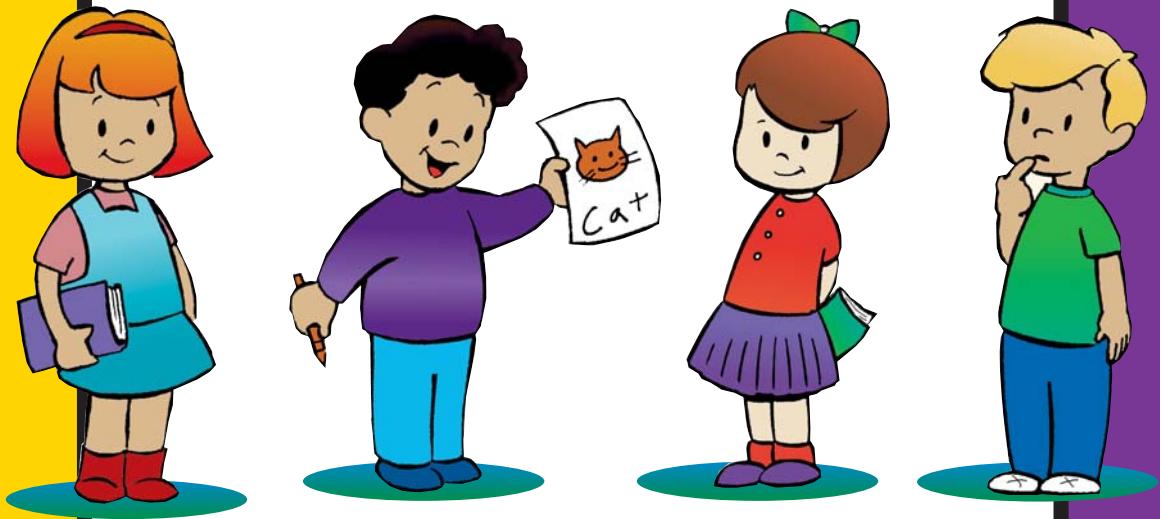


the

READING LESSON

the intelligent reading program for young children

Teach your child
to read in
20 easy lessons



Michael Levin, M.D.
Charan Langton, M.S.



the

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Teach your child to read in 20 easy lessons

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Michael Levin and Charan Langton

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Welcome to the Reading Lesson

We all want our children to read. With great pride we watch our children learn the alphabet and sing the ABC song. We buy picture books and read to them every night. When she can recognize a particular word or he can write his name, we are thrilled. But this is still far from *reading* the way we understand it. We try to teach reading, but often do not know where to start. So easy for us, reading seems so difficult and confusing to teach.

We found ourselves in this situation when our daughter was four years old. She learned the alphabet, and we were waiting for her to start reading some simple words. We bought software programs for learning to read but found them shallow and often haphazard. Disappointed, we began to make our own simple exercises and stories for her to read. We read books on reading instruction for children, researched academic material, talked to parents and teachers, and began to develop a simple daily reading program. Michael's understanding of child psychology and development, and my desire for a simple, easy-to-follow method, led to the program you hold in your hands.

We have created **The Reading Lesson** for parents who want to teach their children to read and for instructors teaching basic reading skills to children. The program is suitable for both homeschooling and classroom use. It is structured, clear and simple but it does require direct involvement of the parent or a teacher, which we believe is a key element in learning to read.

The Reading Lesson is designed for any child who shows interest in books and reading. Some unique features of this course also make it useful for older children with reading difficulties. **The Reading Lesson** was first published as a software package and tested with over 200 families and schoolrooms. The excellent results and the enthusiastic feedback we received encouraged us to publish this book.

The right way to teach reading to children

Learning to read is the most important task facing the young child and to fail at it is a serious matter. Although most children learn to read during the first two years of elementary school, they do not necessarily go on to read fluently or with pleasure.

Currently, there are two popular ways of teaching reading – the Phonic method and the Whole Language method. For some years now, there has been an ongoing controversy regarding these techniques, and each has its strong supporters.

The Phonic method, the basis of this book and considered superior by many, focuses on teaching the child to read small sound units first, and then to combine them into larger units – words. The awareness that combinations of letters represent unique sounds is the key essence of the Phonic method.

The Whole Language method, also known as Look-and-Say, does not break the word into sound units. Instead, it teaches the child to recognize the word by memorizing it as you would a picture. The theory is that the brain can translate directly from the written unit (the word) to the meaning. By knowing the context, the reader anticipates what is coming, and can often speed up the recognition process by guessing.

Research tells us that a fluent reader employs word-recognition while reading, but reverts to a process of breaking down the unfamiliar word into recognizable sound units. The fluency comes after years of decoding new and unfamiliar words using phonics and then incorporating them into memory. The key factor in fluency is developing this ability to effortlessly recognize letter units and words. Without this essential skill, we would be limited in vocabulary and reading comprehension.

At first glance, Phonics and Whole Language methods sound contradictory, but in fact, they complement one another in building reading fluency. Phonics if used alone is not enough. Although most English words can be read using simple phonic rules, there are many that defy these rules. English is a hodgepodge of words from many cultures and countries. For the young reader, it appears confusing and inconsistent. The vocabulary is vast, the pronunciation is often irregular, and the exceptions are as numerous as the rules.

The majority of children – nearly 80 percent – can learn to read regardless of the teaching method used. But for the other 20 percent – particularly those with reading difficulties – the combination of Phonics and the Whole Language is the best way to teach reading.

