

ELA: Grade 4, Lesson 15, "The Echoing Green" by William Blake

Lesson Focus: Use information learned from previous lessons and William Blake's poem as a model to co-create a poem.

Practice Focus: Using William Blake's poem and the co-created poem as models, finish stanza three of the poem.

Objective: Students will use information learned about characters, setting, stanza, repetition, rhythm, similes, imagery, and theme to finish a poem.

Academic Vocabulary: stanza, green, arise, descend, weary, merry, echoing, repetition, rhythm, similes, imagery, personification

TN Standards: 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.3, 4.RL.CS.5, 4.W.PDW.4

Teacher Materials:

- Paper charts OR digitally display images from the PPT
- Charts of poem – one stanza on each piece of paper to leave room for annotation, written in black. Note, these can be the same charts from lesson 11.
- Chart with *Poem Brainstorming* written at the top.

Elements	Co-Create	My Own
Topic		
Stanzas		
Repetition		
Rhythm		
Similes		
Imagery		
Theme		

- Structural elements chart: (NOTE: you will not add any new vocabulary for this lesson.)
 - Stanza - how poems are divided
 - Repetition - repeating of words and phrases
 - Rhythm - a regular repeated pattern of sounds
 - Similes - figures of speech in which things different in kind or quality are compared by the use of the words like or as
 - Imagery - words an author uses to help the reader imagine with the senses
 - Theme - the author's message
- Blank chart for writing the poem.
- Chart of poem in guided practice written to reveal one or two lines at a time. (Note: The poem is at the end of the lesson.)
- Chart with end task: *Write your own stanza three to our poem, "The Lonely Playground". Use William Blake's poem as a model for your stanza and the brainstorming chart. Be sure to include repetition from stanzas one and two, show how time is moving to evening, give details about the sounds of the playground, use more imagery, connect to the theme of a cycles are part of life, and check your lines for 6-8 syllables. Your creative assignment for today is to write your own poem about another topic in the style of William Blake!*
- Chart with: #PBSteachTN
- Purple and black markers for annotation

Student Materials:

- Two pieces of paper, pencil, surface to write on
- The student packet for ELA, Grade 4, Lesson 15 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our fourth graders out there, though all children are welcome to tune in. This lesson is the fifth in our series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lessons, you can find them at www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But, it might be more fun if you first go back and watch our other lessons since we’ll be talking about things we learned previously.</p> <p>Today, we will apply what we learned in “The Echoing Green” written by William Blake by creating our poem using his poem as a model.</p> <p>Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Two pieces of paper, pencil, surface to write on • The student packet for ELA, Grade 4, Lesson 15 which can be found at www.tn.gov/education <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p>Intro (4 minutes)</p> <p>During lessons 1-4 in the series, we have talked very in depth about the poem “The Echoing Green.” I like for us to always start with a little review so we can remember what we learned in our lesson together. Are you ready for your daily pop quiz? You know it isn’t really a pop quiz but it is good for you to see what you can remember. Ready? Let’s start!</p> <ul style="list-style-type: none"> • The poem was written post, or after, what war? [Pause.] Yes! It was written post, or after, the Revolutionary War. Here’s a trickier one. Use the date the poem was written and subtract 6 to determine the date the war ended. [Pause.] If you said 1783... you are correct! The poem was written in 1789 minus 6 = 1783. • Who is the author of the poem? [Pause.] I bet you remembered that his name is William Blake because we have said it MANY times. • Why is it interesting that William Blake is from England? [Pause.] Since we have talked about it 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete co-create a poem and write a poem on their own.</p> <p>Student connects to past lessons by answering questions about the Revolutionary War and William Blake.</p>

