

3rd Grade

Week 5: April 27-May 1

Math

April 27-May 1/ del 27 de abril al 1 de mayo

Monday- April 27

Chapter 10-Lesson 3: Measure Time Intervals-In this lesson your child will practice how to measure elapse time in minutes.

There are three strategies to help measure elapse time in minutes: Using a number line, using an analog clock. Your child will practice both strategies.

Using a number line:

Follow the three steps on page 573 and the example given. Step 3 your child needs to make ten-minute interval jumps on the number line shown. They jump three ten-minute intervals then jump by one minute three times. As they make their jumps, they need to write the new time on the line. Once they make it to the new time 4:53, they will add the minutes they jumped. This will tell you how long the movie lasted.

Using a clock:

Follow the two steps on page 574. The start time is shown on the clock. On the outside of the clock have your child make jumps AROUND the clock by five-minute increments. Once they get to the ten on the clock (50 minutes) have then count by ones until they get to the 53-minute mark.

Using Subtraction: Look at example B on page 574. Your child will need to write the ending time first (4:53) and the starting time below. Make sure your child lines up the hour and minutes.

Your child will need to complete the problems 1-12 on page 575-576 using the above strategies.

Use the reteach page to help simply the steps and for extra practice.

Ms. Baruch's students complete: Try the examples on page 574, page 575 do questions 1-7 and use reteach page.

Los alumnos de la Sra. Baruch completan: Pruebe los ejemplos de la página 574, página 575, haga las preguntas 1-7 y utilice la página de reenseñar.

Video: <https://www.khanacademy.org/math/cc-third-grade-math/time#elapsed-time>

Lunes- 27 de Abril

Capítulo 10-Lección 3: Mida los intervalos de tiempo- En esta lección su hijo practicará cómo medir el tiempo de transcurencia en minutos.

Hay tres estrategias para ayudar a medir el tiempo de transcurencia en minutos: Usar una línea numérica, usando un reloj analógico. Su hijo practicará ambas estrategias.

Uso de una línea numérica:

Siga los tres pasos de la página 573 y el ejemplo dado. Paso 3 su hijo necesita hacer saltos de intervalo de diez minutos en la línea numérica mostrada. Saltan tres intervalos de diez minutos y luego saltan un minuto tres

veces. A medida que hacen sus saltos, necesitan escribir el nuevo tiempo en la línea. Una vez que llegan al nuevo tiempo 4:53, agregarán los minutos que saltaron. Esto te dirá cuánto duró la película.

Uso de un reloj:

Siga los dos pasos de la página 574. La hora de inicio se muestra en el reloj. En el exterior del reloj haga que su hijo haga saltos EN todo el día en incrementos de cinco minutos. Una vez que llegan a la diez en el reloj (50 minutos) tienen entonces contar por unos hasta que llegan a la marca de 53 minutos.

Uso de la resta: mire el ejemplo B en la página 574. Su hijo tendrá que escribir primero la hora de finalización (4:53) y la hora de inicio a continuación. Asegúrese de que su hijo haga las filas de la hora y los minutos.

Su hijo tendrá que completar los problemas 1-12 en la página 575-576 usando las estrategias anteriores.

Utilice la página de reenseñar para ayudar simplemente a los pasos y para una práctica adicional.

Vídeo: <https://www.khanacademy.org/math/cc-third-grade-math/time#elapsed-time>

Tuesday April 28th

Chapter 10 Lesson 4: Use Time Intervals- Your child will practice using elapsed time to find the starting or ending time.

There are two strategies your child will use to find the starting and ending time; a number line and using an analog clock.

Using a number line to find the ending time:

Have your child look at the first example on page 579. They need to read the word problem and circle the important information and underline the question being asked. Have them look at step three with the number line. The starting time is there they need to find the ending time after 42 minutes has gone by.

Ask them what interval they should count by 5s, 10s, 1s (hint: they can even do a 30-minute interval). They just need to jump 43 minutes. If they jump by 30 minutes, they need to show that jump on the number line and write the new time. Then they can jump by 10 minutes and write the new time. If they had $30+10=$ ___, this would tell them how much time they have already jumped, they need to remember they need to make enough jumps to get to 42 minutes. Once they have, they will have reached the ending time.

Using a clock to find the ending time:

Using the same word problem, your child will look at page 579 below the number line. There will be a clock they will use to practice finding the ending time when the starting time is 1:30 and they need to find the ending time after 42 minutes has passed. They will start at the minute hand that is on the 6 and jump in intervals of five minutes as they move around the clock. As they make their jumps around the clock, they should be counting by 5s as they go (0, 5, 10, 15...). Once they get to 40, they need to stop to count by 1s until they get to 42. This will show the ending time on the analog clock.

Using a number line to find the starting time:

This very similar to the steps above, your child will just have the end time and will need to count backwards to find the starting time.

First, they will read the word problem and circle the important information and circle the question being asked.