What makes this program special

- **the Reading Lesson** offers an easy-to-follow recipe for teaching children to read. It takes a child with no reading skills to about the second grade level in reading. Never-too-hard and never-too-easy, step-by-step the lessons teach phonics and build the sight vocabulary.
- We begin the lessons with three to four sounds and introduce sight words as we go along. Word recognition skills develop through the use of *key words*. Once these *key words* are learned using Phonics, we encourage the child to read them as sight words to gain fluency. Certain words such as *you* and *do* are difficult to explain using the phonic principles. These and other non-phonetic *key words* are presented as sight words.
- **the Reading Lesson** uses a controlled vocabulary of developmentally appropriate words. The vocabulary of the program closely corresponds to the 500 most commonly used words in English. We use many of these words as *key words*.
- **the Reading Lesson** does not follow the alphabet. Instead, we begin by teaching the most common letters in the English language. That way, the child can begin reading words and simple stories from the very first lesson. There are no boring drills. All reading is context oriented. You will hear your child say, “Look, I can read!” after the very first lesson. Happiness is knowing that you are making it possible.
- **the Reading Lesson** uses only lower-case letters in the first ten lessons of the course. Often young children do not know the lower-case letters well. Realizing that ninety-five percent of all letters in print are lower-case letters, this is where we start. Upper-case letters are introduced later in the program. For children who know the capital letters of the alphabet, the transition from the lower-case to the upper-case letters is easy.
- **the Reading Lesson** uses special typography. The letters are large in the early lessons and get smaller as we progress. The words are spaced far apart, and page clutter is kept to a minimum. We use special symbols to help the child learn the complex and irregular rules of English pronunciation. Children often confuse certain letters, such as **b** and **d**. There are special marks to help the child distinguish these two letters.
- **the Reading Lesson** is designed for children ages 4 to 8. Since most children in this age group cannot follow *if-then* rules, or rules such as *i before e except after c*, we have kept all rules to a bare minimum. Your child will learn these rules in due course as part of the school curriculum. We do not even teach the difference between vowels and consonants. As you will see, your child can learn to read just as well without knowing any of these rules.

- **the Reading Lesson** concentrates primarily on teaching the child to decode, that is, to read. Decoding should not be confused with reading comprehension. Our goal is to give the children basic reading skills so they can begin to read independently.

How to use this course

How to do the lessons

There are twenty lessons in this book. Before starting a lesson, we suggest that you read the instructions for that lesson. Take a moment to practice how to say the sounds. Each letter is paired with a picture. This paired-associative learning technique is the most effective mnemonic tool to enhance your child's memory of the new sounds.

You need to be consistent in how you sound out the letters. However, a word of caution is needed: no two children or even adults will say a sound in exactly the same way. Regional accents and children's relatively weak auditory and articulation skills account for the variations. In the classroom this fact is particularly obvious. It is impossible to make all children say a sound in the same way. Encourage your child to make the closest possible sound to the one suggested in the lesson but allow some leeway. Blending sounds and reading new words is what counts. Learning phonics is an important, however, an intermediate step. So do not insist on absolute accuracy in sounding out the individual letters if it is difficult for your child.

You may consider purchasing the Reading Lesson CD-ROMs. Through animation and simple games, these multimedia companions will make learning to read fun. For very young children, we suggest, **the Sounds of Letters** DVD, another good way to teach phonics. You will find information about these products at www.readinglesson.com.

For many young readers (including children who are familiar with the alphabet), the letters in words seem to melt together. The instructions in Lesson One show how to blend the sounds. The bars under each sound unit will help your child to identify and separate the letters she already knows. These bars are there as guides and are used to blend the sounds into words. This process is called *sounding out*. At first, blending is difficult for most children. You will need to help the child but he will get better at it with practice.

Each lesson consists of words, exercises and short stories. When reading the words, ask the child to tell you what the word means. Before you read the story, read the title and talk a little bit about the content of the story. In the first five lessons you might read the whole story aloud to the child before he tries it himself. Ask your child to tell you what happened in the story afterwards. Your child may also enjoy these stories on our animated **the StoryBook**™ CD-ROM.

Approximately 250 key words form the basis of reading skills in this course. Each lesson introduces a set of key words. Your child should learn them well before you proceed to the next lesson. These words are used in later lessons. If the child has problems recognizing these words, please go back and redo them.

How fast should you go

The length and the pace of the daily lessons will vary with the child's age and abilities. We suggest the following schedule:

- For children under five, one page per day
- For children between five and six, two to three pages per day
- For children over six, three or more pages per day

Children have a very short attention span. Try to keep each lesson under fifteen minutes and spend no more than five to seven minutes per page.

If your child is young, don't rush. Work at a leisurely and comfortable pace. Remember: you have plenty of time to complete the course and, if necessary, to go back and repeat the course before your child starts reading instruction in school.

Your child will need assistance. Be ready to help with the difficult words by sounding out the letters. In first three lessons, try to do each page twice. You will notice how much more easily the child reads the second time – but don't let her skip pages, even if she is sailing through the program. We also advise not to repeat the pages more than twice. It serves no purpose. Just go on ahead even though the child has difficulty with some words. Some pages may be harder than others. Just keep going. Repeated exposure to the key words assures success.

If your child is reluctant to do the lessons, you may be going too fast. Slow down the pace. Always try to stop the lesson just before the child gets bored. If your child is having real trouble staying on task and learning the material of the first lessons, he may not be ready for this program. Put it aside for the time being and try again in a few months.

In every lesson, there are individual sentences as well as little stories. Most children prefer to read only the stories. They are happy to show-off, and love to be praised when they do it right. The sentences, although they contain words from the stories, present somewhat greater reading difficulty because the child cannot guess the words from the context. Stories make guessing easier. Children need to develop both of these types of reading abilities, so we advise not to skip the sentences just because the child does not want to do them.

Children learn to read faster and more easily if they learn to write letters and words at the same time. Our brain receives direct messages from the movement of our finger joints and remembers the shape of each letter. Through writing exercises, a connection between sound and letter is made. We recommend **the Writing Lesson**™ companion course for daily practice to learn complementary hand writing skills.

