

4

# Lesson Exemplar for English

Quarter 1

Week

8

## Lesson Exemplar for English Grade 4 Quarter 1: Week 8

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<b>MATATAG K to 10 Curriculum Weekly Lesson Log</b>	School	Grade Level	4
	Name of Teacher	Learning Area	English
	Teaching Dates and Time	Quarter	1 – Week 8

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>					
<i>A. Content Standards</i>	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context and target audience.				
<i>B. Performance Standards</i>	The learners apply comprehension of literary and informational texts and produce narrative and expository texts based on their purpose, context, and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.				
<i>C. Learning Competencies</i>	<b>EN4SW-1-4-</b> Produce a text with introduction, body, and conclusion in conveying idea: using introduction, body and conclusion.	<b>EN4SW-1-4-</b> Produce a text with introduction, body, and conclusion in conveying idea: using introduction, body and conclusion.	<b>EN4VR-1-3-</b> Identify real or make-believe, fact or non-fact images.	<b>EN4VR-1-4-</b> Identify multimedia elements <ul style="list-style-type: none"> <li>• Text</li> <li>• Headlines</li> <li>• Subtitles</li> <li>• Slogans</li> </ul>	<b>EN4VR-1-4-</b> Identify multimedia elements: <ul style="list-style-type: none"> <li>• Text</li> <li>• Headlines</li> <li>• Subtitles</li> <li>• Slogans</li> </ul>
<i>D. Learning Objectives</i>	Write an informational text Complete an outline of an informational text with the needed details.	Write an informational text.	Differentiate real from make-believe images.	Identify multimedia elements: text (headlines and subtitles)	Identify multimedia elements: text (slogans)
<i>E. Instructional Design</i>	Collaborative and integrative.	Collaborative and integrative.	Collaborative and integrative.	Collaborative and integrative.	Collaborative and integrative.

<i>framework feature (s)</i>					
<i>F. 21<sup>st</sup> Century Skills</i>	Development of global citizenship skills; creativity; critical thinking; and collaboration among learners.	Development of global citizenship skills; creativity; critical thinking; and collaboration among learners.	Development of global citizenship skills; creativity; critical thinking; and collaboration among learners.	Development of global citizenship skills; creativity; critical thinking; and collaboration among learners.	Development of global citizenship skills; creativity; critical thinking; and collaboration among learners.
<b>II. CONTENT</b>	Writing an informational text.	Writing an informational text.	Real and make-believe images.	Multimedia elements.	Multimedia elements.
<b>III. LEARNING RESOURCES</b>					
<i>A. References</i>	DepEd Learning Resource Portal  <a href="https://www.splashlearn.com/blog/best-vocabulary-games-for-kids/#5-5-memory-cards-">https://www.splashlearn.com/blog/best-vocabulary-games-for-kids/#5-5-memory-cards-</a>	DepEd Learning Resource Portal  <a href="https://www.youtube.com/watch?v=i6BTfNQiXXI&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=4">https://www.youtube.com/watch?v=i6BTfNQiXXI&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=4</a>  <a href="https://www.youtube.com/watch?v=m0y_HvslP_s&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=5">https://www.youtube.com/watch?v=m0y_HvslP_s&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=5</a>  <a href="https://www.youtube.com/watch?v=90TT0q2mHws&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=6">https://www.youtube.com/watch?v=90TT0q2mHws&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=6</a>  English 4 Learner's Material pp. 266-268	DepEd Learning Resource Portal  <a href="https://www.youtube.com/watch?v=NhVRSI-oVik">https://www.youtube.com/watch?v=NhVRSI-oVik</a>	DepEd Learning Resource Portal  <a href="https://www.youtube.com/watch?v=7xi200Npp0I">https://www.youtube.com/watch?v=7xi200Npp0I</a>	DepEd Learning Resource Portal
<i>B. Other Learning Resources</i>	Newspaper, magazine, recipe books, textbooks, word cards, worksheet	clean sheet of paper, slide decks	Picture of a real tree and a tree with eyes and mouth in it, pictures of real	Picture, slide decks, laptop	Slide decks, laptop, worksheet