Next, they will look at the number line below step 3 that has the ending time written on it. They will start there and jump backwards to find the ending time. They can choose the intervals. Since it is 25 minutes, they should jump by 10s or 5s (I always say use the biggest number). They jump backwards by tens twice to get to 20 minutes and then jump back by 5 more minutes to get to 25 minutes. Have them write the new time every time they make a jump. Once they make their last jump equally 25 minutes, they will have the starting time.

Using an analog clock to find the starting time:

Very familiar to the example above, but they will be jumping backwards on the clock to find the starting time.

They will use the same word problem on page 580. On the clock it has the ending time 11:15. Whitney swam for 25 minutes; we want to know when she started. Your child will need to make jumps around the clock by 5 minutes backwards to find the starting time. Once they count back by 5s and reach 25, they have landed on the starting time.

Your child will complete practice problems 1-10 on pages 580-582. They will be practicing with a number line and clock.

Ms. Baruch's students answer questions on page 577 numbers 1-4 and page 584 numbers 1-6

Los estudiantes de la Sra. Baruch responden preguntas en la página 577 números 1-4 y página 584 números 1-6

Video: <https://www.khanacademy.org/math/cc-third-grade-math/time#elapsed-time>

Martes-Abril 28

Capítulo 10 Lección 4: Use Intervalos de tiempo- Su hijo practicará el uso del tiempo de expiración para encontrar el tiempo de inicio o finalización.

Hay dos estrategias que su hijo utilizará para encontrar la hora de inicio y finalización; una línea numérica y el uso de un reloj analógico.

Usar una línea numérica para encontrar la hora de finalización:

Haga que su hijo mire el primer ejemplo en la página 579. Necesitan leer la palabra problema y rodear la información importante y subrayar la pregunta que se hace. Pídeles que miren el paso tres con la línea numérica. La hora de inicio está ahí que necesitan para encontrar la hora de finalización después de 42 minutos ha pasado.

Pregúnteles en qué intervalo deben contar para 5s, 10s, 1s (pista: incluso pueden hacer un intervalo de 30 minutos). Sólo necesitan saltar 43 minutos. Si saltan 30 minutos, deben mostrar ese salto en la línea numérica y escribir el nuevo tiempo. Luego pueden saltar 10 minutos y escribir el nuevo tiempo. Si tuvieran 30 10o, esto les diría cuánto tiempo ya han saltado, necesitan recordar que necesitan hacer suficientes saltos para llegar a 42 minutos. Una vez que lo hayan hecho, habrán llegado a la hora de finalización.

Usando un reloj para encontrar la hora de finalización:

Usar el mismo problema de palabra, su hijo mirará la página 579 debajo de la línea numérica. Habrá un reloj que utilizarán para practicar la búsqueda de la hora de finalización cuando la hora de inicio es 1:30 y necesitan encontrar la hora de finalización después de 42 minutos ha pasado. Comenzarán en la manecilla de los minutos que está en el 6 y saltarán en intervalos de cinco minutos tiene que moverse alrededor del día. A medida que

hacen sus saltos durante todo el día, deben estar contando por 5s a medida que van (0, 5, 10, 15...). Una vez que llegan a 40, tienen que parar para contar por 1s hasta llegar a 42. Esto mostrará la hora de finalización en el reloj analógico.

Usando una línea numérica para encontrar la hora de inicio:

Esto muy similar a los pasos anteriores, su hijo tendrá la hora de finalización y tendrá que contar hacia atrás para encontrar la hora de inicio.

En primer lugar, leerán la palabra problema y rodearán la información importante y rodearán la pregunta que se hace.

A continuación, verán la línea numérica debajo del paso 3 que tiene la hora de finalización escrita en él. Comenzarán allí y saltarán hacia atrás para encontrar la hora final. Pueden elegir los intervalos. Ya que son 25 minutos, deben saltar por 10s o 5s (siempre digo que use el número más grande). Saltan hacia atrás por decenas dos veces para llegar a 20 minutos y luego saltan de nuevo por 5 minutos más para llegar a 25 minutos. Pídeles que escriban el nuevo tiempo cada vez que salten. Pídeles que escriban el nuevo tiempo cada vez que salten. Una vez que hagan su último salto por igual 25 minutos, tendrán la hora de inicio.

Usando un reloj analógico para encontrar la hora de inicio:

Muy familiar al ejemplo anterior, pero estarán saltando hacia atrás en el reloj para encontrar la hora de inicio.

Usarán la misma palabra problema en la página 580. En el reloj tiene la hora de finalización 11:15. Whitney nadó durante 25 minutos; queremos saber cuándo empezó. Su hijo tendrá que hacer saltos alrededor del día por 5 minutos hacia atrás para encontrar la hora de inicio. Una vez que cuentan por 5s y llegan a 25, han aterrizado en la hora de inicio.

Su hijo completará los problemas de práctica 1-10 en las páginas 580-582. Practicarán con una línea numérica y un reloj.

