

# Lesson Plan Class VI Session 2024-25

## Subject: Mathematics

### (i) Topic:-DATAHANDLING

### (ii) No of days - 7

### (iii) LEARNING OUTCOMES

1. To learn the concept of Tally marks frequency table

2. To learn the Concept of pictograph.

3. To learn the Concept of bargraph

3) **P.K. Testing**:-Teacher will check the previous knowledge of students

Q) What is data?

Q) Do you know the difference between raw data and organised data? Yes/ No

Q) What is pictograph?

4) **Vocabulary used**:-

Data, Organising data, Frequency distribution, Pictograph, Bargraph.

5) **Important Spellings**:-Frequency, Organised, Tally marks, Bargraph.

6) **Explanation with Innovative methods used**

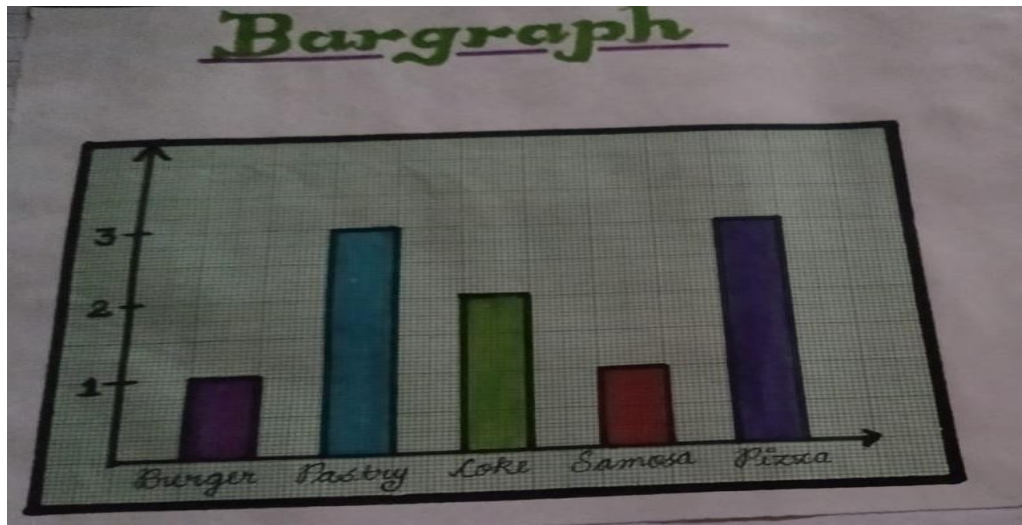
Model, Chart, Graph on Smartboard, Task of collecting the data on a particular topic.

### PEDAGOGICAL STRATEGIES

7) **Procedure**:-Teacher will introduce the topic with help of definitions.

**Data**:- Data is the collection of facts and figures to give some information. Teacher will introduce the topic of tally marks by taking an example of blood groups. Different blood groups A, AB, O, B. Arrange in order then prepare the frequency table. Teacher will do the activity in the class. Arrange the students in height wise. Then teacher will tell the students to stand together some height wise therefore some students tally marks is 2 (II) collect the data of five families of salary of parents then prepare the bargraph on it.

8) **ART INTEGRATION**:- Teacher will tell the students to collect data and show it on bargraph presentation.



9) **Art Integration with other domain**:-Teacher will do the poem on bar graph.

When we make a bar

graph A bargraph

A bargraph

When we make a bargraph These things

we will need on axis

A Scale

The choices AND LABELS

Don't forget a little your bars And a key!

10) LIFE SKILLS

(i) Students will be able to understand how to collect, sort, organise and classify data.

(ii) Students will be able to understand the concept of

pictograph Students will be able to

understand the concept of Bargraphs.

11) **INCLUSIVE PRACTICES**

**Activity II**:-

The students have to conduct a survey of eating habits and food preferences of family.

**Survey for food preferences**

Read the questions carefully and tick only one question.

