (continued)

Indicator	Examples	Supportive Practices
<p>F. Determine the sum of the same two one-digit numbers using concrete objects and/or pictures ($3+3=6$)</p>	<p>The learner will:</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide opportunities, and support learners separating sets of objects and/or counters into two equal groups. ▪ Create addition problems that join two sets of the same amount of objects. ▪ Encourage and support learners in explaining how they applied their skills during mathematical tasksProvide opportunities for learners to explore and apply understanding of joining, subtracting, and dividing sets in learning centers.

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2.3 Measurement and Estimation

Third Grade Standards:

- Compare measurable characteristics of different objects on the same dimensions (time, temperature, area, length, weight, capacity, and perimeter)
- Determine the measurement of objects with nonstandard and standard units (e.g., US customary and metric)
- Determine and compare elapsed times
- Tell time (analog and digital) to the minute
- Determine appropriate unit of measure
- Use concrete objects to determine area and perimeter
- Estimate and verify measurements
- Demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/weight, time, area, temperature, capacity, perimeter)

Content for Kindergarten	Examples	Supportive Practices
<p>A. Understand the spatial concepts of over, under, beside, in, out, around, on and between</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Engage in teacher-led activities, such as Simon Says, that use spatial words (example: “stand in the circle”). ▪ Use positional vocabulary to describe the relative positions of objects (“The book is on the chair.”) (“I am in front of Amanda.”). ▪ Collect two classroom objects and compare them by a defined characteristic (length, height, weight). ▪ Explore objects to determine which will make a good measuring tool. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Incorporate spatial concept words into directions throughout the day. ▪ Incorporate comparative and spatial vocabulary to compare, locate, and identify positions in space. ▪ Use gross motor activities to help children understand and internalize comparative and positional words and phrases. ▪ Emphasize the daily use of positional words. ▪ Model the processes of measurement using standard and nonstandard tools and units while using the appropriate language/vocabulary. ▪ Provide interesting objects for comparison.
<p>B. Compare two objects using direct comparison</p>		
<p>C. Estimate and measure objects using nonstandard units</p>		

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2.3 Measurement and Estimation (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>D. Determine the length and height of objects with nonstandard units (e.g. hands, shoe lengths, jelly beans)</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Use multiple units of the same size (nonstandard units) to measure (paperclips, unifix cubes). ▪ Use nonstandard units to estimate the length of an object. ▪ Investigate the different ways to measure the various attributes of an object. ▪ Compare the measurement of different classroom objects. ▪ Use comparison vocabulary to describe how objects are related by length or height. ▪ Select appropriate tools for the attribute being measured (e.g. clock to tell time, scale to weigh, measuring cups to help bake a cake). ▪ Recognize parts of the day and discuss activities that occur in the morning, afternoon, and night. ▪ Participate using the calendar. Identify the season, the month, and the date of today, tomorrow, and yesterday. ▪ Observe natural phenomena such as the changing of trees and sunrise/sunset. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how to measure objects starting at an end point and adding on cubes until the cubes are equal in length to the object they are measuring. ▪ Design and provide activities to help children recognize the attributes of length, weight, time, and volume. ▪ Provide opportunities, and support learners in determining the appropriate measurement tool. ▪ Provide cooking and mixing activities that use measurement for real life purposes. ▪ Create measurement math stories that require students to determine which measuring tool to use (“What would I need to do to find out how long I brush my teeth in the morning?”). ▪ Provide opportunities, and support learners in using standard and nonstandard units to measure objects by more than one attribute. ▪ Engage children in thinking about the concept of time (number of days at school, season, days of the week, month).
<p>E. Describe the instruments used for measuring time, length, weight, volume, and temperature</p>		

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2.3 Measurement and Estimation (continued)

Content for Kindergarten	Examples	Supportive Practices
	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Use pictures, drawings, and words to depict events in the order of occurrence. ▪ Initiate and respond to questions about the order of events occurring throughout the day. ▪ Manipulate clocks in the math center. ▪ Arrange their individual clocks to match the teacher's demonstration clock. ▪ Generate solutions to problems that might arise if we do not pay attention to time. 	<p>The teacher will:</p>

