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Lesson Plan- Book #6- Rise of Kunatos Perseverance

Plan to spend approx. 30 minutes each day on the lesson until completed – can take place over 1-2weeks.

Focus – Grades 2-3 (Due to the complexity of the writing activities, this is not appropriate for first grade, although you can certainly adapt the activities and assessments to first grade expectations. First graders with access to technology could use <http://blog.popplet.com/category/popplets-in-education/> to write or produce artifacts to satisfy first grade writing expectations for mood and tone.)

Objective: Students will be able explain how specific aspects of **Rise of Kunatos’s** illustrations contribute to what is conveyed by the words in the story. Particular emphasis on the mood and setting of the story is key to understanding the author’s message.

STANDARDS

Reading – Literary Standard a: Students should be able to explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).

Reading – Literary Standard b: Students should be able compare and contrast the themes, settings, and plots of two of the (**NEON TIKI TRIBE**) books written by the same author and written about the same or similar characters (e.g., in books from a series).

Reading – Foundation Standard a: Students should be able to read with sufficient accuracy and fluency to support comprehension.

Writing Standard a: Students should be able to write opinion pieces on topics or texts, supporting a point of view with reasons.

Writing Standard b: Students should use guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Writing Standard c: Students should use guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Writing Standard d: Students should use guidance and support from adults and technology to produce and publish writing (including keyboarding skills) as well as to interact and collaborate with others.

Language Arts – Language / Grammar Standard a: Students should demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Language Arts – Language / Grammar Standard b: Students should demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

General Enduring Understandings

- Students should be able to identify the setting and mood of the story based on the text illustrations.
- Students should be able to identify the basic elements and parts of the story when referring to it, describing how each part of the plot builds on earlier sections of the story.
- Students should understand that illustrations can be key elements in interpreting information and making predictions about the story.
- Students should consistently continue the acquisition of new vocabulary.
- Students should examine author's purpose in word choice and be aware of using similar words in their own writing and speaking.

General Essential Questions

- Can you recognize the characters, settings, plot, and author's purpose in the story?
- Can you recognize the setting, mood, and author's purpose in the story?

Overview: It is important for readers to be able to recognize the setting elements of the story, and understand the impact that setting and mood have in comprehension of the author's message.

Additionally, readers need to be able to express their learning in more complex writing. Expressiveness in writing is a critical element in 21st Century learning that students must be able to convey to others. This is also an opportunity to use the critical thinking elements of analysis and synthesis that students need to be confident in using.

Prep: The following materials will be helpful:

- pencils
- crayons or colored pencils
- chart paper, magazines (for cutting out pictures), coloring books, drawing paper, construction paper for the Setting Map

- copies of **Rise of Kunatos** for each student or group of students – Also make available a few copies of each of the previously read Neon Tiki Books for the comparison/contrast activity
- copies of the Neon Tiki Character coloring pages for the character activities
- writing paper for the writing process (several sheets per student)
- construction paper for the graphic organizer portion of the comparison/ contrast activity

Session 1

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be able to identify the setting and mood of the story based on the text illustrations.

Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?

Session Activity

Students should complete the pretest assessment to prepare for the initial introduction of the book and activities. Younger students or students with special language needs or other educational needs may require the pretest be read aloud to them. (Included at the end of the lesson plan.)

Once the pre-test is completed, students should first do a picture walk through the text and generate a list of predictions and theories about the story. Be sure to give examples of how the students can use the illustrations to think critically about what the characters are trying to express.

Session 2

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be able to identify the setting and mood of the story based on the text illustrations.
- Students should be able to make predictions about a text based on the illustrations.
- Students should be able to recognize theme, plot, and setting within the text.

Session Specific Essential Questions

- Can you recognize the setting, mood, and author's purpose in the story?
- How can you use what you know about the illustrations in the text to describe the mood portrayed in the story?
- Does the mood throughout the story change to reflect the author's message? What changes in the illustrations confirm your ideas?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?

Session Activities

Introduce or review the element of mood and tone to the students. It may be necessary to do a small mini-lesson on the topic if students don't have any background with this. This is especially important given the fact that mood and tone are often mistakenly thought of synonymously. They are DIFFERENT.

