



AL NOOR INTERNATIONAL SCHOOL  
Riyadh, KSA

# Science Workbook (KG3)

**Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Academic Year:** \_\_\_\_\_

Name: \_\_\_\_\_

Level/Section: KG 3- \_\_\_\_\_

Date: \_\_\_\_\_

## Lesson 1: What questions can you ask?



### Question- Inquiry

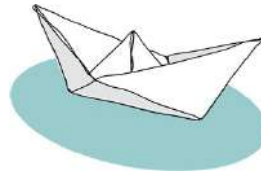
-a sentence or phrase used to find out information

*Examples: Which animal can fly?*

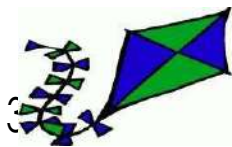
*Which object is soft?*

### I. Directions: Circle the picture that answers each question.

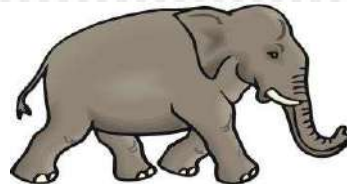
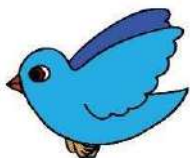
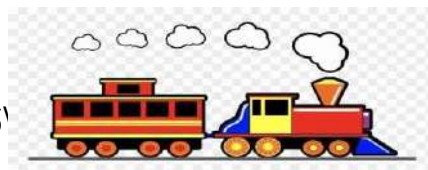
1. Which object is light?



2. Which object can fly in the air?



nal can s

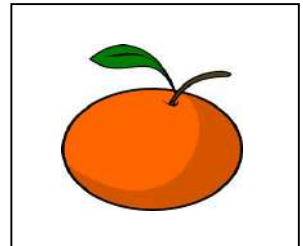


**II. Directions: Match the question to its correct answer on the right.**

1. Which object is soft? ●



2. Which object is hot? ●



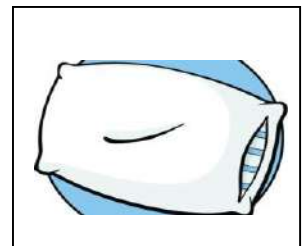
3. Which object is cold? ●



4. Which object can you go up and down? ●



5. Which object is round? ●



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## Lesson 2: How do you observe?



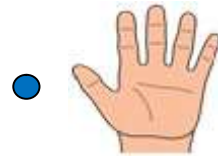
- \* We use our five senses to observe:  
eyes, ears, nose, tongue, and skin
- \* We use our eyes to see.
- \* We use our ears to hear.
- \* We use our nose to smell.
- \* We use our tongue to taste.
- \* We use skin to feel.

### I. A. Directions: Circle the correct body part being asked for.

|           |   |   |
|-----------|---|---|
| 1. eyes   |   |   |
| 2. ears   |  |  |
| 3. nose   |  |  |
| 4. tongue |  |  |
| 5. hand   |  |  |

**B. Match each group of words to the correct picture.**

1. I can see with my \_\_\_\_\_ ●



2. I can smell with my \_\_\_\_\_ ●



3. I can taste with my \_\_\_\_\_ ●



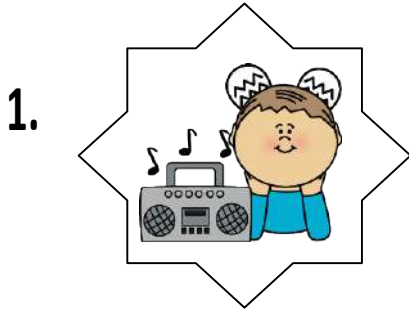
4. I can touch with my \_\_\_\_\_ ●



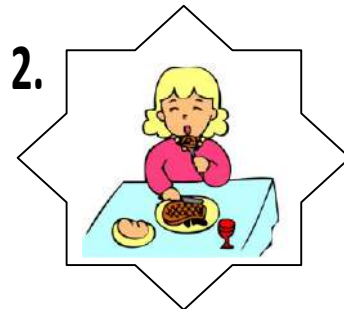
5. I can hear with my \_\_\_\_\_ ●



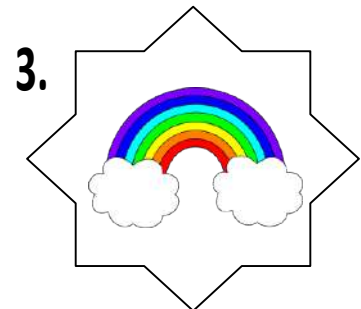
II. A. Identify the senses you use in each picture. Color the correct box.



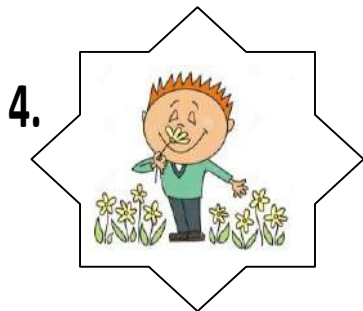
see    hear



taste    hear



touch    see



taste    smell



feel    hear



see    smell

B. Circle the pictures to answer the questions.

1. What can you observe by touching?



2. What can you observe by hearing?

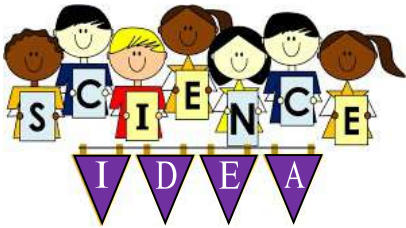


Name: \_\_\_\_\_

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### Lesson 3: How do you learn together?



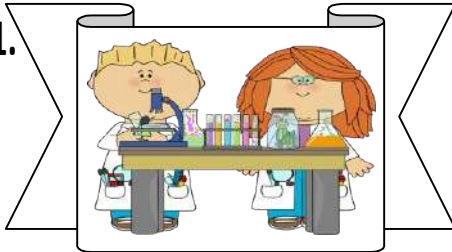
\*Learning together: sharing ideas to others.

*Examples*

- \*coloring together
- \*doing activity together
- \*helping each other

**Directions: Check (✓) if the picture shows learning together and (X) if not.**

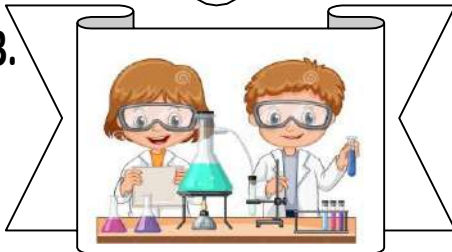
1.



2.



3.



4.



5.



6.



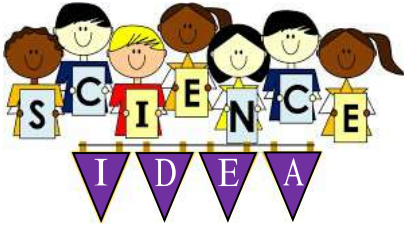


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## Lesson 4: How do you share what you learn?