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2.4 Mathematical Reasoning and Connections

Third Grade Standards:

- Make, check and verify predictions about the quantity, size, and shape of objects and groups of objects
- Use measurements in everyday situations (e.g. determine the geography of the school building)

Content for Kindergarten

- A. Use math vocabulary comparison terms when making predictions regarding the quantity, size, and shape of objects
- B. Identify the use of measurement in everyday situations

Examples

The learner will:

- Analyze the size of the container and the objects inside when making an estimate as to the amount.
- Examine the object being measured to determine the appropriate tool and approach.
- Make an estimate by considering the size of the object(s) and its container.

Supportive Practices

The teacher will:

- Model, using the appropriate language/vocabulary, the process of estimation (size of object, size of container, comparisons of size of containers).
- Engage learners in recognizing and applying measurement in everyday situations.
- Encourage and support learners in explaining how they applied their skills during mathematical tasks.
- Provide opportunities for learners to explore and apply understanding of estimating and measurement.

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2.5 Mathematical Problem Solving and Communication

Third Grade Standards:

- Use appropriate problem solving strategies (e.g., guess and check, working backwards)
- Determine when sufficient information is present to solve a problem and explain how to solve a problem
- Select and use an appropriate method, materials and strategy to solve problems, including mental mathematics, paper and pencil, and concrete objects

Content for Kindergarten	Examples	Supportive Practices
<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Identify and think about possible solutions to solve daily problems occurring in and out of the classroom. ▪ Describe the steps necessary to solve a problem. ▪ Utilize different strategies and approaches to solve daily problems occurring in and out of the classroom. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the process of identifying and solving a problem. ▪ Facilitate classroom discussion to identify the necessary steps and the appropriate order to solve problems occurring in and out of the classroom. ▪ Create and provide opportunities for learners to engage in problem solving activities. ▪ Highlight the process versus the product of an activity. ▪ Ask open-ended questions, encourage conversations, and create classroom activities that encourage learners to explore a variety of possible solutions. ▪ Encourage and support learners to explain their mathematical thinking and work. ▪ Provide opportunities for learners to explore and apply understanding of problem solving throughout the school day. 	
<p>A. Identify a problem and analyze possible solutions to determine which is most appropriate</p>		
<p>B. Identify what information is needed to solve a problem</p>		
<p>C. Demonstrate various strategies to solve a problem</p>		

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2.6 Statistics and Data Analysis

Third Grade Standards:

- Gather, organize, and display data using pictures, tallies, charts, bar graphs, and pictographs
- Formulate and answer questions based on data shown on graphs
- Predict the likely number of times a condition will occur based on the analyzed data
- Form and justify an opinion on whether a given statement is reasonable based on a comparison to data

Content for Kindergarten	Examples	Supportive Practices
<p>A. Gather, organize and display data on a bar graph and/or pictograph</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Participate in classroom graphing activities by adding his/her input to a graph. ▪ Analyze the data on classroom graphs. ▪ Draw conclusions from the data, applying the data to future events/behaviors. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the process of graphing (creating a graph, adding data, and interpreting the data). ▪ Assist learners in “reading” the data, deducing information, drawing conclusions, and applying data to future events/behavior. ▪ Pose open-ended questions to engage learners in “reading” the data on a graph. ▪ Provide opportunities for learners to see graphs used in the real world. ▪ Encourage and support learners in explaining how they applied their skills during mathematical work. ▪ Provide opportunities for learners to explore and apply understanding of creating and interpreting a graph throughout the school day.
<p>B. Analyze a chart or graph that displays data and make a prediction</p>		
<p>C. Answer questions based on data shown on graphs or charts</p>		
<p>D. Use data from graphs to answer questions and form opinions</p>		

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2.7 Probability and Predictions

Third Grade Standards:

- Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes
- Design a fair and an unfair spinner
- List or graph the possible results of an experiment
- Analyze data using the concepts of largest, smallest, most often, least often and middle

Content for Kindergarten

- A. State and explain the likelihood of an event using the terms: likely, unlikely, or certain
- B. Compare sets of data using the concepts of largest, smallest, most, and least. Explain if an event is fair or unfair

Examples

The learner will:

- Determine the likelihood of real life events/things occurring.
- Discuss the fairness or unfairness of classroom situations.
- Predict the results of experiments.

