



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 3**

## **Summarizing Literature and Analyzing Characters:** *The Hope Chest*, Chapter 1



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can summarize a story, drama, or poem. (RL.4.2)
- I can compare and contrast different narrators' points of view. (RL.4.6)
- I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

**Supporting Learning Targets**

- I can summarize Chapter 1 of *The Hope Chest* using specific details from the text.
- I can explain the difference between first-person and third-person point of view.
- I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters," including text-dependent questions (from homework)
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li><li>B. Sharing Homework and Engaging the Reader (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Guided Practice: Somebody In Wanted But So Then (15 minutes)</li><li>B. First-Person and Third-Person Points of View: Letters from Chloe (10 minutes)</li><li>C. Character Analysis: Violet (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick.” Reread as you take your notes</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson reviews Somebody In Wanted But So Then, a scaffold used to help readers see how details in a story help convey the main message. Students first learned and used this strategy in Module 1, Unit 2, Lesson 12.</li><li>• In advance: Make the Somebody In Wanted But So Then anchor chart (see supporting materials); review the Think-Pair-Share protocol (Appendix).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>story elements, characters, setting, events, first person, third person, point of view</p>	<ul style="list-style-type: none"> <li>• <i>The Hope Chest</i> (book; one per student)</li> <li>• Evidence flags (one bag per student)</li> <li>• Green pencils (one per student)</li> <li>• Chart paper</li> <li>• Somebody In Wanted But So Then anchor chart (new; teacher-created)</li> <li>• Reader’s Guide for <i>The Hope Chest</i>, Chapter 1: “The Stolen Letters” (answers, for teacher reference)</li> <li>• Document camera</li> <li>• Equity sticks</li> <li>• Violet’s Character anchor chart (new; co-created with students during Work Time Part C)</li> <li>• Sticky notes (standard size, two per student)</li> <li>• Large index cards (one per student)</li> <li>• Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick” (one per student)</li> <li>• Index cards (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they are expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed</li> </ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their text, <i>The Hope Chest</i>. Remind them what they were expected to do for homework:<ul style="list-style-type: none"><li>* “Finish reading Chapter 1, then record Summary Notes in the left box at the bottom of your Reader’s Guide. Complete the text-dependent questions for <i>The Hope Chest</i>, Chapter 1: “The Stolen Letters” on the back of the Reader’s Guide. Use <b>evidence flags</b> to mark the places in the text that help you answer each question.”</li></ul></li><li>• Ask students to share their summary notes with their reading triads and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide).</li><li>• Explain that reviewing summary notes and writing a summary statement will help them remember the main idea of the chapter, which in turn will help with today’s lesson.</li><li>• Tell students that in today’s lesson, they will review the Somebody In Wanted But So Then strategy for summarizing and will have an opportunity to revise their summary of Chapter 1 later in the lesson.</li><li>• Cold call a few students to share their answers to the text-dependent questions for Chapter 1. As they share, ask them to point out where in the text they found evidence for the answer, as marked with an evidence flag.</li><li>• Listen for these answers to the questions:<ol style="list-style-type: none"><li>1. How did Violet feel about knitting squares for blankets for French orphans?<ul style="list-style-type: none"><li>• “She felt like she was doing something important that involved the whole world. I found evidence for this answer on page 10, where it says, “To Violet, knitting those squares seemed like the most important thing she had ever done in her life.”</li></ul></li><li>2. Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?<ul style="list-style-type: none"><li>• “She realized that Chloe wanted to do something meaningful with her life, something that makes a difference to others, just like Violet felt as she made blanket squares for the orphans. I found evidence on pages 9 and 10, where it says, “Violet, listening on the stairs, had known just what Chloe meant.”</li></ul></li></ol></li><li>• Tell students that they may revise their responses based on the class’s discussion and offer them <b>green pencils</b> to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.</li></ul>	<ul style="list-style-type: none"><li>• Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion.</li><li>• For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Somebody In Wanted But So Then (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they summarized informational texts about Susan B. Anthony in Unit 1 by finding the main idea of chunks of the text, then writing a summary statement from those notes.</li> <li>Remind them also that they learned a way to think about the details in a complex literary text when they were reading <i>Eagle's Song</i> (Module 1, Unit 2, Lesson 12). Display the <b>Somebody In Wanted But So Then anchor chart</b>. After each, write a few explanatory notes as you review.             <ul style="list-style-type: none"> <li><i>Somebody</i> is the narrator or character in a text.</li> <li><i>In</i> is the place where a text is set.</li> <li><i>Wanted</i> is what the character or narrator is hoping for.</li> <li><i>But</i> is the problem or obstacle that might get in the way of what the character or narrator wants.</li> <li><i>So</i> is the outcome or resolution.