

**Macmillan/McGraw-Hill**

**Math Connects**

**2009**

**Grade 2**

**Correlated with**

**Maryland  
Mathematics  
Voluntary State Curriculum**

**Grade 2**

**Macmillan/McGraw-Hill  
The McGraw-Hill School Solutions Group  
800-442-9685**

| <b>STANDARD 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, AND FUNCTIONS – Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.</b>                          |  |
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| <b>A. Patterns and Functions</b>   |  |
| <b>1. Identify, describe, extend, and create numeric patterns</b>  |  |
| a) Represent and analyze numeric patterns using skip counting by 2, 5, and 10 starting with any whole number and using whole numbers to 100  | pp. 40, 41, 43-44, 48, 50, 70, 96, 208, 211-212, 213-214, 310, 338, 356, 470, 475-476, 495 |
| b) Represent and analyze numeric patterns using skip counting backward by 10s starting with any 2-digit whole number   | pp. 49, 181-182, 403   |
| c) Recognize a function table as a relationship between numbers  | Opportunities to address:<br>pp. 123B, 123, 124, 126                                       |
| d) Complete a function table with a given one-operation rule (+, -) using whole numbers  | Opportunities to address:<br>pp. 59, 60, 123, 124, 126                                     |
| <b>2. Identify, copy, describe, create, and extend nonnumeric patterns</b>   |  |
| a) Represent and analyze growing patterns that start at the beginning and show no more than 3 levels, and ask for the next level, using symbols, shapes, designs, and pictures   | pp. 39B, 39-40, 48, 354  |
| b) Represent and analyze repeating patterns using 3 different objects in the core of the pattern   | pp. 13G, 206, 333B, 353  |
| c) Transfer a repeating pattern from one medium to 2 different media using no more than 3 different objects in the core of the pattern such as:<br>red, green, red, green, ...<br>A, B, A, B, ...<br>$\Delta, \uparrow, \Delta, \uparrow, \dots$ | pp. 39B, 333B  |
| <b>B. Expressions, Equations, and Inequalities</b>   |  |
| <b>1. Write and identify expressions</b>   |  |
| a) Represent numeric quantities using operational symbols (+, -) and whole numbers to 25   | pp. 49, 52, 56, 92   |
| <b>2. Identify, write, and solve equations and inequalities</b>  |  |
| a) Represent relationships using appropriate relational symbols (>, <, =) and operational symbols (+, -) with whole numbers to 100   | pp. 5-6, 70, 96  |
| b) Find the missing number (unknown) in a number sentence using operational symbols (+, -) with whole numbers up to 50   | pp. 56, 72, 81, 90, 101, 102, 104, 110, 174, 188, 307, 433                                 |

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| <b>C. Numeric and Graphic Representations of Relationships</b>   |  |
| 1. Locate points on a number line  |  |
| a) Represent whole numbers up to 100 on a number line  | pp. 14, 57-58, 69, 79, 81, 87-88, 95, 96, 109, 111, 126, 163-164, 172, 173, 176, 242, 365-366, 372 |
| <b>STANDARD 2.0 KNOWLEDGE OF GEOMETRY – Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.</b> |  |
| <b>A. Plane Geometric Figures</b>  |  |
| 1. Recognize and apply the properties/attributes of plane geometric figures  |  |
| a) Identify and describe sides and corners   | pp. 10, 357-358, 359-360, 372  |
| b) Identify and describe quadrilaterals such as: squares, rectangles, rhombi   | pp. 10, 342, 351-352, 355, 360   |
| c) Identify and describe polygons by the number of sides such as: triangles, squares, rectangles, hexagons, octagons   | pp. 351-352, 357-358, 359-360, 363-364, 372, 374, 486  |
| d) Combine and subdivide squares, triangles, and rectangles to identify a new shape  | pp. 361-362, 364, 372, 374   |
| <b>B. Solid Geometric Figures</b>  |  |
| 1. Analyze the properties of solid geometric figures   |  |
| a) Compare two- and three-dimensional shapes such as: square to a cube, square and rectangle to a rectangular prism.   | pp. 343, 344, 345-346, 347-348, 349, 350, 359-360, 371-372, 373-374                                |
| <b>C. Representation of Geometric Figures</b>  |  |
| 1. Represent plane geometric figures   |  |
| a) Sketch plane figures  | pp. 10, 369-370  |
| <b>D. Congruence</b>   |  |
| 1. Compare congruent figures   |  |
| a) Describe congruent figures as having the same size and shape  | pp. LA11A, LA11B, LA11-LA12, LA13A   |
| <b>E. Transformations</b>  |  |
| 1. Recognize a transformation  |  |
| a) Apply visualization and spatial reasoning in activities such as: tangrams   | pp. 10, 361-362, 364   |
| b) Identify and demonstrate slides, flips, and turns   | p. CS6   |

