

**ELA: Grade 4, Lesson 20, “The Legend of Keesh” adapted from B.P. Skinner from Jack London**

**Lesson Focus:** Use the stories, “The Legend of Keesh” and “The Legend of Sleepy Hollow” as models to identify story elements and legend characteristics. Use these to brainstorm creating a legend.

**Practice Focus:** Use the story elements and legend characteristics to create a legend.

**Objective:** Students will identify the story elements and legend characteristics of “The Legend of Keesh” and “The Legend of Sleepy Hollow”. Then, students will write a legend using the two texts as models.

**Academic Vocabulary:** story elements, legend

**TN Standards:** 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.3, 4.W.TTP.3

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 4, Lesson 20
- Paper charts OR digitally display images from the PPT (will need to be in a format for filming)
- Chart of legend definition: (Note: you may reuse the chart from “The Legend of Sleepy Hollow” lesson set or you could use image L16-A)
  - A legend usually:
    - Focuses on heroic individuals or fantastic creatures
    - Describes an exciting adventure.
    - May have some basis in historical fact
    - Includes some supernatural events
- Chart: (Note: for this chart, have everything filled in below prior to lesson. The last two columns will be filled in during the lesson.)

|   | <b>“The Legend of Sleepy Hollow”</b>                        | <b>“The Legend of Keesh”</b> | <b>My legend</b> |
|---|---|------------------------------|------------------|
| <b>Setting</b>                                | Sleepy Hollow, outside Tarry Town                           |                              |                  |
| <b>Exciting adventure</b>                     | Headless Horseman chases Ichabod Crane                      |                              |                  |
| <b>Heroic character or fantastic creature</b> | Headless Horseman (Brom Bones)                              |                              |                  |
| <b>Characters</b>                             | Ichabod Crane, Brom Bones, and Katrina Von Tassel           |                              |                  |
| <b>Historical fact</b>                        | The soldier of the story died in a Revolutionary War battle |                              |                  |
| <b>Supernatural event</b>                     | The Headless Horseman throws his head at Ichabod            |                              |                  |
| <b>Theme</b>                                  | The imagination is powerful.                                |                              |                  |

- Chart or slide L20-G, written to reveal one sentence at a time: *How does a spunky, ten-year-old girl help feed an entire community – all on her own? In 1863, nestled in the dark forests of the Tennessee mountains, young Eliza Brandt lived in a small community along with her family and dog, Skip. The raging Civil War made food scarce, but Eliza’s innovation helped save a community, and her story is still being told today.*
- Chart of independent practice or slide L20-H :

## PBS Lesson Series

Using the brainstorming chart, write your own legend using the details and format of “The Legend of Keesh” as your guide. As you write, be sure to:

- Orient the reader
- Organize your events
- Use dialogue, pacing, and description
- Use transitional words or phrases
- Provide a conclusion
- Use precise words and phrases and sensory details
- Check your grammar and punctuation

Creative assignment: Pretend your story has been made into a movie. Create a movie poster for your legend.

### Student Materials:

- Two pieces of paper, pencil, a surface to write on
- The student packet for ELA, Grade 4, Lesson 20 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

| Teacher Do   | Students Do   |
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| <p><b>Opening</b> (1 min)</p> <p><b>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 lesson in this week’s series.</b></p> <p><b>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!</b></p> <p><b>If you didn’t see our previous lessons, you can find it at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. 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.</b></p> <p><b>Today, we will finish our series of lessons using the text, “The Legend of Keesh”, adapted from Jack London’s writings by B.P. Skinner. We also are going to connect to a previous set of lesson that used the text, “The Legend of Sleepy Hollow”. If you didn’t join me for that set of lessons, do not worry. You will still be able to engage in this one fully.</b></p> <p><b>Before we get started, to participate in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Two pieces of paper, pencil, a surface to write on</li><li>• The student packet for ELA, Grade 4, Lesson 20 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul> <p><b>Ok, let’s begin!</b></p> | <p>Students gather materials for the lesson and prepare to engage with the lesson’s content – writing a legend using “The Legend of Keesh”.</p> |

