

ELA: Grade 6, Lesson 18, Sticky Rice

Lesson Focus: The lesson focuses on finding evidence in the text to develop an understanding of how the author conveys the idea of eating sticky rice as a joyful, cultural experience.

Practice Focus: Students will write a narrative description of a food that gives them joy when they eat it.

Objective: Students will use “A Taste of Sticky Rice, Laos’ National Dish” to learn about an important food in Laotian culture with a focus on how the author conveys the idea of eating sticky rice as a joyful, cultural experience.

Academic Vocabulary: baguettes, ingrained, debate, Per capita, migration, predominant, fusion, sates, subsistence

TN Standards: 6.RL.CS.4, 6.RI.KID.3, 6.W.PDW.4

Teacher Materials:

- The Teacher Packet for ELA, Grade 6, Lesson 18
- Chart paper or white board and markers

Student Materials:

- Paper, pencil, surface to write on
- The Student Packet for ELA, Grade 6, Lesson 18 which can be found at www.tn.gov/education
- Student response to the previous lesson’s independent activity

Teacher Delivery Notes:

- Lessons 16-20 are a lesson set, so you will want to keep all of your materials for the lessons accessible. You may find you need to go back and show a reference chart, an independent practice example response, or other visual.
- There are several visuals used in today’s lesson. If you are not casting your screen in a way that students can see it, you will want to prepare your own charts. Please refer to the teacher packet for examples.
- Pronunciations: This text is about the importance of sticky rice in the country of Laos. Laos rhymes with mouse. Myanmar (mee-in-mar’); Khao niaw (cow-now); Luang Prabang (luh-wahng prah-bahng); jeow (jee-ow); mok pa fork (maok-paw-fauk); Theravada (Terra-vañ-nuh) Buddhism; khao tom (cow-torñ) Vientiane (vee-en, tee-en)-capital city; Vilayluck (vee-lie-luck); Onphanmany (On-phon-my-nye); Ao khao bor? (Ow-cow-buer)-Do you want sticky rice?

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| <p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 6th graders out there, though everyone is welcome to tune in. This lesson is the third in this week’s 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 today we’ll be talking about things we learned previously.</p> | |

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| <p>Today we will be learning about how sticky rice is grown! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper, pencil, surface to write on • The Student Packet for ELA, Grade 6, Lesson 18 which can be found at www.tn.gov/education • Student response to the previous lesson's independent activity <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 min)</p> <p>In our previous lesson, we read more of the article, "A Taste of Sticky Rice, Laos' National Dish," and learned various facts about sticky rice in Laos through the author's details and descriptions. We analyzed how the author chose to write this article using two distinct writing styles.</p> <p>During our reading, we thought about the characteristics of the two writing styles: travel narrative and informational text. Let's review the chart that we made that outlined the characteristics of both of these texts. [Show slide L18-A or chart you made for Lesson 17. Read the chart out loud.]</p> <p>We used this chart to help us with our independent work. For your independent activity, [Show slide L18-B or visual you for Lesson 17.] you wrote a 1-page journal entry about a time when you traveled to somewhere new. Your journal should have told a story of a trip you took while also providing factual information about the place you visited.</p> <p>I'm going to read an example to you. I want you to listen for the use of informational text. [Show slide L18-C.]</p> <p><i>As we approached Washington D.C. I could see the Washington Monument standing tall in the middle of our nation's capital. I was so excited to explore a place that had so much history. I leaned over to my brother who was playing his Nintendo Switch. "Aren't you excited to be in Washington D.C.?"</i></p> <p><i>My brother rolled his eyes and said, "Not really. I'd rather be at the beach."</i></p> <p><i>Not me, I thought. I am a history buff. The idea of standing in front of the White House or on the steps of the Lincoln Memorial excited me more than lying on a beach. Washington D.C. is located between Virginia and Maryland.</i></p> | <p>Students listen as the teacher reviews day 1 and day 2 of the lessons on "A Taste of Sticky Rice, Laos' National Dish."</p> <p>Students will think about what facts they learned from the text about sticky rice.</p> <p>Students review their chart over travel narrative and informational text.</p> <p>Students locate their independent activity from yesterday.</p> |

