Grade 5

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SKILL SHARPENERS

STEAM

Grade 5

Connecting School and Home

Downloadable

Teaching Guide



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How to Use This Guide

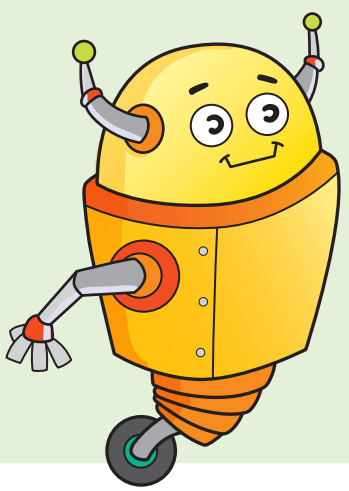
This guide provides suggestions and support to help you use *Skill Sharpeners: STEAM* as part of your core curriculum. The information and practice in *Skill Sharpeners: STEAM* introduce students to real-world problems in relatable contexts. The activities and projects focus on Science, Technology, Engineering, Art, and Math and provide hands-on experiences as well as connections to real-world scenarios and careers. The discussion questions and field trip suggestions provided in this guide will help you extend learning through additional conversations and real-world experiences.

How to Use the STEAM Approach to Education

STEAM is an approach to education that focuses on using Science, Technology, Engineering, Art, and Math to solve real-world problems. Empathy is at the core of STEAM education. Understanding how people, animals, or things are affected by a problem is an important part of the problem-solving and solution-seeking process. Teaching children how to think creatively prepares them for new unknown technologies, industries, and careers.

With STEAM activities and tasks, the final product is not as important as the process. Through the process of experimenting and exploring, your child is using creative and critical thinking skills. Scientists, mathematicians, engineers, and artists use the same critical thinking skills to find new and innovative solutions.

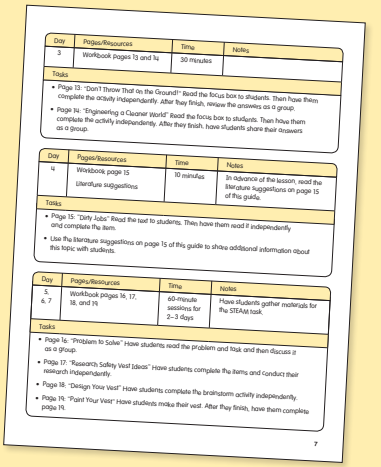




How to Use the Sample Pacing Plan and Template

The number of days you spend on each unit will depend on how you are using this resource. You may be using it to supplement your core curriculum or as part of a hybrid learning model.

The sample pacing plan is based on a 7-day lesson plan. Each day includes the *Skill Sharpeners: STEAM* workbook page numbers and suggested resources, the duration of the practice, relevant notes, and the tasks for that day. Refer to the sample plan to see examples of how and when to incorporate discussion questions, literature references, and field trips into your lesson plans.



Day	Pages/Resources	Time	Notes
3	Workbook Pages 13 and 14	30 minutes	

Tasks

- Page 13: "Don't Throw That on the Ground!" Read the focus box to students. Then have them complete the activity independently. After they finish, review the answers as a group.
- Page 14: "Engineering a Cleaner World" Read the focus box to students. Then have them complete the activity independently. After they finish, have students share their answers as a group.

Day	Pages/Resources	Time	Notes
4	Workbook page 15 *Literature suggestions*	10 minutes	In advance of the lesson, read the literature suggestions on page 15 of this guide.

Tasks

- Page 15: "Dirty Jobs" Read the text to students. Then have them read it independently and complete the item.
- Use the literature suggestions on page 15 of this guide to share additional information about this topic with students.

Day	Pages/Resources	Time	Notes
5, 6, 7	Workbook pages 16, 17, 18, and 19	60-minute sessions for 2–3 days	Have students gather materials for the STEAM task.

Tasks

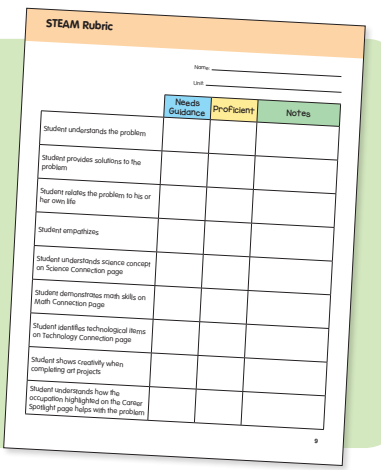
- Page 16: "Problem to Solve" Have students read the problem and task and then discuss it as a group.
- Page 17: "Research Safety Vest Ideas" Have students complete the items and conduct their research independently.
- Page 18: "Design Your Vest" Have students complete the brainstorm activity independently.
- Page 19: "Paint Your Vest" Have students make their vest. After they finish, have them complete page 19.

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How to Use the STEAM Rubric and the Graphic Organizers

The STEAM Rubric can be used to measure and summarize students' understandings and competencies after they complete each unit.

The graphic organizers are intended to be used for field trips and virtual field trips. They provide a structure for students to record information as well as their observations and feelings.



