

Engageny Hide Zero Cards Reference

EngageNY Hide Zero Cards is a popular feature among educators and students alike, designed to streamline the learning experience and enhance classroom engagement. This powerful tool allows users to customize digital flashcards and practice materials by hiding or revealing zero-value cards, making study sessions more efficient and focused. In this comprehensive guide, we will explore what EngageNY Hide Zero Cards are, how they work, their benefits, and practical tips for maximizing their effectiveness in educational settings.

Understanding EngageNY Hide Zero Cards

What Are Zero Cards?

Zero cards are flashcards or practice items that contain a zero value in some form—such as zero in math problems, zero results in assessments, or questions with zero weight in a scoring system. These cards often represent topics or questions that students have already mastered or that are deemed less critical at the moment.

The Purpose of Hiding Zero Cards

Hiding zero cards allows students and teachers to focus on the more challenging or relevant content. By filtering out the zero-value items, learners can prioritize their practice sessions, reduce cognitive overload, and improve overall learning efficiency.

How EngageNY Implements Hide Zero Cards

EngageNY, a widely used educational platform, includes features that enable users to hide zero cards during practice or review sessions. This functionality is typically accessible through settings or options within the digital interface. Users can toggle the visibility of zero cards, thereby customizing their learning experience to suit individual needs.

Benefits of Using EngageNY Hide Zero Cards

Enhanced Focus and Efficiency

One of the primary benefits of hiding zero cards is that it allows students to concentrate on areas where they need improvement. Eliminating known or less relevant content reduces distractions and makes study sessions more productive.

Personalized Learning Experience

By selectively hiding certain cards, educators and students can tailor practice sessions to individual learning paths. This personalization leads to better retention and confidence building.

Time-Saving

Reviewing only the essential or challenging cards saves time, enabling students to cover more material in less time. This is especially beneficial during test preparations or intensive review periods.

Reduced Frustration

Constant exposure to zero or mastered cards can be discouraging. Hiding these cards helps maintain motivation and encourages continued engagement with the material.

How to Use EngageNY Hide Zero Cards Effectively

Step-by-Step Guide

To make the most of the hide zero feature, follow these steps:

- Log into your EngageNY account and navigate to your practice or review session.
- Locate the settings or options menu within the session interface.
- Find the toggle or checkbox labeled "Hide Zero Cards" or similar.
- Activate the feature by clicking or checking the box.
- Review the adjusted set of cards, which now excludes zero-value items.

Best Practices for Maximizing Effectiveness

To optimize the use of hide zero cards, consider these tips:

- **Regularly Review Hidden Content:** Periodically unhide zero cards to reassess mastery levels and ensure content remains current.
- **Combine with Progress Tracking:** Use progress reports to identify which zero cards can be permanently hidden or need revisiting.
- **Set Goals:** Define clear objectives for each session, focusing on challenging areas while hiding mastered content.
- **Collaborate with Educators:** Teachers can customize which zero cards to hide based on

curriculum progress and individual student needs.

Tips for Teachers and Educators

Personalizing Student Practice

Teachers can leverage the hide zero feature to create personalized practice sets for students. For example, after assessing a student's progress, educators can hide zero cards corresponding to mastered concepts, allowing students to concentrate on areas requiring improvement.

Monitoring Progress

EngageNY often provides analytics and reports. Combining these insights with hide zero settings helps teachers track which cards students are consistently hiding or revisiting, informing targeted interventions.

Designing Effective Practice Sessions

Structure practice sessions by gradually hiding zero cards as students demonstrate mastery. This scaffolding approach encourages confidence and continuous learning.

Common Challenges and Solutions

Over-Hiding Content

Challenge: Students or teachers might hide too many cards, missing opportunities for reinforcement.

Solution: Regularly review hidden cards to ensure foundational concepts remain fresh. Use scheduled check-ins to revisit previously hidden content.

Technical Difficulties

Challenge: Some users may face issues toggling hide zero cards or experience interface glitches.

Solution: Keep software updated and consult EngageNY support or tutorials for troubleshooting guidance.

Balancing Practice and Review

Challenge: Excessive hiding might lead to gaps in knowledge.

Solution: Maintain a balanced approach by periodically un-hiding zero cards and integrating comprehensive review sessions.