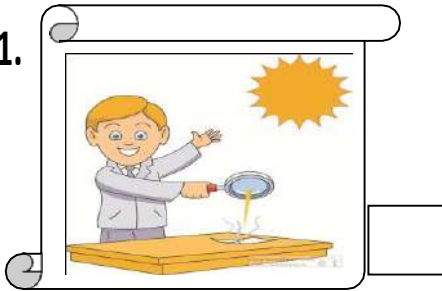
\* Sharing what you learn:

Examples:

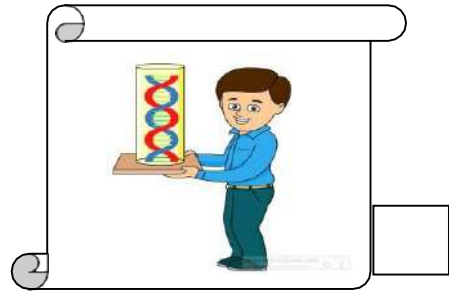
- \* write and draw
- \* talk and show pictures

I. Directions: Color the box red if it shows sharing what is learned and yellow if not.

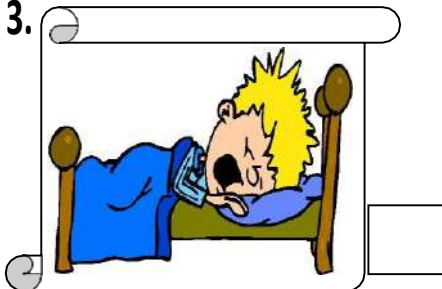
1.



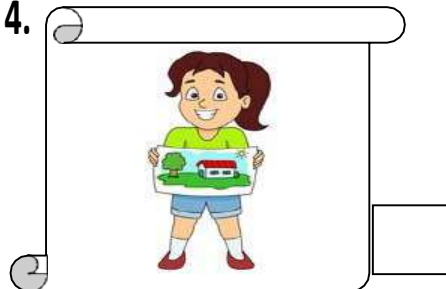
2.



3.



4.



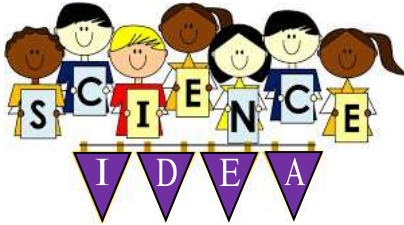


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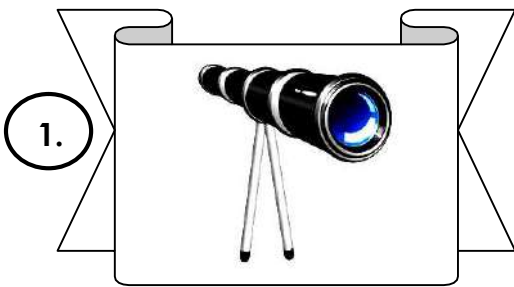
### Lesson 5: What do you use to observe?



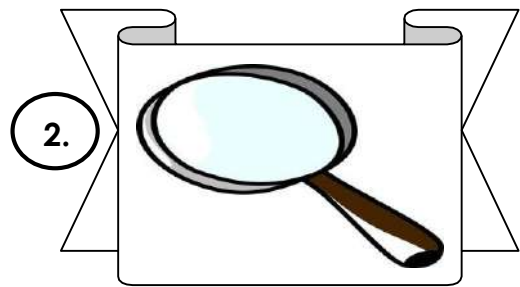
\* **Tools used to observe:** Magnifying glass/hand lens, telescope, and microscope.

\* **Tools used to measure:** weighing scale, ruler, thermometer, and measuring cup.

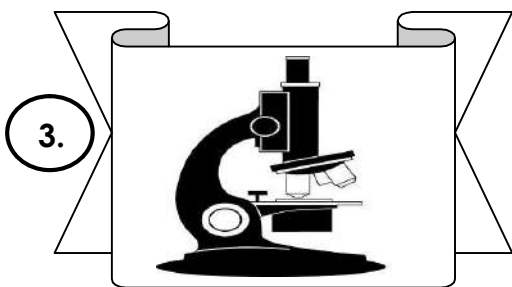
**I.A. Name the tools which are used to observe. Circle your answer.**



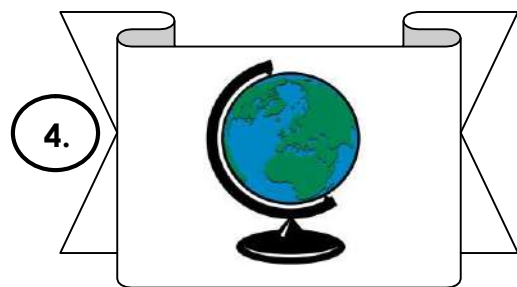
telescope - microscope



magnifying glass - globe



magnifying glass - microscope



telescope - globe

**B. Match to name the tools which are used to measure.**

1. pan balance



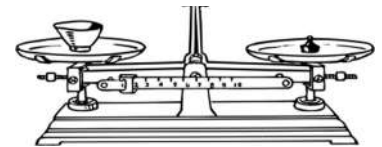
2. ruler



3. measuring cup



4. thermometer

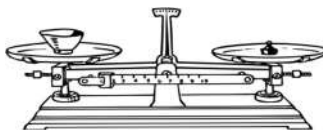


**C. Circle the tool being asked for.**

1. Which tool is used to observe the temperature?



2. Which tool is used to find the places in the world?



3. Which tool is used to observe the stars at night?



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## Lesson 6: How do you stay safe?



\* **To stay safe**, we need to follow instructions.

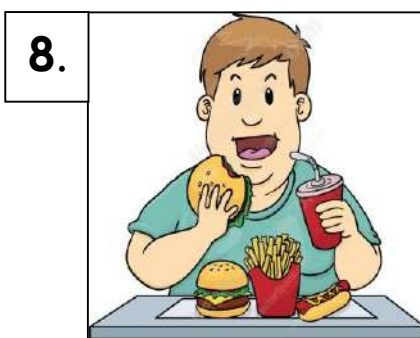
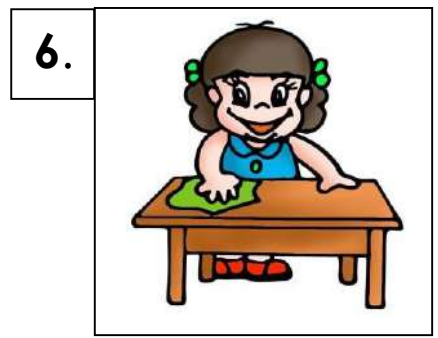
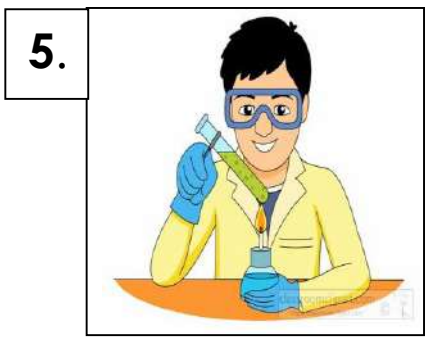
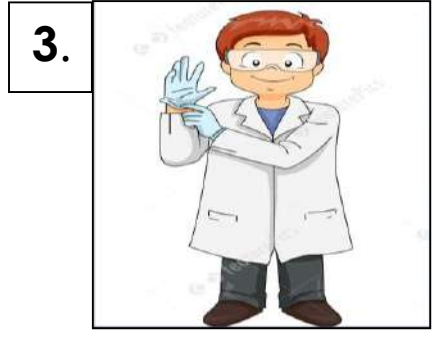
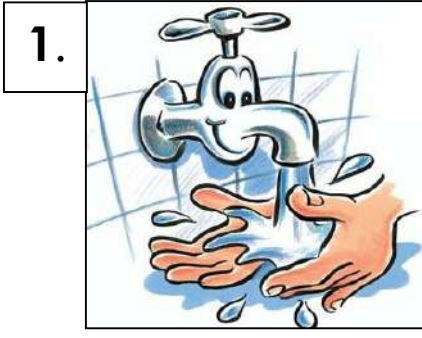
\* **Wear the following things**: goggles, lab gown, and gloves when performing the activities

**I. Check (✓) if the statement is correct and mark X if not.**

- 1. Rules and tools can help you keepsafe.
- 2. Untie your hair when doing experiment.
- 3. Hand all tools carelessly.
- 4. Wash your hands.
- 5. Listen to your teacher.
- 6. Use unsafe tools.
- 7. Wear safety goggles.
- 8. Wear a lab gown when doing experiment.
- 9. Eat/Drink inside the laboratory.
- 10. Clean your place before and after the activity.