Supportive Practices

The teacher will:

- Model, using the appropriate language/vocabulary, the process of determining the likelihood of real life events/things occurring.
- Explain examples of activities that are most likely to occur at certain times of the year and explaining the meaning of the words likely, unlikely or certain.
- Model, using the appropriate language/vocabulary, the process of determining fairness or unfairness.
- Engage learners in discussions to determine fair and unfair procedures in and out of the classroom.
- Facilitate predictions of possible results by referring to previous events.
- Encourage and support learners in explaining how they applied their skills during mathematical tasks.

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2.8 Algebra and Functions

Third Grade Standards:

- Recognize, describe, extend, create and replicate a variety of patterns including attribute, activity, number, and geometric patterns
- Use concrete objects and trial and error to solve number sentences and check if solutions are sensible and accurate
- Substitute a missing addend in a number sentence
- Create a story to match a given combination of symbols and numbers
- Use concrete objects and symbols to model the concepts of variables, expressions, equations, and inequalities
- Explain the meaning of solutions and symbols
- Use a table or chart to display information
- Describe and interpret the data shown in tables and charts
- Demonstrate simple function rules
- Analyze simple functions and relationships and locate points on a simple grid

Content for Kindergarten	Examples	Supportive Practices
<p>A. Identify, describe, and extend patterns based on shape, size, color, sound, or number</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Sort manipulatives and other objects according to attribute (color, shape, size, function). Define sorting rule. ▪ Recognize, describe, and extend a pattern. ▪ Use manipulatives to create sets that are equal. ▪ Determine whether two sets of objects are equal by counting the objects in each set. ▪ Use concrete manipulatives and/or draw pictures to show the process of addition. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide a variety of materials for sorting, classifying, and creating patterns. ▪ Demonstrate and explain the concept of recognizing, describing, and extending a pattern. ▪ Provide opportunities and support learners in recognizing, describing, and extending patterns. ▪ Provide opportunities and support learners in recognizing and describing patterns in the environment. ▪ Model, using the appropriate language/vocabulary, the process of determining equal and not equal sets.
<p>B. Use concrete objects to show equal or not equal</p>		
<p>C. Recreate a simple story problem using concrete objects or pictures</p>		
<p>D. Use concrete objects and trial and error to represent a number story</p>		

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2.8 Algebra and Functions (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>E. Use concrete objects or pictures to represent a number story that involves a missing addend</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Use concrete manipulatives and/or draw pictures to determine the missing addend (There were 3 bears at the table. Now there are 5. How many came?) ▪ Utilize a number line to “count on” from a specified number to reach an end number. ▪ Use numbers and symbols to represent adding and subtraction of concrete objects or pictures. ▪ Solve a simple story problem and explain the process. ▪ Draw story problems and assign the appropriate number to each set, then choose the correct symbol. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Support learners in determining whether sets are equal. ▪ Support learners using numbers as they draw pictures to illustrate story problems. ▪ Support learners in solving the missing addend (given an end number - “5” and a set number - “2”, learners will “count on” from “2” to “5” to determine 3 is the missing amount). ▪ Provide opportunities and support learners in solving real life story problems. ▪ Provide opportunities and support learners in solving story problems with symbolic notation of numbers and adding/subtracting and equal sign. ▪ Encourage and support learners in explaining how they applied their skills during mathematical tasks. ▪ Provide opportunities for learners to explore and apply understanding of the foundations for algebraic thinking throughout the school day.
<p>F. Explain how solutions are determined</p>		
<p>G. Identify the purposes for different mathematical symbols (+, -, and =)</p>		

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2.9 Geometry

Third Grade Standards:

- Name and label geometric shapes in two and three dimensions (e.g., circle/sphere, square/cube, triangle/pyramid, rectangle/prism)
- Building geometric shapes using concrete objects (e.g., manipulatives)
- Draw two and three dimensional geometric shapes and construct rectangles, squares, and triangles on the geoboard and on graph paper satisfying specific criteria
- Find and describe geometric figures in real life
- Identify and draw lines of symmetry in geometric figures
- Identify symmetry in nature
- Fold paper to demonstrate the reflections about a line
- Show relationships between and among figures using reflections
- Predict how shapes can be changed by combining or dividing them

