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Images Change a Reader's View – Year 6

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Teacher guide: prepare and begin

Purpose: compare literal description, metaphor and sensory imagery in original poems; explain effects with quoted evidence.

Equipment: this Unit Plan; presentation; quiz; image-choice cards.

Optional audio recording/playback for oral reading. No external account is needed.

Before Lesson 1: read both complete park poems. Prepare the display and choose an oral or written response mode. Do not reveal device labels before the entry check.

Lesson 1 (45–60 min): read both poems aloud. Elicit what pupils picture. Ask about “A magpie waits on the goalpost” and “The park holds its breath at noon” without answers. Model on line → picture → effect explanation with R1. Use R1B to compare a literal alternative. Partner talk uses the full R2 texts; collect one visible or oral response per pupil.

Lesson 2 (45–60 min): revisit only to secure entry distinction. Model literal versus metaphor personification with a different poem line.

Complete guided P2 as the poem evokes a changed image. Pupils explain a reader effect; a device label alone is insufficient. Use the matching answer page immediately after marking.

Teacher guide: practise and assess

Lesson 3 (45–60 min): demonstrate an R4 card turn, including a thin answer and constructive correction. Partners select the words that fit a target mood, quote them and explain an effect. Use R3B and the card kit; observe the reasoning, not only turn-taking.

Lesson 4 (45–60 min): use R3C to compare original and plainer lines. In R5A and R5B, learners transfer the method to fresh lines and repair a device-only explanation. Give one specific correction tied to evidence or effect, then ask for a new application.

Lesson 5 (45–60 min): retrieve quote → picture → effect. Now confidently use “Morning at the Courts” and R6. Pupils explain two imagery choices and one sound choice, each with a true quoted line and a connection to meaning/effect. Mark with R7 and write to observe evidence note and next step.

Access: offer teacher performance, enlarged text, oral dictation or a scribe when reading/memorising is incidental. Preserve the same evidence-and-effect criterion. Core work is independent. Extension compares an alternative image or writes a brief original place line with craft explanation, or named poet or cultural voice imitation.

Teacher guide: answers and feedback

Image-choice cards: A is the stronger match for each stated target mood. Ask pupils to support the choice; other justified readings may still be discussed.

1 empty commas → pause; 2 curtain → dim enclosure; 3 soil and crushed leaves → fresh smell; 4 borrow → playful reflections; 5 squeak/sweep/sway → lively movement; 6 low drum → approaching tension.

7 orange circle cuts the quiet → sudden energy; 8 Tap, tap → sparse early sound; 9 voices rise like birds → lively sound and upward motion; 10 leaf flashes like coin → brightness; 11 stream is hurrying → hustle; 12 one cool drop touches path → first felt change.

Marking: a complete assessment response quotes an actual line, explains the chosen image or sound, and connects it to a defensible meaning/reader effect. Do not award the target level for a device label alone. Accept justified alternative interpretations and accessible response modes.

Feedback example: “You quoted line 7 accurately. Explain how ‘cuts the quiet’ makes the rain seem sudden.” Next step: make one fresh evidence → effect link without a model.

Images Change a Reader's View

Writers use imagery to help us see, feel and imagine a place differently.
The same park can seem ordinary or full of atmosphere, depending on the words.

*Same place.
Different view.*

Example 1 – Imagery

“The park holds its breath at noon.”

Personification makes the park feel as if it is waiting for change.

Careful Contrast – Literal

“A magpie waits on the goalpost.”

This is a literal observation; it locates us in an ordinary park.

Example 2 – Imagery

“One cloud draws a curtain over the sun.”

The metaphor makes dimming light feel like a curtain closing.



Which image changes how you picture the park?

Quote the words and explain their effect.



Words
can change
how we see
the world.

Quote → picture → effect

The same
place.
A different
view.

Quote

“Puddles borrow
pieces of the sky.”



Picture

Reflections make the sky
appear inside ordinary
puddles.



Effect

Borrow makes the wet park
feel playful and newly alive.



A different version (more literal)



“Puddles reflect the sky.”

What's the difference?

A literal report gives the scene,
but loses the playful viewpoint.

