

Dear Parent/Guardian,

As our communities navigate today's uncharted waters, we've created this resource to support you and your student(s) for continued learning at home. On the back of this letter you will find a weekly calendar of routines to keep your student(s) engaged and interacting with their student books – **My Shared Reading**.

Each week, you will focus on the two reads in the book. You will spend two days on each read. The first day, you will need to read the text aloud and discuss the meaning. The second day, you will be rereading the text and following the directions for annotation at the bottom of the page. Repeat the same routine for the second read on days 3 and 4. Then on day 5, reread and discuss both texts along with the annotations, providing room for additional writing or drawing if desired.

Please note, these texts are not meant to be read independently by the child although some children will be able to read them, and some will even memorize them. The goal is not that they read them independently, rather that they read along with you, understand what they read, make the correct annotations and talk, draw and/or write about what they read.

Wishing you safety and good health.

Benchmark Education

Estimado Padre/Tutor:

Mientras nuestras comunidades navegan hoy en aguas desconocidas, hemos creado este recurso para apoyarlo a usted y a sus estudiantes para continuar aprendiendo en el hogar. En el otro lado de esta página encontrará un calendario semanal con rutinas diarias para mantener a su estudiante(s) involucrado e interactuando con sus libros de **Mis lecturas compartidas**.

Cada semana, el enfoque es leer dos lecturas en el libro. Puede pasar dos días en cada lectura. El primer día, lea la lectura en voz alta y converse acerca del significado de este. El segundo día, relea la misma lectura de nuevo siguiendo las instrucciones para anotaciones en la parte inferior de la página. Repita la misma rutina para la segunda lectura para los días 3 y 4. Después, el día 5, vuelva a releer y converse acerca de ambas lecturas y las anotaciones, dejando lugar para escritura adicional o dibujos si fuera necesario.

Por favor, tenga presente que estos textos no son para ser leídos independientemente por su niño, aunque algunos niños pueden leerlos, y otros niños pueden incluso memorizarlos. La meta no es que los lean solos, más bien que los lean juntos con usted, entendiendo lo que están leyendo, haciendo correcciones en las anotaciones y hablando, dibujando y/o escribiendo acerca de lo que leen.

Deseándoles buena salud y seguridad,

Benchmark Education

My Shared Reading – Take Home Routine



Follow this routine each week with your student as you work together in the **My Shared Reading** book.

Please note, these texts are not meant to be read independently by the child although some children will be able to read them, and some will even memorize them. The goal is not that they read them independently, rather that they read alone with you, understand what they read, make the correct annotations and talk, draw and/or write about what they read.

Grades K–I

Day 1	Day 2	Day 3	Day 4	Day 5
Read Aloud Text #1 • Read aloud the first read and discuss with the child what it means. • Read again inviting the child to join in. • Have child draw a picture about what they read.	Reread Text #1 • Reread the first read inviting the child to read with you. • Have the child follow the annotation directions at the bottom of the page. • Have the child talk about each annotation and what they are marking and why. • Have the child draw (or write) in response to reading in the space on the right-hand page. • Ask the child to tell you about what they drew or write.	Read Aloud Text #2 • Read aloud the second read and discuss with the child what it means. • Read again inviting the child to join in. • Have child draw a picture about what they read.	Reread Text #2 • Reread the second read inviting the child to read with you. • Have the child follow the annotation directions at the bottom of the page. • Have child talk about each annotation and what they are marking and why. • Have the child draw (or write) in response to reading in the space on the right-hand page. • Ask the child to tell you about what they drew or write.	Discuss the two reads and reread each of them together. • Have the child tell you about the annotations that were done. • Talk about the pictures. • Decide which was their favorite one that week.



