

7th Grade Student eLearning Activities Log Day 4

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities **or** complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 4

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	<p>PE: Create an 8 step dance using the Dance Party Cards.</p> <p>Health: Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.</p> <p>Drama: Create a costume for at least one character in your script. Take a picture of someone wearing. OR Create at least 2 props that could be used for your script. Take a picture of them and describe how you made each in a paragraph.</p>
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				
OR				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Where Do Bat Wings Come From?", answer the questions and return them to school.	<p>Art: Create a drawing of your favorite room in your home. Add details like the furniture, pictures on the walls, objects in the room, etc. Add color with colored pencil or markers, OR use a range of values to fill in the space. https://youtu.be/-WR-FyUQc6I</p> <p>Music: Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.</p> <p>Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</p> <p>STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.</p>

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 4: Grado 7

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 4

Language Arts	Math	Social Studies	Science	Encore
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Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.				

Firma de Padres _____ Fecha _____

Name _____ Date _____ Assignment _____

Apply the Standard

A. Use context clues in nearby words and in the overall meaning of the sentence to determine the meaning of the underlined word in each sentence. Write its definition on the line provided.

- 1. This blue sweater will complement your outfit perfectly.
- 2. Students in the seventh grade were formerly in the sixth grade.
- 3. If you want to be a great pianist, you must practice diligently.
- 4. Only unkind people would spread such malicious rumors.
- 5. Because we eat both plant matter and meat, we are omnivores.
- 6. Chopping wood and shoveling snow are laborious tasks.
- 7. Eating lots of sugary foods can be detrimental to your health.
- 8. Jen and I tried to think serious thoughts in order to suppress our laughter.
- 9. To pay for the magazine subscription, enclose your remittance in this envelope.
- 10. We had to be home by four o'clock, so we couldn't tarry any longer.

B. Think about the underlined word's function and position in each sentence. Use that information, plus any other context clues, to define the underlined word. Write its meaning on the line.

- 1. I hoped that he would remain calm during the debate, but he was temperamental.
- 2. She used at least ten yards of fabric to sew the voluminous skirt.
- 3. Please pull that loose rope as hard as you can to make it taut.
- 4. Plants use seeds to propagate.
- 5. Divvy up the remaining cookies so that each child gets an equal share.

Topic or Title: _____

Main Idea: _____

3 main points

-
-
-

Draw a picture or create a visual representation

Name: _____ Period: _____ Date: _____

(Everybody Writes - 1)

Write your first & last name, period, & date.

Mr. Parker went to Walmart to purchase some items for the homeless. He bought 5 hats for \$1.99 each, 5 pairs of gloves for \$1.00 each, 2 cases of water for \$3.99 per case, and 5 fleece blankets for \$5.59 each. Find the total amount Mr. Parker spent. He gave the cashier a \$100 bill. How much change will he get back? Show your work and explain what you did and why you did it.

1. Show and label your work!

2. Explain in words what you did and why you did it.

[illegible]

[illegible]

The Rise of Islam/El surgimiento del islam

Lesson/Lección 2



MAIN IDEAS/IDEAS PRINCIPALES

1. Muhammad became a prophet and introduced a religion called Islam in Arabia./Mahoma se convirtió en profeta y llevó a Arabia una religión llamada islam.
2. Muhammad's teachings had similarities to Judaism and Christianity, but they also presented new ideas./Las enseñanzas de Mahoma tenían semejanzas con el judaísmo y el cristianismo, pero también presentaban ideas nuevas.
3. Islam spread in Arabia after being rejected at first./Al principio, el islam fue rechazado, pero luego se expandió por toda Arabia.
4. The Qur'an is the holy book of Islam./El Corán es el libro sagrado del islam.
5. Along with the Qur'an, the Sunnah guide Muslims' lives./Junto con el Corán, la Sunna guía la vida de los musulmanes.
6. Islamic law is based on the Qur'an and the Sunnah./La ley islámica se basa en el Corán y la Sunna.