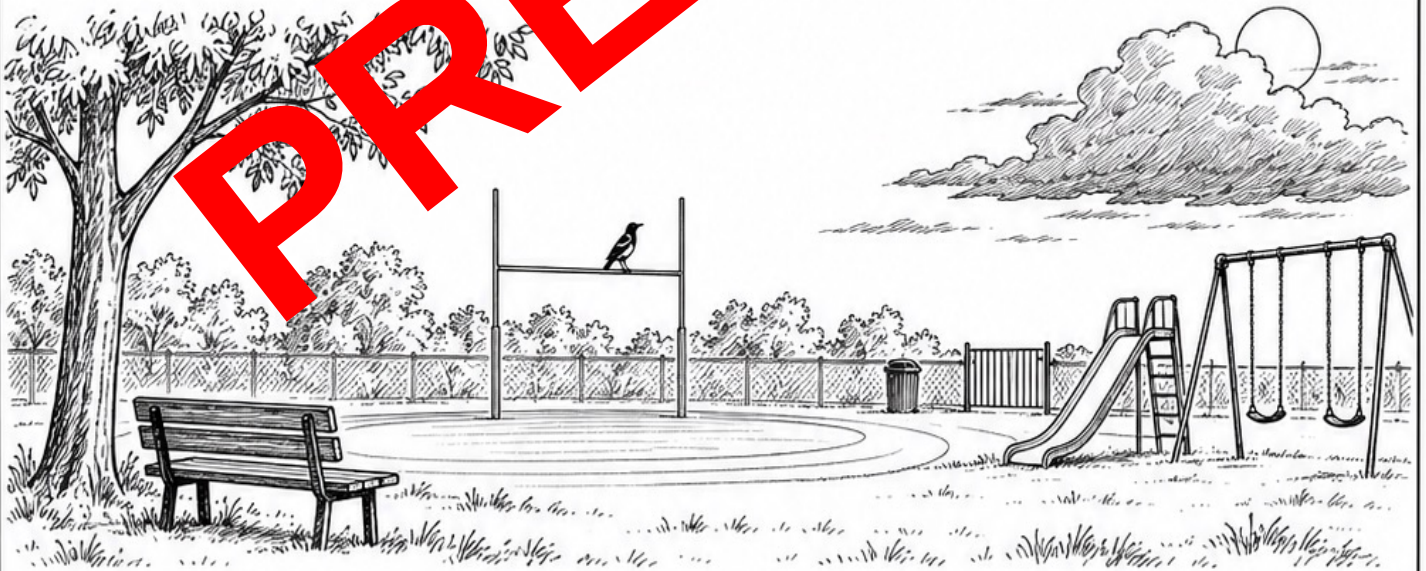


Look closer.
Think deeper.
Read differently.

Can you name the words that make the difference? :-)

Before Rain

1. The park holds its breath at noon.
2. A magpie waits on the goalpost.
3. Dust rests along the running track.
4. The slide keeps yesterday's warmth.
5. Leaves turn their pale undersides.
6. The air tastes sharp as a green apple.
7. Beyond the fence, a bin lid taps.
8. One cloud draws a curtain over the sun.
9. The swings hang still, two empty commas.
10. A cyclist slows beside the gate.
11. The grass lifts its thin, dry blades.
12. A low drum of thunder crosses the valley.
13. We count the seconds between its beats.
14. Then one cool drop touches the path.



Words that shape my view

After Rain

1. Puddles borrow pieces of the sky.
2. The footpath shines beside the gate.
3. A wagtail stitches steps through wet grass.
4. Children splash in the shallow dip.
5. Water drums softly on the slide.
6. The air smells of soil and crushed leaves.
7. The oval is a green mirror of light.
8. A bike bell rings; the magpie answers.
9. Small streams hurry past the tree roots.
10. The swings squeak, then sweep and sway
11. Sun breaks through the loosening clouds.
12. Each leaf flashes like a small coin.
13. We step around the broadest pool.
14. The park wakes busy under our feet.



Words that shape my view

Name: _____

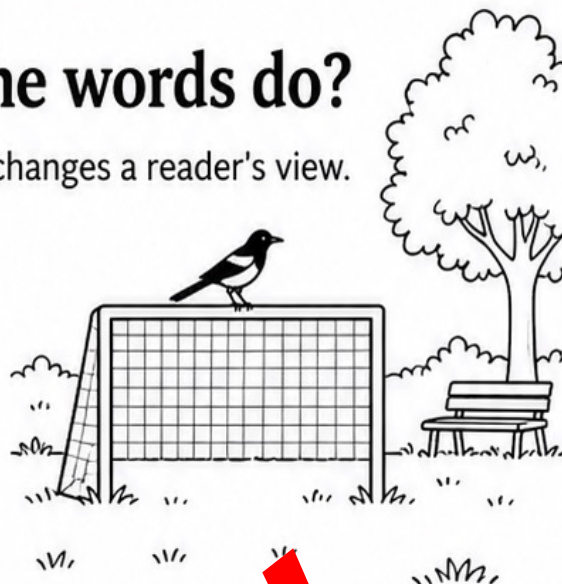
Guided decisions: what do the words do?

Read each line. Name the choice, then explain how it changes a reader's view.

1. A magpie waits on the goalpost.

Choice: Literal observation.

Effect on reader: It places us in an ordinary park.



2. The park holds its breath at noon.

Choice: _____

Effect on reader: _____

3. One cloud draws a curtain over the sun.

Choice: _____

Effect on reader: _____

4. The air smells of soil and crushed leaves.

Choice: _____

Effect on reader: _____

Name: ANSWERS

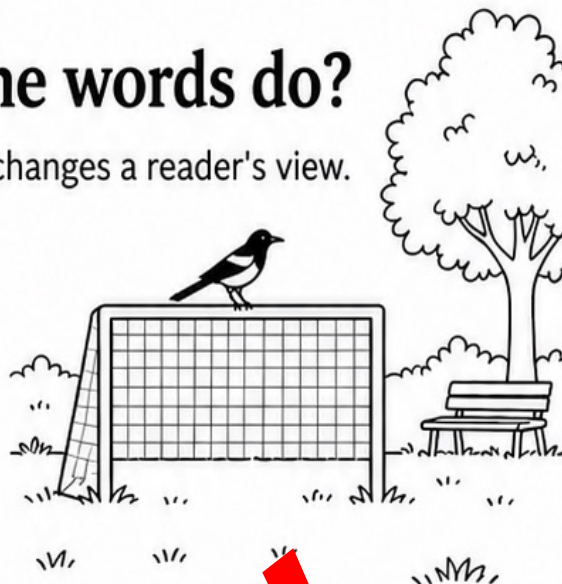
Guided decisions: what do the words do?

