



Portrait of a Flint Hill Graduate Night



Grade 4



What is Portrait of a Graduate?

Goal-Directed and Resilient Individual



...and, how does PoG relate to Flint Hill?

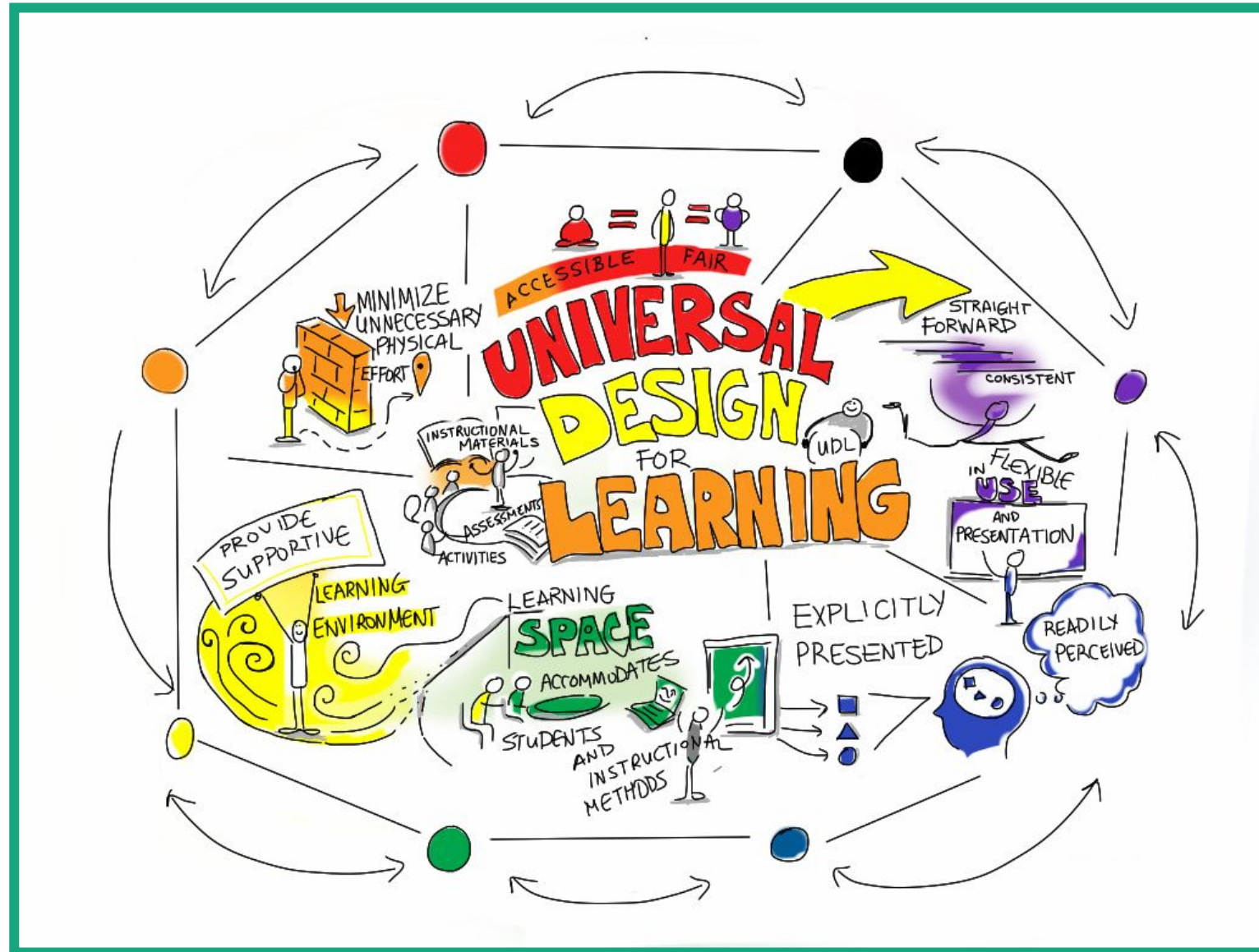
The Learning Model outlines the FCPS instructional vision ensuring all students reach **Portrait of a Graduate** outcomes.

As educators:

- We establish a **learner-centered environment** focused on relationships. Our classroom and school community is inclusive and culturally responsive.
- We plan through a **concept-based curriculum** with a focus on essential knowledge and skills that can be applied across subjects and in real life settings.
- We teach through **meaningful learning experiences** that encourage students to collaborate, communicate and engage in relevant and rigorous tasks.
- We **purposefully assess** students with a focus on continuous growth. Students demonstrate knowledge and skills in a variety of ways, such as tasks, projects, tests, and open-response questions.



Universal Design for Learning



Portrait of a Flint Hill Graduate

A year-long celebration of learning together!

#sohappytogether



LITERACY

Decoding and vocabulary instruction are pivotal to developing strong reading skills.

Teachers and students will focus on phonics instruction, vocabulary development, and morphology to increase reading comprehension, as well as improve their writing and speaking skills.

CREATING THINKERS & LEARNERS

Children need to learn in an environment that embraces higher order thinking skills, as well as connects learning to real-world situations on and off the screen.

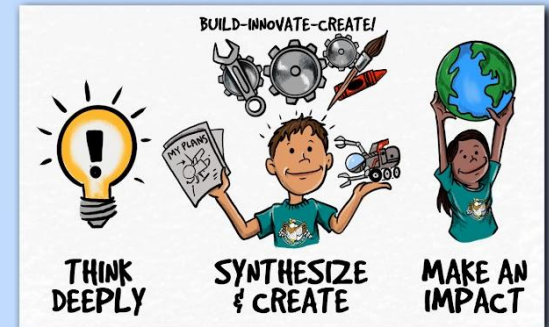
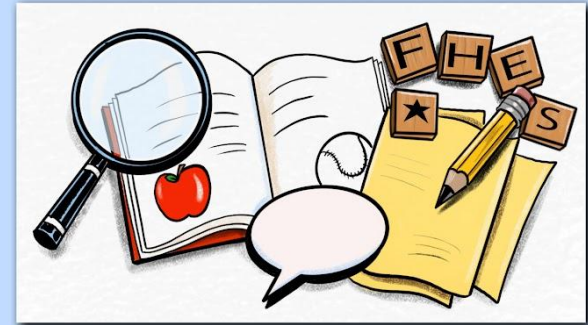
Through performance based assessment and maker-centered learning, students will apply taught skills and demonstrate their thinking in a variety of ways!