Key Terms and People/Personas y palabras clave

Muhammad/Mahoma an Arabian man whose teachings became the basis for a new religion/hombre árabe cuyas enseñanzas formaron la base de una nueva religión

Islam/islam religion based on messages Muhammad received from God/religión basada en mensajes que Mahoma recibió de Dios

Muslim/musulmán a person who follows Islam/seguidor del islam

Qur'an/Corán the holy book of Islam/el libro sagrado del islam

shrine/santuario a place where people worship a saint or god/lugar donde se alaba a un santo o dios

pilgrimage/peregrinación journey to a sacred place/viaje a un lugar sagrado

mosque/mezquita a building for Muslim prayer/edificio musulmán para la oración

Jihad/yihad literally means "to make an effort" or "to struggle"/literalmente, significa "esforzarse" o "luchar"

Sunnah/Sunna a collection of actions or sayings by Muhammad/recopilación de las acciones y palabras de Mahoma

Five Pillars of Islam/los cinco pilares del islam the five acts of worship required of all Muslims/las cinco prácticas religiosas que todos los musulmanes tienen que cumplir

Lesson Summary/Resumen de la lección

MUHAMMAD BECOMES A PROPHET/MAHOMA SE CONVIERTE EN PROFETA

Muhammad brought a new religion to Arabia. What is known about him is from religious writings. He was born in the city of Mecca around 570./**Mahoma** llevó a Arabia una religión nueva. Lo que se sabe de él proviene de escritos religiosos. Mahoma nació en la ciudad de La Meca, alrededor del año 570.

Muhammad became upset that Mecca's rich people did not help the poor. According to Islamic teachings, when he was 40, an angel revealed God's messages to him. These form the basis of **Islam**. A follower of Islam is a **Muslim**. Islam's messages were written in the **Qur'an**, the holy book of Islam./A Mahoma le molestaba ver que las personas adineradas de La Meca no ayudaban a los pobres. Según las creencias islámicas, cuando Mahoma tenía 40 años de edad, un ángel le transmitió los mensajes de Dios que formaron la base del **islam**. Las personas que practican el islam se llaman **musulmanes**. Los mensajes del islam se escribieron en el **Corán**, el libro sagrado del islam.

Underline the name of Islam's founder./Subraya el nombre del fundador del islam.

What did the messages Muhammad received from God form?/¿Qué formaron los mensajes que Mahoma recibió de Dios?

MUHAMMAD'S TEACHINGS/ENSEÑANZAS DE MAHOMA

Some of Muhammad's ideas came from Judaism and Christianity, including monotheism, or belief in one god. This was a new idea for many Arabs who prayed to gods at a **shrine**. The most important shrine was in Mecca. People traveled there on a **pilgrimage**./Algunas de las ideas de Mahoma provenían del judaísmo y el cristianismo, incluido el monoteísmo, o la creencia en un solo dios. Esta era una idea nueva para muchos árabes, que rendían culto a muchos dioses en los **santuarios**. El santuario más importante estaba en La Meca. Muchos iban en **peregrinación** hasta allí.

Why did people travel to Mecca on a pilgrimage?/¿Por qué las personas peregrinaban a La Meca?

ISLAM SPREADS IN ARABIA/EL ISLAM SE EXTIENDE EN ARABIA

Mecca's rulers felt threatened by Muhammad. So he left and went to Medina. His house became the first **mosque**, or Muslim prayer building. Many Arab tribes accepted Islam. After years of fighting, Meccans welcomed back Muhammad and accepted Islam./Los gobernantes de La Meca se sintieron amenazados por Mahoma. Por eso, Mahoma se fue a Medina. Su casa en esa ciudad se convirtió en la primera **mezquita**, o edificio musulmán para la oración. Muchas tribus árabes aceptaron el islam. Después de muchos años de conflicto, los habitantes de La Meca aceptaron a Mahoma y al islam.