Mood: This is generally the atmosphere that is felt, or the emotions or frame of mind that occur when reading the text. The mood is affected by the perceptions of the reader.

Tone: This is generally the atmosphere that is created by the author based on how they feel about the subject, including the point of view. Everything is seen and absorbed through the author's eyes.

There is a very good video lesson on www.brainpop.com (mood and tone) that discusses the relationships between reader, words, mood, tone, and setting. It is very kid friendly and even provides an interactive component and formative assessment options.

Session 3

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that illustrations can help establish meaning to text independently or in conjunction with context clues.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should be able to identify the basic elements and parts of the story when referring to it, describing how each part of the plot builds on earlier sections of the story.
- Students should be able to identify the setting and mood of the story based on the text illustrations.

Session Specific Essential Questions

- Can you recognize the setting, mood, and author's purpose in the story?
- How can you use what you know about the illustrations in the text to describe the mood portrayed in the story?
- Does the mood throughout the story change to reflect the author's message? What changes in the illustrations confirm your ideas?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?

Session Activity

Now that the picture walk and the lesson / review on mood and tone have taken place, discuss with the children the structure of the text. Remind students that due to the fact that this is literary rather than informational, they should recognize that there isn't a table of contents, glossary, or index. Instead they should understand that it tells a story and is

organized in paragraphs. There aren't chapters. There is some dialogue. The illustrations are the focal point for each page and the text supports the illustrations.

Session 4

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should be able to identify the basic elements and parts of the story when referring to it, describing how each part of the plot builds on earlier sections of the story.
- Students should be able to identify the setting and mood of the story based on the text illustrations.

Session Specific Essential Questions

- Can you recognize the setting, mood, and author's purpose in the story?
- How can you use what you know about the illustrations in the text to describe the mood portrayed in the story?
- Does the mood throughout the story change to reflect the author's message? What changes in the illustrations confirm your ideas?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Can you use your predictions to explain the plot as well as the author's intended message?
- Are you able to express your ideas during a book talk?
- Can you contribute to the discussion groups with questions or comments that relate to the story or its intended message?
- Do you listen to others and really try to understand their point of view during discussions?

Session Activity

Conduct an oral survey in the class regarding the mood and tone that the illustrations portray. Encourage students to share their predictions about the plot of the story based on the illustrations. Depending on the class size, this may need to occur in small groups first and then whole groups for final discussion. Be sure to document the predictions and portrayals for future discussion and use throughout the book talk.

Sessions 5 and 6

Session Specific Enduring Understandings

- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.

- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.
- Students should be able to identify the setting in a story using the imagery of the words, illustrations, and dialogue.
- Students should be able to discuss and analyze story elements and express their ideas with a clear focus.

Session Specific Essential Questions

- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?
- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?
- Can you identify the mood and setting in the story?
- Are you able to express your ideas during a book talk?
- Can you contribute to the discussion groups with questions or comments that relate to the story or its intended message?
- Do you listen to others and really try to understand their point of view during discussions?

Session Activities

Students should follow along as the story is read aloud (you can do this or choose a student that possesses expressive oral fluency). Encourage the class to think about the predictions they generated previously. During the discussion that follows, post the following questions. Did the mood and setting of the illustrations cause your predictions to be correct? Did the mood of the illustrations give away the message or did they have to hear the words to fill in the gaps? How did the mood of the illustrations help students understand each scene in the story? Did they notice a distinct change in the mood and illustrations from the beginning of the story to the end?

Once the discussion is concluded, students should work in groups to complete the setting maps. This may take 30-60 minutes (more than one session may be necessary) because of the pictures, magazine cutouts, and other elements that the students collaborate on during their group discussions. Allow plenty of time for this. It is important for students to have the opportunity to share ideas, collaborate and make decisions, as well as reflect on the accuracy of their product.

You might complete a sample of the map using a different story to give students a working model of the assignment. Take a screen shot of the completed sample and display on the interactive board for use. This is particularly beneficial if you are teaching an inclusion class, a classroom with English Language Learners, or another type of classroom model that includes students with Reading/Language Arts weaknesses.

Display the posters around the room and allow each group to share their product. This will give students a chance to be leaders as well as speakers. Each group should be prepared to take two questions from the classroom audience regarding their product.

