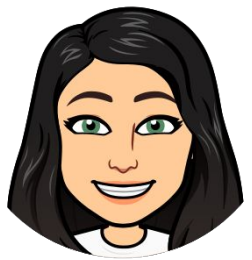
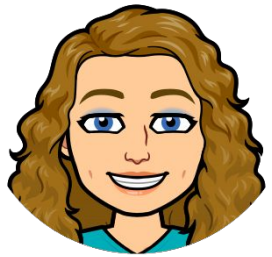
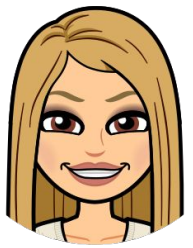
Portrait of a Flint Hill Graduate Night

Grade 3

We will get started at 6:15



What is Portrait of a Graduate?

Goal-Directed and Resilient Individual

Ethical and Global Citizen

Communicator

Collaborator

Critical and Creative Thinker

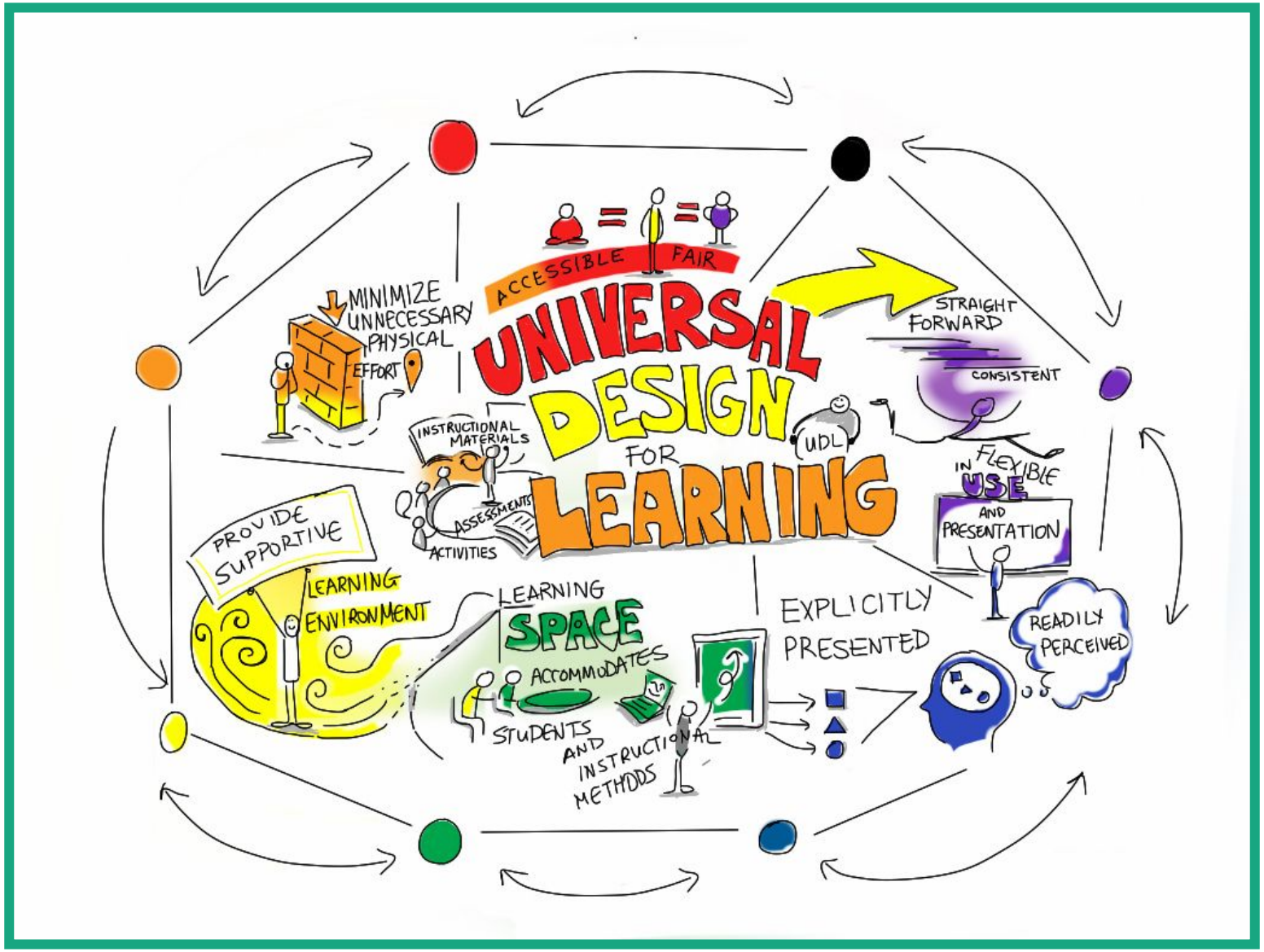
...and, how does PoG relate to Flint Hill?

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

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.

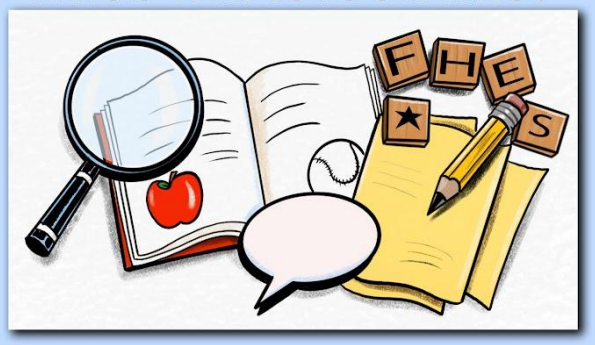
Through performance based assessment and maker-centered learning, students will apply taught skills and demonstrate their thinking in a variety of ways!