STEAM Rubric

Name: _____

Unit: _____

	Needs Guidance	Proficient	Notes
Student understands the problem			
Student provides solutions to the problem			
Student relates the problem to his or her own life			
Student empathizes			
Student understands science concept on Science Connection page			
Student demonstrates math skills on Math Connection page			
Student identifies technological items on Technology Connection page			
Student shows creativity when completing art projects			
Student understands how the occupation highlighted on the Career Spotlight page helps with the problem			

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How to Use the Discussion Questions

This guide includes discussion questions for each Learn About the Problem nonfiction text. The discussion questions are intended to help students connect the topic to their own lives and deepen their understanding of how a problem can affect people, animals, a community, or a whole city—a problem can even affect an entire region. After students read the Learn About the Problem text, engage them in discussion about the topic. Explain to students that there are no right answers, and encourage them to share their experiences and opinions.



How to Use the Literature Suggestions

The literature suggestions in this guide focus on different aspects of a topic. You may choose to read the fiction and nonfiction books to students before beginning the unit, during the unit, or after the unit. Encourage students to think about how they would feel if they were the person in the story or they were experiencing the situation the story describes.

When to Do the Field Trips

The field trips may be most valuable after students complete the Connections activities and have read and completed the Career Spotlight.

The field trips and virtual field trips are intended to deepen students' understanding of the topic and extend their learning by having authentic or virtual experiences. As students participate in the field trips, encourage them to share their observations and ideas. At the end of the field trip, you may wish to have students share any solutions they come up with and have them think about how they can apply what they have experienced to their STEAM task.



Sample Pacing Plan

Unit: Litter

Day	Pages/Resources	Time	Notes
1	Workbook pages 6 and 7 Workbook pages 8 and 9 Discussion questions, page 15 of this guide	60 minutes	Assign students partners for shared reading. Preview discussion questions on page 15 of this guide before the lesson.

Tasks

- Page 6: "Buried in Garbage!" Discuss the title and photos and have students share what they think the story is about.
- Assign students partners and have them read "Buried in Garbage!" together.
- Page 7: "Litter in the Park" Have students complete the activity independently.
- After students complete the activity, have them share their responses with the class.
- Pages 8 and 9: "Our Trash Problem" Preview the photos with students and have them share how they feel about what they see. Then read aloud the text to students.
- Next, have students read the text silently to themselves.
- Use the discussion questions or some of your own questions to engage students in discussing the topic and sharing their thoughts, opinions, and experiences.

Day	Pages/Resources	Time	Notes
2	Workbook pages 10, 11, and 12	90–120 minutes	Have students bring recyclable materials for the project.

Tasks

- Pages 10 and 11: "Recycling and Reusing" Guide students through reading and looking at pages 10 and 11.
- Page 12: Have students work independently to sketch their idea.
- Lastly, have students make their work of art and share it with their classmates.

Day	Pages/Resources	Time	Notes
3	Workbook pages 13 and 14	30 minutes	

Tasks

- Page 13: "Don't Throw That on the Ground!" Read the focus box to students. Then have them complete the activity independently. After they finish, review the answers as a group.
- Page 14: "Engineering a Cleaner World" Read the focus box to students. Then have them complete the activity independently. After they finish, have students share their answers as a group.

Day	Pages/Resources	Time	Notes
4	Workbook page 15 Literature suggestions	10 minutes	In advance of the lesson, read the literature suggestions on page 15 of this guide.

Tasks

- Page 15: "Dirty Jobs" Read the text to students. Then have them read it independently and complete the item.
- Use the literature suggestions on page 15 of this guide to share additional information about this topic with students.

Day	Pages/Resources	Time	Notes
5, 6, 7	Workbook pages 16, 17, 18, and 19	60-minute sessions for 2–3 days	Have students gather materials for the STEAM task.

Tasks

- Page 16: "Problem to Solve" Have students read the problem and task and then discuss it as a group.
- Page 17: "Research Safety Vest Ideas" Have students complete the items and conduct their research independently.
- Page 18: "Design Your Vest" Have students complete the brainstorm activity independently.
- Page 19: "Paint Your Vest" Have students make their vest. After they finish, have them complete page 19.

Pacing Template

Unit: _____

Day	Pages/Resources	Time	Notes

Tasks

Day	Pages/Resources	Time	Notes

Tasks

Day	Pages/Resources	Time	Notes

Tasks

STEAM Rubric

Name: _____

Unit: _____

	Needs Guidance	Proficient	Notes
Student understands the problem			
Student provides solutions to the problem			
Student relates the problem to his or her own life			
Student empathizes			
Student understands science concept on Science Connection page			
Student demonstrates math skills on Math Connection page			
Student identifies technological items on Technology Connection page			
Student shows creativity when completing art projects			
Student understands how the occupation highlighted on the Career Spotlight page helps with the problem			

KWLF Graphic Organizer

Name: _____

Topic: _____

K What I know

W What I want to know

L What I learned

F How I feel

What I Saw, What I Think It Means Graphic Organizer

Name: _____



What I saw:



What I think it means:

Same and Different Graphic Organizer

Name: _____

Same

Different

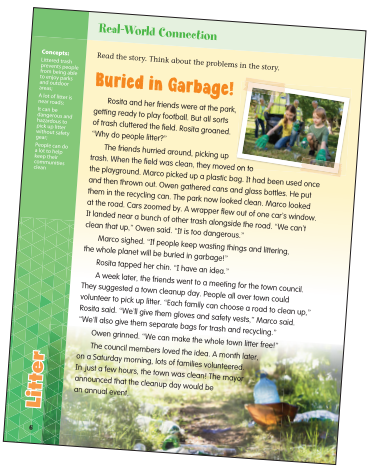
Why it's important

Organization of Each Unit

Each unit in *Skill Sharpeners: STEAM* focuses on a real-world problem and features a realistic fiction text, a nonfiction text, an art project, and a variety of activities that focus on science, technology, engineering, and math. In addition, each unit includes a career connection that features real-world jobs. Following is a description of each component of the unit and the role it plays and its value for students.