SOCIAL & EMOTIONAL LEARNING

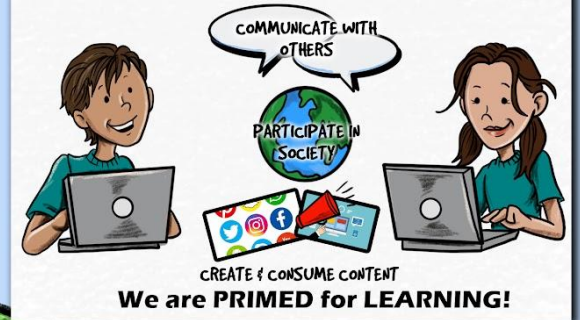
Children require knowledge and skills to effectively use digital technologies to communicate with others, participate in society, and create and consume digital content.

Through the provision of instruction, resources, and oversight, students will positively engage with digital technologies.

What will it look like?

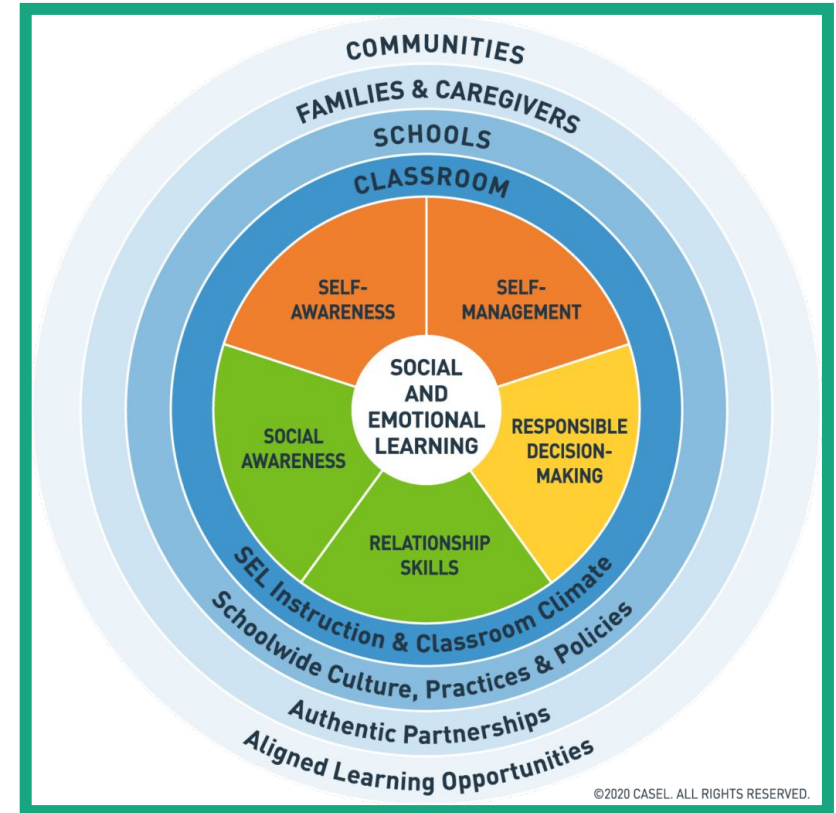


Falcon PRIME Time:
Privacy, Respect, Integrity, Mindfulness, and Engagement



SEL Core Competencies

SEL competencies can promote greater understanding of different cultures and power dynamics, and support students and adults in building relationships and interacting with others across diverse backgrounds. In this way, SEL competencies can be leveraged to develop justice-oriented, global citizens, and nurture inclusive school and district communities.



Social and Emotional Learning

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Falcon PRIME Time:
Privacy, Respect, Integrity, Mindfulness, and Engagement



It's PRIME Time!



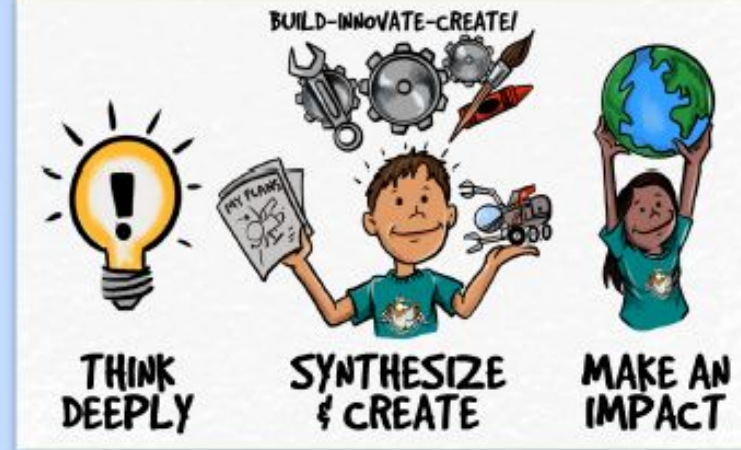
Privacy Respect Integrity

Mindfulness Engagement

Creating Thinkers and Learners

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Performance Based Assessment & Maker-Centered Thinking!

