



Chapter Teaching Plan

Teacher(s) Teacher 1: Ajit Kumar Sahu-Baripada Teacher 2: Bisworanjan Pati-Bhadrak Teacher 3:	School(s) : School 1: OD - Sri Sathya Sai Vidya Vihar, Baripada School 2: OD - Sri Sathya Sai Vidya Vihar, Bhadrak
Board CBSE	Standard : 9
Subject : Mathematics	Chapter: TRIANGLES
# of Periods : 6	Academic Coordinators: AC 1: Iti Mattoo AC 2: Janani Vijay

Learning Objectives:

List the learning outcomes the students will attain through the content and activities in this chapter.

Students will be able to – • develop the concept of congruence of plane figures • interpret the correspondence between parts of congruent triangles in symbolic form • identify congruent triangles using the SAS congruence rule • relate the concept of congruent triangles with real life • establish the ASA criteria for congruence of triangles • apply the SAS and ASA congruence rules in geometrical problems • appreciate the concept of congruence of triangles • establish that angles opposite to equal sides of an isosceles triangle are equal and also the converse • apply the properties of the isosceles triangle in solving questions • internalise the need for treating everyone equal, in society • identify congruent triangles using the SSS criterion for congruence • identify congruent triangles using the RHS rule for congruence of triangles • build a 3-D model or an art design based on the concept of congruence of triangles • solve problems using the SSS and RHS congruence rules

Values and Dispositions:

[Mention 1 or 2 values you want to bring out through this chapter; you can also mention the value provided in the Value Content asset]

Logical Thinking: Strengthens reasoning through proofs and properties. Collaboration: Promotes teamwork during geometric activities. Collaboration: Promotes teamwork during geometric activities. Collaboration: Promotes teamwork during geometric activities.

Competencies:

(Mention any 1 or 2 competencies that the student has been enabled to attain through the learning outcomes in this chapter)



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1. Applies reasoning skills to establish congruence and properties of triangles using appropriate theorems. 2. Demonstrates problem-solving ability by applying triangle properties.

LTM Planning:

Your plan may include the following:

- Mention the concepts in the chapter for which you plan to use LTMs
- Identify LTM
- Materials you require for the LTM
- Prior preparation required

Paper cut-outs of triangles (of different types and sizes), NCERT Book, Smart Board / Projector (If Available) for PPT Presentation.

— Period # 1 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#1- 1.1 TLM: Mention the LTM you plan to use in this period

NCERT textbook (Class 9, Chapter: Triangles), Triangle cutouts.

P#1-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

https://learning.srisathyaivaividyaahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/02_IQ_Congruent%20Figures.pptx?forcedownload=1

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask



* Demonstrations you would like to do

Probing & Open-ended Questions

- What do you observe when two triangles have the same sides but different angles?
- Can two triangles be congruent if only two angles are equal? Why or why not?

Student Task:

Mention the specific actions students will engage in

1. Students classify triangles based on sides and angles using cutouts and drawings.

Duration (in minutes):

5

P#1-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

https://learning.srisathyasaividya vahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/05_DD_Need%20for%20Congruent%20Triangles.pptx?forcedownload=1

Duration (in minutes):

5

P#1-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

https://learning.srisathyasaividya vahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/04_MS_SAS%20Congruence%20Rule.pptx?forcedownload=1

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

1. Explain the SAS rule using clear definitions and labeled diagrams.

Student Task:

Mention the specific actions students will engage in



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Write the concept of SAS Rule.

Duration (in minutes):

10

P#1-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

https://learning.srisathyasaividya vahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/06_MS_ASA%20Congruence%20Rule.pptx?forcedownload=1
AAS Rule

Period # 1 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

1. Explain the ASA & AAS rule using clear definitions and labeled diagrams.

Period # 1 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Write the concept of ASA & AAS Rule.

