



Portrait of a Flint Hill Graduate Night



Grade 2



What is Portrait of a Graduate?

Goal-Directed and Resilient Individual



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

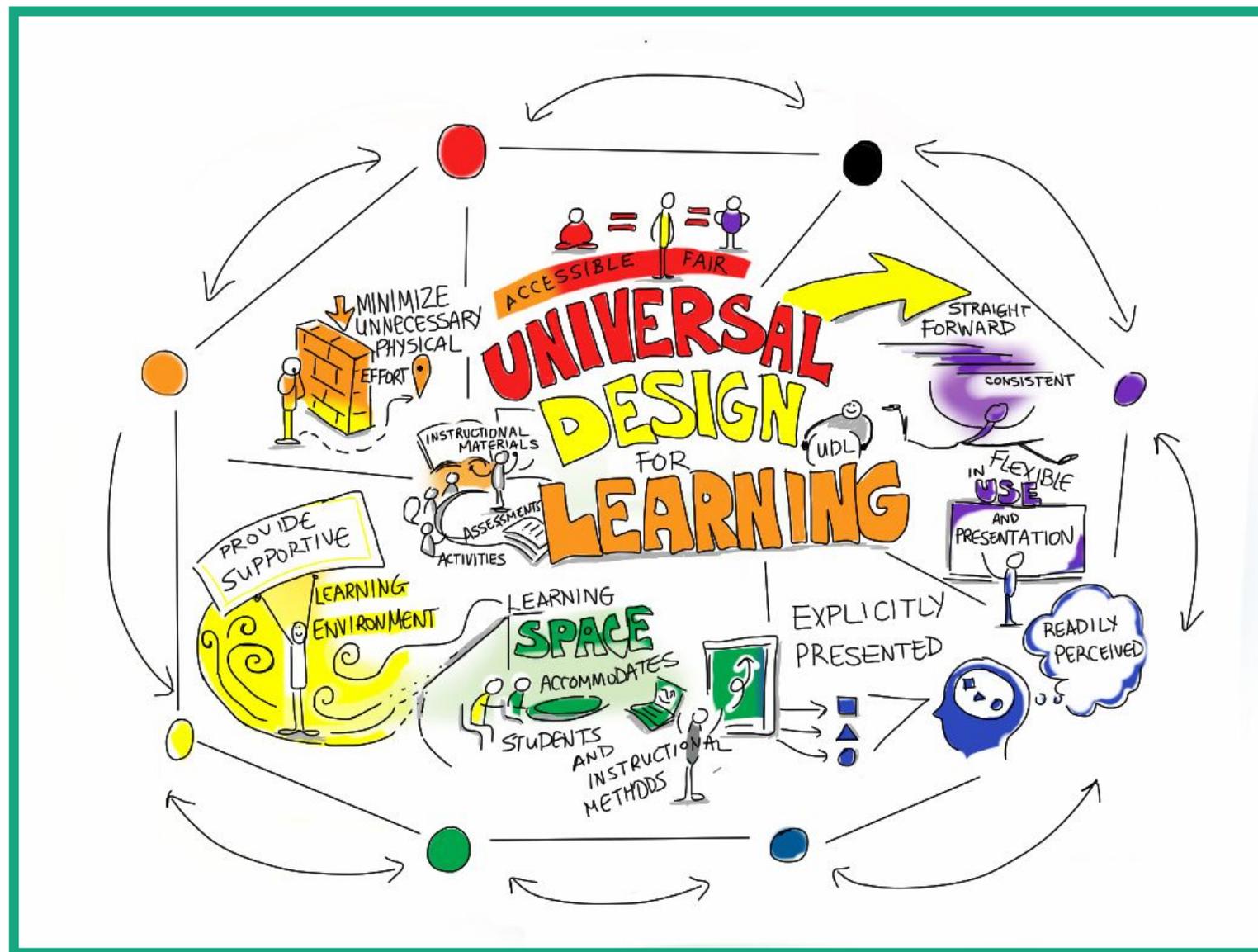
The Learning Model outlines the FCPS instructional vision ensuring all students reach **Portrait of a Graduate** outcomes.

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.

