

# Curriculum Night 2020



***‘Intelligence is the ability to adapt to change.’  
–Stephen Hawking***

# #gracegoeson



## **Connected Remote Learning**

- Whole class, small groups, and one-on-one instruction
- Resource Packets

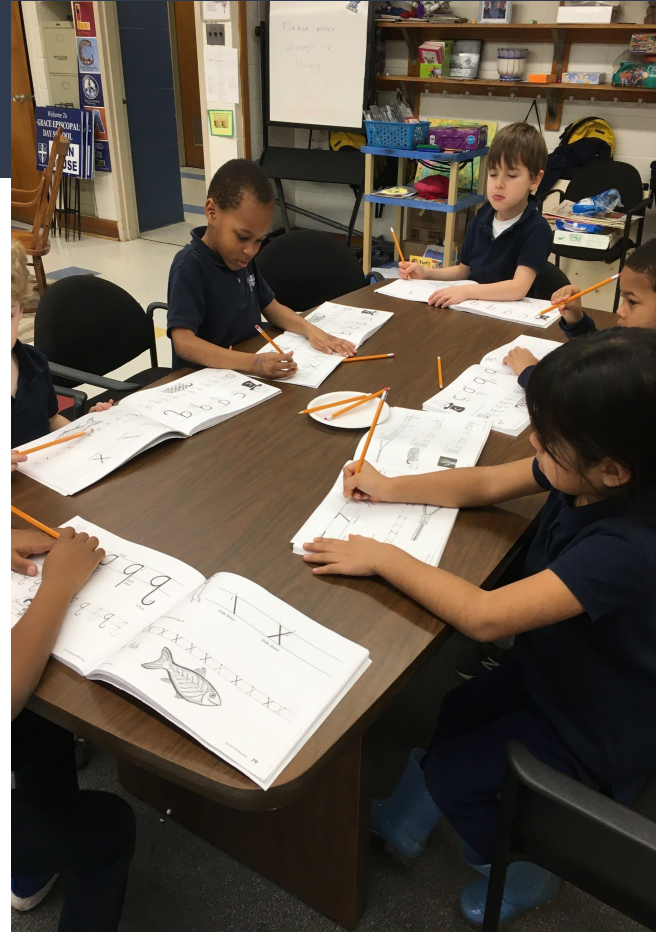
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## **Outdoor / In-Person Days**

- Social-emotional connection
- Physical activity

# Learning Basics

- Good night's sleep
- Quiet place to work
- Independence to solve problems and ask for help
- Breaks, movement, and playtime.



# Quotes from Our Teachers

I strongly believe everyone (staff, parents, and students) are doing AMAZING for taking this challenge on! We are all doing the best we can with the situation that has been placed in front of us!

# Pillars of Learning at Grace



## 2 Teachers per class

- Additional support at all times
- Allows for more small group work and individualization

## Schedule

- Consistency
- Small groups
- Individual check-ins

## Assessment

- Establishing current levels of performance to meet students where they are

## Curriculum

- LWT -- PS/PK
- Math In Focus
- Reading and Writing Workshop/Guided Reading
- Responsive Classroom

# Diversity, Equity, and Inclusion



- Teachers are being asked to put DEI at the forefront of their planning and the materials being used.
- We have made books and reading materials with underrepresented peoples a priority for inclusion in our library and classroom collections.
- There are ongoing changes to our social studies/history program, especially in the upper grades.

# Quotes from Our Teachers

The grade-levels are still connecting with each other (grade-level planning), sharing ideas, check-ins. The parents have the best attitudes regarding this process -- so supportive!



# Play-based and Emergent Curriculum



# Language Arts Through the Grades

## Prekindergarten

Phonics instruction begins in Prekindergarten with exposure to beginning sounds and letters in a playful, exploratory way.

## Grade 1

Reading instruction in Grade 1 includes Units of Study in Phonics, and Reading and Writing Workshops.

## Kindergarten

Reading instruction begins in Kindergarten with explicit phonics instruction, sight words, and story comprehension.

We keep a close eye on children who might be struggling and who would benefit from early intervention.

# Language Arts Through the Grades

## Grade 2

Grade 2 continues working with phonics, expanding writing skills, and developing strong readers.

## Grade 3

Grade 3 introduces more complex reading and writing expectations, with much emphasis placed on research and non-fiction.

## Grade 4

Grade 4 is traditionally the year that students transition from “learning to read” to “reading to learn.” Children who need assistance with reading skills still have support, but the emphasis turns to comprehension and deeper understanding of characters motivations and story plots.

## Grade 5

Grade 5 students read for information, read for enjoyment, and read books together as a class to enhance comprehension and critical thinking.

# Reading, Writing, and Phonics Instruction FAQs



How can I support language development for my child?



Why is it okay for my child to misspell words in their writing?



What do I do if my child doesn't like to read?

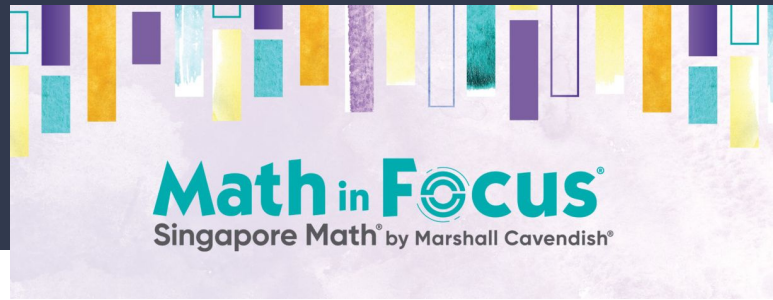


Who do I contact if I have questions?