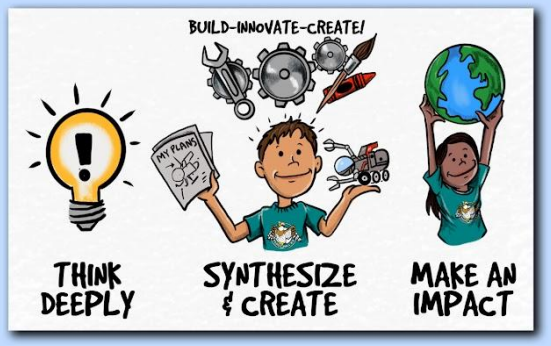
SOCIAL & EMOTIONAL LEARNING

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?





J. Lonnett 2021

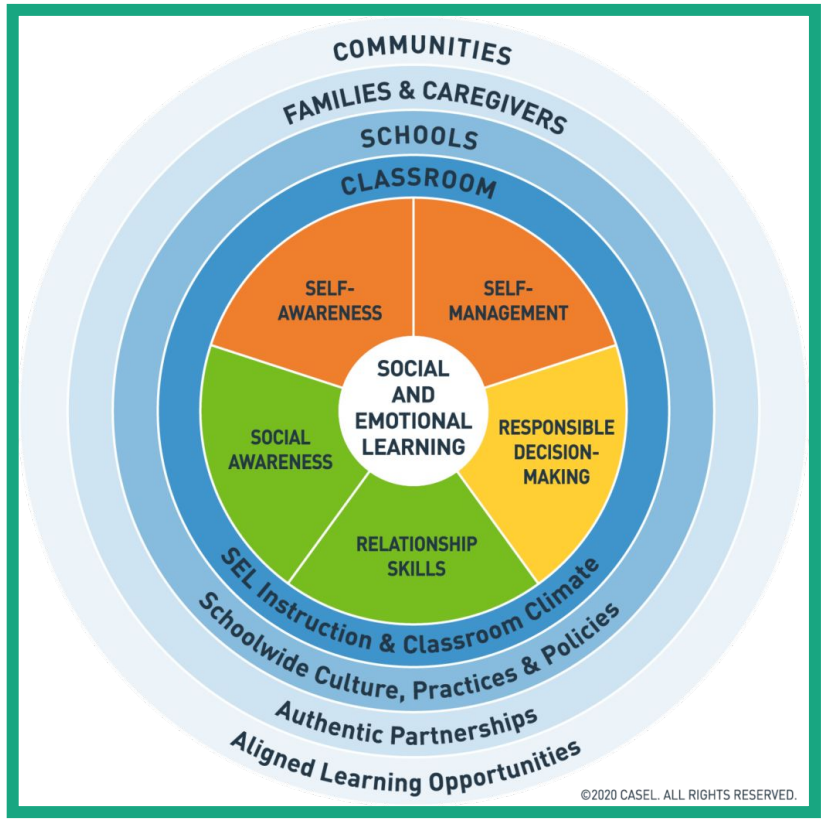
Social and Emotional Learning



It's PRIME Time!


SEL Core Competencies

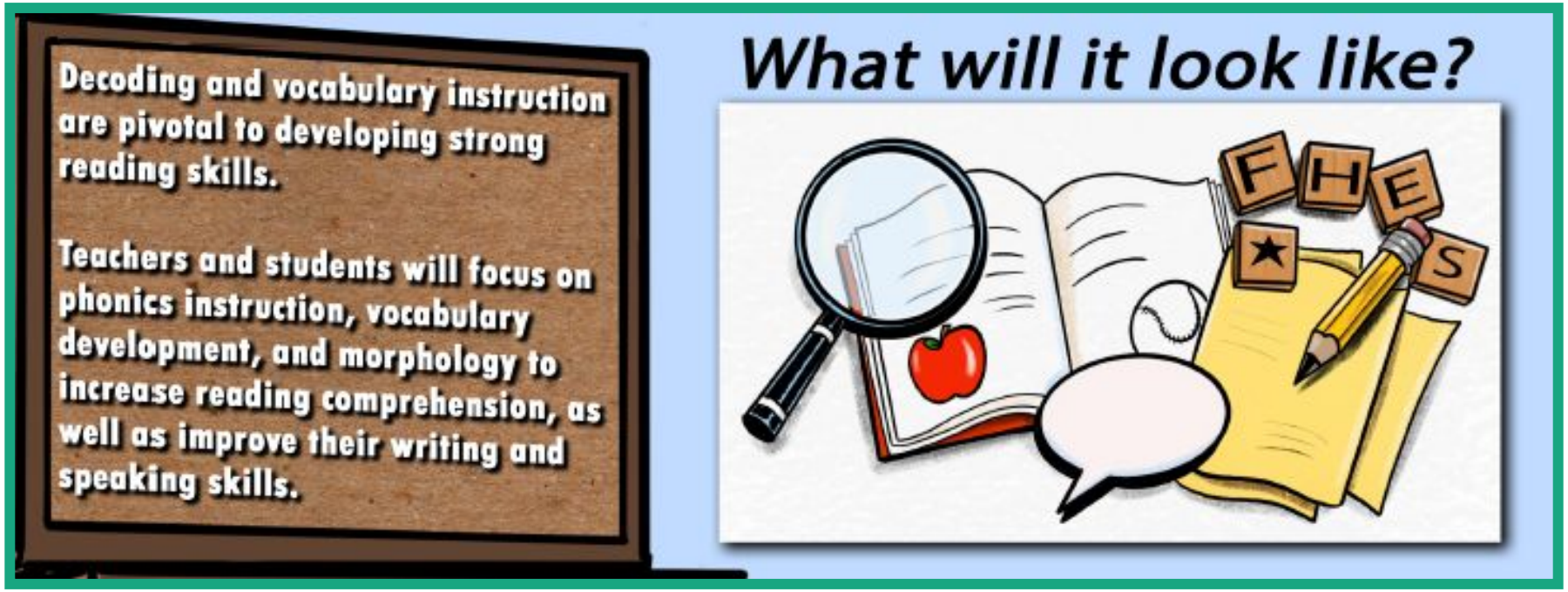
SEL competencies can promote greater understanding of different cultures and power dynamics, and support students and adults in building relationships and interacting with others across diverse backgrounds. In this way, SEL competencies can be leveraged to develop justice-oriented, global citizens, and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



Creating Thinkers and Learners

Performance Based Assessment & Maker-Centered Thinking!