**(i) Food I like the most is**

North Indian

Chinese

Italian

(ii) My favourite meals

Breakfast      Lunch      Dinner

(iii) The dessert I like the most is

Cake      Ice cream      Fruits      Sweets  
Chocolates Others

**REMEDIAL TEACHING**

**Recapitulation**:- Teacher will ask the following questions.

1. Define pictograph?
2. What is raw data?
3. Represents the frequency of number on \_\_\_\_\_

4. The weight of newborn babies (in kg) 2.8, 3.0, 2.1, 2.5, 2.9, 2.3, 2.8, 2.9, 2.5, 2.7, 3.1, 3.7, 3.2, 3.5

Arrange the weight in ascending order.

- (i) How many babies weigh 2.9 kg?
- (ii) How many babies more than 2.7 kg?

12) **Assessment**:-

Q) Prepare a frequency table on different 4 types of sweets available in market and like sweets of different people.

Q) Prepare a bar graph on watching different sports on T.V.

13) **Resources**:-

SmartBoard, Graphs, Poem on bar graph, Collect data and Survey on different families.

## **Topic-KNOWING OUR NUMBERS**

### **No of days - 10**

1. **P.K Testing**

1. What are numbers?

2. Difference between place value and face value.

3. What are natural numbers?

2. **LEARNING OUTCOME**

1) For any given number students can tell place value of the digits, write in words, round off.

2) For a given set of numbers students can compare them, arrange in order.

**Aids/Innovative Methods used to explain the topic** - Smart board, Place value charts, puzzles, Games Etc.

**3. PEDAGOGICAL STRATEGIES**

Write a number using the digits 1, 2, 3 and 4 each only twice such that the 1's are separated by four digits, the 2's are separated by three digits, the 3's are separated by two digits and 4's are separated by one digit.

**PROCEDURE** - Teacher will introduce the topic with definition of natural numbers.

Numbers which start from 1 are called natural numbers. In other words we can say that counting numbers are called natural numbers. Indian and International place value charts will be explained on board as well as on smart class.

**4. ART INTEGRATION**

Students will make place value chart by using beads of different colours or Bindi's

**CO-SCHOLASTIC ACTIVITY-**

Participation of students - To check the concept of numbers teacher will give them a puzzle.

Complete the puzzle

a

b

c

d

e

f

g

h

i

ACROSS –a- Seventy two lakh four thousand five hundred sixty

oned-Predecessor of 9741

e -Successor of 123456

-CCLXVI+CXIX

i – Smallest 7 digit

number DOWN-            b–

CDLXXIV

c- $600000+7000+800+70$

f -Place value of 2 in 32075-

CXVI -LXXV

Teacher will encourage the students to solve this type of question from book (N.C.E.R.T ) and also from workbook.

## 5. LIFE SKILL

1. Develop logical thinking among the students
2. Collaboration and team work.
3. By making place value chart, student can be aware about the places.

**Resources**-PPT,Book,WorkBook, Maths Lab.

## 6. FEEDBACK AND REMEDIAL TEACHING

**RECAPTULATION**–Solve the following

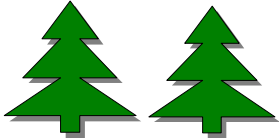
- (i) Write the number name of the given numeral-(a)34,23,19,196                      (b)342,319,196
- (ii) Write successor of 9999
- (iii) Add smallest five digit number and greatest 4 digit number.

## 7. ASSESSMENT

**ASSIGNMENT** -Students will be asked to complete given assignments(W- sheet book )whichcontainsM.C.Q,True/False,ValueBasedQuestionsandsomeimportantsums.

### LAUGHTERTIME-

Q. 1Whatquantityisrepresentedbythis



Ans.9( t(h)ree+t(h)ree+t(h)ree)

Q.2A dust storm blows through , now how much do you have

?Ans.99(Dirtytree(33)+Dirtytree+Dirtytree)

## 8. INCLUSIVE PRACTICE AND FULL PARTICIPATION

1. Every child is able to learn about the places of Indian and international system.
2. Using learnt to find place value through Abacus.

## TOPIC -WHOLENUMBERS

### No of days - 5

#### 1. P.KTESTING

- 1.Whatarenaturalnumbers?
2. Whatissuccessorof-1?
3. Whatisthepredecessorofsmallest5digitnumber?
4. Whicharewholenumbers,Noresponse.

