



LANGUAGE ARTS

Student Book

► **4th Grade | Unit 10**

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LANGUAGE ARTS 410

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LIFEPAC Test | **Pull-out**



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LEARN AND REVIEW

You have been learning and practicing many skills in your Language Arts LIFEPAcs this year. You have increased your reading, writing, and speaking skills.

In this LIFEPAc® you will review the things you have learned in Language Arts 401 through 409. You will review the skills and all of the spelling words.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAc. Each section will list according to the numbers below what objectives will be met in that section. When you have completed this LIFEPAc, you should be able to:

1. Identify plot, setting, and characters.
2. Label statements as either fact or opinion.
3. Identify figurative language.
4. Write words in alphabetical order when the words begin with the same letters.
5. Correctly use pronunciation symbols, multiple meanings for words, and the dictionary pronunciation key.
6. Identify common and proper nouns.
7. Identify prefixes, suffixes, and root words.
8. Find synonyms, homonyms, and antonyms for given words.
9. Use punctuation marks and capital letters correctly.
10. Write directions carefully.
11. Complete an outline.
12. Explain the difference between fiction and nonfiction.
13. Spell review words.

1. ELEMENTS OF A STORY

In this section you will read a story about a girl your age who had an adventure when she followed a raccoon. The story is called “Lost.” You will recall what you read, think about what you read, and react to what you read. You will review spelling words from Language Arts LIFE PACs 401, 402, and 403. You should feel good about how much you have learned.

Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Identify plot, setting, and characters.
2. Label statements as either fact or opinion.
3. Identify figurative language.
13. Spell review words.

Vocabulary

Study these vocabulary words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFE PAC.

blurred (blèrd). Unclear; difficult to see clearly.

boulder (bōl dur). A large rock.

crutch (kruch). A support to help an injured person walk.

dampness (damp nes). Slight wetness.

disappointment (dis u point munt)). Being disappointed, let down.

discard (dis kărd). To throw away.

gopher (gō fur). A ground squirrel.

insult (in sult). To hurt or try to hurt someone with words.

looming (lüm ing). Standing above in a scary way.

panicked (pan ikd). Confused, upset.

prickly (prik lē). Sticky, itchy.

reunion (rē yū yun). Getting together.

stray (strā). To wander away.

swollen (swō lun). Enlarged, swelled, bulging.

verse (vèrs). A short section of a chapter in the Bible.

Note: All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /FH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.



“Lost” (Part One)

Mary had been told to stay close to the cabin, but she had to keep going. The raccoon was scampering just a few yards ahead of her. He would run a few yards, stop, and glance back at Mary. Then he’d run a few more yards. Surely she would remember the way back.

Daylight was dimming, making the grassy field look misty and dreamy. The woods in the distance were a large shadow **looming** before Mary. She began looking for the patch of white on the raccoon’s chest which would sparkle through the tall grass each time he turned to look at her.

“It’s almost as if he’s leading me somewhere,” she thought. “Wouldn’t that be exciting? Maybe he’ll show me his family. Baby raccoons! Maybe he’s leading me to a hidden pond or a magic waterfall. Maybe”

Then it happened. Mary tripped on a **gopher** hole. Her body whirled and fell heavily on her turned leg, causing a sharp, hot pain in her ankle. The pain was like an **insult**, a slap in the face— a flash of anger, then tears. It hurt. It really hurt.

The raccoon stopped and looked at her one more time. Then he darted into the woods and out of sight. Mary gave a loud wail as she watched him disappear, knowing that she couldn’t follow him now and would never know where he was leading her. She sobbed

into her hands, feeling an angry **disappointment** and the dull, sickening ache of her ankle.

After a while, Mary became aware of the **prickly** grass on her legs and the **dampness** in the air. Then she realized with alarm that it was dark! She couldn't even see the woods where the raccoon had gone. Now which way was that? Straight ahead and a little to the right. But as she struggled to stand up, she couldn't be sure. Maybe it was a little more to the left.

Lost and alone. How would she ever get back to the cabin? How foolish she had been to **stray** this far. She knew better. What could she do now? How could she walk? Which way should she go? Which way? Which way? Questions were coming fast now, but there were no answers.

Reacting to What You Read

Reading becomes easier and more meaningful when you react to what you read as you go along. The more involved in the reading you become, the better you read. Two of the reacting skills are finding meaning and predicting outcomes.

Finding meaning. To find the meaning, you must make a good guess about what an author means but does not tell directly. For instance, if a character in a story rushes up to a drinking fountain and gulps hurriedly and for a long time, you may guess that the character was thirsty. To find the right meanings, you need to be an active reader and react to clues that the author gives you.