Literacy



Phonics, Vocabulary, Morphology

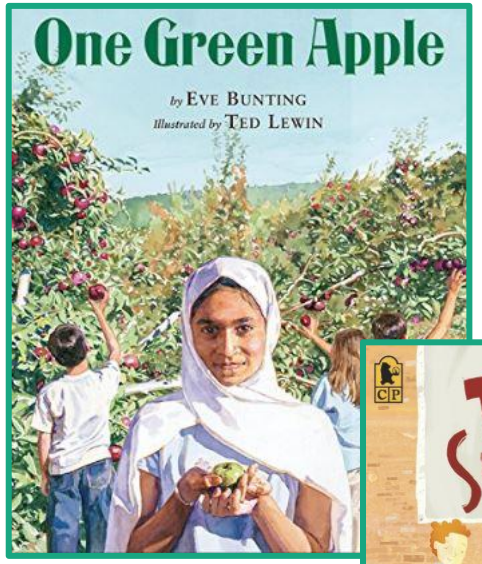
Language Arts

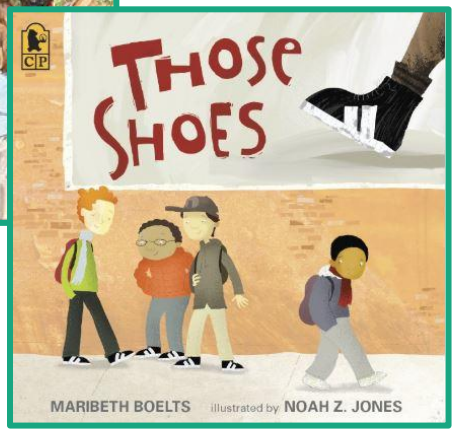
We Believe...

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

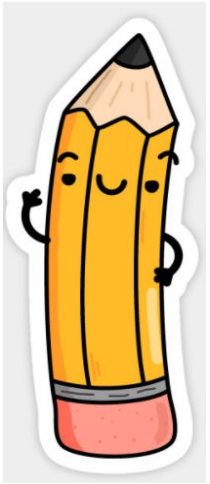
Whole Group Instruction

- Strategic reading and writing lessons
- Focus Lessons
    - Modeling
    - Teaching points
      (*what, why, how* language)
- Interactive Read Alouds
    - Mentor text
- Method of teaching is selected to match the instructional purpose





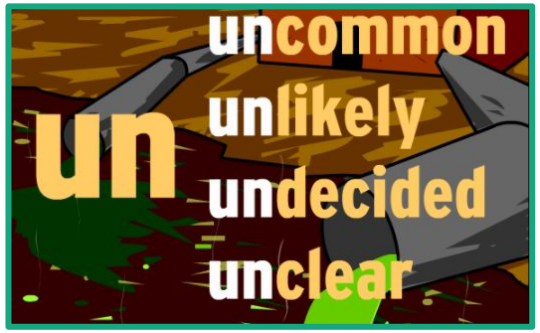
Reader's and Writer's Workshop

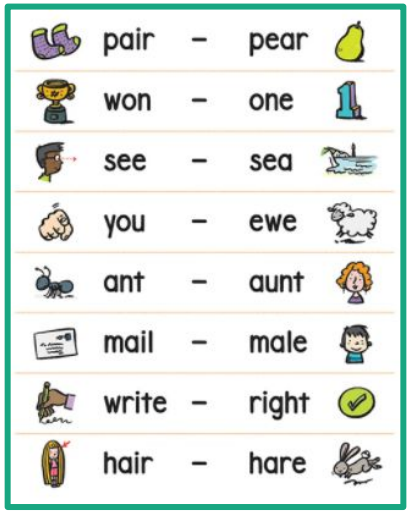


- Small Group Instruction
  - Guided reading groups
  - Strategy groups
  - Book clubs
  - Reading and writing conferences
- Purposeful Independent Reading and Writing
- Language Arts Rotations
  - Lexia
  - Imagine Language & Literacy
  - Writing about Reading

Word Work

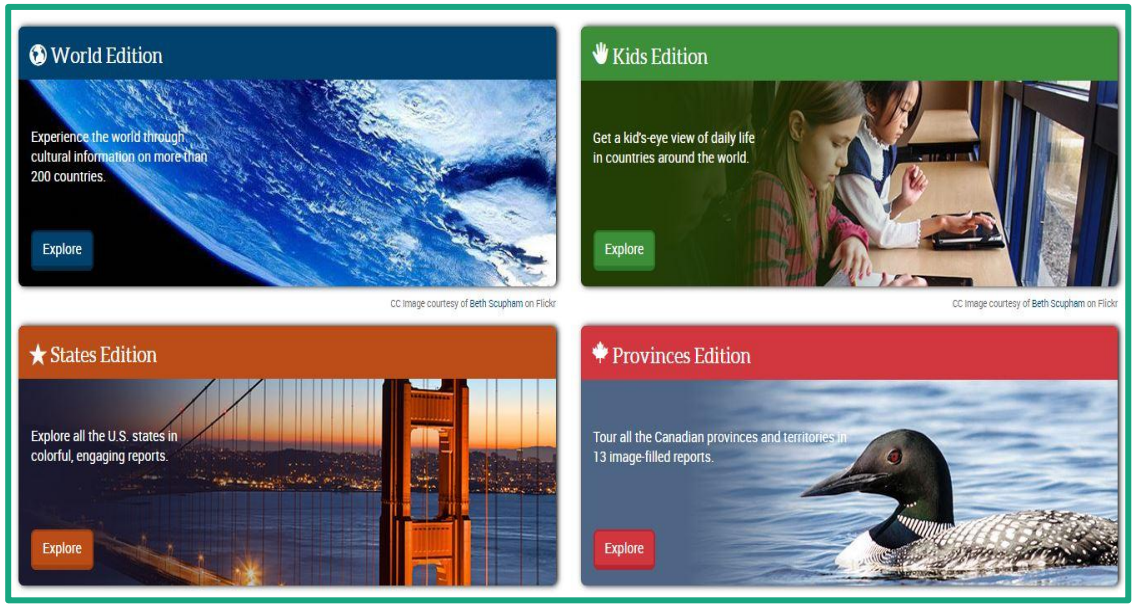
- Phonics, vocabulary, morphology
  - Contractions
  - Inflectional endings
  - Syllable patterns
  - Affixes (prefixes and suffixes)
  - Homophones
  - Multiple-meaning words
- Differentiated lessons delivered within Imagine Language & Literacy and Lexia