**II. Circle the picture that shows following the rule inside the laboratory and cross out ( X ) if not.**



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**Pre-Activity: Motion: What are position and motion?**



\* **Position**- is a location relative to a reference point.

**Examples:**

over    under    below    left

\* **Motion**- change in the position of object over time.

**A. Directions: Sing a song "Use Some Force" with a tune of "If you're happy and you know it."**

**Use Some Force**

If you want to move the ball,  
Use some force.

If you want to move the ball,  
use some force.

If you want to go it far,  
Kick it hard and there you are.  
You just moved the ball  
by using lots of force.

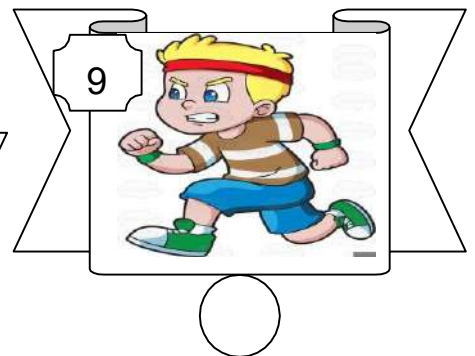
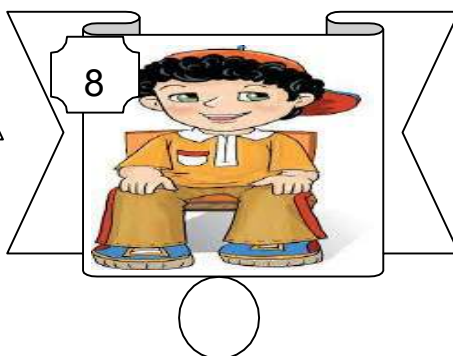
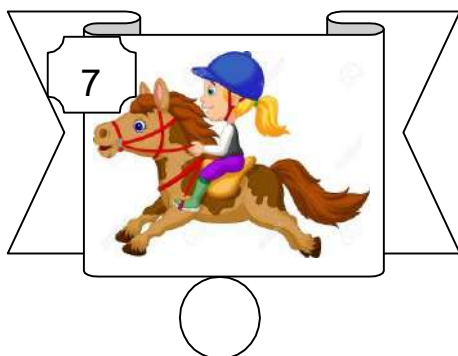
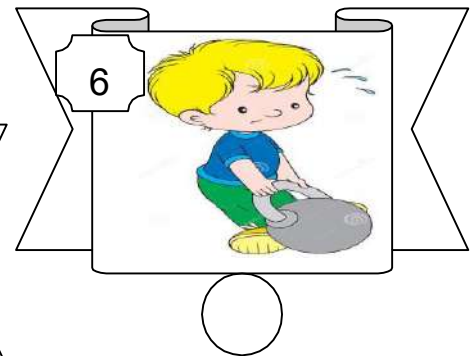
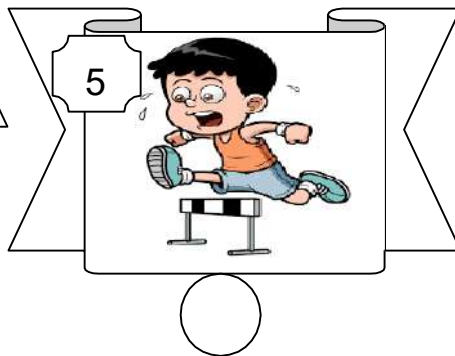
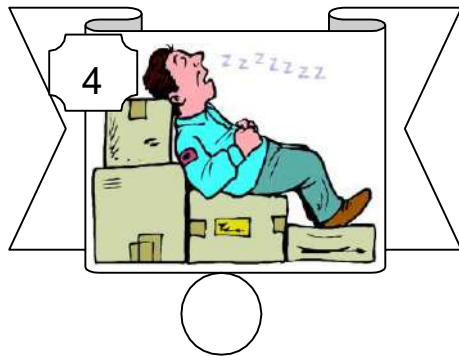
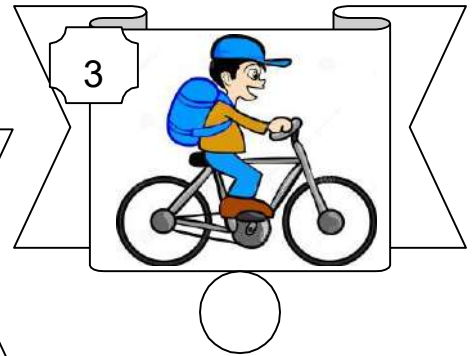
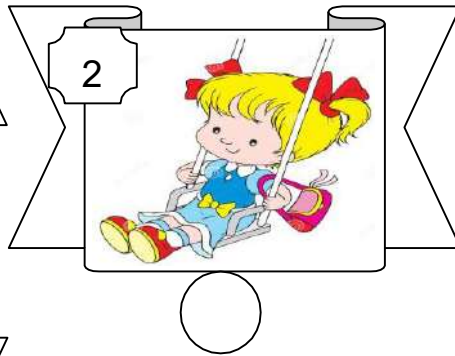
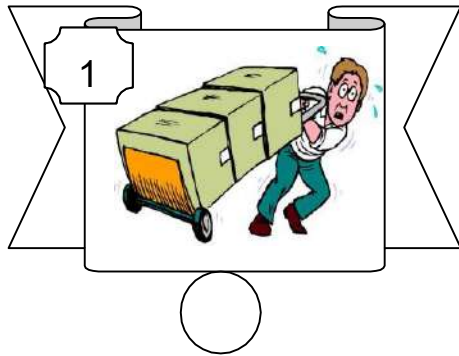
If you want the swing to move,  
Use some force.

If you want the swing to move,  
Use some force.

Give a push. It starts to go  
Back and forth, and did you know,  
You got the swing to move  
and did it using force.



**B. Directions: Check ( ) if the picture shows motion and cross out (X) if not.**





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**Lesson 1: What can you tell about an object's position?**



\* **Position**- is a location relative to a reference point (or origin of a coordinate system).  
- it is a point where something is located or placed.

**Examples:**

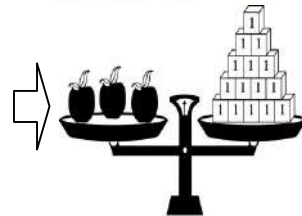
over    under    below    on    in  
above    back    right    left

Directions: Match the object to its correct position.

1. above ●



2. below ●



3. front ●



4. right ●



5. left ●



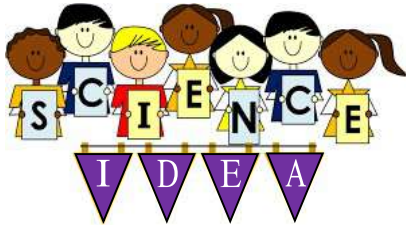


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## Lesson 2: What makes object move?



\* You can **push and pull** to move an object.

\* A **push or a pull** can change how an object moves.

\* **Push and pull** are forces.

**Examples:**

pushing a cart

pulling a rope

**I. Directions: Identify the given pictures if the force used is push or pull. Circle the correct answer.**

1.