</li> <li><i>Then</i> is what happens to move the story forward.</li> </ul> </li> <li>Remind students that this list of words is one way for readers to think about the main parts of a story. Explain that it may not fit every chapter exactly, but it is a helpful way to think about summarizing literary text.</li> <li>Display the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters"</b> (answers, for teacher reference) by using a <b>document camera</b> or re-creating it on chart paper. Explain that you have made summary notes about the chapter and that theirs are probably similar to yours. Tell them that they may revise their notes based on the class's discussion; remind them to use green pencils to make the revisions.</li> <li>After reviewing the summary notes on the class Chapter 1 chart, explain that a summary statement simply takes the notes and writes them in sentences that make sense.</li> <li>Example summary notes:  <i>Somebody:</i> Violet  <i>In:</i> Pennsylvania in 1918  <i>Wanted:</i> to see her sister, Chloe, who had run away from home  <i>But:</i> Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.  <i>So:</i> Violet stole a few letters after she found them.  <i>Then:</i> Violet became very angry with her parents for lying to her.</li> </ul>	<ul style="list-style-type: none"> <li>Providing students with individual copies of key anchor charts offers them support when they are working independently at home and at school.</li> <li>Examining a model and revising allows students to check for understanding as they grapple with complex text and the accompanying reading task.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• <b>Example summary statement:</b> Violet lived with her parents in Pennsylvania in 1918. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.</li><li>• Ask students to read the summary statement silently to themselves. After a moment, ask them what they notice about how it is written. Use <b>equity sticks</b> to cold call one or two students. Listen for comments like: "You added the details that Violet lived with her parents and that Chloe didn't want to marry a man her parents wanted for her, but those weren't in your notes," "Your summary statement is written in the same order as the notes," or "All your notes are somewhere in the summary statement."</li><li>• Explain that the notes are just a way to organize the key details in a literary text to help summarize. Sometimes, smaller details need to be added to a summary statement to help it make sense and be thorough.</li><li>• Invite triads to reread their summary statements and to use a green pencil to revise their statement if they feel they can improve its clarity.</li><li>• Give the triads 3 to 5 minutes to reread their summaries and revise as needed.</li><li>• Explain that they will be expected to summarize each chapter of <i>The Hope Chest</i> using this summarizing process:<ol style="list-style-type: none"><li>1. Take summary notes using the Somebody In Wanted But So Then strategy.</li><li>2. Use the notes to write a summary statement.</li></ol></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. First-Person and Third-Person Points of View: Letters from Chloe (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite the reading triads to reread Chloe's letter to Violet, from page 6 to the top of page 7. Next, ask them to reread the first paragraph after the letter (on page 7).</li><li>• Ask the students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "How are these two passages different?" Use equity sticks to cold call two or three triads to share what their group discussed. You may hear responses like: "One is a letter and one isn't." Acknowledge that they are correct in this observation, but make sure they focus on <i>how</i> the passages are written.</li></ul></li><li>• Point out that in the letter, Chloe is "speaking" to Violet. Ask them if they can identify any clue words that let them know this. The students should identify the words "I" and "me." Explain that when a narrative text is written as if a particular character, or narrator, is telling the story, it's called <i>first-person point of view</i>.</li><li>• Ask students about the second passage:<ul style="list-style-type: none"><li>* "Who is telling the story in the second passage you read?" Listen for: "the author."</li><li>* "How can you tell? Are there any clue words that let you know that a character isn't telling the story?" Listen for: "The author uses the words 'her' and 'she,' so she's telling about what happened to Violet and Chloe."</li></ul></li><li>• Explain that when the narrator (the author) describes what is happening to characters, this is called <i>third-person point of view</i>.</li><li>• Remind students that a good way for them to know whether a text is told in first-person or third-person point of view is to look for the clue words:<ul style="list-style-type: none"><li>– First person: I, me, my, mine</li><li>– Third person: he, she, they, her, him, etc.</li></ul></li><li>• Tell them that even though most of this novel is told in the third person, there are some passages that are written in first person. Encourage them to look for these as they continue to read.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Character Analysis: Violet (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that the <i>story elements</i> of a literary text are:               <ul style="list-style-type: none"> <li>– <i>Characters</i>: people involved in the story</li> <li>– <i>Setting</i>: where and when the story takes place</li> <li>– <i>Events</i>: the things that happen to and about the characters</li> </ul> </li> <li>• Ask students to use the Think-Pair-Share protocol to identify the story elements so far in <i>The Hope Chest</i>.               <ol style="list-style-type: none"> <li>1. Think to yourself.</li> <li>2. Pair up with your reading partners to discuss what you thought about.</li> </ol> </li> <li>• Share your thinking with another triad.