Read each line. Name the choice, then explain how it changes a reader's view.

1. A magpie waits on the goalpost.

Choice: Literal observation.

Effect on reader: It places us in an ordinary park.



2. The park holds its breath at noon.

Choice: Personification.

Effect on reader: The park seems to pause, creating anticipation.

3. One cloud draws a curtain over the sun.

Choice: Metaphor.

Effect on reader: The cloud feels like a closing curtain, dimming the park.

4. The air smells of soil and crushed leaves.

Choice: Sensory smell.

Effect on reader: Soil and crushed leaves suggest freshness after rain.

Core practice: evidence and effect

Name: _____



For each quoted line, decide what the writer chose and explain its effect.
A label alone is not enough.

1. “The air tastes sharp as a green apple.”

Choice and effect: _____

2. “Beyond the fence, a bin lid taps.”

Choice and effect: _____

3. “The swings hang still, two empty commas.”

Choice and effect: _____

4. “Puddles borrow pieces of the sky.”

Choice and effect: _____

5. “The oval is a green mirror of light.”

Choice and effect: _____

6. “The swings squeak, then sweep and sway.”

Choice and effect: _____

Core practice: evidence and effect

Name: **ANSWERS**



For each quoted line, decide what the writer chose and explain its effect.
A label alone is not enough.

1. “The air tastes sharp as a green apple.”

Choice and effect: **Sharp as a green apple makes the air feel bracing.**

2. “Beyond the fence, a bin lid taps.”

Choice and effect: **A small literal tap adds sound to the quiet scene.**

3. “The swings hang still, two empty commas.”

Choice and effect: **The image of empty commas makes the still swings feel like a pause.**

4. “Puddles borrow pieces of the sky.”

Choice and effect: **Narrow makes the reflections feel playful.**

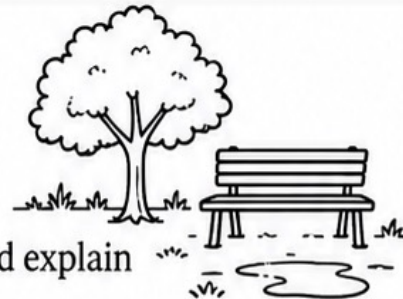
5. “The oval is a green mirror of light.”

Choice and effect: **Green mirror makes the wet oval seem bright and renewed.**

6. “The swings squeak, then sweep and sway.”

Choice and effect: **Squeak, sweep and sway suggest lively movement.**

Transfer: one changed image



Name: _____

Compare each original line with a plain version. Quote words and explain what the change does to meaning or feeling.

- A.** Original: "Puddles borrow pieces of the sky."
Changed: "Puddles reflect the blue sky."

What changes for the reader, and why?

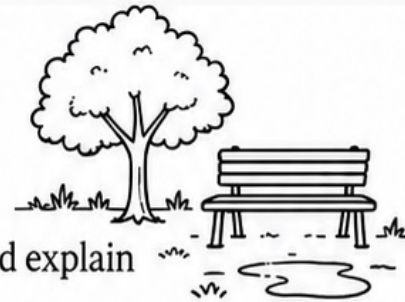
- B.** Original: "The swings hang still, two empty commas."
Changed: "The swings are still."

What changes for the reader, and why?

- C.** Original: "The swings squeak, then sweep and sway."
Changed: "The swings move."

What changes for the reader, and why?

Transfer: one changed image



Name: **ANSWERS**

Compare each original line with a plain version. Quote words and explain what the change does to meaning or feeling.

- A.** Original: "Puddles borrow pieces of the sky."
Changed: "Puddles reflect the blue sky."

What changes for the reader, and why?

Reflect reports the scene; borrow makes the puddles feel playful.

- B.** Original: "The swings hang still, two empty commas."
Changed: "The swings are still."

What changes for the reader, and why?

Are still states a fact; empty commas suggests a pause in the park.

- C.** Original: "The swings squeak, then sweep and sway."
Changed: "The swings move."

What changes for the reader, and why?

Move states motion; squeak, sweep and sway add sound and energy.

Other well-supported readings accepted.

Same setting.
Different picture.
A different reaction.

Image-choice effects workshop

How an image can change a reader's view

Words paint pictures.
Which picture changes the story?

Your task

Work with a partner to explore how different images can create different moods and change a reader's view of the same setting.

You will need

- A set of image-choice cards
- This instruction sheet
- A partner
- Access to the teacher key (for checking)



Rules

- Take turns.
- Read the two versions aloud before choosing.
- Discuss your ideas and give a clear reason.
- Use evidence from the text (quote the deciding words).
- Be respectful and listen to your partner's ideas.
- Check one of your reasons with the teacher key after each turn.



How to play

1

Choose a card and read both versions aloud.



2

Pick the version that best fits the target mood.



3

Quote the deciding words and explain the effect on a reader.



4

Swap roles; check a reason with the teacher key.



Worked turn

Same place. A different feeling.