			and make-believe images, slide decks, laptop		
<b>IV. TEACHING AND LEARNING PROCEDURES</b>					
<b>Before/Pre-Lesson Proper</b>					
<i>Activating Prior Knowledge</i>	<p>Show newspapers, magazines, textbooks, recipe books, etc.</p> <p>Begin by asking: What do we get from these reading materials? (information)</p> <p>What kind of information do we usually get from the reading materials?</p> <p>Let the students share what they already know about informational texts. Ask them to share other examples of informational texts they have encountered/ read in their daily lives.</p>	<p>Start the class by showing a sample of an informational text. Then, facilitate the brainstorming about the example.</p> <p>(see p. 266 of the Learner's Material- Northern Philippine Cuisine (Pinakbet or Pakbet))</p> <p>Brainstorm on the example.</p>	<p>Picture Study:</p> <p>Show to the class a picture of a real tree and a tree with eyes and mouth.</p> <p>Ask them which is real and not real or make-believe.</p> <p>Start a discussion of what they know about being real and not.</p>	<p>Picture Analysis</p>  <p>014 by Department of Education - <a href="http://irm">http://irm</a></p> <p>Tell the students to look at the picture.</p> <p>Ask:</p> <p>What are the two kids doing?</p> <p>What are they reading? Do you read newspapers, too?</p> <p>What helps you to easily understand the content of a newspaper that you are reading? (headlines)</p>	<p>Introduce slogans as catchy phrases or taglines that are used to promote a product, service, or idea.</p> <p>What have you noticed with catchy phrases or taglines?</p> <p>Do they contribute in the promotion of the product/service? Talk about them in the class.</p>
<i>Lesson Purpose/Intention</i>	<p>Explain that in this lesson, they will be learning how to write their own informational</p>	<p>Explain that in this lesson, the learners will write an informational text based on the outlines you have made.</p>	<p>Ask students if they know the difference between real and make- believe, and fact and non-fact.</p>	<p>Explain that the <b>headlines and subtitles</b> in newspaper articles are considered</p>	<p>Tell the learners that slogans are also multimedia which convey a message about the product,</p>

	<p>texts.</p> <p>Emphasize that informational texts provide facts and information about a specific topic.</p>		<p>Discuss their understanding and definitions.</p> <p>Explain that in this lesson, they will be exploring how to identify and differentiate between real from make-believe, or fact from non-fact images.</p>	<p>elements of multimedia.</p> <p>We shall discuss them in today's lesson.</p>	<p>service or cause that it is representing.</p>
<p><i>Lesson Language Practice</i></p>	<p><b>Game: Memory Cards</b></p> <ul style="list-style-type: none"> <li>- Divide the class into two.</li> <li>- Lay down all definition cards on the table.</li> <li>- Give each member of the team a word card and ask them to find the definition on the table.</li> <li>- The first team to find all the correct definitions of their word card wins.</li> </ul>	<p><a href="https://www.pinterest.com/pin/insect-reading-comprehension-informational-passages-l-bugs-l-bees-l-butterflies--189643834293275818/">https://www.pinterest.com/pin/insect-reading-comprehension-informational-passages-l-bugs-l-bees-l-butterflies--189643834293275818/</a></p> <p>Read this short informational text:</p> <p style="text-align: center;"><b>LADYBUGS</b></p> <p>Ladybugs are a type of beetle that come out of hibernation in spring. They can be red, orange, or yellow. Some ladybugs have many spots. They have two sets of wings. The inner set of wings helps this insect fly, while the outer set helps protect them. A ladybug tastes and smells with their antennae. Gardeners like ladybugs, because they eat pesky bugs that harm plants.</p>	<p>Present the following words: images real make-believe fact non-fact</p> <p>Use context clues, picture clues, etc. to help learners unlock the meaning of the words.</p>	<p>Let the learners brainstorm on what they know about multimedia; text; headline; and subtitle. Then give some inputs for them to further understand the meaning of the words.</p> <p><b>Multimedia-</b> is a form of communication that uses a combination of different content forms such as text, audio, images, animations, or video into a single interactive presentation. They contribute to make what you</p>	<p>Let the learners read and ponder on the following words and give their own meaning before discussing it further to them.</p> <p><b>Slogans-</b> are commonly placed under a brand name on product packaging or used at the end of a brand's commercial</p> <p><b>Advertisement</b> -a notice or announcement in public</p>