Underline the name for a Muslim prayer building./
Subraya el nombre de un edificio musulmán para la oración.

THE QUR'AN/EL CORÁN

Muslims believe that the Qur'an is the word of God as told to Muhammad. Muslims believe that God wishes them to follow rules. These rules affect Muslims' everyday life./Los musulmanes creen que el Corán es la palabra de Dios, tal como le fue dada a Mahoma, y que Dios desea que sigan sus normas. Estas normas afectan la vida cotidiana de los musulmanes.

Jihad is an important Islamic concept, which means "to make an effort" or "to struggle." It refers to the internal struggle of a Muslim trying to follow Islamic beliefs. It can also mean the struggle to defend the Muslim community or convert people. The word has also been translated as "holy war."/La **yihad** representa un importante concepto islámico. Literalmente, yihad significa "esforzarse" o "luchar". Se refiere a la lucha interior de un musulmán que trata de seguir las creencias islámicas. Además, puede referirse a la lucha para defender a la comunidad musulmana o para convertir personas al islam. Esta palabra también se ha traducido como "guerra santa".

Why is the Qur'an so important?/¿Por qué es tan importante el Corán?

What two struggles does jihad refer to?/¿A qué dos luchas hace referencia la yihad?

Lesson/Lección 2, *continued/continuación*

THE SUNNAH/LA SUNNA

Another important Islamic holy book is the **Sunnah**, a written record of Muhammad's words and actions. It spells out the five acts of worship required of Muslims—the **Five Pillars of Islam**.

Otro libro sagrado importante para el islam es la **Sunna**, un conjunto de escritos sobre las palabras y las acciones de Mahoma. La Sunna explica en detalle los cinco actos de alabanza que deben respetar los musulmanes, es decir, **los cinco pilares del islam**.

ISLAMIC LAW/LEY ISLÁMICA

The Qur'an and the Sunnah form the basis of Islamic law, or Shariah. This sets punishments or rewards. It makes no distinction between religious and secular life. Most Islamic countries today blend Islamic law with a legal system like that in the United States./El Corán y la Sunna son la base de la ley islámica, o Sharia. La Sharia establece castigos y recompensas, y no hace distinciones entre la vida secular y la vida religiosa. Hoy en día, la mayoría de los países islámicos combinan la ley islámica con un sistema jurídico parecido al de los Estados Unidos.

How is Shariah law used in Islamic countries today?/
¿Cómo se aplica la Sharia en los países islámicos hoy en día?

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**Critical Thinking: Summarize/Pensamiento crítico:**

Resumir Suppose you had to explain Islam to someone who knew nothing about it. Write a one-page paper that includes important information about the religion./Imagina que debes explicar el islam a alguien que no sabe nada sobre él. Escribe un texto de una página en el que incluyas información importante sobre esta religión.

Lesson/Lección 2, *continued/continuación*

Five Pillars of Islam/los cinco pilares del islam	Islam/el islam	jihad/la yihad
Mosque/mezquita	Muhammad/Mahoma	Muslim/un musulmán
pilgrimage/peregrinación	Qur'an/Corán	shrine/santuario
Sunnah/la Sunna		

DIRECTIONS/INSTRUCCIONES Read each sentence and fill in the blank with a word from the word bank that best completes the sentence./Lee cada oración y escribe en el espacio en blanco la palabra del banco de palabras que mejor la completa.

