Portrait of a Flint Hill Graduate Night

Grade 1

What is Portrait of a Graduate?

Goal-Directed and Resilient Individual

Ethical and Global Citizen

Communicator

Collaborator

Critical and Creative Thinker

...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
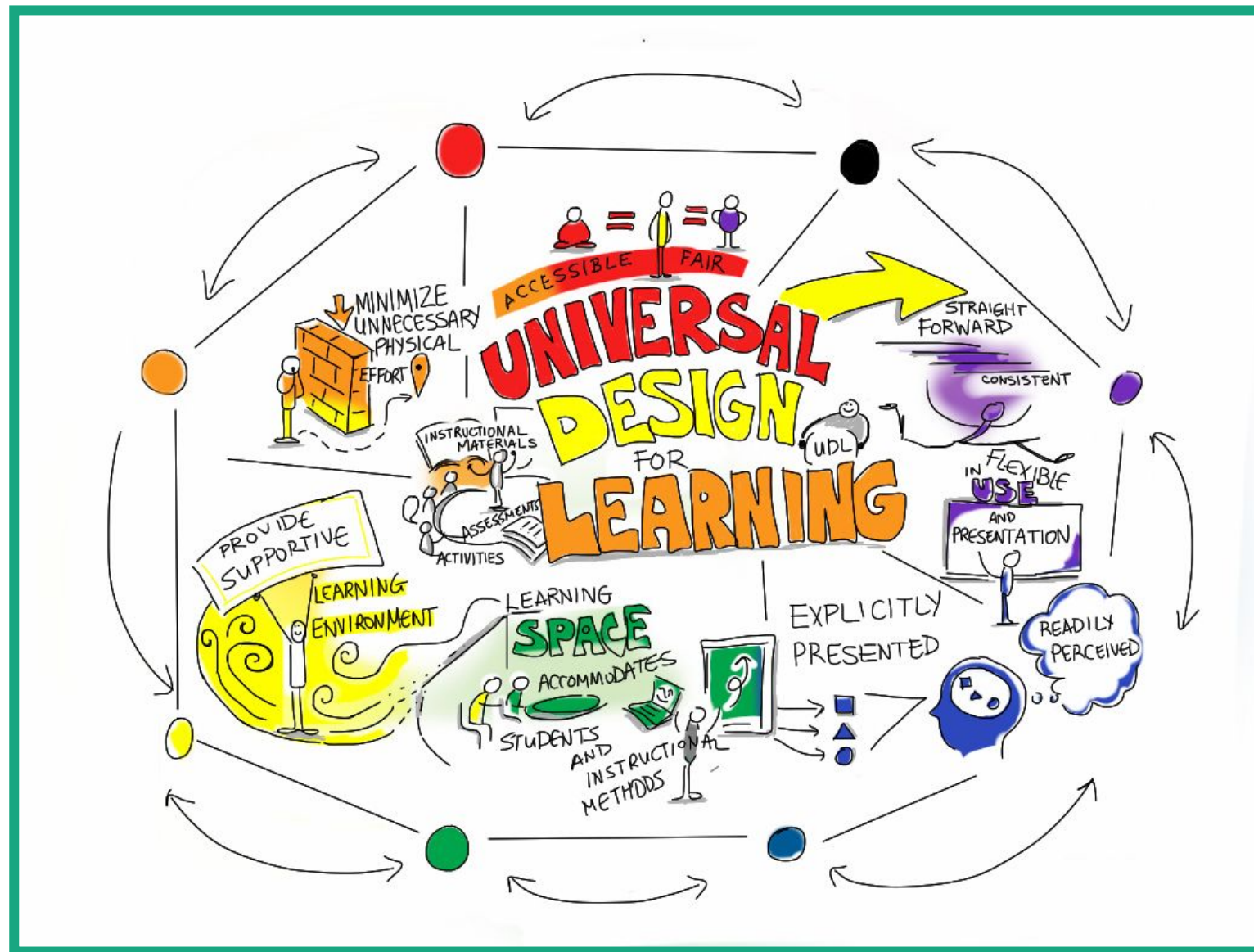
Portrait of a Flint Hill Graduate

A year-long celebration of learning together!

#sohappytogether

What will it look like?