Literacy

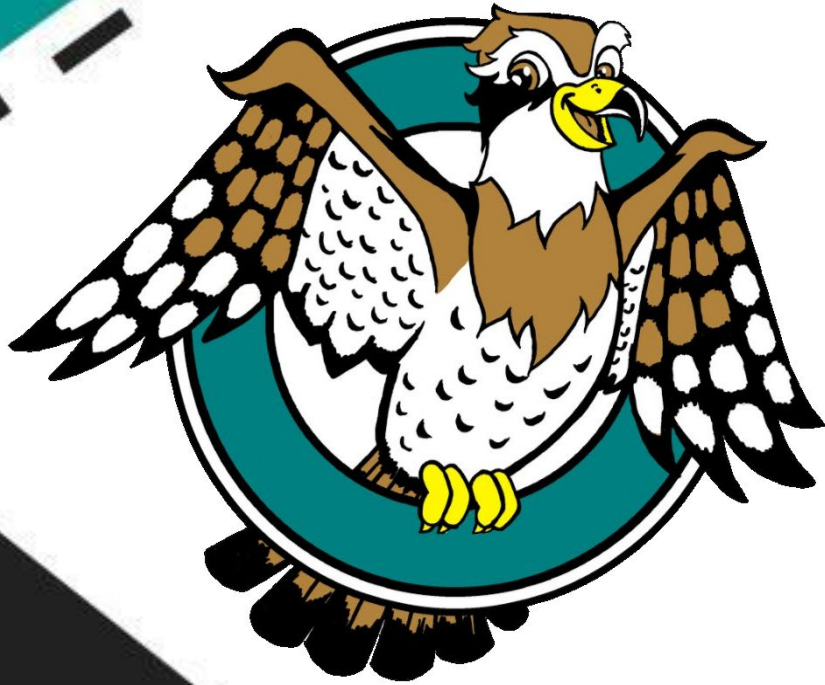
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Teachers and students will focus on phonics instruction, vocabulary development, and morphology to increase reading comprehension, as well as improve their writing and speaking skills.

What will it look like?



Phonics, Vocabulary, Morphology



Language Arts

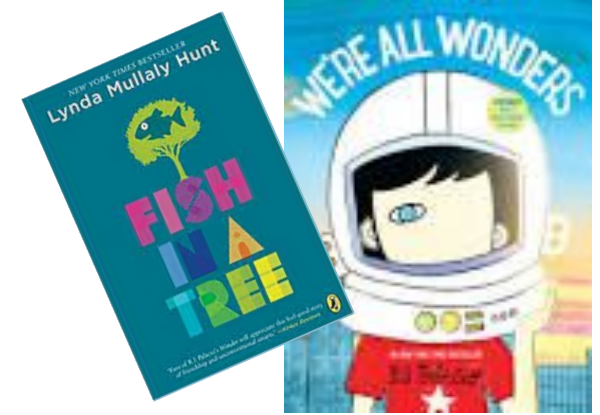
We Believe...

We believe in designing and managing meaningful literacy experiences in language arts, within a reading and writing workshop, as well as across all content areas.

Language Arts

- Reader's Workshop
- Writer's Workshop
- Independent Reading
- Differentiated Stations
- The Importance of Phonics and Word Study, Guided Reading, Strategy Groups, and Book Clubs
- AAP resources and strategies

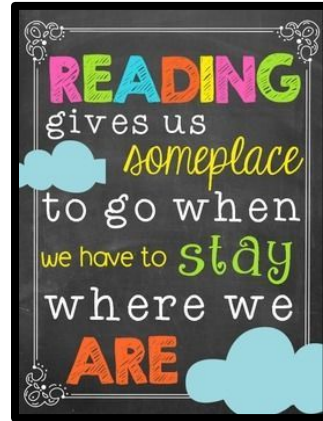
Workshop Model



- Read Aloud
- Focus Lesson
 - Engaging lesson about a concept or skill students can transfer to own writing or reading
- Small Group/1:1 Meetings
 - Students will be invited to join at a specific time/date during the second half of class
 - Students will engage in: Conferences, Strategy Groups, Guided Reading/Writing, etc.

Small Groups / 1:1 Meetings

- Small groups of 4-6 students (flexibly grouped)
 - Meeting frequency varies by needs of students
- Focus on reading and writing strategies
- Word work and word study
- Book clubs with classmates
- Differentiated instruction and materials
- Conferencing about reading habits and goals
- Guidance through the writing process



Differentiated Strategies

- Enrichment and Extension offered to all students
- Collaboration with Special Education, speech, ESOL, and resource teachers
- AAP resources
 - Jacob's Ladder
 - Reading Above Questions
 - Junior Great Books
 - Socratic Seminar discussions
 - William and Mary Units
 - Focus on Systems, Patterns of Change

Name: _____ Date: _____

Androcles

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering there he came upon a lion lying down, moaning and groaning. At first he turned to flee, but finding that the lion did not pursue him, he turned back and went up to him. As he came near, the lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the lion took Androcles to his cave, and every day brought him meat for his survival. But shortly afterward both Androcles and the lion were captured, and the slave was sentenced to be thrown to the lion, after the latter had been kept without food for several days. The Emperor and all of his court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the lion was let loose from his den, and rushed bounding and roaring toward his victim. But as soon as he came near to Androcles he recognized his friend, and fawned upon him, and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles to him, who told him the whole story, whereupon the slave was pardoned and freed, and the lion let loose to his native forest.



Ladder A

Name: _____ Date: _____

Jacob's Ladder: The Fox and the Cat

C1: Literary Elements

The main characters are a fox and a cat. Complete the chart to show their similarities and differences.

Characters	Similarities	Differences
Fox		
Cat		

In Ladder A, students will:

1. Sequence- list, in order of importance or occurrence, specific events.
2. Identify cause and effect.
3. Describe consequences and implications- predict character actions & story outcomes, and make real-world connections.

Ladder B

C2: Inference

What inference can you make about the kind of people the Fox and the Cat would be if they were human? Be sure to include evidence from the text in your inferences.

Characters	Inferences with Evidence
The Fox, as a human, might...	----- ----- ----- ----- -----
The Cat, as a human, might...	----- ----- ----- ----- -----

In Ladder B students will:

1. Generate details- list specific details or recall facts.
2. Classify- categorize different aspects of the text or identify & sort categories.
3. Create generalizations- make general statements about a reading and/or an idea within the reading.

