

Tennessee at Home Learning Series: Guide for ELA Educators using PBS Lessons

The Tennessee Department of Education is partnering with PBS to deliver daily ELA and mathematics lessons for Tennessee students in 1st – 8th grades during the months of April and May. Lessons in a variety of grade levels will be delivered from 10 a.m. - 12 p.m. local time each weekday. Four additional hours of content (which can be recorded or watched live) will be streamed each weeknight. Check your local PBS channel for nightly broadcasting hours, as these will vary by station.¹

Educators across the state can tailor PBS lessons to meet their own learning plans or can use the lessons more broadly to ensure families have access to daily learning at home. Some ways to maximize the PBS content include:

- Encouraging students and families to schedule PBS lessons into their regular day whether recorded or live;
- Previewing the content, times and lessons with families through regular school-to-family connections (e.g., teacher weekly calls, principal robo calls, email updates, or weekly packets);
- Providing students and families with learning resources found here: <https://www.tn.gov/education/pbsteaching>, and front loading learning opportunities for parents and caregivers so they are prepared to support learning experiences; and
- Connecting PBS learning content to existing learning plans in classrooms, schools and districts.

PBS Lesson Structure and Content

Each 30-minute lesson involves a read aloud, guided practice, and independent practice. In ELA, this means the teacher begins by reading an on-grade text aloud (literary and informational), and pausing along the way to ensure that students are listening and learning from the read aloud. Students then move into a guided practice session of the lesson where elements of the literacy piece or the informational text are reviewed and reinforced. Finally, each student is provided with independent practice. Independent practice is presented at the end of the lesson so students can copy and complete the work in twenty to thirty minutes at the end of each lesson.

Districts can use these lessons as scheduled or incorporate the recorded lessons into their existing student learning plans. Most five-lesson series focus on a single text or focal area. The table below shows the focus texts and topics for the third and fourth series of lessons at each grade level.

	<i>Set 3: Lessons 11-15</i>	<i>Set 4: Lessons 16-20</i>
<i>Grade 1</i>	Jack and the Beanstalk	Animals
<i>Grade 2</i>	Fables	The Declaration of Independence
<i>Grade 3</i>	The Tale of Peter Rabbit	Water
<i>Grade 4</i>	Poem: "The Echoing Green"	"The Legend of Kesh"
<i>Grade 5</i>	Poem: Casey At the Bat	"Why the Dog Hates the Cat"
<i>Grade 6</i>	"Arachne" and Greek Myths	"Sticky Rice" and Laos
<i>Grade 7</i>	Poem: "The Railway Train"	The Harlem Renaissance
<i>Grade 8</i>	Parasites	"The Gift of the Magi"

¹ Tennessee has six PBS stations: WNPT Nashville, East Tennessee PBS, WCTE Upper Cumberland, WKNO Memphis, West TN PBS, and Chattanooga WTCI.

How Educators Can Maximize Materials

Though the PBS video lessons are designed to support students with a wide variety of resources, needs, and backgrounds, they cannot take the place of a teacher. In addition, though they are designed to support practice-based learning, they cannot take the place of local curriculum and programming. The video lessons are not tailored to different groups of learners, as specific and individualized learning needs cannot be determined in a widely broadcasted video lesson.

Here are some ways in which school and district educators can maximize the PBS lesson series as a family-centered learning experience:

- Make sure students and their families know when and where to find the lessons, whether this is through packet delivery or digital communications.
- Encourage students and their family members to engage with the lessons together.
- Initiate conversations with students and families about upcoming texts and topics. This will build both anticipation and background knowledge.
- Debrief lessons with students and families in weekly communications. Ask students and families what they learned and what lingering questions they have. Recommend further reading on lesson topics if possible.
- If possible, collect, review, and provide feedback on the work students complete for independent practice. For maximum coherence, also watch the beginning of the next lesson, which often reviews and reflects on the independent work assigned in the previous lesson. Include families in feedback loops if feasible.
- Look for connections between lesson topics and local curriculum content, including ELA curriculum as well as science, social studies, fine arts, and other subjects. Point out and strengthen those connections through conversations and assignments.

For links to lesson plans, videos, and texts, please visit <https://www.tn.gov/education/pbsteaching>