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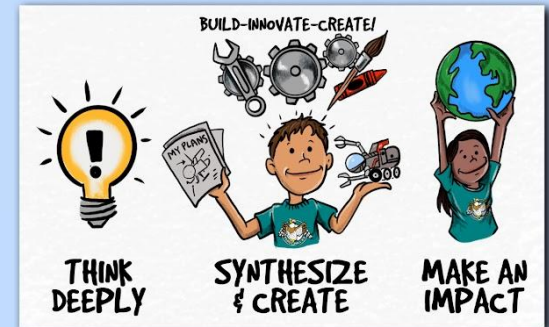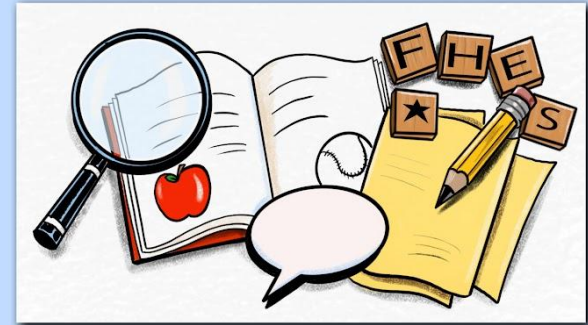
Through performance based assessment and maker-centered learning, students will apply taught skills and demonstrate their thinking in a variety of ways!
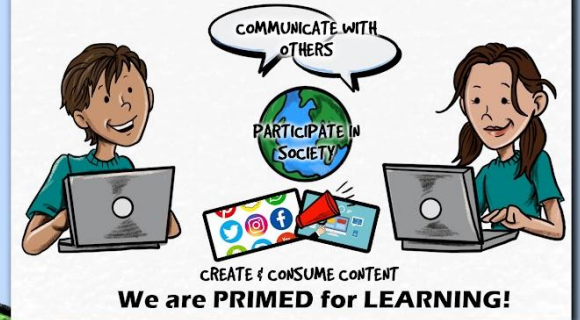
SOCIAL & EMOTIONAL LEARNING

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.
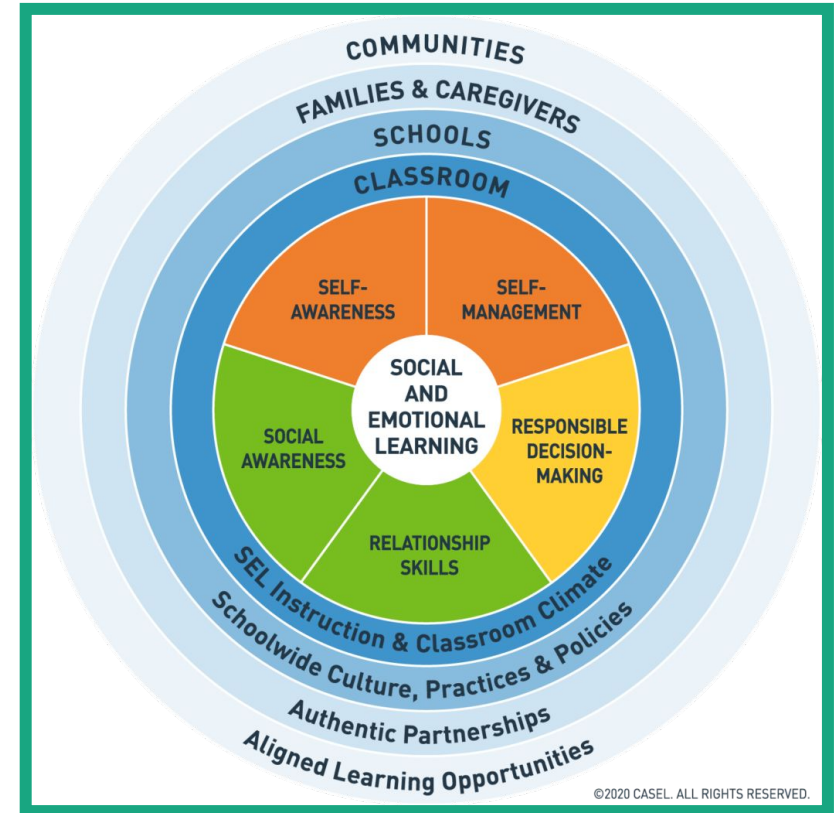

BUILD-INNOVATE-CREATE!

THINK DEEPLY

SYNTHESIZE & CREATE

MAKE AN IMPACT

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

COMMUNICATE WITH OTHERS

PARTICIPATE IN SOCIETY

CREATE & CONSUME CONTENT

We are PRIMED for LEARNING!

J. Lonnett 2021

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

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.

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

COMMUNICATE WITH OTHERS

PARTICIPATE IN SOCIETY

CREATE & CONSUME CONTENT

We are PRIMED for LEARNING!

It's PRIME Time!

Creating Thinkers and 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!