	<p><b>Vocabulary Words:</b> information text, informational text introduction of the text, body of the text, conclusion.</p>	<p>Retell the story briefly by giving the main idea and its corresponding details.</p>		<p>read or watch more meaningful</p> <p><b>Text</b> – basic element of multimedia. It involves the use of text types, sizes, colors and background color.</p> <p><b>Headline-</b> a heading at the top of an article or page in a newspaper or Magazine</p> <p><b>Subtitle</b> – a subordinate title of a published work or article giving additional information about its content.</p>	<p>promoting a product, service, or event.</p>
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**During/Lesson Proper**

<p><i>Reading the Key Idea/Stem</i></p>	<p>Say: Watch the following videos: Episode 1 (What is Informational Writing) at <a href="https://www.youtube.com/watch?v=DN4d76QP_MA&amp;list=PLTCzXKdxBpDDcTXBNyvpPmR1r_nOg-26sX&amp;index=1">https://www.youtube.com/watch?v=DN4d76QP_MA&amp;list=PLTCzXKdxBpDDcTXBNyvpPmR1r_nOg-26sX&amp;index=1</a></p>	<p>Say: Let us continue watching the videos which will guide you in writing.  Episode 4 (Writing an Introduction) at <a href="https://www.youtube.com/watch?v=i6BTfNQiXXI&amp;list=PLTCzXKdxBpDDcTXBNyvpPmR1r_nOg-26sX&amp;index=4">https://www.youtube.com/watch?v=i6BTfNQiXXI&amp;list=PLTCzXKdxBpDDcTXBNyvpPmR1r_nOg-26sX&amp;index=4</a>  How would you write your introduction? Will you use catchy phrases?</p>	<p>Let them watch the video lesson on DepEd TV at <a href="https://www.youtube.com/watch?v=NhVRSI-oVik">https://www.youtube.com/watch?v=NhVRSI-oVik</a>  How do you identify real or make-believe images or statements?</p>	<p>Watch and listen to this video which could give you an idea on how to make catchy headlines that could give you profit <a href="https://www.youtube.com/watch?v=7xi2O0NppOI">https://www.youtube.com/watch?v=7xi2O0NppOI</a>  How important are headlines?  How do we write headlines?</p>	<p>Share any slogans that you know and say something about it.  Show examples of slogans of popular products.</p>
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	<p>What is an informational text?</p> <p>What are the two types of information?</p> <p>Episode 2 (Brainstorming and Choosing a Topic) at <a href="https://www.youtube.com/watch?v=mWY8F9pITE&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=2">https://www.youtube.com/watch?v=mWY8F9pITE&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=2</a></p> <p><a href="https://www.youtube.com/watch?v=ehzBzAo3h44&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=3">https://www.youtube.com/watch?v=ehzBzAo3h44&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=3</a></p> <p>What plan do you have for writing your topic?</p> <p>What topics are you interested in?</p> <p>Episode 3 (Making a Plan for Writing)</p>	<p>Episode 5 (Writing a Draft) at <a href="https://www.youtube.com/watch?v=m0y_HvsIP_s&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=5">https://www.youtube.com/watch?v=m0y_HvsIP_s&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=5</a></p> <p>What is a draft? How will you do it?</p> <p>Episode 6 ( Writing a Closing) at <a href="https://www.youtube.com/watch?v=90TT0q2mHws&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=6">https://www.youtube.com/watch?v=90TT0q2mHws&amp;list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&amp;index=6</a></p> <p>How do you write your closing?</p>			<p>Let the learners pick their choice of slogan and let them tell something about it.</p>
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<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p>Present or provide examples of informational texts and briefly discuss their features, such as headings, subheadings, facts, and clear organization.</p> <p>Tell them that printed materials that give information about a topic are called <b>informational texts</b>. Examples: <b>news articles, travelogues, feature articles, content area materials or textbooks, recipe books or brochures, etc.</b> Before we write an informational text, we need to write an outline.</p>	<p><b>Writing the Informational Text</b></p> <ul style="list-style-type: none"> <li>- Instruct students to use their outline or graphic organizer as basis or guide for writing their informational text.