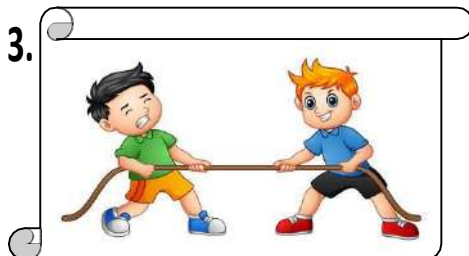
push      pull

2.



push      pull

3.



push      pull

4.



push      pull

II. Directions: Match the word to its correct picture.

1.



2.



3.



push

4.



pull

5.



6.



III. Draw an example of a push and pull in the box.

Push

Pull

Name: \_\_\_\_\_

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### Lesson 3: What are some ways objects move?



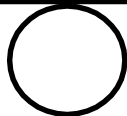
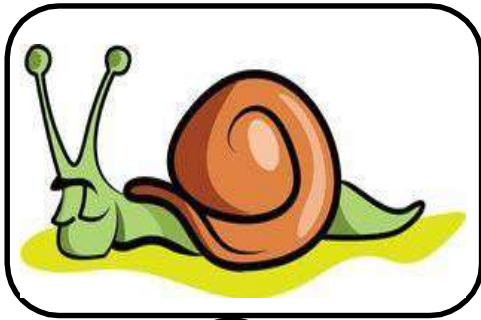
\* Objects may move **fast or slow**.

\* A big push or pull can **speed up** object.

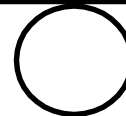
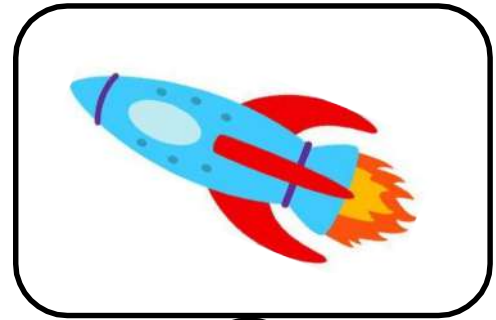
\* A big push or pull can **slow down** object.

1. Directions: Identify if the object moves fast or slow. Write F if fast and S if slow.

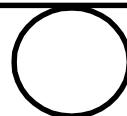
1.



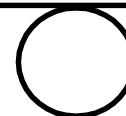
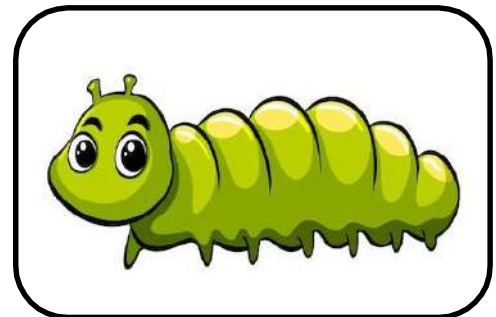
2.



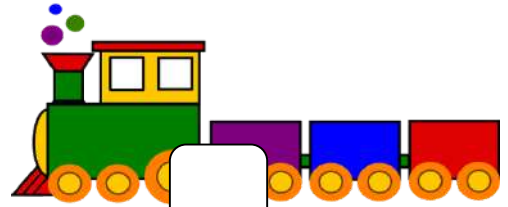
3.



4.



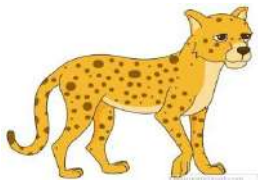
1. Arrange the following objects on how they move from slowest to fastest. Write 1, 2, 3 (1 is the slowest).



2. Arrange the following from fastest to slowest. Write 1, 2, 3 (1 is the fastest).



3. Arrange the following from slowest to fastest. Write 1, 2, 3 (1 is the slowest).



4. Arrange the following from fastest to slowest. Write 1, 2, 3 (1 is the fastest).

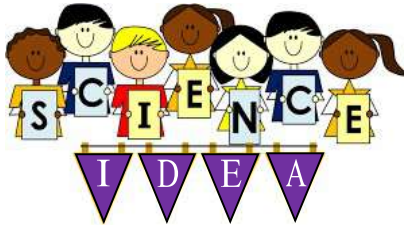


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**Lesson 4: How do moving objects affect each other?**



- \* **Moving objects** can run into each other.
- \* They push on each other.
- \* They might **start moving or stop moving**.
- \* They might **speed up or slow down**.
- \* They might **change direction**.

**I. Directions: Answer the following questions?**

1. What will happen if you kick the ball gently?



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---

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2. What will happen if you kick the ball hard?



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---

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**II. Directions: Circle the picture which shows that moving object affect each other.**



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**Investigate It! How can you move the car?**



\*There are other ways to move the car: fast, slow, back and forth, curve, and angle.

\* You can move the car by pushing and pulling.

## How a Car Can Move

1.

2.

3.

4.

5.

Name: \_\_\_\_\_

Level/Section: KG 3- \_\_\_\_\_

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**Lesson: Forces (Push and Pull)**  
**Performance expectation Activity**

I.

1. Circle words to tell what happens after a soft push.
2. Underline words to tell what happens after a hard push.

3. near fast far slow

II. **Directions: Observe and draw.**

1. Draw the object.
2. Push or pull the object.
3. Draw an arrow to show the direction of the push or pull.
4. Draw the object again at the end of the arrow.





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**Lesson: Inquiry-Try It: Do plants need water?**



\* Plants need water to live,  
grow and survive.

**Directions: Fill in the box with the answers from the activity that you performed.**

**What I did?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What happened?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What I learned?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Lesson 1: What are nonliving things?**



\***Nonliving things** are things that do not have life.



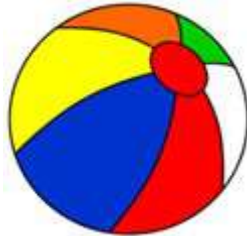



\*They **cannot reproduce, grow and change on their own, or respond to.**

\*They don't need **food, water, and air.**

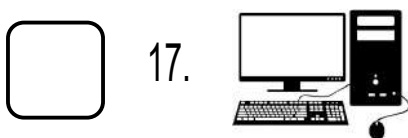
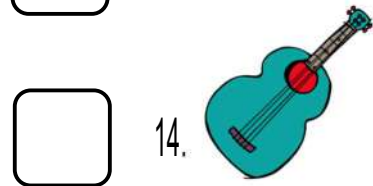
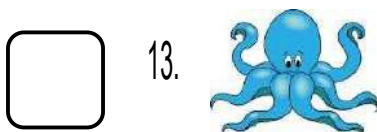
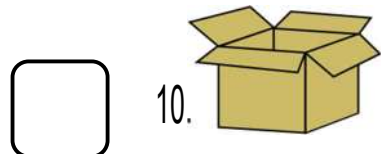
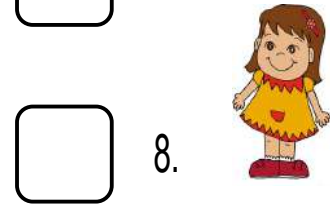
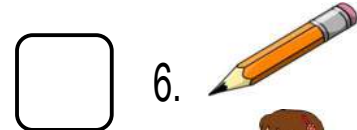
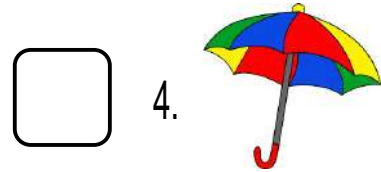
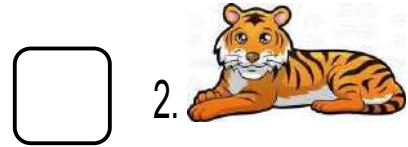
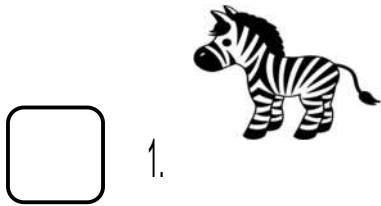
**Examples:**

bag, cell phone, pencil, laptop, table

**I. Directions: Circle all the non living things in the picture.**

|   |   |   |
|---|---|---|
| 1.<br> | 2.<br> | 3.<br> |
| 4.<br> | 5.<br> | 6.<br> |

**II. Check ( ✓ ) if the picture shows non-living thing and cross out ( X ) if not.**



Name: \_\_\_\_\_

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**Lesson 2: What are living things?**



\***Living things** are organisms that display the key characteristics of life.