</li> <li>• Circulate as the triads are discussing the story elements and listen for comments that identify these elements:               <ol style="list-style-type: none"> <li>1. Characters: Violet and her parents</li> <li>2. Setting: Pennsylvania in 1918</li> <li>3. Events: Violet found letters from her sister that her parents had hidden from her and became very angry with them; Violet's sister, Chloe, ran away so that she didn't have to marry a man she didn't love.</li> </ol> </li> <li>• (Note: Students may identify Chloe as a character. Explain that as readers, you haven't actually "met" her yet. She has only been discussed by Violet and her parents. Knowing that a character will eventually be entering a story as a main character gives a reader something to look for as the story develops. Something to think about as they look for Chloe is: Will she be like Violet describes her or like her parents describe her?)</li> <li>• Explain that as they read the text, students will be introduced to a number of key characters who have important roles in the storyline. It's important to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other.</li> <li>• Go on to explain that the first character they are going to think about is Violet. Display the <b>Violet's Character anchor chart</b>. Ask students to think about Violet and what actions she has taken that have affected others.</li> <li>• Distribute two <b>sticky notes</b> to each student and ask them to write their names on them because they will be turning them in. Ask students to reread this excerpt with their triads: starting on page 3 with "'They're addressed to me,' Violet said" and ending on page 4 with "She slammed the door and ran all the way to the banks of the Susquehanna River."</li> <li>• Ask them to think about these questions as they read and to write their responses on one sticky note:</li> </ul>	<ul style="list-style-type: none"> <li>• Students could be grouped intentionally or randomly, depending on your class and its needs. It is important to group ELLs with at least one other student who speaks their language to support them in participating in group conversations.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* "What did she do?"</li> <li>* "How did it affect others?"</li> <li>* "What does this say about her?"</li> <li>• Give the triads 5 to 10 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed.</li> <li>• Use equity sticks to cold call two or three students to share an action Violet took and how it affected others. Listen for responses and add something like the following to the first column of the Violet's Character anchor chart: "She stood up to her parents" (pages 1–4) and "She made quilt squares for French orphans" (pages 9 and 10).</li> <li>• Cold call two or three additional students to share what they think this says about the type of person Violet is. Use their responses to help fill in the second column of the Violet's Character anchor chart. Listen for and record: "She is a strong-willed girl" and "She is compassionate and wants to help others."</li> <li>• Ask triads to read this excerpt: starting on page 9 with "That letter started stupid tears in Violet's eyes" and ending on page 10 with "Or at least much more of the world than she had ever seen."</li> <li>• Again, ask students to think about these questions as they read and to write their responses on the other sticky note:             <ul style="list-style-type: none"> <li>* "What did she do?"</li> <li>* "How did it affect others?"</li> <li>* "What does this say about her?"</li> </ul> </li> <li>• Give the triads 5 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed.</li> <li>• Use equity sticks to cold call two or three students to share an action Violet took and how it affected others. Listen for responses similar to: "Violet made quilt squares for French orphans." Use their responses to help add another action for Violet in the first column of the Violet's Character anchor chart.</li> <li>• Cold call two or three additional students to share what they think this says about the type of person Violet is. Listen for: "She's compassionate and cares about others." Use their responses to help add to the second column of the Violet's Character anchor chart.</li> <li>• Explain that readers often have to infer about why characters do and say things based on how other characters react to them. Also explain that characters often change as stories move forward. Inform students that they will be keeping track of the actions Violet takes throughout the novel, as well as how she changes.</li> <li>• Collect the students' two sticky notes to use as a formative assessment of their progress toward the learning target:             <ul style="list-style-type: none"> <li>* "I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute an <b>index card</b> to each student and ask them to put their name on it. Have students write two of the three learning targets on the index card, with one on the front and one on the back. Ask them to write a statement about their progress toward each target. Give students 5 minutes to reflect on the learning targets. Collect the exit tickets and use them to determine students' confidence in their ability to summarize a story and describe its characters.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick."</b> Reread as you take your notes.</li> </ul> <p><i>Note: As in Lesson 2, if you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the "downtime" during the day—right before or after lunch, between other tasks, as they enter the classroom in the morning, or just before dismissal—as time for reading the novel or independent reading. In addition, consider providing an audio recording of the novel for students who are likely to need additional support to pre-read this novel at home. Pre-reading will then allow students to spend class periods rereading and focusing on evidence.</i></p>	<ul style="list-style-type: none"> <li>As an alternative to homework, consider allowing students to read assigned chapter(s) during independent reading time.</li> </ul>