BUILD-INNOVATE-CREATE!

THINK DEEPLY   SYNTHESIZE & CREATE   MAKE AN IMPACT
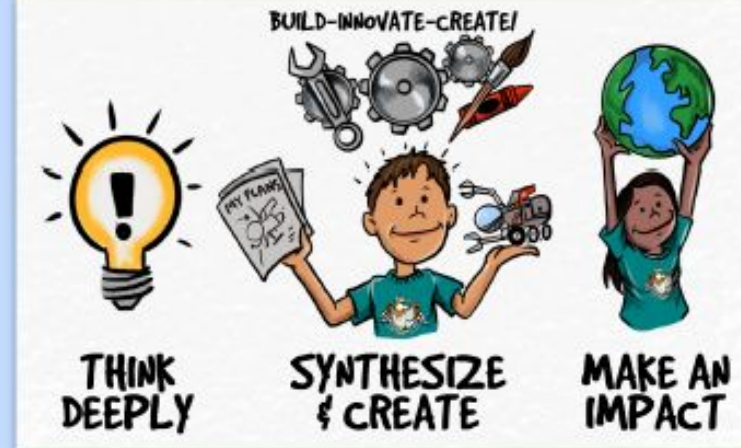
Performance Based Assessment & Maker-Centered Thinking!

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.

What will it look like?

Phonics, Vocabulary, Morphology

Language Arts

- Reader's Workshop
- Writer's Workshop
- Phonics
- Differentiated Stations
- Opportunities for Enrichment and Reinforcement
- Home Support

We Believe...

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

Reader's and Writer's Workshop

Format includes:
- Focus lesson
  - Modeling
  - Teaching points
  - Interactive read alouds
- Guided reading groups and writing conferences
- Read to Self, Read with a Partner, Word Work
- Share

Small Group Instruction

- Small group instruction in reading and writing

- Explicit teaching and differentiated support

- Reading at students' instructional level

Fountas & Pinnell LITERACY™

PIONEER VALLEY BOOKS

Strategy Wheel

Thinking **Within** the Text

Solving Words
Using a range of strategies to recognize and take apart words, and understand word meaning.

Maintaining Fluency
Reading at a good rate, integrating phrasing, pausing, intonation, and stress.

Monitoring and Self-Correcting
Checking on accuracy and understanding and working to self-correct errors.

Adjusting
Taking action in flexible ways to solve problems or fit purpose and genre.

Searching for and Using Information
Noticing and using sources of information (meaning, language structure, phonological information, visual information).

Summarizing
Remembering important information and carrying it forward.

SYSTEMS OF STRATEGIC ACTIONS

Thinking **About** the Text

Critiquing
Thinking critically about the text.

Analyzing
Noticing aspects of the writer's craft including text structure.

Inferring
Thinking about what the writer means but has not stated.

Synthesizing
Adjusting present understandings to accommodate new knowledge.

Predicting
Anticipating what may happen next.

Making Connections
Connecting the text to **personal** and **world** knowledge as well as to other **texts**.

Thinking **Beyond** the Text

Phonics

New Phonics Units from FCPS

- Explicit instruction
- Engaging activities
- Routines that reinforce phonetic patterns
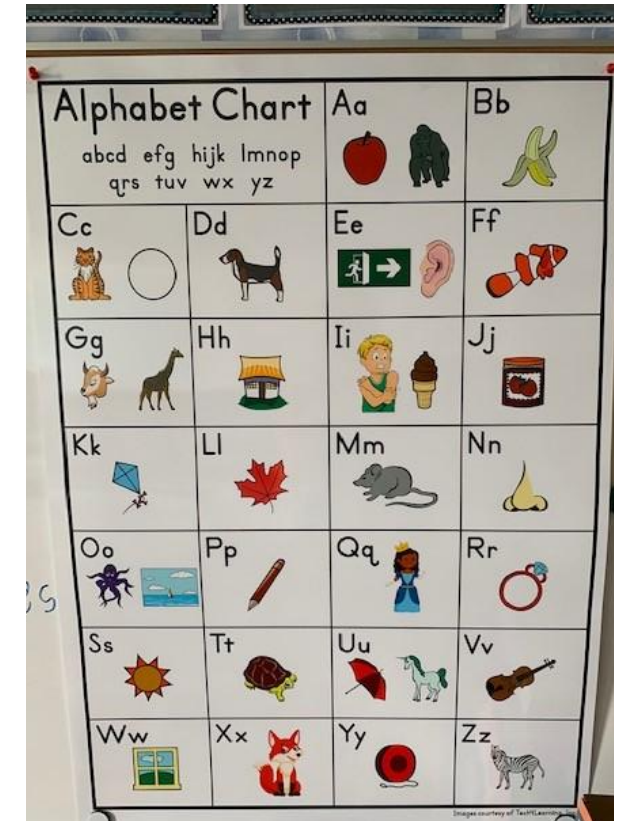
Support at Home

- Partner read with your child.
  - Ask your child questions before, during, and after reading

- Writing and communication
  - Notes, lists, letters, texts, etc.