Target mood:
anticipation



Version A:

"The park holds its breath at noon."

Version B:

"The park is empty at noon."

Model reason:

A fits: 'holds its breath' makes the park seem to pause and wait for change.



Finish



Complete six reasoned turns;
do not count a turn until both partners can explain.

Look again.
A new picture
can change everything.

SAME PARK.
DIFFERENT IMAGES.
BRIGHTER READERS.

Images lead
to new ideas.

Image-choice cards 1-6

Look closer.
Read differently.

Small changes.
Bigger imaginations.

The same idea can be written in different ways.
The words an author chooses can change a reader's view.



1 Target mood: quiet waiting.

A "The swings hang still, two empty commas."

B "The swings are still."



Which words create the effect, and why?

2 Target mood: dim enclosure.

A "One cloud draws a curtain over the sun."

B "A cloud covers the sun."



Which words create the effect, and why?

3 Target mood: fresh smell.

A "The air smells of soil and crushed leaves."

B "The air feels different."



Which words create the effect, and why?

4 Target mood: playful reflection.

A "Puddles borrow pieces of the sky."

B "Puddles reflect sky."



Which words create the effect, and why?

5 Target mood: busy movement.

A "The swings squeak, then sweep and sway."

B "The swings move."

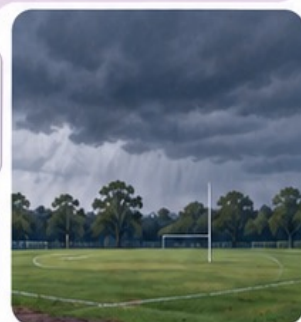


Which words create the effect, and why?

6 Target mood: distant tension.

A "A low drum of thunder crosses the oval."

B "There is thunder."



Which words create the effect, and why?

Words paint pictures.
Different images. Different views.

A closer look
leads to a deeper read.

Image-choice cards 7-12

Same idea. Different image. A different view.

Words
paint
pictures.

7

Target: sudden energy.

A. "Its orange circle cuts the quiet."

B. "A ball appears."



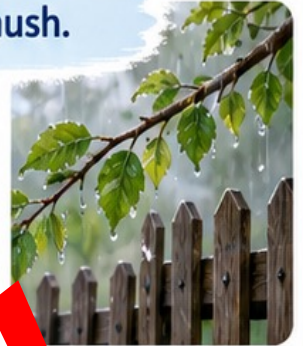
Which words create the effect, and why?

8

Target: early hush.

A. "Tap, tap: a branch knocks the fence."

B. "A branch touches the fence."



Which words create the effect, and why?

9

Target: lively voice.

A. "Voices rise like birds from the trees."

B. "People talk."



Which words create the effect, and why?

10

Target: brightness.

A. "Each leaf flashes like a small coin."

B. "Leaves are wet."



Which words create the effect, and why?

11

Target: hustle.

A. "Small streams hurry past the tree roots."

B. "Water runs by roots."



Which words create the effect, and why?

12

Target: cool first change.

A. "Then one cool drop touches the path."

B. "Rain begins."



Which words create the effect, and why?

A different
image can lead
to a different
view.

Look closer.
Read deeper.

Same park, different view

Look closely.
Words can
change how
a place feels.

Different
words.
Different
feelings.
A bigger picture.

Before Rain



"The swings hang still, two empty commas."

The image suggests a pause and a waiting mood.

After Rain



"The swings saunter, then sweep and sway."

Sound and movement make the park feel busy again.

Which words change your feeling about the place? Explain with evidence.

Fresh image: explain the effect

How does a writer's choice of image change what you see, feel or think?

A silver wrapper spins beside the bench.
Wet wheels hiss along the path.
The gate clicks once behind us.
A strip of sun warms the rough brick.



- ① Quote one image from these lines. Explain what it helps you picture or feel.

- ② Compare 'A silver wrapper spins' with 'A silver wrapper lies'.
What changes for the reader, and why?

Fresh image: explain the effect

How does a writer's choice of image change what you see, feel or think?

A silver wrapper spins beside the bench.
Wet wheels hiss along the path.
The gate clicks once behind us.
A strip of sun warms the rough brick.



- ① Quote one image from these lines. Explain what it helps you picture or feel.

"A silver wrapper spins beside the bench" helps us picture quick movement; "spins" makes the scene feel windy and restless.

- ② Compare 'A silver wrapper spins' with 'A silver wrapper lies'.
What changes for the reader, and why?

"Spins" suggests motion and energy, while "lies" makes the wrapper still and the scene calmer.

Name: _____

Repair a thin explanation

Look at the lines from a poem about an everyday scene.
Then complete the tasks.

The puddle is a little window.
Tick, tick: drops strike the rail.
Warm bread drifts from the nearby shop.



Thin response: It is a metaphor and onomatopoeia, so the poem is effective.

1. **Repair the response:** quote one line and explain a particular reader effect.

2. **Compare** 'The puddle is a little window' with 'There is a puddle'.
What perspective is gained or lost?

Name: **ANSWERS**

Repair a thin explanation

Look at the lines from a poem about an everyday scene.
Then complete the tasks.

The puddle is a little window.
Tick, tick: drops strike the rail.
Warm bread drifts from the nearby shop.