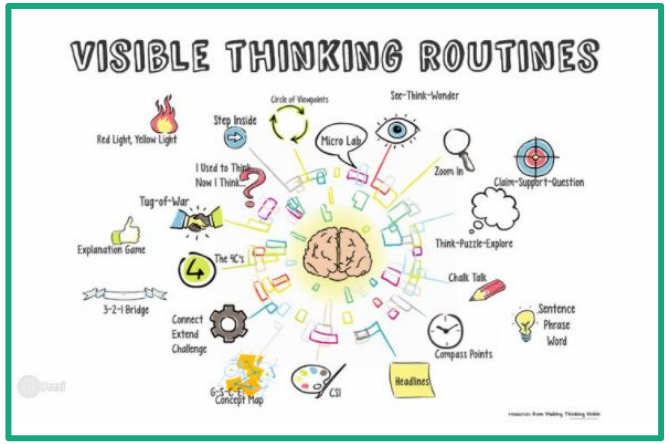
Research

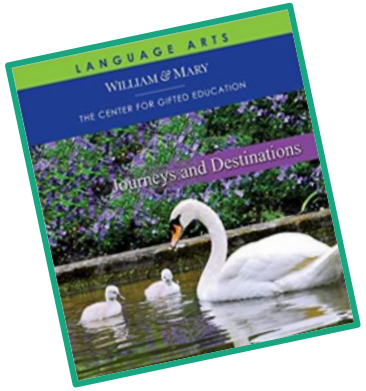
- Cross curricular
- Component of Project Based Learning
- FCPS Databases and eBooks
  - Culture Grams
  - World Book Kids
  - Britannica
  - myOn
  - Pebble Go
  - TumbleBooks

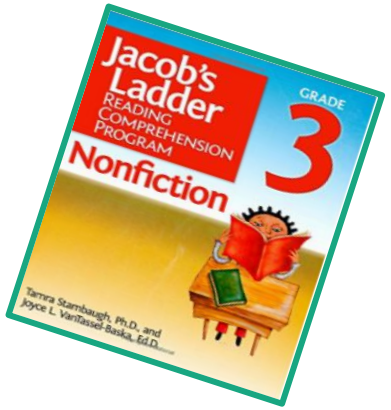


Differentiated Strategies and Resources

- Thinking Routines
- Socratic Seminar
- Critical and Creative Thinking Strategies
- Jacob's Ladder
- William & Mary's *Journey and Destinations*
- Michael Clay Thompson's *Grammar Island* and *Building Language*







Support at Home

- Establish routines and expectations
- Ask your child to read daily for about 20-30 minutes
- Help your child select high interest literature that is "just right" for them
- Provide opportunities for your child to hear fluent, expressive reading
- Allow time for Lexia and /or Imagine Language & Literacy usage
- Play word games (i.e. Scrabble, Bananagrams, Boggle)

Technology to Support Your Student!

Lexia®

a cambium company

imagine learning

LEXIA CORE5® READING

LEXIA POWER UP™ LITERACY

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.

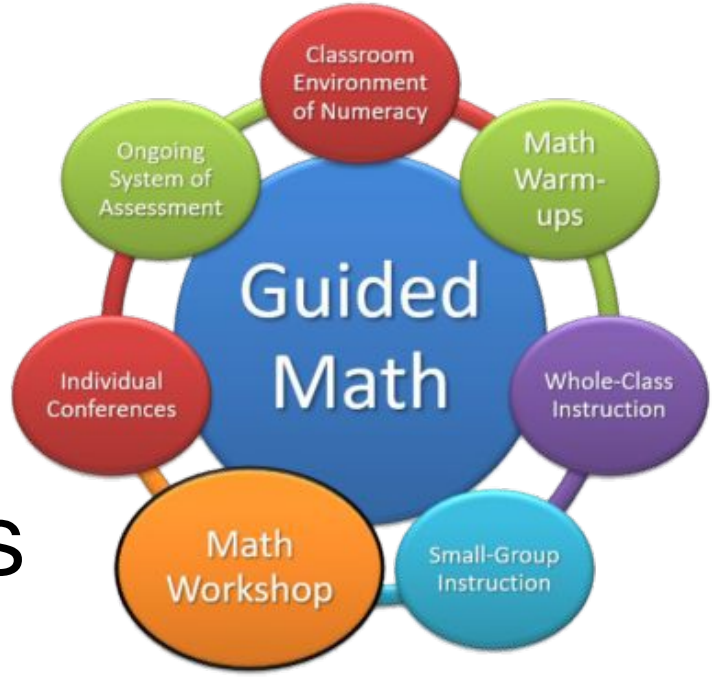
Flexible Grouping

Prerequisite assessment each quarter

- Concepts and skills that students have been introduced to in previous years.
- Teachers analyze student responses - who has mastered these skills and who needs to be taught.
- Groups are made to facilitate student learning.
- Students' math teacher might change quarterly.
- Advanced math students do not change groups during the school year.