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| <p><i>Even though many people live there, the District of Columbia is not considered a state. It was founded in 1770 before the American Revolutionary War and before the U.S. declared independence from Great Britain.</i></p> <p><i>As our car got closer and closer to the center of the city, I grew more and more excited. I couldn't wait to stand on the streets that Thomas Jefferson and Abraham Lincoln stood on!</i></p> <p>Think about this journal entry a moment. How does this journal entry reflect both the characteristics of a travel narrative and an informational text? [Pause.] I've highlighted the informational text in this response [Show slide L18-D.] Take a moment and highlight or underline any informational text in your response. [Pause.]</p> <p>Today, our goal is to take another look at the first half of this article and collect evidence that will help us answer the question, how does the author convey the idea that eating sticky rice is a joyful experience? We will look at how the author uses specific word choice and descriptions to express the notion that eating sticky rice is a joyful experience.</p> <p>At the end of our lesson, you should be ready to write a narrative description of food that also expresses a joyful tone.</p> | <p>Students will listen to example response read by the teacher.</p> <p>Students will read through their entries and highlight or underline informational text in their responses.</p> |
| <p><u>Teacher Model/Read-Aloud</u> (18 min)</p> <p>Today, we will re-read the parts of the article “A Taste of Sticky Rice, Laos’ National Dish” that we read in the last two lessons. We’ll be reading closely to determine how the author conveys the idea that eating sticky rice is a joyful experience for people in Laos.</p> <p>Let’s make a word web today to organize our notes. Please take a moment to set up your web. [Show slide L18-E.] Draw a circle in the middle of your paper, and write “Joyful” inside the circle. You may want to wait to add arrows as we add evidence from our text. [Pause.]</p> <p>Let’s read! [Show slide L18-F.]</p> <p>“A Taste of Sticky Rice, Laos’ National Dish” One cannot travel to the Southeast Asian country without many meals of sticky rice, the versatile staple of Laotian cuisine. By Mike Ives, Smithsonian.com, February 01, 2011</p> | <p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students will draw word web for their notes.</p> <p>Student follows as the teacher reads the text,</p> |