Real-World Connection

Each unit begins with a Real-World Connection text that focuses on the topic through a one-page realistic fiction story. The story provides context for students to understand the problem and possibly empathize with the people or animals that this problem affects. The story often includes multiple problems connected to the topic. Some problems are First World, such as inclusive playgrounds, and some are Third World, such as clean drinking water.


Real-World Connection

Read the story. Think about the problems in the story.

Buried in Garbage!

Rosita and her friends were at the park, getting ready to play football. But all sorts of trash cluttered the field. Rosita groaned. "Why do people litter?"

The friends hurried around, picking up trash. When the field was clean, they moved on to the playground. Marco picked up a plastic bag. It had been used once and then thrown out. Owen gathered cans and glass bottles. He put them in the recycling can. The park now looked clean. Marco looked at the road. Cars zoomed by. A wrapper flew out of one car's window. It landed near a bunch of other trash alongside the road. "We can't clean that up," Owen said. "It is too dangerous."

Marco sighed. "If people keep wasting things and littering, the whole planet will be buried in garbage!"

Rosita tapped her chin. "I have an idea."

A week later, the friends went to a meeting for the town council. They suggested a town cleanup day. People all over town could volunteer to pick up litter. "Each family can choose a road to clean up," Rosita said. "We'll give them gloves and safety vests," Marco said. "We'll also give them separate bags for trash and recycling."

Owen grinned. "We can make the whole town litter free!"

The council members loved the idea. A month later, on a Saturday morning, lots of families volunteered. In just a few hours, the town was clean! The mayor announced that the cleanup day would be an annual event.

Litter

What Is the Problem?

The What Is the Problem? page follows the Real-World Connection story, and it focuses on having students identify one or more problems in the story. The items in this activity will help students think about the problem or problems that were presented and identify possible solutions from the story or from his or her own thoughts.


What Is the Problem?

Litter in the Park

Answer the questions about the story you read.

1. What was a problem in the story? Describe it.
2. Why would it be dangerous to clean near the road?
3. Draw one cause of trash near the roads.
4. Why would families need safety vests?
5. Besides picking up litter, what else can you do to cut down on waste?

Litter

Learn About the Problem

Each unit includes a nonfiction text that provides students with more detailed information about the problem in the real world. Meaningful photos and illustrations provide context and enrich students' understanding of the problem.


Learn About the Problem

Our Trash Problem

It is important to put garbage into trash cans and recycling bins. Littering pollutes the environment and harms animals, plants, and people. Litter can make some places, such as playgrounds and football fields, hard to enjoy.

When recyclables like plastic, aluminium, and glass are not thrown out properly, they can end up in rivers and streams. Then they are carried to the ocean, harming marine life. But when items such as plastic are thrown away properly, they may be recycled. Garbage that is thrown away properly gets taken to a landfill. A landfill is an area where garbage is kept. Landfills keep trash separate from where people live.

People do not want huge piles of garbage near where they live because it can make them sick. Garbage also looks and smells bad. In fact, litter costs people money. Governments all over the world spend a lot to clean up litter from highways and roads. Even though litter causes many problems, people continue to litter.

Why is there so much litter? There is more garbage now than there was in the past. As people around the world earn more money, they buy more things. That means they create more waste. Computers, TVs, vacuum cleaners, toys, and other items all come in packaging.

Much of that packaging is plastic. Packaging materials get used once, and then they are thrown out. And people throw away the things they buy when they no longer want them. Toys break, appliances stop working, and smartphones become outdated. These things are often tossed out with the trash.

Litter from people driving in cars is a huge problem. Even though in many countries, it is against the law to throw trash out of a car and onto the street, many people still do it. A lot of litter is found in parking lots and on highways.

People are trying to clean up litter. Many governments help by making laws. They make it illegal to throw litter on the ground. Some governments also use money from taxes to clean up litter from roads and highways. It costs millions of dollars to do this.

It is important to pick up litter safely. It is best to wear gloves and safety vests. Gloves can protect people's hands from sharp objects or dirty items that may make them sick. And most safety vests have bright colours so that cars can see people clearly if they are picking up litter near a road.

It is not easy to make a neighbourhood litter-free. Some places have a lot of litter! But if people do their part to keep the planet clean, we will not need to spend so much money to clean up litter.

Litter

Art Connection

Each unit includes an art connection that incorporates creativity into finding solutions. These activities provide an opportunity to be creative and to learn about how to relate topics to art and present information in an engaging way.



Science, Technology, Engineering, and Math Connections

The science, technology, and engineering connections present additional information about how these emphases are used to solve problems. The math connection activities relate the problems to a variety of real-world situations in which math concepts can be used to figure out solutions.



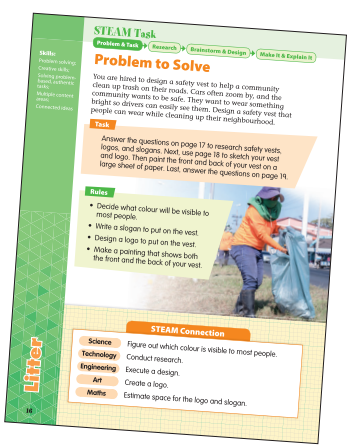
Career Spotlight

The career spotlight activities present a variety of careers related to the problems or solutions in the unit. These activities provide students with a real-world view of science, technology, engineering, arts, and math jobs and careers.



