



## Let's Learn - Educational Framework

Let's Learn aims to provide our young learners with knowledge and skills to learn and succeed during these challenging times. Our contributors create engaging, authentic, and interactive lessons that are accessible to students from their homes. This one-hour program strives to meet the educational needs of children ages 3-8. While this is a wide range of ages, segments might serve as introduction, reinforcement, or enrichment to material depending on students' needs. To paraphrase Catherine Snow, expert on language and literacy development in children, the teaching that is taking place "... is helpful for all children, harmful for none, and crucial for some."

### The Foundation of Every Episode: Language and Literacy

Literacy is vital for success in all content areas because it is the foundation of learning. Literacy builds students' ability to listen, speak, read, write, observe, and think, giving them the skills to make meaning of the world around them, and communicate effectively in daily interactions. Learners develop literacy through instruction in strong foundational skills, through practice in reading and writing, through comprehending spoken and written text, and through rich, varied experiences that build background knowledge about words, and vocabulary.

Literacy segments are grounded in the science of reading and our approach utilizes the five pillars of the [Report of the National Reading Panel](#) (phonemic awareness, phonics, fluency, vocabulary, and comprehension), plus writing. We believe that these six pillars rest on the bedrock of language, as acquisition of language is a major accomplishment that occurs during early childhood.

Instruction in the content areas, such as science, social studies, and the arts, enhances and supports literacy development by building the fund of knowledge. This is a critical component of successful reading.

### The Building Blocks: Our Segments

The material in each segment is grade/age appropriate, connected to content standards, and uses research- and evidence-based instructional approaches. Lessons are planned with [Culturally Responsive-Sustaining Education \(CR-SE\)](#) in mind to embrace students' identities. Our educators and community partners begin with an explicit model or demonstration. They then provide opportunities for student practice through guiding questions and an interactive approach that allows students to feel connected and engaged, despite not sharing a physical classroom together. Most segments suggest ways students can extend

their learning at home with family-friendly activities. What follows is a brief description of each segment type:

### **Let's have fun with words!**

These segments target various aspects of phonological/phonemic awareness--the ability to identify and manipulate words, syllables, and sounds in oral language. They also focus on alphabetic knowledge by teaching children to recognize the shapes and names of letters and knowing the sounds the letters most often represent. The strong connection between phonemic awareness and later success in reading is well documented. Segments feature aspects of [Houghton Mifflin Harcourt's \*Into Reading\*](#) and are aligned to [New York State Next Generation English Language Arts Learning Standards](#).

### **Let's read and write!**

These segments focus on building foundational reading skills by reinforcing phonological/phonemic awareness and focusing on phonics and fluency---understanding that language is made up of sounds, that those sounds are represented by letters or groups of letters, and that as we learn how to blend sounds together to read words, we do so as accurately and smoothly as possible. These lessons are cumulative, building on existing skills. Contributors use an explicit approach and follow a systematic curriculum, based loosely on [Houghton Mifflin Harcourt's \*Into Reading\*](#). This enables children to learn through a developmentally and instructionally appropriate continuum beginning with simple concepts, like hearing sounds in words and reading CVC words, to more complex, like reading and writing multisyllabic words. Additionally, students are given practice along the way with decodable connected text. Lessons align to [New York State Next Generation English Language Arts Learning Standards](#).

### **Let's share a story!**

The storytime segments build a love of reading, develop background knowledge, and target comprehension and vocabulary. Students are exposed to high quality, age-appropriate books that represent a diverse range of topics, genres, people, and experiences. Contributors develop reading comprehension and thinking skills by asking thoughtful questions and modeling ways proficient readers approach text. Efforts are made to introduce and reinforce the wealth of words found in every text read.

### **Let's have fun with numbers!**

These segments expand students' knowledge of number sense and mathematic relationships. Educators incorporate everyday objects and situations to grow problem solving skills and conceptual awareness. The topics and lessons are based on [New York State Next Generation Mathematics Learning Standards](#). Segments may feature aspects of [Savvas Learning Company's \*enVision Math 2.0\*](#), a curriculum option used in New York City Public Schools.

**Let's find out about the world around us!**

These humanities segments allow students to explore community, culture, and society. The skills and knowledge learned allows students to understand and investigate important issues in the world around them. Topics are based on the New York City Department of Education's [Social Studies Scope and Sequence](#) and the NYCDOE *Passport to Social Studies* curriculum.

**Let's discover science!**

These science segments tap into the instinctively curious nature of our young learners, allowing for observations, explorations, and discovery. The topics and lessons are based on New York City Department of Education's [Science Scope and Sequence](#) and the [New York State Science Learning Standards](#). Segments may feature aspects of [CK-12's science curriculum](#), a program option used in New York City Public Schools.

**Let's move, create, pretend, or make music!**

These segments bring the arts to students' homes, inspiring them to use their imaginations, be creative, and learn about various art forms. Educators, and artists from community organizations, encourage students to sing, dance, draw, and engage with art. The topics and lessons are based on the New York City Department of Education's [Blueprints for Teaching and Learning in the Arts](#).

**Let's be mindful!**

These segments focus on social emotional learning. Changes in daily routines and interactions can cause stress and anxiety in us all. Educators and social workers lead children through mindfulness exercises to help regulate emotions, increase focus, and develop awareness of feelings.