<p>several times, I am sure you remembered that England was the country the American colonists were fighting against in the Revolutionary War.</p> <p>Don't forget... check out some of William Blake's other poems on the internet or in your local library.</p> <p>Like I said, this is the last of five lessons focused on William Blake's poem. By focusing on the poem for several lessons, we were able to think about the poems in many different ways in each lesson. Look at all these charts of notes we have taken!! Let's do a quick run through of what we learned about the poem:</p> <p>In lesson 1, we considered the characters and setting of the poem. [Show chart from lesson 11.] We realized the sun was rising and setting, the children were playing, and the old folks were watching the events on the Echoing Green.</p> <p>In our second lesson, we focused on the structural elements that William Blake used. [Show chart from lesson 12.] As we create our poem together today, we will use these elements as parts of our own poem.</p> <ul style="list-style-type: none"> • We noticed that William Blake's poem has three stanzas or divisions. [Point to stanzas on the chart]. He used these to show the reader how the day was progressing. • Repetition. [Point to repetition.] Without looking, how many repeating details can you name? And go! [Pause.] How many did you name? Let's see... he repeated the sun, birds, the Green, and children playing. • Rhythm. [Point to rhythm.] What is a big determination of the rhythm in this poem? [Pause.] Yes! It was the syllables. The first two stanzas had less syllables which caused us to read it faster than the last stanza – which had more syllables. • And finally similes ...What simile did Blake use? [Pause.] Yes, he used "Like birds in their nest." <p>During lesson 3, we focused on the imagery that Blake used. [Show lesson 13 chart.] What words did he use to describe the birds? [Pause.] He use merry and cheerful to help us imagine how the birds sounded.</p> <p>Finally, in lesson 4, we learned about the theme? Do you remember the theme? [Pause.] Yes, it was cycles are part of life.</p>	<p>Students reflect on previous lessons of learning by reviewing setting, characters, structural elements, imagery and theme.</p> <p>Students reflect on lesson one: setting and characters.</p> <p>Students reflect on lesson two: structural elements.</p> <p>Students reflect on lesson three: imagery.</p> <p>Students reflect on lesson four: theme.</p>
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As we finished the lesson, I asked you to finish the paragraph explaining how Blake developed the theme. To help you remember what we discussed about the theme, I completed my own paragraph. Think about how my paragraph is similar or different to what you wrote. [Pause.] In “The Echoing Green”, William Blake’s theme is cycles are part of life. Blake used many examples to support this theme. One group of examples that Blake used was cycles of a day. He started the poem by describing the sun rising and ended with the sun setting. In stanzas one and two, Blake described life during the day on the Green by describing the actions of the birds and children and by calling the Green an “Echoing Green”. He then showed the difference in the Green in the evening during stanza three. He used words like weary to describe the children and darkening to describe the Green. Another example of cycles in the poem is how Blake used the word “echoing”. He used the word, which means repeat, to show how the sounds and actions on the Green were repeating each day. A final way that Blake demonstrated the theme is through the similar experiences of the old folk and the children. Both spent time playing on the field. The theme of cycles are part of life is developed by William Blake through his use of details about cycles.

Every day I end thinking: I really wish I could read what you write. I am curious how you continue to think about the poem even when our lesson is over. One thing we haven’t talked about much is checking for capitalization and punctuation when you are finished. When I finish writing, I go back and ask myself, did I capitalize the correct words? In the writing you have done this week, did you remember to capitalize William Blake’s name and the title of the poem, “The Echoing Green”? [Pause.] I did, but I found myself sometimes forgetting to capitalize Green – like he does in the poem. He uses it as a proper noun.

Did you have time to draw an illustration of the theme from the last lesson – cycles are a part of life? [Pause.] The theme made me start thinking of other cycles that could be included that were not in Blake’s poem – the moon and moon phases would be an interesting connection to the theme. Also, have you studied the rain cycle? [Pause.] It is a cycle that is part of our lives.

I really am blown away by how much we have learned together!! I started these lessons not knowing much about this poem, and through working with you as a poetry

Students compare their own paragraph to the one shared by the teacher.