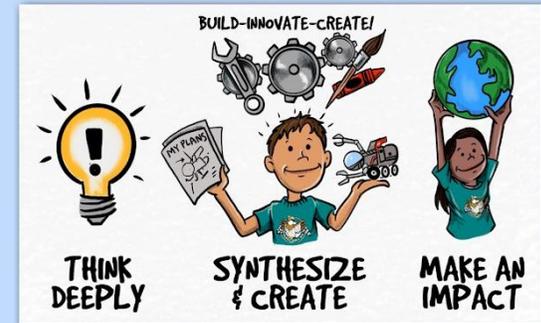
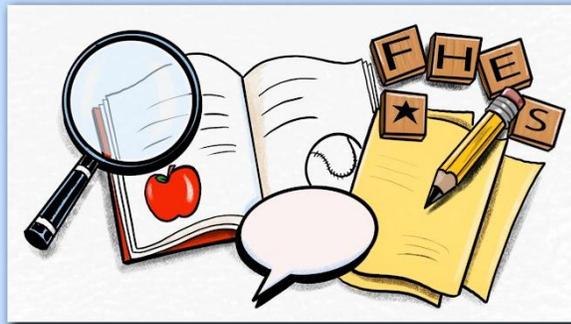
Through performance based assessment and maker-centered learning, students will apply taught skills and demonstrate their thinking in a variety of ways!

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.

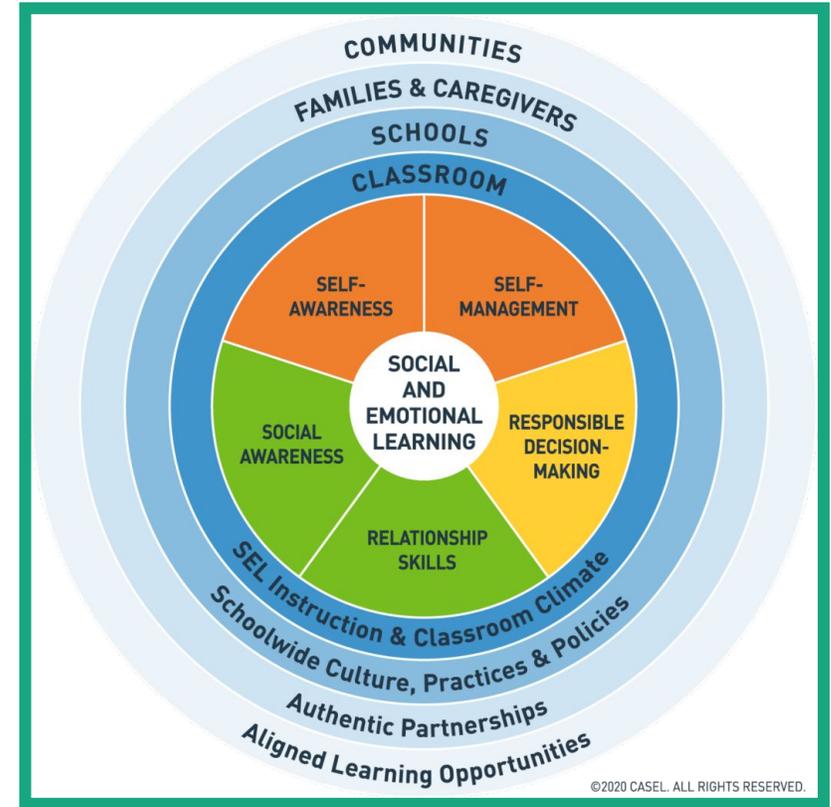
Through the provision of instruction, resources, and oversight, students will positively engage with digital technologies.

What will it look like?



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



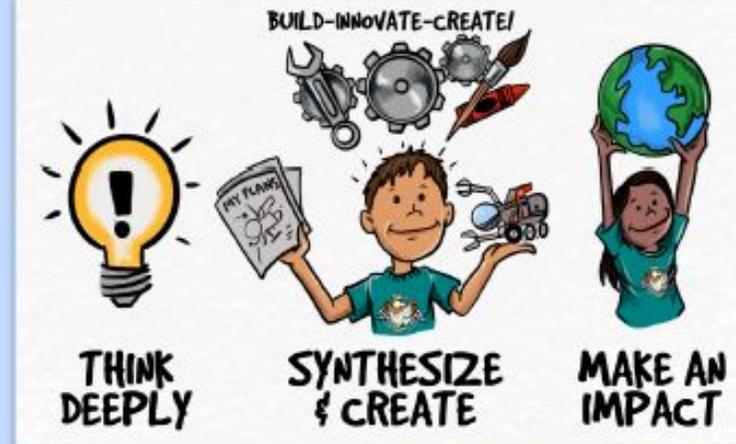
It's PRIME Time!