Math Workshop

- Number sense routine
- Focus-lesson/rigorous problem
- Guided math
  - Good teaching in small groups
  - Review & extensions
- Learning programs: ST Math, Imagine Math



Number Sense Routine

- To help students gain a sense of how numbers work and see multiple ways to look at or solve a problem
  - Same, but different
  - What do you notice?
  - How many ways?
  - Estimation
  - Which doesn't belong

- Discussion - How did you solve this? Students explore multiple ways to problem solve and share strategies with their classmates.

Number Sense Routine

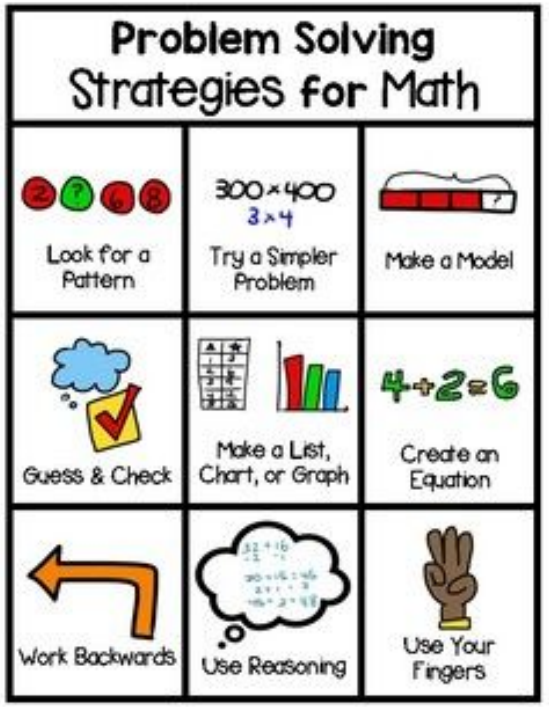
Which one doesn't belong?

Focus Lesson

- Whole group lesson
  - Short - 15-20 minutes
  - Presents grade level skills and concepts to all students

OR

- Problem Solving (Task and Share)
  - Rigorous problem
  - Productive struggle
  - Share ways to solve the problem



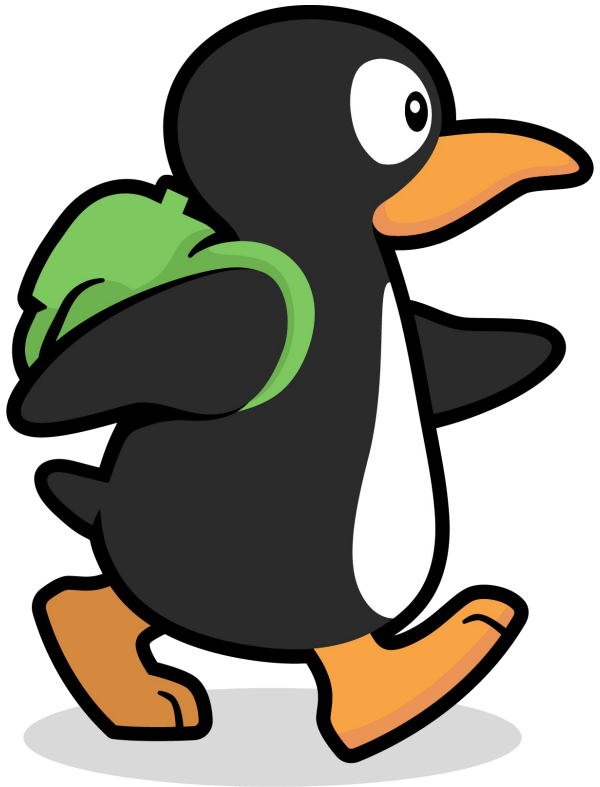
Differentiated Activities

- Differentiated Instruction
  - M^3
    - Critical and creative thinking skills
- Small Groups
  - Partner Activities
  - Games
  - Review
  - Independent work
- Digital Learning - ST Math; Imagine Math

Support at Home

- Help children master their addition and subtraction facts - fluency is helpful as math gets more complicated
- Later in the year, the multiplication facts will be introduced. By the end of the year, the facts for 0, 1, 2, 5, and 10 need to be known.
- Bring up the use of math in everyday life.
    - Estimation
    - Measurement
    - Time
    - Computation

Technology to Support Your Student!