# Quotes from Our Teachers

Seesaw assignments involving creative responses (e.g. video, drawings) have been very useful and fun; parents often help younger students and learn along with them! We also have lots of good feedback going both ways.

# Math Instruction



- Math in Focus (Singapore Math) is our math curriculum.
- There are three stages to teaching each concept: Concrete, Pictorial, and Abstract
- Children learn not just how to do math, but also why what they are doing works.

It's all about the problem solving!

<https://mathsnoproblem.com/en/mastery/concrete-pictorial-abstract/>



# Math Through the Grades

## Preschool and Prekindergarten

Progression of math teaching includes: beginning rote counting, counting with one-to-one correspondence, and beginning concept of fractions (half of something, all of something).

## Grade 1

Grade 1 is all about base-10 and place value. Number bonds are introduced as a pictorial way to understand addition and subtraction.

## Kindergarten

Math in Focus (Singapore Math) instruction starts in Kindergarten. The emphasis is on composing and decomposing 10s.



# Math Through the Grades

## Grade 2

- [Second Grade](#)

## Grade 4

- [Fourth Grade](#)

## Grade 3

- [Third Grade](#)

## Grade 5

- [Fifth Grade](#)

# Mathematics Instruction FAQs



How can I support math concept development?



Once a child has answered a question, why are they asked to find other ways to solve the problem? Why do some of the problems seem so simple?



My child still counts on their fingers. Is that a problem?



When should my child start memorizing facts?

# Quotes from Our Teachers

Making connections and building community with my class has been better than expected. The children have adapted to the new format for school and parents have overwhelmingly been supportive and curious about how to facilitate learning for the children. Parents are getting a much closer look at how we teach and how their children learn which has been a great thing. Seesaw has been a great platform to interact and keep communication and ideas flowing. Outdoor day has been great for the children to socialize and learn through play.

# Bringing It All Together

- Project Based Learning
- Design Thinking
- Specials Classes



# Quotes from Our Teachers

We continue to keep the curriculum evolving and exciting, and to think of ways to deliver activities that allow for thinking, problem solving, wonder and fun!

# Social Emotional Learning and Episcopal Identity



- Responsive Classroom
- School Counselor - Renee Stewart
- Mindfulness
- Weekly Chapel -- The Rev. Susan Thon (Nana Susan)

# Social Emotional Growth at Home

**Listen to your child. Encourage them to share their feelings.**

**Give your child chores and responsibilities. Every family member needs to contribute to the greater good of the family.**

**Don't solve problems for them. Help them develop plans for problem solving and then offer support to implement their plan.**

# Independence and Resiliency

***Learning to cope with manageable threats is critical for the development of resilience. Not all stress is harmful. There are numerous opportunities in every child's life to experience manageable stress—and with the help of supportive adults, this “positive stress” can be growth-promoting. Over time, we become better able to cope with life's obstacles and hardships, both physically and mentally.*** -- Center on the Developing Child, Harvard University

Offer support, but do not solve problems for your child. Some questions you could ask: How do you want to handle this? Let's do some brainstorming to see if we can figure out a solution to this. What can I do to help you?



# Quotes from Our Teachers

Getting to know the students virtually has been a surprising success!

# The Importance of Play at All Ages

The things that come out of play and free exploration, which are things like capacity for creativity and innovation, those are things that we need more than ever in the adult workforce. It's a bit ironic that we're taking a school system that was designed for 19th-century factory workers to be able to do the same thing over and over again—it was to try to develop human robots. In the 21st century, what we need is innovation and creativity, but we're extending the robot model to younger and younger ages and more and more children. – Alison Gopnik

# Resources

## Math In Focus Chapter-by-Chapter

Videos for Each Grade Level

- [Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [How To Help Your Student with Model Drawing](#)
- Video: [How to Help Your Student Solve Word Problems](#) (2nd/3rd grades)
- Video: [How to Help Your Student Use Bar Models to Solve Problems](#) (4th/5th grades)

## Reading

<https://www.nichd.nih.gov/sites/default/files/publications/pubs/documents/readingk-3.pdf>

## Reading

<https://www.scholastic.com/parents/books-and-reading/reading-resources/book-selection-tips/parents-guide-to-guided-reading.html>

# Resources

## Why Kids Should Count on Their Fingers:

<https://www.theatlantic.com/education/archive/2016/04/why-kids-should-use-their-fingers-in-math-class/478053/>

## Math Fluency Without Fear

<https://bhi61nm2cr3mkdgtk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2017/03/FluencyWithoutFear-2015-1.pdf>

## Resiliency

<https://www.washingtonpost.com/news/parenting/wp/2017/10/09/want-your-kids-to-be-resilient-heres-what-not-to-do/>

<https://www.washingtonpost.com/lifestyle/2020/03/02/how-we-can-help-kids-increase-their-sense-control-coronavirus-approaches/>

## Responsive Classroom

<https://www.responsiveclassroom.org/wp-content/uploads/2016/12/Info-for-Parents-Updated-2016.pdf>

**Thank you, Grace Parents!**  
**We couldn't do it without you!**

