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Reading Explanations and Instructions - Year 6

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Teacher Quick Start

Reading Explanations and Instructions - Year 6

Five lessons of 55 minutes

Learning goal: Explain how the order of a text and its words help a reader understand or act.



Before teaching:

Students should read paragraphs, follow a simple sequence and find a short quotation. Ask: Does this sentence tell us why, or tell us what to do? Use the answer to choose an opinion.



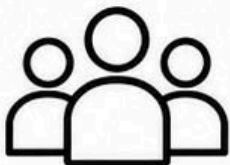
Prepare:

Print or project the four mentor texts and two displays. Choose Support, Core or Extension sheets for each practice set. Cut the Route It, Explain It cards and the Which Page Helps? cards. Use paper kits and fictional books over names only. No real puzzles, sports equipment, pupil records, devices or internet are needed.



Teach:

Model one connection aloud: where it is, words used, what it helps this reader do. Read the complete texts before analysing selected ones. Compare different purposes on one topic, then the same purpose across print and offline page forms.



Access:

Read aloud, chunk paragraphs, offer the evidence bank or let pupils speak, point or type. An adult may record a response. Keep the same reasoning goal. Extension asks for counterexamples and trade-offs, rather than extra copying.



Check learning:

Use the quiz during the week. In Lesson 5 use the new sports-bib texts, two assessment pages and rubric. Secure requires all four criteria, including two complete connections. Do not score handwriting speed as reading mastery.

Lesson 1: Understanding or doing?

Goal: Identify the purpose of an explanation and an instruction using words from the text.

Resources: Displays, Puzzle Station print explanation and offline instructions, W1 Support/Core/Extension and answers.

5 min

Diagnose.

Show "Because the pockets match the boxes, the helper can track borrowed kits" and "Put the card in the matching pocket". Ask which gives a reason and which directs an action. Explain that both can describe events in order.

10 min

Model.

Read the complete print explanation aloud. Point to the opening availability conditions. Think aloud: "The opening tells us when a kit is ready. Later, 'Because' connects matching numbers to seeing which kit is borrowed. This helps a new helper understand the records."

15 min

Guide.

Read the offline instructions. Find Before you borrow, Borrow a kit and Return a kit. Ask pupils to point to an exact command and its destination. Compare purpose, audience and a useful section. Challenge "digital always means instructions" with the later queue example.

20 min

Practise.

Choose W1 S, C or E. Partners can discuss evidence, then record their own answers. Support uses the small evidence bank. Extension explains what event order alone cannot prove.

5 min

Exit.

Each pupil connects one section and quotation to reader help. Ask "Which words show that?" when pupils only name numbers or headings.

Check:

Accept explanation of a real causal/action relationship. Fix claims that all ordered texts give commands. Read aloud or record spoken reasoning without reducing the analysis.

Lesson 2: Order and precise actions

Goal: Explain how return order, exact verbs and conditions prevent a misleading availability record.

Resources: Pair 1, Route It, Explain It directions/cards/mat/guide, W2 S/C/E and answers.

5 min	Retrieve. Goal: Ask why an empty pocket alone does not prove availability. All three conditions must hold: complete box present, empty matching pocket, no CHECK NEEDED marker. Resources: None beyond those listed above. Check: Listen for accurate explanation of all three conditions.
10 min	Model. Goal: Use kit 2. Read “Count every piece” in Return a kit before moving its borrower record. Explain: “The check comes first. ‘Every’ makes the scope clear, so we do not offer a partly complete kit.” Resources: Pair 1, Route It, Explain It directions/cards/mat/guide. Check: Pupils can explain why the check comes first and the meaning of ‘every’.
15 min	Guide. Goal: Route the complete case with pupils. Count ten tokens against the contents card, return the complete box then remove the card. Route kit 4 with nine tokens next. Read the help branch, tell the helper and keep the record. Only the helper places CHECK NEEDED and resolves the issue. Resources: Pair 1, Route It, Explain It directions/cards/mat/guide. Check: Pupils follow the steps in order and identify the correct branch for each case.
20 min	Apply and practise. Goal: Pairs use the activity and explain two connections. Assign W2. Support orders complete-return cards and identifies the missing branch. Core compares ‘Put it back’ with exact wording. Extension repairs the edited route and justifies both faults. The rewrite demonstrates reading, not a writing-style score. Resources: Pair 1, Route It, Explain It directions/cards/mat/guide, W2 S/C/E and answers. Check: Pupils explain two connections and complete their assigned task accurately.
5 min	Exit. Goal: Ask what could happen if the card were removed before the check. Expect a specific risk: an incomplete set could appear ready. Resources: None beyond those listed above. Check: Pupils give the expected specific risk.

Check: Pupils follow one conditional route per case. Keep number labels visible and allow pointing or an adult-recorded explanation. Never use real puzzle pieces or personal borrowing records.

Lesson 3: Cause or just next?

Goal: Connect the organisation and causal language of two queue explanations.

Resources: Pair 2 print/offline explanations, displays, W3 S/C/E and answers.

5 min	Retrieve. Compare “The helper calls numbers, then cards are returned” with “Because the numbers show the order, the helper can call turns”. Ask which gives a sequence and which gives a reason. Goal: Identify sequence and reason in two explanations. Resources: Pair 2 print/offline explanations, displays. Check: Pupils can say which gives a sequence and which gives a reason.
10 min	Model. Read the complete print queue text. Locate system, reason, exception and limit. Explain how “Because” in the reason paragraph connects different numbers to calling turns without repeated names. Goal: Identify key parts and explain the causal link. Resources: Pair 2 print/offline explanations, displays. Check: Pupils can locate system, reason, exception and limit, and explain the link.
15 min	Guide. Read the complete offline explanation. Find What if someone leaves? and “the more”. Explain that holding the card aside lets the queue continue. Cards are returned after the demonstration and active numbers are not reused. Ask why question headings alone do not make this a set of commands. Goal: Understand how the explanation handles leaving and links cause and result. Resources: Pair 2 print/offline explanations, displays. Check: Pupils can explain the effect of holding the card aside and why question headings alone are not commands.
20 min	Practice. Use W3. Support links causes/results with an evidence bank. Core maps the four stages and explains two joint connections. Extension chooses for a helper or returning pupil and challenges an equal-wait banner. Require words actually in the texts. Goal: Apply understanding and use evidence from the texts. Resources: W3 S/C/E and answers. Check: Pupils use words from the texts and make accurate links between causes and results.
5 min	Exit. Pupils give one cause, its result and where the connection appears. Read the final limitation together: varying demonstration times mean the system cannot guarantee equally short waits. Goal: Summarise a cause, its result and location, and understand the final limitation. Resources: Pair 2 print/offline explanations, displays. Check: Pupils can give an accurate cause, result and location and understand the limitation.

Check: Do not accept “then always means because” or invent equal waits.
Both texts explain. A pupil may prefer either format if the reader/task judgment uses accurate evidence. Read selected chunks again and record spoken reasoning where useful.

Lesson 4: Which text helps this reader?

Goal: Justify a navigation choice using a section location and useful wording, then acknowledge a trade-off.

Resources: Both complete pairs, Which Page Helps? six task cards, individual record and red model page.

5 min	Retrieve. Ask pupils to finish: “Where it is + words used helps this reader...” Use a real return or queue example.	Goal: Recall how location and wording help a reader. Resources: As above. Check: A label alone earns no complete connection.
10 min	Model. A new borrower wants the return steps. Locate <i>Return a kit</i> and quote “Count every piece”. Explain how the heading finds the task and the command makes the first action clear. A helper asking why the check matters can use the explanation’s return paragraph and “prevents an incomplete kit”.	Goal: Show how a section and useful wording meet a reader’s need. Resource: As above. Check: Accept different formats when the evidence fits the reader/task.
15 min	Guide. Compare a new hunt for reading the whole queue system with returning pupil finding the missing exception. Return what <i>someone leaves?</i> and “therefore” together. Explain why short/colourful/digital alone is not evidence of clarity.	Goal: Explore how different readers need different texts. Resources: As above. Check: Support uses one task first and spoken recording.
20 min	Apply. Partners choose three different task cards and consult the complete source pages. Each pupil records their own choice, quotation, location and reader effect, plus one trade-off. Partners may ask “Which words prove that?” but do not write on another person’s sheet. Use the model page to discuss accurate alternatives.	Goal: Justify choices with evidence and acknowledge a trade-off. Resources: As above. Check: Extension compares two plausible choices and a misleading claim.
5 min	Exit. Each pupil justifies one choice and says what their chosen form may not provide.	Goal: Summarise understanding. Resources: As above. Check: Score reasoning, not speed.

Lesson 5: Independent transfer

Goal: Independently explain joint structure/language effects in a new complete text pair.

Resources: New sports-bib explanation/instructions, two assessment pages with paired models, four-criterion rubric, optional quiz.