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| 2. Analyze geometric figures and pictures   |   |
| a) Recognize that basic shapes have several lines of symmetry   | pp. LA13B, LA13-LA14  |
| b) Demonstrate symmetry in basic shapes and pictures by drawing 2 lines of symmetry   | pp. LA13, LA14  |
| <b>STANDARD 3.0 KNOWLEDGE OF MEASUREMENT- Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools, or technology for determining measurements.</b> |   |
| A. Measurement Units  |   |
| 1. Read customary and metric measurement units  |   |
| a) Read the scale on a ruler to identify length, in inches  | pp. 387-388, 389, 434   |
| b) Tell time in intervals of 5 minutes using an analog clock  | pp. 253-254, 257, 259-260, 261-262, 275-276, 277-278, 292             |
| c) Compare the same time on analog and digital clocks   | pp. 253-254, 259-260, 261-262, 263, 264, 275-276, 277-278, 292        |
| d) Read a thermometer to the nearest 5° (°F and °C) on a thermometer with a scale of 10° intervals  | pp. 243, 244, 245-248, 257, 265-266, 269, 276, 277-278, 292, 340, 356 |
| e) Identify and compare the weight of objects to the nearest pound  | p. 423  |
| B. Measurement Tools  |   |
| 1. Measure in customary and metric units  |   |
| a) Measure length of objects and pictures of objects using a ruler or tape measure to the nearest inch, centimeter, and foot  | pp. 381-382, 383, 387-388, 389, 391, 393-394, 402, 403-404, 434, 498  |
| b) Measure capacity of objects using cup, pint, quart, liter, and gallon  | pp. 411-412, 415, 417-418   |
| c) Measure objects to the nearest pound and kilogram  | pp. 423-424, 425-426  |
| d) Select and use appropriate units of measure for length/height, weight, and capacity  | pp. 433, 434  |

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| <b>C. Applications in Measurement</b>   |  |
| 1. Apply measurement concepts   |  |
| a) Develop the concept of perimeter by counting units around a picture or geometric shape   | p. 395B  |
| b) Develop the concept of area by counting square units within a picture or geometric shape   | pp. 395-396, 402   |
| 2. Calculate to determine equivalent units  |  |
| a) Recognize equivalent units of 12 inches = 1 foot   | p. CS7   |
| <b>STANDARD 4.0 KNOWLEDGE OF STATISTICS – Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.</b>  |  |
| <b>A. Data Displays</b>   |  |
| 1. Collect, organize, and display data  |  |
| a) Collect data by conducting surveys   | pp. 12, 117-118, 131   |
| b) Collect data in tables   | pp. 115, 116, 117-118, 123-124, 131, 133-134, 156  |
| c) Organize and display data to make pictographs using scales of 1:1 and 2:1  | pp. 119-120, 125, 139, 326   |
| d) Organize and display data to make single bar graphs  | pp. 12, 127-128, 132, 137, 140, 156, 258, 265-268, 356   |
| <b>B. Data Analysis</b>   |  |
| 1. Analyze data   |  |
| a) Interpret data contained in tables   | pp. 74, 112, 113, 114, 117-118, 123-124, 126, 127-128, 133-134, 137, 139-140, 141-142, 156, 174, 205, 326, 486 |
| b) Interpret data contained in pictographs using scales of 1:1 and 2:1  | pp. 11, 119-120, 121-122, 125, 139, 141, 173   |
| c) Interpret data contained in single bar graphs using a variety of categories and intervals of 1, 2, 5, and 10   | pp. 12, 129-130, 133, 140, 141-142, 156, 192, 205, 258, 266-268, 269-270, 276                                  |
| <b>STANDARD 5.0 KNOWLEDGE OF PROBABILITY – Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.</b> |  |
| <b>A. Sample Space</b>  |  |
| 1. Identify possible outcomes   |  |
| a) Identify some possible outcomes that make up the sample space such as on a number cube rolling a 2   | pp. 133-134, 135-136, 140, 142   |

