Teaching Young Learners To Think

This book describes and analyzes programs and approaches to the teaching of thinking from all around the world, providing ideas for teachers to use in their own classrooms. With new summaries for each chapter, this new updated version includes more practical ideas to start the day thinking. Teaching Children to Think features more on emotional intelligence, cognitive acceleration, and the use of ICT in teaching thinking; while also providing more on assessment, new resources, and weblinks.

The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

Why Do Kids These Days Expect Everything to be Given to Them? Today's kids don't know how to read a map. They can Google the answer to any question at lightning speed. If a teen forgets his homework, a quick call to mom or dad has it hand-delivered in minutes. Fueled by the rapid pace of technology, the Instant Gratification Generation not only expects immediate solutions to problems—they're more dependent than ever on adults. Today's kids are being denied opportunities to make mistakes, and more importantly, to learn from them. They are being taught not to think. In Teaching Kids to Think, Dr. Darlene Sweetland and Dr. Ron Stolberg offer insight into the social, emotional, and neurological challenges unique to this generation. They identify the five parent traps that cause adults to unknowingly increase their children's need for instant gratification, and offer practical tips and easy-to-implement solutions to address topics relevant to children of all ages. A must-read for parents and educators, Teaching Kids to Think will help you understand where this sense of entitlement comes from—and how to turn it around in order to raise children who are confident, independent, and thoughtful.

"Ellen Galinsky—already the go-to person on interaction between families and the workplace—draws on fresh research to explain what we ought to be teaching our children. This is must-reading for everyone who cares about America's fate in the 21st century." — Judy Woodruff, Senior Correspondent for The PBS NewsHour Families and Work Institute President Ellen Galinsky (Ask the Children, The Six Stages of Parenthood) presents a book of groundbreaking advice based on the latest research on child development.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur

during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

This exciting book fosters the skills involved in learning, providing a framework for developing active learning in every community, classroom, and school. This new edition suggests more ways to create powerful learning environments. Teaching Children to Learn has been revised and enlarged, giving more practical ideas to develop creative learning skills. It includes new sections on learning styles, accelerated learning, and ways to motivate learning.

The must-have Common Core guide for every ESL/ELL instructor Navigating the Common Core with English Language Learners is the much-needed practical guide for ESL/ELL instructors. Written by experienced teachers of English Language Learners, this book provides a sequel to the highly-regarded ESL/ELL Teacher's Survival Guide and is designed to help teachers implement the Common Core in the ELL classroom. You'll find a digest of the latest research and developments in ELL education, along with comprehensive guidance in reading and writing, social studies, math, science, Social Emotional Learning and more. The Common Core is discussed in the context of ESL, including the opportunities and challenges specific to ELL students. Ready-to-use lesson plans and reproducible handouts help you bring these ideas into the classroom, and expert guidance helps you instill the higher-order thinking skills the Common Core requires. The Common Core standards have been adopted in 43 states, yet minimal guidance has been provided for teachers of English Language Learners. This book fills the literature gap with the most up-to-date theory and a host of practical implementation tools. Get up to date on the latest stats and trends in ELL education Examine the challenges and opportunities posed by Common Core Find solutions to common issues that arise in teaching ELL students Streamline Common Core implementation in the ELL classroom The ELL population is growing at a rapid pace, and the ELL classroom is not exempt from the requirements posed by the Common Core State Standards. ESL/ELL teachers know better than anyone else how critical language is to learning, and ELL students need a specialized Common Core approach to avoid falling behind. Navigating the Common Core with English Language Learners provides specific guidance and helpful tools that teachers can bring to the classroom today.

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their

deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

THE MUST-HAVE BEHAVIOUR MANAGEMENT BIBLE "Show the students the can of dog food, open it up and then eat from it. Offer it round the class to see if anyone else will have a taste..."* This is just one of Sue Cowley's infamous ways of captivating your students, seizing control and getting those buggers to behave! *(WARNING: Make sure you read the crucial preparation advice before putting this idea into practice!) Now in its fifth edition, Getting the Buggers to Behave remains a firm favourite with trainees, newly qualified teachers and experienced staff alike. The advice ranges from the basics of behaviour management to 'how to deal with the class from hell' and is applicable whether you are working in the early years, primary, secondary or further education with level specific examples in every chapter. The book covers preparing for your first meeting with a new group of students, developing your individual teaching style, creating a positive learning environment and working in really challenging schools. Sue is famed for the practical, honest and realistic nature of her advice, and all her ideas include case studies and anecdotes based on her years of experience working as a teacher and the stories and problems she has advised on 'agony aunt' style, for teachers of all levels. In this brand new edition, Sue takes a detailed look at the use of incentives for managing behaviour, how to implement a restorative justice approach in order to change children's behaviour and also identifies the ten most common forms of misbehaviour and how to deal with them. So, if your 2 year olds are ignoring you, your Year 11s are unmanageable, your tutor group is running riot or that unmentionable 9 year old is driving you round the bend then this is the book for you!