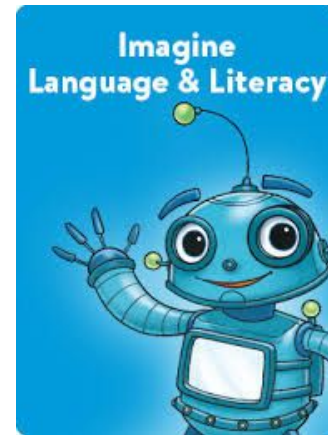
Cross-Curricular Engagement

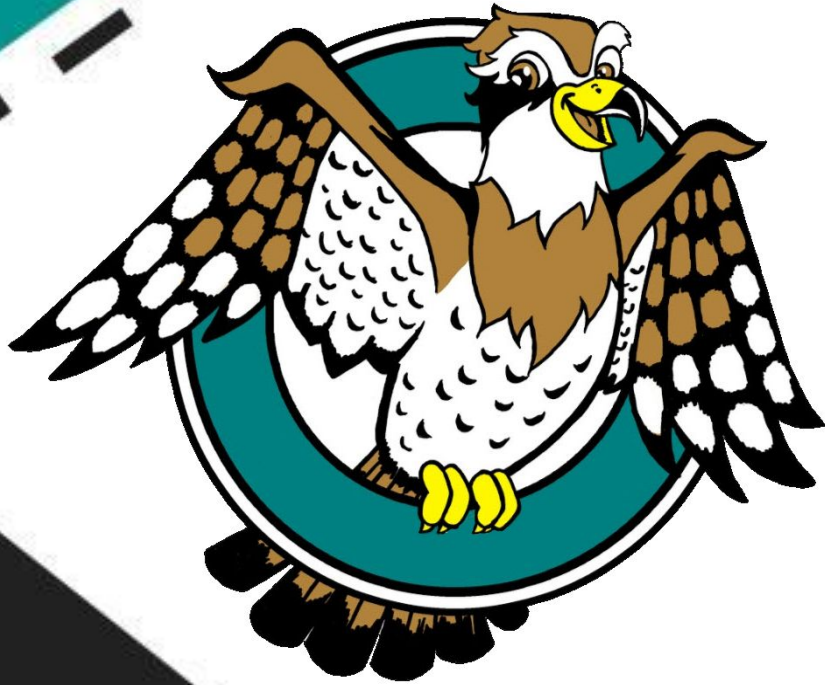
- Strong focus on integrating Virginia Studies and Science content into Language Arts
- Examples:
 - Historical Fiction book clubs
 - MyON book collections
 - Document Based Questioning
 - Thinking Routines

Technology to Support Your Student!

Lexia[®]

a **cambium** company





Mathematics

We Believe...

We believe in creating and facilitating learning experiences, within a math workshop, that allow students to construct and negotiate deep conceptual understanding, as well as develop fluency with numbers.

Mathematics

- Prerequisite assessment
- Flexible Grouping
- The Components of Math Workshop
 - What is Guided Math?
 - The importance of math tasks and examples
 - Tier I instruction and Differentiation
 - AAP resources and strategies
 - Reinforcement opportunities at home

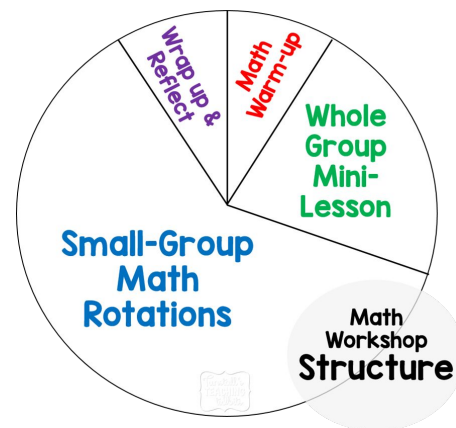
Flexible Groups for Math

- Students are given a prerequisite assessment at the beginning of each quarter.
- The prerequisite assessments allow us to understand and address any gaps in the students' knowledge.
- These are used to help teachers flexibly group the students. They also help guide small group instruction.