Session 7

Session Specific Enduring Understandings

- Student should be able to write simple, complex, and compound sentences.
- Students should understand the correct uses of capitalization and punctuation in producing writing pieces.

Session Specific Essential Questions

- Do you know what encouragement means?
- How is a classroom community important to positive experiences for students like you?
- Can you follow rules of capitalization, punctuation, and sentence formation to share your messages of encouragement?

Session Activity

Using the **PERSEVERANCE** message from **Rise of Kunatos** students should write two or three messages of encouragement on note cards or Post-it notes. Put the messages in a jar or box at the front of the room with a sign that says, "When you need encouragement to PERSEVERE, pick out a message from right in HERE!" The messages will be a valuable resource in the classroom for students who are feeling frustrated. They will also help you build a strong classroom community. Tell them to feel free to add to the box when they feel the need to uplift others as well.

Session 8

Session Specific Enduring Understandings

- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.

Session Specific Essential Questions

- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?
- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?

Session Activity

Students will read aloud the story in pairs. In addition to already hearing the story once, they should be able to use their phonics skills to make connections if they come across difficult words. Be sure to have each student make a list of the troublesome words in a spelling notebook. Later during free time or centers, students can log on to https://www.spellingcity.com/index.php?option=com_comprofiler&lang=en&task=login

and make a list of the words they are trying to study for this story. This allows students a 'game' and interactive environment for studying troublesome words.

Circulate between pairs to observe expressiveness, fluency, and cooperation during this pair reading time. Small group instruction may be needed for those students requiring differentiation or special needs, so be prepared to join a group that may be experiencing difficulties.

Session 9

Session Specific Enduring Understandings

- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.
- Students should be able to read the text at an appropriate rate of fluency.

Session Specific Essential Questions

- Can you read the text with appropriate articulation, breath control, and expression?
- Do you understand what you are reading?

Session Activity

Conduct an individual running record or fluency assessments on this text to ensure students are reading at the appropriate level of articulation, expressiveness, understanding, and speed. Don't forget to check with your individual district about fluency expectations at your particular grade level.

Session 10

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should use graphic organizers to compare and contrast two literary pieces.
- Students should understand the importance of including relevant examples and details in the writing appropriate to the audience and task.
- Students should understand that use of technology includes rights and responsibilities that are necessary for the individual using it or sharing it.
- Students should understand that technology allows them to communicate, collaborate, and expand their knowledge of topics.
- Student should be able to write simple, complex, and compound sentences.
- Students should understand the correct uses of capitalization and punctuation in producing writing pieces.

Session Specific Essential Questions

- Can you recognize the setting, mood, and author's purpose in the story?
- How can you use your knowledge of graphic organizers to display similarities and differences (comparing and contrasting) between **Rise of Kunatos** and another book from the NEON TIKI TRIBE series?
- Can you use technology responsibly?

Session Activities

While you are conducting the fluency assessments, students should pick one other book from the Neon Tiki Tribe series and re-read it silently. After re-reading the text, students should use construction paper to create a comparison/contrast graphic organizer of the text they chose and **Rise of Kunatos**. Students with access to IPADS can do this with the free Venn Diagram app at:

<https://itunes.apple.com/us/app/venn-diagram/id666981188?mt=8>

or for Android devices

at: <https://play.google.com/store/apps/details?id=air.org.reading.venndiagram>

This will satisfy some technology requirements as they relate to National Educational Technology Standards for students. Check with your individual state / district for specifics.

Sessions 11 - 12

Session Specific Enduring Understandings

- Students should use graphic organizers to compare and contrast two literary pieces.
- Students should be able to organize writing using the steps of the writing process.
- Students should understand the importance of including relevant examples and details in the writing appropriate to the audience and task.
- Student should be able to write simple, complex, and compound sentences.
- Students should understand the correct uses of capitalization and punctuation in producing writing pieces.

Session Specific Essential Questions

- How can you use your knowledge of graphic organizers to display similarities and differences (comparing and contrasting) between **Rise of Kunatos** and another book from the NEON TIKI TRIBE series?
- Are you able to turn the information from the graphic organizer into a written essay comparing the two stories?
- How can you use your knowledge of correct grammar, punctuation, capitalization, and writing conventions to self-edit your essay? Can you use those same skills with confidence to help a peer with their writing?