<p>detective, I have learned so much and have enjoyed it! I hope you have, too!</p> <p>Today, we are going to use all that we have learned through this poem and apply it to create our own. Then, there will be time for you to brainstorm your own poem with my support. Finally, you will be ready to finish the poem we started on your own – and write a new one! This is the same structure we have followed for all of our lessons together.</p> <p>Like we have done in all our lessons, we will use our time together to capture notes that will help you write independently. Go ahead and write - <i>Poem Brainstorming</i> at the top of one sheet of paper and copy the chart. We will talk through each element we learned through Blake's poem and apply it in our own. [Show Slide 1 or chart. Pause for writing on paper.] Don't forget to take your own notes as we read.</p>	<p>Student prepares paper for the day's lesson.</p>
<p>Teacher Model/Read-Aloud (10 min)</p> <p>I am kind of sad. This is the last time we will read this poem together. We have learned so much about it! Are you able to say it from memory yet? I find myself remembering certain lines, but I don't have the whole thing memorized. If you have memorized it, you should have an adult post a video of you saying it, along with any illustrations you have made. Be sure to include the #PBSteachTN.</p> <p>Today, as we read through the poem, just enjoy it. Let your mind work its magic as you listen to the words, read the words, or say the words with me. I will show you each stanza as I go.</p> <p>[Show Slide 2 or chart with stanza one.]</p> <p style="text-align: center;"> The Echoing Green By William Blake </p> <p style="text-align: center;"> The Sun does arise, And make happy the skies. The merry bells ring, To welcome the Spring, The sky-lark and thrush, The birds of the bush, Sing louder around, To the bells cheerful sound, While our sports shall be seen On the Echoing Green. </p>	<p>Student listens to the first read of the poem, connecting to previous learning of characters, setting, and structural elements, while also seeing how much they have memorized.</p>

[Show Slide 3 or chart with stanza two.]

Old John with white hair
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say,
Such, such were the joys,
When we all, girls & boys,
In our youth time were seen,
On the Echoing Green.

[Show Slide 4 or chart with stanza three.]

Till the little ones weary
No more can be merry
The sun does descend,
And our sports have an end:
Round the laps of their mothers,
Many sisters and brothers,
Like birds in their nest,
Are ready for rest:
And sport no more seen,
On the darkening Green.

Let's now get creative. We are going to take what we have learned and create! As always, be sure you are taking your own notes on your paper as I take notes on my chart. I want to talk through how you can use this chart. We will work together in this co-create column to brainstorm right now [Point to column on chart.]; then, we will come back to the "my own" column later.

We first need a topic. I have thought hard about this. We need a topic we all have in common. I also wanted one that was similar to Blake's Echoing Green but different enough that we would have some different details to write about. I decided on the school's playground. I hope you are satisfied with the topic. You can choose your own topic later. I am going to add school playground to our chart. [Add to the topic row of the chart: school playground.] As we work through our chart and through creating the poem, I will pause a little longer today so you can create.

Now, let's move to stanzas. Do you remember what stanzas are? [Pause.] Yes, they are how the poem is divided into parts. To make it easier to use Blake's as an example, let's

Students fill in chart with topic.

Students brainstorm ideas for the poem stanzas.

stick with 3. I am going to write 1, 2, and 3 in my box vertically so I can brainstorm what might be happening in each stanza.

- Hmmm... Blake used his poem to show what happened across a day. I think it would be neat to do that for the school playground, but I think it will look a little different from the Green.
- Stanza one. Visualize your school's playground in the morning. What do you see in your head? [Pause.] When I think of the playground in the morning, I see it quiet and lonely because no kids are on it. I am going to write that by number 1. [In the stanza row of the chart write: quiet and lonely on chart.]
- Now, stanza 2. What happens on the playground as the day progresses? What do you see in your head? [Pause.] I see the playground filled with kids playing. It is a happy sound! By number 2, I am going to write kids playing and happy. [In the stanza from of the chart write: kids playing and happy.]
- Finally, stanza 3. What happens to the playground in the evening? [Pause.] Interestingly, I see it as lonely and quiet again because all the students have gone home. That actually might make an interesting title for the playground because when you think about it, the majority of the day, it is lonely, until the students go out to recess. [In the stanza row of the chart write: quiet and lonely to the chart.]
- Are you filling in the chart with me? [Pause.]

Repetition is the next element we need to brainstorm. We need to think about what could repeat in our poem. What are you thinking? Jot some ideas in the chart in the repetition box. [Pause.]