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| <p><b>Intro</b> (4 minutes)</p> <p><b>Today starts our fifth of five lessons based on one text. Let's take a moment to think about what we have learned as we have focused on the "The Legend of Keesh".</b></p> <ul style="list-style-type: none"> <li>• In the first lesson on this text, we spent time together determining the setting, characters, and events.</li> <li>• During the second lesson, we looked at how Keesh's relationship changed with the village throughout the story.</li> <li>• The focus in the third lesson was determining the character traits of Keesh through his words and actions.</li> <li>• Finally, in lesson four of this text, we determined the theme about leadership using selections from the story.</li> </ul> <p>By focusing on one text for several lessons, we have had time to think deeply about the text and to complete several close reads. We are going to use all that we have learned as a guide to create our own legend. Before we begin diving into creation mode, let's reflect on the paragraph we wrote at the end of the last lesson.</p> <p>Here is what I wrote. Because good writers always reflect on their writing to make it better, be sure you are thinking about how yours is the same or different than what I wrote.</p> <ul style="list-style-type: none"> <li>• In the text "The Legend of Keesh", the author developed the theme of good leaders are not determined by age – but rather by actions. B.P. Skinner repeated the message that leadership does not depend on age several times throughout the story. He did this by using phrases to describe Keesh's age like "despite his age" and "how dare one so young speak out in the council". At the end of the story, the author was sure to include that Keesh went from an "insignificant boy" to a lead man. The author also used Keesh's actions to support the leadership theme. Keesh spoke up for others and ensured they had equal amounts of the food. He made sure he took care of those under his leadership. Finally, the author used words like popular, respected, clever, and intelligent to describe the traits of leadership. In conclusion, the author of "The Legend of Keesh" developed a leadership theme by using Keesh's age, Keesh's actions, and words to describe Keesh.</li> </ul> | <p>Students follow along and think and act as instructed, gradually gaining confidence and competence to write their own legend based up the legends used in the series.</p> <p>Student recall previous lessons using this text.</p> <p>Students reflect on the previous lesson's paragraph.</p> |
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| <p>It's time to check to see if I included everything:</p> <ul style="list-style-type: none"> <li>• Introduce your topic. Yes, I used our introduction from the last lesson.</li> <li>• Group the traits together. Yes, I used our groupings on the chart to organize.</li> <li>• Use details to support the trait. Yes, again, used our chart!</li> <li>• Provide a conclusion. Yes. Here is where I want you to check yours. Did you include a conclusion? [Pause.] Did you make sure that it tied everything together? [Pause.]</li> <li>• Link your thoughts together. Some of the transitions I used were <i>at the end of the story, finally, and in conclusion</i>.</li> <li>• Use precise language. Yes, I pulled details from the text. In rereading my paragraph, I think I would like to go back and add more about the traits. I only included one sentence.</li> <li>• Use correct grammar punctuation. Check!</li> </ul> <p>How about you? Pick one area where you would revise your paragraph. [Pause.] As writers we can always get better!</p> <p>During our fifth read of the legend today, we are going to consider how we might use this legend as a model to create our own. If you joined me for the "Echoing Green" lessons, you might remember that we did something similar. We used what we learned by analyzing the poem to write our own poem. We are now going to use what we have learned to write a legend!</p> <p>As we read today, our focus question is: how can we use the story elements and legend characteristics we learned through "The Legend of Sleepy Hollow" and "The Legend of Keesh" to write our own legend? As we talk through the text, I will draw your attention to the parts that will help you answer the question and use the parts in your own writing. Then, there will be time for you to practice writing with me. Finally, I will assign you independent work of writing your own legend that you can complete after the video ends. This is the same structure we have followed for all of our lessons together.</p> <p>Today, like always, we will capture notes and details about the text as we go. I am going to start a new chart in this lesson that will help us brainstorm our thoughts about the legends we have read and our own legend. Look at my chart.</p> | <p>Students listen to teacher's paragraph and check for inclusion of requirements.</p> <p>Student will compare the structure of this lesson to a previous lesson.</p> <p>Students create chart to be used during the lesson.</p> |
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| <p><b>I want you to copy this first column of words.</b> [Show Slide and point to first column of words.] <b>You do not have to copy the information in “The Legend of Sleepy Hollow” column. We are going to talk through those together. I do want you to create two blank columns – one for “The Legend of Keesh” and one titled “My Legend”. We will use our chart today as we look at a few excerpts, or parts, of the text. If you have a copy of the text, you can use it as we read together; if not, you can listen as I read parts.</b> [Pause for students to create their own chart.]</p> <p><b>Also, don’t forget to take your own notes as we read.</b></p>  |  |
| <p><b>Teacher Model/Read-Aloud</b> (16 min)</p> <p>Like in the last couple of lessons, we will not be reading the text in full. Instead, I have selected specific parts that I think will help us create our own legend.</p> <p>As I said when you were creating your chart, we are going to talk about the first column. You will take notes on “The Legend of Keesh” and brainstorm ideas in the last column “My legend”. Let’s get started:</p> <p>What do you notice by looking at the first column? [Pause.] I hope you noticed several of these are characteristics of legends.</p> <ul style="list-style-type: none"> <li>• Which ones? [Pause.] Yes, the heroic characters, exciting adventures, historical facts, and supernatural events. [Show Slide L16-A.]</li> <li>• A legend usually focuses on heroic individuals or fantastic creatures and describes an exciting adventure. It may have some basis in historical fact, something that actually happened, and includes some supernatural events.</li> <li>• The others in the column are story elements we need to brainstorm to be able to write our legend.</li> </ul> <p>If you joined me for the “The Legend of Sleepy Hollow” lessons, you probably remember that the setting was Sleepy Hollow which is beyond the town of Tarry Town. What was the setting of “The Legend of Keesh”? Write it on your chart. [Pause.] Did you write the Polar Sea at the North Pole? If not, add it to your chart as I write it on mine. [Add to chart.]</p> <p>I want us to read the excerpt about the setting from our text, and let’s consider how it might help us describe our own setting:</p> <p>[Show Slide L20-A.] <i>Along the rim of the Polar Sea, Keesh</i></p> | <p>Students connect chart to the characteristics of a legend.</p> <p>Students reflect on setting and brainstorm own legend setting on chart.</p> |