5 min	Retrieve. Recall how a location and exact wording work together. Pupils choose a mentor example. Do not show the new assessment answers.
10 min	Recap. Model one familiar Puzzle Station connection. Explain the four rubric criteria: purpose/audience, organisation, language with joint effect, and location/comparison. Secure needs all four, with two complete connections. Handwriting and enthusiasm are not criteria.
15 min	Read independently Give both complete sports-bib texts. Pupils read once for meaning, then reread for evidence. Read aloud or chunk if needed, without pointing out the assessed answers. Note the purpose across methods: the system is fictional and no equipment is handled.
20 min	Assess Pupils complete both low-ink pages. They identify purposes with clues, explain one causal and one action connection, compare the missing-bib route, and consider the no-loss limitation. Speaking, pointing, typing or adult recording are allowed. Use exact final passage wording in marking and accept accurate supported alternatives.
5 min	Reflect. Pupils state one connection they can now explain and one question to revisit.
Check:	Apply each rubric criterion separately. If one is below Secure, record that need instead of averaging it away. Use the model pages after assessment to plan a focused reteach. The quiz can diagnose taught skills but does not replace full-text transfer.

Explain Why or Tell What to Do

2

EXPLANATION:

How or why something works.

“Because each pocket has the same number as one box, the helper can see which kit is borrowed.”

The word **Because** links matching numbers to seeing the record.



2

INSTRUCTION:

What someone should do.

“Put the supplied borrower card into the pocket with the same kit number.”

Put directs an action. The exact destination helps the borrower choose the right pocket.



Order alone does not prove purpose. A text can describe what happens next while explaining why it happens.



Ask: Where is the useful part?
Which words carry the meaning?
What does that help this reader understand or do?

Read the Choices Together



WHERE IT IS

The check appears before the record update in the return section.

WORDS USED

"Count every piece" directs a complete check.
"If anything is missing" starts a different route.

READER HELP

A borrower checks completeness before a kit could appear available again.

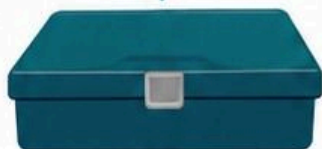
Worked example: Return a kit

Complete set:

Count and check. Return the box. Remove the borrower card.



Count and check.



Return the box.



Remove the borrower card.

Missing piece:

Tell the helper. Keep the borrower card in its pocket. The helper marks CHECK NEEDED.



Tell the helper.



Keep the borrower card in its pocket.



The helper marks CHECK NEEDED.



A complete connection:

"The return section puts the check first. 'Count every piece' tells us exactly what to check, so an incomplete set is not offered as ready."



Choose for the reader's task.

A new helper may need the reason. A borrower may need the next action.

Original fictional systems for reading and analysis.

How the Puzzle Station Keeps Track

The fictional after-school club has six puzzle kits numbered 1 to 6. Each kit has a box, a contents checklist and a matching numbered pocket at the lending station. A kit is available only when its complete box is at the station, its pocket is empty and there is no CHECK NEEDED marker.

When a member borrows a kit, they put a borrower card in its matching pocket before taking the box. The card stays there while the kit is away. Because each pocket has the same number as the box, the helper can see which kit is borrowed without searching every table. An empty pocket alone is not enough to prove a kit is ready; the complete box must also be present.

Returns are checked before the borrower card is removed. The member counts the pieces against the contents checklist. This check prevents an incomplete kit being offered to the next borrower. If a piece is missing, the member tells the helper, who places a CHECK NEEDED marker with the box. The kit is not available until the helper resolves the problem.

The numbers connect each box to its record, and the checks connect availability to completeness. Together they help the club keep track of borrowed kits. They do not guarantee that pieces can never be lost.

Borrow and Return a Puzzle Kit

Offline webpage facsimile. Static labels; no working links.
Original fictional systems for reading and analysis.



Before you borrow

Borrow a kit

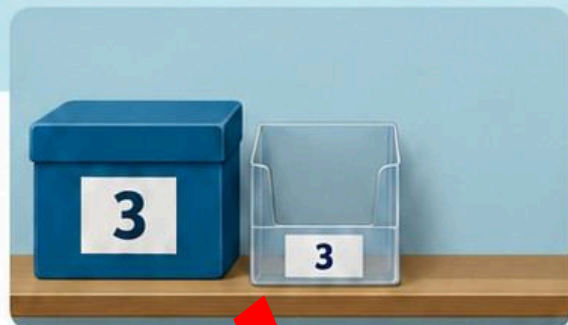
Return a kit

Need help?

Before you borrow

Check that a complete numbered kit box is at the station, its matching pocket is empty and there is no CHECK NEEDED marker. Ask the helper if any condition is not met.

An empty pocket by itself does not mean a kit is available.



Borrow a kit

- 1 Choose an available kit.
- 2 Put the supplied borrower card into the pocket with the same kit number.
- 3 Take the matching kit box. Leave the card in the pocket while you use the kit.



Return a kit

- 1 Count every piece against the box's contents checklist.
- 2 If anything is missing, ask the helper. Leave the borrower card in the pocket until the helper decides what happens next.
- 3 If the set is complete, place the box back at the station, then remove its borrower card.



Need help?

Ask the helper before changing a record. A CHECK NEEDED marker means the kit is unavailable until the helper resolves the problem.



Find the return steps >

Name: _____ Date: _____

W1 Support: Understand or Act?

Use the two Puzzle Station texts. You may speak or point to your evidence.

Evidence bank:

"Because each pocket has the same number as one box" / "Count every piece" / "Before you borrow" / "Return a kit"

1. Match each purpose to a clue. Print explanation: helps a reader understand why records work. Offline instructions: tells a borrower what to do. Write one clue for each.

Print clue: _____

Instruction clue: _____

2. Find the part that first explains when a kit is available. Name its location and one condition.

3. Complete: In the reason paragraph, "Because..." connects _____ to _____
This helps a helper _____.

4. Complete: In Return a kit, "Count every piece" tells a borrower _____ before _____. This helps because _____.

Name: **ANSWERS** Date: _____

W1 Support: Understand or Act?

Use the two Puzzle Station texts. You may speak or point to your evidence.

Evidence bank:

"Because each pocket has the same number as one box" / "Count every piece" / "Before you borrow" / "Return a kit"

1. Match each purpose to a clue. Print explanation: helps a reader understand why records work. Offline instructions: tells a borrower what to do. Write one clue for each.

Print clue: **Because each pocket has the same number as one box**

Instruction clue: **Count every piece**

2. Find the part that first explains when a kit is available. Name its location and one condition.

Opening paragraph: a complete box must be at the station.

3. Complete: In the reason paragraph, "Because..." connects **matching numbers** to **seeing which kit is borrowed**. This helps a helper **understand the records**.

4. Complete: In Return a kit, "Count every piece" tells a borrower **check every piece** before **changing the record**. This helps because **an incomplete kit must not appear ready**.

Name: _____

Date: _____

W1 Core: Read the Choices Together

Read both complete Puzzle Station texts. Use exact words to support your thinking.

1. For each text, state its purpose, one likely reader and a short clue.

Print explanation: _____

Offline instructions: _____

2. Explain how a part of the print explanation and its casual wording work together. Name the location, quote words and explain the reader help.

3. Explain how the return section and an exact command or condition work together. Include why the order matters.

4. A pupil says, "It has numbers, so it is an instruction." Explain why that clue alone is insufficient.

Name: ANSWERS

Date: _____

W1 Core: Read the Choices Together

Read both complete Puzzle Station texts. Use exact words to support your thinking.

1. For each text, state its purpose, one likely reader and a short clue.

Print explanation: Explains how the records/checks work for a new helper.

"Because each pocket has the same number as one box" gives a reason.

Offline instructions: Directs a borrower. "Put the supplied borrower card"
gives an action.

2. Explain how a part of the print explanation and its casual wording work together. Name the location, quote words and explain the reader help.

The borrowing paragraph uses "Because" to connect matching numbers to
seeing borrowed kits, helping the reader understand the record system.

3. Explain how the return section and an exact command or condition work together. Include why the order matters.

The return section places "Count every piece" before card removal.

The command and order make completeness the first check, so an incomplete
kit cannot appear ready.

4. A pupil says, "It has numbers, so it is an instruction." Explain why that clue alone is insufficient.

Numbers can organise an explanation too. Purpose depends on what the
words help the reader understand or do.

Name: _____

Date: _____

W1 Extension: Not Every Sequence Gives Orders

Use both complete Puzzle Station texts. Support each judgment with the printed wording.

1. "Both texts are instructions because both say what happens next."

Evaluate this claim. Compare event order and the language used.

2. Explain two complete connections: one from the explanation and one from the instructions.
For each, give location, quotation and reader effect.

Print:

Instructions:

3. What does a new borrower gain from the instructions? What useful understanding might the explanation add? Give a trade-off, not a preference for colour or length.

W1 Extension: Not Every Sequence Gives Orders

Use both complete Puzzle Station texts. Support each judgment with the printed wording.

1. “Both texts are instructions because both say what happens next.”

Evaluate this claim. Compare event order and the language used.

The claim confuses sequence with purpose. The print text explains reasons using “Because” and “prevents”. The offline steps direct actions using “Put” and “Count”.

2. Explain two complete connections: one from the explanation and one from the instructions. For each, give location, quotation and reader effect.

Print:

In the borrowing paragraph, “Because” joins matching numbers to seeing borrowed kits, explaining the record design to a help

Instructions:

In Return a kit “put every piece” comes before card removal. It directs a full check before availability changes.

3. What does a new borrower gain from the instructions? What useful understanding might the explanation add? Give a trade-off, not a preference for colour or length.

The task headings and steps help a new borrower act quickly. The explanation adds why matching numbers and checks matter, but requires reading across paragraphs. Other accurate supported trade-offs are accepted.