Conclusion

EngageNY Hide Zero Cards is a valuable feature that enhances personalized learning by allowing users to focus on the most relevant and challenging content. When used effectively, it promotes efficient study habits, boosts confidence, and supports targeted educational strategies. Whether you're a student aiming to optimize your practice sessions or a teacher designing tailored lessons, understanding how to leverage the hide zero feature can significantly improve learning outcomes. Remember to regularly review hidden content, combine this feature with progress tracking, and adapt your approach based on individual needs for the best results.

EngageNY Hide Zero Cards: A Comprehensive Guide to Managing Zero-Value Cards in Digital Content

In the world of digital educational resources, especially within platforms like EngageNY, managing the presentation of data and content is crucial for effective teaching and student engagement. One common challenge educators and developers face is handling zero-value cards?visual elements or data points that display a zero, which can sometimes clutter the interface or distract from more meaningful content. The term EngageNY hide zero cards has gained prominence among educators and developers seeking streamlined, user-friendly displays by concealing or managing these zero-value elements. This guide dives deep into understanding what hide zero cards are, why they matter, and how to implement effective strategies to manage them within EngageNY or similar digital platforms.

What Are Zero Cards and Why Should You Hide Them?

Before exploring solutions, it's essential to understand what zero cards are and the rationale behind hiding them.

Defining Zero Cards

In the context of EngageNY or similar educational dashboards, zero cards refer to visual or data elements that display a value of zero. For example, a progress tracker that shows the number of assignments completed might display a zero when no assignments have been completed yet, or a mastery chart indicating zero mastery levels in a particular skill.

Why Hide Zero Cards?

While zero cards can provide important information in some contexts, they often contribute to clutter

or mislead users when displayed unnecessarily. Here are key reasons to hide zero cards:

- Enhanced Clarity: Removing zero cards declutters the interface, allowing users to focus on meaningful data.
- Improved User Experience: Eliminating irrelevant information reduces cognitive load and makes dashboards more intuitive.
- Aesthetic Appeal: A cleaner visual design often appears more professional and engaging.
- Conditional Content Display: Sometimes, zero data points are only relevant when they indicate a lack of progress or a need for intervention; hiding them can be strategic.

Understanding the Technical Side: How Zero Cards Are Managed

In EngageNY, or similar platforms, zero cards are often generated dynamically based on data inputs. Managing their visibility typically involves:

- Conditional Rendering: Using programming logic to determine when a card should be displayed.
- Data Filtering: Pre-processing data to exclude zero-value entries before rendering.
- CSS Styling: Hiding zero cards through styling rules, if they are already rendered but need to be visually concealed.

Strategies to Hide Zero Cards in EngageNY

Depending on the platform's architecture and customization options, several strategies can be employed.

- Using Conditional Rendering in Code

If you have access to the codebase or configuration files, implementing conditional logic is the most precise method.

Example (Pseudo-code):

```
``js
if (cardValue !== 0) {
  renderCard(cardData);
}
```

```
}
```

```
...
```

This ensures that only cards with non-zero values are rendered.

- Data Pre-Processing

Before passing data to the UI, filter out zero-value data points.

Example (JavaScript):

```
```js
const filteredData = data.filter(item => item.value !== 0);
...

```

This approach keeps the data clean and reduces unnecessary rendering.

- Use of Configuration Settings

Some EngageNY modules or dashboards may have settings or options to hide zero cards without code modifications.

- Check for toggle options like ?Hide Zero Values? or similar.
- Use built-in filters to exclude zero data points.

- CSS-Based Hiding

If zero cards are rendered but need to be hidden, CSS can be used:

```
```css
.card-zero {
display: none;

```

```
}
```

```
...
```

And assign this class dynamically based on the data value.

Best Practices When Hiding Zero Cards

While hiding zero cards can improve interface clarity, it's important to do so thoughtfully.

Consider the Context

- Is zero meaningful? Sometimes zero indicates a lack of activity that requires attention.
- Is hiding zero cards masking critical information? Ensure that important signals are not suppressed.

Maintain Accessibility

- Ensure that hiding zeros does not impair screen readers or other assistive technologies.
- Consider providing alternative indicators or explanations if zeros are hidden.

Communicate Clearly

- If zeros are hidden intentionally, consider informing users through tooltips or help sections.