*lived and died. From father to son, from brother to sister, from summer when the sun does not set, until winter when the sun does not shine, Keesh's story is still told over and over again.*

How might B.P. Skinner's details about the setting help you create your own setting? [Pause.] I love the phrase, *from summer when the sun does not set, until winter when the sun does not shine*. It is such an interesting way to describe the setting. I think I will use his phrasing to help me describe my setting and jot the notes on my chart.

- Have you decided on your setting? [Pause.] I think mine is going to take place in a forest on a mountain in Tennessee. Because I liked the author's phrase, I am going to apply it to my setting. Hmm... *in a dense mountain forest, from spring when the dogwood trees spring forth, through winter when the trees ache for coverage*. [Add to chart under "My legend – setting."] Do you see how I am describing the tree blossoms in the spring and the bare trees in the winter?
- Now, it is your turn to brainstorm a description of your setting. Be sure to jot your ideas in your chart so you will have them when you write. [Pause.]

Next, we need to consider what our story is going to be about. What is the exciting adventure? In "The Legend of Sleepy Hollow", the exciting adventure was Ichabod encountering the Headless Horseman. [Point to chart.]

- Where would you say the exciting adventure was in "The Legend of Keesh"? Go ahead and write it in your chart. [Pause.] I think the excitement happened when Keesh went on the bear hunt and killed the momma bear and two cubs. Let's add that. [Add to chart in adventure: Keesh went on the bear hunt and killed the momma bear and two cubs.]
- Now, it's our turn to think about our own legend. What is the exciting adventure that is going to take place in your story? I think mine is going to be about a young girl who saves her community from starvation in the 1860s. I am still formulating my ideas, but I think she is going to have to go away from her community to make this happen. As I write that in the exciting adventure, I am also going to add early 1800s into the setting. [Add to chart.] Take a minute and think of your own idea, then write on your chart. If you can't think of your own idea, you are welcome to use my idea. [Pause.]

Students reflect on adventure examples and brainstorm own legend adventure on chart.