Route It, Explain It

COLOUR PAPER ACTIVITY | YEAR 6

Original fictional systems for reading and analysis.



Use the included six kit cards, six pocket mats, borrower and state markers, ten contents tokens, six action cards, reasoning cards and two error cards. All names and systems are fictional.



Set up: Match each kit number to its pocket. A kit is available only if its complete box is present, its pocket is empty and no CHECK NEEDED marker is present. Use a paper borrower card marked Sam.

1

Read the borrowing actions. Place them in order.
Match a reasoning card to a useful action.
Explain why the exact word “matching” matters.

2

Case A: Kit 2 returns with all ten tokens.
Its borrower card is still in pocket 2.
Route the check, complete return and record update.
Explain how order and “Count every piece” work together.

3

Case B: Kit 4 returns with nine tokens from a ten-item contents list. Its card is still in pocket 4.
Count the tokens, identify one missing and follow only the missing route. The helper places CHECK NEEDED. Do not remove the record.

4

Correct both proposed-error cards.
Explain a specific consequence for the next borrower.



Check together: Use the checking guide after your explanation.



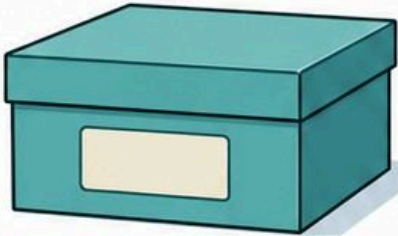
Support: Work one case with four relevant action cards and speak/point to evidence.
Extension: Explain how a misleading step could affect the next borrower.

Puzzle Kit Identity Cards

CUT APART. Match each kit to the pocket with the same number.

Original fictional systems for reading and analysis.

1 | Paper kit box



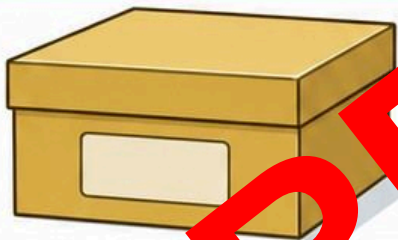
Check the contents card
before borrowing.

2 | Paper kit box



Case A: complete return,
ten tokens.

3 | Paper kit box



Check the contents card
before borrowing.

4 | Paper kit box



Case B: missing return,
nine tokens.

5 | Paper kit box



Check the contents card
before borrowing.

6 | Paper kit box



Check the contents card
before borrowing.

PREVIEW



Matching Pocket Mat

Place the fictional borrower card on its matching numbered pocket.



1 POCKET 1	2 POCKET 2	3 POCKET 3
4 POCKET 4	5 POCKET 5	6 POCKET 6

PREVIEW

Before borrowing: complete box present + empty matching pocket + no CHECK NEEDED marker.

An empty pocket alone does not prove a kit is available.

Original fictional systems for reading and analysis.

Borrower and State Markers

Original fictional systems for reading and analysis.

BORROWER CARD:

Sam



Kit number: _____

BORROWER CARD:

Sam



Kit number: _____



COMPLETE

Ten of ten items checked



MISSING

Nine of ten items present



CHECK NEEDED

Helper only: kit unavailable
until resolved



CHECK NEEDED

Helper only: kit unavailable
until resolved

CUT APART.

Keep the borrower card in the pocket while a kit is away or the helper is resolving a missing item.

Contents Cards and Paper Tokens

These are paper reading simulations, not physical puzzle pieces.
Original fictional systems for reading and analysis.

Kit 2



Expected items

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Kit 4



Expected items

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

1

2

3

4

5

6

7

8

9

10

Case A:

Use all ten tokens for kit 2,
then set them aside.

Case B:

Use tokens 1 to 9 for kit 4.
Token 10 is missing.
Exactly one item is missing.

Action Route Cards

CUT APART. Arrange borrowing first. Choose only the correct return branch.

1

Choose a complete available kit.



2

Put the borrower card in the matching pocket.



3

Take the matching box.



4

On return, count every piece against the contents checklist.



5

Missing

If anything is missing, tell the helper and keep the borrower card in its pocket.



6

Complete

If the set is complete, return the box to the station, then remove its borrower card.



Cards 5 and 6 are alternative routes after card 4. Use only one for a case.

Reasoning and Proposed Errors

CUT APART. Match reasons to the route. Correct each proposed error with evidence.

REASON A:

Matching numbers connect a box to its record.



REASON B:

The card records which kit is borrowed.



REASON C:

Counting checks completeness before availability changes.



REASON D:

The missing route keeps a problem visible.



PROPOSED ERROR 1:

“Remove the borrower card before checking the pieces.”

PROPOSED ERROR 2:

“An empty pocket always means the kit is available.”

Explain each correction with a location, exact wording and consequence.

Original fictional systems for reading and analysis.



Route It, Explain It: Checking Guide



BORROW:

Cards 1, 2, 3. First verify all three availability conditions. Then put the borrower card in the pocket with the same number before taking the box.

CASE A:



Kit 2 has ten of ten items. Use card 4, then card 6. Count, return the complete box, then remove the card from pocket 2.

CASE B:



Kit 4 has nine of ten items. Use card 4, then card 5. Tell the helper. Keep its borrower card in pocket 4. The helper places **CHECK NEEDED**. Do not also use card 6.



REASONS:

- A** matches card 2, same number choice.
- B** matches the card remaining while the box is away.
- C** matches the return check coming before the availability update.
- D** matches the missing branch and **CHECK NEEDED** marker.



MODEL 1:

"In the borrowing steps, 'matching' links the pocket to the box number. This puts the record in the right place, so the helper can see which kit is away."



MODEL 2:

"The return section places 'Count every piece' before removing the card. The order and command make completeness the first check, so an incomplete kit does not appear ready."



ERROR 1:

Check before changing the record. Otherwise an incomplete kit could appear available.



ERROR 2:

An empty pocket is only one condition. The complete box must also be at the station and there must be no **CHECK NEEDED** marker.



Accept other accurate evidence-based explanations. Award a connection for location + useful words + specific reader help, not a list of features.

Name: _____

Date: _____

W2 Support: Check Before the Record

Use Return a kit in the Puzzle Station instructions.

1. Number these complete-return actions 1-3:

- ____ Remove the borrower card.
- ____ Count and check every piece.
- ____ Return the complete box to the station.

2. Kit 4 has nine of ten pieces. Choose the correct row:

Tell helper and keep record	Remove record and lend it again
-----------------------------	---------------------------------

3. What does the helper's CHECK NEEDED mark tell the next borrower?

4. Why is an empty box not alone insufficient? Name one other condition.

5. Complete: The check appears before _____. The words "Count every piece" tell us _____. This helps because _____.

Name: ANSWERS

Date: _____

W2 Support: Check Before the Record

Use Return a kit in the Puzzle Station instructions.

1. Number these complete-return actions 1-3:

3 Remove the borrower card.

1 Count and check every piece.

2 Return the complete box to the station.

2. Kit 4 has nine of ten pieces. Choose the correct row:

Tell helper and keep record	Remove record and lend it again
------------------------------------	---------------------------------

3. What does the helper's CHECK NEEDED marker tell the next borrower?

The kit is unavailable until the helper resolves the problem.

4. Why is an empty box alone insufficient? Name one other condition.

The complete box must be present. Also accept no CHECK NEEDED marker.

5. Complete: The check appears before card removal. The words "Count every piece" tell us check the whole set. This helps because an incomplete kit should not appear ready.

Name: _____

Date: _____

W2 Core: Verbs, Conditions and Order

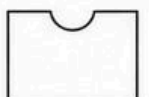
Use the complete Puzzle Station instructions.

Edited wording: "Put it back."

1. Compare the edited wording with "Count every piece" and the complete return steps. What action, scope and order do the actual words supply?

2. Explain how the location of "If anything is missing" and its wording guide a different route. State what happens to the record.

3. Explain how "matching" in the borrowing section helps a borrower choose the destination. Why does the card come before taking the box?



Name: ANSWERS

Date: _____

W2 Core: Verbs, Conditions and Order

Use the complete Puzzle Station instructions.

Edited wording: "Put it back."

1. Compare the edited wording with "Count every piece" and the complete return steps. What action, scope and order do the actual words supply?

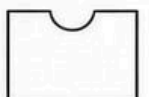
The return section starts with "Count every piece". Count names the action and every means the whole set. The check precedes returning the box and removing the card, preventing an incomplete set from appearing ready.

2. Explain how the location of "If anything is missing" and its wording guide a different route. State what happens to the record.

After the check, "If anything is missing" introduces the missing route. The borrower tells the helper and leaves the card in its pocket until the helper decides the next action.

3. Explain how "matching" in the borrowing section helps a borrower choose the destination. Why does the card come before taking the box?

In Borrow a kit, "matching" identifies the pocket with the same number as the box. Putting the card there first records the borrowed kit before it leaves.



Name: _____

Date: _____

W2 Extension: Repair the Reading Route

Evaluate this edited instruction using the real Puzzle Station texts:

“Remove the card. Return the kit. Check later.”

1. Identify two faults. Explain how each could mislead a reader, using the actual rules.

Fault 1: _____

Fault 2: _____

2. Write a clearer three-step return route. Include a complete/missing condition.
This rewrite demonstrates your reasoning, not a writing-style task.