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| <p>(1) Luck was losing patience, and his stomach was grumbling like the diesel engine of the bus transporting him to northern Laos. He needed to eat sticky rice, he said, <i>so badly!</i></p> <p>(2) He checked his cellphone: No service. Slumping into his seat, he looked out the windows — but it was mid-November in the Lao People’s Democratic Republic, and in field after field, Laotian farmers were harvesting sticky rice and burning the discarded husks for fertilizer. Luck sighed. The smoky air carried a sweet, ricey aroma.</p> <ul style="list-style-type: none"> Remember, we are looking for how the author shows that eating sticky rice is a joyful experience. What phrase did we read in this paragraph that helps do that? [Pause.] Yes! It’s the phrase, <i>a sweet, ricey aroma</i>. Luck wants sticky rice so badly that even the smoke from the burning rice husks smells sweet to him. <p>[Show slide L18-G.] (3) It was the first day of a six-day, northbound journey from Vientiane (vee-en-tee-en), the tranquil capital, to a remote village near the Laos-China border. Luck —short for Vilayluck (vee-lie-luck) Onphanmany (On-phon-my-nye) — is my 23-year-old Laotian friend and translator whom I’d met on my first of three previous trips to the landlocked Southeast Asian country. He was assisting a gastronomic investigation: a friend and I were on a mission to learn the secrets of sticky rice, the mainstay of Laotian cuisine, and in the process, to eat as much of it as possible.</p> <ul style="list-style-type: none"> I think there’s some good evidence here that we could use for our web. Look closely at the paragraph. What detail shows that eating the sticky rice can be joyful? [Pause.] Yeah! At the end the author says that he and his friend planned “to eat as much [sticky rice] as possible”. We can assume that if they want to eat a lot of sticky rice they probably enjoy eating it. On your chart, write: <i>eat as much as possible</i>. [Show slide L18-H.] [Pause.] <p>Let’s read the next two paragraphs together. [Show slide L18-I.] (4) When our bus rattled into a dusty market, a group of women crowded the windows. “Ao khao bor?” (ow-cow-buer) they called (“Do you want sticky rice?”). Luck snapped to attention and called for two bags — one for me and my traveling companion, and one for himself. We ate with our hands, Laotian-style. Luck finished his portion before the bus started rolling.</p> | <p>Student listens to and answers the question from the teacher.</p> <p>Students follow along as teacher reads.</p> <p>Students examine the paragraph for details on the joys of eating sticky rice.</p> <p>Students record responses on their charts.</p> <p>Students follow along to paragraph 4 and 5.</p> |
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| <p>(5) “I feel better!” he said, and promptly dozed off. Other passengers were either eating sticky rice or, like Luck, sleeping it off.</p> <ul style="list-style-type: none"> • What effect did eating the sticky rice have on Luck? [Pause.] Correct! Luck felt better after eating some sticky rice and he even fell asleep. • Let’s take a closer look at these two paragraphs. What details might we include on our web? [Pause.] We could include the lines “Luck finished his portion before the bus started rolling” and the line “I feel better” that show how fast he ate it and how he feels. • On your word web, let’s paraphrase these details, rather than write a quote. [Show slide L18-J.] Write: <i>Luck ate the sticky rice quickly.</i> [Pause.] Then draw another arrow and write: <i>The sticky rice made Luck feel better.</i> [Pause.] Write: <i>Luck ate the sticky rice quickly.</i> [Pause.] Then draw another arrow and write: <i>The sticky rice made Luck feel better.</i> [Pause.] <p>[Show slide L18-K.] (6) What explains the national love of sticky rice? Many Laotians laughed when I asked them. Sticky rice is what their grandparents and great-grandparents ate, they said. Perhaps they were caught off guard by my question: like baguettes in France and sushi in Japan, sticky rice is so ingrained in Laos’ culinary heritage that most Laotians don’t think about it in isolation.</p> <ul style="list-style-type: none"> • <i>Ingrained</i> describes a belief or practice that is firmly established and unlikely to change. It feels a little like a play on words since sticky rice is a grain, doesn’t it? [Pause.] • The author asks the question “What explains the national love of sticky rice?” • Why is sticky rice compared to baguettes in France and sushi in Japan? [Pause.] Sticky rice is compared to baguettes (long, thin loaves of bread) in France and sushi in Japan because, like those other foods, sticky rice is so common in Laos it is identified with the country itself. Comparisons are useful in presenting an author’s ideas. A reader may not be familiar with Laos and sticky rice, but would be more likely to know that France is known for its baguettes and that sushi is a popular Japanese food. • On your web, draw an arrow and write: “<i>national love for sticky rice</i>”. [Show slide L18-L.] [Pause.] <p>[Show slide L18-M.] (7) Sticky, or “glutinous,” rice has been growing in mainland Southeast Asia for at least 4,000 years.</p> | <p>Student responds to the teacher's question.</p> <p>Students identify details to include in their web.</p> <p>Students follow along to paragraph 6.</p> <p>Students define ingrained.</p> <p>Students answer questions posed by the teacher.</p> <p>Students add information to their web.</p> <p>Students follow along as teacher reads paragraph 7.</p> |
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Historians debate whether ancient farmers grew sticky rice because it was suited to local growing conditions or because they liked its taste and chewy texture. What's clear is that, by the 18th century, sticky rice had been largely replaced across the region by varieties of non-glutinous rice, a.k.a. "white rice."

- What do historians think is the reason for sticky rice being so popular in Southeast Asia? [Pause.] This might be a trick question. Did you notice the word "debate"? [Pause.] "Debate" means to argue different sides, so historians argue about whether sticky rice is popular because the land is good for growing it or because the people enjoyed eating it.

[Show slide L18-N.] (8) But sticky rice is still the primary staple in Laos and parts of the five countries bordering it: China, Myanmar, Thailand, Cambodia and Vietnam. In Laos, slightly larger in area than Utah, per-capita sticky rice consumption is the highest on earth at more than 345 pounds per year. The average American, by contrast, eats less than 20 pounds of rice annually, according to the United States Drug Administration.