| <b>STANDARD 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC – Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.</b> |  |
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| <b>A. Knowledge of Number and Place Value</b>   |  |
| <b>1. Apply knowledge of whole numbers and place value</b>  |  |
| a) Use concrete materials to compose and decompose quantities up to 100   | pp. 35-36, 56, 61-62, 63, 67-68, 71-72, 91-92, 147-148, 149-150, 153-154, 155, 157-158, 159-160, 179-180, 181-182, 183-184, 187, 189-190, 191-192, 313-314, 315-316  |
| b) List multiple representations for a number   | pp. 14, 17-20, 27-28, 31-32, 47, 50, 144, 319-320, 321, 323-324, 338, 340  |
| c) Develop a sense of the size of a number in relation to other numbers   | pp. 17-20, 35-36, 71-72, 81, 145, 146, 147-148, 149-150  |
| d) Use the numbers of 10, 50, and 100 as anchors in relationship to other numbers   | pp. 17-20, 35-36, 71-72, 81, 145, 146, 147-148, 149-150  |
| e) Read, write, and represent whole numbers using models, symbols, and words through 1000   | pp. 3-4, 27-28, 31-32, 47, 50, 55, 84, 311, 312, 322, 323-324, 325, 338, 339, 420, 450   |
| f) Express whole numbers up to 999 using expanded form  | pp. 17-20, 31-32, 144, 222, 319-320, 321, 325, 337-338, 339  |
| g) Identify the place value of a digit in whole numbers up to 999   | pp. 17-20, 21-24, 31-32, 47, 49-50, 96, 111, 144, 149-150, 153-154, 155, 171, 176, 179-180, 183-184, 189-190, 191-192, 278, 310, 311, 312, 313-314, 315-316, 319-320, 322, 325-326, 331-332, 335-336, 337-338, 340, 439-440, 441-442, 443-444, 449, 453-454, 457-458 |
| h) Compare and order whole numbers up to 999 using words and relational symbols ( $>$ , $<$ , $=$ )   | pp. 14, 33-34, 35-36, 37, 38, 45-46, 48, 49-50, 70, 81, 96, 114, 154, 222, 310, 329-330, 331-332, 338, 339, 340, 420, 434, 450, 468  |
| i) Estimate quantities up to 100 using a reference point such as 10 and the terminology “about”   | pp. 15, 16, 29-30, 31-32, 47, 143, 163-164, 172, 326   |
| j) Count forward by 2s, 5s, and 10s starting with numbers other than one  | pp. 43-44, 48, 50, 333-334, 338, 365-366, 470  |
| k) Count backward by 2s, 5s, and 10s from a multiple of that number   | pp. 49, 333-334, 403   |
| l) Use ordinal numbers to indicate position up to thirty-first  | pp. 33A, 33B   |