1. _____

2. _____

3. _____

3. Explain why your new order and precise wording work together.

Give one quotation and one specific consequence.

Check: Do not remove a record for an unresolved missing kit. Follow only the correct branch.

Name: **ANSWERS**

Date: _____

W2 Extension: Repair the Reading Route

Evaluate this edited instruction using the real Puzzle Station texts:

“Remove the card. Return the kit. Check later.”

1. **Identify two faults.** Explain how each could mislead a reader, using the actual rules.

Fault 1: The record is removed before completeness is checked, so an incomplete kit may appear ready.

Fault 2: There is no missing-piece route to tell the helper and keep record.

2. **Write a clearer three-step return route.** Include the complete/missing condition.
This rewrite demonstrates your reading, then a writing-style task.

1. Count every piece against the contents checklist.

2. If a piece is missing, tell the helper and keep the card in its pocket until resolved.

3. If complete, put the box at the station, then remove its card.

3. **Explain why your new order and precise wording work together.**

Give one quotation and one specific consequence.

Putting "Count every piece" first makes a full check come before record removal.
The If branches keep an incomplete kit recorded and unavailable.

Check: Do not remove a record for an unresolved missing kit. Follow only the correct branch.

Why the Workshop Uses Queue Cards

Original fictional systems for reading and analysis.

Static facsimile – no working links.

At the fictional model-making workshop, only two pupils can use the demonstration table at a time. Pupils who are waiting take the next numbered card from a stack. The helper keeps a matching list of numbers and calls the next two numbers when spaces become free.



The cards give the helper a visible order. Because each waiting pupil holds a different number, the helper can call a turn without asking everyone to repeat their name. Pupils return their cards after the demonstration so those numbers can be reused later. The helper does not reuse a number until someone is still waiting with that card.

A pupil who needs to leave temporarily tells the helper. Their card is held aside and the helper moves to the next number. When the pupil returns, the helper explains where their turn fits. This exception prevents an absent pupil's card from stopping the whole queue, while making the change visible.

The system helps the helper organise turns, but it does not make every wait equally short. Some demonstrations take longer than others. The cards show the order; the helper still needs to communicate clearly and deal with changes.

Understanding Our Workshop Queue

Original fictional systems for reading and analysis.

Offline webpage facsimile. Navigation labels are static section examples, not working links.

Why numbers?

What happens next?

What if someone leaves?



Why numbers?

Two pupils can use the demonstration table at once. Every waiting pupil takes a different numbered card. Because the helper can see the order, they can call the next two numbers without repeatedly asking for names.



What happens next?

When places become free, the helper calls the next numbers on the list. Cards are returned after the demonstration so they can be reused. A number is not reused while its pupil is still waiting.



What if someone leaves?

The pupil tells the helper. Their card is held aside; therefore the helper can call another number instead of stopping the queue. When the pupil returns, the helper explains the changed order.

Numbers organise turns, not equal waiting times. Some demonstrations take longer. Clear communication is still needed.

Name: _____

Date: _____

W3 Support: Cause or Just Next?

Use the two complete Workshop Queue texts.

Evidence bank: different numbers / visible order / card held aside / queue continues / varying demonstration lengths

1. Complete a causal connection: Because each pupil holds a different number, the helper can _____.

2. In What if someone leaves?, the card is held aside. Therefore _____.
Explain why this helps.

3. "The helper calls numbers when cards are returned." Does then alone explain why?
Give a reason.

4. Use the final imitation to explain whether numbered cards guarantee equal waits.

5. Complete: The heading _____ helps a returning pupil find _____.
The word _____ explains _____.

Name: _____

ANSWERS

Date: _____

W3 Support: Cause or Just Next?

Use the two complete Workshop Queue texts.

Evidence bank: different numbers / visible order / card held aside / queue continues / varying demonstration lengths

1. Complete a causal connection: Because each pupil holds a different number, the helper can _____.

see the order and call turns without repeatedly asking names.

2. In What if someone leaves?, the card is held aside. Therefore _____.
Explain why this helps.

the helper can call another number instead of stopping the queue. This lets other pupils take turns.

3. "The helper calls numbers when cards are returned." Does then alone explain why?
Give a reason.

No. Then shows sequence. It does not establish a cause.

4. Use the final imitation to explain whether numbered cards guarantee equal waits.

No. Some demonstrations take longer, so waits can differ.

5. Complete: The heading _____ helps a returning pupil find _____.
The word _____ explains _____.

What if someone leaves? / the leaving exception / therefore /
how holding the card aside lets the queue continue.

Name: _____

Date: _____

W3 Core: Follow the Explanation

Use both complete Workshop Queue texts.

1. Map the print organisation and find an equivalent place in the offline page:

System: _____	Offline location: _____
Reason: _____	Offline location: _____
Exception: _____	Offline location: _____
Limit: _____	Offline location: _____

2. Explain two complete connections between organisation and language. Include a quotation, location and reader effect for each.

Connection 1: _____ _____ _____ _____ _____
Connection 2: _____ _____ _____ _____ _____

3. What claim does the final limitation correct? Use actual words from the text.

_____ _____ _____ _____

Name: **ANSWERS**

Date: _____

W3 Core: Follow the Explanation

Use both complete Workshop Queue texts.

1. Map the print organisation and find an equivalent place in the offline page:

System: <u>Two places and numbered cards</u>	Offline location: <u>Why numbers?</u>
Reason: <u>Visible calling order</u>	Offline location: <u>Why numbers?</u>
Exception: <u>Pupil leaves temporarily</u>	Offline location: <u>What if someone leaves?</u>
Limit: <u>Waits can differ</u>	Offline location: <u>final paragraph</u>

2. Explain two complete connections between organisation and language. Include a quotation, location and reader effect for each.

Connection 1:

In the reason section, "Because" links distinct numbers to seeing the order, helping the reader understand how cards work.

Connection 2:

In What if someone leaves?, "therefore" links holding the card aside to calling another number, explaining how the queue continues.

3. What claim does the final limitation correct? Use actual words from the text.

It corrects the claim that cards guarantee equal waits. "Some demonstrations take longer" explains the limitation.

Name: _____

Date: _____

W3 Extension: Clear for Which Reader?

Use both complete Workshop Queue texts. Either format can be a defensible choice with evidence.

1. A new helper needs to learn the whole system. Choose a form and explain how its organisation and wording help. Give a trade-off.

2. A returning pupil needs the temporary-help concept. Choose a form and explain a location + words + help connection. Compare plausible alternative.

3. Evaluate this proposed banner: "Cards make everyone's wait equal." Use the final limitation to support your judgment.

Keep your reasoning about the supplied system. Do not assume digital, colour or short automatically means clearer.

Name: **ANSWERS**

Date: _____

W3 Extension: Clear for Which Reader?

Use both complete Workshop Queue texts. Either format can be a defensible choice with evidence.

1. A new helper needs to learn the whole system. Choose a form and explain how its organisation and wording help. Give a trade-off.

Print is useful because system, reason, exception and limit build a full account.

"Because" explains the number system. The pupil must read across paragraphs.

An offline choice is accepted with accurate reasoning.

2. A returning pupil needs the temporary-help exception. Choose a form and explain a location + words + help connection. Compare plausible alternative.

The offline heading "What if someone leaves" locates the exception.

"Therefore" explains how holding the card aside allows the next call.

Print also explains this as the reader searches its paragraphs.

3. Evaluate this proposed banner: "Cards make everyone's wait equal." Use the final limitation to support your judgment.

Unsupported. The final paragraph says "Some demonstrations take longer".

Cards show order, not equally short waits.

Keep your reasoning about the supplied system. Do not assume digital, colour or short automatically means clearer.

Which Page Helps? Task Cards



PAIRS: Choose three different cards. Consult the four complete texts. Ask “Which words prove that?”
Each pupil completes their own record. Partners do not write on another person’s sheet.
Score an accurate connection, not speed.

Support: Start with one card.

Extension: Compare two plausible forms and their trade-off.

1

A new member needs the borrowing steps.



2

A borrower has a missing puzzle piece and needs the correct return route.



3

A helper wants to understand why matching numbers matter.



4

A waiting pupil needs the temporary-leave exception.



5

A new volunteer wants to learn the queue’s limitation.



6

A reader compares the two queue explanations for a chosen task.



Name: _____

Date: _____

Which Page Helps?

Individual Record

Choose three different task cards. Use the complete Puzzle Station and Workshop Queue texts.

Decision 1 | Task card: _____ | Chosen text: _____

Where is the useful part? Quote useful words. What do they help this reader do or understand?

Decision 2 | Task card: _____ | Chosen text: _____

Where is the useful part? Quote useful words. What do they help this reader do or understand?

Decision 3 | Task card: _____ | Chosen text: _____

Where is the useful part? Quote useful words. What do they help this reader do or understand?

One trade-off: What might a different form offer for one of your tasks?

I responded by writing / speaking / pointing / typing / adult recording.

Name: **ANSWERS**

Date: _____

Which Page Helps?

Individual Record

Choose three different task cards. Use the complete Puzzle Station and Workshop Queue texts.

Decision 1 | Task card: 1 | Chosen text: Puzzle instructions

Where is the useful part? Quote useful words. What do they help this reader do or understand?

"Borrow a kit. "Put the supplied borrower card" gives an exact action and its matching destination. The task heading helps a new member find the steps.