- Play with words and letters.
  - Scrabble, Bananagrams, Boggle, letter puzzles, magnets, tub letters, scavenger hunts, etc.

- Notice text in the world around you.

Technology to Support Your Student!

Mathematics

- Prerequisite assessment
- The Components of Math Workshop
  - What is Guided Math?
  - The importance of math tasks and examples
  - Instruction and Differentiation
  - AAP resources and strategies
  - Home support
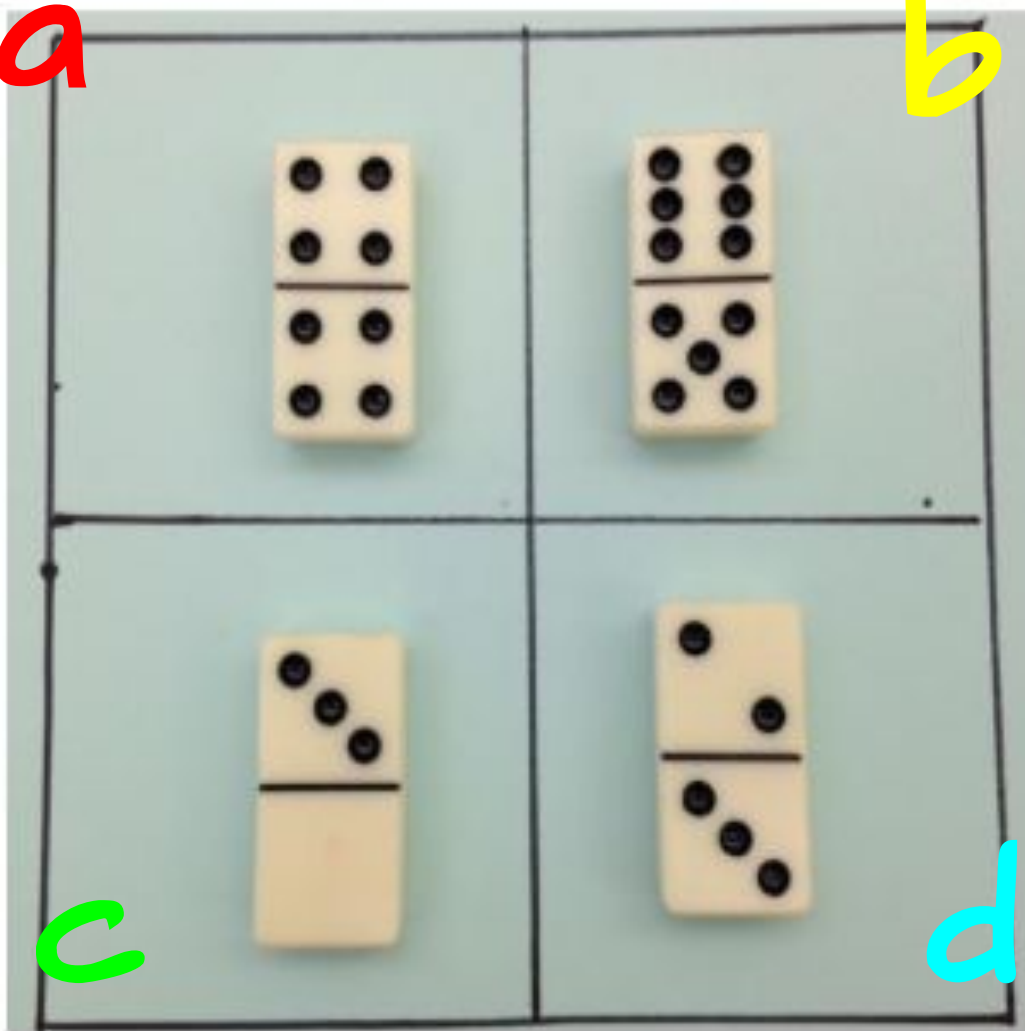
We Believe...

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.

Flexible Grouping

Prerequisite assessment- identifies gaps in skills from previous grade level

- What should students know and be able to do after completing Kindergarten?