Write your ideas. Use complete sentences that start with a capital letter and end with a period.

- 1.1** Does the story "Lost" take place in the country or the city? _____
- _____

1.2 Why do you think Mary does or does not have a good imagination?

1.3 How is Mary feeling at this point in the story?

1.4 When in your life did you feel like Mary was feeling?

Predicting outcomes. To predict an outcome is to guess what will happen next or how a story will end. If you try to predict an outcome, you will read more actively because you will want to see if you are right or not. Whether you are right or not is not nearly as important as just making the predictions.



Predict some outcomes. Write your predictions in complete sentences.

1.5 Do you think Mary will ever see the raccoon again?

1.6 What do you think Mary will do now?

1.7 Why do you think Mary will or will not get back to her cabin?



“Lost” (Part Two)

Which way? Which way? Mary stood as still as a deer in the wide, dark field of tall grasses. She was too frightened to cry, too **panicked** to move. When her mind finally cleared of the pounding questions, Mary said a simple prayer asking for help. She repeated the prayer and then remembered part of a Bible **verse** she had heard in Sunday school, “... fear no evil, thy rod and thy staff shall comfort me.” She felt calmer now.

Looking around she could see the **blurred** outlines of shapes in the darkness. There on the right were the woods. Behind her was a bush she had passed, and beyond it was a **boulder** that she remembered.

“Thy rod and thy staff...” she thought with a smile of relief, “of course, that’s what I need.” She hopped along toward the



outlined woods. After finding and **discarding** several small sticks, Mary found a thick one that was a little too short, but it would do. She used it like a **crutch**, leaning on it as she turned. Then she hopped slowly but surely in what she knew was the right direction.

Some time later, she heard the calls of her parents. What a joy it was to hear their voices! She answered them, “I’m here! I’m here!” They ran to her and hugged her, telling her how worried they had been and laughing with relief and happiness. Mary’s ankle quickly became the center of attention. It did look terrible, quite **swollen**, but strangely Mary didn’t notice the pain in the excitement of the **reunion** with her parents. They murmured and fussed over her. Making a basket with their arms, they carried her like a princess the rest of the way home.

Mary had so much to tell them about; the raccoon, the gopher hole, her panic, and her prayer. Most of all, she wanted to explain to them about her crutch and the Bible verse. How grateful she was for the calmness the verse had brought her. How glad she was to be home again!

by Beverly Hardcastle Lewis



Circle the letter of the correct answer.

- 1.8** What was Mary following?
 a. a trail b. a butterfly c. a raccoon d. a gopher
- 1.9** What time was it when Mary got lost?
 a. early morning b. early afternoon c. early evening
- 1.10** How did Mary get home again?
 a. She crawled. b. She used a crutch. c. She hopped.
- 1.11** Who met Mary when she got home?
 a. her mother b. her parents c. the raccoon

Recalling What You Read

To recall what you read is to remember what you read. Sometimes you may recall the events in a story easily. Other times recalling anything about the story may be much harder. Paying attention to new vocabulary, remembering details, noticing the order of events, and grasping the main idea are all reading skills that help you recall what you read.





Match these words with their definitions.

- | | | |
|-------------|----------------------|--|
| 1.12 | _____ dampness | a. an attack of words meant to hurt someone's feelings |
| 1.13 | _____ stray | b. scratchy |
| 1.14 | _____ discarding | c. to wander away |
| 1.15 | _____ looming | d. appearing very large |
| 1.16 | _____ prickly | e. slight wetness |
| 1.17 | _____ insult | f. a small ground squirrel |
| 1.18 | _____ disappointment | g. a story |
| 1.19 | _____ gopher | h. the failure to come up with what is hoped for |
| | | i. throwing away |



Number these sentences in order.

- 1.20** Put 1 before the sentence that should be first, 2 before the sentence that should be next, and so on.
- _____ "Thy rod and thy staff"
 - _____ She felt a sharp, hot pain in her ankle.
 - _____ "It's almost as if he's leading me somewhere."
 - _____ Which way? Which way?
 - _____ She heard the calls of her parents.



Select the main idea.

- 1.21** Put an X in front of the sentence that best describes the main idea of the story.
- _____ Mary got lost chasing a raccoon into the woods.
 - _____ Mary hurt her ankle and had to be carried home.
 - _____ Mary got lost, but after praying she found her way home.
 - _____ A raccoon got lost, but Mary found him.

Thinking About What You Read

If your reading is going to mean something to you, you will need to think about what you read. You can think about what you read in many ways. Some of them will be studied here.