Period # 1 Methodology # 2 Duration (in minutes):

10

P#1-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 1 - Recap/Wrap Up Plan or Idea

Wrap-Up Summary for SAS Property – Class 9 Triangles
1. Quick Recall – Ask students questions based on SAS, ASA & AAS Rule. (Examples of NCERT Book)

Period # 1 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

1. Answer recall questions about the meaning and condition of SAS & ASA congruence.



Period # 1 Recap/Wrap Up Duration (in minutes):

5

P#1- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 1 - Follow-up Activity Plan or Idea

Examples of NCERT Book & Exercise 7.1

Period # 1 Follow-up Activity Duration (in minutes):

10



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— Period # 2 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#2- 1.1 TLM: Mention the LTM you plan to use in this period

Types of triangles based on angles and sides cut outs.

P#2-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

https://learning.srisathyasaividyaahini.org/pluginfile.php/41969/mod_folder/content/0/Learning%20Aids/07_QA_Applying%20SAS%20and%20ASA%20Rules%20Worksheet.docx?forcedownload=1

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Help students to solve the work sheet based on ASA & SAS Rule.

Student Task:

Mention the specific actions students will engage in

1. Answer the questions based on their observations.

Duration (in minutes):

10



P#2-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

https://learning.srisathyasaividya vahini.org/pluginfile.php/41969/mod_folder/content/0/Learning%20Aids/07_QA_Applying%20SAS%20and%20ASA%20Rules%20Worksheet.docx?forcedownload=1

Duration (in minutes):

Include in class starter

P#2-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

https://learning.srisathyasaividya vahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/09_MS_Isosceles%20Triangle%20Theorem.pptx?forcedownload=1

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Prove the theorem

Student Task:

Mention the specific actions students will engage in

Understand the definition and properties of isosceles triangles through teacher explanation and demonstration.

Duration (in minutes):

15

P#2-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Examples of NCERT Book

Period # 2 Methodology # 2 Teacher Tasks:



If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Solving the Examples.

Period # 2 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Understand the Questions of isosceles triangles through teacher explanation and demonstration.

Period # 2 Methodology # 2 Duration (in minutes):

5

P#2-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 2 - Recap/Wrap Up Plan or Idea

https://learning.srisathyasaividyaahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/10_QA_Isosceles%20Triangle%20Property%20.pptx?forcedownload=1

Period # 2 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Solving QA

Period # 2 Recap/Wrap Up Duration (in minutes):

5

P#2- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 2 - Follow-up Activity Plan or Idea

Exercise 7.2 (Q.No. - 1- 8)

Period # 2 Follow-up Activity Duration (in minutes):

10



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— Period # 3 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#3- 1.1 TLM: Mention the LTM you plan to use in this period

NCERT Book, Smart board

P#3-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

Doubt Clearing of Exercise - 7.2

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Doubt clearing

Student Task:

Mention the specific actions students will engage in

Clear their doubt and solve the questions.

Duration (in minutes):

5

P#3-1.3 Checking Previous Knowledge:



You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Asking Rules - SAS, ASA, AAS

Duration (in minutes):

5

P#3-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

https://learning.srisathyasaividya vahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/12_MS_SSS%20Congruence%20Rule%20.pptx?forcedownload=1

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Define the SSS Congruence Rule and write it on the board.

Student Task:

Mention the specific actions students will engage in

Write the definition and conditions of the SSS congruence rule in the notebook.

Duration (in minutes):

10

P#3-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

https://learning.srisathyasaividya vahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/13_MS_RHS%20Congruence%20Rule.pptx?forcedownload=1

Period # 3 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Explain the RHS criterion



Period # 3 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Write the definition and conditions of the RHS congruence rule in the notebook.

Period # 3 Methodology # 2 Duration (in minutes):

10

P#3-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 3 - Recap/Wrap Up Plan or Idea

https://learning.srisathyasaividya vahini.org/pluginfile.php/41968/mod_folder/content/0/Teaching%20Aids/15_QA_Applying%20SSS%20and%20RHS%20Rules.pptx?forcedownload=1

Period # 3 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Solving QA

Period # 3 Recap/Wrap Up Duration (in minutes):

5

P#3- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 3 - Follow-up Activity Plan or Idea

Examples of NCERT Book (Example - 7,8)

Period # 3 Follow-up Activity Duration (in minutes):

5



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— Period # 4 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#4 1.1 TLM: Mention the LTM you plan to use in this period

NCERT Book

P#4-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

https://learning.srisathyasaividyaahini.org/pluginfile.php/41969/mod_folder/content/0/Learning%20Aids/15_QA_Applying%20SSS%20and%20RHS%20Rules%20Worksheet.docx?forcedownload=1

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Help the students to solve the worksheet.