ST Math

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

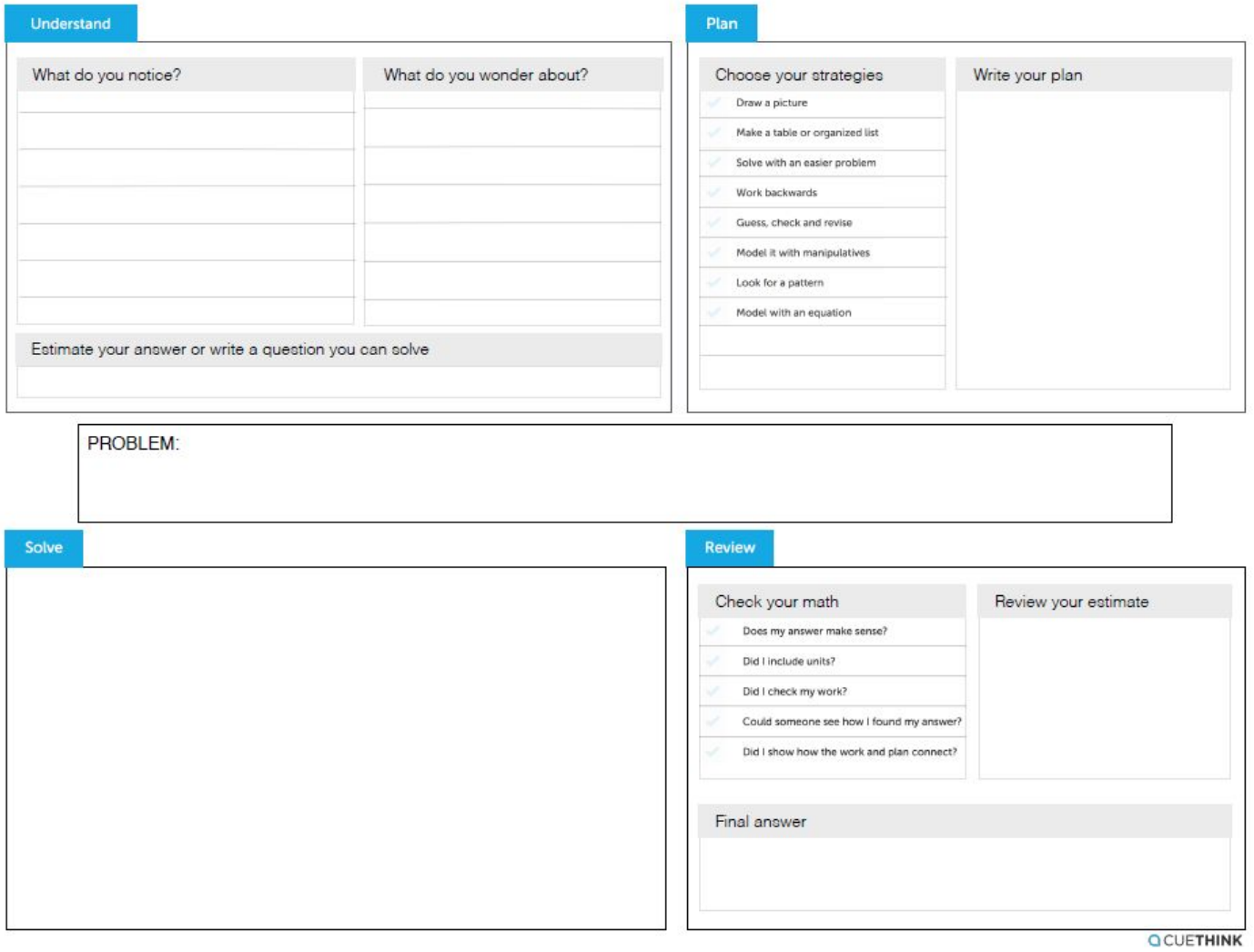
Imagine Math

- 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

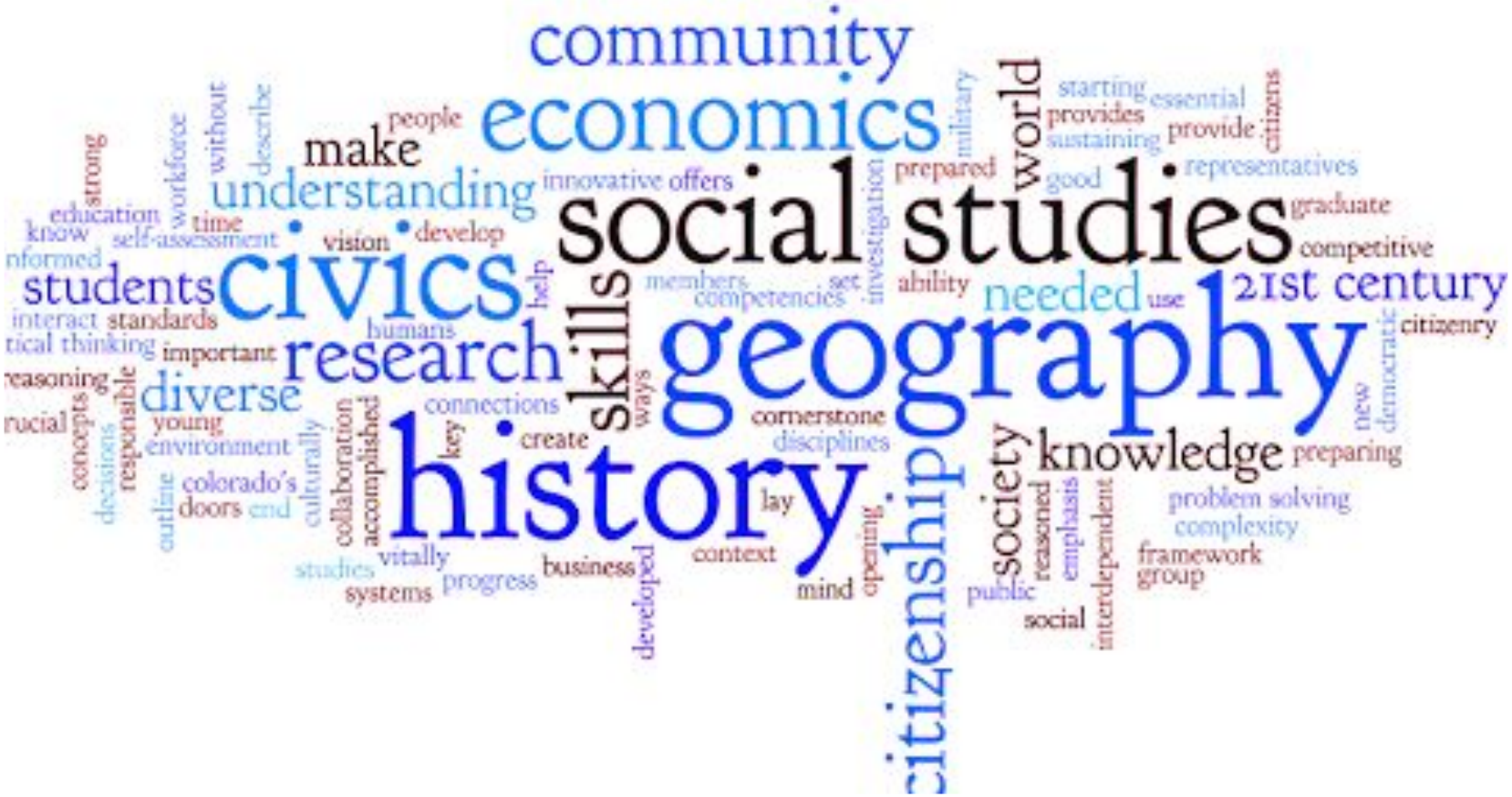
Technology to Support Your Student!