Decision 2 | Task card: 4 | Chosen text: Shuffling queue

Where is the useful part? Quote useful words. What do they help this reader do or understand?

"What if someone leaves?" "Therefore" explains how holding the card aside lets the queue continue. The heading finds the explanation quickly.

Decision 3 | Task card: 5 | Chosen text: Print queue, final paragraph

Where is the useful part? Quote useful words. What do they help this reader do or understand?

"Some demonstrations take longer" explains why the numbered order cannot guarantee equally short waits.

One trade-off: What might a different form offer for one of your tasks?

For card 1, the print explanation adds why matching numbers help records. It takes more paragraph reading than following the task steps. Accurate alternatives for all six cards are accepted.

I responded by writing / speaking / pointing / typing / adult recording.

Why the Bib Station Uses Matching Labels

Original fictional systems for reading and analysis



PLAY
RESPECT
BELONG

Print explanation

Our fictional sports club lends three bib sets labelled A, B and C. Each bag contains eight numbered bibs and a contents card. A pocket at the station carries the same letter as each bag. A set is available only when its complete bag is present, its pocket is empty and no CHECK NEEDED marker is present.



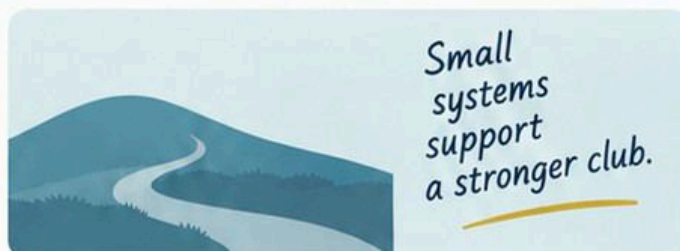
Before taking a bag, a borrower puts a card in the pocket with its letter. Matching labels connect the bag to its record, so the helper can identify the borrowed set without opening every bag.



On return, the borrower counts the bibs against the contents card before changing the record. This check stops an incomplete set appearing ready. If a bib is missing, the borrower tells the helper and leaves the card in place until the problem is resolved. A CHECK NEEDED marker makes the set unavailable. A complete bag goes back to the station before its card is removed.



Labels and records help the club track sets. They cannot prevent every bib from being lost.



Small
systems
support
a stronger club.



Borrowing and Returning a Bib Set

Original fictional systems for reading and analysis

Static offline webpage facsimile: no working links.

1 Before borrowing

Check the bag at the station. It must contain all eight numbered bibs and its contents card. Find the pocket with the same letter: A, B or C. Check that it is empty and that no CHECK NEEDED marker is present. Ask the helper if any condition fails. An empty pocket alone is insufficient.



2 Borrow a set

1. Choose one complete available bag.
2. Put the supplied borrower card in the pocket with the bag's letter.
3. Take that bag. Keep it in the pocket while the set is away.



3 Return a set

1. Count all eight bibs against the contents card before changing the record.
2. If a bib is missing, tell the helper. Leave the card in its pocket until the helper resolves the problem. CHECK NEEDED means unavailable.
3. If complete, return the bag to the station, then remove its borrower card.



Matching labels help track sets, but they cannot prevent every loss.

Name: _____ Date: _____

Assessment: Purpose and Connections

Read both complete sports-bib texts. Work independently. You may speak, point, type or have an adult record your answer.

1. For each text, identify its purpose and a likely reader. Give one exact clue.

Print explanation: _____

Offline instructions: _____

2. Explain how the print organisation and causal words work together. Name the paragraph, quote useful words and state what they help the reader understand.

3. Explain how the return section and action wording work together. Include why the position of the check matters.

Access method used: _____

You need two complete connections, not a list of features.

Name: _____ **ANSWERS** _____ Date: _____

Assessment: Purpose and Connections

Read both complete sports-bib texts. Work independently. You may speak, point, type or have an adult record your answer.

1. For each text, identify its purpose and a likely reader. Give one exact clue.

Print explanation: Explains how the system works for a helper or new member.
"Matching labels connect the bag to its record" gives a reason.

Offline instructions: Directs a borrower. "Put the supplied borrowed card" tells them what to do.

2. Explain how the print organisation and causal words work together. Name the paragraph, quote useful words and state what they help the reader understand.

In the borrowing paragraph, "so" connects matching labels to identifying the borrowed set. Its place after the system introduction helps the helper understand why labels matter.

3. Explain how the return section and action wording work together. Include why the position of the check matters.

In Return a set, "Count all eight bibs" appears before the record change. The precise command and order require a full check, preventing an incomplete set from appearing ready.

Access method used: _____

You need two complete connections, not a list of features.

Name: _____ Date: _____

Assessment: Navigation and Limits

Use the same complete sports-bib texts. Support judgments with actual words.

4. A borrower finds one bib missing. Which text helps locate the next action? Give a section, quotation and reader-help connection. Explain one trade-off with the other form.

5. Another reader says, "Matching labels mean no bib can ever be lost." Evaluate this claim using the final link in the chain.

6. Why should a complete bag be returned before its borrower card is removed? Connect order, wording and what the next reader might assume.

Reflection: One connection I can now explain is _____

Access method used: _____

Name: ANSWERS

Date: _____

Assessment: Navigation and Limits

Use the same complete sports-bib texts. Support judgments with actual words.

4. A borrower finds one bib missing. Which text helps locate the next action? Give a section, quotation and reader-help connection. Explain one trade-off with the other form.

Offline instructions, Return a set. "If a bib is missing, tell the helper" locates the condition and action together. This helps the borrower keep the record until resolved. The explanation adds why checking prevents a misleading ready state. A justified print choice is accepted.

5. Another reader says, "Matching labels mean no bib can ever be lost." Evaluate this claim using the final limitation.

The claim is false. "They cannot prevent every bib from being lost" states the limitation. Labels track sets but do not guarantee no loss.

6. Why should a complete bag be returned before its borrower card is removed? Connect order, wording and what the next reader might assume.

"If complete, return the bag to the station, then remove its borrower card" keeps the record until the complete bag is present. Earlier removal could make a missing bag look ready to the next borrower.

Reflection: One connection I can now explain is Example: A return heading finds the task and a precise command tells me what to check. Accept an accurate pupil connection.

Access method used: _____

Rubric: Reading Explanations and Instructions

YEAR 6 | Four criteria | Beginning / Developing / Secure / Extending

PURPOSE AND AUDIENCE	Beginning	Developing	Secure	Extending
	Gives an unsupported label.	Gives a partly accurate purpose with one weak clue.	Identifies both purposes and likely readers with accurate text clues.	Explains how different reader tasks affect the purpose judgment.
ORGANISATION	Beginning	Developing	Secure	Extending
	Names isolated stages.	Gives mostly correct order without explaining its role.	Explains how sequence, or a condition organis...	Judges a plausible changed order and its consequence.
LANGUAGE AND JOINT EFFECT	Beginning	Developing	Secure	Extending
	Lists devices giving vague help.	Quotes accurately but gives only generic help.	Gives two precise connections linking location, wording and reader understanding/ action.	Evaluates ambiguity or a qualified consequence with evidence.
COMPARISON AND NAVIGATION	Beginning	Developing	Secure	Extending
	Chooses by appearance.	Names one feature with a weak task link.	Justifies a task-specific choice and acknowledges a limit or trade-off.	Evaluates alternatives and a counterexample using text evidence.

Overall Secure requires **ALL FOUR** Secure criteria, including two complete connections.

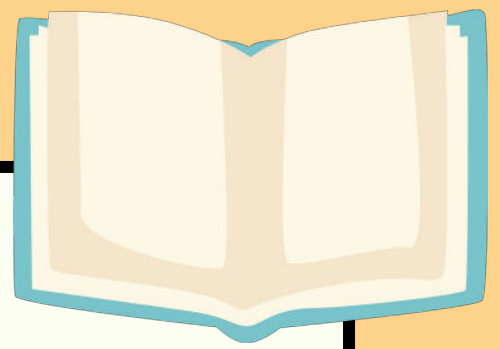
Accept accurate justified alternatives. Do not score handwriting, spelling, speed or enthusiasm as reading mastery.

Record each criterion: Purpose ____ Organisation ____ Joint effect ____ Comparison ____

Next teaching step: _____

Reading Explanations and Instructions Year 6





Why, or what to do?

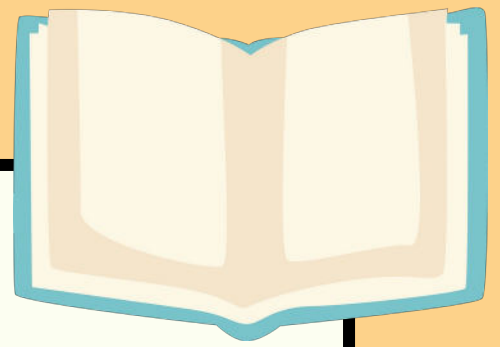
A. Because the pockets match the boxes, the helper can track borrowed kits.

B. Put the card in the matching pocket.

Which sentence explains a reason? Which directs an

action?