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!



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

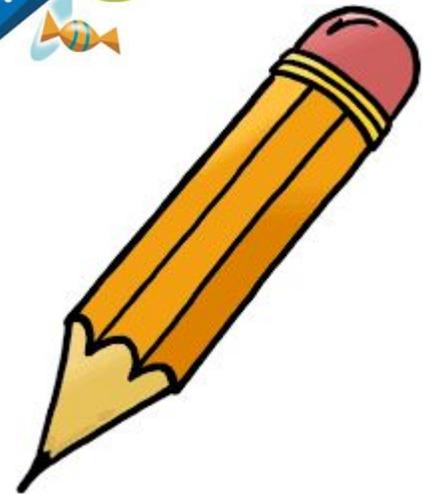
- Reader's Workshop
- Writer's Workshop
- Independent Reading
- Differentiated Stations
- The Importance of Phonics and Word Study, Guided Reading, Strategy Groups, and Book Clubs
- AAP resources and strategies
- Reinforcement Opportunities

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

- Focus lesson
 - Modeling
 - Teaching points
 - Interactive read alouds
 - Mentor Texts
- Guided Reading Groups
- Asynchronous Learning
 - Imagine Language and Literacy
 - Lexia
- Reading and writing conferences
- Independent Reading

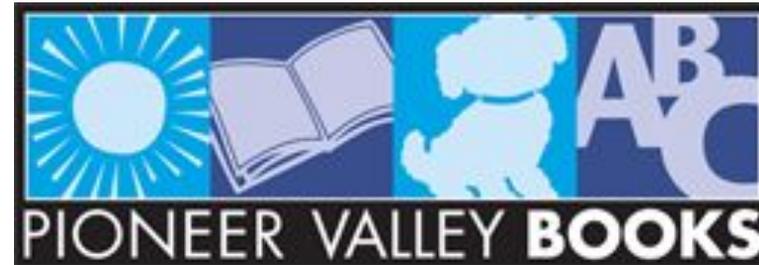


Guided Reading

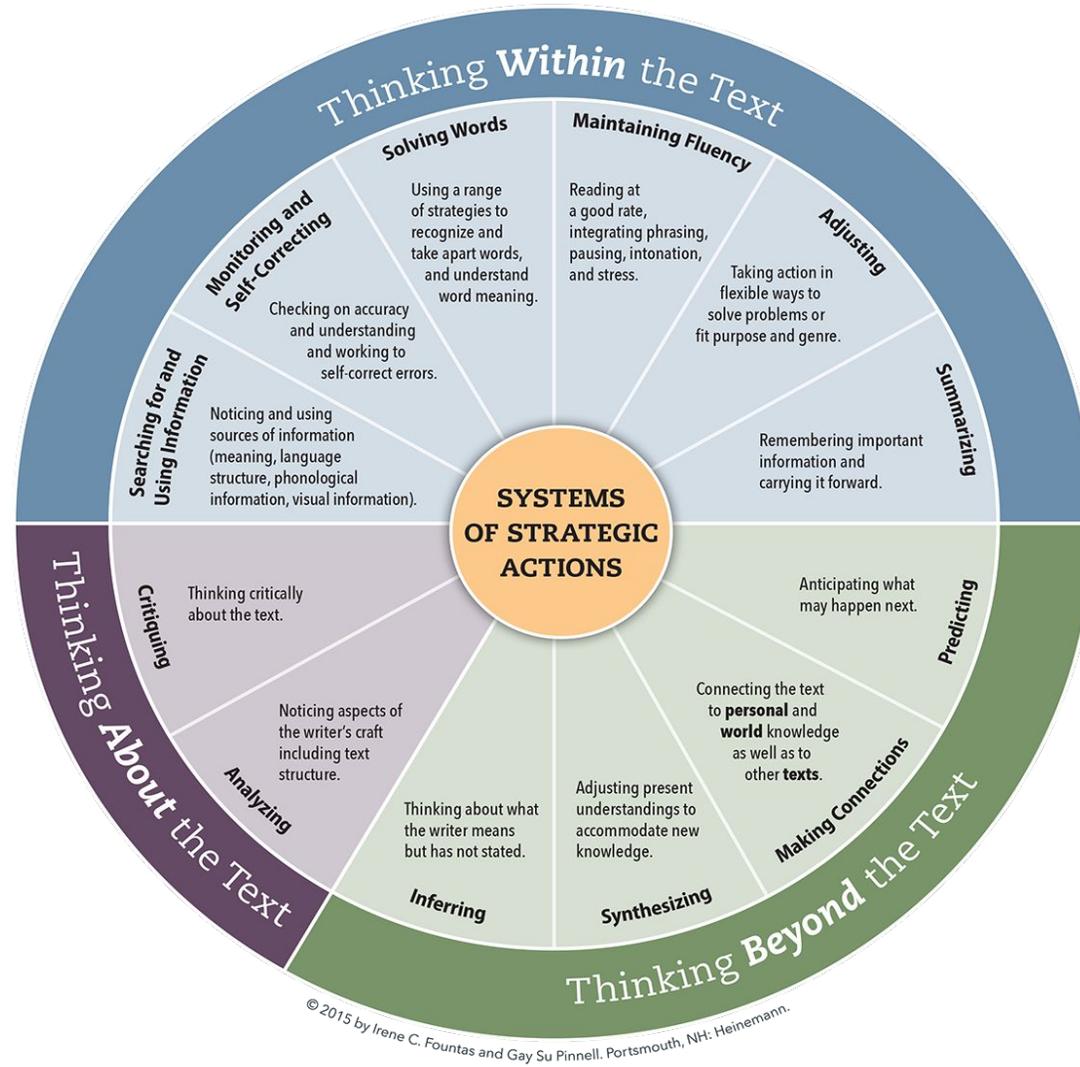
- Small group instruction
- Explicit teaching and differentiated support
- Reading at students' instructional level