- Skills-based groups
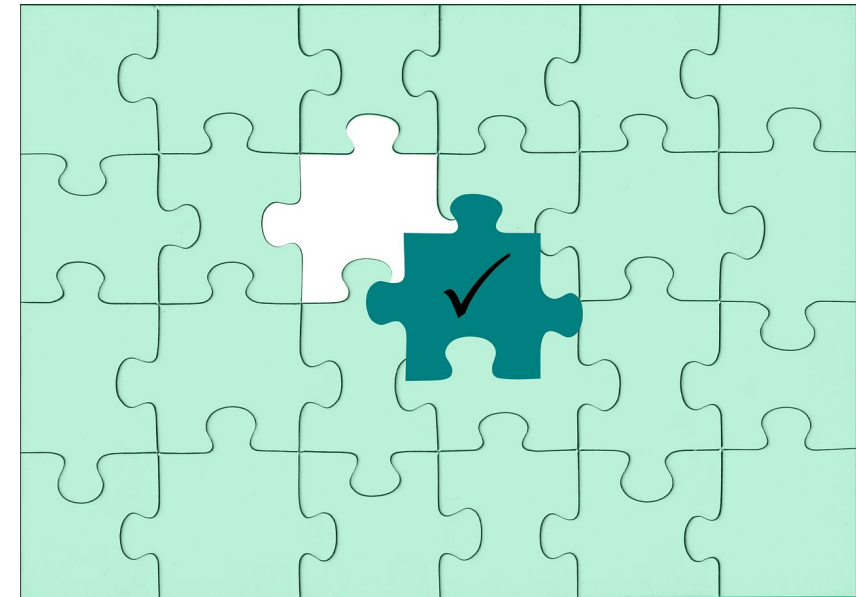
Math Workshop

- Number Sense Routine

- Focus Lesson

- Guided math
  Teacher works with a small groups
  - ❖ additional guided practice
  - ❖ games
  - ❖ extensions
  - ❖ Imagine Math

Sense Making Routines

- Brief class discussions that focus on a mental math computation problem

- Encourage math talk and communication

Which One Doesn't Belong?
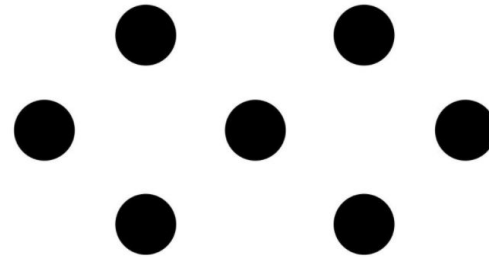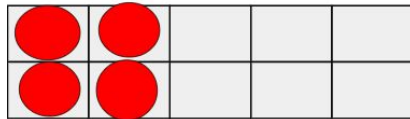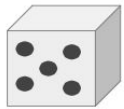
Notice and Wonder

Ways to Help at Home

Technology to Support Your Student!

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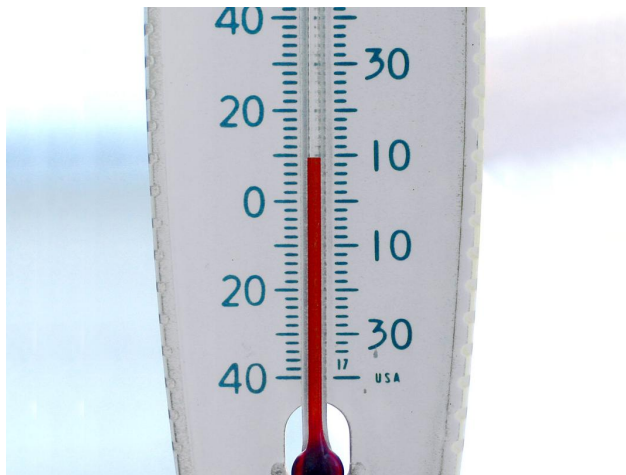
- Personalized Learning
- First language support for English learners
- On-demand instruction by live, certified, math teachers (Grades 3-6 only)
- Development of college- and career-readiness skills

ST Math

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

Social Studies

- Communicating and collaborating
- Modeling and practicing good citizenship
- Describing and reflecting on life in the past
- Focus on our state of Virginia
- Working with geography and economics
- Experiencing primary source materials
- Thinking Routines and Project Based Learning (PBL)

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.

Rights and Responsibilities and Citizenship

- How to be a good citizen at school, online, in our state, and in our country
- Fair play, helping others, showing kindness
- Hard work and responsibility
- Honesty and truthfulness
- The right to feel safe
- The right to learn

We are Virginians!