Name: _____

Unit 6: Stories Have a Message

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Crow Learns a Lesson pp. 14–15 ☐ - Read aloud the story. - Ask your child to circle words that begin with uppercase letters and name each letter. - Ask: <i>Which word with an uppercase letter do we see three times in the title and story?</i> (Crow)	Crow Learns a Lesson pp. 14–15 ☐ - Read aloud the story. - Ask your child to find exclamation points in the text. - Read the sentences with exclamation points together with excitement.	Helping Each Other pp. 16–17 ☐ - Read aloud the story. - Find words in the story with short a and circle them. (and, at, math, that, happy) - Read the words with your child, emphasizing the short a sound.	Helping Each Other pp. 16–17 ☐ - Read aloud the story. - Say the word math with your child in parts. (m/ath) Then say the whole word. Repeat with the words well, made, and both. - Read the list of words aloud. Ask: <i>Which two words begin with the same sound?</i> (math, made)	Crow Learns a Lesson; Helping Each Other pp. 14–17 ☐ - Review the two selections. - Say the names of the four characters. Ask: <i>Which name has more than one clap?</i> (Rita) - Ask: <i>Who gets what he or she wants in these stories? Who doesn't get what he or she wants? Why?</i>
Week 2				
A New Hat for Hen pp. 18–19 ☐ - Read aloud the story. - Reread the first sentence on page 19. Ask: <i>Which two words rhyme?</i> (Then, Hen) - Together, brainstorm words that rhyme with the word hat. Make a list and read it together.	A New Hat for Hen pp. 18–19 ☐ - Read aloud the story. - Point to and read the words "I love it" that Hen says. - Ask your child what else Hen might say about her hat.	Good, Better, Best pp. 20–21 ☐ - Read aloud the rhyme. - Ask your child what word rhymes with best. (rest) - Ask: <i>What word rhymes with best and rest but begins with the sound of the letter n?</i> (nest) <i>The letter t?</i> (test) <i>The letter w?</i> (west)	Good, Better, Best pp. 20–21 ☐ - Read aloud the rhyme. - Help your child find a line with three words, a line with four words, and a line with five words. Remind him or her that the words are separated by spaces. - Ask: <i>Which line has the same words as the title?</i>	A New Hat for Hen; Good, Better, Best pp. 18–21 ☐ - Review the two selections. - Talk about why the story "A New Hat for Hen" has an illustration instead of a photograph. - Ask: <i>What are some other photographs that would go with the rhyme "Good, Better, Best"?</i>
Week 3				
The Peacock and the Gull pp. 22–23 ☐ - Read aloud the story. - Ask your child to circle a word that begins with d and rhymes with Gull. (dull) - Ask: <i>Does Gull think he is dull?</i> (no) <i>Why not?</i> (He can fly.)	The Peacock and the Gull pp. 22–23 ☐ - Read aloud the story. - Ask your child to find the word met. Together, say the word sound by sound. Then say the whole word. Repeat with the word can. - Ask your child to point to other words in the text that he or she can read and say them aloud.	Sharing pp. 24–25 ☐ - Read aloud the rhyme. - Together, think of words that rhyme with money and honey. - Ask your child to circle a word that ends with the letter k (milk) and underline words that ends with the letter d. (and, hard)	Sharing pp. 24–25 ☐ - Read aloud the rhyme. - Talk about things your child shares with family members or friends. - Talk about how your child feels when others share with him or her.	The Peacock and the Gull; Sharing pp. 22–25 ☐ - Review the two selections. - Help your child find and read the words you, your, and yours in the selections. - Write the words on a sheet of paper. Ask: <i>What letters are the same in all three words? What letters are different?</i>