Fountas & Pinnell
LITERACY™



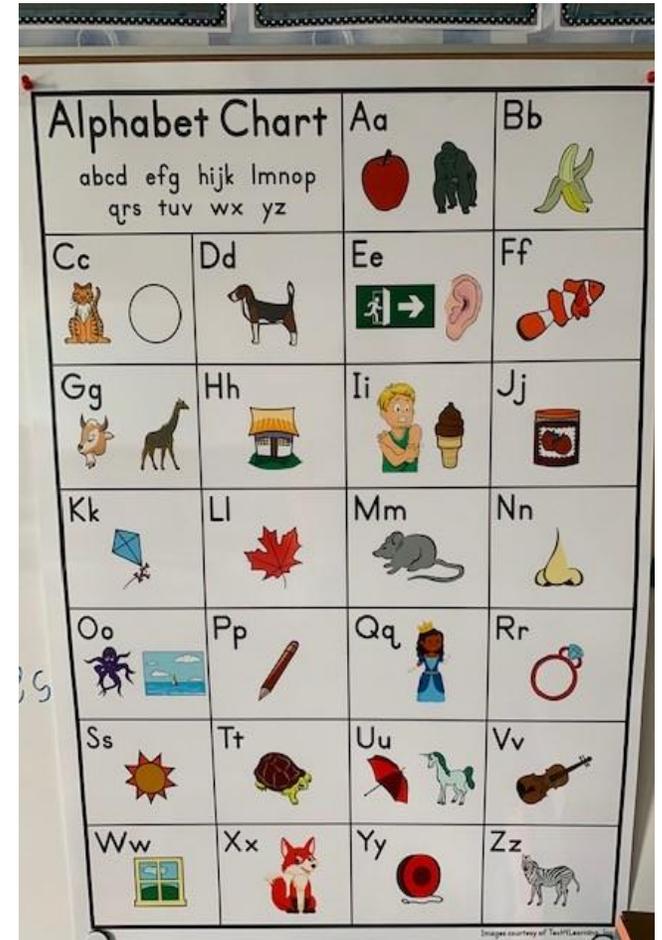
Strategy Wheel



Phonics Lessons

New Phonics Units provided by FCPS

- Explicit instruction
- Engaging activities
- Routines that reinforce phonetic patterns



Support at Home

- Imagine Language and Learning and MyOn
- Read to and with your child
 - Ask your child questions before, during, or after reading
- Writing (notes, lists, comics, etc)
- Noticing signs within your community
- Games (Scrabble, Bananagrams, Boggle)

Technology to Support Your Student!