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# Grade 4: Module 4: Unit 2: Lesson 3

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(Answers, for Teacher Reference)

**Historical Background Information**

- **Bolshevik Revolution:** a civilian army took control of Russia from the Russian Monarchy in 1917.
- **Influenza of 1918:** a disease that killed more than 100 million people across the world; also referred to as the flu
- **World War I:** began in 1914 with Germany, Austria-Hungary, and the Ottoman Empire fighting against England, France, Russia, Italy, Canada, and Japan. The United States did not join the war until 1917. This was an unusually brutal war that claimed more than 9 million lives.
- **Susan B. Anthony Amendment:** the 19th Amendment to the U.S. Constitution that gave women the right to vote
- **League of Nations:** the first international organization whose principal mission was to maintain world peace



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(Answers, for Teacher Reference)

Glossary	Figurative and Complex Language: Idioms and Adages
banks (4): the sides of a river or stream	"What in the name of Sam Hill?" (2): What in the world?
defeated (14): caused something to fail	"It will make your head spin" (3): It will make you dazed and confused.
disloyal (16): not loyal synonym: unfaithful antonym: faithful	"threatening tower of authority" (3, 4): tall and scary
imposing (2): overwhelming in size or character synonym: impressive antonym: typical	"gave her a jolt" (6): surprised her
opposition party (4): a group of people who are against another	"baptism by fire" (13): any experience that tests one's courage or strength for the first time
ratification (14): to approve in a formal way	"huge knock-down drag-out fight" (13): an extremely harsh or violent fight, argument
reconvenes (13): comes together again	"neither here nor there" (15): not important
seldom (3): not often synonym: rarely antonym: often	"made Violet snap" (17): made her lose her temper



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	Violet lived with her parents in Pennsylvania in 1918. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.
<b>In:</b> Pennsylvania in 1918	
<b>Wanted:</b> to see her sister, Chloe, who had run away from home	
<b>But:</b> Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.	
<b>So:</b> Violet stole a few letters after she found them.	
<b>Then:</b> Violet became very angry with her parents for lying to her.	



Text-Dependent Questions for Chapter 1  
(Answers, for Teacher Reference)

1. How did Violet feel about knitting squares for blankets for French orphans?

**She felt that she was doing something important that involved the whole world. I found evidence for this answer on page 10, where it says, “To Violet, knitting those squares seemed like the most important thing she had ever done in her life.”**

2. Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?

**She realized that Chloe wanted to do something meaningful with her life, something that makes a difference to others, just like Violet felt as she made blanket squares for the orphans. I found evidence on pages 9 and 10, where it says, “Violet, listening on the stairs, had known just what Chloe meant.”**



Somebody In Wanted But So Then Anchor Chart  
(For Teacher Reference)

<i>Somebody</i>	narrator or character in a text
<i>In</i>	the place where a text is set
<i>Wanted</i>	what the character or narrator is hoping for
<i>But</i>	the problem or obstacle that might get in the way of what the character or narrator wants
<i>So</i>	the outcome or resolution
<i>Then</i>	what happens to move the story forward



Violet's Character Anchor Chart  
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Violet	<p><u>Chapter 1:</u></p> <ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).</li></ol>	<p><u>Chapter 1:</u></p> <ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2. She is compassionate and wants to help others.</li></ol>



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"

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

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

### Historical Background Information

- **Cars in the 1900s** had to be started by cranks. (An example of a crank today could be a manual pencil sharpener, which requires a person to turn the handle for the inner mechanisms to turn, making the sharpener work.) Before cars had batteries, they had cranks. Without an electric starter, the only ways to turn over an engine to get it started were to push it or roll it off a hill, then engage the clutch; or crank it. The crank, inserted into the end of the crankshaft, allowed a person to turn the engine over manually.
- **Tuberculosis:** a disease caused by bacteria that attack the lungs. It is highly contagious and can be deadly if not treated properly. Today, people are protected from this disease by a vaccination.
- **Beliefs about Women in the 1900s:** In the early 1900s in America, many people believed women should stay at home, take care of their husbands, and raise children. Girls were expected to help their mothers and learn how to keep a nice home so that eventually they would make a good wife. Women were expected to listen to their husbands and fathers, agree with what they said, and not to have their own opinions about politics or money. Women were not expected to be educated.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"

<b>Glossary</b>	
accomplished (22): succeeded in doing something	devote (23): dedicate; commit
ambitious (29): having or showing a strong desire to succeed synonym: eager antonym: lazy	indifferently (19): not caring synonym: uninterested antonym: enthusiastic; interested
convinced (22): persuaded	involuntary (24): not on purpose; automatic
defiantly (25): refusing to obey	oppressive (21): extremely unpleasant; depressing
dejected (27): having or experiencing low spirits synonym: sad; depressed antonym: cheerful	presumably (20): judging by what may reasonably be guessed or assumed
despite (29): regardless of	
<b>Summary Notes:</b>	<b>Summary:</b>
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	