- When I think of the playground in the morning and evening, I think we could somehow repeat the silence, limp swings, and abandoned slides. What do you think about my word choices? Limp means not stiff or firm so we would be describing the chains without a boy or girl in the swing. Abandoned means lacking someone - so no one is on the slide. [In the repetition row of the chart write: *stanza 1 and 3 = silence, limp swings, and abandoned slides.*] Let's add to our chart.
- I can see how we could use these in stanzas one and three. How might the noise, swings, and slides be different in stanza 2? Try to write some thoughts down in the chart. [Pause.] I imagine laughter and

Student will brainstorm ideas for repetition in the poem.

<p>yelling instead of silence, taut swings, and busy slides. [In the repetition row of the chart write: <i>stanza 2 = laughter, yelling, taut swings, busy slides.</i>]</p> <ul style="list-style-type: none"> • I am liking this! We have some interesting imagery going on here, too, because our word choices let the reader know how the playground sounds, I am going to draw an arrow from repetition to imagery, but we can think of some more imagery when we get there. [Draw arrow.] Can you determine the meaning of taut based on that it is being used as the opposite of limp? [Pause.] Taut means tight. <p>Next, we need to think of how we might use rhythm in the poem. Remember Blake used more syllables when the day was busy and less as the evening moved in. What are your thoughts? [Pause.] To apply how Blake used rhythm, we will have to use more syllables in stanzas one and three when the playground is lonely and quiet so the reader will read it slower and add less syllables when the playground is active and lively with students. I will add that to the chart. [In the rhythm row on the chart write: stanza 1 and 3= more syllables; stanza 2 = less syllables.]</p> <p>Let's chat about where we can add a simile! Blake used his simile in the third stanza. He compared the children going home to birds in a nest. Hmm... I wonder what the playground looks like during the day when children are playing? What might we compare? I will give you a minute to think. [Pause.] I thought of one... did you? I think the children look like a swarm of bees moving around the play equipment! I am going to add to my chart. [In the simile row write: children look like a swarm of bees moving around the play equipment.]</p> <p>We already added some imagery in our repetition box. Are there other details where we could add imagery? [Pause.] The playground I am imagining has a balance beam. I think <i>wobbly feet on the balance beam</i> makes for interesting imagery. [In the simile row write: wobbly feet on the balance beam.]</p> <p>Lastly, our theme. Because we are sticking with what happens to the playground throughout the day, I think we can use Blake's theme... cycles are part of life. The classes of children cycle through the playground each day at different times, too. I am going to add that to stanza 2; we might use it in the poem. [Add to the theme row of the chart: cycles are part of life.]</p>	<p>Student will consider how to use syllables to develop the poem's rhythm.</p> <p>Student creates simile to use in poem.</p> <p>Student develops imagery for the poem.</p> <p>Student connects co-created poem's theme to Blake's theme.</p>
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<p>Guided Practice (10 min)</p> <p>Let's use our brainstorming to work to think through how to create the poem. First, I think we decided on a title – "The Lonely Playground". I will write that at the top. [Reveal on top of chart paper.]</p> <p>For stanza one, we had several details we wanted to include: more syllables, quiet place, limp chains, lonely slide.</p> <p>We need to start the day in the morning; I thought of a line we could use: <i>Another school day begins</i>. [Reveal line on chart.] It is 7 syllables which follows Blake's pattern, starts our cycle of the day, and stays with the theme of cycles are part of life. I am going to aim to have all the lines in this stanza to have 6 to 8 syllables.</p> <p>Hmmm... now I need something about the children arriving to school, and the ends of the lines should rhyme or be close. What are you thinking? Say your ideas out loud. [Pause.] You can use your own, or I thought of [Reveal line on chart.] <i>Another school day begins.</i> <i>Kids return from where they've been.</i></p> <p>Be sure you are writing your own lines down or my lines. I will give you time now to get all your ideas down on paper. [Pause.]</p> <p>Can we work in the lonely slide here? A good action word that rhymes with slide is glide. Glide means to move smoothly. See if you can think of two lines that use these words: slide and glide. [Pause and then reveal.] [Think aloud.] I was imagining the kids entering the school building in the morning. [Reveal lines.]</p> <p style="text-align: center;"><i>Into the school door they slide</i> <i>Leaving the one lonely slide.</i></p> <p>I like our imagery here of the lonely slide on the playground.</p> <p>Let's do a syllable check. Count how many. [Pause.] 7 syllables in each. That works!</p> <p>Maybe we can describe the slide some more here. We talked about the word descend a lot in Blake's poem. It means to go down, and kids go down the slide. Let's see if we can use descend and end in our next two lines, perhaps something happening at the end of the slide. Say your ideas out loud.</p>	<p>Student uses brainstorming notes to co-create stanzas one and two with the teacher.</p> <p>Student uses brainstorming notes to co-create stanza 1.</p>
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[Pause.] Here's mine, but yours is probably better. [Reveal lines.]