Lexia[®]

a **cambium** company



LEXIA
CORE 5[®]
READING

LEXIA
POWER UP[™]
LITERACY



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
 - Homework expectations

We Believe...

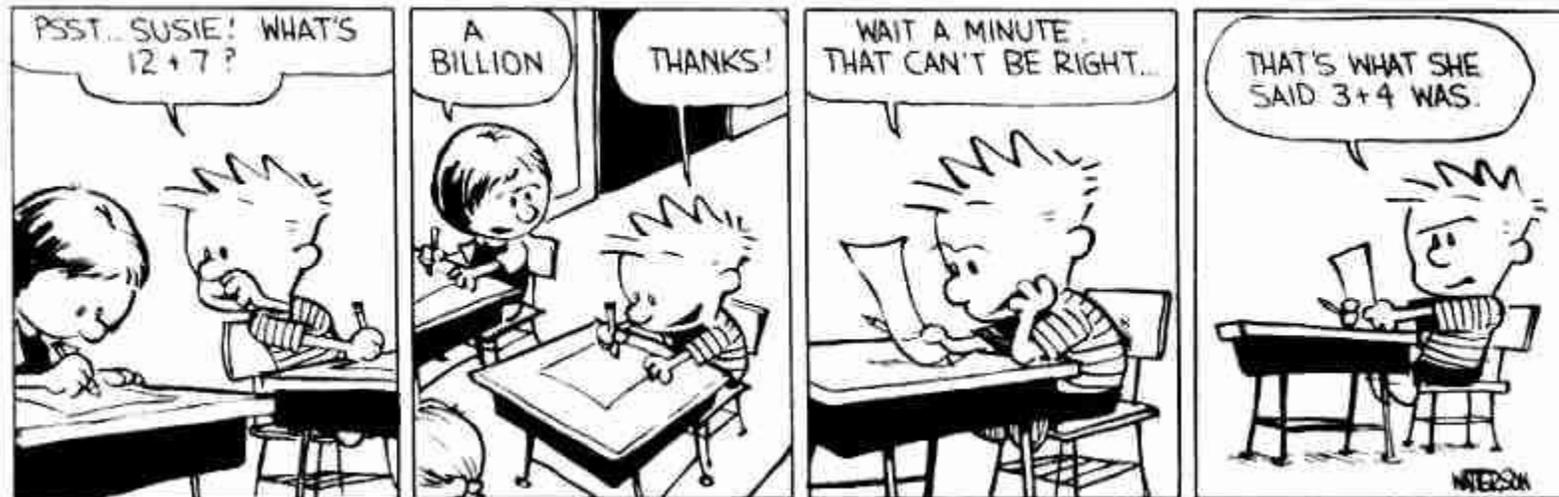
We believe in creating and facilitating learning experiences, within a math workshop, that allow students to construct and negotiate deep conceptual understanding, as well as develop fluency with numbers.

Flexible Grouping

Prerequisite assessment- identifies gaps in skills from previous grade level

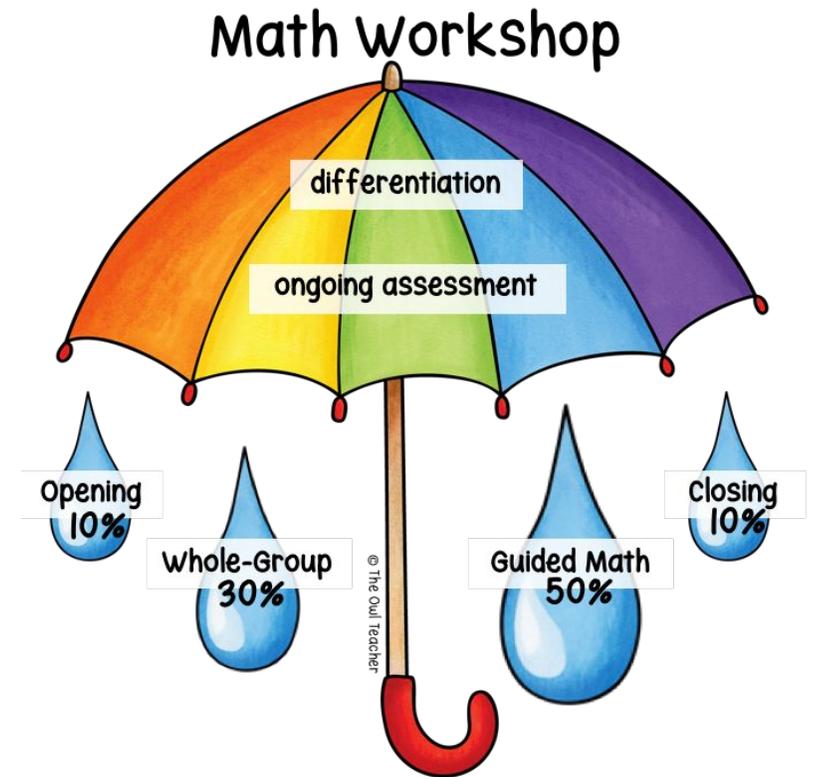
What should they already know from 1st grade?