Name: _____

Unit 7: Holidays and Celebrations

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1					
Monday	Tuesday	Wednesday	Thursday	Friday	
Veterans Day pp. 2–3 - Read aloud the text. - Ask your child to find the words an and and. - Ask: <i>What letters are in the word an?</i> <i>What letters are in the word and?</i>	Veterans Day pp. 2–3 - Read aloud the text. - Together, clap the syllables in the word Veterans. - Read the first sentence aloud. Ask: <i>Which other words have three claps?</i> (important, holiday) Repeat with the third sentence. (November)	A Late Thanksgiving Dinner pp. 4–5 - Read aloud the text. - Ask your child to find the word had. Together, say the word sound by sound. Then say the whole word. Repeat with the words ten, big, and sat. - Read the list of words aloud. Ask: <i>Which two words have the same vowel sound?</i> (had, sat)	A Late Thanksgiving Dinner pp. 4–5 - Read aloud the text. - Say the word late with your child in parts. (/l/ate) Then say the whole word. Repeat with the words came (c/ame) and plane (p/l/ane). - Ask: <i>What vowel sound do you hear in all three words?</i> (long a) Point to the words and ask your child to identify the a in each one.	Veterans Day; A Late Thanksgiving Dinner pp. 2–5 - Review the two selections. - Help your child find the question mark in each selection. - Ask: <i>How are these two questions alike?</i> <i>What is the answer to each question?</i>	
Week 2					
Presidents' Day pp. 6–7 - Read aloud the text. - Ask your child to point to words that begin with uppercase letters. - Ask him or her to name each uppercase letter and find a matching lowercase letter on the page.	Presidents' Day pp. 6–7 - Read aloud the text. - Ask your child to find the word We on pages 6 and 7. - Take turns using the word We to tell something you could do to celebrate Presidents' Day.	A Day for Martin Luther King Jr. pp. 8–9 - Read aloud the text. - Ask your child to circle a word that begins with l and rhymes with bed. (led) - Think of other words that rhyme with bed and led. Make a list and read it together.	A Day for Martin Luther King Jr. pp. 8–9 - Read aloud the text. - Point to and say the words Martin and marches. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word. - Ask: <i>How are the words Martin and marches alike?</i> (Both begin with m and have two claps.)	Presidents' Day; A Day for Martin Luther King Jr. pp. 6–9 - Review the two selections. - Help your child draw a circle around the names George Washington and Abraham Lincoln and draw arrows from the circles to the correct pictures. - Repeat with the name Martin Luther King Jr. in the second selection.	
Week 3					
Let's Celebrate Earth Day! pp. 10–11 - Read aloud the text. - Help your child draw a circle around the words Earth Day in the title. Read the name of the holiday together. - Ask him or her to find the words Earth Day in the text and draw a circle around them. Then challenge your child to find the word Earth without the word Day after it.	Let's Celebrate Earth Day! pp. 10–11 - Read aloud the text. - Ask your child to point to familiar words and read them aloud. (the, and) - Share about a time you have planted something or something you would like to plant.	Happy Birthday, USA! pp. 12–13 - Read aloud the rhyme. - Draw a circle around the word wave. Say the word in parts. (w/ave) Then say the whole word. - Ask: <i>What word rhymes with wave but begins with the sound of the letter k?</i> (cave) <i>The letter g?</i> (gave) <i>The letter s?</i> (save)	Happy Birthday, USA! pp. 12–13 - Read aloud the rhyme. - Ask your child to identify the question mark and exclamation point. Read these two sentences together with expression. - Point out that the sentence with the exclamation point answers the question in the rhyme.	Let's Celebrate Earth Day!; Happy Birthday, USA! pp. 10–13 - Review the two selections. - Say the words celebrate and celebration aloud. Clap the syllables together. Ask: <i>Which word has more claps?</i> (celebration) <i>How many does it have?</i> (four) - Ask: <i>Which holiday do you most like to celebrate—Earth Day or the Fourth of July? Why?</i>	