Bear in mind that at first the progress will be slow. Most children do not do as well as you might expect until about the seventh lesson. This is not surprising, for many concepts are complex and new. Each lesson presents new challenges. But reading fluency *will* come with repeated exposure as the child learns to decode words and recognize them by sight. It will be your responsibility to maintain a regular schedule. Most children need a lot of encouragement and praise during this period. How well the child does at this point largely depends on how motivated and involved you are.

How to stay on course

All new learning is hard. The common hype that learning has to be fun is just that – hype. All real learning requires effort, and this is true for both adults and children. It is our experience that even the brightest children may sometimes resist doing the lessons. Young children do not understand the value of reading and wonder why they must make all this effort when mom can just read it to them.

Here are some techniques that might help the child stay interested and motivated:

Give your child a little reward for finishing each page. Let him put a sticker in the corner. Let her color the pictures or the lesson number at the top of the page. You can also ask your child to “autograph” the page when it is finished. All these rewards will also serve as bookmark for the next day’s lesson while giving your child a feeling of accomplishment.

We have included a progress chart in the back of this book. You may want to put a copy on your refrigerator. After finishing a lesson, the child can add stickers, stars or his signature to it. A color version of this chart can be downloaded from our website.

Your child may enjoy playing the token game. In this game, the child earns a token (a penny, a sticker, or even a kiss) for each word done correctly and loses a token (instead of losing a token, he might get a gentle pinch) for each word done wrong. You may also read the story to the child (immediately after he has read it), and make deliberate mistakes while reading (such as changing the word **sat** to **swim**, or **dog** to **dinosaur**). Your child will have great fun correcting you.

We have found that children enjoy many of these games. But even more important, as they learn to read, children build self-confidence. And this confidence your child will carry through life.

How to work with the computer program

If you have purchased this book with **the Reading Lesson** software, we suggest that you first do each lesson on the computer and then work with the book. The computer brings the sounds alive and helps the child grasp the blending and phonic concepts. We would like to emphasize that **the Reading Lesson** CD-ROM is not a computer game and will require guidance. You will need to sit together with the child as she goes through the lessons on the computer.

We would like to hear of your experiences with this program, and we welcome your comments and suggestions.

Michael Levin Charan Langton

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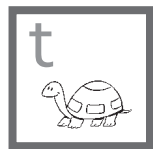
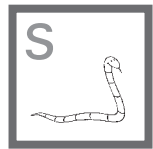
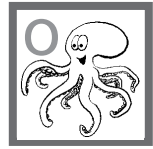
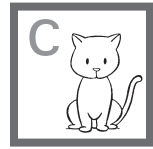
Lesson 17

Lesson 18

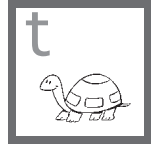
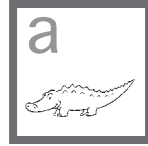
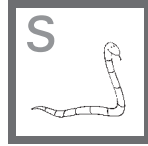
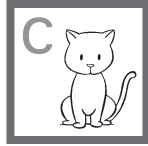
Lesson 19

Lesson 20

Lesson one



one



We start our first lesson with the five letters commonly used in English.

They are **c, o, s, a, t.**

Your first instinct may be to call these letters by their alphabet names. Try not to do this. In this course, we are going to concentrate on the way letters sound. The name of the letter and its sound are often different. To complicate matters further, the same letter often has more than one sound. For example, the letter **a** in **alligator** and the letter **a** in **ate** sound entirely different.

How to read

Read **c** as the first sound in the words **cat** and **cap**. Point to the letter and say, “This is [c] as in **cat**.” Ask your child to repeat after you. You may also ask for other words that start with the same sound. Do not correct your child if he or she comes up with words that start with the letter **k**, such as **kitten** or **kite**. It is the correct sound that matters.

Read **o** as the first sound in the word **octopus**. Other examples of this sound are **olive** and **ox**. Do not read it as the first sound in the word **oak** or **old**.

Read **s** as the first sound in the word **snake**. This is a hissing sound [sss], not [sah] or [es].

Read **a** as the first sound in the words **alligator** and **apple**.

Read **t** as the first sound in the words **turtle** and **tiger**.

If, after a few pages, you find that your child has difficulty recognizing letters, have him do the writing exercise at the end of the lesson first. In writing practice, the “writing” **a** looks different from the “reading” **a**. Simply explain to the child that this is the same letter.

We will explain in this lesson that a combination of sounds is called a word. Words make up a sentence, and sentences make stories. We will also introduce the period. Explain to your child that this dot means that the sentence is over.

We suggest that you do only one page per day initially. Try to do each page twice and start each day’s lesson by reviewing the last page from the previous day. Before you read the story together, read the title and the whole story to your child.



How to blend the sounds.

In the beginning, when you read the words, - first touch the bar under each letter and sound it out slowly - [c], then [a], then [t] - to make sure that your child recognizes each individual letter in the word and knows its sound.

Then go back and read the sounds a little faster, without stopping in between. You will read this first word as **ccc-aaa-ttt**. Now ask your child to read the same way without pausing between the sounds. When you read correctly without stopping in between, the resulting sound is very close to the way the word will be read. Slide your finger across the bars faster and read the word. Then ask your child to read the same way.

As described here, this procedure may seem a little cumbersome, but after only a little practice you will see how effective it is. You may find that even if you do not read exactly as we suggest, your child is still able to read the word. Children vary greatly in their ability to go from the individual sound to the sounding of the whole word, and you and your child will work out your own method very quickly.

On the next page, we explain a few simple concepts that your child will need to know. Perhaps he already knows them. Please go over these concepts with your child anyway.



Say [k]



Say [a]



Say [t]



Slide finger faster
across the bars and say
[cat]

C



This is a letter.
It has a name and it has a sound.
The name of this letter is **[see]**
and its sound is **[k]**.

cat



This is a word.

cat sat.



This is a sentence.

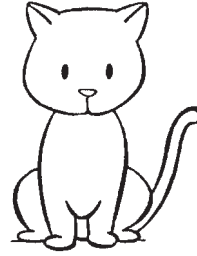
This dot is called period.
We put it at the end of the sentence.
It has no sound.