What should they already know from last quarter?



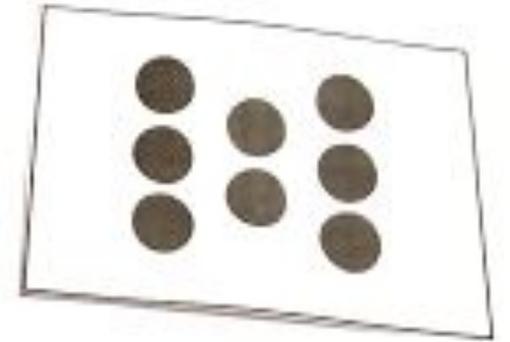
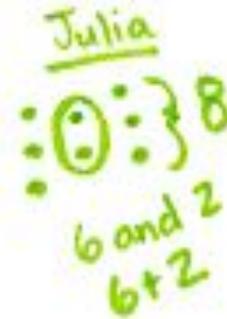
Math Workshop

- Number Sense Routine
- Focus Lesson
- Guided Math
 - Teacher with a small group
 - ST math, Imagine Math
 - Independent activities
 - Review, extensions and games



Number Sense Routine

- To help students gain a sense of how numbers work
 - Same, but different
 - What do you notice?
 - How many ways?
 - Estimation
 - Which doesn't belong
- Students have discussions and see other classmates thinking on how to solve a given task.



Number Sense Routine

Which One Doesn't Belong?

A

$$5 + 5$$

B

$$2 + 8$$

C

$$9 + 1$$

D

$$3 + 9$$

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



Technology to Support Your Student!



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

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

Support at Home



illustrations of.com #1429179



SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Free Calendar Templates Dreamcalendars.com



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.

Highlights of 2nd Grade Social Studies

- Native Americans
- Famous Americans
- Continents and Oceans
- U.S. Geography
- Economics
- Development and Innovations in the U.S.
- Citizenship
- National Holidays



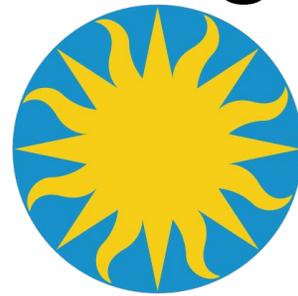
Native American Artifact Study

We will use artifacts from the **National Museum of the American Indian** to complete thinking routines.