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| <ul style="list-style-type: none"> <li>• Let's refer back to "The Legend of Keesh" and see how the author described the start of the adventure. This will help us as we write our own.</li> <li>• [Show Slide L20-B.] <i>The next day, Keesh was seen leaving the village with his father's enormous hunting-spear and bow, and an ample supply of bone-barbed arrows. The villagers whispered to one another—it was unprecedented that a young boy should go hunting alone!</i></li> <li>• Hmm... when we read about Keesh in the story, I liked that, even though he was young, he was able to be a leader and contribute to the village. I think my character will be the same way, but the community will think she is not able to help because she is only 10.</li> <li>• I need to consider what my character would take with her on the adventure. Keesh took a spear, bow, and arrow. I think my character is going to take her dog with her and her knapsack, which is what a backpack would have been called in the 1800s. I will add that to my chart. As I write, think: what will your character take on the exciting adventure? [Pause and add to the chart: take her dog with her and her knapsack.]</li> </ul> <p>Deciding on the exciting adventure leads us to think more about the heroic character or fantastic creature. In "The Legend of Sleepy Hollow", the Headless Horseman was the fantastic creature. [Point to chart.]</p> <ul style="list-style-type: none"> <li>• What would you say about "The Legend of Keesh" in this category? [Pause.] That is pretty easy; it was Keesh. [Add to chart.]</li> <li>• Decision time... who is your heroic character or fantastic creature? I think I have already shared mine but I need to give her a name. I think I will name her Eliza, and I want to include that she is 10. [In heroic character on the chart, write Eliza, age 10.]</li> <li>• Let's go back to our text and take some cues from the author on some words he used to describe Keesh. This might help us develop our heroic character.</li> <li>• [Show Slide L20-C.] <i>When Keesh's father was killed while hunting to save the village from starvation, the villagers soon forgot him. They neglected Keesh and his widowed mother, Ikeega, who shared a small igloo together. This all changed when Keesh turned thirteen. Because his father's blood ran in his veins, Keesh was bright, healthy, and strong. When the</i></li> </ul> | <p>Students reflect on heroic character and brainstorm own legend characters on chart.</p> |
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*village council met in the big igloo of Chief Klash-Kwan, Keesh, despite his youth, spoke up.*

- **What words were used to describe Keesh?** [Pause.] I hope you remember that because Keesh was like his father, that the words **bright, healthy, and strong** also describe Keesh. [Add words to heroic character box.] **Now, I get to describe Eliza and you get to describe your character or creature.** In my mind, Eliza is **spunky, innovative (that means she can create new things), and petite.** Petite is a word that means small. I am going to write these words in the **heroic character box.** [Add to chart: spunky, innovative, and petite.] **What about your character or creature? How would you describe him or her? Jot your own ideas in your chart.** [Pause.]

The next section is the other characters. In “The Legend of Sleepy Hollow”, there were three main characters: Ichabod Crane, Brom Bones, and Katrina Von Tassel.

- **Who were the main characters in “The Legend of Keesh”? Write it on your paper.** [Pause.] **I would say the main characters are Keesh and the council. There are other characters, but these are the main ones. For mine, the dog will definitely be a main character with Eliza. The dog’s name is going to be Skip.** [Write on chart.]
- **I am also going to add a third character. I think there is going to be a wise old woman named Clara in the community who encourages Eliza.** [Add to chart: wise old woman named Clara.] **Who are your other characters? Jot your ideas on your paper.** [Pause.]

**Onto historical fact... “The Legend of Sleepy Hollow” was set after the Revolutionary War and included a battle so it was based on a real event.**

- How was the “The Legend of Keesh” based on historical fact? [Pause.] Yes, it was set in a real place, the Polar Sea. [Add to chart.]
- Time to consider the historical connection for my legend. Because I decided that my legend would be set in the 1860s, I can make a connection to the Civil War. The Civil War started in 1861 and ended in 1865. I think the community has a lack of food because of the war. That would make sense! As I write this on my chart, be thinking if you are going to use my ideas or imagine your own. Either way, write on your chart now to capture your thoughts. [Pause.]

Students reflect on other characters and brainstorm own legend characters on chart.

Students reflect on historical connections and brainstorm own legend historical connection on chart.