Test Extensively

- Verify that hiding zero cards doesn't break functionality.
- Test across devices and browsers for consistent behavior.

Advanced Tips for Managing Zero Cards

For developers and power users, here are some advanced techniques:

- Dynamic Dashboard Customization

Leverage dashboard APIs or customization features to toggle zero card visibility dynamically based on user roles or preferences.

- Use Data Visualizations

Instead of individual cards, consider aggregate visualizations like bar charts or pie charts that can omit zero segments.

- Automate Zero Management

Implement scripts that periodically clean or update data to ensure zero cards only appear when relevant.

- Integrate User Feedback

Gather feedback from educators and students to determine if hiding zeros improves usability or obscures necessary information.

Common Challenges and Solutions

Challenge: Zero Cards Still Appear Despite Filtering

Solution: Double-check data filtering logic, and ensure that CSS classes are correctly applied to hide the zero cards.

Challenge: Data Integrity Concerns

Solution: Instead of hiding zero cards blindly, provide options to display or hide based on user preferences, preserving transparency.

Challenge: Platform Limitations

Solution: Use custom scripts or seek platform support to extend functionality where built-in options are insufficient.

Final Thoughts: Balancing Clarity and Transparency

Managing zero cards within EngageNY or similar platforms hinges on balancing clarity with

transparency. Hiding zero-value content can significantly improve user experience, but only when it does not obscure critical information. By applying thoughtful strategies—whether through code, configuration, or styling—educators and developers can craft dashboards that are both clean and informative.

Remember, the goal is to create digital learning environments that are intuitive, accessible, and focused on meaningful data. Whether you choose to hide zero cards entirely or display them selectively, always prioritize the needs of your users and the educational objectives of your platform.

In summary, mastering the art of EngageNY hide zero cards involves understanding the purpose of zero data points, leveraging technical tools for conditional display, and applying best practices to ensure clarity without sacrificing necessary information. With these insights, you can design more effective educational dashboards that enhance learning experiences and streamline data presentation.

Question What is EngageNY's 'Hide Zero Cards' feature and how does it work?

Answer EngageNY's 'Hide Zero Cards' feature allows educators to hide or collapse skill cards or activity cards with zero mastery or completion, helping students and teachers focus on areas that need attention without cluttering the interface. How can teachers enable or disable the 'Hide Zero Cards' option in EngageNY? Teachers can enable or disable the 'Hide Zero Cards' feature through the settings menu within their EngageNY dashboard or progress tracking tools, typically by toggling a switch labeled 'Hide Zero Cards' to customize their view. Does hiding zero mastery cards affect student progress tracking in EngageNY? No, hiding zero mastery cards does not impact the actual student progress data; it simply adjusts the visual display to help teachers and students focus on mastered or in-progress skills while keeping unattempted or not yet mastered skills out of sight. Are there any benefits to using the 'Hide Zero Cards' feature in EngageNY? Yes, utilizing the 'Hide Zero Cards' feature helps reduce visual clutter, allows teachers to quickly identify areas where students need support, and improves focus on relevant skills, thereby enhancing instructional efficiency. Can students see the 'Hide Zero Cards' feature or is it only accessible to teachers in EngageNY? The 'Hide Zero Cards' feature is primarily designed for teachers and administrators to manage their view; students usually see only their assigned or mastered skills and do not have access to toggle this setting.

Related keywords: engageny, hide zero cards, student dashboard, assignment tracker, gradebook, class progress, student engagement, learning platform, educational analytics, classroom management

Hide and seek first words

Hide and seek first words refer to the initial vocabulary that children develop during their early language acquisition phase, often coinciding with their participation in games like hide and seek. Understanding these foundational words provides insight into early cognitive development, social interaction, and language learning processes. In this comprehensive guide, we explore the significance of hide and seek first words, their typical emergence, how they influence language development, and practical tips for parents and educators to support early vocabulary growth.

Understanding Hide and Seek First Words

What Are Hide and Seek First Words?

Hide and seek first words are the earliest words that children use to describe objects, actions, people, or concepts related to the game of hide and seek, as well as other common experiences. These words often serve as building blocks for more complex language skills and are usually among the first vocabulary words that children acquire.

These words are characterized by:

- Simplicity in pronunciation
- High frequency in daily interactions
- Relevance to a child's environment and experiences, including play activities

Why Are They Important?