Let's learn new letters

Please point to the letter and read the instruction under it.

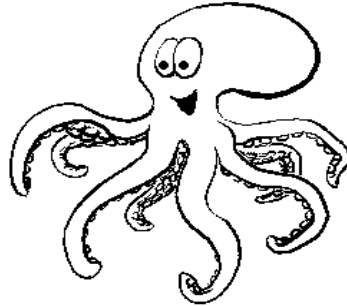
C

The name of this letter is C.
It makes the sound [k] as in cat.



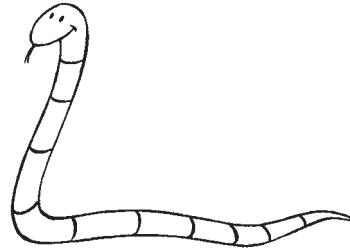
O

The name of this letter is O.
It makes the sound [o] as in octopus.



S

The name of this letter is S.
It makes the sound [s] as in snake.



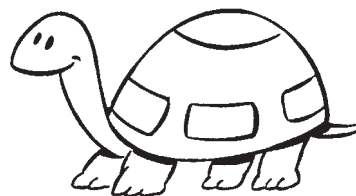
a

The name of this letter is A.
It makes the sound [a] as in alligator.



t

The name of this letter is T.
It makes the sound [t] as in turtle.



Let's sound out these letters.

Ask child to sound out each letter. Then ask him to circle each letter that makes the sound [k}, [o}, [s}, [t}, and [a}.

C

S

O

O

t

C

C

a

t

S

O

t

a

S

C

t

O

a

C

S

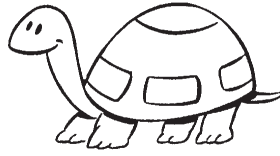
a



Connect the letters with the picture.

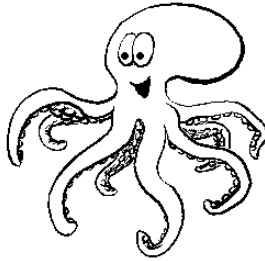
o

t



a

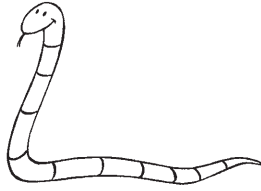
a



s

s

t



a

c

c



a

s

s



o

Let's read.

First read each line aloud, then ask your child to read it.

one

a

▬

t

▬

at

▬ ▬



t

▬

a

▬

ta

▬ ▬

s

▬

a

▬

sa

▬ ▬

c

▬

a

▬

ca

▬ ▬

a

▬

c

▬

ac

▬ ▬



Can you first find the letters c, then o, then s and then a and t?
Ask your child to point out, one at a time, each of the letters.

c

s

o

o

t

c

c

a

t

s

o

t

a

s

c

s

a

t



Let's combine the sounds.

First show child how to read, and then ask child to read with you.

one

c
—

a
—

ca
— —

s
—

a
—

sa
— —

c
—

o
—

co
— —

a
—

t
—

at
— —

a
—

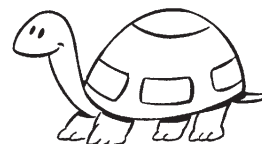
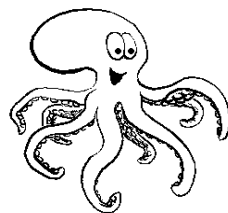
s
—

as
— —

a
—

c
—

ac
— —





Let's read words.

s
□

a
□

t
□

sat
□ □ □

c
□

a
□

t
□

cat
□ □ □

c
□

o
□

t
□

cot
□ □ □

t
□

a
□

c
□

tac
□ □ □

s
□

o
□

c
□

soc
□ □ □



Let's read these words again.

one

a

□

t

□

at

□ □

s

□

a

□

t

□

sat

□ □ □

c

□

a

□

t

□

cat

□ □ □

at

□ □

cat

□ □ □

sat

□ □ □





Can you read these words without help?

at

— —

sat

— — —

cat


— — —

cot

— — —



The words here are the same as on the opposite page.
But one letter in each word fell off. Which letter is missing?

t
_ _

a l
_ _ _

c t
_ _ _

co
_ _ _





Let's read these lines.
Ask child to point to the period.

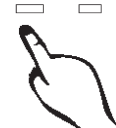
sat
_ _ _

cat sat.
_ _ _ _ _ _




This is a period.
This dot shows the end
of the sentence.

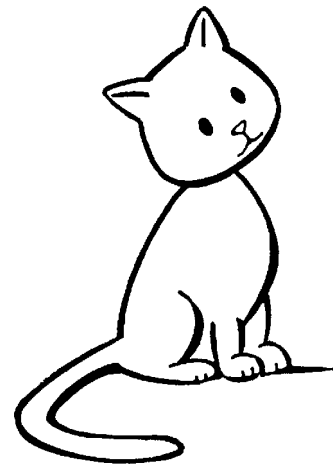
a cat.
_ _ _ _



a cot.
_ _ _ _

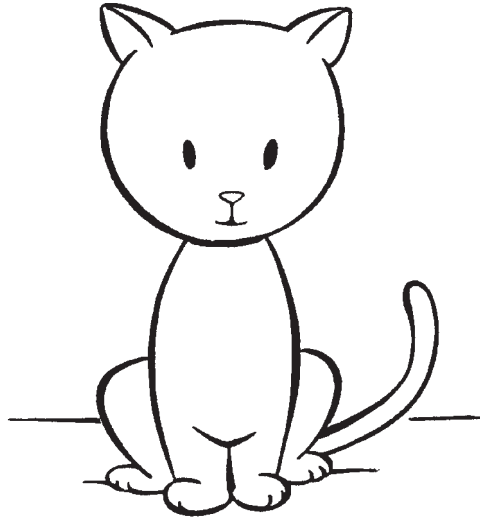


sat a cat.
_ _ _ _ _ _ _



Now let's read a story about a cat.

one



cat.
_ _ _

a cat.
_ _ _ _

a cat sat.
_ _ _ _ _ _ _



Let's read these lines.

a cat.