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| <b>2. Apply knowledge of fractions</b>  |  |
| a) Read, write, and represent fractions as parts of a single region using symbols or models with denominators of 2, 3, or 4 | pp. 279, 280, 281, 282, 283-284, 285-286, 287-288, 289-290, 291, 293-294, 295, 296, 305, 306, 307, 308, 390, 468   |
| b) Read, write, and represent halves or fourths as parts of a set using symbols, words, and models                          | pp. 297-298, 299-300, 301-302, 303-304, 306, 307, 308, 390   |
| <b>3. Apply knowledge of money</b>  |  |
| a) Determine the value of a given set of mixed currency up to \$10  | pp. 208, 211-212, 213-214, 215-216, 217-218, 219-220, 221, 223-226, 227, 230, 233, 234, 237-238, 239-240, 278, 356   |
| b) Represent money amounts up to \$10   | pp. 209, 210, 228  |
| c) Compare the value of 2 sets of mixed currency up to \$10   | pp. 24, 214, 215A, CS9, CS10   |
| <b>B. Number Theory</b>   |  |
| <b>1. Apply number relationships</b>  |  |
| a) Build and describe models of even and odd numbers using concrete materials, and discuss the models                       | pp. 43A, 43-44   |
| <b>C. Number Computation</b>  |  |
| <b>1. Analyze number relations and compute</b>  |  |
| a) Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies                          | pp. 3-4, 5-6, 52, 53, 54, 55-56, 57-58, 59-60, 61-62, 63-64, 65, 66, 67-68, 69, 70, 71-72, 73-74, 75-76, 79-80, 81-82, 84, 85, 86, 87-88, 89-90, 91-92, 93-94, 95, 96, 97-98, 99, 100, 101-102, 103-104, 105-106, 107-108, 109-110, 111-112, 126, 142, 144, 147-148, 149-150, 151-152, 155, 162, 176, 181-182, 208, 222, 258, 292, 436, 439-440, 451-452, 470, 486 |
| b) Add no more than 3 whole number addends with no more than 2 digits in each addend and a sum of no more than 100          | pp. 73-74, 75-76, 80, 144, 157-158, 159-160, 161, 163-164, 165-166, 167-168, 170, 171-172, 173-174, 205-206, 258, 390, 420, 436, 437, 438, 439-440, 441-442, 443-444, 447-448, 449, 450, 455, 461, 465-466, 467  |
| c) Subtract whole numbers with no more than 2 digits in the minuend or the subtrahend                                       | pp. 175, 177, 178, 179-180, 181-182, 183-184, 187-188, 189-190, 191-192, 193, 194, 195-196, 199-200, 201-202, 203-204, 205-206, 258, 292, 390, 437, 438, 451-452, 453-454, 455, 456, 457-458, 464, 465-466, 467-468  |

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| d) Solve word problems based on addition or subtraction situations  | pp. 52, 61-62, 64, 69, 75-76, 80, 83, 84, 92, 93-94, 110, 176, 182, 185-186, 198, 204, 258, 470  |
| e) Write word problems for addition and subtraction situations  | pp. 4, 6   |
| f) Add and subtract money amounts up to \$1   | pp. 229-230, 231-233, 238, 258   |
| g) Apply the concept of inverse operations to addition and subtraction  | pp. 97-98, 100, 101-102, 103-104, 109-110, 111-112, 156, 188, 195-196, 222, 292  |
| h) Build equal groups to model multiplication   | pp. 473-474, 475-476, 479-480, 481-482, 483, 484, 485, 493-494, 495-496, 497-498   |
| i) Build groups that share equally for division   | pp. 471, 472, 487-488, 489-490, 491-492, 496, 497-498  |
| <b>2. Estimation</b>  |  |
| a) Determine the reasonableness of sums and differences   | pp. 61, 75, 93, 105, 123, 135, 151, 167, 188, 199-200, 447-448, 459-460, 466   |
| <b>STANDARD 7.0 PROCESSES OF MATHEMATICS – Students demonstrate the processes of mathematics by making connections and applying reasoning to solve and to communicate their findings.</b> |  |
| <b>A. Problem solving</b>   |  |
| <b>1. Apply a variety of concepts, processes, and skills to solve problems</b>  |  |
| a. Identify the question in the problem   | pp. 2, 25-26, 41-42, 61-62, 75-76, 93-94, 105-106, 123-124, 135-136, 151-152, 167-168, 185-186, 197-198, 219-220, 233-234, 255-256, 271-272, 287-288, 301-302, 317-318, 327-328, 353-354, 363-364, 385-386, 397-398, 413-414, 427-428, 445-446, 477-478, 491-492 |
| b. Decide if enough information is present to solve the problem   | pp. 2, 123-124, 135-136, 151-152, 167-168, 219-220, 233-234, 255-256, 271-272  |
| c. Make a plan to solve a problem   | pp. 2, 25-26, 41-42, 61-62, 75-76, 93-94, 105-106, 123-124, 135-136, 151-152, 167-168, 185-186, 197-198, 219-220, 233-234, 255-256, 271-272, 287-288, 301-302, 317-318, 327-328, 353-354, 363-364, 385-386, 397-398, 413-414, 427-428, 445-446, 477-478, 491-492 |
| d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation  | pp. 2, 20, 25-26, 36, 40, 41-42, 44, 45-46, 48, 61-62, 64, 68, 75-76, 77-78, 80, 93-94, 98, 105-106, 107-108, 110, 118, 120, 123-124, 134, 135-136, 137-138, 140, 148, 150, 151-152, 160, 164, 167-168, 169-170, 172, 180, 185-186, 190, 192, 197-               |