Vídeo: <https://www.khanacademy.org/math/cc-third-grade-math/time#elapsed-time>

Wednesday April 29

Your child will complete the Mid-Chapter checkpoint on page 591-592 problems 1-15.

Miércoles 29 de abril

Su hijo completará el punto de control de Mitad del Capítulo en la página 591-592 problemas 1-15.

Thursday April 30

Your child can use this day to catch up previous work and practice their math facts.

jueves April 30

Su hijo puede usar este día para ponerse al día con el trabajo anterior y practicar sus hechos matemáticos.

Friday May 1

Your child will complete the ATI math dialog and quiz attached at the end of the packet.

viernes 1 de mayo

Su hijo completará el diálogo de matemáticas de ATI y el cuestionario adjunto al final del paquete.

Name _____

Measure Time Intervals

Julia starts her homework at 4:20 P.M. She finishes at 5:00 P.M. How much time does Julia spend doing homework?

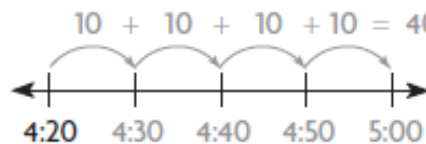
Elapsed time is the amount of time that passes from the start of an activity to the end of the activity.

Use a number line to find elapsed time.

Step 1 Begin with the start time, 4:20.

Step 2 Skip count **by tens** to count the minutes from 4:20 to 5:00.

Step 3 Label the number line. Draw jumps for every 10 minutes until you get to 5:00.



Step 4 Add the minutes that have elapsed. **40 minutes**

So, Julia spends 40 minutes doing homework.

Use the number line to find the elapsed time.

1. Start: 3:15 P.M. End: 3:45 P.M.



2. Start: 11:05 A.M. End: 11:56 A.M.



Find the elapsed time.

3. Start: 4:10 P.M. End: 4:46 P.M.



4. Start: 10:30 A.M. End: 10:59 A.M.



Name _____

Measure Time Intervals

Essential Question How can you measure elapsed time in minutes?

Common Core Measurement and Data—
3.MD.A.1
MATHEMATICAL PRACTICES
MP2, MP3, MP4

Unlock the Problem



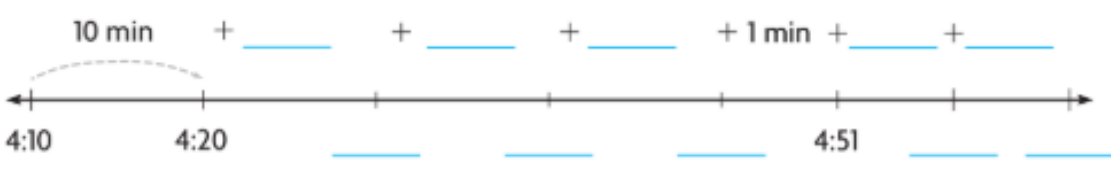
Alicia and her family visited the Kennedy Space Center. They watched a movie that began at 4:10 P.M. and ended at 4:53 P.M. How long did the movie last?

- Circle the times the movie began and ended.
- Underline the question.

To find **elapsed time**, find the amount of time that passes from the start of an activity to the end of the activity.

One Way Use a number line.

- STEP 1** Find the time on the number line that the movie began.
-
- STEP 2** Count on to the ending time, 4:53. Count on by tens for each 10 minutes. Count on by ones for each minute. Write the times below the number line.
-
- STEP 3** Draw the jumps on the number line to show the minutes from 4:10 to 4:53. Record the minutes. Then add them.



$10 + 10 + 10 + 10 + 1 + 1 + 1 =$ _____

The elapsed time from 4:10 P.M. to 4:53 P.M. is _____ minutes.

So, the movie lasted _____ minutes.

MATHEMATICAL PRACTICES 4

Use Models What is another way you can use jumps on the number line to find the elapsed time from 4:10 P.M. to 4:53 P.M.?



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Other Ways

Start time: 4:10 P.M. End time: 4:53 P.M.

A Use an analog clock.

STEP 1 Find the starting time on the clock.

STEP 2 Count the minutes by counting on by fives and ones to 4:53 P.M. Write the missing counting numbers next to the clock.



So, the elapsed time is _____ minutes.

B Use subtraction.

STEP 1 Write the ending time. Then write the starting time so that the hours and minutes line up.

STEP 2 The hours are the same, so subtract the minutes.

$$\begin{array}{r}
 4 : \quad \square \quad \rightarrow \text{end time} \\
 - 4 : \quad \square \quad \rightarrow \text{start time} \\
 \hline
 \quad \square \quad \rightarrow \text{elapsed time}
 \end{array}$$

Try This! Find the elapsed time in minutes two ways.

Start time: 10:05 A.M. End time: 10:30 A.M.

A Use a number line.

STEP 1 Find 10:05 on the number line. Count on from 10:05 to 10:30. Draw marks and record the times on the number line. Then draw and label the jumps.