— — — —

a cot.

— — — —

at cot.

— — — —

at a cot.

— — — —

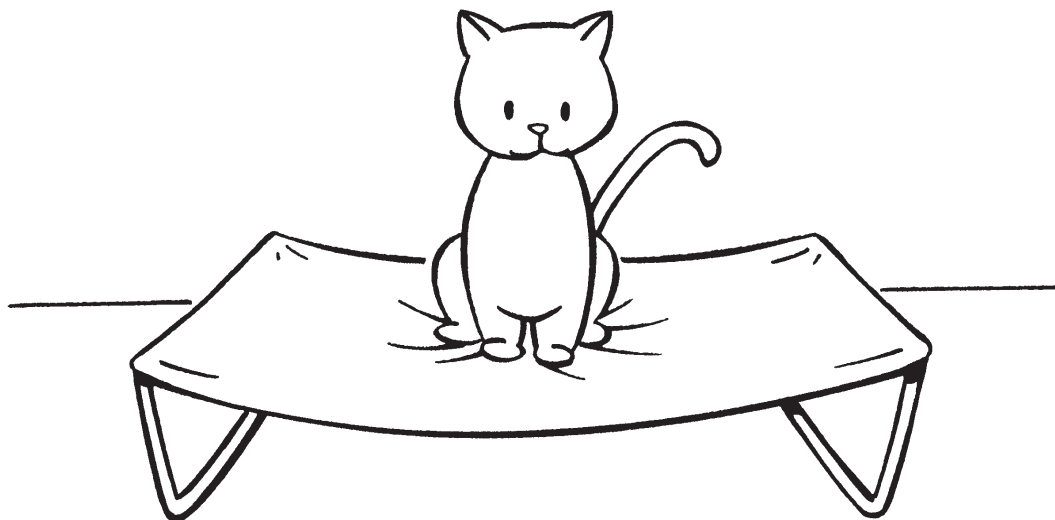
a cat sat.

— — — — — — —



This is a story about a cat who sat on a cot.

one



sat a cat.

— — — — —

at a cot

— — — — —

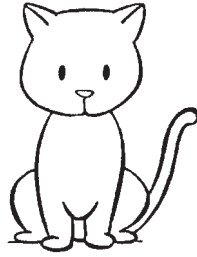
sat a cat.

— — — — —



Connect the letters with the pictures.

a



a

s



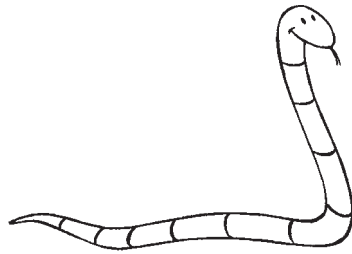
c

t



s

o

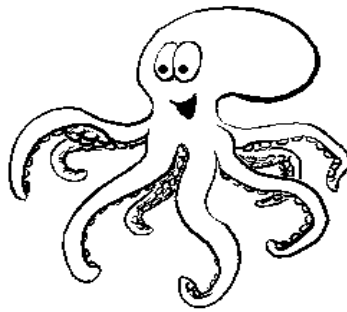


o

s

t

a



a

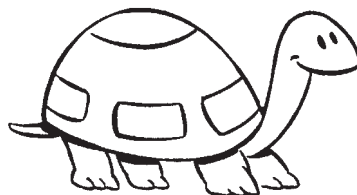
t

s

t

t

o



o

Key words from Lesson one
Go over these words a few times with your child.

one

at

cat

sat





The capitals.
Here is an another way to write the letters.

a

s

t

o

s

a

t

s

a

A

S

T

O

S

A

T

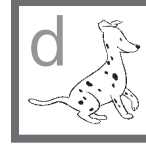
S

A

Lesson two



two



Lesson two introduces the letters **m**, **d**, and **r**.

How to read

Read **m** as the first sound in the word monkey.

Read **d** as the first sound in the word dog.

Read **r** as the first sound in the word rabbit.

Try to be consistent in pronouncing the sounds. First say the sound yourself and then ask your child to repeat it. Remember to read the letter as it sounds and not by its alphabet name [em, dee, ar]. We know that this may be hard in the beginning (probably harder for you than for your child).

In this lesson and in subsequent lessons, point out the written lesson number on the corner of the right-hand page. This will help her to learn to read numbers.

We can now make more words. This may not be easy for your child at the beginning. Be prepared to offer help along the way. You may need to show your child that we read sentences from left to right. Many children tend to read words in columns, which makes them lose their place on the page.

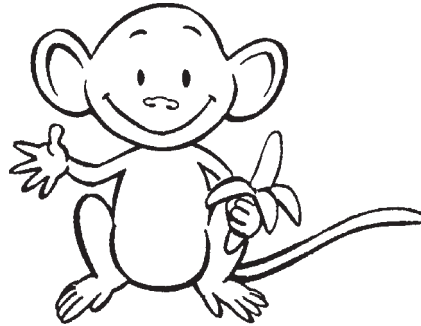
After reading the stories, ask your child to point out words such as **cat**, **dad**, and **tom**. This will help him develop sight memory for the words. Also encourage your child to tell you what she thinks is happening in the story. Provide lots of encouragement and praise.

Let's learn new sounds.

Read the instructions under each letter to the child.