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| d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation (continued) | 198, 201-202, 204, 214, 218, 219-220, 230, 232, 233-234, 235-236, 238, 248, 255-256, 262, 270, 271-272, 273-274, 276, 287-288, 290, 298, 301-302, 303-304, 306, 317-318, 324, 327-328, 330, 334, 335-336, 338, 346, 353-354, 358, 360, 362, 363-364, 369-370, 372, 382, 385-386, 391, 396, 397-398, 399-400, 402, 410, 413-414, 422, 427-428, 429-430, 432, 440, 445-446, 458, 461-462, 463-464, 466, 476, 477-478, 480, 491-492, 493-494, 496 |
| e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation            | pp. 2, 25-26, 41-42, 61-62, 75-76, 93-94, 105-106, 123-124, 135-136, 151-152, 167-168, 185-186, 197-198, 219-220, 233-234, 255-256, 271-272, 287-288, 301-302, 317-318, 327-328, 353-354, 363-364, 385-386, 397-398, 413-414, 427-428, 445-446, 477-478, 491-492   |
| f. Identify alternative ways to solve a problem  | pp. 2, 25-26, 41-42, 61-62, 75-76, 93-94, 105-106, 123-124, 135-136, 151-152, 167-168, 185-186, 197-198, 219-220, 233-234, 255-256, 271-272, 287-288, 301-302, 317-318, 327-328, 353-354, 363-364, 385-386, 397-398, 413-414, 427-428, 445-446, 477-478, 491-492   |
| g. Show that a problem might have multiple solutions or no solution  | pp. 2, 25-26, 41-42, 61-62, 75-76, 93-94, 105-106, 123-124, 135-136, 151-152, 167-168, 185-186, 197-198, 219-220, 233-234, 255-256, 271-272, 287-288, 301-302, 317-318, 327-328, 353-354, 363-364, 385-386, 397-398, 413-414, 427-428, 445-446, 477-478, 491-492   |
| h. Extend the solution of a problem to a new problem situation   | pp. 2, 25-26, 41-42, 61-62, 75-76, 93-94, 105-106, 123-124, 135-136, 151-152, 167-168, 185-186, 197-198, 219-220, 233-234, 255-256, 271-272, 287-288, 301-302, 317-318, 327-328, 353-354, 363-364, 385-386, 397-398, 413-414, 427-428, 445-446, 477-478, 491-492   |
| <b>B. Reasoning</b>  |  |
| <b>1. Justify ideas or solutions with mathematical concepts or proofs</b>                                      |  |
| a. Use inductive or deductive reasoning  | pp. 25-26, 330   |
| b. Make or test generalizations  | pp. 245-248, 267-268, 269  |
| c. Support or refute mathematical statements or solutions  | pp. 2, 123-124, 135-136, 151-152, 167-168, 219-220, 233-234, 255-256, 271-272  |