- Virginia Today and Virginia in the Past
- The First Virginians
- Influential Virginians
- Virginia Geography
- Symbols of Virginia
- Diversity in Virginia

Economics

- Needs and wants
- Goods and services
- Consumers and producers
- Making choices- cost and benefit
- Savings
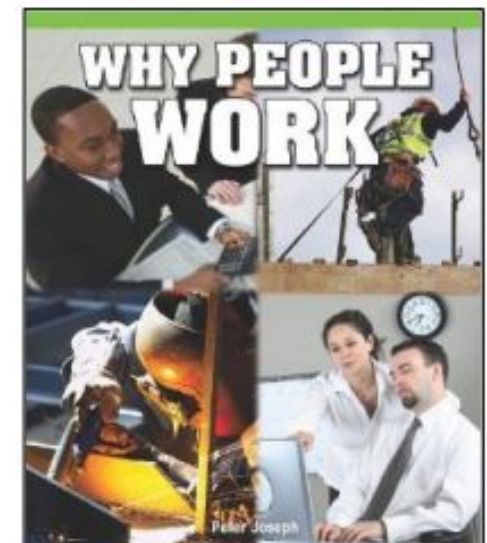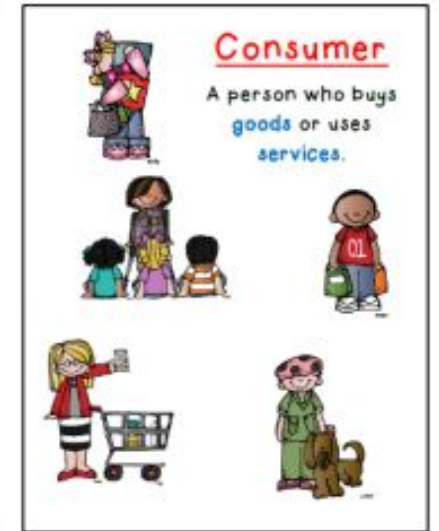
Geography

- Map skills, symbols, and directions
- Landforms of Virginia
- Relationship between location and climate
- Map construction
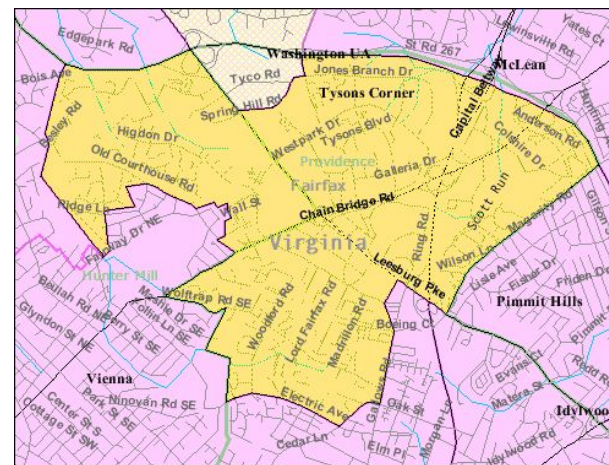
Science

- New Science Lessons this year!
- Year-long Project-Based Inquiry
- Develop an understanding that
  - the natural world is observable
  - science is based on evidence, observed and experimental
  - science is a social endeavor.

We Believe...

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

Year-Long Focus
Design a Park PBL

Your Challenge

How can you, as park planners,
design a park in our community
that shows how all people
interact with our world?

Soaring into Science
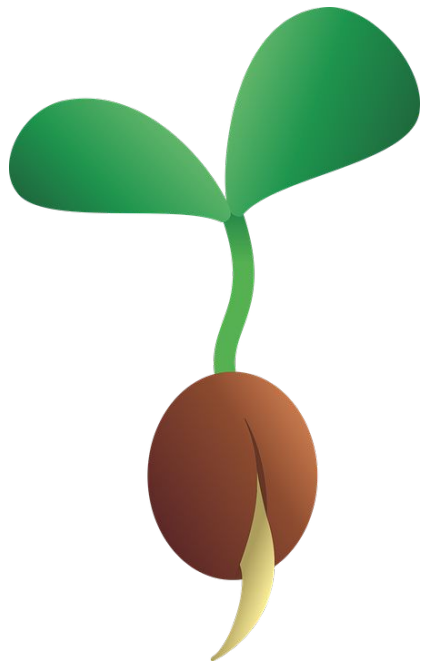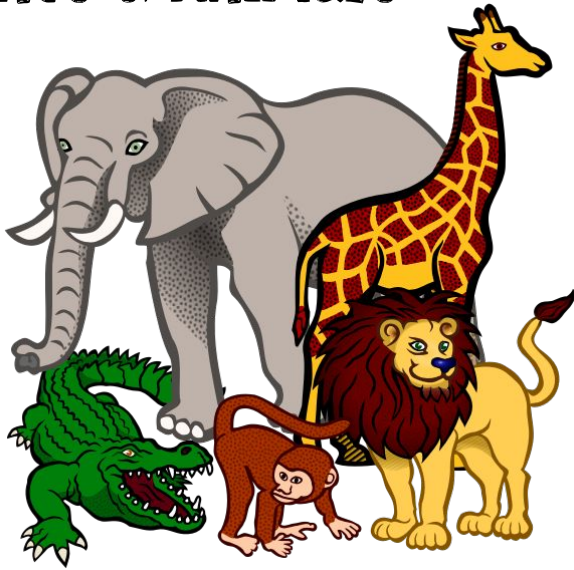
Weather