Think: Count on using longer amounts of time that make sense.



STEP 2 Add to find the total minutes from 10:05 to 10:30.

From 10:05 A.M. to _____ is _____ minutes.

So, the elapsed time is _____ minutes.

B Use subtraction.

Think: The hours are the same, so subtract the minutes.

$$\begin{array}{r}
 10:30 \\
 - 10:05 \\
 \hline
 \quad \square
 \end{array}$$

Math Talk

MATHEMATICAL PRACTICES 3

Compare Strategies Which method do you prefer to use to find elapsed time?

Name _____



Share and Show



1. Use the number line to find the elapsed time

from 1:15 P.M. to 1:40 P.M. _____



Find the elapsed time.



2. Start: 11:35 A.M. End: 11:54 A.M.



3. Start: 4:20 P.M. End: 5:00 P.M.





Math Talk

MATHEMATICAL PRACTICES 4

Use a Model How would you use a number line to find the elapsed time from 11:10 A.M. until noon?



On Your Own



MATHEMATICAL PRACTICE 6 Use Appropriate Tools Find the elapsed time.



4. Start: 8:35 P.M. End: 8:55 P.M.





5. Start: 10:10 A.M. End: 10:41 A.M.





6. Start: 9:25 A.M. End: 9:43 A.M.





7. Start: 2:15 P.M. End: 2:52 P.M.



Problem Solving • Applications Real World



8. John started reading his book about outer space at quarter after nine in the morning. He read until quarter to ten in the morning. How long did John read his book?

9. **MATHEMATICAL PRACTICE 2 Use Reasoning** Tim and Alicia arrived at the rocket display at 3:40 P.M. Alicia left the display at 3:56 P.M. Tim left at 3:49 P.M. If the answer is Alicia, what is the question?

10. **GO DEEPER** At the space center, Karen bought a model of a shuttle. She started working on the model the next day at 11:13 A.M. She worked until leaving for lunch at 11:51 A.M. After lunch, she worked on the model again from 1:29 P.M. until 1:48 P.M. How long did Karen work on the model?

11. **THINK SMARTER** Aiden arrived at the rocket display at 3:35 P.M. and left at 3:49 P.M. Ava arrived at the rocket display at 3:30 P.M. and left at 3:56 P.M. Ava spent how many more minutes at the rocket display than Aiden?

12. **THINK SMARTER** Kira got on the tour bus at 5:15 P.M. She got off the bus at 5:37 P.M. How long was Kira on the bus?

Select the number to make the sentence true.

Kira was on the bus for _____ minutes.

15

22

37

52

WRITE Math ShowYour Work



Name _____

Use Time Intervals

You can use a number line to find the starting time when you know the ending time and the elapsed time.

The ending time is 4:05 P.M. Use the number line to find the starting time if the elapsed time is 35 minutes.

Step 1

Find the ending time on the number line.

Think: The ending time is 4:05 P.M.

Step 2

Jump back 5 minutes.

Think: Jump back 5 minutes to get to the hour.

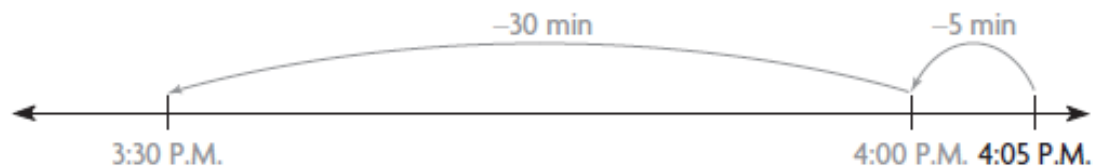
You jump back to 4:00 P.M.

Step 3

Jump back 30 minutes.

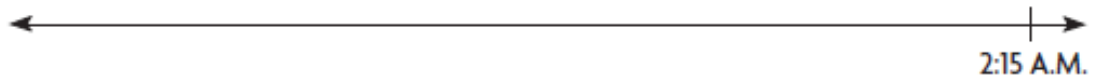
Think: Jump back 30 minutes to get to a total of 35 minutes.

You jump back to 3:30 P.M.

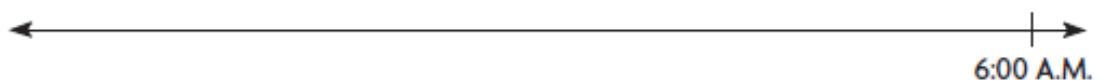


So, the starting time is 3:30 P.M.

1. Use the number line to find the starting time if the elapsed time is 25 minutes. _____



2. Use the number line to find the starting time if the elapsed time is 45 minutes. _____



Name _____

Use Time Intervals

Essential Question How can you find a starting time or an ending time when you know the elapsed time?

Common Core Measurement and Data—
3.MD.A.1 Also 3.NBT.A.2
MATHEMATICAL PRACTICES
MP2, MP3, MP4



Unlock the Problem **Real World**

Javier begins working on his oceans project at 1:30 P.M. He spends 42 minutes painting a model of Earth and labeling the oceans. At what time does Javier finish working on his project?