Figurative language. You may want to focus your thinking on the writer's style of writing. Does the writer use his imagination and say things with an interesting comparison or picture. If so, you will be able to select certain phrases or sentences that can be referred to as figurative language. In the following paragraph examples of figurative language have been put in bold print.

It was getting dark. **The woods in the distance were a large shadow looming before Mary.** Mary squinted to see things more clearly. She began looking for the **patch of white on the raccoon's chest which would sparkle through the tall grass each time he turned** to look at her.



Select figurative language.

1.22

Underline phrases or sentences that say things in an interesting way.

Which way? Which way? Mary stood as still as a deer in the wide, dark field of tall grasses. She was too frightened to cry, too panicked to move. The hills and trees became her enemies now, laughing at her confusion.

Author's purpose. Another way to think about what you read is to consider the author's purpose. Why did the author write the story? Generally an author has three purposes:

1. *to entertain* the reader,
2. *to inform* the reader, or
3. *to persuade* the reader to think as the author does.

Most stories are written to entertain the reader. Most articles and nonfiction pieces are written either to inform or to persuade the reader. Advertisements and political messages are good examples of things authors write in order to persuade someone to have the same view. Knowing the author's purpose will help you be an intelligent reader.



Write the author's purpose. Write the words *to entertain*, *to inform*, or *to persuade* on the line.

- 1.23** Think about the story, "Lost," which you have just read. For this story the author's purpose was _____.
- 1.24** Think about the biography of Dr. Robert Goddard that you read in Language Arts LIFEPAK 407. For this article the author's purpose was _____.
- 1.25** If you were to read an article on the reasons people should vote for someone for president, you would know that the author's purpose was _____.
- 1.26** In Language Arts LIFEPAK 401 you read a story called *Joey and The Sad Tree*. In it the author's purpose was _____.

Cause and effect. One interesting way to think about what you have read is to connect the causes and effects that take place in a story. You may discover something that you had missed in a story. Remember that causes are found by asking the question *Why?* and effects are found by thinking about the way things come out.



Complete these activities.

- 1.27** Why did Mary fall?
- a. She tripped on a gopher hole.
 - b. She fell heavily on her leg.
 - c. She tripped on a tree trunk.
- 1.28** Why did Mary get lost?
- a. She was running away.
 - b. She was following a raccoon.
 - c. She was taking a walk.
- 1.29** What was the effect of Mary's praying?
- a. Mary's ankle felt better.
 - b. Mary felt calmer.
 - c. Mary knew she was lost.
- 1.30** In Activity 1.27 was your answer a cause or an effect?
- a. a cause
 - b. an effect
- 1.31** In Activity 1.29, was your answer a cause or an effect?
- a. a cause
 - b. an effect

Plot, character, and setting. After reading a story, it is useful to think about the different parts of it: the plot, characters, and setting. You may remember that the *plot* is the series of events that take place in a story. The *characters* are the people or animals that have parts in the story. The *setting* is the time and place in which the plot takes place. By looking at each separately, you may become aware of the parts of the whole story that you like very much. You can also see how the plot, character, and setting work together.



Complete these activities.

- 1.32** What was the setting for the story “Lost”? (Circle the letter.)
- a. a field in early evening
 - b. the woods in early morning
 - c. near a lake in early afternoon
- 1.33** List the main character and two other characters who were in the story “Lost.”
- a. _____
 - b. _____
 - c. _____
- 1.34** Put an X by each event that was part of the story’s plot.
- a. _____ Mary followed a raccoon.
 - b. _____ Mary picked wild flowers.
 - c. _____ Mary was chased by a bear.
 - d. _____ Mary tripped on a gopher hole.
 - e. _____ Mary made friends with a deer.
 - f. _____ Mary said a prayer.
 - g. _____ Mary used a stick for a crutch.
 - h. _____ Mary sang a song.
 - i. _____ Mary got home again.

Fact or opinion. One important way to think about what you read is to decide whether what you are reading is fact or opinion. Remember that a true statement is called a *fact*. Statements that tell what someone thinks or believes are called *opinions*. This statement is fact: The American flag is red, white, and blue. This statement is an opinion: The American flag is the most beautiful flag of all.



Write *fact* or *opinion* after each statement.

- 1.35** In the story, Mary got lost. _____
- 1.36** In the story, Mary was foolish to chase the raccoon. _____
- 1.37** A gopher is a kind of ground squirrel. _____
- 1.38** Gophers make holes in the ground. _____
- 1.39** Gophers are cute little animals. _____
- 1.40** The woods are frightening. _____
- 1.41** Mary's parents should punish her. _____
- 1.42** Mary's parents should not punish her. _____



Teacher check:

Initials _____ Date _____

Handwriting and Spelling

You will now practice making your handwriting neater. You will also review spelling words that you learned in earlier Language Arts LIFEPAcs.