*Waiting for joy to descend
Into the sandpit at the end.*

The slide is waiting for the children to descend the slide with joy! What were your ideas?

We brainstormed that we needed to work in the limp swing chains and the silence of the playground. I will give you a minute to brainstorm your thoughts out loud. If you need a kick start, try using the words wait and gate. [Pause for students to write.] I wrote:

*Limp swing chains patiently wait,
Silence envelopes the gate*

We have quite a bit of personification in this poem. We talked about personification in an earlier lesson. It means giving life-like qualities to something that is not human. Do you see how I used personification in these lines? [Pause.] Swing don't really wait, and silence can't do the action of enveloping, or surrounding.

Let's do a quick syllable check. How many? [Pause.] Again, both have 7. Check!

Blake used 10 lines in his first stanza. Let's do the same. We need to end the stanza with the title so that would be something like "on the Lonely Playground". That means, our line before it needs to rhyme with ground. In my head, I often go through the alphabet and jot down all the words I can think of that rhyme and see if I can make something work – abound, bound, downed, found, hound, mound, pound, round, renowned, sound, wound. I like the word abound, which means to exist in large numbers. The playground wants, check out the personification, the playground wants large amounts of children. Here is what I wrote:

*Seeking children to abound
On the Lonely Playground.*

Let's read the whole first stanza. What you wrote may be different or you may have used my words – either is fine.

[Show Slide 5 or chart.]

Another school day begins;

<p>Kids return from where they've been. Into the school door they glide, Leaving the one lonely slide Waiting for joy to descend Into the sandpit at the end. Limp swing chains patiently wait. Silence envelopes the gate, Seeking children to abound On the Lonely Playground.</p> <p>We are moving along. Let's move to stanza two and see what we wanted to include in this stanza. [Reference chart.] In this stanza we wanted to include: all the students coming to play, yelling, taut swings, busy slides, wobbly feet on the balance beam, and a comparison to a swarm of bees. We said we would have shorter lines like Blake did. Let's aim for 5 or 6 syllables per line so the rhythm will be faster.</p> <p>Here we go! Why don't we start with the comparison – bees on a honey hive or swarm of bees? Think for a minute. [Pause.] Here is how I started:</p> <p style="text-align: center;"><i>Like bees to a hive</i></p> <p>Check me... how many syllables? [Pause.] Yes, 5. Now, words that rhyme with hive: dive, five, jive... Try dive. What can you write about? We are talking about the kids going to the slide like bees to a hive. [Pause.] I wrote:</p> <p style="text-align: center;"><i>To the slide, kids dive</i></p> <p>5 syllables.</p> <p>Let's see if we can give some reference to the time of day. Usually you get to play on the playground at mid-day or noon. Here is my line. [Reveal line.]</p> <p style="text-align: center;"><i>At noon, they skip and jump</i></p> <p>6 syllables. The line ends in jump. What are some words that rhyme with jump? [Pause.] Jot a few on your paper. Go through the alphabet in your head if you need to. [Pause.] Bump, dump, gump, hump, lump, pump, rump. Which word do you like? [Pause.] If can't choose, try bump. [Pause.]..Here's mine. [Reveal line.]</p> <p style="text-align: center;"><i>Down slides Kim, bump!</i></p>	<p>Student listens to stanza 1.</p> <p>Student uses brainstorming notes to co-create stanza 2.</p>
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Check my syllables or check your own line. [Pause.] 4 syllables in mine.