Math Workshop

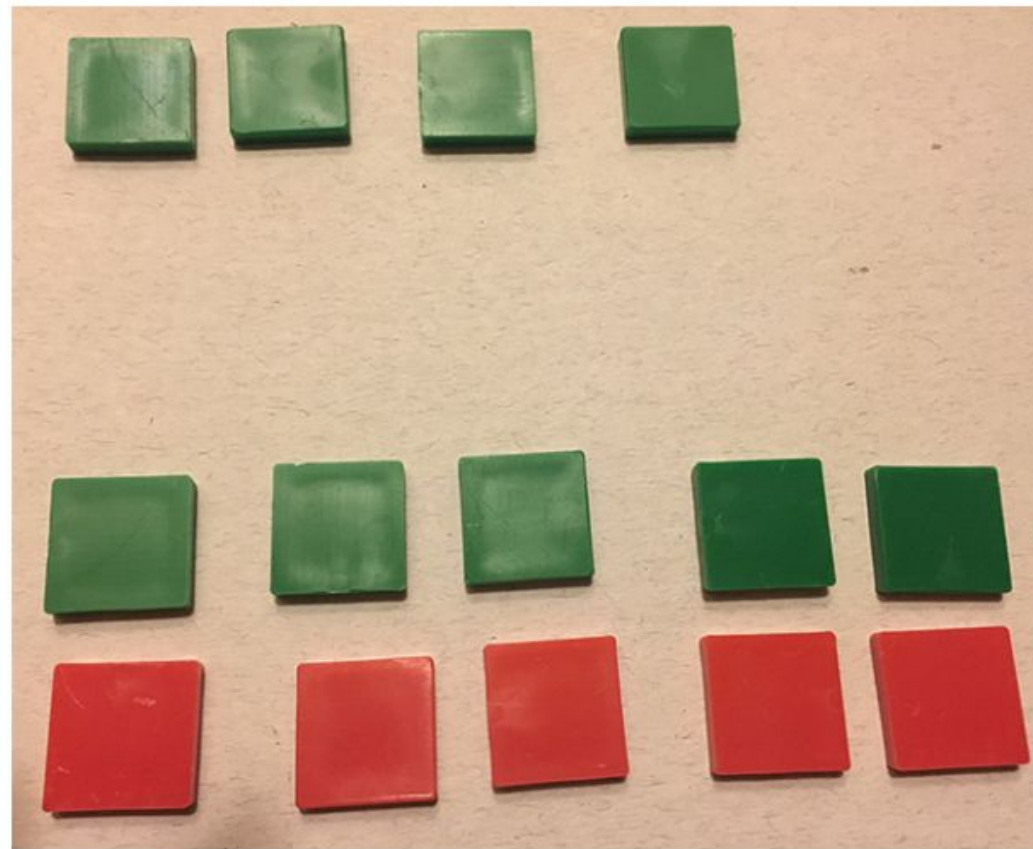
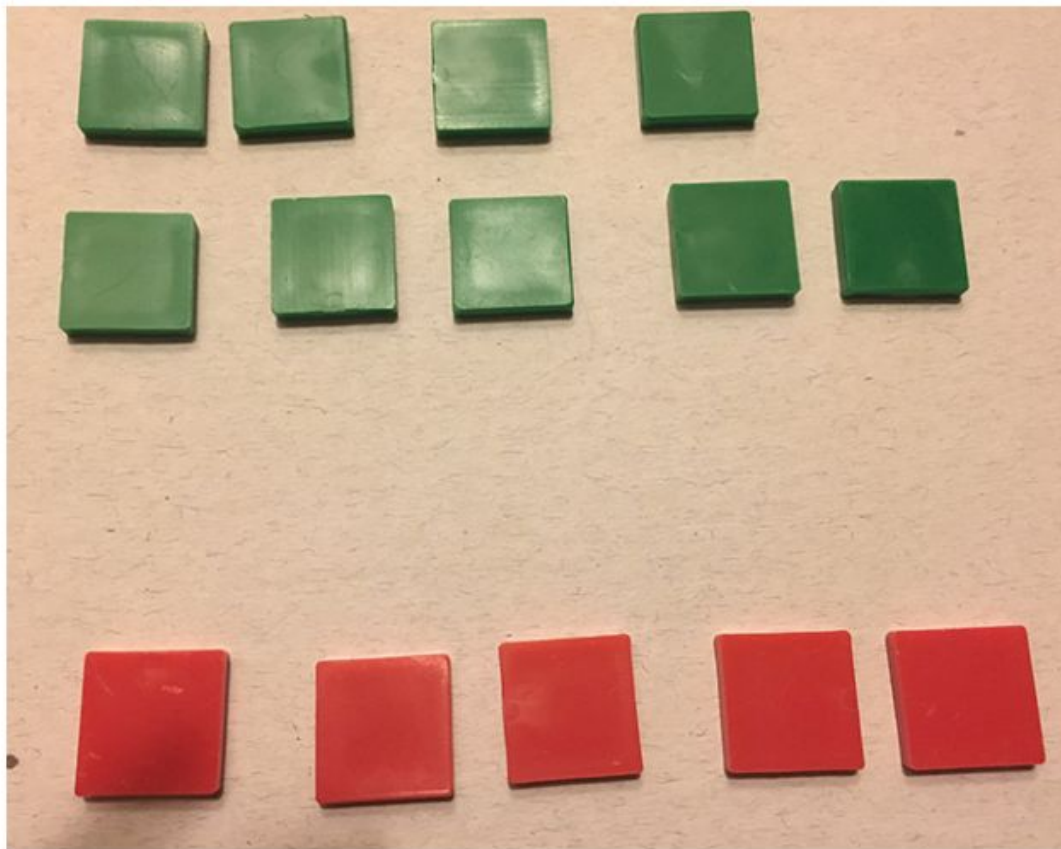
The structure of our class follows the math workshop model:

- Number Sense Routine - Opens students' minds for thinking and reasoning.
- Focus Lesson - Teaches the new concepts of that day.
- Small Groups - Students meet in flexible groups with a teacher.



Number Sense Routine

Same but Different



Number Sense Routine

Which One Doesn't Belong?

$\frac{1}{2}$	$\frac{5}{3}$
$\frac{2}{10}$	$\frac{2}{5}$

FOCUS LESSON

- Whole group instruction to introduce a new topic
- Models a specific skill, new strategy, or reinforces a specific math concept.

The focus lesson sets the stage for small group and/or individualized instruction.



Guided Math

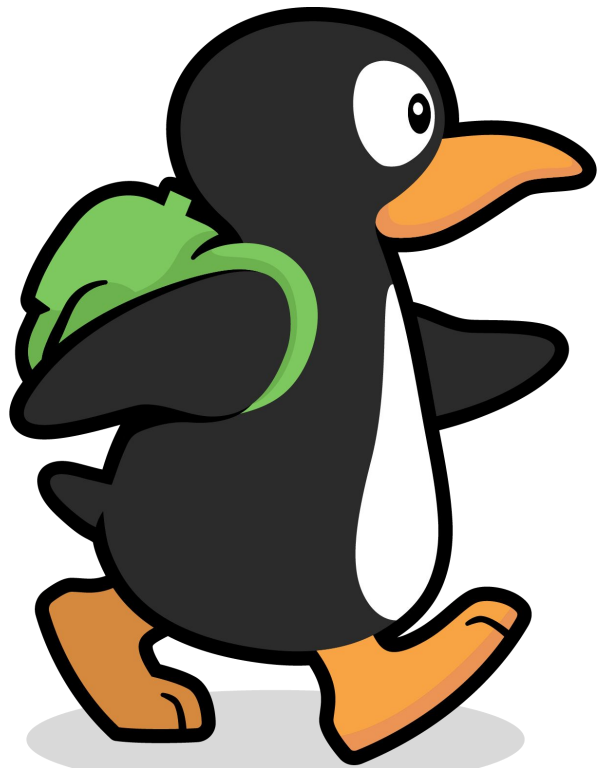
Students meet with the teacher to address specific needs during small groups or one-on-one meetings.

Teachers collaborate with AAP and Special Education resource teachers to provide enrichment and support.

This could take the form of...

- Small group lessons
- Individualized instruction
- Conferencing
- Skills reinforcement

Technology to Support Your Student!



ST Math

- Challenging Puzzles
- Non-Routine Problem Solving
- Informative Feedback
- Deep Conceptual Understanding



- Personalized Learning
- First language support for English learners
- On-demand instruction by live, certified, math teachers (Grades 3-6 only)
- Development of college- and career-readiness skills



These resources will be integrated into math workshop and used to support student learning.