Thin response: It is a metaphor and onomatopoeia, so the poem is effective.

1. **Repair the response:** quote one line and explain a particular reader effect.

"The puddle is a little window" makes an ordinary puddle seem like a small inviting view into another scene; this changes what a reader notices.

2. **Compare** 'The puddle is a little window' with 'There is a puddle'.
What perspective is gained or lost?

"There is a puddle" only reports a fact; "little window" adds a surprising way to see its reflection.

Name: _____

Assessment: Morning at the Courts

1. At dawn the empty court is grey.
2. A puddle holds the upside-down hoop.
3. Wind shakes cold drops from the net.
4. Tap, tap: a branch knocks the fence.
5. The air smells of wet bark.
6. One ball rolls out from under a bench.
7. Its orange circle cuts the quiet.
8. Soon shoes squeak across the painted lines.
9. Voices rise like birds from the trees.
10. The court opens its bright, noisy mouth.



Work independently. Quote an exact line and connect it with a choice of meaning or a reader effect. Device names alone are not explanations.

1. Explain one image and its effect.

2. Explain a different image and its effect.

3. Explain one sound choice and its effect.

Name: ANSWERS

Assessment: Morning at the Courts

1. At dawn the empty court is grey.
2. A puddle holds the upside-down hoop.
3. Wind shakes cold drops from the net.
4. Tap, tap: a branch knocks the fence.
5. The air smells of wet bark.
6. One ball rolls out from under a bench.
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8. Soon shoes squeak across the painted lines.
9. Voices rise like birds from the trees.
10. The court opens its bright, noisy mouth.



Work independently. Quote an exact line and connect it to your choice of meaning or a reader effect. Device names alone are not explanations.

1. Explain one image and its effect.

“A puddle holds the upside-down hoop” makes a familiar puddle into a surprising reflection; readers notice the court differently.

2. Explain a different image and its effect.

“Its orange circle cuts the quiet” makes the rolling ball feel like a sudden bright interruption.

3. Explain one sound choice and its effect.

“Tap, tap” imitates sparse branch knocks and helps the early court feel quiet; **“shoes squeak”** would also support growing bustle.

Credit exact line + defensible effect + connection. Other justified interpretations accepted.

Learning evidence rubric

Year 6 English – Images Change a Reader's View

Name: _____

Date: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept/accuracy	Uses an inaccurate reading or only names a device.	Correct on familiar lines with a prompt; contrast insecure.	Applies an accurate reading to the fresh poem.
Application/procedure	Cannot yet make the requested comparisons.	Completes with a model or step-by-step prompts.	Explains two images in a sound choice independently.
Reason/evidence	Guess, unsupported opinion or device label only.	Relevant data given; connection needs prompt.	Quotes a line and connects the choice to meaning or effect.
Transfer/communication	Response unclear or method does not transfer.	Clear with support; fresh context insecure.	Coherent response in a fresh matched context.

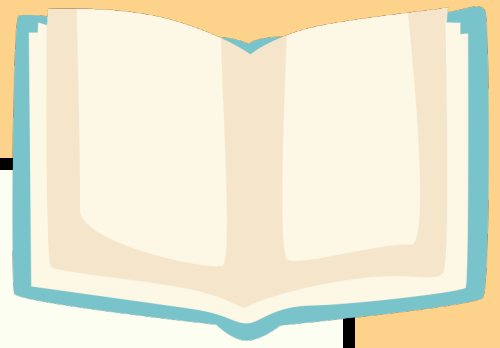
Observed evidence:

Next teaching step:

Accept justified alternative interpretations and accessible response modes.

Images Change a Reader's View



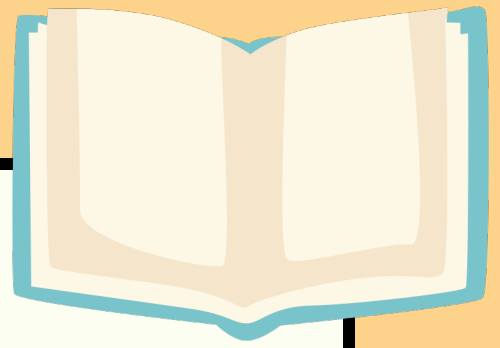


Our purpose and success

Before reading: Is “A magpie waits on the gookbos” literal or figurative? What might “the park holds its breath” mean?

Success: quote an exact line, name what it helps you picture, then explain a reader effect.





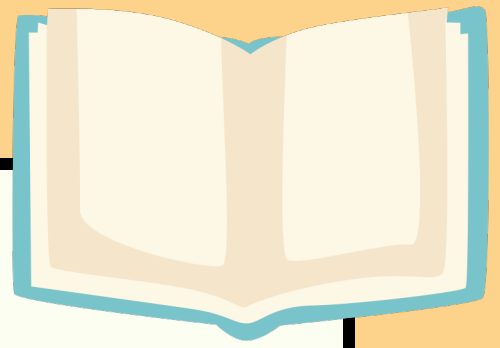
What do these words mean?

Literal detail: something directly observed.

Metaphor: describes one thing as another. Personification: gives a non-human thing a human action.

Sensory imagery evokes sight, sound, smell, taste or touch. Repetition, rhythm, alliteration and onomatopoeia create shape sound.