**AIDS/INNOVATIVEMETHODSTOEXPLAINTHETOPIC**–Smartboard,Games,Charts, Puzzlesetc.

**PUZZLE**-Usingfour4's,mathematicaloperations+,-,/,X and bracketscreate thenumbers0,1,2and3.

#### LEARNINGOUTCOME–

- 1 . The general outcome of whole number is to introduce 0 which is very important innumbersystem.
2. Thecalculationspeedwillincrease.

3. Students will understand the concept of rearrangement.

## 2. PEDAGOGICAL STRATEGIES

**PROCEDURE**—Teacher will introduce the topic with definition of whole numbers.

**WHOLE NUMBERS**—Numbers which starts from 0 are called whole numbers.

**PROPERTIES OF WHOLE NUMBERS – (a) CLOSURE PROPERTY** – For any whole numbers  $a$  and  $b$

We have  $a+b$  is also a whole number. Let  $a=5, b=8$   $a+b = 5+8 = 13$  which is also a whole number.

(b) **COMMUTATIVE PROPERTY**- For any two whole numbers we have  $a+b = b+a$ . for

e.g  $4+8 = 8+4 = 12$ .

(c) **ASSOCIATIVE PROPERTY** – For any three whole numbers  $a, b$  and  $c$  we have  $a+(b+c) = (a+b)+c$

Fore.g  $3+(6+2) = (3+6)+2 = 11$ .

(d) **DISTRIBUTIVE PROPERTY** of multiplication over addition and subtraction – For any three whole numbers  $a, b$ , and  $c$  we have  $a \times (b+c) = a \times b + a \times c$

$$a \times (b-c) = a \times b - a \times c.$$

(e) **ADDITIVE IDENTITY**  $-a + 0 = 0 + a = a$

.Forexample  $6+0 = 0+6 = 6$ .

## 3. EXPERIENTIAL LEARNING

**INNOVATIVE PEDAGOGY** -Participation of students –To check the concept of number teacher will give them a magic square to complete , in which the sum of the numbers in each row, column or diagonal being the same.

24		8	15	22
	12	14	21	
11	13	20	27	
17	19	26	28	
18			9	16

## 4. ART INTEGRATION

**Make a magic square of 2 digit no ending with 5**

## 5. LIFE SKILL

**Students will think logically.**



## Teamwork

### 6. REMEDIAL TEACHING

**RECAPTULATION** – Solve the following using

properties (i)  $4692 \times 97 + 4692 \times 3$

(ii)  $168 \times 109$

(iii) How many whole numbers are smaller than 9?

(iv) The whole number  $P$  such that  $P/P = P$ ?

(v) All whole numbers are natural numbers yes/no?

Teacher will encourage the students to solve this type of questions from book (N.C.E.R.T) and also from workbook.

### **ASSESSMENT**

**ASSIGNMENT** – Students will be asked to complete given assignment i. workbook, which contains M.C.Q, True/False, Value Based Question and some important facts.

### **INCLUSIVE PRACTICE AND FULL PARTICIPATION.**

During lab activities, students will do the magic squares based on whole numbers.

## **CH – PLAYING WITH NUMBERS**

### **No of days - 20**

**P.K TESTING**-1. What is 4 times 8?

2. What are even numbers?

3. Is 19 an odd number?

4. Do you know what are factors of 16?

**VOCABULARY USED** -Factors and multiples, prime and composite numbers, twin prime and co-prime, divisibility rules, prime factorization, least common multiple and highest common factor.

**IMPORTANT SPELLINGS**-Factorization, Divisibility, multiple, composite, prime etc.

**LEARNING OUTCOME**–1. Give the general form of two digit number and its reverse.

2. Give the general form of three digit number and its reverse.

3. Solve puzzles in general forms of numbers.

4. Check the divisibility of a number by 2, 3, 5, 9, 10, 6, 11.

**AID/INNOVATIVE METHODS USED** -Teacher will explain this topic by role play (with the help of some student teacher will explain this topic by depicting a story)

### **ART INTEGRATION**

### **ROLE PLAY – KINDS OF NUMBERS**

Narrator – Good morning to one and all present here. Today, we the students of class VI are going to present a role play on different kinds of numbers. I am Student A, then the narrator. Student B and student C are playing the role of numbers (0-9) and different kinds of numbers. Let's begin. As you know that mathematics develops the ability to think and in this enactment we are going to learn about the most common topic of maths i.e. Numbers.