- Circle the information you need.
 - What time do you need to find?
- _____
- _____

One Way Use a number line to find the ending time.

STEP 1 Find the time on the number line when Javier started working on the project.

STEP 2 Count forward on the number line to add the elapsed time. Draw and label the jumps to show the minutes.

Think: I can break apart 42 minutes into shorter amounts of time.

STEP 3 Write the times below the number line.



The jumps end at _____

So, Javier finishes working on his project at _____

Math Talk **MATHEMATICAL PRACTICES 4**

Model Mathematics
When finding times on the number line, how do you know what size jumps to make?

Another Way Use a clock to find the ending time.

STEP 1 Find the starting time on the clock.

STEP 2 Count on by fives and ones for the elapsed time of 42 minutes. Write the missing counting numbers next to the clock.

So, the ending time is _____



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Find Starting Times

Whitney went swimming in the ocean for 25 minutes. She finished swimming at 11:15 A.M. At what time did Whitney start swimming?

One Way Use a number line to find the starting time.

STEP 1 Find the time on the number line when Whitney finished swimming in the ocean.

STEP 2 Count back on the number line to subtract the elapsed time. Draw and label the jumps to show the minutes.

STEP 3 Write the times below the number line.



You jumped back to _____

So, Whitney started swimming at _____

Another Way Use a clock to find the starting time.

STEP 1 Find the ending time on the clock.

STEP 2 Count back by fives for the elapsed time of 25 minutes. Write the missing counting numbers next to the clock.

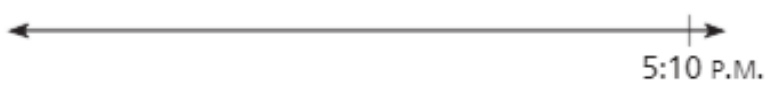


So, the starting time is _____

Share and Show



1. Use the number line to find the starting time if the elapsed time is 35 minutes. _____



MATHEMATICAL PRACTICES 2

Use Reasoning How do you find the starting time when you know the ending time and the elapsed time?

Name _____

Find the ending time.

- 2. Starting time: 1:40 P.M.
Elapsed time: 33 minutes



- 3. Starting time: 9:55 A.M.
Elapsed time: 27 minutes



On Your Own

Find the starting time.

- 4. Ending time: 3:05 P.M.
Elapsed time: 40 minutes



- 5. Ending time: 8:06 A.M.
Elapsed time: 16 minutes



Problem Solving • Applications *Real World*

- 6. **THINK SMARTER** Suzi began fishing at 10:30 A.M. and fished until 11:10 A.M. James finished fishing at 11:45 A.M. He fished for the same length of time as Suzi. At what time did James start fishing? **Explain.**



- 7. **GO DEEPER** Jessica starts cleaning her room at 5:50 P.M. and finishes at 6:44 P.M. Her sister Norah finishes cleaning her room at 7:12 P.M. She cleans for the same amount of time as Jessica. At what time does Norah start cleaning?

Personal Math Trainer



8. **THINK SMARTER +** Dante's surfing lesson began at 2:35 P.M. His lesson lasted 45 minutes. Draw hands on the clock to show the time Dante's surfing lesson ended.



Connect to Science

Tides

If you have ever been to the beach, you have seen the water rise and fall along the shore every day. This change in water level is called the tide. Ocean tides are mostly caused by the pull of the moon and the sun's gravity. High tide is when the water is at its highest level. Low tide is when the water is at its lowest level. In most places on Earth, high tide and low tide each occur about twice a day.



Use the table for 9–10.

9. **GO DEEPER** The first morning, Courtney walked on the beach for 20 minutes. She finished her walk 30 minutes before high tide. At what time did Courtney start her walk?

10. **MATHEMATICAL PRACTICE 2 Use Reasoning** The third afternoon, Courtney started collecting shells at low tide. She collected shells for 35 minutes. At what time did Courtney finish collecting shells?

Tide Times
Atlantic City, NJ

	Low Tide	High Tide
Day 1	2:12 A.M.	9:00 A.M.
	2:54 P.M.	9:00 P.M.
Day 2	3:06 A.M.	9:36 A.M.
	3:36 P.M.	9:54 P.M.
Day 3	4:00 A.M.	10:12 A.M.
	4:30 P.M.	10:36 P.M.

Name _____

Mid-Chapter Checkpoint

Personal Math Trainer
 Online Assessment and Intervention

Vocabulary

Vocabulary

- A.M.
- minute
- P.M.

Choose the best term from the box.