</li> <li>- Emphasize the importance of using clear and concise language, providing accurate facts, and organizing their information logically.</li> <li>- Circulate the classroom to provide guidance and support as needed.</li> <li>- Encourage students to use transition words and phrases to connect their ideas and make their writing flow smoothly.</li> </ul> <p><b>Editing and Revising</b></p> <ul style="list-style-type: none"> <li>- Explain to the learners the importance of editing and revising their</li> </ul>	<p>Ask the learners if they know of any make-believe characters.</p> <p>Do you know of any superhero or any character that has superpowers?</p> <p>Process the video viewed by discussing further how to identify and differentiate real from make-believe, or fact from non-fact images.</p> <p>Say: Real or fact images are those that exist or are present in the real world and not merely products of one's imagination. Example: <i>picture of a horse</i></p> <p><b>Make-believe or non-fact images</b> are created by the mind and they do not exist in reality. They are developed to entertain people's eyes and minds. Example: <i>picture of a unicorn</i></p>	<p>Focus on headlines and explain that they are the titles or main headings of a multimedia piece, such as a news article or advertisement.</p> <p>Present examples of headlines and discuss their characteristics, such as being catchy, informative, and concise.</p> <p>Shift the focus to subtitles and explain that they are secondary headings or captions that provide additional information or context to the main content.</p> <p>Present examples of subtitles and discuss their purpose, such as summarizing the main points, providing context, or highlighting important details.</p>	<p>Create a slogan of a foundation that supports an orphanage</p> <p>A slogan is a short and catchy phrase that is used to represent a company, product, or idea. It is designed to be easy to remember and helps people understand what the company or product is all about.</p> <p><b>1. Short and Simple:</b> A slogan is usually made up of just a few words. It is easy to say and easy to remember. This makes it easier for people to remember and understand what it means.</p>
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	<p>Here are the procedures:</p> <p><b>Choosing a Topic</b>  1. Guide students in choosing a topic for their informational text. It can be a subject they are interested in or a topic related to a subject they are currently studying.  2. Write a few topic options on the chart paper or board and allow students to choose their preferred topic.</p> <p><b>Gathering Information</b>  1. Explain to the students that before they can write an informational text, they need to gather accurate and relevant</p>	<p>writing to improve clarity and accuracy.</p> <ul style="list-style-type: none"> <li>- Model how to review and revise a sample paragraph from their informational text, focusing on grammar, punctuation, and sentence structure.</li> <li>- Encourage students to read their own writing aloud or exchange papers with a partner for peer editing.</li> </ul> <p><b>Finalizing the Informational Text</b></p> <ul style="list-style-type: none"> <li>- Instruct students to make any necessary revisions based on the editing process.</li> <li>- Provide time for students to neatly write or type their final draft of the informational text.</li> <li>- Collect the completed texts for</li> </ul>	<p>Identifying real images suggests that there is a basis for its existence. They are seen, felt, smelled, heard or even tasted.</p> <p>Identifying make-believe images means believing or knowing that these images are not real and not true because they are not seen, felt, smelled, heard nor tasted.</p>		<p><b>2. Catchy and Memorable:</b> A good slogan is catchy, which means it gets stuck in your head. It uses words that sound nice together or have a rhythm. This helps People remember it for a long time.</p> <p><b>3. Represents the Company or Product:</b> A slogan is like a mini description of what a company or product is all about. It gives you an idea of what to expect from them. For example, a slogan for a pizza place might be "Hot and Delicious Pizza!" This tells you that the pizza is tasty and will be served hot.</p>