STEAM Task

Each unit culminates with a STEAM task. The STEAM task gives students a real-world scenario and a problem to solve using the following design process: Problem & Task, Research, Brainstorm & Design, Make It & Explain It. Students present their finished project, product, video, or other creation to an authentic audience.



Litter

Discussion Questions

Discussion questions for "Our Trash Problem," pages 8 and 9

After students read "Our Trash Problem," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.



Have you ever been to a park that is littered with trash? Tell where and how it affected you.

Have you ever seen someone litter? Was there a garbage can available instead?

Did you know before you read the text that it is illegal to litter in many countries? Where did you learn that information?

Do you agree that littering should be illegal? Explain your opinion.

Literature Suggestions

Consider reading students these stories about protecting the planet.

Protecting the Planet, written by Louise Spilsbury

What a Waste: Trash, Recycling, and Protecting Our Planet, written by Jess French

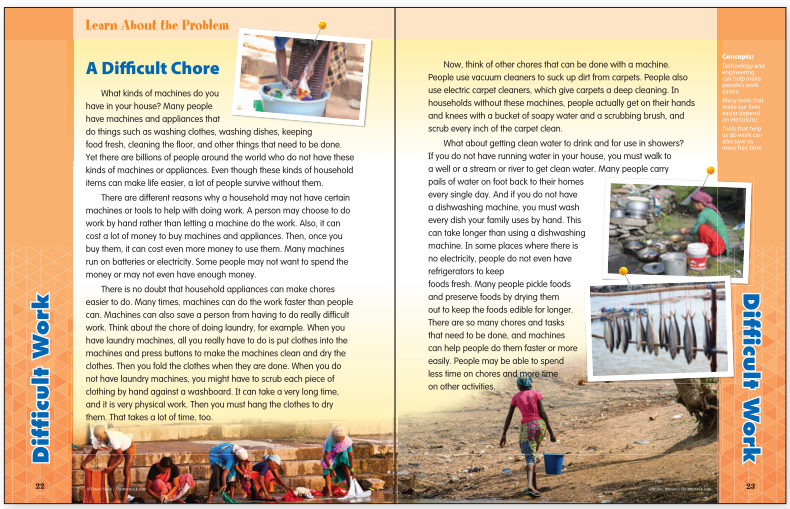


Difficult Work

Discussion Questions

Discussion questions for "A Difficult Chore," pages 22 and 23

After students read "A Difficult Chore," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.



Do you have appliances or machines in your home that help do work? Tell about them.

Before reading the text, were you aware that some people have to do household chores by hand? Where did you learn that information?

Do you agree with the author that people would be able to spend less time on chores and more time on other things if they had machines? Do you think this is a good thing or a bad thing? Explain your opinion.

Virtual Field Trip Suggestion

Consider taking virtual field trips to see differences between people doing chores and machines doing chores. Watch an online video of laundry being done in rural India. Then watch an online video of a laundry-folding machine. Have students compare and contrast the two and discuss them.

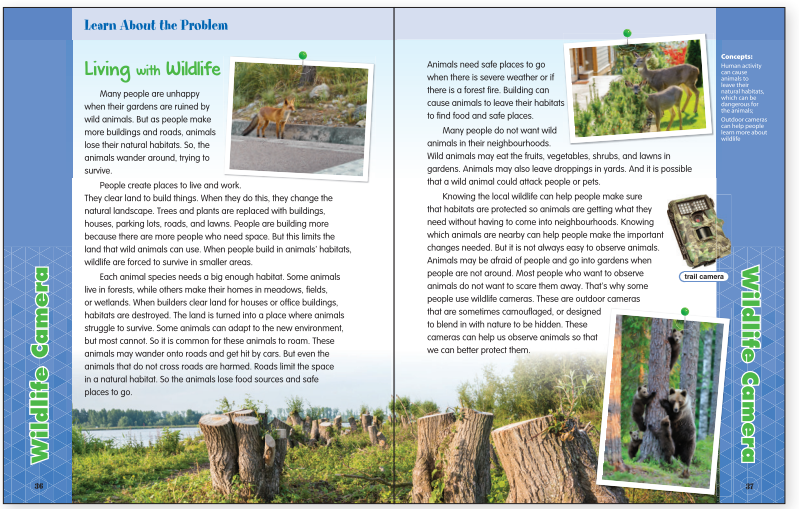


Wildlife Camera

Discussion Questions

Discussion questions for "Living with Wildlife," pages 36 and 37

After students read "Living with Wildlife," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.