- In one _____, the minute hand moves from one mark to the next on a clock. (p. 561)
- The times after noon and before midnight are written with _____. (p. 568)

Concepts and Skills

Write the time for the activity. Use A.M. or P.M. (3.MD.A.1)

3. play ball



4. eat breakfast



5. do homework



6. sleep



Find the elapsed time. (3.MD.A.1)

7. Start: 10:05 A.M. End: 10:50 A.M.



8. Start: 5:30 P.M. End: 5:49 P.M.



Find the starting time or the ending time. (3.MD.A.1)

9. Starting time: _____
 Elapsed time: 50 minutes
 Ending time: 9:05 A.M.



10. Starting time: 2:46 P.M.
 Elapsed time: 15 minutes
 Ending time: _____



11. Veronica started walking to school at 7:45 A.M. She arrived at school 23 minutes later. At what time did Veronica arrive at school? (3.MD.A.1)
-

12. **GO DEEPER** The clock shows the time the art class ends. At what time does it end? If the class started 37 minutes before the time shown, at what time did the class start? (3.MD.A.1)



13. Matt went to his friend's house. He arrived at 5:10 P.M. He left at 5:37 P.M. How long was Matt at his friend's house? (3.MD.A.1)
-

14. Brenda's train leaves at 7:30 A.M. She needs to arrive 10 minutes early to buy her ticket. It takes her 20 minutes to get to the train station. At what time should Brenda leave her house? (3.MD.A.1)
-

15. Write the time you get home from school. (3.MD.A.1)
-

Subtraction: Up to Three-Digit Numbers

Slide 1

What You Will Learn

You will learn how to do subtraction by using models of numbers.

Slide 2

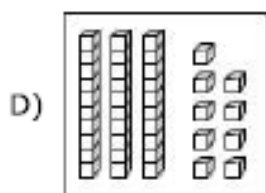
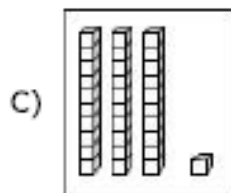
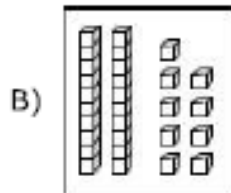
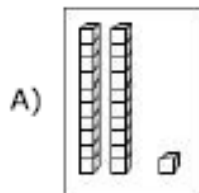
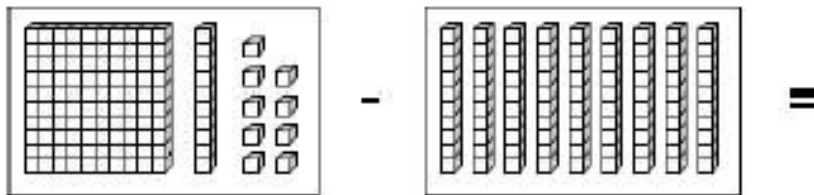
Key Words

Subtraction - a math operation that shows the difference between two numbers

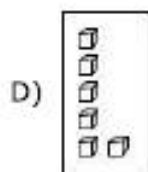
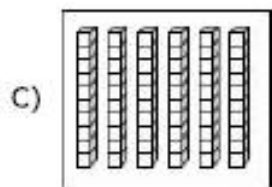
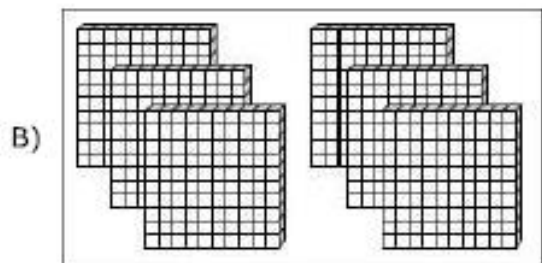
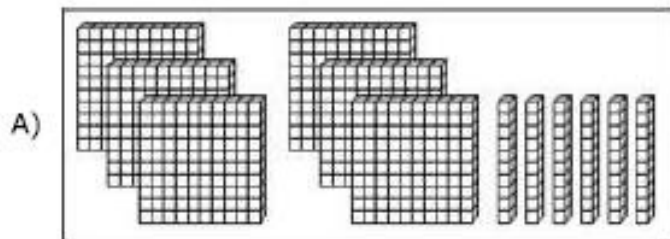
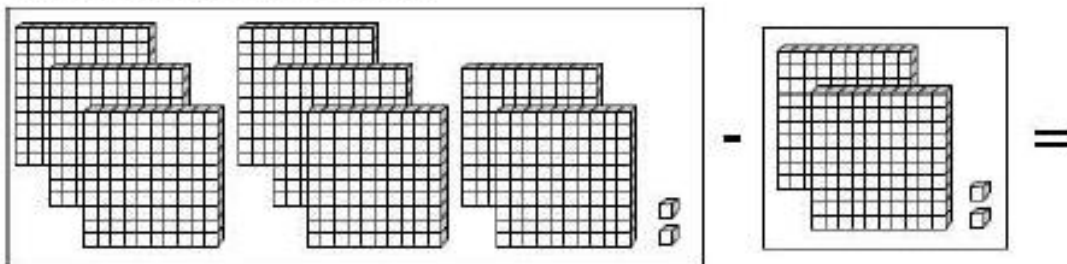
Manipulatives - objects that students use to help them learn ideas in mathematics

Slide 4

What is the difference?