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	<p>information about their chosen topic.</p> <p>2. Provide students with resources such as books, websites, or articles related to their topic.</p> <p>3. Alternatively, you can provide them with pre-selected information texts or conduct a class discussion to gather information together.</p> <p>4. Encourage students to take notes or use graphic organizers.</p>	<p>assessment or allow students to share their work with the class.</p>			<p><b>4. Creates a Positive Feeling:</b> A slogan is designed to make you feel good about the company or product. It often uses positive words or ideas to make you think that choosing them is a good decision. For example, a slogan for a toy company might be "Fun for Everyone!" This makes you feel excited and happy about playing with their toys.</p> <p><b>5. Sets the Company or Product Apart:</b> A slogan helps</p>
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	<p><b>Planning and Organizing</b></p> <p>1. Discuss with the students the importance of planning and organizing their ideas before writing.</p> <p>2. Model how to create a basic outline or graphic organizer for their informational text. Include headings, subheadings, and bullet points for the main ideas and supporting details. Provide students with a template or guide to help them structure their outline.</p>				<p>a company or product stand out from others. It tells you why they are different or better than their competitors.</p> <p>For example, a slogan for a sports shoe brand might be "Run Faster, Jump Higher!"</p> <p>This tells you that their shoes will help you perform better in sports.</p> <p>Remember, a slogan is like a special phrase that represents a company or product. It should be short, catchy, and make you feel good about choosing them.</p>
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<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>Give the pupils 15 minutes to complete the task in the Learning Activity Sheet (page 1 &amp; 2).</p>	<p>Finalize the informational text and discuss briefly the finished output.</p>	<p>Present a mix of real and make-believe images and ask students to identify which ones are real and which ones are make- believe.</p> <p>Tell the students to explain their choices. Discuss their answers in the class and write them on the chart or board.</p>	<p>Engage students in a brainstorming activity where they come up with their own catchy headlines for given topics or scenarios.</p> <p>Engage students in a matching activity where they are going to match the given subtitles to their corresponding multimedia examples.</p>	<p>Let learners think of a possible business they want to own someday. Allow them to conceptualize their own product slogan. Have them visualize it through a drawing. Assess the learners output using a rubric.</p> <p>Here is a simple rubric for making a slogan:</p> <ol style="list-style-type: none"> <li><b>Creativity</b> (4 points): The slogan is original and shows creative thinking. It is not a common phrase or copied from somewhere else.</li> <li><b>Clarity</b> (3 points): The</li> </ol>
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					<p>slogan clearly represents the company, product, or idea it is promoting. It is easy to understand and does not confuse the audience.</p> <p><b>3. Catchiness</b> (3 points): The slogan is memorable and sticks in the mind of the audience. It uses words that sound nice together or have a rhythm to make it catchy.</p> <p><b>4. Relevance</b> (2 points): The slogan is relevant to the company, product, or idea it is promoting. It highlights the key features or benefits in an appropriate way.</p>
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					<p><b>5. Positive Feeling (2 points):</b> The slogan creates a positive feeling about the company, product, or idea. It uses positive words or ideas to make the audience feel good about choosing them.</p> <p><b>6. Presentation (1 point):</b> The slogan is presented neatly and legibly. It is written or displayed in a way that is easy to read and understand.</p> <p><b>Total: 15 points</b></p> <p>Note: This is just a basic rubric to guide you in creating a slogan. You can adjust the criteria or</p>
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					weighting based on your specific needs and preferences. The most important thing is to have fun and be creative while making your slogan!
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**After/Post-Lesson Proper**