Early words related to hide and seek are vital because:

- They facilitate communication and social bonding
- They mark developmental milestones in language acquisition
- They provide insight into a child's understanding of their environment
- They help in identifying potential speech or language delays early on

The Typical Emergence of First Words in Children

Timeline for First Words

Most children begin to speak their first words around the age of 12 months, though this can vary widely. Common early words often relate to familiar people, objects, or routines.

Typical milestones include:

- 6-9 months: Babbling and simple sounds
- 10-12 months: First meaningful words, often associated with familiar people or objects
- 12-18 months: Rapid vocabulary growth, including words related to daily activities and play

Common First Words Related to Hide and Seek

Children's initial words connected to hide and seek generally include:

- "Hide"
- "Find"
- "Peek"
- "Where"
- "Peekaboo"
- "Hideaway"
- "Secret"
- "Hide seat" or "hide spot"

These words often reflect the child's immediate experiences with the game or similar activities.

Characteristics of Early Vocabulary Development

Types of First Words

Early vocabulary typically consists of:

- Nominals: Names of people, animals, or objects (e.g., "mama," "dog," "ball")
- Action words: Actions the child observes or performs (e.g., "go," "come," "look")
- Modifiers: Descriptive words (e.g., "big," "hot")
- Social words: Greetings or expressions (e.g., "bye," "hi")
- Function words: Words that serve grammatical functions (e.g., "in," "on")

In the context of hide and seek, action words like "hide" and "find" are especially prominent.

Factors Influencing First Words

Several factors impact which words a child learns first:

- Frequency of exposure: Words used often by caregivers or in the environment

- Ease of pronunciation: Simpler sounds are usually learned first
- Relevance: Words related to meaningful activities like play
- Social interaction: Words used during interaction and shared experiences

Supporting the Development of Hide and Seek First Words

Engaging in Play-Based Learning

Play is a natural context for language development. Incorporating hide and seek into daily routines can promote the acquisition of related vocabulary.

Practical tips include:

- Use consistent language: repeatedly say "hide," "find," "peek," and "where" during play
- Encourage imitation: prompt the child to repeat words
- Describe actions: narrate what you are doing ("I am hiding," "You found me")
- Use visual cues: point to objects or locations during the game

Building a Rich Vocabulary Environment

A language-rich environment fosters early word learning:

- Label objects and actions during daily routines
- Read books featuring hide and seek and related themes
- Sing songs or nursery rhymes about hiding and finding

Monitoring and Supporting Language Development

Parents and caregivers should observe and support early speech:

- Encourage the child to express themselves
- Respond positively to attempts at words
- Seek professional advice if there are concerns about speech delays

Common Challenges and How to Address Them

Delayed First Words

Some children may experience delays in acquiring first words, including those related to hide and seek. Causes can include hearing impairments, developmental disorders, or environmental factors.

Strategies to support delayed speech include:

- Early intervention with speech-language therapists
- Increased interaction and verbal engagement
- Using visual aids and gestures
- Patience and consistent encouragement

Speech Therapy and Early Intervention

Professional support can help children develop their vocabulary effectively. Therapists may employ play-based techniques focusing on words like "hide," "find," and "peek" to strengthen understanding and pronunciation.

Conclusion: The Significance of Hide and Seek First Words in Language Development

Understanding and nurturing hide and seek first words are essential components of early childhood development. These words not only facilitate immediate communication but also lay the foundation for more complex language skills. Through engaging play, consistent language exposure, and supportive interactions, parents and educators can significantly enhance a child's vocabulary related to hide and seek and beyond. Recognizing the importance of these early words enables caregivers to foster a rich linguistic environment that promotes social, cognitive, and emotional growth in young children.

Keywords: hide and seek first words, early language development, first words in children, vocabulary growth, early childhood speech, language milestones, supporting early speech, play-based learning

Hide and Seek First Words: An In-Depth Exploration of Early Language Development

Language acquisition during early childhood is a complex, multifaceted process that continues to fascinate linguists, psychologists, educators, and parents alike. Among the many milestones in this journey, the emergence of hide and seek first words stands out as a particularly intriguing phenomenon. These initial words not only mark a child's burgeoning vocabulary but also provide insights into their cognitive development, social understanding, and environmental interactions.