Name: _____

Unit 8: Weather and Seasons

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
How Is the Weather? pp. 14–15 ☐ - Read aloud the text. - Ask your child to find the words to and do and draw a circle around each word. - Talk about how the words look and sound. Ask: <i>How are these two words alike? How are they different?</i>	How Is the Weather? pp. 14–15 ☐ - Read aloud the text. - Together, clap the syllables in the word weather. - Read the second sentence aloud. Ask: <i>Which other word has two claps? (clothing) Repeat with the third sentence. (jacket)</i>	A Rainy Day Picnic pp. 16–17 ☐ - Read aloud the story. - Say the word park with your child in parts. (p/ark) Then say the whole word. - Read the third sentence aloud. Ask: <i>Which word rhymes with park? (dark)</i>	A Rainy Day Picnic pp. 16–17 ☐ - Read aloud the story. - Ask your child to say the names of the two characters aloud. Ask: <i>Which name has a short a sound? (Gram) Which name has a long a sound? (Kate)</i> - Point to the names and ask your child to identify the a in each one.	How Is the Weather?; A Rainy Day Picnic pp. 14–17 ☐ - Review the two selections. - Reread the first sentence on page 14. - Ask your child to give an example to answer the question “How Is the Weather?” using details from “A Rainy Day Picnic.”
Week 2				
The Four Seasons of the Year pp. 18–19 ☐ - Read aloud the text. - Ask your child to point to and count the photographs. Point to the word Four in the title. Together, say the word, spell it aloud, and say it again. - Ask your child to find the word four again on the page. Together, say the word, spell it aloud, and say it again.	The Four Seasons of the Year pp. 18–19 ☐ - Read aloud the text. - Help your child locate the word all on page 19. Ask: <i>What word on the page has the word all inside it? (fall)</i> - Ask: <i>What word rhymes with all but begins with the sound of the letter b? (ball) The letter h? (hall) The letter w? (wall)</i>	Fall pp. 20–21 ☐ - Read aloud the rhyme. - Ask your child which lines in the rhyme have four words. (lines 1, 2, 4, 5) - Ask: <i>What two words do most of these lines have? (is the)</i>	Fall pp. 20–21 ☐ - Read aloud the rhyme. - Help your child draw a circle around each color word and read it aloud. - Ask your child to point out brown, yellow, red, and orange objects in the illustration and around the room you are in.	The Four Seasons of the Year; Fall pp. 18–21 ☐ - Review the two selections. - Ask: <i>What does “The Four Seasons of the Year” teach you about fall? What does the rhyme teach you about fall?</i> - Talk about which is your favorite season and why.
Week 3				
A Yellow Mitten pp. 22–23 ☐ - Read aloud the story. - Ask: <i>What season is page 22 about? How can you tell?</i> - Help your child find the name of a season on page 23. (spring) Ask: <i>How do you think Vic feels when he finds his mitten?</i>	A Yellow Mitten pp. 22–23 ☐ - Read aloud the story. - Help your child find the name Vic. Together, say the word sound by sound. Then say the whole word. Repeat with the name Dad. - Ask: <i>Which name has a vowel sound we hear in the word mitten? (Vic)</i>	Snow City pp. 24–25 ☐ - Read aloud the rhyme. - Ask your child to point to and name each uppercase letter in the poem. - Point to the words that are in a different format or font. (DOWN, hush, MUSH) Talk about why the author might have chosen to use this design.	Snow City pp. 24–25 ☐ - Read aloud the rhyme. - Ask your child to point to familiar words and read them aloud. - Share about a snowy day you have experienced or heard about.	A Yellow Mitten; Snow City pp. 22–25 ☐ - Review the two selections. - Point to the word snow on page 23. Ask your child to name the letters in the word. Then ask him or her to find the word two times on page 24. - Turn back to page 22. Ask: <i>Can you find the word snow inside another word on this page? (snowman)</i>