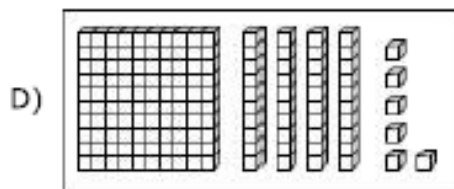
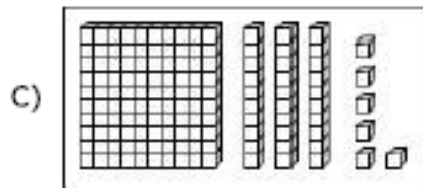
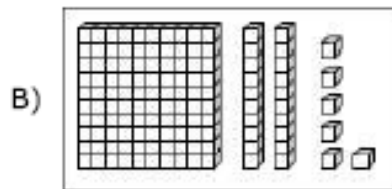
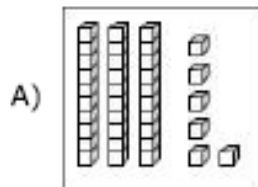
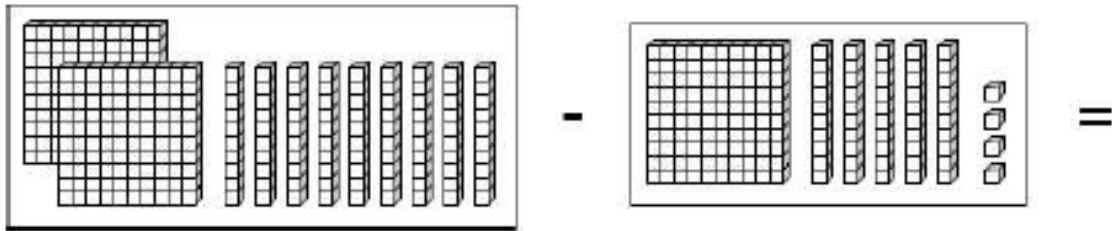


What is the difference?



Slide 6

What is the difference?



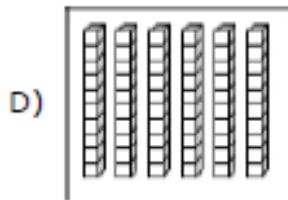
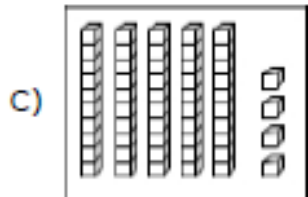
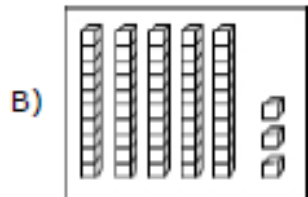
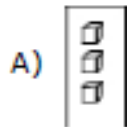
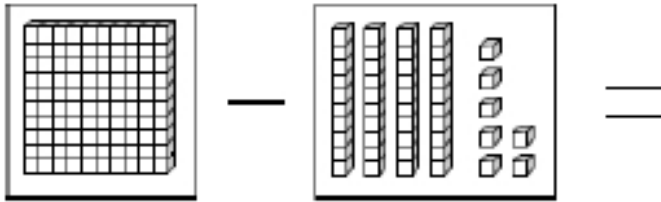
Slide 7

What You Learned

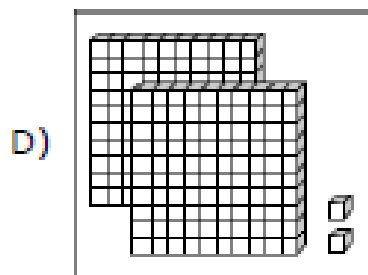
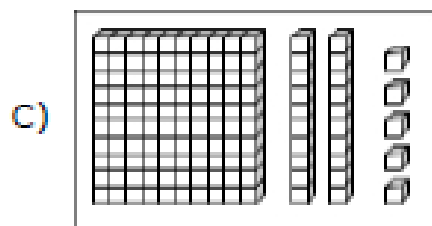
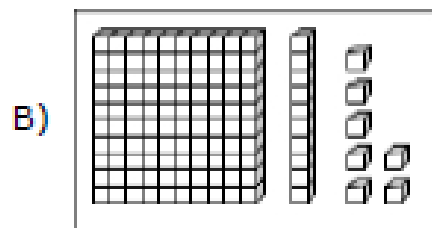
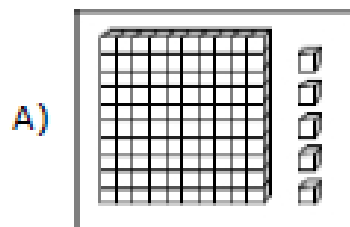
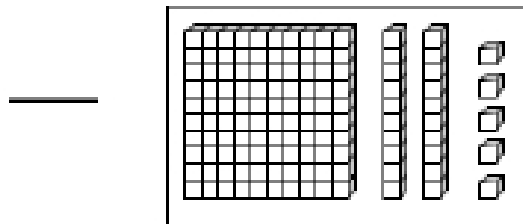
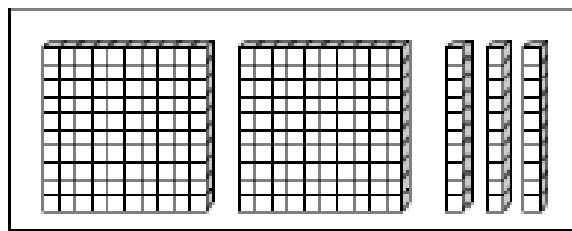
You learned how to do subtraction by using models of numbers.