Session Activity

Once students have completed the individual fluency assessments and the graphic organizers comparing the two texts, review the steps in the writing process as a group. Students should understand that they've already completed the first two parts of the writing assignment. They have read the texts and completed the graphic organizer. These two things will help them develop an essay that compares/contrasts the two stories. A sample rubric for the writing is included at the end. Be sure to share the rubric with the students ahead of time to ensure they understand the expectations of the assignment.

The Writing Process (a reminder)

- Prewriting – brainstorming, planning, purpose, audience (choose a focus for your topic, create an outline, generate ideas)
- Writing – organizing, word choice, sentence fluency (rough draft)

- Responding – conferencing with teacher or peers (have someone read your draft and make suggestions – highlighters are really good tools for this without making a mess)
- Revising – reorganizing, clarifying, refining, using precise language (make changes based on suggestions and conferencing)
- Editing – checking for conventions in spelling, punctuation, capitalization, format, grammar (Does the writing make sense?; Did you answer the questions?; Do you have a focus?; Have I checked a dictionary?; Did I read my story aloud to someone for practice?)
- Publishing/Sharing – final copy, sharing aloud

Sessions 13 – 15 Students will participate in formative assessment activities as provided.

Session 16 – Students will complete summative assessment activities as provided.

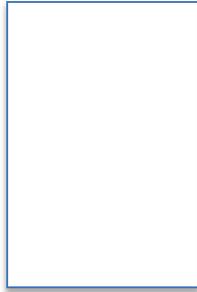
Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

The general formative assessment rubric can be modified to accommodate any changes to the activities:

- Students can work together in small groups of 2-3 students to create a Setting Map using chart paper, magazines, coloring books, and drawing paper (see figure below) to identify the elements of setting within **Rise of Kunatos**. Once the students have completed the chart, they should present the chart to the class with explanations about their reasoning for identifying particular setting elements and their choices for display (magazine pictures, drawings, etc.). Each group should be prepared to take one or two questions from the group related to their setting portrayal.
- Students will create character cards using the coloring pages of the Neon Tiki Tribe members or their own drawings. These character cards should depict the differences between their mood at the beginning and the end of the story. (Specifics: Students should pick one of the characters from the story and using the Tiki Coloring pages color and portray the two different moods each character displayed in the story. Under each picture students should use their knowledge of simple, complex, and compound sentences to correctly write one or two sentences about the defeated feelings in one picture versus the triumphant feelings of perseverance and success in the other picture.) There is also a technology version of character ‘trading’ cards at: <https://itunes.apple.com/us/app/trading-cards/id555742821?mt=8> provided by Read Write Think.
- Students should create a graphic organizer (see figure below) that shows they can compare and contrast the similarities and differences between **Rise of Kunatos** and one other Neon Tiki Tribe book. This will be completed on paper or technology devices.

Figures

Tiki Character Comparisons (use coloring pages or let the children draw their own)