- What does 'per-capita' mean? [Pause.] Per capita is a Latin phrase. Per means "for each" and capita means "head". For each head? That's a strange phrase.
- We use the phrase per capita to mean for each individual. So when the text says "per capita sticky rice consumption is the highest on earth at more than 345 pounds per year" that means on average each person in Laos eats 345 pounds of sticky rice every year!
- What conclusion can be drawn based on the detail that the average American eats less than 20 pounds of rice annually? [Pause.] Based on the detail that the average American eats less than 20 pounds of rice annually, I can conclude that Laotians eat an enormous amount of rice every year! So, this time he uses a contrast--how little rice the average American eats compared to the average person in Laos--to develop his idea.
- On your web draw another arrow. Let's write: *Per capita, Laotians eat 345 lbs. of rice each year.* [Show slide L18-O.] [Pause.]

[Show slide L18-P.] (9) Urbanization, migration and other forces are altering rice-consumption habits across Laos, says historian Grant Evans, to the point where some urban

Students respond to the teachers questions.

Students follow along as the teacher reads paragraph 8.

Students define per capita.

Students determine the conclusion based on the question asked.

Students add information to their web.

Students follow along as the teacher reads paragraph 9.

dweller now associate sticky rice with “country bumpkin ways of eating.” But Evans, the author of several books about Laos, also says he doesn’t know a single Laotian person who never eats sticky rice. From a cultural perspective, he explained, sticky rice is still “the way the Lao identify themselves.” Case in point: as of the mid-1990s, a popular Laotian band in the United States was calling itself *Khao niaw*— the Laotian words for, sure enough, sticky rice.

- At the beginning of this paragraph, do you see the word “migration”? What do you think the word “migration” means? [Pause.] Migration means from one place to another. When I read the first line and see the word urbanization, which means the process of making a city, and the word migration, I can infer that people are moving from the rural parts of the country to the urban parts.
- Do you think urbanization and migration has an effect on Laotian culture? [Pause.] It absolutely does. The text says “Urbanization, migration, and other forces are altering rice-consumption habits across Laos”. But what do all Laotians still have in common based on the paragraph? [Pause.] That’s right! They all still eat sticky rice. I know this because the text says “he doesn’t know a single Laotian person who never eats sticky rice”.
- Did you notice the phrase “sticky rice is ‘the way the Lao identify themselves’”? [Pause.] When someone identifies with something, it is a point of pride for them. On your web draw an arrow and write: “*sticky rice is the way Lao identify themselves*” [Show slide L18-Q.] [Pause.]

[Show slide L18-R.] (10) The dish comes in various shapes and sizes — a recent agricultural research project on rice in Laos involved more than 13,000 rice samples, more than 11,000 of them glutinous — but the basic method of consuming *khao niaw* is the same countrywide. Harvested sticky rice grains, which are typically shorter and fatter than non-glutinous ones, are soaked overnight, steamed in the morning and eaten all day.

Sticky rice still tastes great after two steaming, said Luck, but steaming it thrice makes it “too sticky.” Because sticky rice lacks the starch amylose, it congeals — and breaks off into fist-sized pieces — more easily than white rice under similar cooking conditions.

- The one line that jumps out to me is “Sticky rice still tastes great after two steamings”. Writers choose

Students use context clues and prior knowledge to define “migration”.

Students respond to the teacher’s question.

Students add information to their web.

Students follow along while the teacher reads paragraph 10.