**STUDENT B** – Oh! my head is aching. Mathematics is so difficult. What are these numbers? I can't understand them.

**STUDENT C** – Maths is not difficult. Don't worry dear friend, I will take you out of the world of numbers.

NARRATOR—Both enter the world of numbers

STUDENT C -Hello friends ,meet my friend STUDENT B . He wants to know about numbers .Please introduce yourself to him.

Then, the numbers 0-9 come forward and introduce themselves.

After this , one by one , Different kinds of numbers i.e Even ,Odd ,Prime, Composite ,Co-prime and Twin-prime come forward and explain their meanings with example.

STUDENT C –Hey friends , there is something more about numbers . 1 is neither a prime number nor a composite number. It is a natural number. And if we talk about 0, all the whole numbers start with 0.

STUDENT B- Thank you my dear friends . you helped me to understand different kinds of numbers and I will never forget them in future.

NARRATOR – I hope you all have understood the concept of numbers . Thank you and have a wonderful day.

### **PEDAGOGICAL STRATEGIES**

**PROCEDURE**-After role play teacher will again explain the topic with the help of smart class

.

**FACTORS**—A factor is exact division of that number. e.g. factors of 16=1,2,4,8,16.

**MULTIPLES** – A multiple of number is the product that obtained by multiplying that number by non-zero number.

e.g First five multiples of 6-6,12,18,24,30.

**PRIME NUMBERS** – Numbers which have exactly two factors 1 and number itself .e.g 2,3,7,11. 2 is the only even prime.

**COMPOSITE NUMBERS** – Numbers which have more than two factors are called composite numbers. e.g 4,6,12,18.

**TWIN-PRIME NUMBERS** – Two prime numbers whose difference is 2 is called as twin prime numbers.

e.g 11 and 13, 71 and 73 .

**CO-PRIME NUMBERS** – Two numbers which have no common factor except 1 are called co-prime numbers. e.g 19 and 21.

**DIVISIBILITY RULES-FOR 2** – A number is divisible by 2 if the digit at one's place is 0 , 2, 4,6,8.

e.g 678,3590 etc.

**PRIME-FACTORISATION** – Prime factorization is the process expressing a number as a product of prime factors.

e.g  $24 = 2 \times 2 \times 2 \times 3$  HCF

**– HIGHEST COMMON**

**FACTOR** Find the HCF of 12 and 48.

Factor of 12 – 1, 2, 3, 4, 6, 12

Factor of 48 – 1, 2, 3, 4, 6, 12, 16, 24, 48

So the HCF comes out to be 12.

**L.C.M – LEAST COMMON MULTIPLE –**

Find the LCM of 12, 48, 60.

ANS-  $2 \times 2 \times 2 \times 3 \times 5 = 240$ .

**RELATION BETWEEN HCF AND LCM** - Product of two numbers =

$$\text{HCF} \times \text{LCM} = \text{Product of two numbers}$$

$$\text{LCM} = \frac{\text{Product of two numbers}}{\text{HCF}}$$

**PARTICIPATION OF STUDENTS** – To check the concept of LCM/HCF. Teacher will give them an activity.

**INNOVATIVE PEDAGOGY –**

**ACTIVITY** - Find LCM of three numbers of your choice say 6, 9, 12. Step 1 –

Draw a grid of 10x10 as below.

1	2	3	4	5	<b>6</b>	7	8	<b>9</b>	10
11	<b>12</b>	13	14	15	16	17	<b>18</b>	19	20
21	22	23	<b>24</b>	25	26	<b>27</b>	28	29	30
31	32	33	34	35	<b>36</b>	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	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	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Step- 2 Take the first number 6 . Draw a circle around its multiples i.e,12,18 etc.STEP

3- Take the 2<sup>nd</sup> number 9 . Draw a square around its multiples i.e 9,18,27, etc .STEP4–

Take the 3<sup>rd</sup> number 12. Draw a triangle around its multiples i.e 12,24,36 etc.