Student Task:

Mention the specific actions students will engage in

Solve the worksheet.

Duration (in minutes):

10



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P#4-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Asking questions related to the Congruence rules.

Duration (in minutes):

5

P#4-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Exercise - 7.3

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Solving the questions

Student Task:

Mention the specific actions students will engage in

Write the solutions

Duration (in minutes):

15

P#4-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Exercise - 7. 3

Period # 4 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Solving the questions

**Period # 4 Methodology # 2 Student Task:**

Mention the specific actions students will engage in

Students randomly come to Board to solve questions.

Period # 4 Methodology # 2 Duration (in minutes):

5

P#4-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 4 - Recap/Wrap Up Plan or Idea

Assessment (MCQ Test 10 Marks)

Period # 4 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Participate in the Assessment

Period # 4 Recap/Wrap Up Duration (in minutes):

10

P#4- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 4 - Follow-up Activity Plan or Idea

ACTIVITY : To verify experimentally the different criteria for congruency of triangles using triangle cut outs. (Materials - White sheet paper, Practical Copy, Colors) for next class

Period # 4 Follow-up Activity Duration (in minutes):

5



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— Period # 5 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#5- 1.1 TLM: Mention the LTM you plan to use in this period

ACTIVITY : To verify experimentally the different criteria for congruency of triangles using triangle cut outs. (Materials - White sheet paper, Practical Copy, Colours)

P#5-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

ACTIVITY : To verify experimentally the different criteria for congruency of triangles using triangle cut outs. (Materials - White sheet paper, Practical Copy, Colors)

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Brief description about the Activity

Student Task:

Mention the specific actions students will engage in

Understand their work for activity

Duration (in minutes):

5



P#5-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Questions related to all congruence rules.

Duration (in minutes):

5

P#5-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

ACTIVITY : To verify experimentally the different criteria for congruency of triangles using triangle cut outs. (Materials - White sheet paper, Practical Copy, Colors)

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Guide the students for activity

Student Task:

Mention the specific actions students will engage in

Doing the activity.

Duration (in minutes):

30

P#5-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

None

Period # 5 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give



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None

Period # 5 Methodology # 2 Student Task:

Mention the specific actions students will engage in

None

Period # 5 Methodology # 2 Duration (in minutes):

None

P#5-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 5 - Recap/Wrap Up Plan or Idea

Conclusion of Activity performed by students by showing different pairs of triangles with criterions.

Period # 5 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Answering the questions.

Period # 5 Recap/Wrap Up Duration (in minutes):

5

P#5- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 5 - Follow-up Activity Plan or Idea

None

Period # 2 Follow-up Activity Duration (in minutes):

None



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— Period # 6 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#6- 1.1 TLM: Mention the LTM you plan to use in this period

Assessment (20 Marks)

P#6-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

None

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

None

Student Task:

Mention the specific actions students will engage in

None

Duration (in minutes):

None

P#6-1.3 Checking Previous Knowledge:



You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

Assessment (20 Marks)

Duration (in minutes):

None

P#6-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Assessment (20 Marks)

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Guiding the students

Student Task:

Mention the specific actions students will engage in

Solving the questions

Duration (in minutes):

30

P#6-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

Doubt Clearing based on Assessment.

Period # 6 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Clearing the doubts.

Period # 6 Methodology # 2 Student Task:



Mention the specific actions students will engage in

Submission of Copies.

Period # 6 Methodology # 2 Duration (in minutes):

10

P#6-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 6 - Recap/Wrap Up Plan or Idea

None

Period # 6 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

None

Period # 6 Recap/Wrap Up Duration (in minutes):

None

P#6- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 6 - Follow-up Activity Plan or Idea

Submission of H.W Copies of Chapter 7

Period # 6 Follow-up Activity Duration (in minutes):

None



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