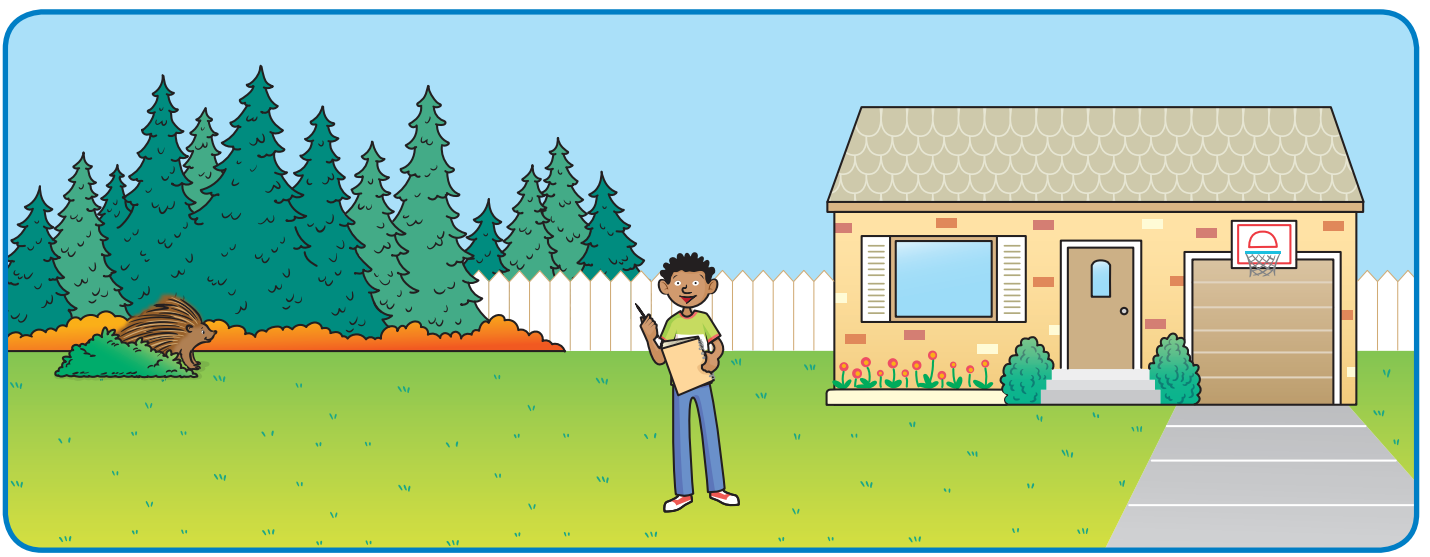
Do you see wildlife near your home? Which animals do you see, and what are their behaviors?

Do you live in an area where natural habitats such as forests have been replaced with homes? Describe what your neighborhood environment looks like.

Have you ever seen a wildlife camera? Tell where and what it looked like. Also tell about what animal images you think it could have captured.

Field Trip Suggestion

If you live near a safe forest environment, you might consider organizing a field trip to visit it. Have students record any wildlife they see and keep an eye out for wildlife cameras. In addition, have students note how near or far this space is from homes and businesses.

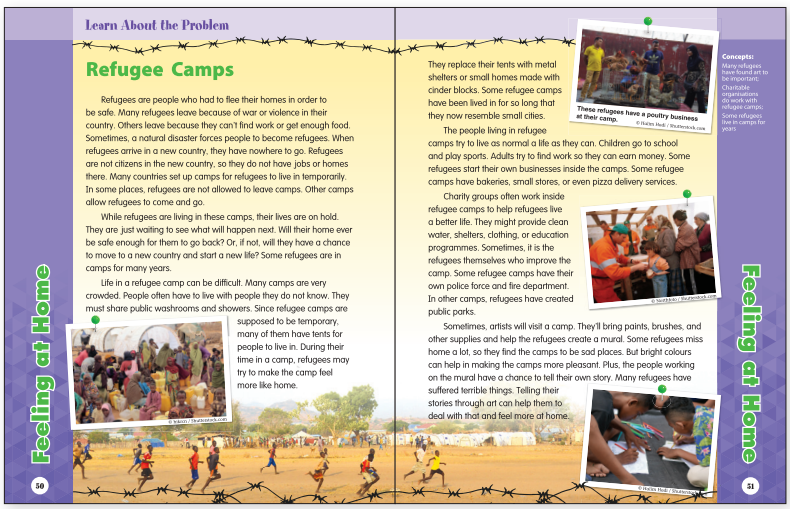


Feeling at Home

Discussion Questions

Discussion Questions for "Refugee Camps," pages 50 and 51

After students read "Refugee Camps," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.



Have you ever been in a refugee camp, or do you know anyone who has? Tell about it.

Would you like to be part of a charity group that works in refugee camps? Why or why not?

Did you know about refugee camps before you read this article? Where did you learn this information?

Literature Suggestions

Consider reading students these stories about children who live in refugee camps.

When Stars Are Scattered, written by Victoria Jamieson and Omar Mohamed

The Banana-Leaf Ball: How Play Can Change the World, written by Katie Smith Milway

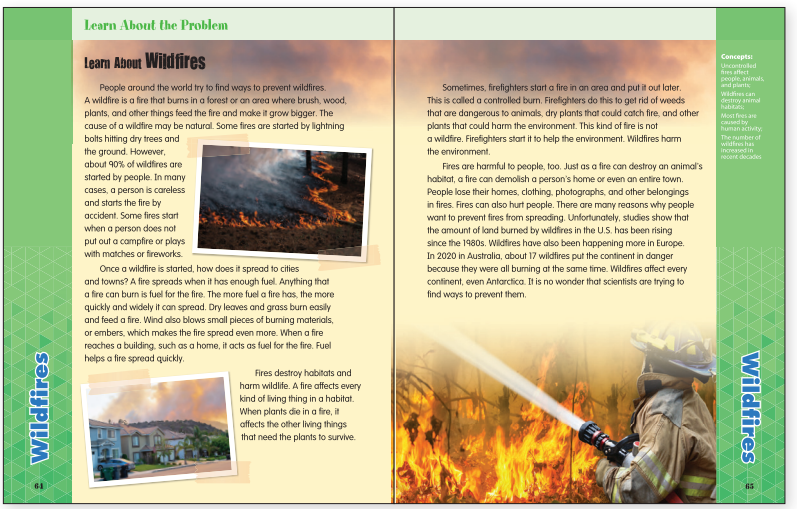


Wildfires

Discussion Questions

Discussion questions for "Learn About Wildfires," pages 64 and 65

After students read Learn "About Wildfires," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.