Two useful purposes

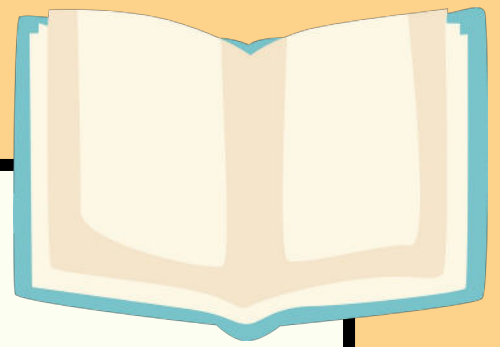
An explanation helps us understand how or why something works.

An instruction helps us know what to do.

Both can describe events in order. Use the words to decide the purpose.



Words that connect ideas



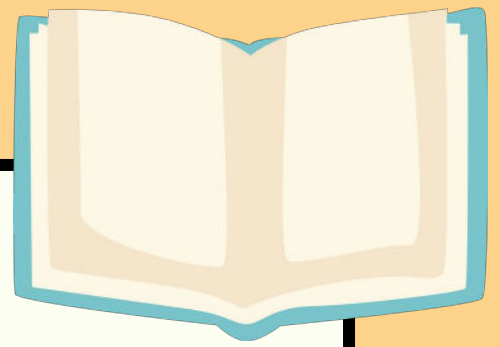
Cause and result: one thing leads to another.

An imperative directs an action. Count every piece.

A condition gives a choice: If anything is missing...



The Puzzle Station

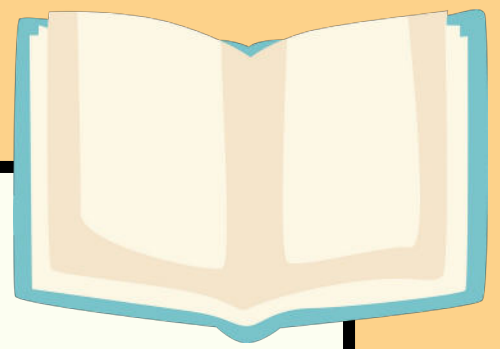


Kit 2 has a box, a contents checklist and pocket 2.

A card in pocket 2 records that kit 2 is borrowed.

Why must the box and pocket have the same number?





When is a kit available?

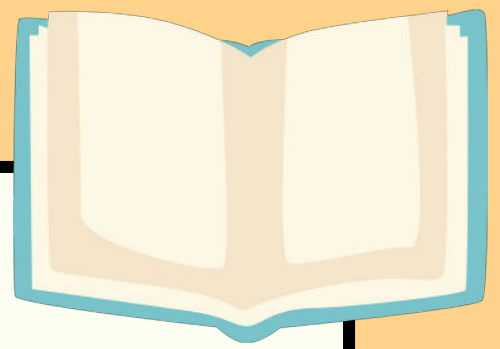
The complete box is at the station.

Its matching pocket is empty.

There is no CHECK NEEDED marker.

The person completing all three conditions before
handing in.





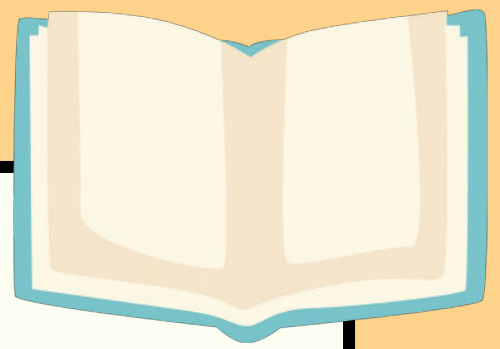
A reason in the right place

In the borrowing paragraph, "Because each pocket has the same number as one box..."

Because it is matching numbers to seeing which kit is borrowed.

This helps new helper understand the records.





A borrower finds the steps

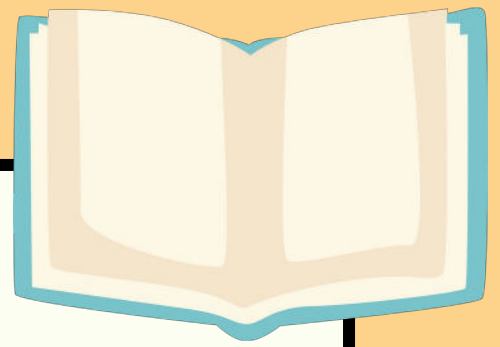
Before you borrow checks availability.

Borrow a kit gives a next actions.

Return a kit give the check and return routes.

There are status section labels on our offline page.





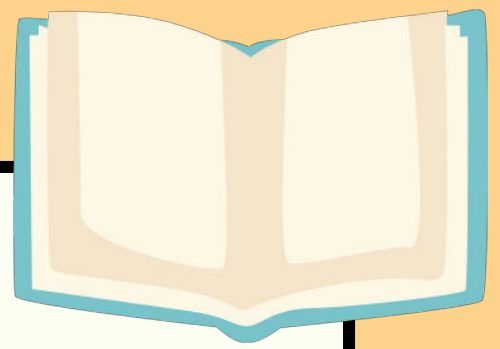
An action with a destination

In Borrow a kit: "Put the supplied borrower card into the pocket with the same kit number."

Put tells us what to do. The exact destination tells us where.

The top card reads the kit before its box leaves.





The complete-return order

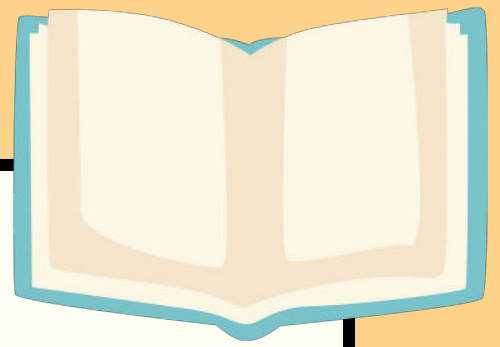
First, count every piece against the checklist.

If complete, return the box to the station.

Then remove its borrower card.

Why must the check come before the record change?





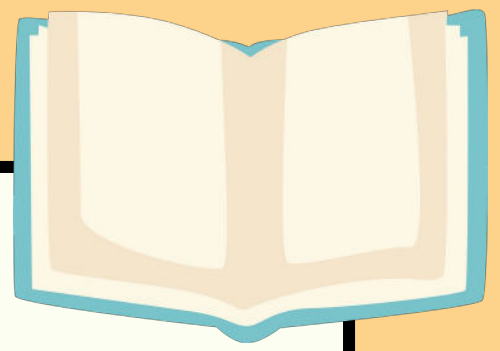
Two return routes

Missing piece: Tell the helper. Keep the card in its pocket until the helper decides the next action.

Complete set: Return the box, then remove the card.

Use the route after the check.





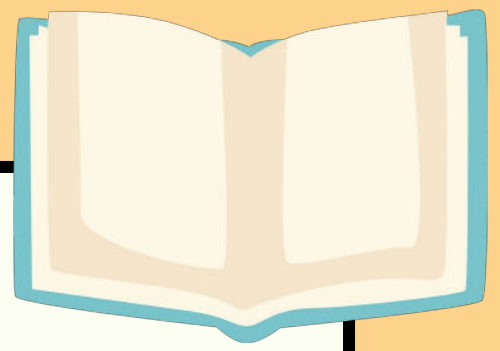
What does "Put it back" mean?

Which object? Where? When?

The real return section names the box, station, check
and record.

How do exact words and order help the next
borrower?





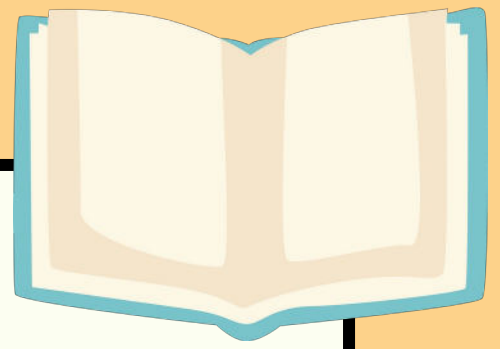
Kit 4 returns

The contents card lists ten items. Nine are present.

Its borrower card is still in pocket 4.

Which route applies? Explain using "If" and the position of the check.





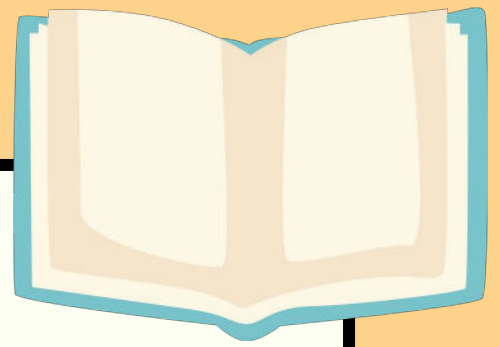
Then and because

"The helper calls numbers, then calls are returned"
shows order.

"Because the numbers show the order, the helper can
call them" gives a reason.

The reason does not tell us why.





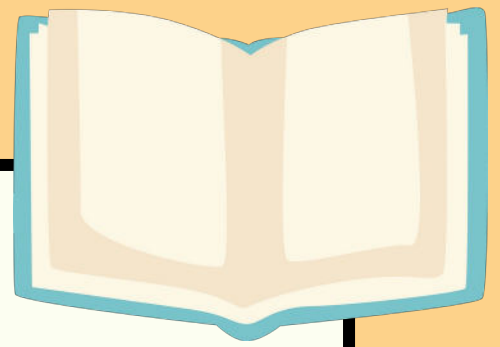
Why queue numbers help

In the reason paragraph, different numbers make the order visible.

"Because" connects that design to calling turns with unexpected names.