sunny

partly cloudy

cloudy

rainy

snowy

stormy

Seasonal Change

Conservation
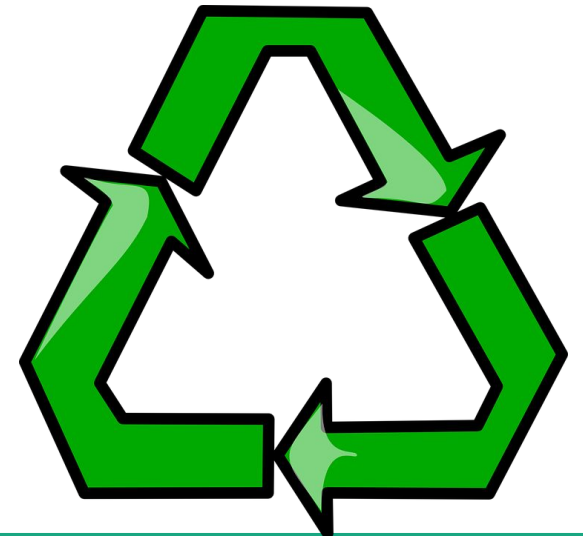
Plants & Animals

Plants and Animals

Arborist

How do trees change during the year?

Ornithologist

5 Basic Survival Nees of a Bird

Research Zoologist

Animal Project Based Learning

Weather

Cloudy	Rainy
Partly Cloudy	Sunny
Windy	Snowy
Stormy	Icy

110
100
90
80
70
60
50
40
30
20
10
°F

Seasonal Changes

- Temperature
- Light
- Precipitation
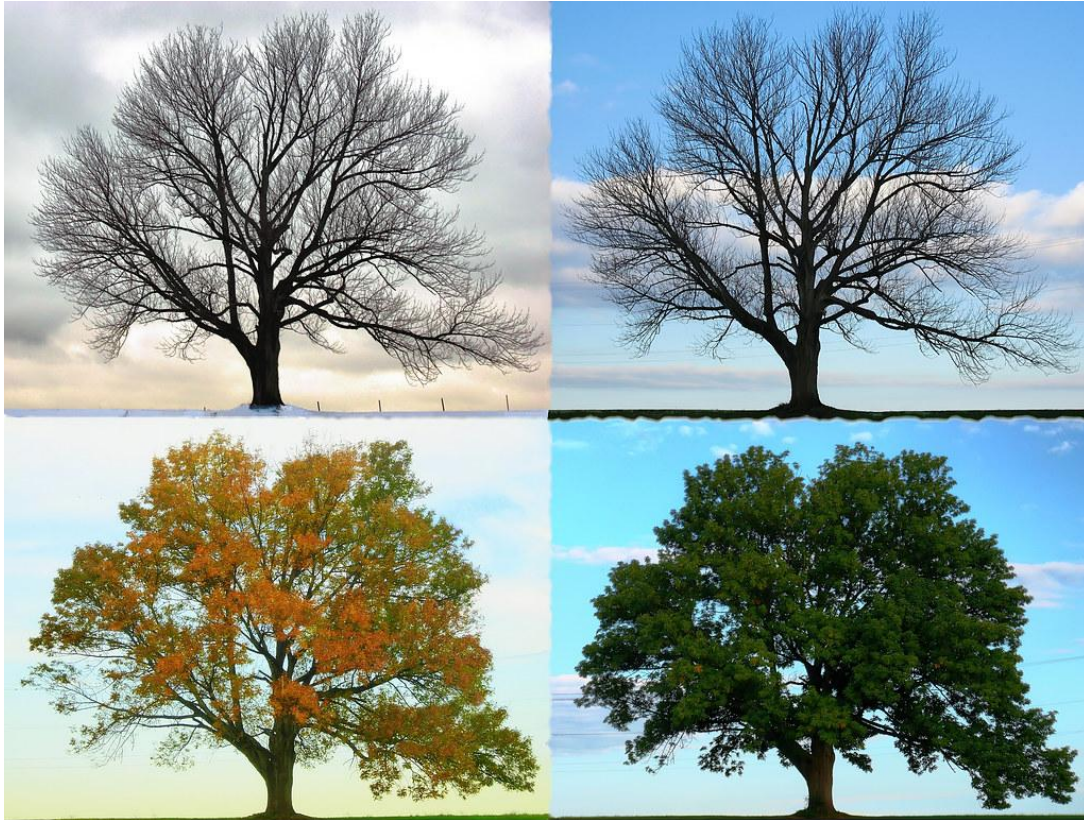
Fall	Winter	Spring	Summer