Have you ever had a wildfire near your home or town? Do you know what caused it? How did it affect you? Tell about it.

Before reading the text, did you know how wildfires spread? Where did you learn this information?

Do you think controlled burns are effective in preventing wildfires? Explain your opinion.

Field Trip Suggestion

Plan a visit to a fire station in your area. Contact the station in advance and ask them if they can show students the equipment they wear and what they use to fight wildfires. Encourage students to ask questions about fire safety.

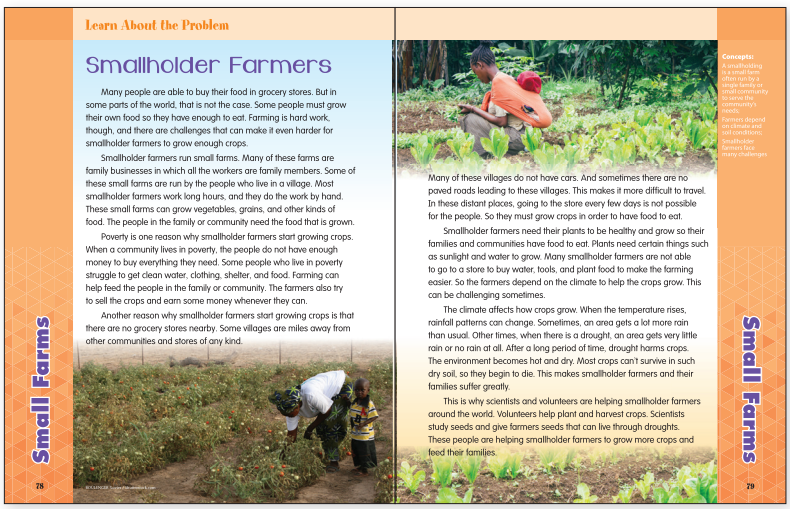


Small Farms

Discussion Questions

Discussion questions for "Smallholder Farms," pages 78 and 79

After students read "Smallholder Farms," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.


Learn About the Problem

Smallholder Farmers

Many people are able to buy their food in grocery stores. But in some parts of the world, that is not the case. Some people must grow their own food so they have enough to eat. Farming is hard work, though, and there are challenges that can make it even harder for smallholder farmers to grow enough crops.

Smallholder farmers run small farms. Many of these farms are family businesses in which all the workers are family members. Some of these small farms are run by the people who live in a village. Most smallholder farmers work long hours, and they do the work by hand. These small farms can grow vegetables, grains, and other kinds of food. The people in the family or community need the food that is grown.

Poverty is one reason why smallholder farmers start growing crops. When a community lives in poverty, the people do not have enough money to buy everything they need. Some people who live in poverty struggle to get clean water, clothing, shelter, and food. Farming can help feed the people in the family or community. The farmers also try to sell the crops and earn some money whenever they can.

Another reason why smallholder farmers start growing crops is that there are no grocery stores nearby. Some villages are miles away from other communities and stores of any kind.

Small Farms 78

Concepts:
A smallholding is a small farm often run by a single family or small community to serve the community's needs.
Farmers depend on climate and soil conditions.
Smallholder farmers face many challenges

Many of these villages do not have cars. And sometimes there are no paved roads leading to these villages. This makes it more difficult to travel. In these distant places, going to the store every few days is not possible for the people. So they must grow crops in order to have food to eat.

Smallholder farmers need their plants to be healthy and grow so their families and communities have food to eat. Plants need certain things such as sunlight and water to grow. Many smallholder farmers are not able to go to a store to buy water, tools, and plant food to make the farming easier. So the farmers depend on the climate to help the crops grow. This can be challenging sometimes.

The climate affects how crops grow. When the temperature rises, rainfall patterns can change. Sometimes, an area gets a lot more rain than usual. Other times, when there is a drought, an area gets very little rain or no rain at all. After a long period of time, drought harms crops. The environment becomes hot and dry. Most crops can't survive in such dry soil, so they begin to die. This makes smallholder farmers and their families suffer greatly.

This is why scientists and volunteers are helping smallholder farmers around the world. Volunteers help plant and harvest crops. Scientists study seeds and give farmers seeds that can live through droughts. These people are helping smallholder farmers to grow more crops and feed their families.

Small Farms 79

If you had to explain what a smallholder farm is to someone, what would you say?

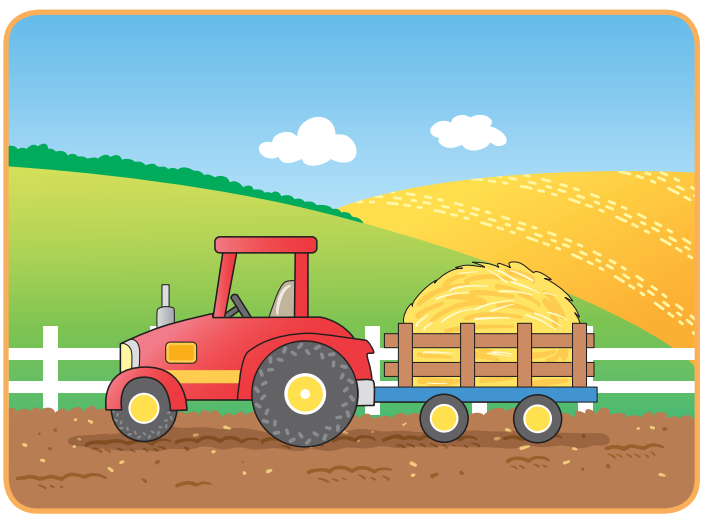
Do you know anyone who grows crops in order to feed his or her family? Tell about where they live and what crops they grow.