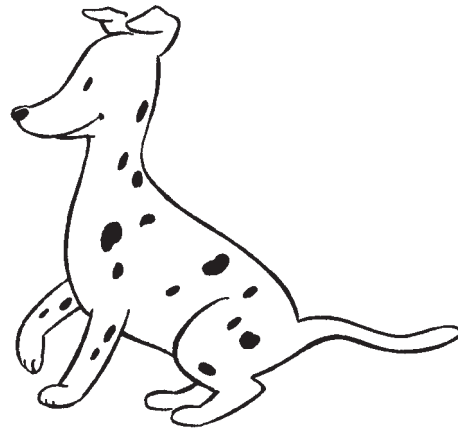
m

The name of this letter is M.
It makes the sound [m] as in monkey.



d

The name of this letter is D.
It makes the sound [d] as in dog.



r

The name of this letter is R.
It makes the sound [r] as in rabbit.



Let's sound out these letters.

Ask the child to say the sound of each letter. Then find and circle, one at a time, all the letters that make the sounds [m], [d], [t] and [r].

m

d

r

r

m

d

m

d

r

r

m

d

m

d

t

t

d

r

m

t

d

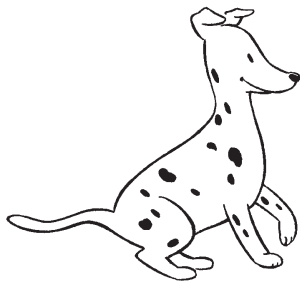


Let's read new letters and new words.

r d m d m

c s m t o

a d r a s



mom
_ _ _

dad
_ _ _

tom
_ _ _

sam
_ _ _

at
_ _

sat
_ _ _

rat
_ _ _

mat
_ _ _

am
_ _

sam
_ _ _

sad
_ _ _

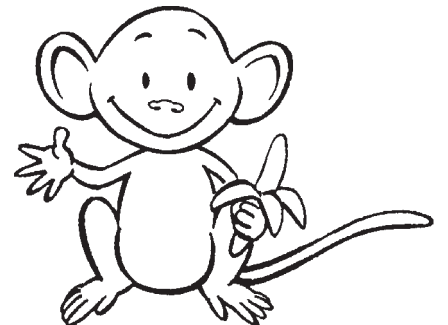
mad
_ _ _

dad
_ _ _

mom
_ _ _

cot
_ _ _

dot
_ _ _





Read these words.

om
_ _

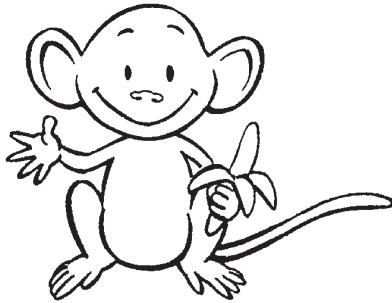
mom
_ _ _

tom
_ _ _

ad
_ _

mad
_ _ _

sad
_ _ _



at
_ _

sat
_ _ _

cat
_ _ _

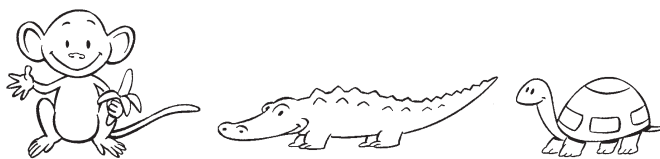
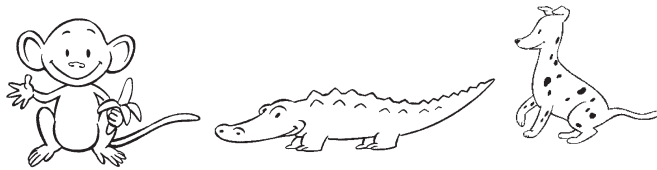
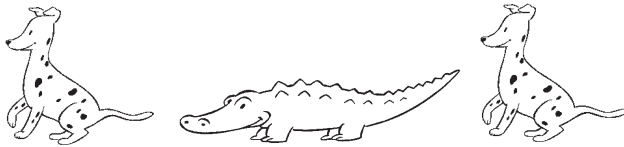
at
_ _

rat
_ _ _

mat
_ _ _

Break the code and read the word.

two





Now let's read sentences.