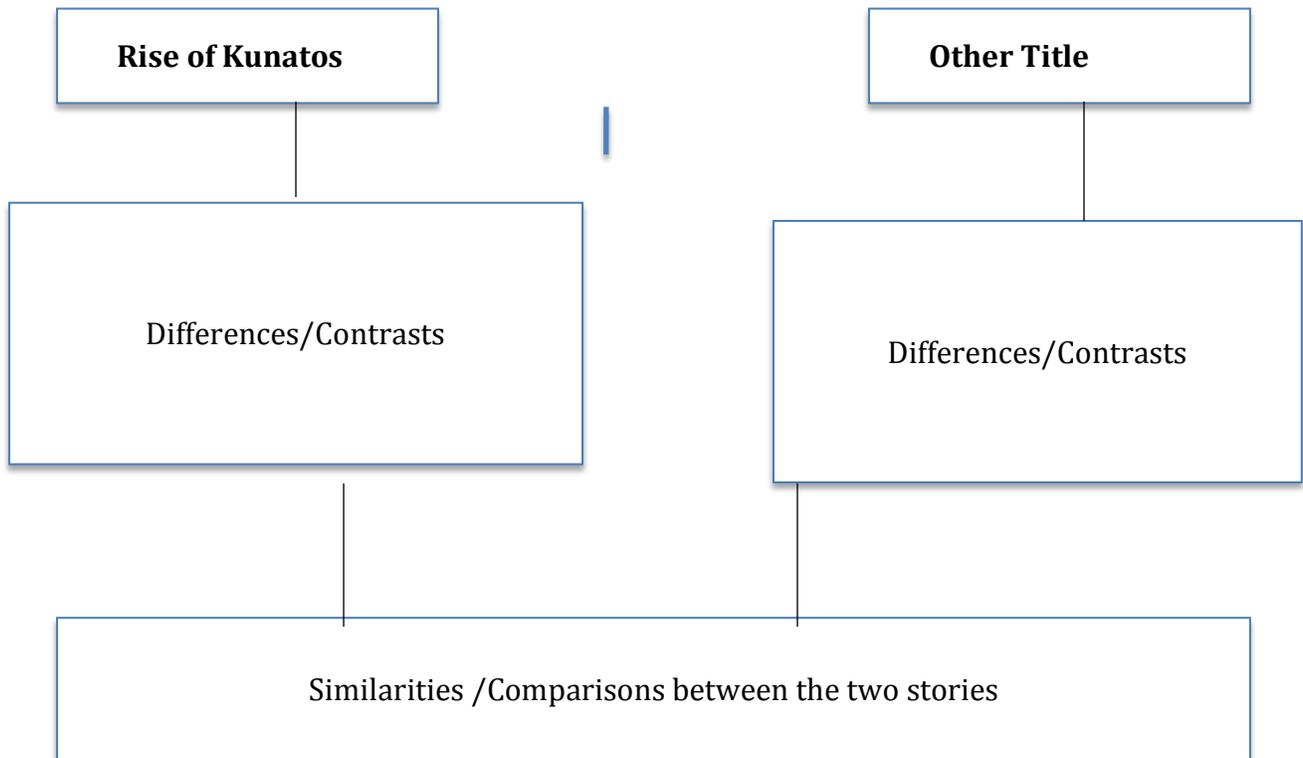
Sentences

Sentences

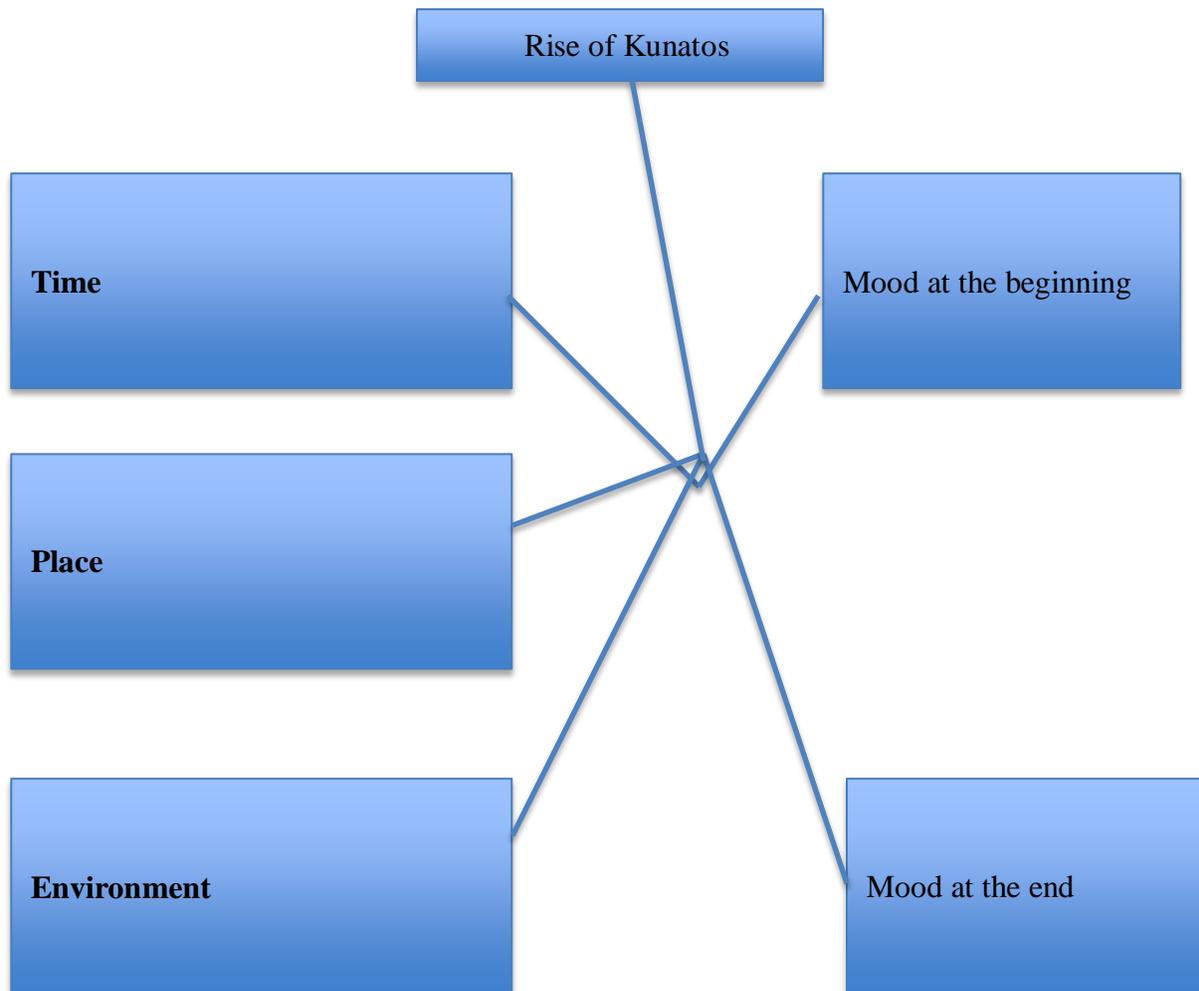
(Character Name)
At the beginning

(Character Name)
At the end

Sample Graphic Organizer for Compare/Contrast



Setting Chart - pictures should accompany each section of the setting



Time: can include time of day, year, future, past, season, morning, night, etc.

Place: can include city, country, rural, building, outdoors, classroom, landscapes, etc.

Environment: can include dangerous, safe, wet, dry, lonely, busy, etc.

Mood: usually represents feelings that the reader exhibits while reading- happy, sad, somber, elation, frustration, exhaustion, excitement, victory, etc.

Formative Assessment Rubric

| Assessment Name | Score – 0 | Score – 1 | Score -2 | Score - 3 |
|------------------------|--|--|--|---|
| Setting Map | Student did not complete assignment or did not follow directions | Student attempted to follow directions / very little understanding | Student followed directions and showed good understanding of skill | Student showed complete understanding of skill / was able to explain their work in detail |
| Character Cards | Student did not complete assignment or did not follow directions | Student attempted to follow directions / very little understanding | Student followed directions and showed good understanding of skill | Student showed complete understanding of skill / was able to explain their work in detail |