Indicator	Examples	Supportive Practices
A. Identify common two and three-dimensional geometric shapes	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Explore the environment to locate two and three-dimensional shapes (circle, square, triangle, rectangle, cube, sphere, and cone). ▪ Name two-dimensional shapes in the environment and describe their properties. ▪ Create various geometric shapes with manipulatives (pattern blocks, geoboards, and tangrams). ▪ Determine if shapes folded in half are the same or different (symmetrical or nonsymmetrical). ▪ Observe items from nature to determine if they are symmetrical or nonsymmetrical. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the process of recognizing, describing the properties, and naming geometric shapes. ▪ Provide opportunities and support learners in locating geometric shapes within the environment. ▪ Provide materials/opportunities and support learners in creating shapes. ▪ Provide opportunities and support learners in describing the attributes of shapes.
B. Create and reproduce geometric designs using concrete objects		
C. Draw and/or construct two-dimensional geometric shapes		

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2.9 Geometry (continued)

Indicator	Examples	Supportive Practices
D. Name and describe two-dimensional geometric shapes in real life	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Explore the concept of reflection and symmetry. ▪ Explore geometric shapes turned in different ways. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the process of determining whether something is symmetrical. ▪ Provide opportunities and support learners in determining whether a shape or object is symmetrical. ▪ Support learners in making observations about the symmetry found in nature.
E. Explore symmetry in nature (leaves, butterflies)		<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the process of determining whether something is a reflection. ▪ Model, using the appropriate language/vocabulary, how a shape can be turned in different ways and remains the same shape.
F. Identify a reflection		<ul style="list-style-type: none"> ▪ Encourage and support learners in explaining how they applied their skills during mathematical tasks.
G. Create a reflection		<ul style="list-style-type: none"> ▪ Provide opportunities for learners to explore and apply understanding of geometry throughout the school day.
H. Identify geometric shapes that are turned in different ways		

MATHEMATICS

2.10 Trigonometry

Third Grade Standards:

- Identify right angles in the environment
- Model right angles and right triangles using concrete objects

Content for Kindergarten

A. Identify triangles in the environment and discuss how they are alike and different

Examples

The learner will:

- Identify triangles in everyday situations.
- Identify and describe similarities and differences in triangles found in everyday situations and teacher created learning materials.

Supportive Practices

The teacher will:

- Model, using the appropriate language/vocabulary, the process of comparing the attributes of triangles.
- Provide opportunities and support learners in identifying triangles in the environment.
- Provide opportunities and support learners in comparing the attributes of triangles.
- Encourage and support learners in explaining how they applied their skills during mathematical tasks.
- Provide opportunities for learners to explore and apply understanding of triangles throughout the school day.

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2.11 Calculus

Third Grade Standards:

- Identify whole number quantities and measurements from least to most and greatest value.
- Identify least and greatest values represented in bar graphs and pictographs.
- Categorize rates of change as faster and slower.
- Continue a pattern of numbers or objects that could be extended infinitely.

Content for Kindergarten

A. Order whole numbers (0-20) from least to greatest value

B. Identify faster and slower situations that occur in real life

Examples

The learner will:

- Place number cards in order from 0 to 20.
- Visualize and think about two objects (such as a bike and a car) and compare their rates of speed.

Supportive Practices

The teacher will:

- Model, using the appropriate language/vocabulary, the process of ordering numbers from least to greatest.
- Use classroom tools such as the number line, or the 100s board, to model strategies that support learning.
- Provide opportunities and support learners in ordering numbers from least to greatest.
- Model, using the appropriate language/vocabulary, the process of deciding which real life event or object is faster and slower.
- Provide opportunities and support learners in deciding which real life object or event is faster or slower.
- Encourage and support learners in explaining how they applied their skills during mathematical tasks.
- Provide opportunities for learners to explore and apply understanding of ordering (from least to greatest, and from slow to fast).