\*They have the ability to **reproduce, grow and change on their own, or respond to.**

\*They need **food, water, and air.**

**Examples:**

human, plants, trees and animals.

**I. Directions: Using the words in the box, complete the sentences below.**

food

water

air

sunlight

shelter

1. Most living things need \_\_\_\_\_ to drink.

2. Most living things need \_\_\_\_\_ to eat.

3. All living things require \_\_\_\_\_ to grow.

4. All living things need \_\_\_\_\_ to breathe.

5. Most living things need \_\_\_\_\_ to live in.

**II. Directions: Write L if living things and NL if non living things.**

\_\_\_\_\_ 1. chicken



\_\_\_\_\_ 2. glass



\_\_\_\_\_ 3. toys



\_\_\_\_\_ 4. bird



\_\_\_\_\_ 5. airplane



\_\_\_\_\_ 6. butterfly



\_\_\_\_\_ 7. tree



\_\_\_\_\_ 8. monkey



\_\_\_\_\_ 9. turtle



\_\_\_\_\_ 10. shoes



\_\_\_\_\_ 11. house



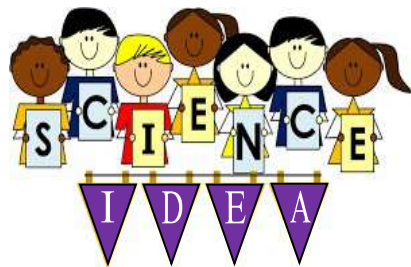
\_\_\_\_\_ 12. dress



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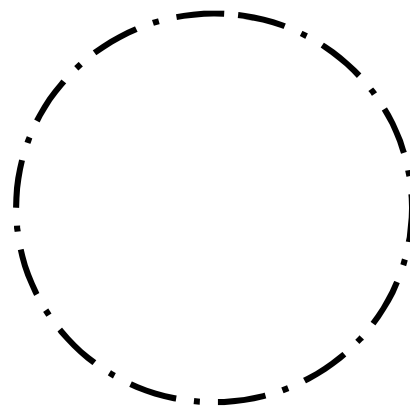
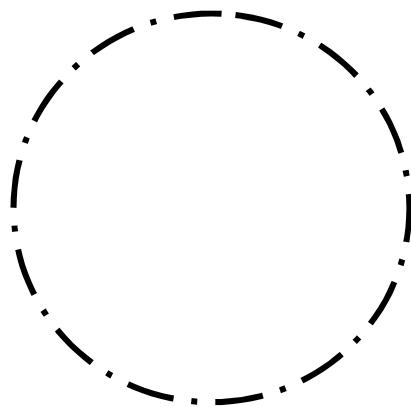
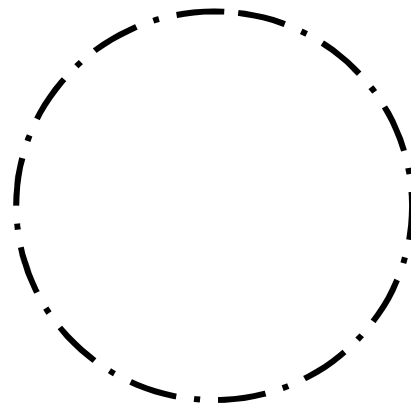
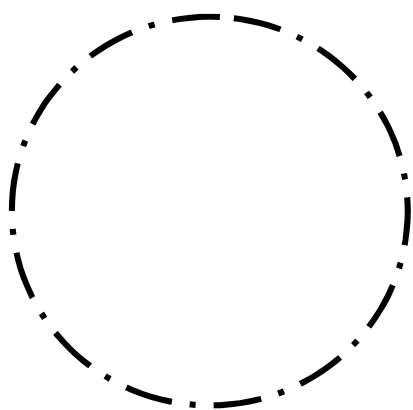
\*Plants need **water**.

\*Plants need **air**.

\*Plants need **light** to make food.

\*Plants need **space** to live and grow

**I. Draw the needs of the plant inside the circle.**



Name: \_\_\_\_\_

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**Lesson 4: What do animals need?**



- \*Animals need air and **water**.
- \*Animals need **food**.
- \*Animals use **plants and other animals as food**.
- \*Animals get **nutrients** from food.
- \*Animals need **shelter** where they can stay.

**Directions: Draw a line to match the needs of the animal.**



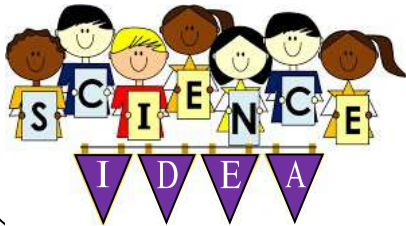


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Date: \_\_\_\_\_

**Lesson 5: What do you need?**



\***People** are living things.

\*People need **food, water, air, sunlight, clothes, and shelter.**

People use these basic needs **to survive.**

**I. Directions: Color the box if the child were able to meet the needs and cross (X) if not.**



**II. Directions: Identify the needs of human. Choose the answer from the box.**

food                      water                      air  
clothes                      shelter                      sunlight



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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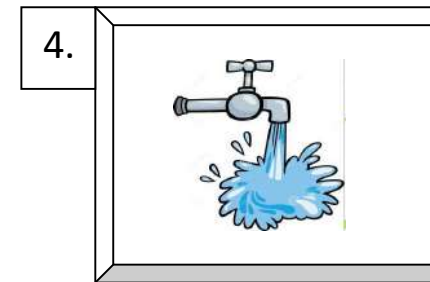
\_\_\_\_\_



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\_\_\_\_\_



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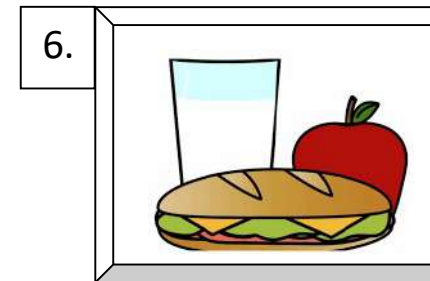
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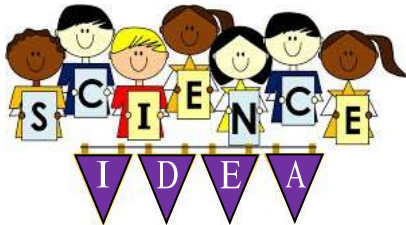
\_\_\_\_\_

Name: \_\_\_\_\_

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**Lesson 6: How do living things affect where they live?**



\***Living things** make changes to meet their needs.

\*There are activities that **affect where living things live**.