Name: _____

Unit 9: Meeting Our Needs and Wants

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
People Who Help Us pp. 2-3 - Read aloud the text. - Say the words officers and carriers aloud. Clap the syllables together. Ask: <i>How many claps do both words have?</i> (three) - Help your child draw a circle around the words police officers and mail carriers.	People Who Help Us pp. 2-3 - Read aloud the text. - Point to the word Mail in the last sentence. Ask your child to name the letters in the word. - Ask: <i>Can you find the word mail inside another word in this sentence?</i> (mailbox)	A Birthday Wish List pp. 4-5 - Read aloud the story. - Reread the title of the story and the title of the list in the illustration. Ask: <i>How many words are in each title?</i> (four) - Point to the word List in the titles. Ask your child to find the word.	A Birthday Wish List pp. 4-5 - Read aloud the story. - Say the name Max in parts. (M/ax) Then say the whole word. Repeat with the word made. (m/ade) - Ask: <i>Which word has a short a sound?</i> (Max) <i>Which word has a long a sound?</i> (made)	People Who Help Us; A Birthday Wish List pp. 2-5 - Review the two selections. - Ask: <i>Is "People Who Help Us" mostly about needs or wants? What about "A Birthday Wish List"?</i> How can you tell? - Together, talk about what readers can learn from each selection.
Week 2				
Trading for Needs and Wants pp. 6-7 - Read aloud the text. - Ask: <i>What are two things people sometimes traded?</i> (a zucchini and a pepper) <i>How many claps are in each word?</i> (three, two) - Talk about other foods people might trade. Clap the syllables in each food named.	Trading for Needs and Wants pp. 6-7 - Read aloud the text. - Ask your child to circle a word that begins with n and rhymes with weed. (need) - Ask: <i>What word rhymes with weed and need and begins with the sound of the letter f?</i> (feed) <i>The letter s?</i> (seed)	Meeting Needs in Different Ways pp. 8-9 - Read aloud the text. - Say the word food with your child in parts. (f/ood) Then say the whole word. Repeat with the words warm (w/arm), live (l/live), and cook (c/ook). - Read the list of words aloud. Ask: <i>Which what are the beginning sounds?</i>	Meeting Needs in Different Ways pp. 8-9 - Read aloud the text. - Help your child draw a circle around the words need, keep, and meet. - Ask: <i>How are these three words alike? How are they different?</i>	Trading for Needs and Wants; Meeting Needs in Different Ways pp. 6-9 - Review the two selections. - Ask: <i>How many words are in each title?</i> (five) - Ask your child which word is in both titles. (Needs) Ask: <i>What are some needs we read about in these two texts?</i>
Week 3				
Bear Needs Help pp. 10-11 - Read aloud the story. - Ask your child to draw a circle around the words he and me on page 11. Ask: <i>How are these two words alike? How are they different?</i> - Ask your child to say a word that rhymes with he and me but begins with the sound of the letter b (be) and the letter w (we).	Bear Needs Help pp. 10-11 - Read aloud the story. - Ask: <i>Why does Bear call his pals?</i> - Talk about what Bear and his pals do together.	What Do I Want? pp. 12-13 - Read aloud the rhyme. - Reread lines 3 and 4 and ask your child which words rhyme. (day, way) - Together, brainstorm other words that rhyme with day and way. Make a list and read it together.	What Do I Want? pp. 12-13 - Read aloud the rhyme. - Ask your child to find the exclamation points in the rhyme. Together, read these lines with excitement. - Talk about how the illustration on page 12 shows both needs and wants.	Bear Needs Help; What Do I Want? pp. 10-13 - Review the two selections. - Ask your child to find the following words in both selections: so, have, the, my. - Ask him or her to point to other familiar words and read them aloud.