sat at.
_ _ _ _ _

cat sad.
_ _ _ _ _ _

mom sat.
_ _ _ _ _ _

dad sat.
_ _ _ _ _ _

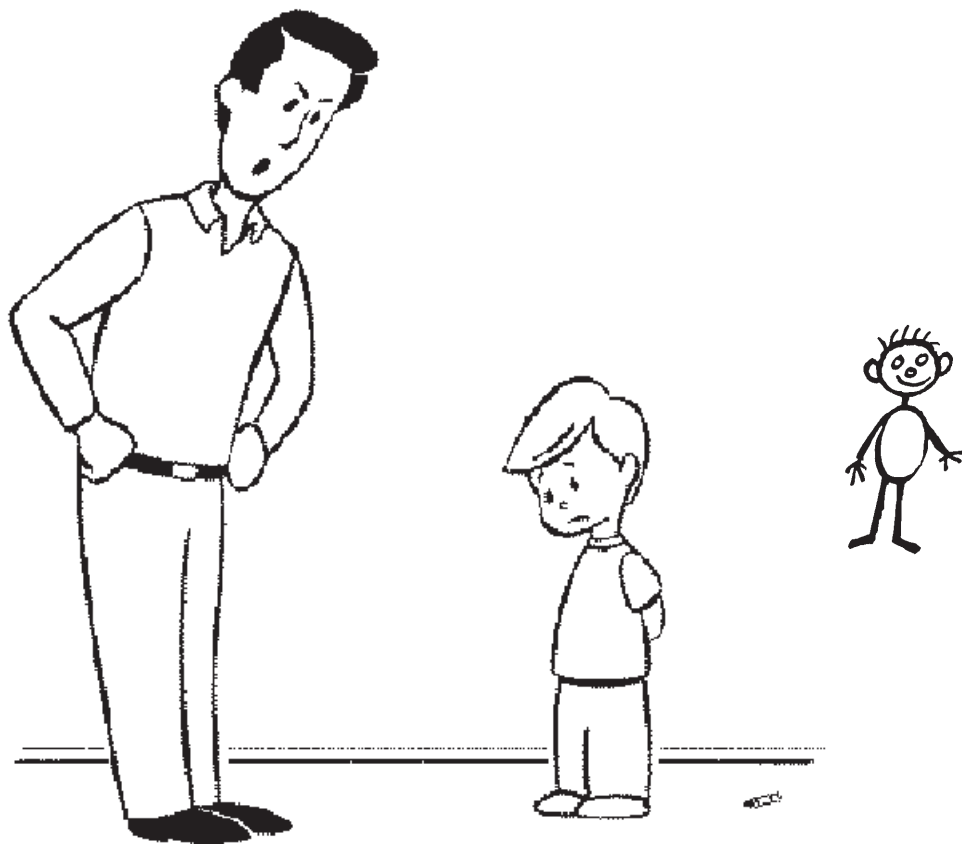
dad mad.
_ _ _ _ _ _

tom sad.
_ _ _ _ _ _



Dad is mad at Tom. Can you tell why?

two



tom sad.

dad mad

at tom.



dad sat.
_ _ _ _ _

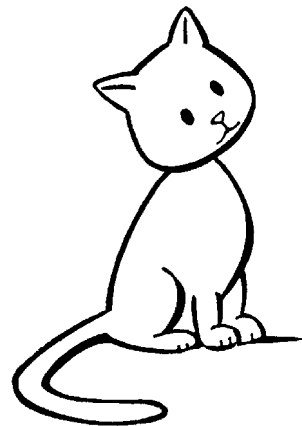
cat sat.
_ _ _ _ _

rat sat.
_ _ _ _ _

cat sad.
_ _ _ _ _

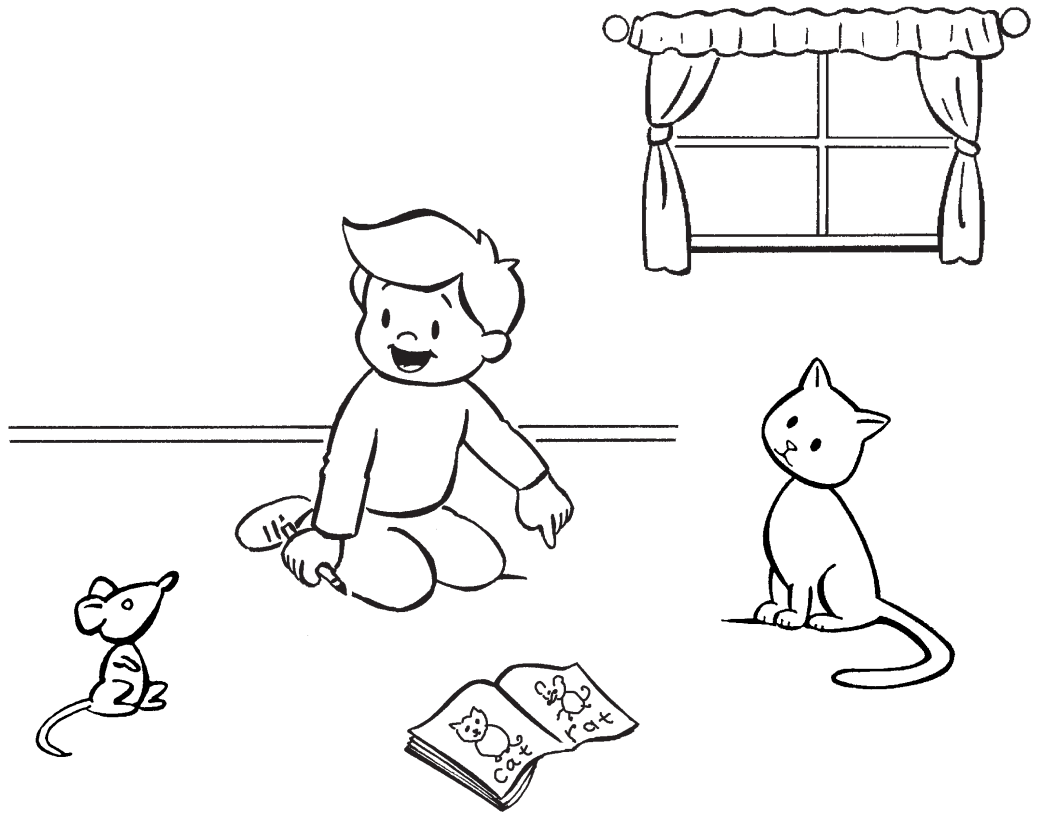
at dad.
_ _ _ _ _

dad sad.
_ _ _ _ _



Sam shows his reading lesson to the cat and the rat.

two



sam sat.

□ □ □ □ □ □

cat sat.

□ □ □ □ □ □

rat sat.

□ □ □ □ □ □



tom cat.

— — — — —

mom mad.

— — — — —

sad tom.

— — — — —

tom sat.

— — — — —

sad sad tom.