| Compare / Contrast Map | Student did not complete assignment or did not follow directions | Student attempted to follow directions / very little understanding | Student followed directions and showed good understanding of skill | Student showed complete understanding of skill / was able to explain their work in detail |
| Fluency Assessment | Student performed at the 0 – 25% of grade level expectations. | Student performed at the 26 – 50% of grade level expectations. | Student performed at the 51 - 75% of grade level expectations. | Student performed at the 76 -100% of grade level expectations or above. |

Summative Assessments

- Students will write a comparison/contrast essay reflecting 2 or 3 similarities and differences between **Rise of the Kunatos** and one other Neon Tiki Tribe book. A sample rubric is provided below.
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book.

Sample Rubric - Compare / Contrast Essay – Rise of Kunatos

- Writing compares 2 or 3 similarities and differences between **Rise of Kunatos** and one other Neon Tiki Tribe book 10 points
- Writing is focused and provides facts from the books that support the similarities or differences cited 5 points
- Writing is legible and includes correct spelling, capitalization, and punctuation 5 points
- Writing is well organized with appropriate paragraph structure 5 points
- Writing has an introduction and conclusion that are appropriate for the comparison/contrast 5 points
- TOTAL points possible 30 points

Pre/Post Assessment for Rise of Kunatos (Perseverance)

Name: _____

Circle one (Pretest Post-test)

Concept/ Skills Questions

Place an x on the line before the correct answer.