<i>Making Generalizations and Abstractions</i>	Engage in a collaborative discussion which would lead to the generalization of the lesson.  Ask questions such as:  What does an informational text include?  What are the steps to follow in writing an informational text?	Ask the learners:  What are the parts of an informational text?  Were you able to write your own?  What helped you?	Ask the learners:  How can you tell if an image is real/fact or make-believe/non-fact?  Why is it important to differentiate between real/fact from make-believe/non-fact?  Write their responses on the board/chart.	Ask the learners:  What is the importance of headlines and subtitles?  Discuss the importance of headlines and subtitles in enhancing understanding and guiding the audience through the content.  Write down their answers on the board which will form the generalization of the lesson.	Encourage the learners to share to the class their learnings in their own words.  Write down their ideas on the board.
<i>Evaluating Learning</i>	Instruct the learners to complete the outline.	Use a rubric to assess learners' written informational text.	Identify whether it is real/fact or make-believe/non- fact. Let them write the	Write on the line whether each item is a headline or subtitle.	Put a check mark to the identified slogans and



	<p>Name: _____  Title: _____  A. _____  1. _____  2. _____  3. _____  B. _____  1. _____  2. _____  3. _____</p> <p>Use a rubric to assess learners' outline.</p>	<table border="1"> <tr> <td data-bbox="745 129 862 499">4</td> <td data-bbox="862 129 1122 499"> <p>Clear introduction, body and conclusion  Sentences are sequential  No error in grammar and structure</p> </td> </tr> <tr> <td data-bbox="745 499 862 1251">3</td> <td data-bbox="862 499 1122 1251"> <p>With introduction, body and conclusion which is generally clear. Some sentences are not sequentially arranged. With some errors in grammar and structure</p> </td> </tr> </table>	4	<p>Clear introduction, body and conclusion  Sentences are sequential  No error in grammar and structure</p>	3	<p>With introduction, body and conclusion which is generally clear. Some sentences are not sequentially arranged. With some errors in grammar and structure</p>	<p>answers on their answer sheet.</p> <ol style="list-style-type: none"> <li>1. </li> <li>2. </li> <li>3. </li> <li>4. </li> <li>5. </li> </ol>	<ol style="list-style-type: none"> <li>1. "Olympic Gold Medalist Returns Home as Local Hero" _____</li> <li>2. "Local Community Comes Together to Support Homeless Shelter" _____</li> <li>3. "Unleashing Creativity through Art and Music" _____</li> <li>4. "Exploring the Wonders of the Solar System" _____</li> <li>5. "Filipino- American Wins Miss Universe, Proud Moment for the Philippines" _____</li> </ol>	<p>an X mark to those which are not.</p> <ol style="list-style-type: none"> <li>___ 1. "Finger Lickin' Good</li> <li>___ 2. Obey Your Thirst</li> <li>___ 3. "Philippines Extends COVID- 19 Lockdown Measures as Cases Surge"</li> <li>___ 4. Pure Happiness</li> <li>___ 5. "Fun and Educational Activities to Keep Kids Engaged During Summer Break"</li> </ol>
4	<p>Clear introduction, body and conclusion  Sentences are sequential  No error in grammar and structure</p>								
3	<p>With introduction, body and conclusion which is generally clear. Some sentences are not sequentially arranged. With some errors in grammar and structure</p>								

	<p>4 Well-organized; specific; clear; and followed the format.</p>	<p>Introduction, body and conclusion unclear Sentences are not sequentially arranged with many errors in grammar and</p> <p>One part missing with vague sentences and many errors in grammar and structure</p>			
<p>3 Most details are organized. Mostly specific and clear.</p>					
<p>2 Some details are organized Some parts specific and clear. Some errors in format.</p>					
<p>1 Many details are not organized. Outline format lacking and with many errors</p>					

Additional Activities for Application or Remediation (if applicable)	Ask them to make an outline for the given informational text, <b>“The Life Cycle of the Butterfly”</b> .				Ask them to create their own slogan.  <i>(see worksheet)</i>
Remarks					
Reflection					