The writer explains a benefit for the helper.





When someone leaves

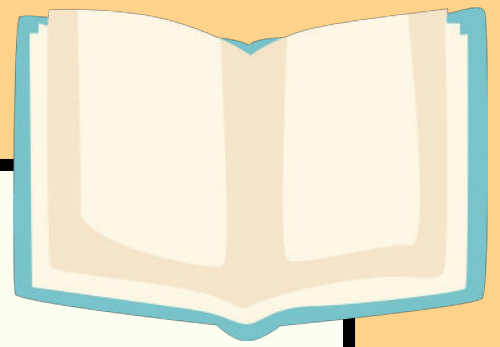
The pupil tells the helper. Their cards held aside.

The helper calls the next number.

The exception paragraph explains how the queue
continues



An offline explanation

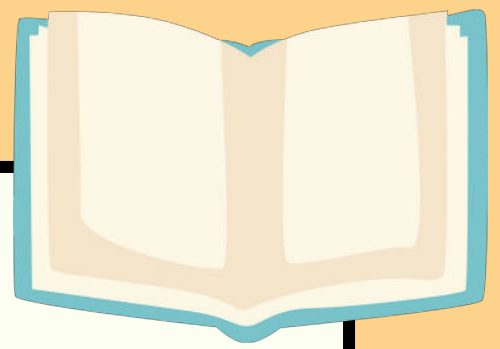


Why numbers? What happens next? What if someone leaves?

The section explains the system and its reasons.

Questions regarding a numbered-card topic do not make a list of commands.





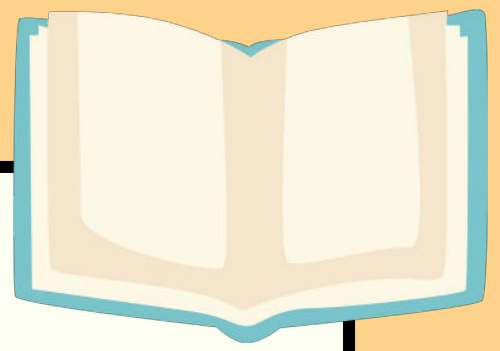
Finding the exception

"What if someone leaves?" A lost returning pupil find the right section.

"Therefore" explains how holding the card aside lets the next all happen.

The picture and words work together.





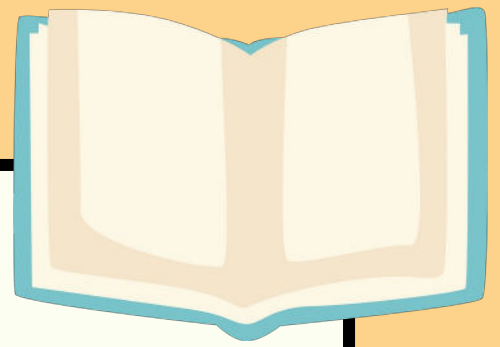
Which reader, which task?

A new borrower wants the edition.

A helper wants to understand why checks matter.

Which Purpose Statement text helps each task? Use a section and a quotation.





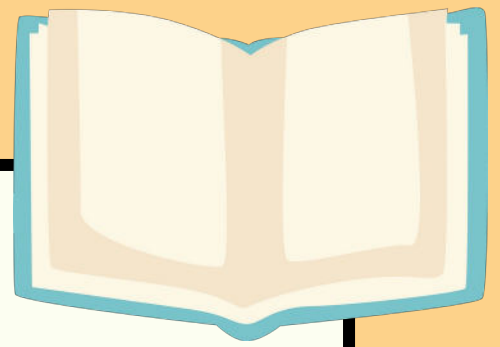
A useful trade-off

The print queue text builds system, reason, exception and limit.

The offline question readings help readers find one issue.

Either can. In explain your choice for a reader and name a trade-off.





A new return notice

Return a library token

"Count all four tokens before changing the record. If one is missing, tell a helper and leave the card in its pocket."

Explain how this section and "Count all four" help.

Does it promise no loss?





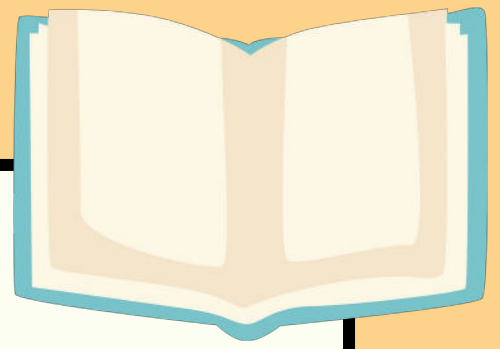
Well Done!



PREVIEW

Reading Explanations and Instructions Year 6 Quiz





Question 1

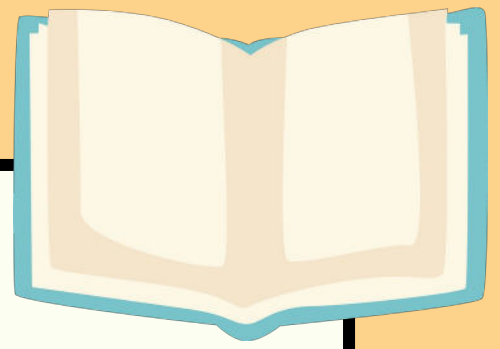
"Because each pocket has the same number as one box, the helper can see which it is borrowed."

What is its purpose?

- A. Explain why
- B. Order a borrower
- C. Prove no lost pieces

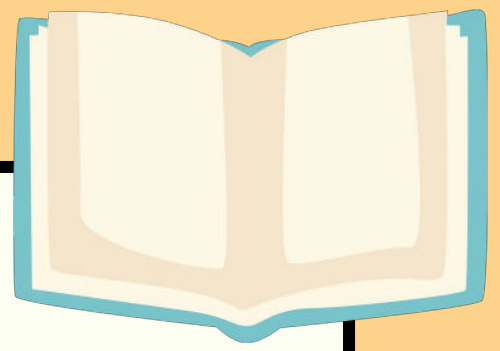


Answer 1: Explain why



Because links matching numbers to using borrowed kits.
It gives a reason.





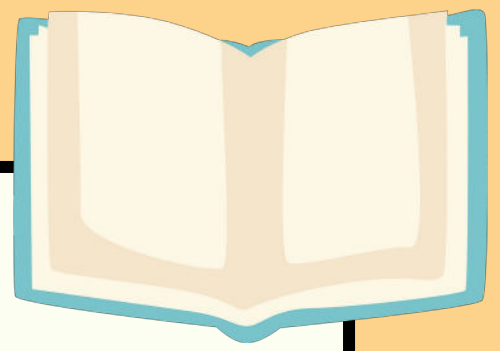
Question 2

"Put the supplied borrower card in the pocket with the same kit number."

What is its purpose?

- A. Describe a queue limit
- B. Direct an action
- C. Give a free choice

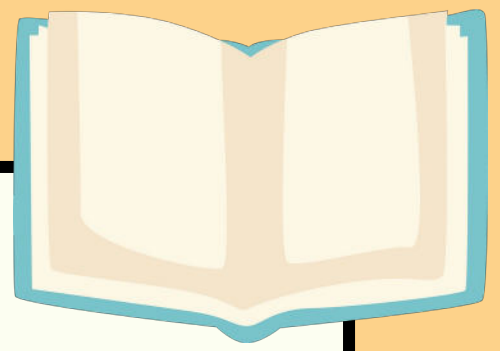




Answer 2: Direct and indirect

Put is an imperative. The exact position number tells the borrower where the card belongs.





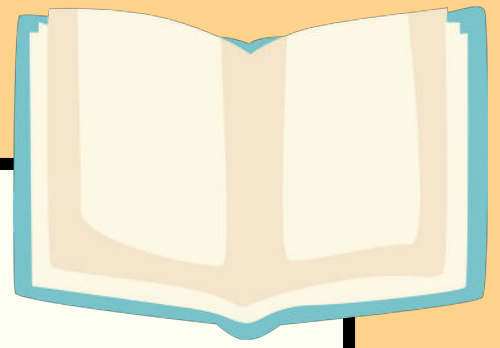
Question 3

Why do the availability conditions exist before Borrow a kit?

- A. To make the page longer
- B. To check borrowing is possible before acting
- C. To remove the return check

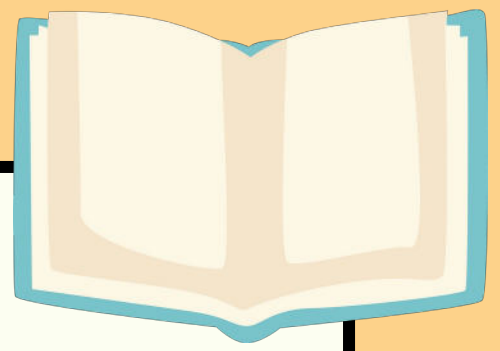


Answer 3: Check before using



Readers check the computer box, every pocket and no
CHECK NEEDED must be before borrowing.





Question 4

The edited step says "Put it back."

What useful information is missing?