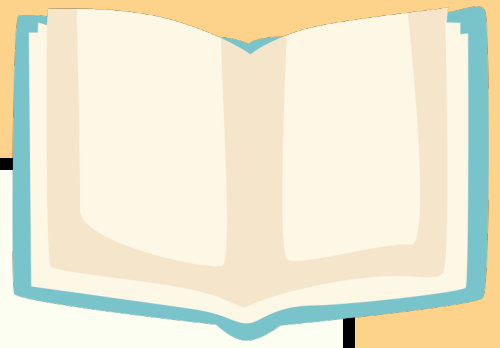
A model: one place, two views

Read “Before Rain” and “After Rain” aloud before listening to the audio.

Notice still swings before rain and squeaking, moving swings after rain.

Ask: Which exact words make the park feel different?





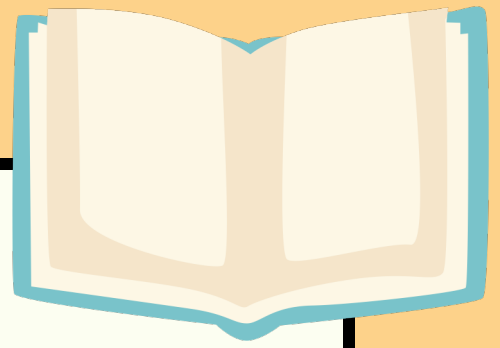
Think aloud: anticipation.

“The park holds its breath at noon.”

A park cannot literally breathe. The personification makes it seem to pause and wait.

My evidence-to-effect sentence: “Holds its breath” makes the ordinary park feel tense before rain.





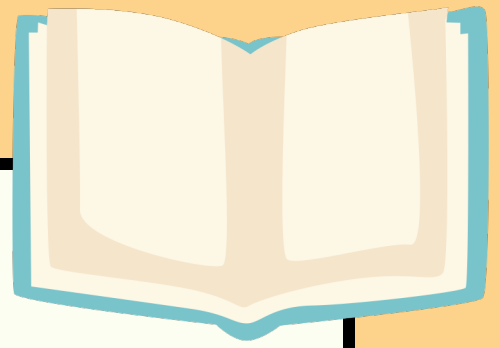
A useful contrast

“A magpie waits on the goalpost” is a literal observation. It gives a precise setting.

“One cloud draws a curtain over the sun” is figurative. The cloud acts like a curtain.

The second line makes the light feel enclosed and dim.





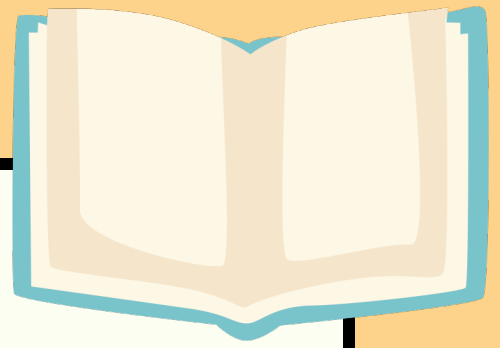
Pause and decide

“The swings hang still, two empty commas.”

What is literally there? What comparison is drawn?

Say one sentence connecting “empty commas” to how the park feels.





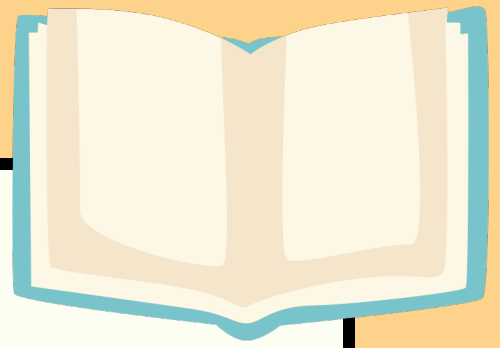
Reasoned answer

The swings are still. Comparing them with “two empty corridors” as a pause in the scene.

The image invites a reader to sense what is not simply notice playground equipment.

A device name alone would not have this effect.





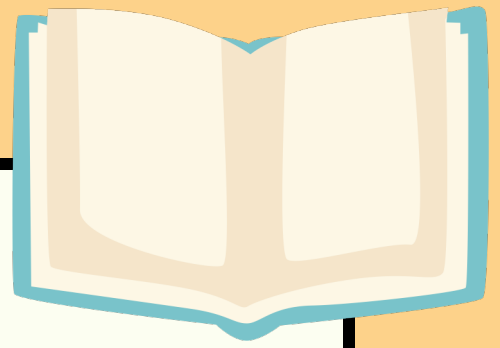
Fresh decision

Compare “Puddles borrow pieces of the sky” with the fourth line beside the gate.”

Which line changes an object into something more powerful?

Explain how “borrow” shapes a reader’s view of reflections.





One complete workshop

Target mood: anticipation.

A: "The park holds its breath at noon." B: "The park is empty at noon."

A fits: "holds its breath" makes the park seem to pause and wait for change.

Choose, quote, explain, then invite your partner to respond.





Your turn: choose and explain

Target mood: busy movement.

A: "The swings squeak, then sweep and sway."

B: "The swings move."

Which version fits better? Quick the deciding votes and explain the effect, then compare reasons with a partner.