Handwriting. Writing on the line can make the difference between a neat-looking paper and a messy one. Think about not writing below or through the line. Also try not to write on a space above the line. Try to write so that your letters just touch the line. You may need to slow down each time you come near the line.





Complete these handwriting activities.

1.43 Copy the phrase. Think about staying on the line.

accept help

gliding gaily

shown the lawn

brighten the church

offer understanding

1.44 Write your full name several times, slowing down each time you write near the line.

Handwriting practice lines for activity 1.44. The lines consist of a solid blue top line, a dashed pink middle line, and a solid blue bottom line. There are four sets of these lines provided for practice.

Spelling. Study some review words from Language Arts LIFEPACs 401, 402, and 403. If possible, look back at your spelling tests for each section of these LIFEPACs. Note the spelling words that you missed and study them now. You may want to study and test yourself on all of the words in the three LIFEPACs. Sample words are selected from each list for this review.

SPELLING WORDS - 1

Review Words - 401

| | | | |
|----------|----------|---------|----------|
| accept | earnest | however | bought |
| audience | research | noisy | fought |
| claim | thirsty | boast | good-bye |
| brain | learn | shower | mood |
| argue | nervous | cocoa | clue |



Play this Cross-Out game. Follow the directions for each of the following exercises. Each time you use a word from the Review Words-401, cross it out in the Review Words-401 box. If you play the game correctly, you will have crossed out all of the words in the box by the end of the last exercise. Remember to spell the words correctly.

1.45 Write the word *brain* and the other spelling word that rhymes with it.

- a. _____ b. _____
c. _____

1.46 *Accept* is a two-syllable word because you make two sounds when you say it. Say the other words. Write *accept* and the other nine two-syllable words.

- a. _____ b. _____
c. _____ d. _____
e. _____ f. _____
g. _____ h. _____
i. _____ j. _____

1.47 *Audience* is a three-syllable word.

Write *audience* and the one other three-syllable word.

- a. _____ b. _____

1.48 Write *fought* and the word that rhymes with it.

- a. _____ b. _____

1.49 Write the four remaining words in alphabetical order.

- a. _____ b. _____
c. _____ d. _____

SPELLING WORDS - 1

Review Words - 402

| | | | |
|----------|------------|------------|-----------|
| boxes | motorcycle | statement | invention |
| churches | bicycle | excitement | direction |
| loving | uncle | banker | beginning |
| chosen | question | teacher | savings |
| envied | vacation | visitor | gliding |



Play the Cross-Out game. Start a new game using the words in Review Words-402. When you finish the activities, all words should be crossed out.

1.50 Write the three words that end with *-cle*.

- a. _____ b. _____
c. _____

1.51 Write the four words that end with *-ion*.

- a. _____ b. _____
c. _____ d. _____

1.52 Write the two words that end with *-ment*.

- a. _____ b. _____

1.53 Write the two words that end with *-er*.

- a. _____ b. _____

1.54 Write the three words that end with *-ing*.

- a. _____ b. _____
c. _____

1.55 Write the two words that end with -es.

a. _____ b. _____

1.56 Write the four remaining words in alphabetical order.

a. _____ b. _____

c. _____ d. _____

SPELLING WORDS - 1

Review Words - 403

thankful

groan

stair

friend

worship

grown

afraid

lazy

shout

peace

scared

enemy

turkey

piece

whole

before

rifle

stare

sure

quiet



Complete this activity.

1.57 Copy Review Words-403 in your best handwriting.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

g. _____ h. _____

i. _____ j. _____

k. _____ l. _____

m. _____ n. _____

o. _____ p. _____

q. _____ r. _____

s. _____ t. _____



Play the Word-Search game.

1.58

Find twelve words from Review Words-403 going across or down in the word search.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| G | B | T | U | R | K | E | Y |
| Z | W | H | O | L | E | X | F |
| S | T | A | R | E | F | T | R |
| O | E | N | E | M | Y | P | I |
| M | N | K | S | U | R | E | E |
| B | E | F | O | R | E | A | N |
| A | Q | U | I | E | T | C | D |
| B | U | L | A | Z | Y | E | H |
| S | R | S | C | A | R | E | D |



Circle the correct word for each sentence.

1.59

Please give me a piece peace of paper.

1.60

My, goodness, you have groan grown.

1.61

It is not polite to stair stare.



Ask your teacher to give you a practice spelling test of Spelling Words-1

Restudy the words you missed.