STEP 5 – Now observe the grid and write down the numbers which have all three circles , squares and triangles. These are the common multiples of 6,9,12.

#### **LIFE SKILLS**

**Students will think logically.**

#### **Teamwork**

#### **REMEDIAL TEACHING**

**RECAPTULATION**–Solve the following

1. Write the number which has exactly one factor.
2. Find HCF of 52 and 65.
3. Which is greatest 2 digit prime number?
4. Is 51 a composite number?
5. The LCM of two co-prime numbers is 4875. If one of the number is 75 find the other number?

#### **CO-SCHOLASTIC ACTIVITY**

ASSESSMENT-Students will be asked to complete W.sheets from worksheet book, do all M.C.Q and value based question etc.

#### **LAUGHTER TIME**

TEACHER – Who can tell me what 7 times 6 is

?STUDENT–Its 42.

TEACHER – Very good and who can tell me what 6 times 7 is

?STUDENT–Its 24!

#### **INCLUSIVE PRACTICES**

During Lab period, there is equal participation of students with the help of prime and composite number model.



## TOPIC-INTEGERS

No of days – 7

### P.K Testing:

- 1) Define whole numbers
- 2) How many whole numbers lie between 15 and 25.
- 3) Successor of 9999 is.

### LEARNING OUTCOME

- i Students will be able to understand
  - (iii) What is an integer and rules involving operation on integers
  - (iv) Solve problem involving operation on integers
  - (v) Apply integers in real world applications.
  - (vi)

<b><u>Vocabulary Used:</u></b>	Positive Words	Negative Words
	Deposit	Withdrawal
	Increase	Decrease
	Forward	Backward
	Ascending	Descending

**Important Spellings:** Below, Temperature, Additive, Inverse

### **Innovative Method Used to explain the topic:**

Teacher will tell them a song to learn the rules for addition and subtraction of integers

ART INTEGRATION

### ***Integers***

### ***Song Lyrics***

Same sign keep and  
 Add Different sign subtract  
 t  
 Keep the sign of bigger  
 number Then answer will be exact

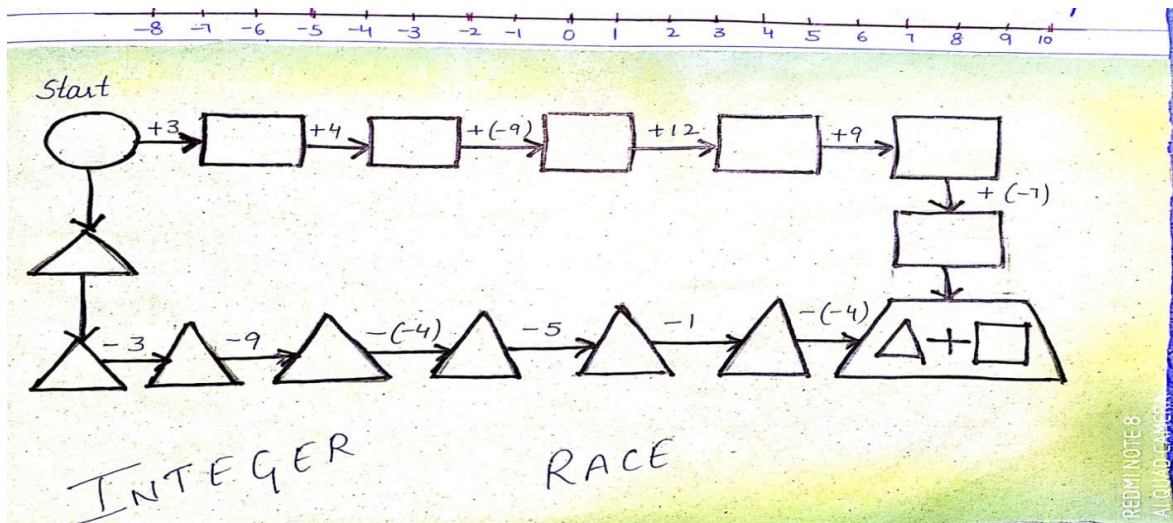
### **PEDAGOGICAL STRATEGIES**

**Procedure:** Teacher will introduce the topic with definition of integers.

Integers: Positive and negative numbers along with zero are called integers. Positive numbers lie on the right hand side of zero on number line and negative integers lie on

the left side of number line. Teacher will explain same topic with the help of smart class. After this teacher will explain the game given at page 123, 124 in NCERT Book.