Do you live in an area where drought affects your community? Tell about it.

Field Trip Suggestion

If you live near a farm, you might consider organizing a field trip to visit it. Have students notice the work they see being done, who is doing the work, and what is growing there. Then have them discuss how the farm is similar to or different from the smallholder farms described in the text.

If you do not live near a farm, consider taking a virtual field trip to one. Have students notice what kind of work is being done, who is doing it, and what is growing there. Then have them discuss how the farm is similar to or different from the smallholder farms described in the text.

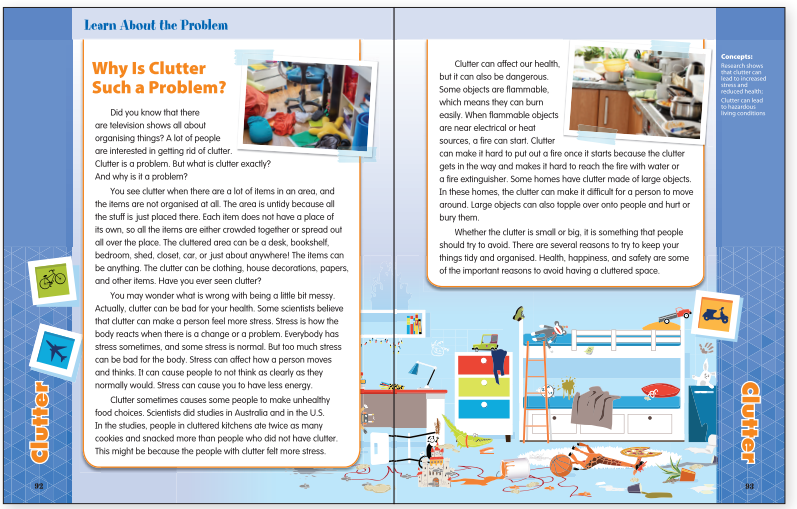


Clutter

Discussion Questions

Discussion questions for "Why Is Clutter Such a Problem?" pages 92 and 93

After students read "Why Is Clutter Such a Problem?" use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.



Do you know of a space that is cluttered? Where is it, and how do you feel when you are there?

Did you know that scientists found that clutter can lead to stress before you read the text? Where did you learn this information?

Did the information in the text cause you to think differently about your bedroom or another room in your home? Explain your answer.

Virtual Field Trip Suggestion

Consider taking a virtual field trip to see a before-and-after video of a cluttered space. There are many videos online of people decluttering their cluttered space. Have students take notes on the approach the person took to tackle the job and how the person's attitude changed, if at all, after he or she was in a decluttered space.

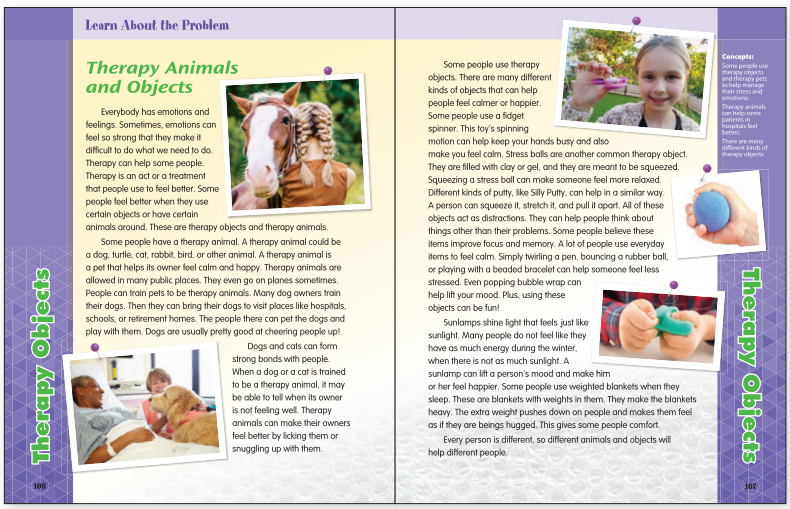


Therapy Objects

Discussion Questions

Discussion questions for "Therapy Animals and Objects," pages 106 and 107

After students read "Therapy Animals and Objects," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.


Learn About the Problem

Therapy Animals and Objects

Everybody has emotions and feelings. Sometimes, emotions can feel so strong that they make it difficult to do what we need to do. Therapy can help some people. Therapy is an act or a treatment that people use to feel better. Some people feel better when they use certain objects or have certain animals around. These are therapy objects and therapy animals.

Some people have a therapy animal. A therapy animal could be a dog, turtle, cat, rabbit, bird, or other animal. A therapy animal is a pet that helps its owner feel calm and happy. Therapy animals are allowed in many public places. They even go on planes sometimes. People can train pets to be therapy animals. Many dog owners train their dogs. Then they can bring their dogs to visit places like hospitals, schools, or retirement homes. The people there can pet the dogs and play with them. Dogs are usually pretty good at cheering people up!