— — — — —

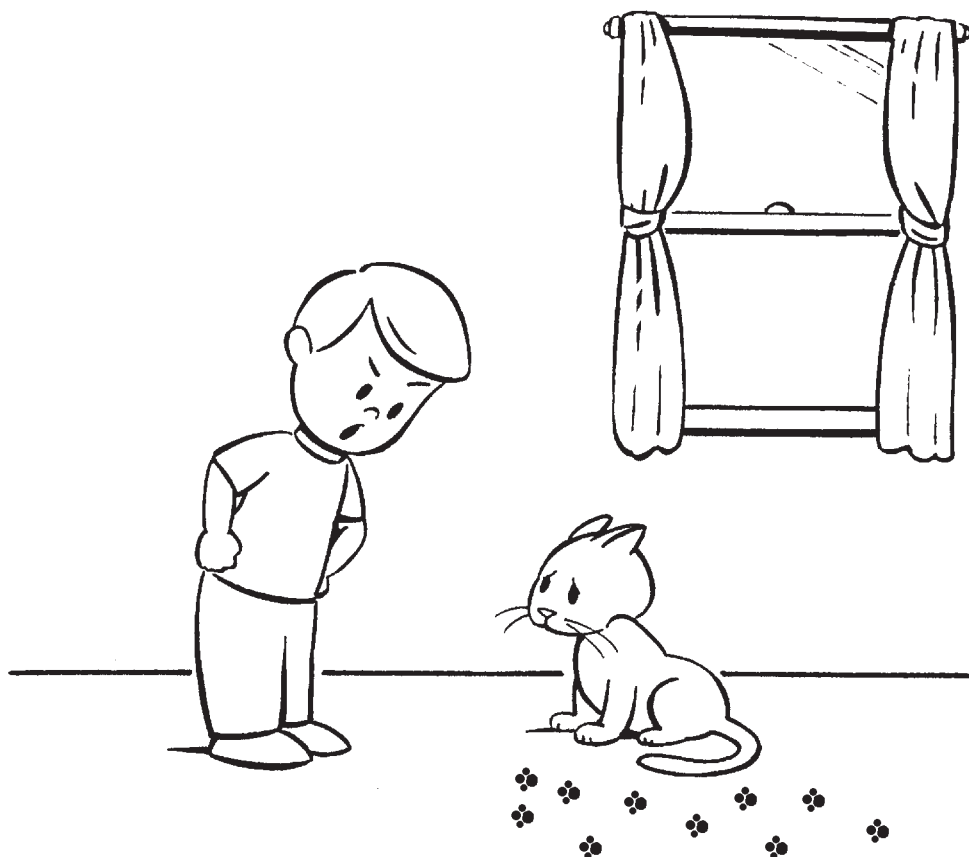
dad mad.

— — — — —



Tom is mad at the cat. Can you tell why?

two



tom mad.

— — — — —

tom mad

— — — — —

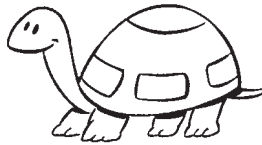
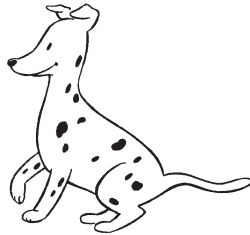
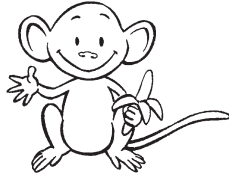
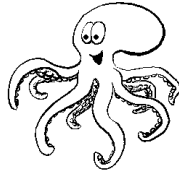
at cat.

— — — — —



Match the letter with the right picture.

d
a
m
s
d
m
d
r
t
m
a



m
o
d
r
c
t
c
o
t
m
d

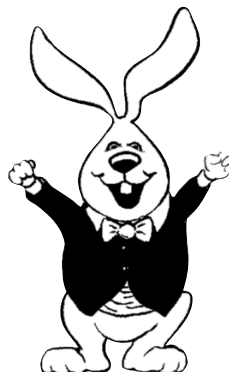
mom

dad

mad

sad

rat





The capitals.

Here is another way to write the letters. Copy them in the middle.

a

A

m

M

d

D

r

R

s

S

a

A

m

M

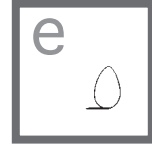
s

S

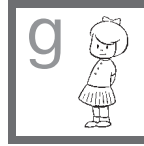
a

A

Lesson three



three



Lesson three introduces the letters **g** and **e**, and the letter combination **th**.

How to read

Read **g** as the first sound in the word **girl**. Remember not to call it [gee].

Read **e** as the first sound in the words **egg** and **elephant**.

Read **th** as the first sound in the words **that**, **the**, and **this**. Do not read it as the first sound in the words **thin** and **thing**. Teach your child to recognize this letter combination as one sound.

This lesson introduces silent letters. The silent letters do not have a bar under them. In the word **the**, for example, there is no bar under the letter **e**; this is a silent letter. Skip it when you sound out the word. Double letters, such as **ss** in the word **mess**, are pronounced as one letter. You will see how quickly your child will accept these new concepts. Children are comfortable with clear rules, no matter how illogical they may seem to an adult.

Your child may now be able to sound out some new words independently. Often, however, children will guess the words by their shape or by the context, rather than sounding them out. This is to be expected. Your child is just beginning to get it. All children need some time to work out their own reading strategies, so don't give up now. This is particularly true if your child is young. Stay with it and you *will* see progress.

We will now start to drop the bars under some of the familiar words. Encourage your child to read these words quickly by sight instead of sounding them out.

In this lesson, we will use the comma for the first time. You may explain that a comma means that we have to pause a little before we continue reading. Practice "resting" at the comma with your child.

the



e has no bar under it. Skip it. It is a silent letter.

Let's learn new sounds.

Read the instructions under each letter to the child.

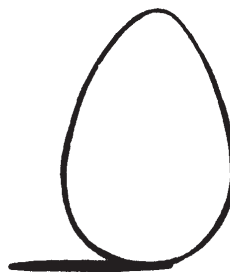
g

The name of this letter is G.
It makes the sound [g] as in girl.



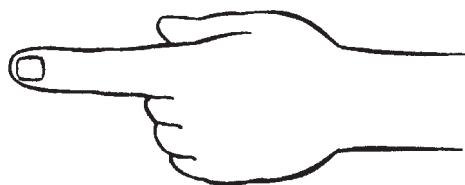
e

The name of this letter is E.
It makes the sound [e] as in egg.



th

The letters **T** and **H** are a team. They make
the sound [th] as in this and that.



Let's sound out these letters.

Ask the child to say the sound of each letter. Then find and circle, one at a time, all the letters that make the sounds [e], [g], [th], [m], [d], [t], and [r].

g

e

th

e

th

g

g

th

e

e

g

th

th

e

g

e

g

th

r

m

t

d

t

e

th

t

d