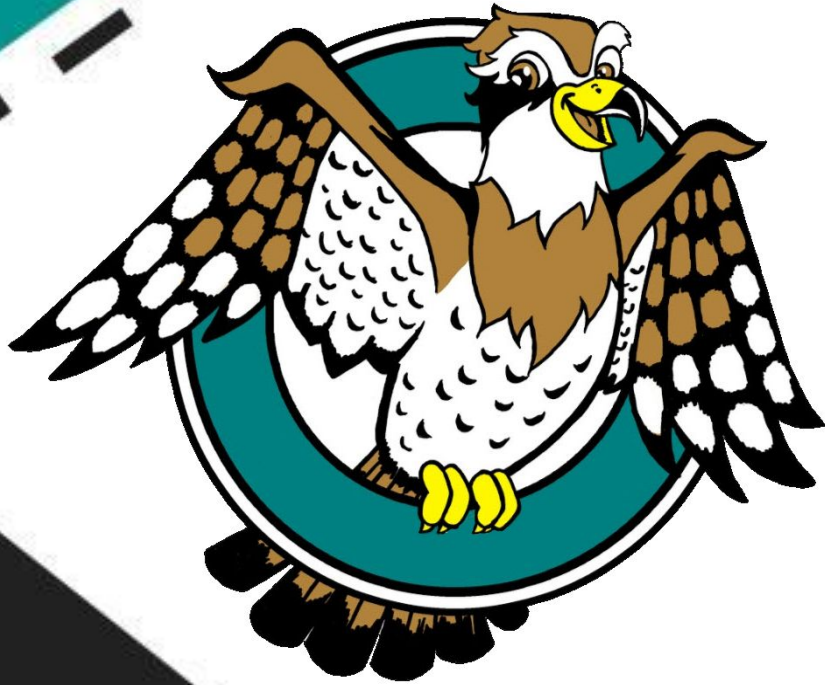
Technology to Support Your Student!



Focused on improving critical thinking skills and math collaboration for students in grades 2-6.

Students create "thinklets" or video vignettes of their solutions. Once their work is published to the gallery, students obtain timely, high quality feedback from peers and teachers.

Understand		Plan	
What do you notice?	What do you wonder about?	Choose your strategies	Write your plan
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Draw a picture	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Make a table or organized list	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Solve with an easier problem	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Work backwards	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Guess, check and revise	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Model it with manipulatives	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Look for a pattern	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Model with an equation	<input type="text"/>
Estimate your answer or write a question you can solve			
<input type="text"/>			
PROBLEM:			
<input type="text"/>			
Solve		Review	
<input type="text"/>		Check your math	Review your estimate
<input type="text"/>		<input checked="" type="checkbox"/> Does my answer make sense?	<input type="text"/>
<input type="text"/>		<input checked="" type="checkbox"/> Did I include units?	<input type="text"/>
<input type="text"/>		<input checked="" type="checkbox"/> Did I check my work?	<input type="text"/>
<input type="text"/>		<input checked="" type="checkbox"/> Could someone see how I found my answer?	<input type="text"/>
<input type="text"/>		<input checked="" type="checkbox"/> Did I show how the work and plan connect?	<input type="text"/>
<input type="text"/>		Final answer	
<input type="text"/>		<input type="text"/>	



Virginia Studies

Virginia Studies

- What does Social Studies look like and sound like?
- Various topics covered this year
- Special projects
- Opportunities for cross-curricular integration
- SOLs: Possibly replaced by alternative assessment; more information to follow!

We Believe...

We believe in exploring civics, history, geography, and government to foster connections between students and their community—here in Vienna, Virginia, the United States, and the world.

Big Ideas/Concepts

- Change Over Time
- Cause and Consequence
- Interdependence
- Movement and Migration
- Conflict and Cooperation
- Culture and Society



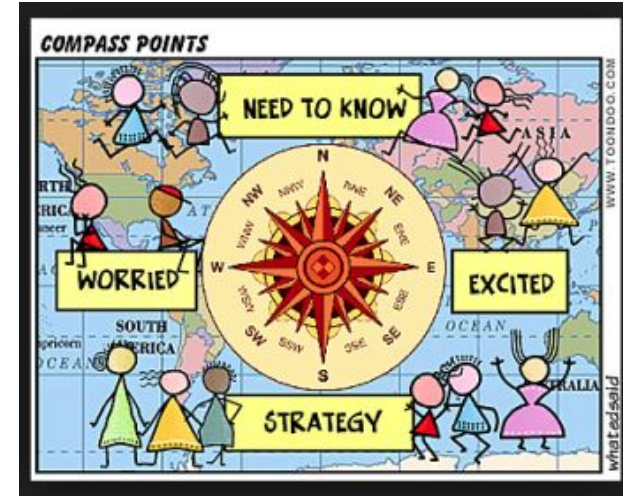
Virginia Studies Topics of Study

- Civics and Students' Rights & Responsibilities
- Geography
- Native Peoples
- Jamestown
- Colonial Virginia
- Revolutionary War
- New Nation
- Civil War
- Reconstruction
- Civil Rights
- 20th Century and Beyond



Differentiated Strategies

- Socratic Seminar
- Project Based Learning
- Document Based Questions



Thinking Routines

- Chalk talk
- Gallery walk
- Step inside
- Tug of war
- Compass Points
- Word, Phrase, Sentence

Thinking Routine



See-Think-Wonder

See What do you see?	Think What do you think about what you see?	Wonder What do you wonder about?

Technology to Support Your Student!

The DBQ Project

Document Based Questions, or DBQ units, provide students with the opportunity to engage in historical thinking, wrestling with documentary evidence. Students engage in the process of close analysis, interrogation of documents, and argument writing.