1. The first acts of worship required of all Muslims are known as the _____.
Los primeros actos de alabanza que deben respetar los musulmanes se conocen como _____.
2. The inner struggle people go through in their effort to obey God or to convert others to Islam is known as _____.
La lucha interior de las personas para obedecer a Dios o para convertir a otras personas al islam se conoce como _____.
3. The religion based on messages sent by God through an angel to an Arabian man is _____.
La religión que se basa en los mensajes enviados por Dios a un hombre árabe mediante un ángel se conoce como _____.
4. A collection of actions or sayings by an Arabian man who founded a religion is the _____.
La recopilación de las acciones y palabras del hombre árabe que fundó una religión se llama _____.
5. A person who follows Islam is a(n) _____.
Un seguidor del islam es _____.
6. A building for Muslim prayer is known as a(n) _____.
Se denomina _____ al edificio musulmán para la oración.

Name/Nombre _____ Class/Clase _____ Date/Fecha _____

Lesson/Lección 2, *continued/continuación*

7. The holy book of Islam is the _____ ./
El libro sagrado del islam se llama _____ .
8. A place where people worship a saint or god is a(n) _____ ./
Se denomina _____ al lugar donde las personas alaban a un santo o dios.
9. A journey to a sacred place is a(n) _____ ./
Un viaje a un lugar sagrado se denomina _____ .
10. The Arabian man whose teachings became the basis for a new religion
was _____ ./
El hombre árabe cuyas enseñanzas formaron la base de una nueva religión se
llamaba _____ .



Reading Science

Name: _____ Date: _____

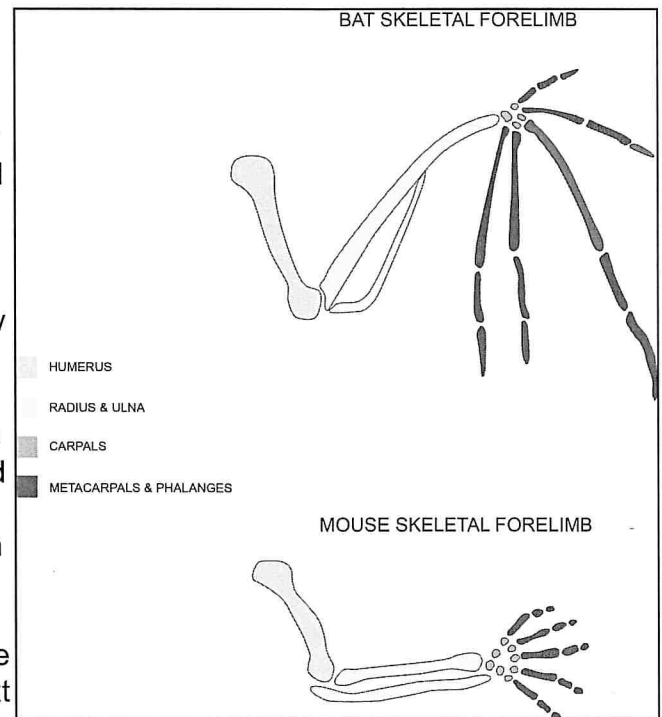
Where Do Bat Wings Come From?

1 Bats are the only mammals that have evolved the power of flight. They can fly around obstacles. They can fly through tight spaces. Many species are nocturnal. They use echolocation to guide their flight and find prey. Each species has a specialized diet. There are bats that eat fruit or nectar. There are bats that hunt insects, fish, blood, and even other bats! The most common bats in North America eat insects. But how did bats evolve? How different from other mammals are they?

2 Bats are in the order *Chiroptera*. *Chiroptera* means "hand wing." Why this name? Bat wings are formed from the bones we see in most tetrapod forelimbs. Tetrapods are the vertebrates that descended from the first four-legged creatures. Amphibians, reptiles, birds, and mammals are all tetrapods. All tetrapod forelimbs have the same basic plan. There is one large bone and then two smaller bones. Next are many bones forming a movable wrist. Last are

bones for digits, which are called phalanges. Tetrapods usually have five digits. In tetrapods, the bone closest to the body is the humerus. In bats, the humerus is lighter than in most mammals. The shape is very similar, though. The next two bones, the radius and ulna, have become more specialized. The radius looks fairly normal. The ulna is smaller. The ulna is also fused with the radius. The wrist structure is similar to other mammals. A bat's wrist is less mobile to support flying. The phalanges have the biggest difference. All bats have a thumb. The other four phalanges support the wing membrane. Each of these bones is much longer than those of any other mammal.