Teacher will explain the integers to the students on number line also



**INCLUSIVE Participation of Students:**

- (iv) Write opposite of 100 meter above Sea level.
- (v) Which is greatest negative integers.
- (vi) Find  $(-1) + (-3)$

**LIFE SKILLS:**

Students will be able

- (iii) Apply integers in real world.
- (iv) To solve problem involving operation on integers.

Learn the rules of integers

**REMEDIAL TEACHING**

**Recapitulation:** Solve the following

- 5.  $-7-6$
- 6.  $-8+15$
- 7.  $15-11$
- 8.  $+15-7$

**Art Integration with other domain:** Students will learn to integrate mathematics with different module of arts such as painting drawing etc.

- (v) .

**Resources:** Smart Board, BlackBoard, Chalk.



**Co-Scholastic Activity:** This topic will enhance the problem-solving skill of the students

**Assessment:** Students will be asked to complete given assignments containing MCQ, Hot Questions, Value based and few important sums based upon daily life will be discussed.

## Topic: Algebra

### No of days - 6

#### P.K Testing:

- Take a number then add 5 to it what answer will you get.
- Take a number multiply it with 2 and add 5 to it.

#### LEARNING OUTCOME:

- The first aim of teaching algebra is to help in expression of abstract ideas, words and phrases as the instrument of ideas are replaced by symbols.
- Teaching of algebra should enable the student to use in solution of some of the problems in arithmetic.
- This inculcates in student the power of accurate analysis.

**Vocabulary Used:** Variable, Constant, Algebraic expressions.

**Important Spellings:** Variable, Constant, algebraic expressions, trail, equation.

**Explanation with Innovating ideas:** Teacher will introduce the topic with the help of puzzle.

#### **ART INTEGRATION**

What is missing number?

$$(iii) 2 = 4$$

Ok, the answer is 6, right? Because  $6 - 2 = 4$

Well in algebra, we don't use blank boxes we use a letter (usually  $x$  or  $y$ , but any letter is fine), so we write  $x - 2 = 4$

The letter (in this case  $x$ ) just means we don't know this yet and is often called unknown variable.

And when we solve it we write

$$x = 6$$

**PEDAGOGICAL STRATEGIES:** Teacher will explain following definition

- Algebraic Expression:** An algebraic expression is a mathematical expression that consists of variables, numbers and operations.
- Variable:**  
A variable is a special type of amount or quantity with an unknown value.

- (iii) Constant: A constant is a number on its own or sometimes a letter such as a, b or c to stand for a fixed number example in " $x+5 = 9$ " where 5 and 9 are constants.

**LIFE SKILLS:** After studying this course, you should be able to

- (i) Recognize technical terms and appreciate some of uses of algebra.
- (ii) Solve simple linear equations.
- (iii) Collect like terms and simplify expressions.

### **INCLUSIVE Students**

#### **Participation:Activity**

**Quick group:** For this game, create a set of index cards with algebraic expressions on them. You should create latest one card for every person in your class. For each card, there should be three others that are expressions have same value. To play give the card randomly to the students in your class. Students are given certain amount of time to get into groups where everyone has a card of same value. When they are done check to see if students are correct and then cards can be collected, reshuffled and handed out randomly again.

### **REMEDIAL TEACHING**

#### ***Riddle***

Solve for 'x', write the corresponding letter in space below that matches your answer.

1. $8+x = 16$	A	5)	$2x-8=6$	N
2. $x-10=0$	B	6)	$4+3x=7$	P
3. $2x+5=9$	C	7)	$4x-4=16$	R
4. $9+2x=17$	E	8)	$6+2x=24$	S

#### **Art integration with other**

**domain:** Students will learn to integrate math with different module of arts such as painting, drawing etc.

**Resources:** Smartboard, colored paper, Blackboard.

**Co-Scholastic activity:** This topic will enhance the decision making skill of students

**Assessment:** Teacher will ask the students to solve the question given in worksheet book.

**Topic: Basic Geometrical Ideas:**

**No of days - 10**

#### **PK**

**Testing:** Teacher will draw figure of line, line segment, Ray, Parallel lines, Circle on board and ask the students one by one about these figures.