Research

Informational Texts/Primary Sources

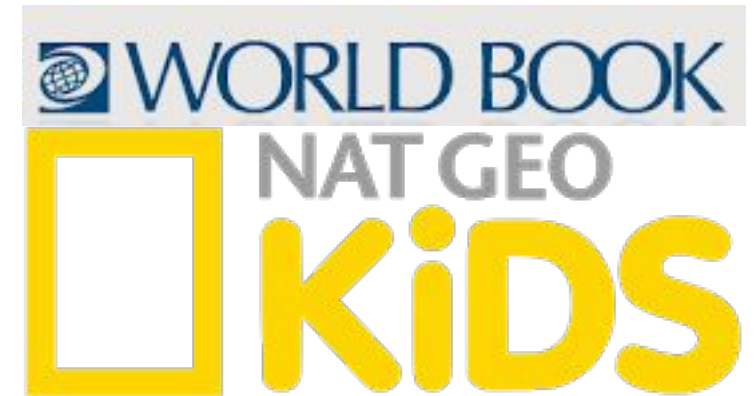
- Trade books, textbooks, maps, images, documents

Digital Resources

- Learning Links on FHES Website

Library

- Ms. Rankin: database access, research tools, related books



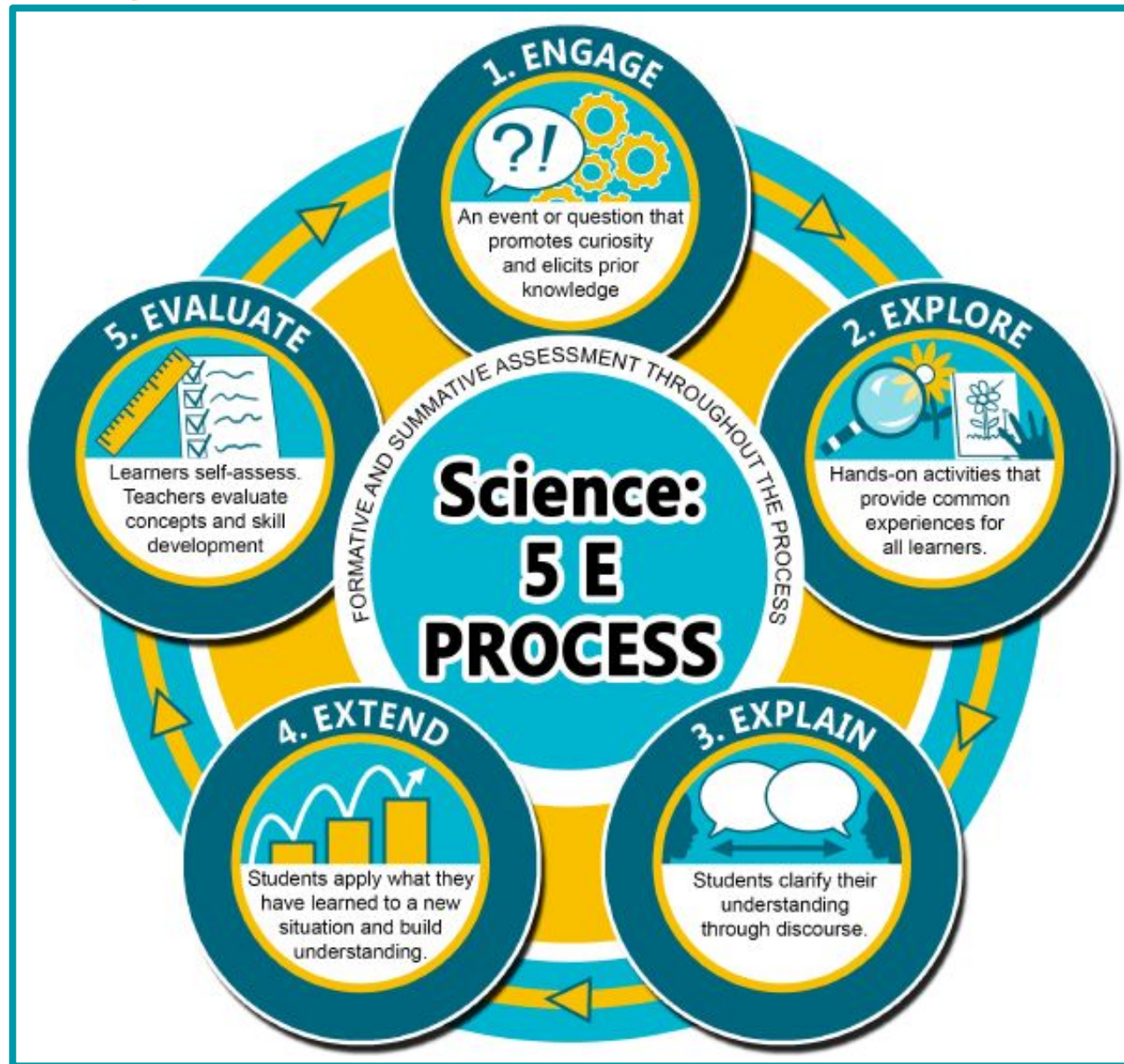


Science

We Believe...

We believe in fostering curiosity and wonder through hands-on exploration, investigation, and experimentation.

Inquiry Design Process



Engage and Explore

Student interest is piqued. Students make connections with prior experience and understanding is connected.



2 explore



Students explore the concept through virtual activities, identify real questions, develop a hypothesis and test variables.

Explain and Extend

The direct instruction phase presented in a collaborative fashion. Vocabulary is defined and concepts are explained.

3 explain



Time to explain, question, listen, and refer to prior learning to assess our understanding.

4 extend



Ask new questions, design experiments, and draw conclusions on new evidence.

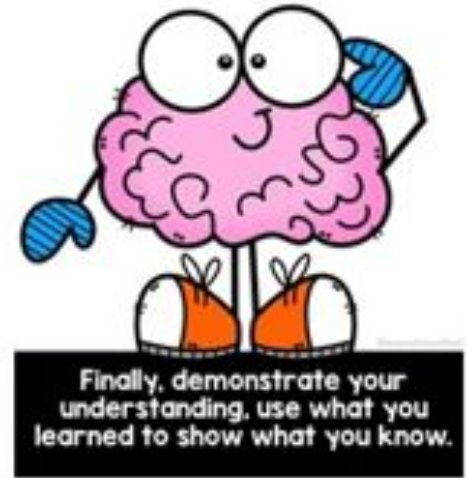
Generalizations about the new learning is applied to previous investigations and new hypotheses are tested to draw conclusions.