**Examples:**

throwing trash, clearing land, clearing of mountains, and digging tunnels

**I. Directions: Circle the pictures that can affect the place where living things live.**

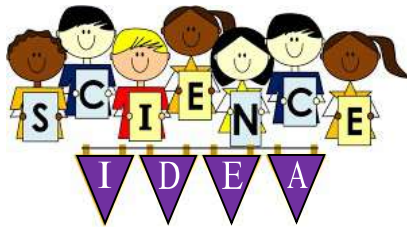


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Date: \_\_\_\_\_

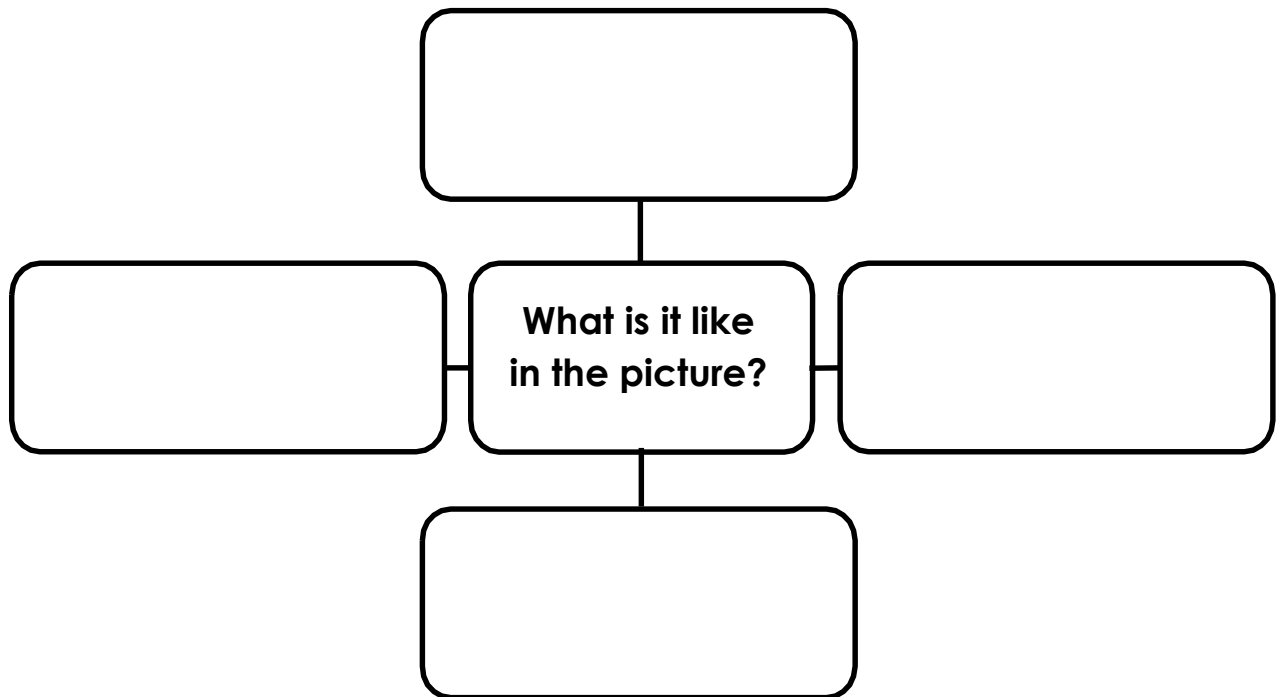
**Lesson: Inquiry-Try It: How does weather change?**



**Weather** is what the sky and the air outside are like such as cold and cloudy.

The **weather** is more than just wind or rain, but also includes some stunning effects in the sky like rainbows, flashes of lightning, and sunsets.

**Directions: Look at the picture. Then, answer the graphic organizer below.**

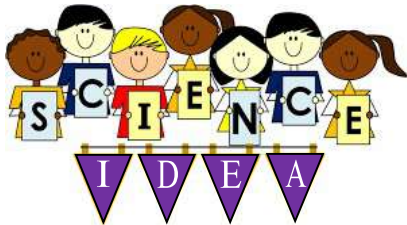


Name: \_\_\_\_\_

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Date: \_\_\_\_\_

**Lesson 1: What can you see in the day sky?**



\*You can see **clouds and the sun** in the **day sky**.

\***Sometimes** you can see the **moon** in the day sky.

I. Directions: Name the things you can find in the day sky. Choose the answer from the box.

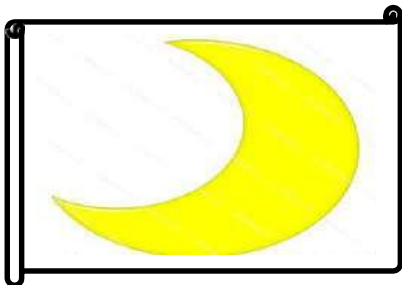
cloud

blue sky

rainbow

moon

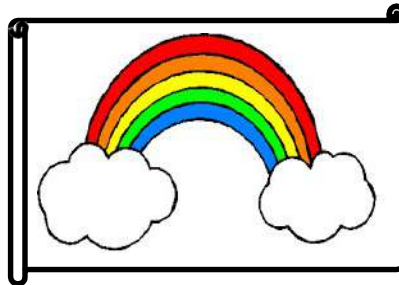
sun



\_\_\_\_\_

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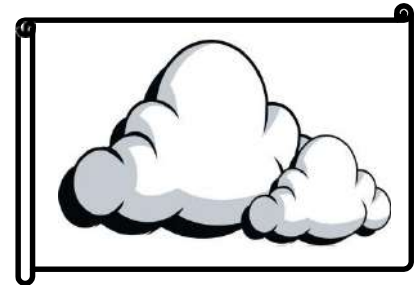
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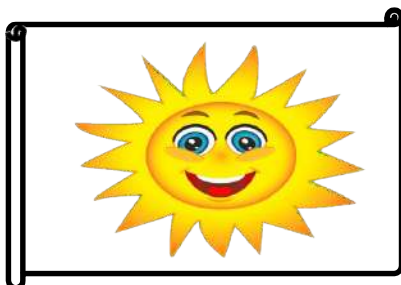
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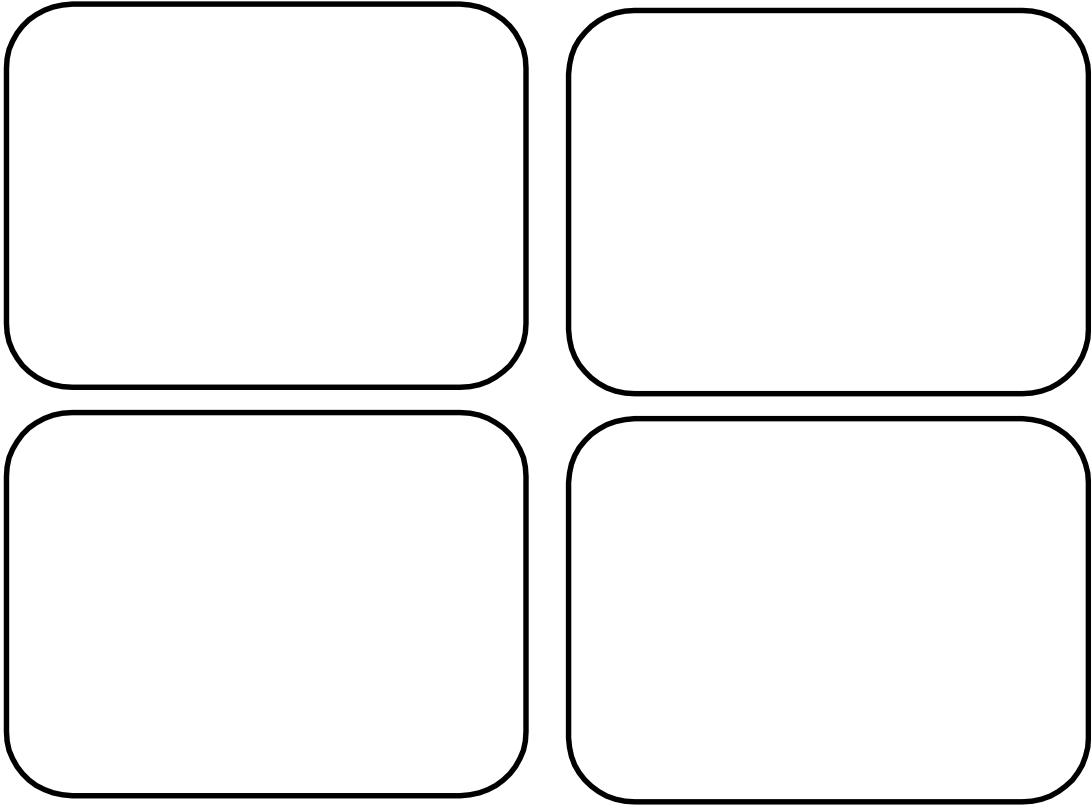