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| <p>their words carefully to express a certain tone. How might the tone of this line be different if instead of using the word “great” the author said:</p> <ul style="list-style-type: none"> ○ Sticky rice still tastes “okay” after two steamings. [Pause.] ● The tone of the text changes. There is no joy if the author uses bland words like “okay”. Words matter, so when you go to write your independent practice today, choose your words wisely so that you express a joyful tone. ● Let’s write that line on our web. Draw an arrow and write: <i>still tastes great after two steamings</i> [Show slide L18-S.] [Pause.] <p>[Show slide L18-T.] (11) A hunk of sticky rice is a delicious, bread-like dipping implement. Laotians prefer to eat sticky rice with non-soupy dishes, rather than with just curries and sauces, said Caroline Gaylard, co-founder of Tamarind, a café and cooking school in Luang Prabang, the former Laotian royal capital. According to Gaylard, an Australian who moved to the country, sticky rice complements the popular Laotian dish jeow, a dry paste made from chili peppers and herbs, as well as the royal dish mok pa fork, which features steamed fish, dill, shallots and coconut milk.</p> <ul style="list-style-type: none"> ● The first sentence in this paragraph also includes good word choice. When I read the first sentence “A hunk of sticky rice is a delicious, bread-like dipping implement,” it makes me want to eat some. ● What if instead of delicious the author said “edible”, which means it can be eaten. Listen to how it sounds, “A hunk of sticky rice is an edible, bread-like dipping implement”. The tone completely changes. The author doesn’t sound excited about sticky rice anymore, he sounds more matter-of-fact and informative. ● Let’s write that on our web. Draw a line and let’s just write the word: <i>delicious</i>. [Show slide L18-U.] [Pause.] <p>[Show slide L18-V.] (12) Sticky rice figures in religious traditions across Laos, where the predominant faith is Theravada (Terra-vañ-nuh) Buddhism. Laotians cook sticky rice dishes — notably khao tom (cow-tom), a fusion of sticky rice, coconut, banana and mung bean — for ceremonies related to plantings, rainfall, harvests and death. During the popular baci ceremony, uncooked sticky rice grains are tossed into the air after communal prayers. And when a</p> | <p>Students add information to their web.</p> <p>Students follow along to the teacher reading paragraph 11.</p> <p>Students add information to their web.</p> <p>Students follow along to the teacher reading paragraph 12.</p> |
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| <p>Laotian is dying, a village elder may rub sticky rice on the person and throw the rice away to banish bad spirits.</p> <ul style="list-style-type: none"> • There are a few words in this paragraph that I would like you to get familiar with. In the first sentence, what do you think the phrase “predominant faith” means? [Pause.] Predominant means “main” and faith can mean “religion”. So predominant faith means the main religion. • It’s interesting how sticky rice impacts all these different areas of Laotian culture, even religion. • Another word that is good to know is “fusion”. What do you think the word “fusion” means? [Pause.] Fusion means a blend of two or more things. So khao tom is a blend of sticky rice, coconut, banana, and mung bean. Sounds a little strange, but I’d definitely try it! Are you brave enough to try some Laotian food? [Pause.] Excellent! • When I first read this paragraph, I didn’t know what a baci ceremony was so I did some research. Baci ceremonies can be performed during happy moments, such as for a wedding or a new baby or while celebrating the New Year. • Since a baci ceremony can be performed during those happy moments in life, I think it’s a good detail to include in our web. On your paper, draw an arrow and write: <i>sticky rice is used during baci ceremonies</i>. [Show slide L18-W.] [Pause.] <p>[Show slide L18-X.] (13) But sticky rice isn’t merely spiritual fuel. Because it takes longer to digest than white rice does, it sates hunger for longer periods. That’s good for Laotian monks, who generally don’t eat after midday. “People give us only sticky rice, which is awesome,” said Sary Phonesay, a 19-year-old monk with brown eyes and a gentle smile. He was standing in the sun-dappled courtyard of a Buddhist temple in Luang Prabang, (luh-wahng prah-bahng) where tourists line up each morning like band groupies outside of a stadium box office to place steaming clumps of khao niaw into the monks’ collection pots. When I asked why he prefers sticky rice to white rice, the monk said, “If I eat sticky rice, I’ll be full longer.” Laotian farmers I asked repeated variations of Sary’s explanation. Agriculture, mainly subsistence rice farming, employs three out of four Laotians. Sticky rice packs well in banana leaves and is a common field-side snack.</p> <ul style="list-style-type: none"> • Let’s take a closer look at a couple of the words in this paragraph. The word <i>sates</i> is a good word to | <p>Students brainstorm the meaning of “prominent faith”.</p> <p>Students define the word fusion.</p> <p>Students add information to their web.</p> <p>Students follow along to the teacher reading paragraph 13.</p> |
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| <p>know because it helps explain the effect sticky rice can have on a person. What do you think <i>sates</i> means? [Pause.] <i>Sate</i> means to satisfy or make you feel full. So you might use the word like this:</p> <ul style="list-style-type: none"> ○ Meat and potatoes is a good meal to sate your appetite. ● Another interesting word is “subsistence”. The root word of “subsistence” is subsist which means to survive. When you see the phrase “subsistence rice farming”, what do you think that phrase might mean? [Pause.] That’s right, rice farming as a way to survive. To explain things further, subsistence farming means that your farm is your main means of food or money. ● Okay, there’s one line in this paragraph that shows that eating sticky rice can be joyful. Can you find it? [Pause.] Yes! When the monk says “People give us only sticky rice, which is awesome” we can tell that the monk genuinely enjoys eating sticky rice. ● Let’s write that on our web. Draw a line and write: “People give us only sticky rice, which is awesome” [Show slide L18-Y.] [Pause.] | <p>Students define the word “sates”.</p> <p>Students define the word “subsistence”.</p> <p>Students locate the line in the paragraph that shows that eating sticky rice can be joyful.</p> <p>Students add information to their web.</p> |
| <p>Guided Practice (5 mins.)</p> <p>Wow! We have accomplished so much today. Let’s review our web and answer the question, how does the author convey the idea that eating sticky rice is a joyful experience?</p> <p>We can use our answer to that question to help us as we complete our independent work. Let’s take a look at our complete chart. [Show slide L18-Y.]</p> <p>What are the different ways that the author conveys the idea that eating sticky rice is a joyful experience? [Pause.]</p> <ul style="list-style-type: none"> ● I see that the author uses good word choice, such as great, delicious, and awesome, to express how much people enjoy sticky rice. [Pause.] ● I see that the author used the story of Luck to show how much a typical Laotian person enjoys eating sticky rice. Remember that Luck said he felt better after eating sticky rice. [Pause.] ● I see that people in Laos eat a whole lot of sticky rice, 345 lbs. a year per capita to be exact. [Pause.] ● And I also see how the monk responded to receiving sticky rice. Remember, he said it is “awesome.” I love that reaction. | <p>Students review their web and answer the teacher’s question.</p> <p>Students look at their completed chart.</p> <p>Students answer the question.</p> <p>Students follow the statements of the teacher and complete their word webs.</p> |