Evaluate

Students evaluate their own learning and prove what they know in writing, conversations and demonstration.

We focus on students using evidence to support their thinking.

5 evaluate



Units of Study

- Virginia Ecosystems
- Weather and Beyond
- Magnetism and Electricity
- Sciences in the Garden



Thinking Routines

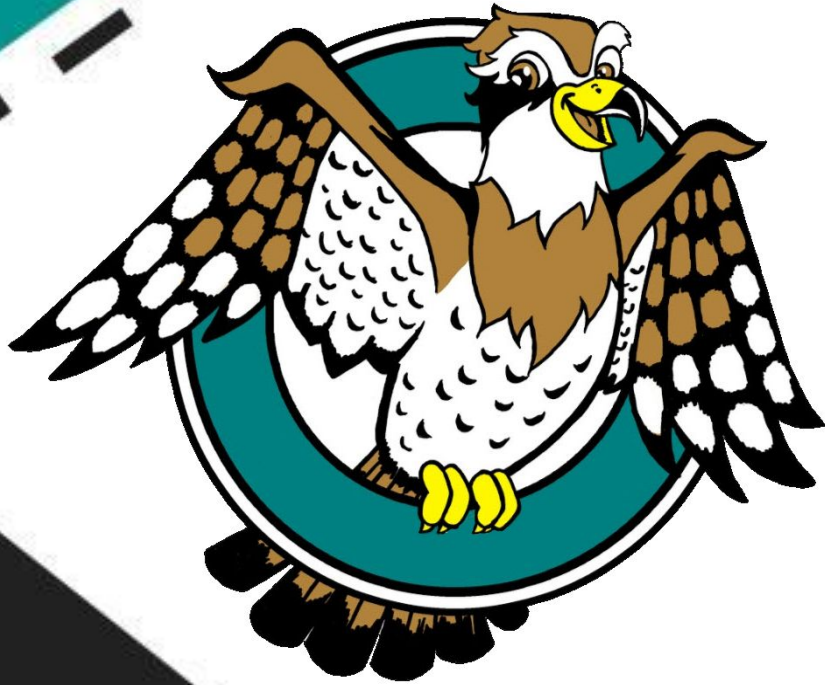
- See/Think/Wonder
- Connect-Extend-Challenge
- Four C's Routine
- Zoom-In
- 3-2-1 Bridge Organiser
- Six Thinking Hats
- Plus Minus Interesting
- Mind Map

Technology to Support Your Student!



JASON provides curriculum and learning experiences in science, technology, engineering, and math (STEM).

Each unit features print and digital materials, hands-on activities, videos and online games for students.



**More Important
Information!**

Digital Citizenship

Supporting students in developing positive Digital Citizenship skills is a shared responsibility.



MEDIA BALANCE & WELL-BEING

*We find balance
in our digital lives.*



DIGITAL FOOTPRINT & IDENTITY

*We define
who we are.*



PRIVACY & SECURITY

*We care about
everyone's privacy.*



RELATIONSHIPS & COMMUNICATION

*We know the power
of words & actions.*



CYBERBULLYING, DIGITAL DRAMA
& HATE SPEECH

*We are kind
& courageous.*



NEWS & MEDIA LITERACY

*We are critical
thinkers & creators.*

Home Supports

Many supports for families are available on the FCPS Digital Citizenship website: bit.ly/FCPSdigcitpublic

- Establishing Expectations at Home
- Choosing Digital Apps, Games and Services Wisely
- Media Balance and Well-being Toolkit
- Digital Citizenship for Families Online Interactive Course
- Tip Sheets and Videos
- Student Interactives

School Schedule, Attendance & Communication

Time	Subject
8:35-8:50	Arrival & Breakfast
8:50-9:15	Morning Meeting
9:15-11:00	Language Arts
11:00-12:00	Specials
12:00-12:30	Lunch
12:30-1:50	Math
1:50-3:00	Content (Science & Virginia Studies)
3:00-3:30	Recess & (Optional) Snack
3:35	Dismissal

Attendance:

*Teachers will keep an eye out for students who arrive late.

If your child does not arrive on time, you may receive a phone call from the office asking you to verify.

There are updated codes for excused absences related to COVID.



The Falcon Focus (grade level newsletter): every Friday

Grading and Reporting

Balanced Assessment Approach

- Projects
- Rubrics specific to assignments
- Tests & Quizzes
- Performance Tasks

Student understanding is assessed in multiple ways. Each assessment type provides information to guide and inform instruction to meet the needs of students.

Parent/Teacher Communication

- Phone Call
- Email
- Progress Update Form
- Office Hours

Teachers remain in contact with parents throughout each quarter to share and monitor student progress. Quarters 2-4 will include the use of interims, on an as-needed basis, to share academic or behavior concerns.

Elementary Progress Report

- Achievement Grade
- Effort Grade
- Life, Work & Citizenship

The progress report reflects the student's current level of understanding and demonstration of knowledge and skills.

School, Division & State Assessments - Elementary

- Benchmark Assessment System (BAS)
- iReady
- Virginia Growth Assessment (VGA)
- SEL Screener
- Spring SOLs

Elementary Progress Report Marks

4 Consistently demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught

3 Usually demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught
- Makes few major errors or omissions when demonstrating concepts or processes

2 Sometimes demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, some of the time
- Requires moderate support in order to demonstrate understanding of concepts and skills
- Demonstrates a partial understanding of content taught
- Makes some errors or omissions when demonstrating concepts or processes

1 Seldom demonstrates concepts and skills of standard taught this quarter

- Frequency of behavior, seldom
- Requires considerable support in order to demonstrate learning of concepts and skills
- Demonstrates limited understanding of concepts, skills, and processes taught
- Makes frequent major errors when demonstrating concepts or processes

For additional information:
[Elementary Grading and Reporting Handbook for Parents: Grading Guidelines on the FCPS website.](#)

Thank you for attending!

**Please make sure you place
all comments and questions
for administration
in this electronic Parking Lot.**

**We value your feedback and
wonderings!**