Review the material in this section to prepare for the Self Test. The Self Test will check your understanding of this section. Any items you miss on this test will show you what areas you will need to restudy in order to prepare for the unit test.

SELF TEST 1

Circle the letter of the correct answer (each answer, 3 points).

- 1.01** What is the main idea of the story?
- a. Mary got lost chasing a raccoon into the woods.
 - b. Mary said a prayer in the dark and got home.
 - c. Mary got lost and a prayer helped her get home again.
- 1.02** Which words describe Mary the best?
- a. caring, curious, brave
 - b. caring, complaining, angry
 - c. shy, lonely, scared
- 1.03** When did the story take place?
- a. in winter
 - b. in summer
- 1.04** Why did Mary Fall?
- a. She tripped on a tree trunk.
 - b. She was chasing a butterfly.
 - c. She tripped on a gopher hole.
- 1.05** Why would someone put up an umbrella?
- a. to stay dry
 - b. to look out the window
 - c. to take a walk
- 1.06** What is the effect of eating too much food?
- a. You eat some more.
 - b. You feel sick.
 - c. Food looks good.

Number the events in order (each answer, 2 points).

- 1.07** _____ Mary was too frightened to cry.
- 1.08** _____ The raccoon disappeared into the woods.
- 1.09** _____ Mary called, "I'm here! I'm here!"
- 1.010** _____ Mary tripped on a gopher hole.
- 1.011** _____ The raccoon seemed to be leading her somewhere.

Match the word with its meaning (each answer, 2 points).

- | | | | | |
|--------------|-------|------------|----|---|
| 1.012 | _____ | main idea | a. | the series of events that take place in a story |
| 1.013 | _____ | plot | b. | the people or animals who have parts in a story |
| 1.014 | _____ | setting | c. | the main message the author gives the reader |
| 1.015 | _____ | characters | d. | the time and place in which a story takes place |

Write *fact* or *opinion* next to each statement (each answer, 2 points).

- | | | |
|--------------|---|-------|
| 1.016 | Fifty states are in the United States. | _____ |
| 1.017 | Our state is the best. | _____ |
| 1.018 | Darkness in a field is beautiful. | _____ |
| 1.019 | Darkness in a field is scary. | _____ |
| 1.020 | In the story, Mary should not have cried. | _____ |
| 1.021 | In the story, Mary hurt her ankle. | _____ |

Match these vocabulary words with their meanings (each answer, 2 points).

- | | | | | |
|--------------|-------|------------|----|-----------------------|
| 1.022 | _____ | discarding | a. | to wander |
| 1.023 | _____ | stray | b. | throwing away |
| 1.024 | _____ | boulder | c. | a large rock |
| 1.025 | _____ | reunion | d. | a ground squirrel |
| 1.026 | _____ | gopher | e. | scratchy |
| 1.027 | _____ | prickly | f. | getting back together |

Write the words in the correct columns (each answer, 2 points).

- | | One-Syllable Words | Two-Syllable Words |
|--------------|--------------------|--------------------|
| 1.028 | pause _____ | _____ |
| 1.029 | accept _____ | _____ |

- 1.030** churches _____
- 1.031** shown _____
- 1.032** loving _____
- 1.033** question _____
- 1.034** brain _____
- 1.035** worship _____

Write the author's purpose. Write the words *to entertain*, *to inform*, or *to persuade* to complete each sentence (each answer, 3 points).

- 1.036** In a book called *Vote for Joe*, the author's purpose is _____.
- 1.037** In the book *The Life of Abraham Lincoln*, the author's purpose is _____.
- 1.038** Fairy tales were written by authors who wanted _____.

Answer the questions in complete sentences (each answer, 5 points).

- 1.039** Why did Mary get lost? _____
- 1.040** How did Mary get home again? _____
- 1.041** If the story continued, what do you think Mary's parents would do after they carried Mary home? _____

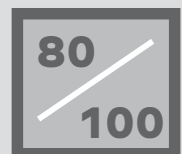


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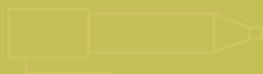
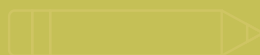
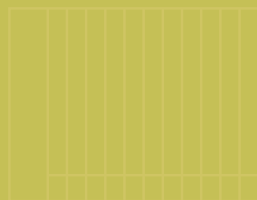
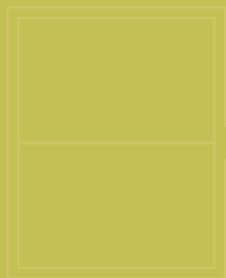
Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words- 1



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