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| <p>I can use all of these details to help me explain how the author conveyed the idea that sticky rice is a joyful experience.</p> <p>We've seen how the author uses many different details to express a tone of joy. You'll want to do the same in your independent practice. Make sure to use words that help express your feelings of joy toward a certain food and also take the time to intentionally include multiple details that show your joy.</p> <p>I think you are ready to move on!</p> | |
| <p>Independent Work (1 min)</p> <p>Listen carefully as I tell you what your independent practice is. You can write the prompt down quickly or take a picture.</p> <p>[Show slide L18-Z.] For your independent practice, you will Identify a type of food that gives you joy when you eat it. Write a narrative description of that food using a joyful tone. In your writing you should use specific word choice and descriptions to help express the joy you feel when you eat this particular food.</p> <p>Don't just simply write an obvious line like "I feel joyful when I eat pizza." Show that you feel joyful by using descriptive and figurative language such as "I could smell the cheesy, wonderful goodness of pizza as I entered the kitchen" or "It seemed to me that the pepperoni's made a smiley face that reflected the grin on my face right before I took my first bite" to express the true joy of eating a food like pizza.</p> <p>Let me repeat the independent practice again. Identify a type of food that gives you joy when you eat it. Write a narrative description of that food using a joyful tone. In your writing you should use specific word choice and descriptions to help express the joy you feel when you eat this particular food.</p> | <p>Students will write down their independent practice.</p> <p>Students will identify a type of food that brings them joy and write a narrative description for their independent practice.</p> |
| <p>Closing (1 min)</p> <p>I enjoyed reading about sticky rice 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! Bye!</p> | |