1. How are the mood and tone of a story related?

- a. they are not alike at all
- b. they are completely opposite in meaning
- c. even though they seem similar, they can be very different
- d. they are equal in meaning

2. Which term is **not** related to perseverance?

- a. hard work
- b. cooking
- c. patience
- d. endurance

3. What is the setting identified in the context clues of this sentence?
'Tia suddenly heard a ruckus in the front yard.'

- a. ruckus
- b. suddenly
- c. Tia
- d. front yard

4. What does the word encouragement mean?

- a. to praise or support
- b. to get too close to something
- c. to be brave
- d. to be determined

5. What are some good examples of transition words that can be used specifically in compare and contrast writing samples?

- a. first, second, third
- b. meanwhile, also
- c. instead, furthermore
- d. in conclusion, finally

6. Which sentence is an example of a fact?
- a. Kunatos started striking the ground in thunderous blows.
 b. You will never be our master, Kunatos!
 c. Kunatos is too powerful!
 d. It's hopeless.
7. What behavior does a person exhibit if they show perseverance?
- a. hopelessness
 b. meanness
 c. creativity
 d. determination
8. Which sentence needs an exclamation point for its end punctuation?
- a. How did they get here so fast
 b. Tikis never give up
 c. What are we going to do
 d. He put on his sunglasses and disappeared
9. What is a perimeter?
- a. a boundary or edge of something
 b. a type of measuring stick
 c. a liquid measuring tool
 d. a color
10. What is the plot in a story?
- a. the place and location in a story
 b. the problem in a story
 c. the sequence of events in a story
 d. the conclusion or summary in a story
11. Which sentence correctly uses the word relentless in context?
- a. She made a deposit to the relentless at the bank.
 b. The banker needed to sign the relentless for his house.
 c. His efforts to steal the gold were relentless.
 d. She showed a relentless at her birthday party last week.

12. What type of figurative language is the word VVVROOM!!?

- a. simile
- b. metaphor
- c. hyperbole
- d. onomatopoeia

13. What is the climax of a story?

- a. the rising action of a story
- b. the actions you take after reading a story
- c. the feelings you have about a story
- d. the pictures in a story

Short Response/Critical Thinking Questions

Write two or three sentences that correctly respond to the question or prompt.

14. Writing is challenging sometimes. Explain how you can show perseverance completing your writing assignments. Give key terms that help you describe your efforts in your answer.

15. Describe a situation with a friend or family member where perseverance benefited you. Give specific details that explain how you had to use perseverance to overcome the situation.

16. How can using a graphic organizer to help you identify similarities and differences between two stories make it easier to write a presentation to encourage others to read stories by the same author? Be sure to give specific examples that reflect how the organizing the information makes the writing easier.

Answers and Rubric (questions are worth 6 points each)

1. c
2. b
3. d
4. a
5. c
6. a
7. d
8. b
9. a
10. c
11. c
12. d
13. a

Short Response / Critical Thinking

14. ex.: perseverance and determination are important traits in writing because you often have to reread, edit, proofread, change, and accept constructive criticism when working on improving the writing; using a variety of sentence types, providing examples
15. ex.: the situation described a specific instance where the individual had to continue to work to overcome a particular difficulty without giving up; providing details that describe the acts of determination and perseverance; written in complete sentences, indicating the benefits of the acts of perseverance in the end
16. ex.: organizing the information within the format of graphic organizers helps keep the information in readable lists that are easily turned into paragraphs of similarities and differences, having the information in the form of a list can allow the writer to generalize the topic and then provide details within the generalization; written in complete sentences, providing a simple example of something like a Venn Diagram or a Double Bubble Map to organize the information

Rubric for 14-16 (each question is worth 5 points)

- | | |
|--|----------|
| Response is written in 2-3 complete sentences. | 3 points |
| Response gives key details or reasons that are listed. | 3 points |