Wanneer meneer Murphy thuiskomt kan hij zich niet ontspannen door al het lawaai. Hij vraagt mevrouw McCormack om hem te helpen.

This book is targeted at modern languages teachers of primary school children and focuses on curricula and syllabi, as well as on teaching materials and methodology. The papers look into issues related to both pre- and in-service teacher education, innovative curriculum and syllabus design in tertiary education and lower primary schools, and how new ideas can be implemented at national and classroom levels. The first six papers focus on teacher education curricula and teacher development in pre-service and in-service programs, whereas the last four papers examine curricula, teaching materials and projects in primary schools.--Publisher's description.

This book is based on a simple series of psychological concepts. While ability to think has always been important, the knowledge economy significantly increases the demand for higher order thinking and problem-solving abilities. Parents should take a much more active role in teaching their children to think. Early preschool years are critical because long-term attitudes and early strategies are learned then. Approaches and perspectives on learning to think can be clearly communicated to parents in ways which will make it possible for them to use the correct strategies to stimulate their students to think more clearly and critically. There are five elements involved in good, logical, critical, and creative thinking: 1. The skills involved in effective, efficient, and lasting learning, or commonly referred to as cognitive processing strategies 2. The mastery of logic and structure of what is being learned 3. Awareness of what one knows and does not know, and how one knows and how one thinks 4. The standards or guidelines for the validity and reliability of what one knows, called intellectual standards 5. The knowledge and skills involved in critical thinking and solving problems in different subjects or domains

'This workbook, developed after 23 years of work with children, is designed to help children change their 'stinking thinking.' 'Stinking Thinking' are ways children think that cause them to

be anxious, depressed, angry, guilty, frustrated, embarrassed, insecure, or jealous. The exercises help children ages 6 to 12 years develop cognitive skills, positive thought patterns, and resilience to cope with daily hardships. The wizard theme is attractive to children and encourages them to interact with parents or therapists as they practice the concepts. Therapists and parents will find this workbook user-friendly, attractive, and fun. It is a valuable adjunct to cognitive behavioral approaches. Children are fascinated with wizards and enjoy the exercises.' - Virginia Child Protection Newsletter 'This ingenious workbook, designed for use by psychologists, teachers or parents, is highly visual and interactive and could beneficially be used with individuals and groups of children. Based on the CBT approach, it encourages children to explore their negative thinking patterns which in turn enhances their ability to cope with daily challenges. The author has cleverly used the world of magic as a backdrop to each session, and children are enticed to become "super thinking wizards" as they learn to outsmart negative thinking.' - The Psychologist 'Joann Altiero's No More Stinking Thinking is a workbook for parents, teachers and therapists to teach children how to develop the cognitive skills and resilience that will help them to cope with daily adversity, including criticism, disappointment and bullying. Each lesson explains a different type of "stinking thinking" - from ignoring the big picture or jumping to conclusions, to making a big (or little) deal out of something - and teaches children how to spot and combat it. The book aims to teach children about the power of positive, healthy and confident thinking and assertive behaviours. A final "exam" and a graduation certificate are included. No More Stinking Thinking is accessible and fully interactive and an ideal tool for helping children develop positive thinking in an imaginative and exciting way.' - Afasic News 'This workbook aims to help those working with children teach positive thinking. Simple exercises encourage children to think about any negative views they may have about themselves and address them. Each chapter looks at a particular problem, for example jumping to conclusions. There are fun activities as well as exercises to summarise what has been learnt and children can work towards becoming a Super Wizard Thinker.' - ChildrenNow 'This book is written to help children combat negative thinking. The children work through the book with you and become a wizard of positive thinking! The idea of the book is very good and is written in a very light hearted manner. I would recommend this book to anyone who feels their child needs some help feeling good about themselves.' - www.ncma.org.uk 'This book is a workbook for parents/carers and children to encourage positive thinking. It is written in a friendly style, which makes it easy for children to follow. I particularly liked the lay out, it is in 6 chapters for steps to positive thinking and the pages are clearly laid out with lots of pictures and activities and spaces to draw your own pictures. The pictures complement the text well and make the chapters more fun. The activities are easy for the children to follow as well as making them think about what they have just read. I shall be using it in my setting and would recommend it to other childminders.' - National Child-Minding Association 'I think this workbook would be a useful resource for professionals, in particular teachers, who could use the exercises as discussions points when working with a group of children.' - Adoption-net.co.uk How can children learn to combat negative thinking in a fun and constructive way? By applying to be a wizard of positive thinking, of course! Joann Altiero's No More Stinking Thinking is an easy-to-use workbook for use by parents, teachers, and therapists to teach children how to develop the cognitive skills and resilience that will help them to cope with daily adversity, including criticism, disappointment and bullying. Each lesson in this mental health "wizard class" explains a different type of "Stinking Thinking" - from ignoring the big picture or jumping to conclusions to making a big (or little) deal out of something - and teaches children how to spot and combat it. They are drawn into a magical world where they learn about the power of positive, healthy and confident thinking and assertive behaviors as they defeat the evil Lord Stinker and become "Super Thinking Wizards." Exercises, a final "exam," and a graduation certificate are included. Accessible and fully interactive, No More

