

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

The Tennessee Department of Education is partnering with PBS to deliver daily ELA and mathematics lessons for Tennessee students in 1<sup>st</sup> – 8<sup>th</sup> 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.<sup>1</sup>

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

- Encouraging students and families to schedule PBS lessons into their regular day whether recorded or live;
- Preview 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 topic schedule and resources found here: <https://www.tn.gov/education/pbsteaching>, and front loading learning opportunities for parents and care givers 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 an introduction, guided practice, and independent practice. In math, this means the teacher begins an introductory problem within context of the standard before moving into a guided practice session where the focused mathematical concepts are reviewed and reinforced within each problem presented. Finally, each student is provided with independent practice. Independent practice worksheets are referenced at the end of the lesson, each tailored for completion within a reasonable timeframe of 15-20 minutes. Districts can use these lessons as scheduled or incorporate the recorded lesson into their existing student learning plans.

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>	Counting	Comparing Numbers
<i>Grade 2</i>	Adding and Subtracting with Measurements, Number Lines	Adding 3-digit Numbers
<i>Grade 3</i>	Geometry: Area	Multiplication: Fluency
<i>Grade 4</i>	Multiplication Strategies	Division
<i>Grade 5</i>	Multiplication Strategies	Geometry: Volume
<i>Grade 6</i>	Working with Ratios	Geometry: Area
<i>Grade 7</i>	Proportional Relationships	Geometry: Circles, Composite Figures, Surface Area, Volume

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

Grade 8	Systems of Equations	Pythagorean Theorem, Volume
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### **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, and they cannot take the place of local curriculum and programming. The video lessons are not tailored to different groups of learners as learners' specific needs cannot be determined in widely broadcasted video lessons.

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 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 math curriculum content. 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>