CUETHINK

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



Social Studies



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.

Units of Study

- **Civics**
- **World Geography**
- **Ancient Civilizations**

Concepts

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

Civics

- **Essential Questions:**
  - How do citizens impact their communities?
  - How are our lives affected by the government?
  - How can a good citizen create change in their online community?
- **Students will explain the responsibilities of a good citizen, with an emphasis on:**
  - Respecting and protecting the rights and property of others
  - Demonstrating self-discipline and self-reliance
  - Practicing honesty and trustworthiness.

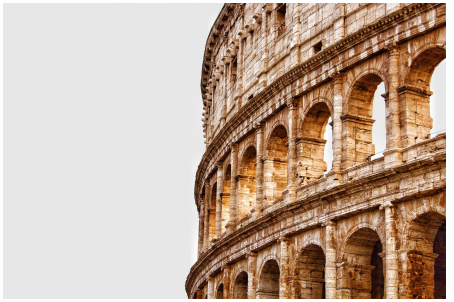
World Geography

- **Essential Question**:
  Why is learning about geography important?
- Identify continents, oceans, major rivers, mountain ranges, geographic features
- Enduring Understanding rooted in Interdependence:
  - People are dependent on, adapt to, or change their environment

Ancient Cultures

Change Over Time: People, events, places, ideas, relationships, rules, and responsibilities

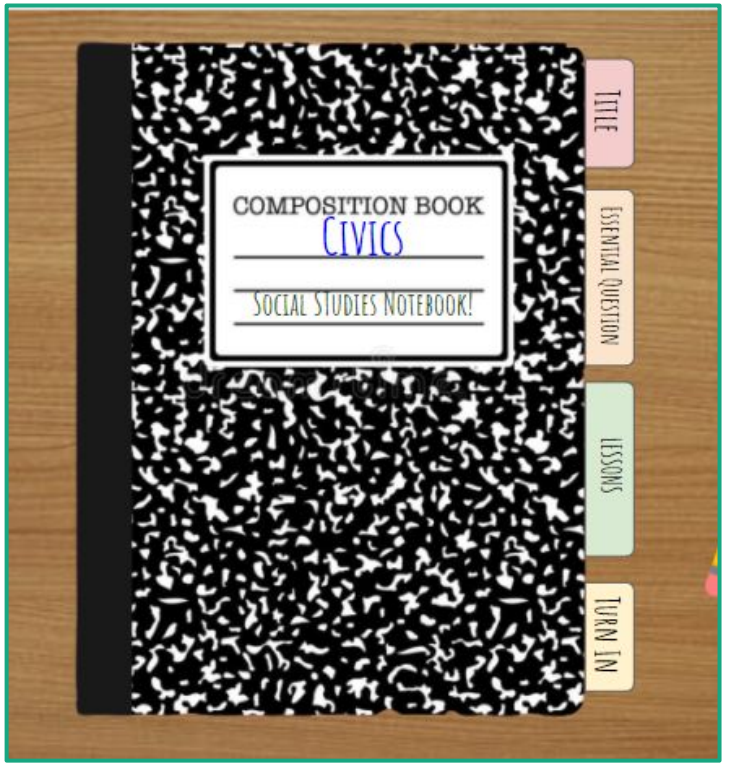
- Egypt
- China
- Rome
- Mali



    - Compare/Contrast Then Vs. Now
    - In ancient world cultures, people adapted to their environments in different ways
        - Human behaviors and activities form in response to their physical environments.

Interactive Notebooks

- Interactive Notebooks
  - Words of Wisdom (WOW)
    - Examples: Diversity in America
    - Branches of Government
  - Work It Out (WIO)
    - Examples: Think About Your Own Culture
  - Thinking Routines, MyOn texts, and other extensions



Differentiated Strategies

- William and Mary Units (China & Egypt)
  - AAP for all
- Concept Based Instruction
  - Change
- Thinking Routines
  - Project Zero Toolbox--so many to choose from!
- Extensions including Critical and Creative Thinking lessons
  - Project Based Learning

Social Studies Skills

- Determine Cause and Effect
  - Conflict and Cooperation
- Make Connections
- Exercise Civic Responsibility
  - Interdependence
- Demonstrate comprehension of ancient history and its impact on society
- Use multiple sources of information
- Apply geography skills

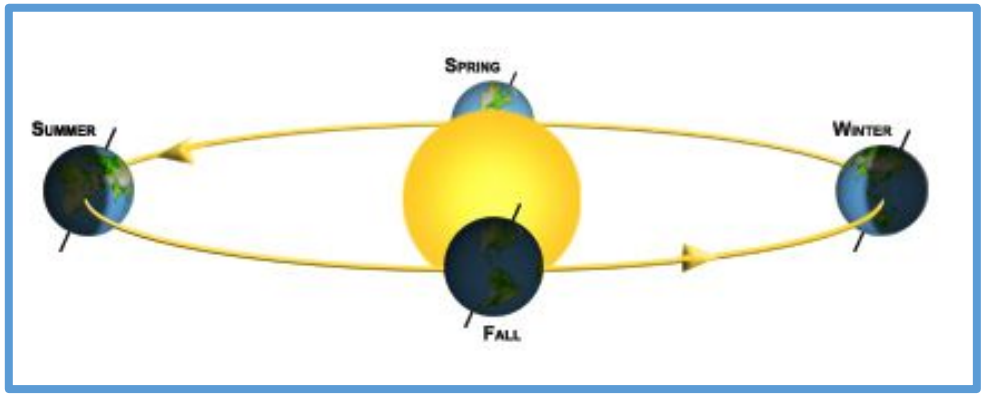
Science

We Believe...