Stinking Thinking is an ideal tool for helping children develop positive thinking skills in an imaginative and exciting way.

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

Too many teaching and learning activities require students to use only lower-order thinking (LOT), and many of the attempts educators make to promote higher-order thinking (HOT) are misconstrued. Higher-order thinking makes teaching and learning more engaging and intentional, adds intellectual rigor to any curriculum, and aids in the development of some important life skills among young learners Even preschoolers are capable of a great deal of higher-order thinking. Infusing a play-based curriculum with activities and interactions that promote higher-order thinking creates the type of play that fosters cognitive, language, physical, and social development. It is important to start developing students' higher-order thinking skills when they are young, and this book provides numerous strategies for doing so. Most of the activities are in the form of open-ended interactive games that can be easily modified to be responsive to variety of cultures and to meet a range of learning abilities, styles, and intelligences.

Foundational principles partnered with 14 practical, hands-on activities to help children become optimistic thinkers and learners.

Mathematical and Analogical Reasoning of Young Learners provides foundational knowledge of the nature, development, and assessment of mathematical and analogical reasoning in young children. Reasoning is fundamental to understanding mathematics and is identified as one of the 10 key standards for school mathematics for the new millennium. The book draws on longitudinal and cross-cultural studies, conducted in the United States and Australia, of children's reasoning development as they progressed from preschool through the end of second grade. The multifaceted analysis of young children's development of mathematical and analogical reasoning focuses on individual learners, their learning environments, and the interaction between the two. The multidisciplinary team of authors present multiple perspectives and multiple methodologies, and provide valuable information on organizing and sustaining interdisciplinary and cross-cultural inquiry. Key issues addressed include: *the relationship between mathematical and analogical reasoning; *how changes in children's reasoning relate to the implicit instruction they receive in their classrooms; *analyses of the participating teachers' knowledge, beliefs, and practices with respect to mathematical and analogical reasoning of young learners; and *ways in which we might promote development of mathematical and analogical reasoning in young children. This volume is highly relevant for

mathematics educators, researchers in mathematics education, educational psychologists, early childhood teachers, and others interested in mathematical development of young children, in particular, the development of their reasoning processes.

Offers information to teachers, librarians, chess coaches, counselors, and parents on teaching chess to groups of children.