Natural Resources/Conservation

- Importance of natural resources
- Need for conservation to insure protection of these resources

DEPARTMENT OF ENVIRONMENT AND NATURAL RESOURCES

1987
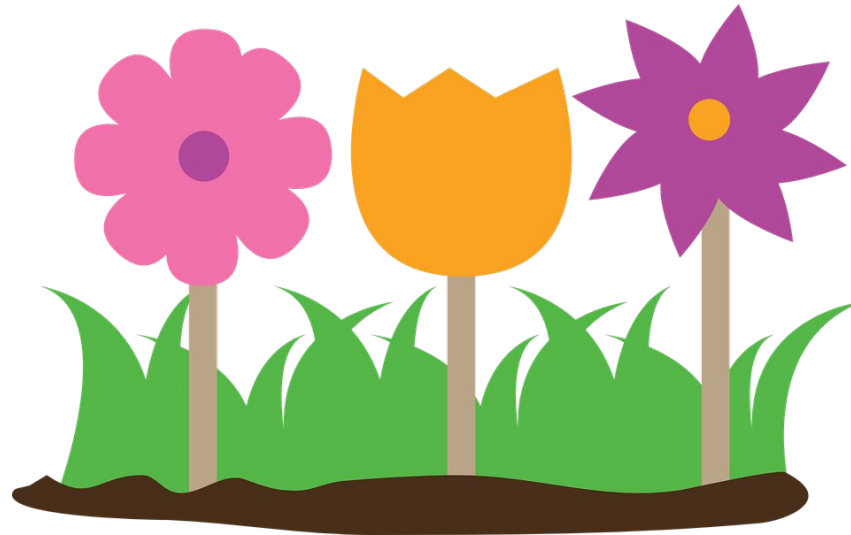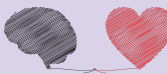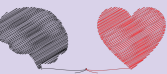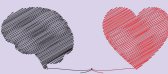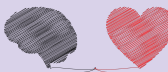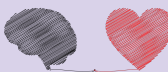
Before You Go...

- Communication

- Grading, Reporting, and Assessments

- Questions?

School Schedule, Attendance & Communication

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:15	Morning Meeting 👋	Morning Meeting 👋	Morning Meeting 👋	Morning Meeting 👋	Morning Meeting 👋
9:15 - 10:30	Math **1 2 3**	Math **1 2 3**	Math **1 2 3**	Math **1 2 3**	Math **1 2 3**
10:30 - 11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 - 1:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
1:00 - 1:30	Recess	Recess	Recess	Recess	Recess
1:30 - 2:30	Mindfulness Content Pack up	Specials PE - Landay Music - Grant	Mindfulness Content Pack up	Mindfulness Content Pack up	Specials Library PE - Landay
2:30 - 3:30	Specials Music - Grant PE - Landay	Mindfulness Content Pack up	Specials Art - McAllister	Specials Spanish - Diaz HOLA!	Mindfulness Content Pack up
3:35 - 3:35	Dismissal	Dismissal	Dismissal	Dismissal	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.

Schoology

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

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.

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.

4 — Fully grown flower

- 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 — Stem growing leaves

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

2 — Seed sprouting

- Frequency of behavior - some of the time
- Requires moderate support when demonstrating understanding
- Demonstrates a partial understanding of content taught
- Makes some errors when demonstrating concepts or processes taught

1 — Seed planted in soil

- Frequency of behavior - seldom
- Requires considerable support when demonstrating understanding
- Demonstrates limited understanding of content taught
- Makes frequent errors when demonstrating concepts or processes taught

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!

Recording and slides will be available to view at your leisure on the FHES website.