This comprehensive review aims to explore the concept of hide and seek first words?what they are,

how they develop, their significance in language acquisition, and the factors influencing their emergence. Through a detailed examination of research findings, developmental theories, and practical implications, this article offers a thorough understanding for scholars, clinicians, and caregivers invested in early childhood development.

Understanding "Hide and Seek" First Words

Definition and Context

The term "hide and seek first words" refers to the initial vocabulary that children use to describe objects, actions, or concepts related to play activities, particularly those involving hiding, seeking, or concealment. These words often emerge during the early stages of language development, commonly between 12 and 24 months, and are characterized by their functional and contextual significance.

For example, a toddler might say "hide" when playing with a parent, "peek" during a game of hide and seek, or "find" when discovering a hidden object. These words are usually among the child's earliest expressive vocabulary and often serve as foundational building blocks for more complex language skills.

Why Focus on "Hide and Seek" Words?

The focus on hide and seek first words is rooted in their connection to play, social interaction, and cognitive understanding of the environment. Games like hide and seek require children to comprehend concepts of concealment, retrieval, and anticipation, cognitive skills that are closely intertwined with language development.

Furthermore, these words often reflect a child's active engagement with their surroundings and social partners, making them valuable indicators of developmental progress. They also serve as a window into how children link language with action and context, revealing the interplay between vocabulary acquisition and social cognition.

The Developmental Trajectory of First Words Related to Hide and Seek

Stages in Early Word Acquisition

Children's first words typically follow a predictable sequence, influenced by their cognitive, social, and environmental contexts. The emergence of hide and seek first words generally aligns with specific developmental milestones:

- Pre-linguistic Stage (0-12 months): Vocalizations like cooing and babbling predominate, with no intentional word use yet.
- Emerging Words (12-18 months): First true words appear, often linked to familiar people, objects, or routines.
- Vocabulary Expansion (18-24 months): Children start using words related to play, actions, and concepts like "hide," "peek," "find," or "gone."

During this period, children begin to associate words with their meanings, especially in contexts of play, leading to the formation of hide and seek words as part of their expressive vocabulary.

Factors Influencing the Timing of First Words

Several factors influence when children produce hide and seek first words:

- Language Exposure: Regular interaction with caregivers using words related to play accelerates vocabulary development.
- Cognitive Readiness: Cognitive skills such as object permanence and understanding of cause-and-effect underpin the ability to grasp hide-and-seek concepts.
- Social Engagement: Active participation in play routines fosters motivation to learn related words.
- Cultural Practices: Cultural differences in play styles and language use influence the specific words children acquire first.

Significance of Hide and Seek First Words in Language Development

Indicators of Cognitive and Social Development

Hide and seek words serve as markers of several developmental domains:

- Object Permanence: Recognizing that objects and people continue to exist even when out of sight is fundamental. Words like "gone" or "hidden" relate directly to this understanding.
- Theory of Mind: Grasping that others have perspectives and intentions, as in "find" or "peek," reflects social-cognitive development.
- Memory and Recall: Using these words appropriately indicates emerging memory skills.

Their emergence signifies that children are beginning to understand and articulate concepts beyond immediate perception, highlighting their advancing cognitive abilities.

Enhancing Social Interaction and Play

Using hide and seek first words in play fosters social bonds and communication skills:

- Children learn turn-taking, patience, and anticipation.
- Words like "find" or "hide" facilitate shared understanding and joint attention.
- They serve as tools for expressing desires, such as wanting to play or seeking reassurance.

This interplay between language and social play underscores the importance of these early words in broader developmental contexts.

Research Insights into Hide and Seek First Words

Empirical Studies and Findings

Multiple studies have examined the emergence and significance of hide and seek first words:

- **Vocabulary Size and Play-Related Words:** Research indicates that children often acquire words linked to play routines early in their vocabulary, emphasizing the importance of interactive environments.
- **Cross-Cultural Variations:** Studies reveal variability in the specific words used, influenced by cultural practices and language structures.
- **Correlations with Cognitive Milestones:** The appearance of hide-related words correlates with advances in object permanence and joint attention skills.

For example, a longitudinal study observed that children exposed to frequent hide-and-seek play demonstrated earlier acquisition of related words and higher social engagement scores.