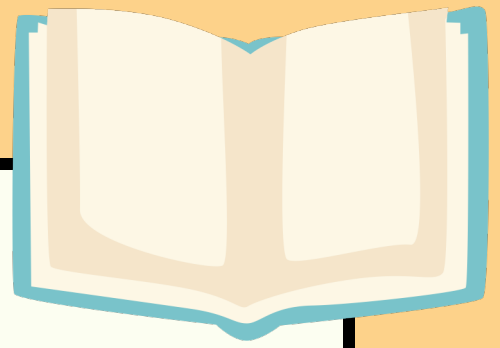
Correct a thin explanation

Thin answer: "There is a metaphor, so it is effective."

Better: "The oval is a green mirror of light" helps us picture a wet, reflective field. The metaphor makes the park feel bright and renewed.

Keep the line, the picture and the reader effect together.





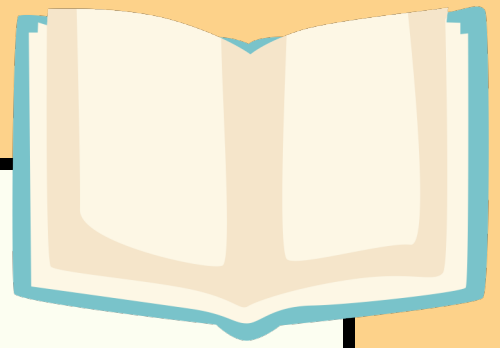
Transfer to a new image

“A silver wrapper spins beside the bench.”

What does “spins” help you picture? Compare with “rolls”.

Explain how a changed verb shifts movement and mood, support your response with the exact words.





Three routes, one target

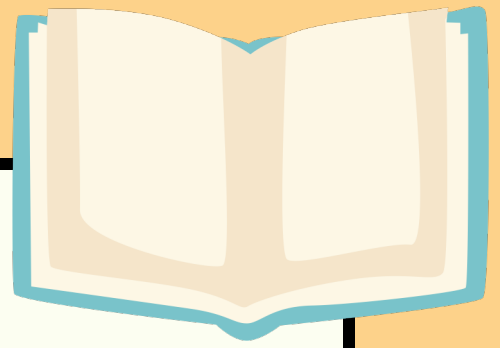
Support: hear the poem read aloud and point to a short quoted line.

Core: independently write evidence → picture effect.

Extension: compare a plausible alternative image and explain why a poet might choose one.

Every route still explains a reader's effect.





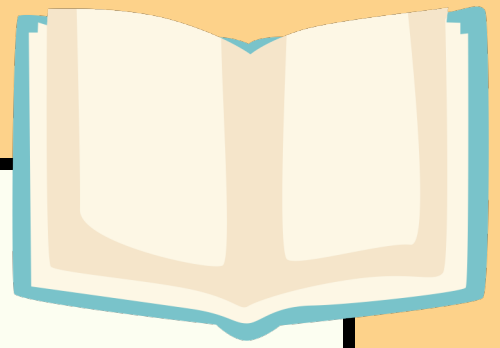
Independent assessment

Read “Morning at the Courts” independently or hear it without interpretation.

Explain two different images and one sound choice. Cite an exact line for each.

Connect the chosen words to meaning or reader effect. Do not stop at device labels.



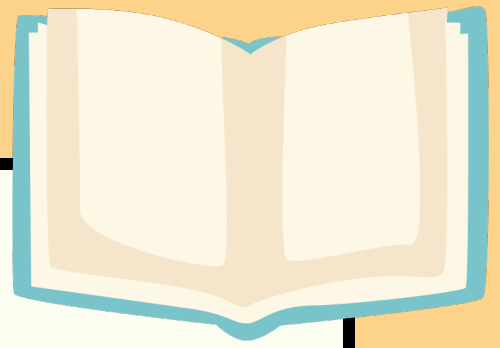


Use evidence to reflect.

Check each response: Did I quote the right line? Did I say what it helps a reader notice, feel or understand?

Choose one response to strengthen. Replace a vague word such as “good” with a precise effect.





What has changed?

Before rain, stillness and approaching weather shape atmosphere. After rain, reflections, sounds and movement shape renewal.

Literal details locate the place; figurative and sensory choices can alter a reader's viewpoint.

Explain the effect with evidence.





Well Done
Images change a reader's
view.



Images Change a Reader's View





Question 1

“The park holds its breath at noon.”

What makes this an example of personification, and what effect might it create?

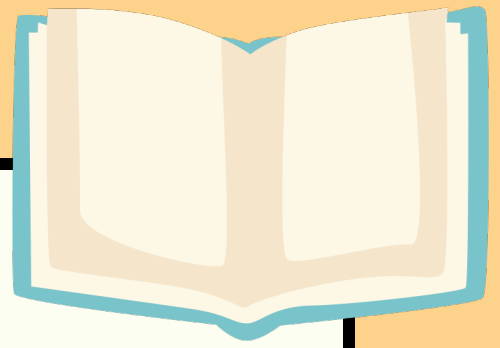




Answer 1

A park cannot literally breathe. The line gives it a human emotion.
“Holds its breath” can make a reader sense a pause or anticipation before change.





Question 2

Compare “A magpie waits on the goalpost” with “The clouds draw a curtain over the sun.”

Which line is literal, which is figurative, and how do their effects differ?