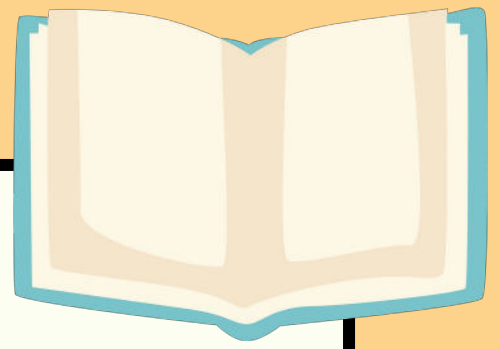
A. The exact object place and order

B. A new sequence of events

C. A picture

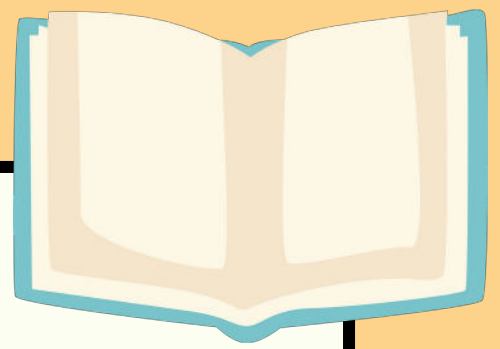


Answer 4: Object, place and order



The real section names to be used in the section, and puts the completeness check before the record change.



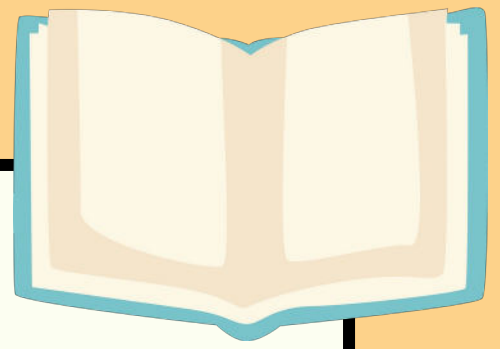


Question 5

A complete puzzle kit returns. When should the borrower check it?

- A. Before removing the borrower card
- B. After offering it to the next borrower
- C. Only if the pocket is empty

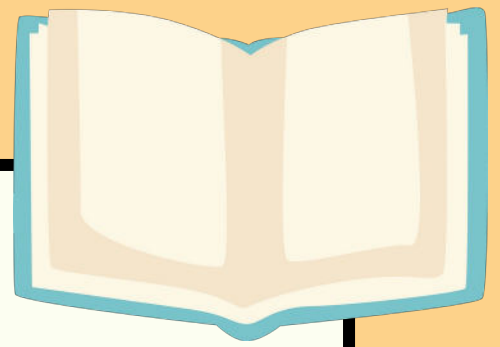




Answer 5: Before removing the record

Checking first makes complete mess condition of availability.





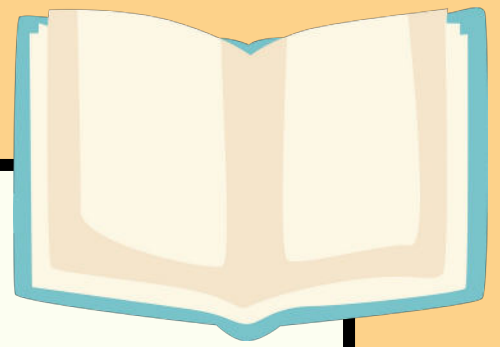
Question 6

One puzzle piece is missing. Which one fits the text?

- A. Remove the card and cover the kit
- B. Tell the helper and keep the record
- C. Borrow a second kit to hide the problem

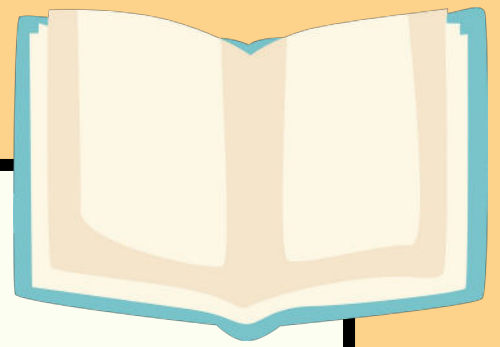


Answer 6: Tell helper and keep record



The If branch keeps the card in its pocket. CHECK NEEDED means unavailable until the helper resolves the issue.





Question 7

"The helper calls numbers that can be returned."

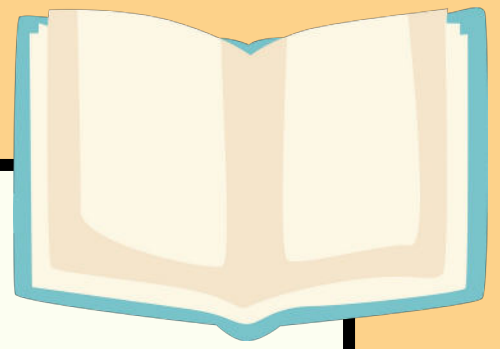
Does then alone explain why?

A. Yes, it always proves a cause

B. No, it can show sequence

C. No, it is a digital page

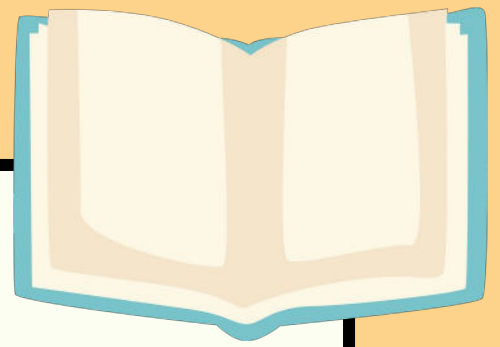




Answer 7: No, it can show sequence

Then gives an order. Because for the order can connect a cause to a result when the ideas support that relationship.





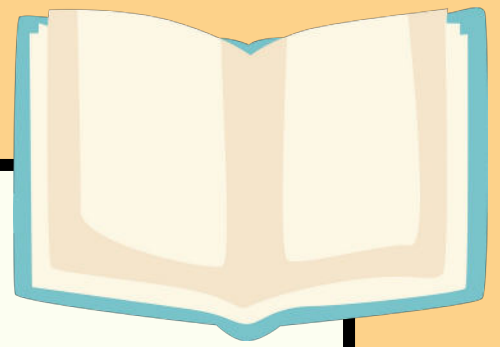
Question 8

How do "What if someone leaves." and "therefore" work together?

- A. The heading finds the exception, and therefore explains how the queue continues
- B. They guarantee equal waits
- C. They all pull to reuse active cards

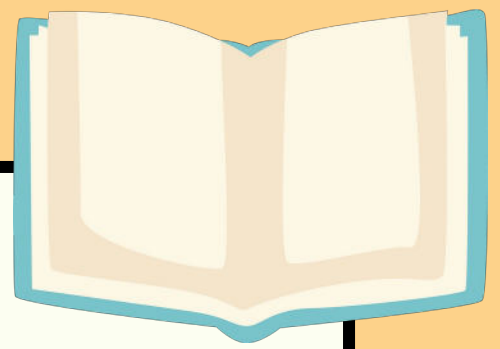


Answer 8: Finding and explaining



The heading locates the exception. It before connects
holding a card aside to coming another number.



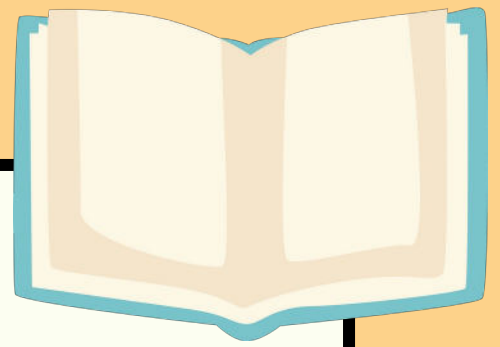


Question 9

Do the numbered queues on the page have equally short waits?

- A. Yes, all numbers are equal
- B. No, non-numeric take different times
- C. Yes, because the page has headings

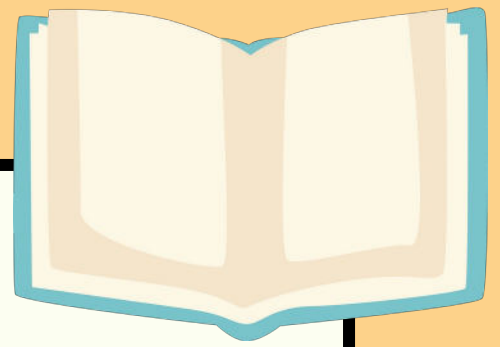




Answer 9: Waits can differ

The final limitation says some elements take longer.
Cards organise or not equal waiting times.

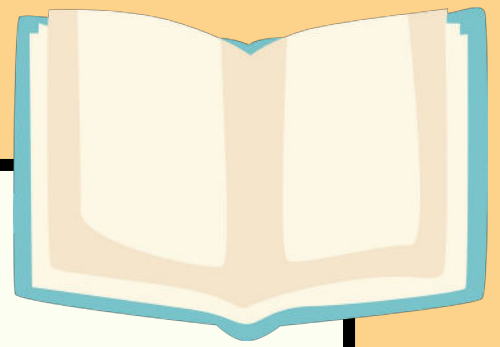




Question 10

Read this fictional notice.
Return a board-game box.
"Count all six contents before changing the record. Use
the supplied contents list. If one is missing, tell the helper
and leave the box with a lower card in its pocket. If complete,
return the box to the station, then remove the card."
Explain the location + words + reader-help connection.





Answer 10: One complete connection

In the return section, Count down six checks before changing the record. The command and order require a full check, so an incomplete set does not appear ready. Accept another accurate connection.





Well Done!



PREVIEW