Effective teaching and learning are not always intuitive. The illusion of knowledge becomes the difficulty of metacognition. Consider the illusion of encouragement. The common view that "just do the best you can" is encouraging and useful does not stand up to scrutiny. According to American psychologist and pioneer in goal-setting theory Dr Edwin Locke, "just do your best" goals consistently underperform in comparison to specific and challenging goals. The problem is: 1) it is unclear what the target is, 2) any result can fulfil the claim "I did my best", providing a ready excuse and an easy out for lack of accomplishment, and 3) it is perceived as a low expectation of student ability. Likewise, teaching that involves helping too much or too quickly discourages curiosity and creates dependency. The most common form of encouragement, praise, is often confused with feedback and is thought by some to lift self-esteem. It is effective with neither. Praise is information-less feedback, usually framed as a personal judgement, and more effective at cultivating narcissism than self-esteem. These ideas and much more are explored further in this pragmatic little book.I would not expect the reader to take my ideas seriously if they were based on my opinion alone. We all have opinions, but the opinions of researchers and field experts have more substance and weight than personal-experience opinions. Unless specified otherwise, the contents of this book are based on evidence. They are based on research. My aim is to explain complex ideas about teaching, learning, and character, in a simplicity of style that is accessible to the general reader. To do this I have drawn from the work of a broad range of educators, contemporary psychologists and motivational experts including but not limited to Csikszentmihalyi, Deci and Ryan, Dweck, Ericsson, Kohn, Hattie, Judith Locke, McGilchrist, Perkins, Pinker, Marzano, and Ritchhart. I have fused modern knowledge with the wisdom of the past including Greek philosophy and Confucian ideals. I have kept the use of jargon to a minimum. At the end of each chapter study questions are provided for reflection, and as an opportunity to extend personal learning.Metacognition is one of the magnificent joys of learning and of life itself. Metacognition is the learner's coming of age. It is the hallmark of intrinsic motivation. The diverse set of skills this word represents is essential for reaching expertise in any domain. The great thinkers Rousseau, Kant and John Locke viewed the aim of education as enabling children to think for themselves, with the subsequent aim of becoming persons of character. Metacognitive processes aim to provide an objective view of our strengths and weaknesses, self-knowledge, and blind spots. It enables freedom of the mind. Through reflection and evaluation, we understand our actions more critically and have a

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face many challenges, including family configuration, social and political stressors related to accountability requirements, funding shortages, and the resulting need to teach with fewer resources. This innovative book focuses exclusively on problem-solving at the classroom level and fosters creative methods of ensuring best practices are in place for all children, including those with limited experience in formal social settings and a lack of self-regulatory behaviors. Drawing on current research and their own wealth of experience, expert contributors cover topics from the critical importance of social-emotional learning to culturally responsive teaching to using technology to empower teachers and learners. Written in accessible, non-technical language, this book addresses complex factors affecting child development, guiding readers through the best strategies for tackling real problems in their practice.

This book describes and analyses programmes and approaches to the teaching of thinking from all around the world, providing ideas for teachers to use in their own classroom.

Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

In today's rapidly changing legal landscape, becoming a digital lawyer is vital to success within the legal profession. This textbook provides an accessible and thorough introduction to digital lawyering, present and future, and a toolkit for gaining the key attributes and skills required to utilise technology within legal practice effectively. Digital technologies have already begun a radical transformation of the legal profession and the justice system. Digital Lawyering introduces students to all key topics, from the role of blockchain to the use of digital evidence in courtrooms, supported by contemporary case studies and integrated, interactive activities. The book considers specific forms of technology, such as Big Data, analytics and artificial intelligence, but also broader issues including regulation, privacy and ethics. It encourages students to explore the impact of digital lawyering upon professional identity, and to consider the emerging skills and competencies employers now require. Using this textbook will allow students to identify, discuss and reflect on emerging issues and trends within digital lawyering in a critical and informed manner, drawing on both its theoretical basis and accounts of its use in legal practice. Digital Lawyering is ideal for use as a main textbook on modules focused on technology and law, and as a supplementary textbook on modules covering lawyering and legal skills more generally.

This important new book identifies the skills and qualities students need, based on the Common Core State Standards, to be really ready for college and careers. Go beyond content knowledge...the deep thinking and learning skills detailed in this book will equip students for success! Prepare your students for their futures by helping them become... Analytic thinkers Critical thinkers Problem solvers Inquisitive Opportunistic Flexible Open minded Teachable Risk takers Expressive Skilled at information gathering Skilled at drawing inferences and reaching conclusions Skilled at using technology as a tool, not a crutch For each skill, you'll learn why it matters, and get a whole host of practical strategies and techniques for bringing the skill to life in the classroom—across the curriculum and for different grade levels. BONUS! You'll get useful, much-needed information on planning high-quality assessments.