**LEARNING OUTCOMES:** Students will be able to

- (i) Understand the properties of quadrilaterals
- (ii) Distinguish between different types of quadrilateral.
- (iii) Grasp the concept of symmetry in different types of quadrilaterals.

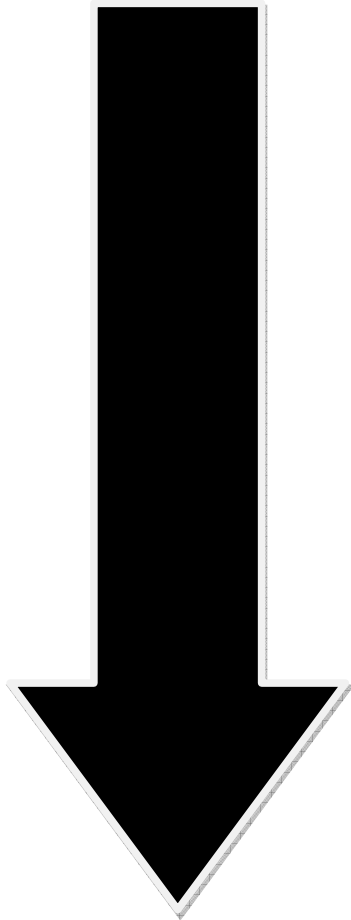
**Vocabulary Used:**

Quadrilateral, Diameter, Radius, Chord, Circumference, Curve, polygons.

**Important Spellings:** Point, Segment, Parallel, Intersecting, Curve, Quadrilateral.

**Explanation with innovative**

**Ideas:** Teacher will explain the topic with the help of following activity.



6. Use scale and join the vertices with 19 and 7 as shown in Fig. 6.
7. Use scale and join the vertices with 23, 24 and 25 as shown in the Fig. 7

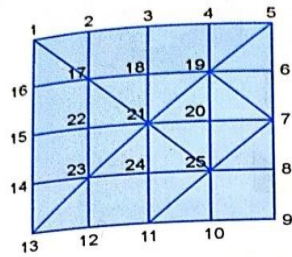


Fig. 6

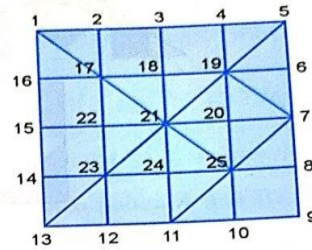


Fig. 7

8. Colour the figure as shown in Fig. 8

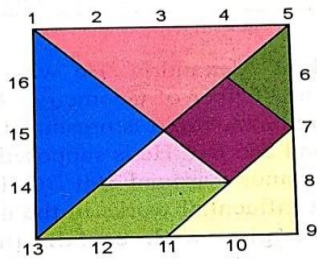


Fig. 8

9. Cut out the seven pieces as shown in Fig. 9

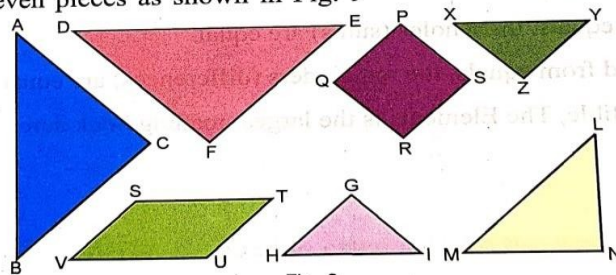


Fig. 9

**Observations :**

1. The shape is a \_\_\_\_\_.
2. The shape is a \_\_\_\_\_.
3. The two triangles are \_\_\_\_\_.
4. The two triangles are \_\_\_\_\_ triangles.
5. The two triangles are \_\_\_\_\_ triangles.
6. These seven shapes are called \_\_\_\_\_

**Maths Lab Activity-3**

- Objective :**
- (i) To make a set of tangrams.
  - (ii) Using the tangram pieces to make the letters of English alphabet like A, B, C, D, ....., Z.