3 The wing membrane is called patagium. Usually, patagium connects along the side of the body. It is made of two layers of skin. Blood vessels and muscle lie between the layers. A membrane joins the hind legs as well. For most bats, the tail joins with the membrane. The tail of free-tailed bats is partially free. Although bats carefully fold up their wings to protect them, injuries to the membrane do occur. Just as most human skin injuries tend to heal well, bats' wings also heal. Some scientists use scars on the wings to identify individual bats.





Reading Science

- 4 Adult bats do not look much like any other mammal. Few bat fossils exist. Bat skeletons are very light. Also many bats live in wet tropical areas where fossils are less likely to form. Furthermore, it is likely that bats evolved relatively rapidly. This left even less chance for intermediate forms to fossilize. The earliest bat fossils date from about 50 million years ago. They look remarkably like modern bats. Therefore, fossil evidence is not helpful when it comes to bat evolution.
- 5 Developmental biology offers clues to evolutionary relationships. Early embryos of all vertebrates look much more alike than the adult forms. It can be difficult to tell an embryonic fish from a lizard from a bird from a mammal. Scientists once thought the development of an embryo held the secret to an organism's evolutionary history. Scientists thought the complete evolutionary line was shown in the intermediate stages of the embryo. Take human embryos as an example. They appear to pass through a fish stage, then an amphibian stage, and then a reptile stage. Embryonic development was thought to summarize evolutionary relationships. Modern biology is more complicated but no less fascinating.
- 6 As tetrapod embryos develop, the forelimbs form before the hind limbs. Digits in the forelimb are similar to each other. At first, there is a membrane between them. As the embryo develops, the membrane often disappears. You can still see it in the webbed feet of frogs. The digits turn into different structures, depending on the animal. Sometimes, the webbing does not disappear completely. Even humans can be born with webbed toes. When limb buds first appear, it is difficult to tell the difference between the digits of mice and bats. Scientists hypothesize that events leading to long digits in bats must happen after the initial limb bud formation.
- 7 Scientists examined early bat embryos. They were compared to mouse embryos. Bats are not closely related to rodents. However, mice are readily available. Mice are also a well-studied model of mammalian development. There are two different changes to forelimbs necessary for powered flight. Longer digits and the patagium are both needed. The lengths of the forelimb digits of adult bats are different from those of mice. Some scientists have studied how digit length is determined. Scientists studied cells called chondrocytes. These cells are involved in cartilage growth. They divide more in bat digits than in mice. They identified a gene pathway that leads to making more chondrocytes. This pathway was present in bats and mice. But the pathway was more active in bat forelimbs than in mice limbs. This pathway is also more active in bat forelimbs than in bat hind limbs. They found that bats use the same pathway to grow longer digits. It is the amount of activity in the gene pathway that differs from mice.
- 8 Powered flight also needs patagium. In mice, the webbing between the digits disappears as development moves forward. It disappears because of programmed cell death of cells making up the webbing. In bats, the webbing remains and develops into the patagium. Another membrane grows between limbs and body. An additional gene is expressed in the tissue between the digits in bats. This gene makes a fibroblast growth factor. It appears to block programmed cell death so that the primitive patagium remains.



Reading Science

- 9 What the ancestors of modern bats looked like remains a mystery; however, developmental biology has shed some light on the story. Scientists found some relatively simple changes in gene expression in the embryo. These led to dramatic changes in the adult organism. Bats use the same genetic building blocks as other tetrapods to form their limbs. Bats regulate these genes differently to produce the complex and well-adapted structure of bat wings. Next time you see a bat chasing insects in flight, think about how relatively few differences separate it from other mammals.