Answer 2

The magpie line directly locates the reader in a place.

The cloud line is metaphorical/personified: "curtain" makes the light seem to close, creating a dim enclosed mood.

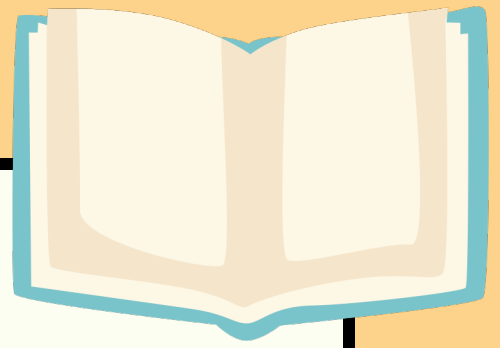




Question 3

In “Morning at the Courts”, choose two images and make a second choice.
For each, quote an exact line and explain a reader event.





Answer 3

For example, line 2 turns a puddle into a surprising reflection; line 3 makes a bright ball interrupt quiet; line 4 “Tap, tap” imitates sparks knocking.
Credit other justified line → effect links, 1 line alone do not count.





Question 4

“The swings hang still, two empty commas.”
What is the comparison and why is it useful?





Answer 4

The still swings are compared with commas. “Imp. commas” suggests a pause in the park, helping a reader feel waiting rather than only still swings.





Question 5

“Puddles borrow pieces of the sky.” becomes “Puddles reflect the sky.”
What changes and what stays the same?





Answer 5

Both lines describe a reflection. “Borrow” personifies puddles and adds a playful viewpoint; “reflect” gives a more literal report.





Question 6

A response says: "It is a metaphor, so it is effective."
What is missing? Repair the response with a topic line.

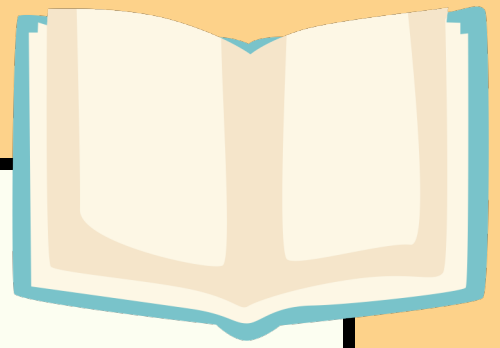




Answer 6

It needs exact evidence and a specific effect. Example: “The oval is a green mirror of light” makes the wet field seem reflective and renewed.





Question 7

Card challenge: target mood is distant tension

A: "A low drum of thunder crosses the oval." B: "There's thunder."

Choose and explain with words from the scene.





Answer 7

A fits: “low drum” gives thunder an approaching rhythm and builds tension. B reports the event without the same rhythm or atmosphere.





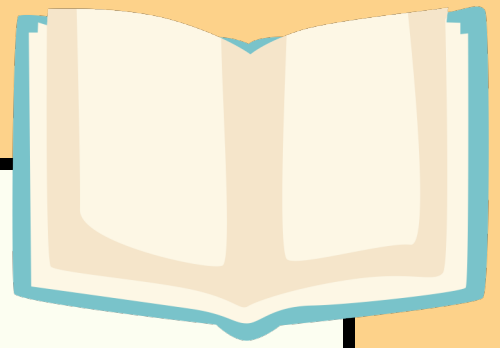
Question 8

Compare “A low drum of thunder crosses the valley and the swine squeak, then sweep and sway.”

How do the sounds create different feelings?

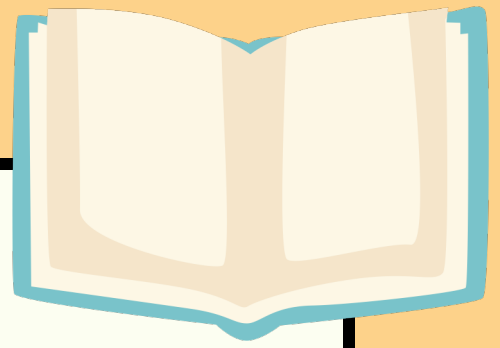


Answer 8



The low drum suggests distant approaching tension. Squawk/sway/sway makes motion and a busier scene audible. Both use sound evidence for a different effect.





Question 9

“Its orange circle cuts the quiet.”

In a new court scene, how does this image affect a reader's sense of the ball?





Answer 9

The bright circle seems sudden and energetic against an otherwise quiet morning.

“Cuts” makes the ball feel like an interruption.





Question 10

Support your answer to Question 9.

Quote the exact words that justify your interpretation and connect them to the effect.





Answer 10

“Orange circle” gives a bright visual; “cuts the quiet” suggests abrupt movement through stillness. An unsupported preference should show why.





Question II

Claim: "Every image is a metaphor, and naming it always explains the poem."

What is wrong with this claim? Give a counterexample.





Answer II

Some images are literal: “A magpie waits on the globe.” A label alone does not explain effect; a response must connect exact words with meaning or feeling.





Question 12

Apply the final success rule to court lines 2, 4, and 6.
What three kinds of evidence and effect must a complete answer include?





Answer 12

Two distinct image explanations and one sound explanation, each with a quoted line and a defensible reader effect.

For example: reflected hoop; voices like birds; “tap, tap” sparse knocks.





Well Done
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view.