**Materials Required :** Coloured paper, sketch pens, pair of scissors, etc.

**Procedure :**

1. Take a coloured paper and draw a square of 4 cm × 4 cm. Divide the square into 16 unit squares as shown in Fig. 1.

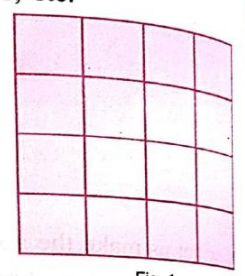


Fig. 1

2. Write the numbers to each vertex of the unit square as shown in figure 2.
3. Use scale and join the vertices with 1, 17, 21, and 25 as show in figure 3.

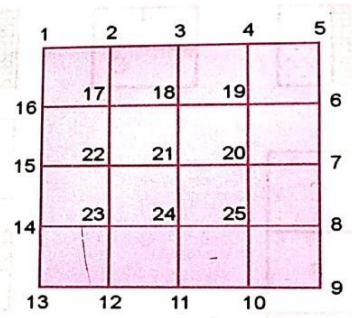


Fig. 2

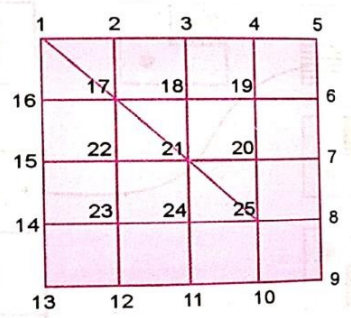


Fig. 3

4. Use scale and join the vertices with 13, 23, 21, 19 and 5 as shown in Fig. 4.
5. Use scale and join the vertices with 11, 25, and 7 as shown in Fig. 5.

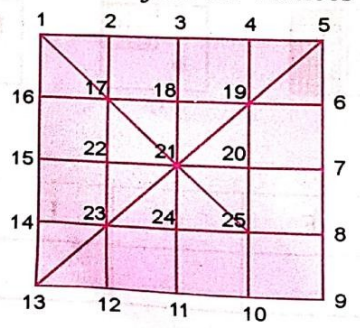


Fig. 4

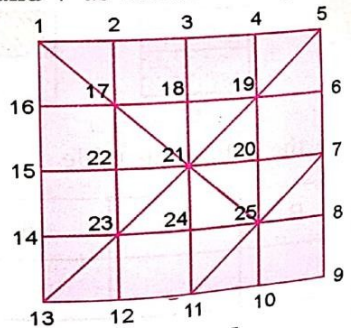


Fig. 5

**Pedagogical strategies:** Teacher will explain the following definitions.

- (i) Line It is the figure having no endpoint.
- (ii) Line segment: Having two end points.
- (iii) Ray: A ray is a portion of line starting and going in one direction endlessly.
- (iv) Parallel lines: Two lines in a plane are said to be parallel if they do not meet.
- (v) Curve: It is a figure which we draw without lifting the pencil from the paper it is of two types a) closed curve b) open curve
- (vi) Polygon: A polygon is a simple closed curve made of line segments.
- (vii) Circle: A circle is the path of a point moving at same distance from a fixed point it has following parts a) Chord b) Diameter c) Sector d) Segment.
- (viii) Intersecting Lines: Two distinct lines meeting at a point are called intersecting lines.

**LIFE SKILL:** students will be able to

- (i) Understand the concept of point, line, line segment, ray, angle, triangle, quadrilateral and circle.
- (ii) Apply the knowledge in different situations

**INCLUSIVE Student's Participation:** Students will make letters of English alphabet by using seven pieces of tangram which they have made earlier in the activity.

**REMEDIAL TEACHING:** Teacher will ask questions related to the different figures.

**Art Integration with other domain:** Students will learn to integrate mathematics with different modules of arts such as painting, drawing etc.

**Resources:** SmartBoard, BlackBoard, Colored paper, Scissors.

**Co- Scholastic Activity:** This topic will enhance the decision making skill of the students.

**Assessment:** Students will be asked to complete the questions given in worksheet book and draw the different figure on colored paper and paste in the notebook.