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| <p><b>Supernatural event is next. The Headless Horseman was the supernatural event in “The Legend of Sleepy Hollow”. What about in “The Legend of Keesh” ... what were the supernatural events? Write it on your paper.</b> [Pause.]</p> <p><b>Supernatural events occurred in the text when the villagers thought Keesh was using supernatural ways to kill the bears.</b></p> <p>[Add to chart.]</p> <ul style="list-style-type: none"> <li>• I think I need to go back into the text to think about how B.P. Skinner did this. I have selected all the lines that reference supernatural things.</li> <li>• [Show Slide L20-D.] <i>Others were simply mystified.</i></li> <li>• <i>Ugh-Gluck, like some others, was tormented by young Keesh’s hunting victories and fed up with taking orders from him. Ugh-Gluck confronted Keesh, “You’ve been charged with dealing with evil spirits to help you hunt.”</i></li> <li>• <i>“Witchcraft! A charm!” accused Ugh-Gluk.</i></li> <li>• <i>“I’m just a boy,” Keesh explained, “I’m ignorant of these things. I’ve devised a way to kill the ice-bear with ease, that’s all. It’s headcraft, not witchcraft.”</i></li> <li>• This feels a little tricky for mine but rereading those lines helped. Maybe the community thinks the wise old woman, Clara, is a witch! Because Eliza has befriended her, they think that is how Eliza gets food for the community. Yes! I will write that on my chart – <i>wise old woman, Clara, thought to be a witch.</i> [Add to chart: <i>wise old woman, Clara, thought to be a witch.</i>]</li> <li>• How is yours coming along? What is the supernatural event going to be? I will give you a minute to continue your thoughts and write them on your chart. [Pause.]</li> </ul> <p>We are at the bottom of our chart... theme. There are actually several themes in both stories. In “The Legend of Sleepy Hollow”, even though we didn’t talk about theme in that story, I chose to write the <i>imagination is powerful</i> because I think Ichabod’s imagination really got the best of him when he left the party.</p> <ul style="list-style-type: none"> <li>• For “The Legend of Keesh”, go ahead and write the theme. [Pause.] From our last lesson, we decided the theme was: good leaders are not determined by age – but rather by actions. [Add to chart: good leaders are not determined by age but rather by actions.]</li> <li>• What is the theme of your story going to be? Your story can have several, but you would need to think</li> </ul> | <p>Students reflect on supernatural events and brainstorm own legend supernatural event on chart.</p><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><p>Students reflect on theme and brainstorm own legend theme on chart.</p> |
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| <p>about how to develop each of them as you go.</p> <ul style="list-style-type: none"> <li>• In my legend, I don't think Eliza will necessarily be a leader, but I think she is going to really help the community – even though she is young – so similar to Keesh in that way. My theme is going to be: Age does not determine your usefulness. [Add to chart: age does not determine your usefulness.]</li> <li>• What lesson do you want your readers to learn as they read your legend? Go ahead and write your theme in the chart. [Pause.]</li> <li>• Because I am focused on age, just like in our text, I want to reread some of the ways the author developed the ideas about age not mattering. Here are some the lines: <ul style="list-style-type: none"> <li>○ [Show Slide L20-E.] <i>When the village council met in the big igloo of Chief Klash-Kwan, Keesh, despite his youth, spoke up.</i></li> <li>○ <i>How dare one so young speak out in the council?</i></li> <li>○ <i>The villagers whispered to one another—it was unprecedented that a young boy should go hunting alone!</i></li> <li>○ <i>Keesh rose from being an insignificant boy to becoming the head man of the village</i></li> </ul> </li> <li>• I like the phrase <i>despite his youth</i>. I think I will add that to my theme box but change it for Eliza – <i>despite her youth</i>. [Add to chart in theme box.]</li> <li>• I also like the author's choice of the word <i>insignificant</i>. I can see how the community might consider Eliza insignificant, too. I am going to place it in the theme box, also. I might not use the word, but it will help me remember to use a word like it. [Add to chart: insignificant.]</li> <li>• What ways are you going to convey the theme in your story? Take a minute and jot your ideas. [Pause.]</li> </ul> <p>Fantastic! I have some interesting brainstorming here! I hope you have brainstormed along with me by either capturing my ideas as a basis for the legend you are going to write, or you have created your own ideas for a legend.</p> |   |
| <p><b>Guided Practice</b> (4 min)</p> <p>We have such a good start; I hope this will make it easier as you write. As always, I will get you started with the writing, and then you will finish on your own.</p>  | <p>Student, with teacher support, uses chart to begin their own legend.</p> |

Our first task is to consider how we will start our legends. Of course the best place to get ideas is from the legend we have read this week. I am going to reread the beginning paragraph. Be thinking how you might use this as a model for your own.