Subtraction: Up to Three-Digit Numbers Test

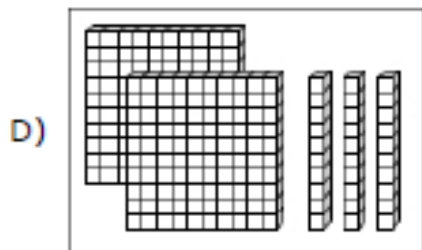
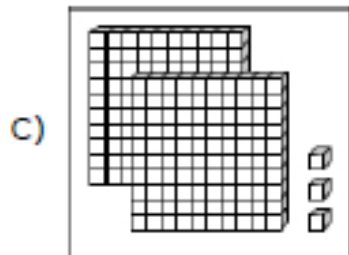
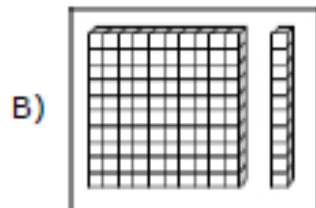
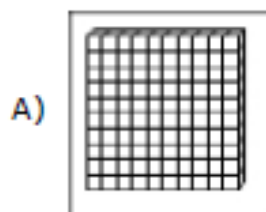
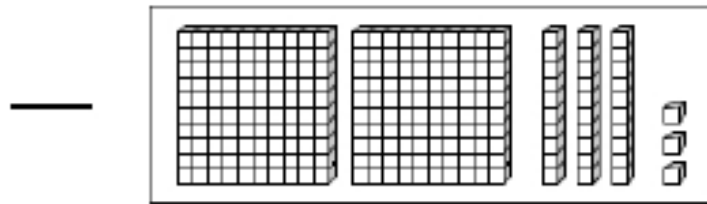
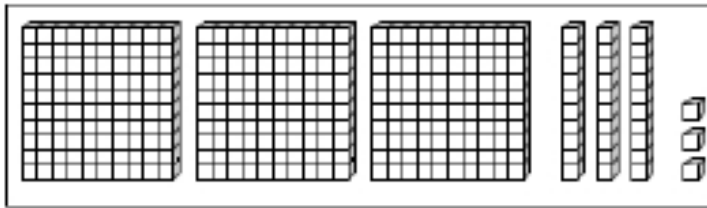
1) What is the difference?



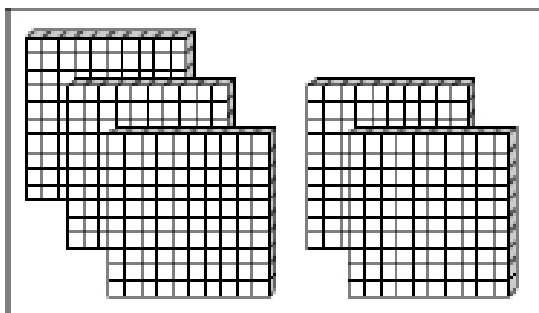
2) What is the difference?



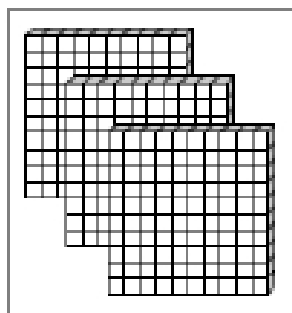
3) What is the difference?



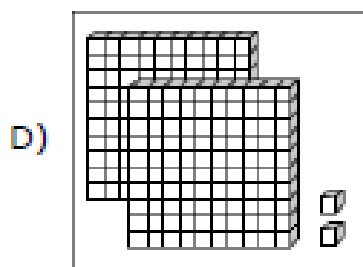
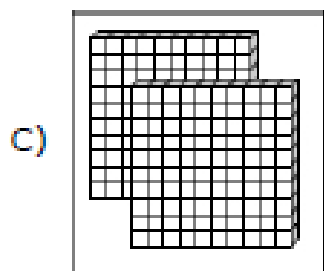
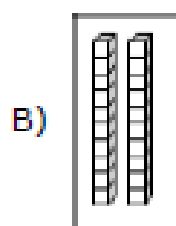
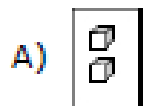
4) What is the difference?



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5) What is the difference?