Reading Science

1. What ability listed below is unique to bats compared to all other mammals?

- A. Echolocation
 - B. Nocturnal hunting
 - C. Eating insects
 - D. Powered flight
-

2. How are bat forelimbs different from other mammals' forelimbs?

- A. There are more bones.
 - B. The bones in the digits are longer.
 - C. Bats lack a thumb.
 - D. The wrist is more mobile.
-

3. Which of the following best characterizes injuries to the patagium? Injuries are—

- A. rare and small injuries heal well.
- B. frequent due to fighting between bats.
- C. not likely to heal and bats usually die from them.
- D. common during birth and can contribute to infant mortality.



Reading Science

4. Which of the following is NOT a reason for the limited fossil record of bats?
- A. Bats have lightweight skeletons.
 - B. Bats likely evolved over a short period of time.
 - C. Bats are small animals.
 - D. Many bats live in the tropics.
-
5. Which explanation is most consistent with how long digits develop in bat embryos?
- A. Digits start the same length and some grow longer.
 - B. All digits start out long and some get shorter.
 - C. Initially the forelimb only has one digit; later, long digits form from the webbing.
 - D. As embryos use their wings in the womb, digits grow.
-
6. Which of the following descriptions is MOST plausible for an ancestor of bats? An animal with—
- A. two limbs and webbed toes.
 - B. a long tail that ate insects and lived in forests.
 - C. four limbs and a membrane consistent with gliding.
 - D. four fins that glided through the water.

THE DANCE PARTY

ACTIVITY GOALS

- I will demonstrate cooperation and positive communication while creating a group dance.

ACTIVITY SET-UP & PROCEDURE

Equipment:

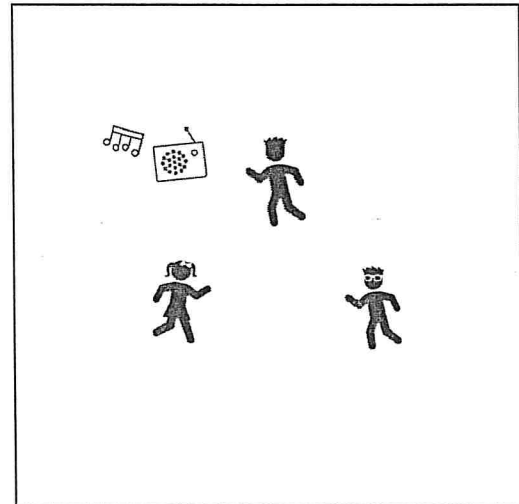
- Dance Cards
- Upbeat, fun music and music player

Set-Up:

- Create a safe space large enough to dance with friends.
- Get your music ready!

TEACHING TIPS

- Stay Inside Boundaries
- Blindfolds are Optional
- Think Safety First



Activity Procedures:

- It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
- You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
- Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
- Then, let's put our moves together. First, your friend will perform her/his dance for 8 counts. Next, you'll take a turn and perform yours. Continue through all of your friends' moves.
- Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance!

Tips:

- Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

- Healthy Lifestyle:** Remember to eat at least 5 portions of fruit and veggies every day! It's easier than it sounds. Why not slice some banana over your breakfast cereal or reach for a piece of fresh fruit for your mid-morning snack?! Keep in mind, unsweetened 100% fruit juice, vegetable juice, and smoothies can only count as 1 of your 5 servings each day. For example, if you have 2 glasses of fruit juice and a glass of vegetable juice, that still only counts as 1 serving of fruit and veggies. Limit the amount of juice you drink; eat fresh fruits and drink water instead.

DANCE PARTY CARDS

**Robot
Dance**

**Basketball
Dance**

**Football
End Zone
Dance**

**Superhero
Dance**

**Grasshopper
Dance**

**Soccer
Dance**

**Tiptoe
Dance**

**Super Cardio
Dance**