- [Show Slide L20-F.] *How does a person who began in humble circumstances become a legend? Along the rim of the Polar Sea, Keesh lived and died. From father to son, from brother to sister, from summer when the sun does not set, until winter when the sun does not shine, Keesh's story is still told over and over again.*
- It is kind of cool to come back to the opening of the story since we have spent so much time analyzing the story. When I read it now, and it has more meaning.
  - How does the author start this legend? [Pause.] I see a few things in this. First, the author asks a question. I like the way he started it; I think I will use that.
  - To whom is the question referring? [Pause.] The person is Keesh.
  - Take a minute. How might you ask a question about your character or creature? [Pause.] Here is what I wrote: [Reveal only the first sentence on the chart L20-G.] **How does a spunky, ten-year-old girl help feed an entire community – all on her own?**
  - Look what I did. I used some of the descriptors that I brainstormed to be part of my question.
  - Your turn. Write your own sentence. [Pause.]
- Let me reread the start again. Think about what the author did next after the question:
  - *How does a person who began in humble circumstances become a legend? Along the rim of the Polar Sea, Keesh lived and died. From father to son, from brother to sister, from summer when the sun does not set, until winter when the sun does not shine, Keesh's story is still told over and over again.*
  - What did the author include after the question? [Pause.] Yep, he moved into some information about the setting and a little more details about Keesh.
  - I need to think about what I need to say about my setting and Eliza. Here is what I wrote: [Show sentence on chart L20-G.] **In**

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| <p>1863, nestled in the dark forests of the Tennessee Mountains, young Eliza Brandt lived in a small community along with her family and dog, Skip.</p> <ul style="list-style-type: none"> <li>○ Look at my sentence. What details from the chart do you notice that I included? [Pause.] Yes, I have: forest, mountain, Tennessee, Skip, and date. Brainstorming before writing, made that sentence easy to compose!</li> <li>○ Your turn... take a minute to write your second sentence. [Pause.]</li> <li>○ I noticed how author talks about Keesh's story being told over and over. I want my next sentence to be similar. Here is what I wrote: [Show Slide L20-G.] The raging Civil War made food scarce, but Eliza's innovation helped save a community, and her story is still being told today.</li> <li>○ What do you think? I incorporated more of the details from the chart, Civil War and innovation, and also set up that people retell this story – which is what happens with legends.</li> <li>○ Your turn. Write your third sentence. [Pause.]</li> </ul> <p>We have written our first paragraph. Yes, it is your turn to finish it on your own. You will need to develop your adventure from here!</p> |  |
| <p><b>Independent Work</b> (1 min)</p> <p>Here is your task: [Show Slide L20-H.]. I will read aloud your task, be sure to copy it down as I read.</p> <p>Using the brainstorming chart, write your own legend using the details and format of "The Legend of Keesh" as your guide. As you write, be sure to:</p> <ul style="list-style-type: none"> <li>• Orient the reader</li> <li>• Organize your events</li> <li>• Use dialogue, pacing, and description</li> <li>• Use transitional words or phrases</li> <li>• Provide a conclusion</li> <li>• Use precise words and phrases and sensory details</li> <li>• Check your grammar and punctuation</li> </ul> <p>[Read directions 2x.] For your last creative assignment, pretend your story has been made into a movie. Create a movie poster for your legend. [Read directions 2x.]</p>  | <p>Student uses the co-created beginning of the legend to finish, independently.</p> |

## PBS Lesson Series

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| <b>Closing</b> (1 min)<br><b>Today was our last lesson reading “The Legend of Keesh”.<br/>Thank you for inviting me into your home. I am happy that<br/>you have joined me for the At Home Learning Series! Bye!</b> |  |
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