\_\_\_\_\_

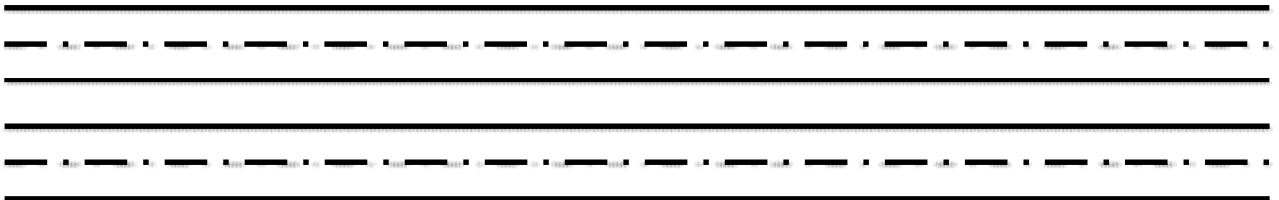
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\_\_\_\_\_

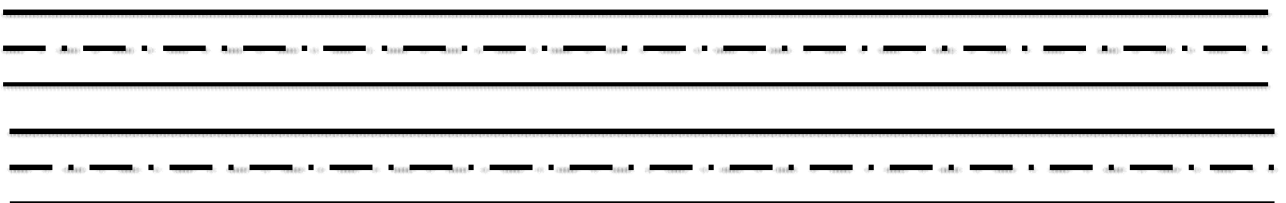
**II. Directions: Draw the things you can find in the day sky.**

Four empty rounded rectangular boxes arranged in a 2x2 grid, intended for drawing things found in the day sky.

**III. Infer: It is daytime but you cannot see the sun. Suggest a reason why you cannot see the sun.**

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

**IV. Apply: When you look up on the sky, do you ever see other things besides the sun, clouds, or moon?**

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



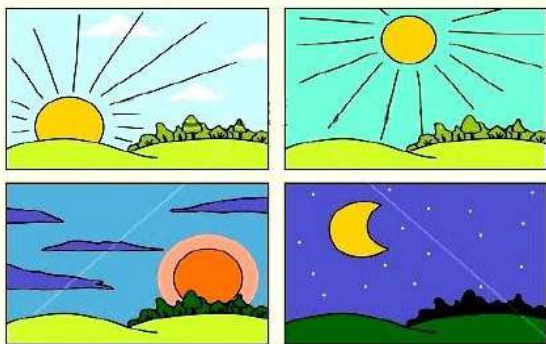
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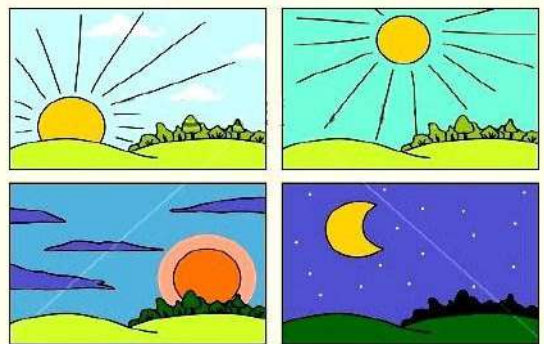
Date: \_\_\_\_\_

Lesson 2: How does the sun seem to move?

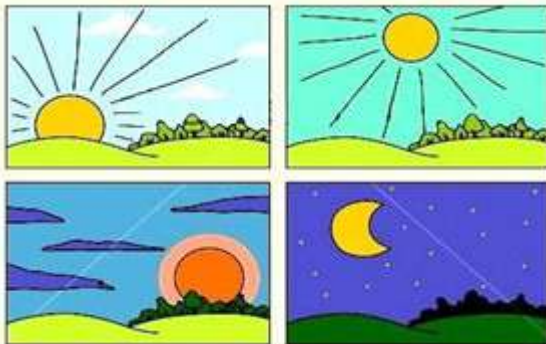
I. Directions: Identify if the picture shows morning, noon, sunset or evening. Circle the correct picture being asked for.



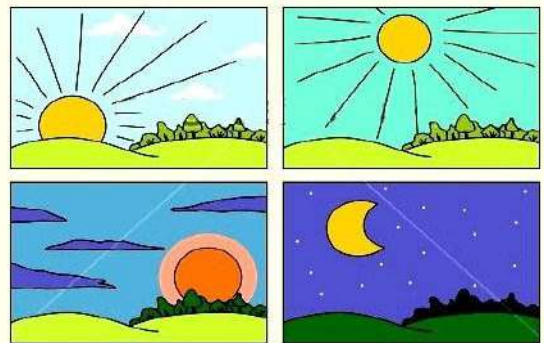
evening



morning



noon



sunset

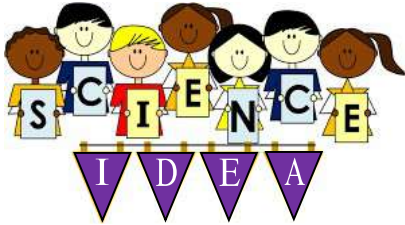


Name: \_\_\_\_\_

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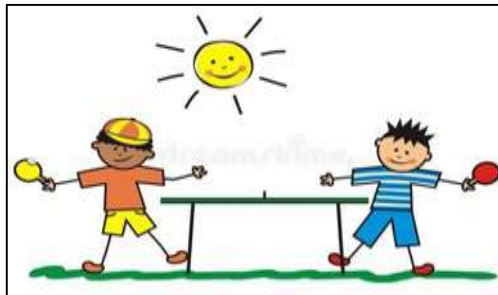
Date: \_\_\_\_\_

**Lesson 3: What do you get from the sun?**



- \*The **sun** shines on Earth.
- \*You get **light** from the sun.
- \*The sun **warms** the human, land, water, and air.
- \*Living things **need heat** from the sun.

I.A. Explain: Why do we need to get heat from the sun?