Name: _____

Unit 10: Forces and Motion

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1							
Monday		Tuesday		Wednesday		Thursday	
How Many Ways Can You Move? pp. 14–15 ☐ - Read aloud the text. - Ask your child to find the word you seven times (including the title). - Reread the second sentence. Ask: <i>Which word rhymes with you?</i> (too)		How Many Ways Can You Move? pp. 14–15 ☐ - Read aloud the text. - Ask your child to find the exclamation points. Together, read these lines with excitement. - Point out that the title is a question. Ask: <i>Where else do you see a question mark?</i> Read the last sentence aloud and take turns answering the question.		Old Woman, Old Woman pp. 16–17 ☐ - Read aloud the rhyme. - Ask your child to find a line that matches the title and draw lines between the matching words. (line 1) - Ask him or her to count the words in each line. Say: <i>Remember that the words are separated by spaces.</i>		Old Woman, Old Woman pp. 16–17 ☐ - Read aloud the rhyme. - Ask your child to circle a word that begins with b and rhymes with pack. (back) - Ask: <i>What word rhymes with pack and back and begins with the sound of the letter s?</i> (sack) <i>The letter t?</i> (tack)	
What Makes a Soccer Ball Fly? pp. 18–19 ☐ - Read aloud the text. - Ask your child to point to words that begin with uppercase letters. - Ask him or her to name each uppercase letter and find a matching lowercase letter on the page.		What Makes a Soccer Ball Fly? pp. 18–19 ☐ - Read aloud the text. - Draw a circle around the word kick. Say the word in parts. (k/ick) Then say the whole word. - Ask: <i>What word rhymes with kick and begins with the sound of the letter l?</i> (lick) <i>The letter p?</i> (pick) <i>The letter s?</i> (sick)		What Can a Magnet Do? pp. 20–21 ☐ - Read aloud the text. - Point to and say the words magnet and metals. Together, name the beginning letter, say the beginning sound, and clap the syllables in each word. - Ask: <i>How are the words magnet and metals alike?</i> (Both begin with m and have two claps.)		What Can a Magnet Do? pp. 20–21 ☐ - Read aloud the text. - Ask your child to find the word an on page 21. - Ask: <i>What word in the sentence begins with the sound of the letter k and ends with the word an?</i> (can) <i>What word on page 20 begins with the word an and ends with the sound of the letter d?</i> (and)	
We Like Bikes! pp. 22–23 ☐ - Read aloud the text. - Say the words bicycle and invented aloud. Clap the syllables together. Ask: <i>How many claps do both words have?</i> (three) - Ask: <i>What word does the author use that means the same as bicycle?</i> (bike)		We Like Bikes! pp. 22–23 ☐ - Read aloud the text. - Point out that the title ends in an exclamation point. Read it together with excitement. - Ask: <i>Where else do you see an exclamation point?</i> Read the last sentence together with excitement.		Riding a Roller Coaster pp. 24–25 ☐ - Read aloud the story. - Ask your child to find the word Dad. Together, say the word sound by sound. Then say the whole word. Repeat with the words laps and top. - Ask: <i>What vowel sound do you hear in the name Eve?</i> (long e) Read the last sentence aloud. Ask: <i>What word in this sentence has a long e sound?</i> (me)		Riding a Roller Coaster pp. 24–25 ☐ - Read aloud the story. - Reread the second sentence. Ask: <i>Which two words rhyme?</i> (snaps, laps) - Ask: <i>What word rhymes with snaps and laps and begins with the sound of the letter m?</i> (maps) <i>The letter n?</i> (naps) <i>The letter z?</i> (zaps)	
Week 2							
We Like Bikes! pp. 22–23 ☐ - Read aloud the text. - Say the words bicycle and invented aloud. Clap the syllables together. Ask: <i>How many claps do both words have?</i> (three) - Ask: <i>What word does the author use that means the same as bicycle?</i> (bike)		We Like Bikes! pp. 22–23 ☐ - Read aloud the text. - Point out that the title ends in an exclamation point. Read it together with excitement. - Ask: <i>Where else do you see an exclamation point?</i> Read the last sentence together with excitement.		Riding a Roller Coaster pp. 24–25 ☐ - Read aloud the story. - Ask your child to find the word Dad. Together, say the word sound by sound. Then say the whole word. Repeat with the words laps and top. - Ask: <i>What vowel sound do you hear in the name Eve?</i> (long e) Read the last sentence aloud. Ask: <i>What word in this sentence has a long e sound?</i> (me)		Riding a Roller Coaster pp. 24–25 ☐ - Read aloud the story. - Reread the second sentence. Ask: <i>Which two words rhyme?</i> (snaps, laps) - Ask: <i>What word rhymes with snaps and laps and begins with the sound of the letter m?</i> (maps) <i>The letter n?</i> (naps) <i>The letter z?</i> (zaps)	
Week 3							
We Like Bikes! pp. 22–23 ☐ - Read aloud the text. - Say the words bicycle and invented aloud. Clap the syllables together. Ask: <i>How many claps do both words have?</i> (three) - Ask: <i>What word does the author use that means the same as bicycle?</i> (bike)		We Like Bikes! pp. 22–23 ☐ - Read aloud the text. - Point out that the title ends in an exclamation point. Read it together with excitement. - Ask: <i>Where else do you see an exclamation point?</i> Read the last sentence together with excitement.		Riding a Roller Coaster pp. 24–25 ☐ - Read aloud the story. - Ask your child to find the word Dad. Together, say the word sound by sound. Then say the whole word. Repeat with the words laps and top. - Ask: <i>What vowel sound do you hear in the name Eve?</i> (long e) Read the last sentence aloud. Ask: <i>What word in this sentence has a long e sound?</i> (me)		Riding a Roller Coaster pp. 24–25 ☐ - Read aloud the story. - Reread the second sentence. Ask: <i>Which two words rhyme?</i> (snaps, laps) - Ask: <i>What word rhymes with snaps and laps and begins with the sound of the letter m?</i> (maps) <i>The letter n?</i> (naps) <i>The letter z?</i> (zaps)	
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Week 4							
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