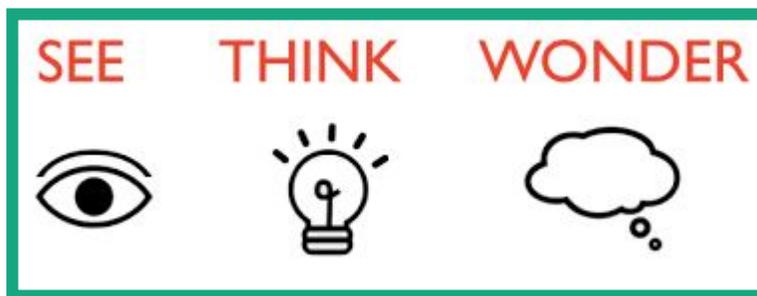


Hand drum

Women's leggings



Smithsonian

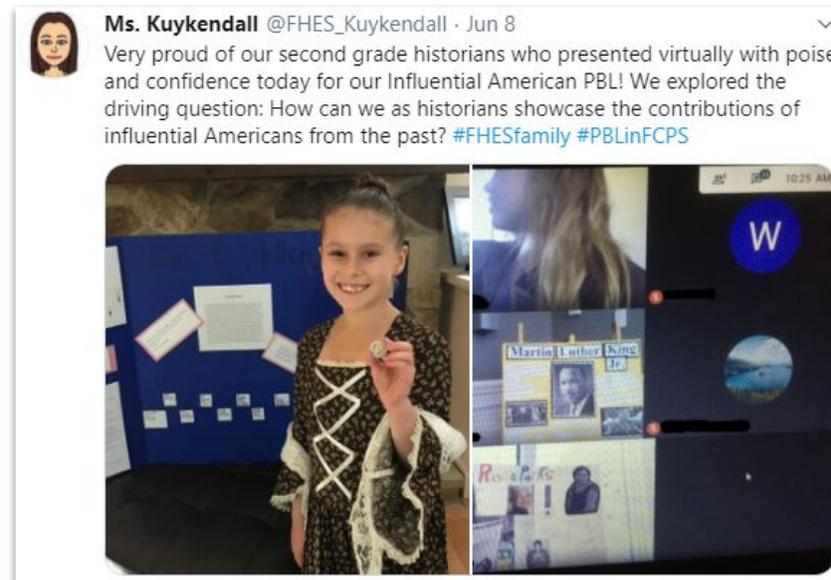


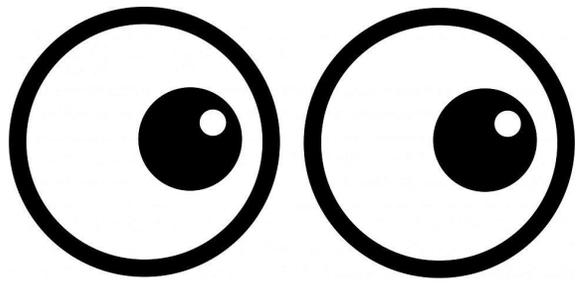
Buffalo robe

Influential Person PBL

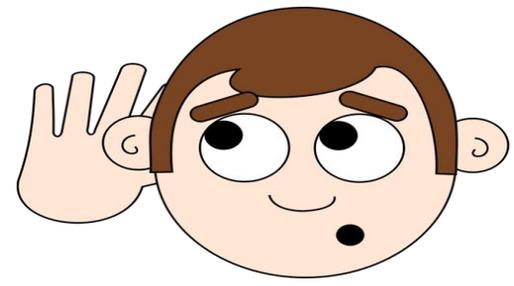
PBL Driving Question:

How can we as historians showcase the contributions of influential people from the past?

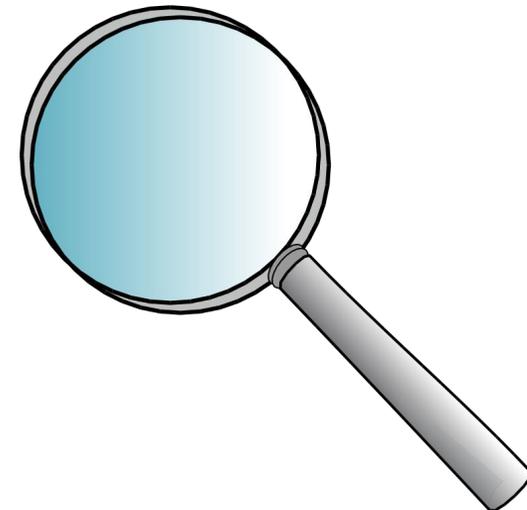




Science



- What does Science look like and sound like?
- Various topics covered this year
- Weather PBL
- Opportunities where the team integrates instruction