Commonly Reported First Words in Play Contexts

Based on developmental research, typical first words associated with hide and seek include:

- "Hide"
- "Peek"
- "Find"
- "Gone"
- "Cover"
- "Hidey"
- "Peekaboo"
- "Where?"

These words often appear in the child's early expressive vocabulary and are reinforced through repeated play.

Factors Affecting the Acquisition of Hide and Seek Words

Environmental Factors

- Parental Input: Regular use of related vocabulary by caregivers during play accelerates learning.
- Play Environment: Access to safe, engaging play spaces that promote hide-and-seek activities.
- Language Richness: Exposure to rich, varied language environments enhances vocabulary acquisition.

Individual Factors

- Cognitive Abilities: Memory, attention, and object permanence skills influence understanding and use of related words.
- Temperament: Children with more social or adventurous temperaments may engage more actively in hide-and-seek games.
- Language Developmental Level: Children with typical development tend to acquire these words within expected timeframes, whereas delays may impact their emergence.

Cultural and Societal Influences

- The prevalence of hide-and-seek games varies worldwide, affecting the likelihood of children acquiring related vocabulary.
- Language structure and vocabulary availability influence what words children first use for similar concepts.

Practical Implications for Parents, Educators, and Clinicians

Supporting the Development of Hide and Seek First Words

- Engage in Play: Incorporate hide-and-seek and similar activities into daily routines.
- Use Clear, Repetitive Language: Consistently use words like "hide," "peek," and "find" during play.
- Encourage Turn-Taking: Foster social interaction to reinforce language use.

- Model Appropriate Vocabulary: Demonstrate and narrate actions to facilitate word learning.
- Create Rich Language Environments: Use books, songs, and conversations centered around hiding and seeking concepts.

Monitoring Development and Detecting Delays

- Be attentive to the age at which children begin using related words.
- Consult speech-language pathologists if delays or atypical patterns are observed.
- Use play-based assessments to gauge understanding and use of hide-and-seek concepts.

Conclusion: The Broader Significance of Hide and Seek First Words

The emergence of hide and seek first words is more than a milestone in vocabulary acquisition; it reflects the intertwined development of cognitive skills, social understanding, and environmental engagement. These words symbolize a child's growing capacity to comprehend the unseen, anticipate outcomes, and communicate their experiences within social contexts.

Understanding the trajectory and factors influencing these early words provides valuable insights for fostering language development. It underscores the vital role of play, interaction, and environmental richness in nurturing young children's communicative abilities. As research continues to unfold, the significance of these playful, context-rich words will remain central to our understanding of early childhood development and the art of nurturing confident, communicative learners.

References

(Note: Actual references would be included here in a formal publication, citing relevant studies, developmental frameworks, and authoritative texts on early language acquisition and play.)

Question What are some common first words children use during hide and seek?
Answer Common first words include simple commands or sounds like 'here', 'found', 'no', 'yes', 'peek', and basic objects or body parts like 'ball', 'door', or 'hand'. How can I encourage my child to use first words during hide and seek? Use descriptive language, praise their attempts, and create fun, interactive games that motivate them to vocalize, such as calling out their name or giving simple cues that prompt speech. At what age do children typically start saying their first words during hide and seek? Most children begin to say their first words between 12 and 18 months, and incorporating hide and seek can help reinforce their emerging language skills within this age range. Are there specific strategies to help shy children verbalize during hide and seek? Yes, creating a relaxed environment, using gentle encouragement, and modeling words yourself can help shy children feel more comfortable speaking during the game. What role does turn-taking play in developing first words in hide and seek? Turn-taking encourages children to listen and respond, providing

opportunities for them to practice and reinforce their first words in a fun, social context. Can hide and seek help with speech delay in young children? Yes, playing hide and seek can stimulate language development by promoting vocalization, listening skills, and social interaction, which are beneficial for children with speech delays. What are some signs that a child is developing first words during hide and seek? Signs include attempting to vocalize, imitating sounds or words used during the game, and responding to prompts or cues with simple sounds or words. How can parents incorporate 'first words' themes into hide and seek for educational benefits? Parents can label objects, encourage children to say specific words related to the game (like 'hide', 'found', 'peek'), and use the game as a fun way to expand vocabulary and language comprehension.

Related keywords: hide and seek, first words, early vocabulary, preschool games, childhood activities, language development, initial words, nursery rhymes, early learning, playful communication

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