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| d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction                   | pp. 345-354, 357-368  |
| <b>C. Communication</b>  |   |
| <b>1. Present mathematical ideas using words, symbols, visual displays, or technology</b>      |   |
| a. Use multiple representations to express concepts or solutions                               | pp. 113H, 119-120, 121B, 121-122, 125, 127A, 127B, 127-128, 129B, 129-130, 132, 137-138, 266, 267, 268, 269-270, LA7B, LA7, LA8, LA9A, P3, P4, P5, P6, P13, P14, P18, CS1, CS2, CS3, CS4, CS5   |
| b. Express mathematical ideas orally   | pp. 18, 21, 27, 29, 33, 35, 39, 43, 55, 57, 63, 67, 71, 73, 87, 89, 91, 97, 101, 103, 117, 119, 121, 127, 129, 133, 147, 149, 153, 157, 159, 163, 165, 179, 181, 183, 189, 191, 195, 199, 211, 215, 217, 224, 229, 231, 246, 250, 253, 259, 261, 266, 283, 285, 289, 293, 297, 299, 313, 315, 319, 323, 329, 331, 333, 345, 347, 351, 357, 359, 361, 365, 367, 379, 381, 387, 391, 393, 395, 409, 411, 417, 421, 423, 425, 439, 441, 443, 447, 451, 453, 457, 459, 473, 475, 479, 481, 487, 489 |
| c. Explain mathematically ideas in written form  | pp. 60, 88, 128, 368, 412, 418, 422, 426  |
| d. Express solutions using concrete materials  | pp. 283-284, 285-286, 293-294, 296, 297-298, 299-300, 441-442, 443-444, 453-454, 457-458  |
| e. Express solutions using pictorial, tabular, graphical, or algebraic methods                 | pp. 41-42, 287-288, 301-302, 477-478, 491-492   |
| f. Explain solutions in written form   | pp. 4, 6, 8, 10, 12, 24, 72, 154, 184, 252, 284, 314, 388, 448, 460, 474, 488   |
| g. Ask questions about mathematical ideas or problems  | pp. 13, 14, 51, 52, 83, 84, 113, 114, 143, 144, 175, 176, 207, 208, 241, 242, 279, 280, 309, 310, 341, 342, 376, 376, 405, 406, 435, 436, 469, 470  |
| h. Give or use feedback to revise mathematical thinking  | pp. 13, 14, 51, 52, 83, 84, 113, 114, 143, 144, 175, 176, 207, 208, 241, 242, 279, 280, 309, 310, 341, 342, 376, 376, 405, 406, 435, 436, 469, 470  |
| <b>D. Connections</b>  |   |
| <b>1. Relate or apply mathematics within the discipline, to other disciplines, and to life</b> |   |
| a. Identify mathematical concepts in relationship to other mathematical concepts               | pp. 133-134, 258, 265, 266, 390, 395, 396   |

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| b. Identify mathematical concepts in relationship to other disciplines                   | pp. 45-46, 77-78, 107-108, 137-138, 169-170, 201-202, 235-236, 273-274, 303-304, 335-336, 369-370, 399-400, 429-430, 463-464, 493-494  |
| c. Identify mathematical concepts in relationship to life                                | pp. 15, 16, 20, 22, 26, 28, 30, 34, 36, 40, 42, 44, 53, 54, 56, 60, 62, 64, 68, 72, 74, 76, 85, 86, 88, 90, 92, 94, 98, 102, 104, 106, 115, 116, 118, 120, 122, 124, 128, 130, 134, 136, 145, 146, 148, 150, 152, 154, 158, 160, 164, 166, 168, 177, 178, 180, 182, 184, 186, 190, 192, 196, 198, 200, 209, 210, 214, 216, 218, 220, 226, 230, 232, 234, 243, 244, 248, 252, 254, 256, 260, 262, 270, 272, 281, 282, 284, 286, 288, 290, 294, 298, 300, 302, 311, 312, 314, 316, 318, 320, 324, 328, 330, 332, 334, 343, 344, 346, 348, 352, 354, 358, 360, 362, 364, 366, 368, 377, 378, 380, 382, 386, 388, 392, 394, 396, 398, 407, 408, 410, 412, 414, 418, 422, 424, 426, 428, 437, 438, 440, 442, 444, 446, 448, 452, 454, 458, 460, 462, 471, 472, 474, 476, 478, 480, 482, 488, 490, 492 |
| d. Use the relationship among mathematical concepts to learn other mathematical concepts | pp. 133-134, 258, 265, 266, 390, 395, 396  |