Dogs and cats can form strong bonds with people. When a dog or a cat is trained to be a therapy animal, it may be able to tell when its owner is not feeling well. Therapy animals can make their owners feel better by licking them or snuggling up with them.

Therapy Objects

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Some people use therapy objects. There are many different kinds of objects that can help people feel calmer or happier. Some people use a fidget spinner. This toy's spinning motion can help keep your hands busy and also make you feel calm. Stress balls are another common therapy object. They are filled with clay or gel, and they are meant to be squeezed. Squeezing a stress ball can make someone feel more relaxed. Different kinds of putty, like Silly Putty, can help in a similar way. A person can squeeze it, stretch it, and pull it apart. All of these objects act as distractions. They can help people think about things other than their problems. Some people believe these items improve focus and memory. A lot of people use everyday items to feel calm. Simply twirling a pen, bouncing a rubber ball, or playing with a beaded bracelet can help someone feel less stressed. Even popping bubble wrap can help lift your mood. Plus, using these objects can be fun!

Sunlamps shine light that feels just like sunlight. Many people do not feel like they have as much energy during the winter, when there is not as much sunlight. A sunlamp can lift a person's mood and make him or her feel happier. Some people use weighted blankets when they sleep. These are blankets with weights in them. They make the blankets heavy. The extra weight pushes down on people and makes them feel as if they are beings hugged. This gives some people comfort.

Every person is different, so different animals and objects will help different people.

Concepts:
Some people use therapy objects and therapy pets to help manage their stress and emotions.
Therapy animals can help some patients in hospitals feel better.
There are many different kinds of therapy objects

Therapy Objects

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Do you believe that animals can help people feel better? Explain your opinion.

Have you ever seen someone using a therapy object such as a fidget spinner? Where did you see this, and who was using it?

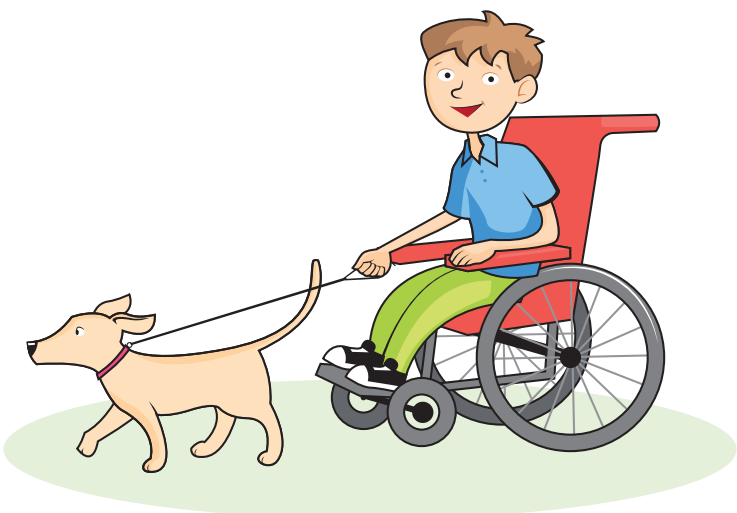
Would you like to try using a weighted blanket? Why or why not?

Literature Suggestions

Consider reading students these stories about therapy and service animals.

Madeline Finn and the Therapy Dog, written by Lisa Papp

Rescue and Jessica: A Life-Changing Friendship, written by Jessica Kensky and Patrick Downes

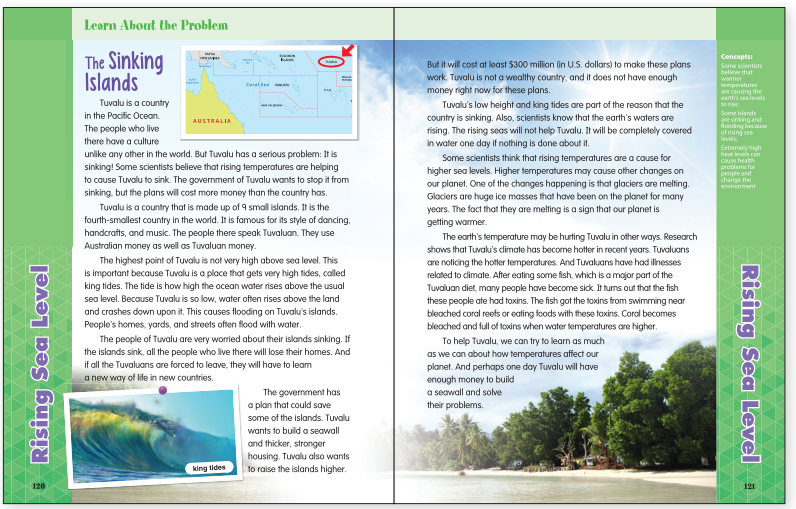


Rising Sea Level

Discussion Questions

Discussion questions for "The Sinking Islands," pages 120 and 121

After students read "The Sinking Islands," use the following questions along with some of your own to encourage discussion and to deepen students' understanding of the topic.



Had you ever heard of Tuvalu before reading the text? Were you surprised by any of the information you learned about Tuvalu? Explain.

Do you think the government of Tuvalu's plan to build seawalls will work? Explain your opinion.

If you had to explain Tuvalu's situation to someone, what would you say?

Virtual Field Trip Suggestion

Consider taking a virtual field trip to see the islands of Tuvalu. There are many videos online that show the islands' natural beauty. Have students notice the land in relation to the water levels of the sea.





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