Teaching Young Learners to Think offers 80 activities with photocopiable worksheets and easy-to-follow teacher's notes. Herbert Puchta, author of a wide range of innovative teaching materials, and Marion Williams, well-known for her book Psychology for Language Teachers, have developed specifically designed tasks that develop children's foreign language competence while promoting the basic thinking skills they will need as they grow older. Teachers will enjoy using the motivating tasks that have been carefully devised to match the language level of EFL learners. Students will enjoy the fun of the thinking challenges these activities offer.

This book presents thirty-one accounts by final-year pre-service teachers, providing guidance and insights for less advanced teacher education students, and illustrating the use of life history and narrative stories as methods for pre-service teachers to explore educational issues in classroom practice. This life-history approach identifies those political, economic, and social forces that have impinged on the individual at different points in their life and contributed to the process of changing their identities. These stories are not written by established specialists in the areas they deal with, but instead by novice teachers at the beginning of their paths towards mastering the intricacies of teaching and learning in school settings. As such the book provides a mentoring framework and a means of helping pre-service teachers share their valuable experiences and insights into aspects such as how to manage practicum requirements. It helps establish a supportive relationship among pre-service teachers, providing them with access to valuable peer experiences. In addition it helps pre-service teachers make sense of their own practicum experiences and reflect on their own beliefs and professional judgement to develop their approaches and solve problems in their own classroom practice.

This comprehensive guide to research and debate centres around language learning in childhood, the age factor and the different contexts where language learning happens, including home and school contexts. The scope is wide, capturing examples of studies with different age groups, different methodological approaches and different languages. An overview of the issues surrounding the teaching of young learners combines up-to-date research with principles of classroom practice to discuss skills, vocabulary, grammar, adapting and designing materials, planning and assessment, and policy decisions.

Creativity informs all learning, but can it be taught? This book answers a resounding yes! It also shows you exactly how to nourish creativity and problem-solving abilities in your students. After presenting valid models of creative thinkers who appear in outstanding children's literature, the author offers a variety of activities that help young learners develop their creative processes through fluency, flexibility, and originality. She also provides lists for further reading and guidelines for adapting the lessons to other grade levels. With its thorough and upbeat approach, this book helps you empower students with important skills that they will use throughout their lives. Grades K-4 (adaptable to other grades).

This book documents a collaborative action research project in one school where researchers and practitioners worked together to develop multimodal literacies and pedagogies for diverse, multilingual elementary classrooms. Following chronologically from Lotherington's Pedagogy of Multiliteracies (2011), this volume picks up after teachers and researchers have learned how to work efficiently as a learning community to offer project-based learning approaches. This edited collection relates how teachers and students of different grade levels, language

backgrounds, and abilities developed a shared agenda and created a framework for effective and inclusive practices. Contributors demonstrate that collaboration, creative pedagogical solutions and innovative project-based learning are all essential parts of learning and teaching socially appropriate and responsive literacies in a multimodal, superdiverse world.

Weave high-level questions into your teaching practices.

Move students from simply memorizing content to making meaningful connections. More than 200 user-friendly exercises show you how to help students develop many of the valuable critical and creative thinking skills that have been identified by educators as essential, including questioning, classifying, inferring, and predicting.

"What's going on in this picture?" With this one question and a carefully chosen work of art, teachers can start their students down a path toward deeper learning and other skills now encouraged by the Common Core State Standards. The Visual Thinking Strategies (VTS) teaching method has been successfully implemented in schools, districts, and cultural institutions nationwide, including bilingual schools in California, West Orange Public Schools in New Jersey, and the San Francisco Museum of Modern Art. It provides for open-ended yet highly structured discussions of visual art, and significantly increases students' critical thinking, language, and literacy skills along the way. Philip Yenawine, former education director of New York's Museum of Modern Art and cocreator of the VTS curriculum, writes engagingly about his years of experience with elementary school students in the classroom. He reveals how VTS was developed and demonstrates how teachers are using art—as well as poems, primary documents, and other visual artifacts—to increase a variety of skills, including writing, listening, and speaking, across a range of subjects. The book shows how VTS can be easily and effectively integrated into elementary classroom lessons in just ten hours of a school year to create learner-centered environments where students at all levels are involved in rich, absorbing discussions.

This book will develop readers' understanding of children are being taught a foreign language.

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