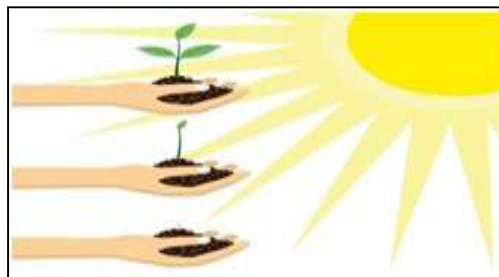


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B. Explain: Why do plants need sun?



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Name: \_\_\_\_\_

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**Lesson 4: What are some kinds of weather?**

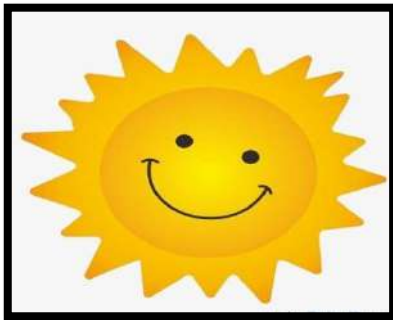
\*The **weather** can change every day.

\*The weather maybe **sunny, cloudy, windy, rainy or snowy.**

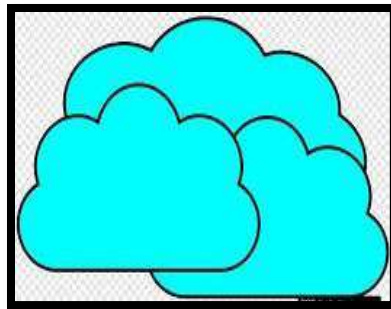
\*The weather can be **shown on a calendar.**

\*The weather is **always changing within day.**

**I. Directions: Identify the kinds of weather being shown. Color the box of the correct answer.**



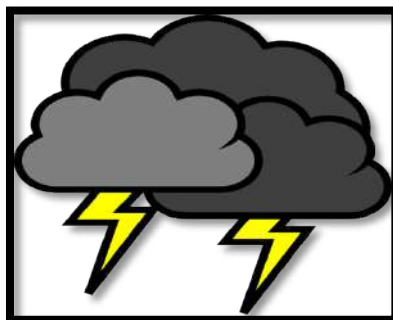
|       |       |
|-------|-------|
| rainy | sunny |
|-------|-------|



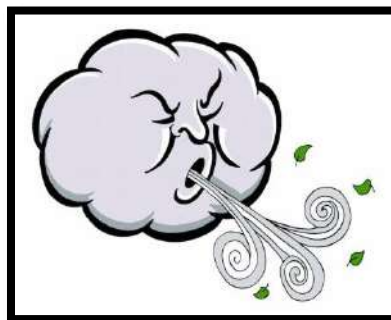
|        |        |
|--------|--------|
| cloudy | stormy |
|--------|--------|



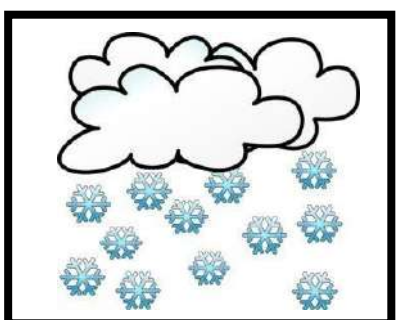
|       |       |
|-------|-------|
| rainy | windy |
|-------|-------|



|        |        |
|--------|--------|
| stormy | cloudy |
|--------|--------|



|       |       |
|-------|-------|
| sunny | windy |
|-------|-------|



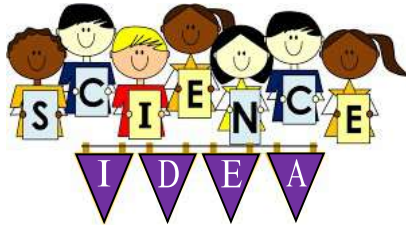
|       |       |
|-------|-------|
| rainy | snowy |
|-------|-------|

Name: \_\_\_\_\_

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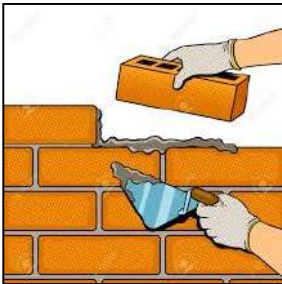
Date: \_\_\_\_\_

**Lesson 5: How can we use rock, soil, and water?**



- \*We use **rock** to build.
- \*We build houses, roads, and walls.
- \*We use **soil** to grow plants for food.
- \*We can use **water** to drink, wash, cook, and clean.

Directions: Write what is being used: water, soil or rock.



\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_

Name: \_\_\_\_\_

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**Lesson: Big World my World-Ready for the Weather**



\*We can use **different types of clothes for different types of weather.**

\*In **winter**, we can wear scarf, jacket, and mittens.

\*In **summer**, we can wear shorts, T-shirts, and other light clothes.

Directions: Match the sets of clothes to its weather.



rainy

winter

summer



Name: \_\_\_\_\_

Level/Section: KG 3- \_\_\_\_\_

Date: \_\_\_\_\_

**Lesson 1: What problem can you solve?**

Directions: Write what might be the problem then give a solution.



Problem:

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Solution:

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Name: \_\_\_\_\_

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**Lesson 2: How can you make a plan?**



\*There are **steps on how to make a plan.**

1. **Write** the steps.
2. **Draw** your plan.
3. **Make** your plan

Directions: Write the steps on how to make a plan.



1.

\_\_\_\_\_

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\_\_\_\_\_



2.

\_\_\_\_\_

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\_\_\_\_\_



3.

\_\_\_\_\_

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\_\_\_\_\_



Name: \_\_\_\_\_

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**Lesson 3: How can you share ideas with others?**

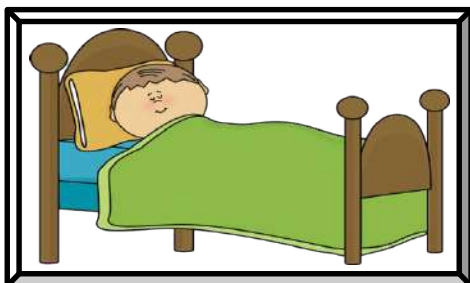
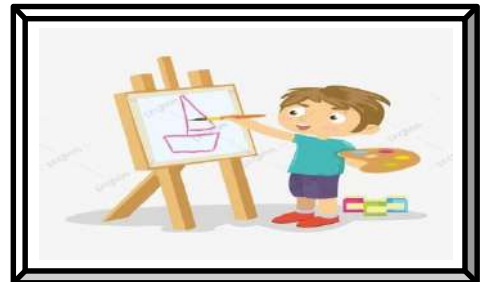
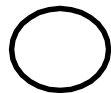


\* You share your ideas by **showing your work to others.**

\* One way you share idea is **by showing what you draw.**

\* You can also **help others** if they have a hard time solving one's problem.

Directions: Shade the circle if it shows sharing ideas to others and cross out (X) if not.



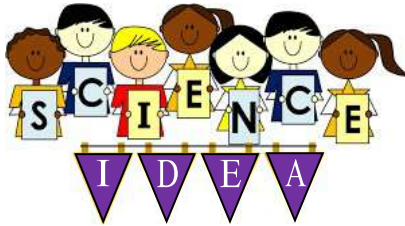


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**Lesson: Investigate It! How can you lift heavy things?**



\* You can lift heavy objects **by pushing and pulling on a ramp.**

\* **Ramp** is an inclined plane, a type of simple machine used for lifting heavy objects.

**Modify Your Investigation**

Investigate the Question

How can you move other objects up?

1. Draw two ways.

| <b>Way 1</b> | <b>Way 2</b> |
|--------------|--------------|
|              |              |