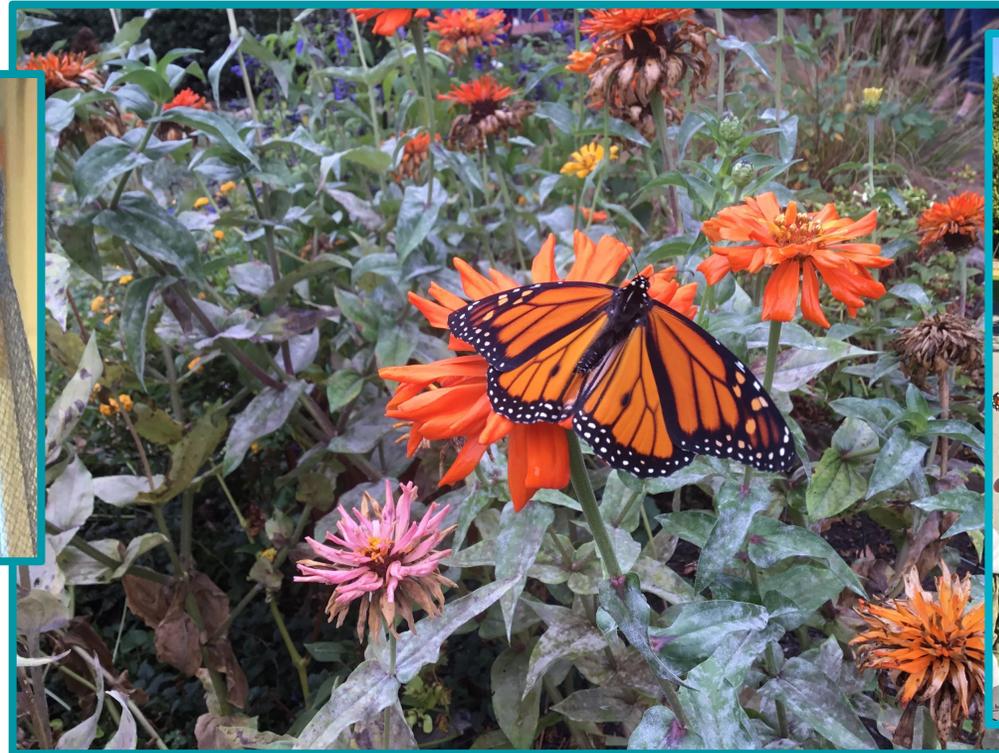
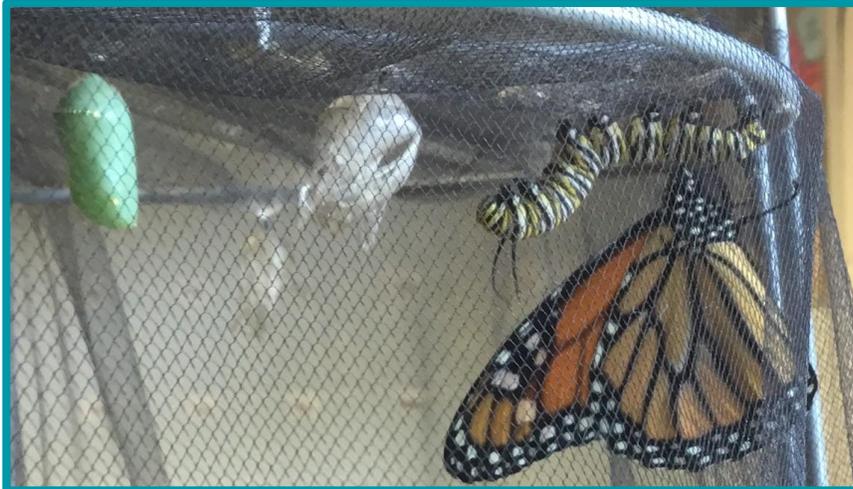


We Believe...

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

Highlights of Science

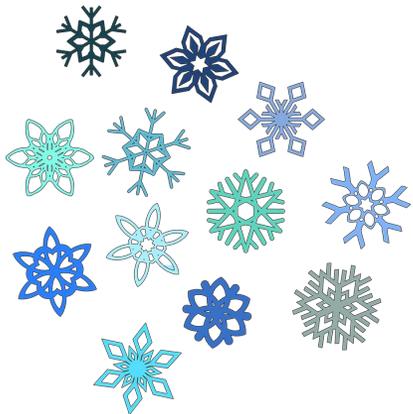
Monarchs/Milkweed



Weather



- Weather PBL
 - Students will research different weather **systems** and have the opportunity to create a project to teach classmates about the **system** they choose.



Concept Based Instruction!



Global Classroom



How can you, as an **ethical and global citizen**, impact the world around you?

Before You Go...

- Digital Citizenship
- School Schedule, Attendance & Communication
- Grading, Reporting, and Assessments
- Questions?

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

2nd Grade Daily Schedule	
Morning Meeting	8:55-9:15
Language Arts	9:15-11:15
Lunch Time	11:15-11:45
Math Number Sense Routine	11:45-12:00
Specials	12:00-1:00
Math	1:00-2:00
Recess	2:00-2:30
Content	2:30-3:30

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

- iReady (DRA2 as needed.)
- Benchmark Assessment
- Developmental Spelling Assessment (DSA)
- CogAT

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!**

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