I would like for you to include the taut chains and the wobbly feet now. I will give you a minute to think of two lines you might use. Talking out loud helps you think it through. If you need something to get you started, I rhymed taut and hot. [Pause for students to think and write down their idea.] Are you ready for mine? I wrote: [Reveal lines.]

*On the swing, chains are taut.
Wobbly feet on beams are hot.*

I have 6 and 7 syllables. Check yours if you wrote different lines. [Pause.]

Because I think of laughter on a playground, I want to include that next. Is there something you think of? I would like for you to write about the laughter or choose something else for the next two lines. [Pause.] I chose these words to continue describing the playground when kids are there: [Reveal lines.]

*Sweet sounds of laughter,
For here ever after.*

My syllables are 6 and 7. Again, check yours. We want to continue the faster rhythm. [Pause.]

Wow! We are ready to write the last two lines of the poem. Before we write, we need to choose a word besides lonely to describe the playground. How would you describe the playground? Jot some ideas on your paper. [Pause.] I chose the word happy because it is an emotion like lonely, but I think the playground would be happy when all the kids are playing. After you decide on the last line of the stanza, go back and create a line before it. [Pause.] Here is the end of stanza 2: [Reveal lines.]

*Enjoying the sound
On the Happy Playground.*

Stanza 2 is finished. Let's read it all the way through:

[Show Slide 6 or chart.]

Like bees to a hive,
To the slide kids dive.
At noon, skip and jump,
Down slides Zac, bump!

Student listens to stanza 2.

<p style="text-align: center;"> On the swing, chains are taut; Wobbly feet on beams are hot. Sweet sounds of laughter, For here ever after, Enjoying the sound On the happy playground. </p> <p> Let's do a mental check to see if we have the elements like Blake. Repetition? [Pause.] Yes, slide, swings, and the sound. Short lines with few syllables. [Pause.] Yes. Simile? [Pause.] Yes, the kids going to the slide are like bees going to a hive. Imagery? [Pause.] Yes, taut chains, wobbly feet, and sweet sounds. Theme? Did we stick to the theme of cycles are part of life? [Pause.] Yes, we wrote about the playground changes during mid-day. We also signaled it was noon. </p> <p> We don't have time for us to co-create stanza three. Guess what? That is your job! Using the chart, think about: </p> <ul style="list-style-type: none"> • How you are going to show time moving to the evening when the playground is again lonely? [Pause.] • How are you going to give details about the sounds of the playground? [Pause.] • What will you choose to repeat? [Pause.] • Will you add more imagery to your poem? [Pause.] • How will you add more syllables to your lines? [Pause.] <p> I am going to read you how I ended mine. Then, you get to be creative and make your own stanza three. </p> <p>[Show Slide 7 or chart.]</p> <p style="text-align: center;"> The shrill bell sounds at three. How oddly lonesome to be Where children once played. Now, the still quiet is laid. Swings put to rest in the shade. In the west the sun slowly sets. No visitors the place gets, Awaiting the next day's rising gold mound, Above the Lonely Playground. </p>	<p>Student uses Blake's model as checklist for co-created stanza 2.</p> <p>Student prepped to write own stanza 3.</p>
<p> Independent Work (1 minute) [Show Slide 8 or chart.] Here is your task for this lesson, be sure to write it down. I will read it twice for you. </p> <p> Write your own stanza three to our poem, "The Lonely Playground." Use William Blake's poem as a model for your </p>	<p>Student finishes stanza 3 of the poem independently.</p>

<p>stanza. Be sure to include repetitions from stanzas one and two, show how time is moving to evening, give details about the sounds of the playground, use more imagery, connect to the theme of a cycles are part of life, and check your lines for 6-8 syllables.</p> <p>Your creative assignment for today is to write your own poem about another topic in the style of William Blake! Remember on your chart, we left a column blank for you to brainstorm your own poem. [Show column in chart.] Post it, too!</p> <p>[Read directions twice so students can copy down the independent work assignment as you read.]</p>	
<p>Closing (1 min)</p> <p>I have enjoyed reading “The Echoing Green” over the last several lessons and creating a poem with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! We will start a new text in the next lesson. Bye!</p>	