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

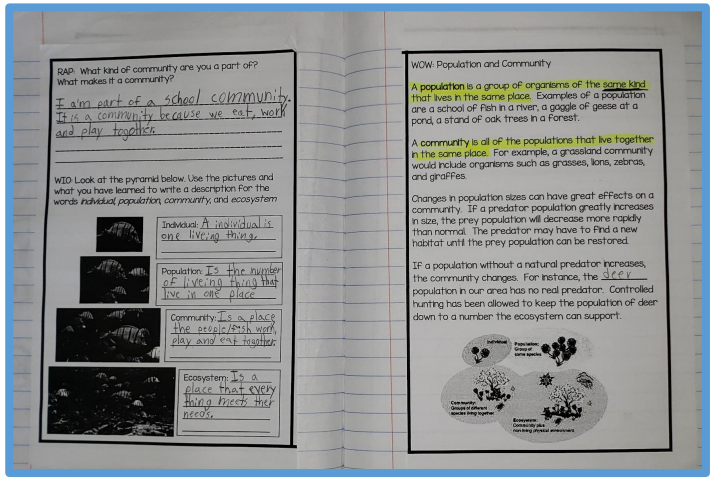
Units of Study

- Ladybugs
- Earth Cycles
- Soil
- Making Work Easier



Differentiated Strategies

- Project Based Learning (PBL)
- Performance Based Assessment
- Critical & Creative Thinking Lessons (CCT)
- Project Clarion
- Interactive Notebooks
- Thinking Routines

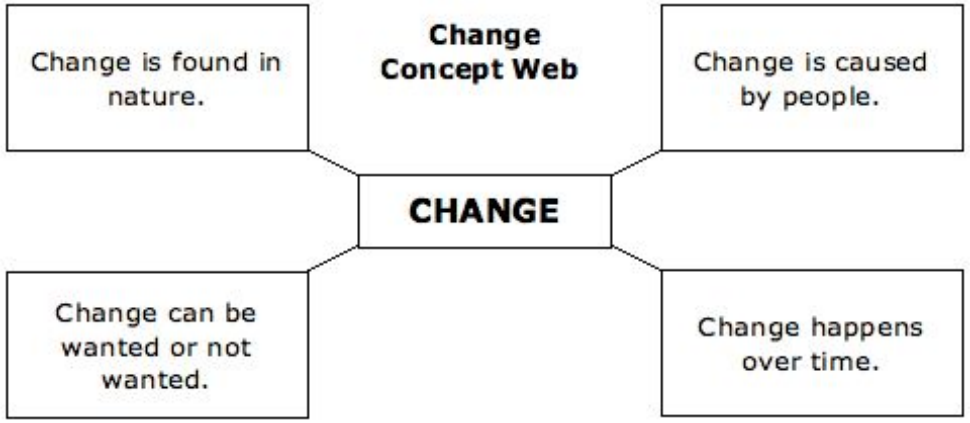


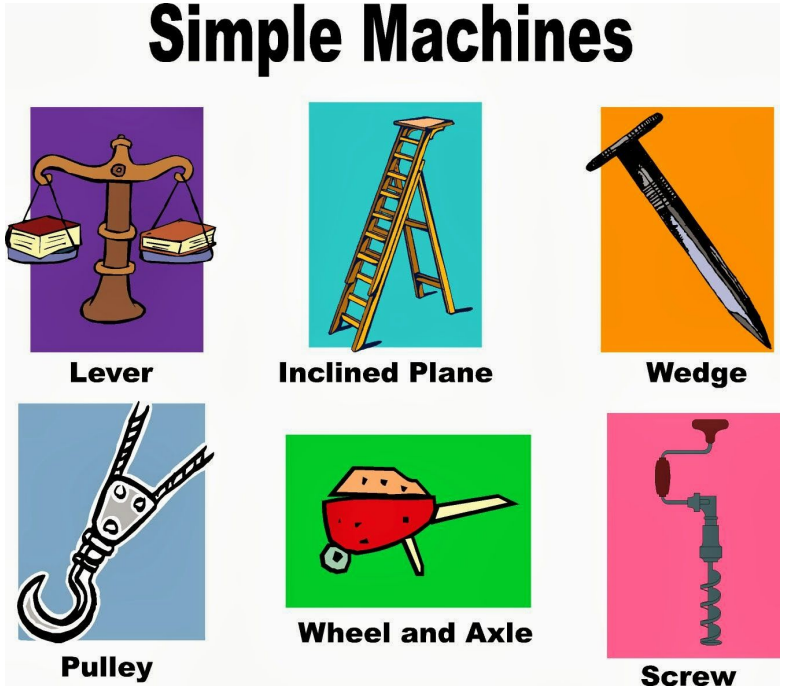
Global Classroom

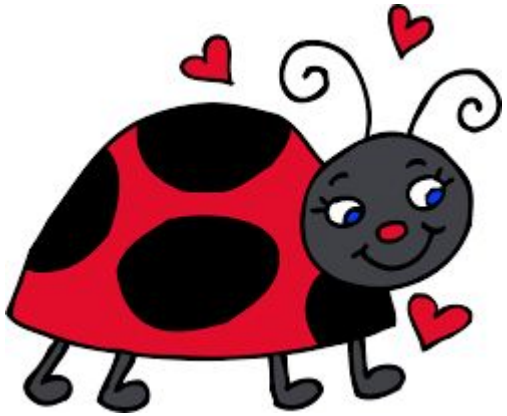
How can you, as an ethical and global citizen, impact the world around you?

Science Skills

- Making Observations
- Macro- Concept
    - Concept of Systems
        - Parts make up a whole
    - Concept of Change
        - Cause & Effect







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.

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

8:35 - 8:55	Arrival
8:55 - 9:15	Morning Meeting
9:15 - 10:30	Math
10:30 - 10:40	Mindfulness
10:40 - 11:30	Content
11:30 - 12:00	Lunch
12:00 - 12:30	Recess
12:30 - 2:20	Language Arts
2:20 - 2:30	Pack-Up
2:30 - 3:30	Specials
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

- iReady (DRA2 as needed.)
- Virginia Growth Assessment (VGA)
- CogAT (*Typically given in second grade, but since it was not administered last year, it will be administered this year to all third grade students in October.)
- 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!