

CWFS Vocabulary

Anti-counting: An introduction to basic math concepts stressed during kindergarten and into first grade. Tools used include the number bone, the hand game, and base ten blocks. Skills include counting by 2s, 5s and 10s, mental number sense, odds and evens.

Art and Poetry Night: A celebration of student art and poetry held in mid-December. A school “open house” on a grand scale, Art and Poetry night includes self-guided tours of each class display, a silent auction of student art, a bake sale and extensive socializing.

Attitude: In metacognitive theory, it is understood that attitude affects behavior and that people have some control over their attitude.

Attention: In metacognitive theory, an aspect of self-regulation is being aware of and controlling one’s attention level.

Base Ten Blocks: Tactile and visual manipulatives used to reinforce and concretize important mathematical concepts. Base Ten blocks can be used in the teaching of number and place value, addition, subtraction, multiplication, division, fractions, decimals and measurement.

Brainteaser: A holistic class exercise meant to expose younger students to new concepts and to challenge older students into fresh ways of thinking and problem solving. Brainteasers provide conceptual context for math and writing skills.

Brushstrokes: From the Image Grammar curriculum; a set of writing phrases which enhance student writing including prepositional phrases, infinitives, appositives, absolutes, participials, etc.

CIA Qualities: Curriculum in Action; soft skills that enable students to work effectively in collaborative groups.

Commitment: An aspect of metacognitive self-regulation, commitment is a major determinant of student success. Commitment is neither feeling nor inclination – but rather a conscious decision to work hard (or not).

Community Brain: It is said that two (or more) heads are often better than one. Used to describe the synergy that can occur in workshop or brainteaser groups, the community brain is also called upon when a student is “stuck” and requests input and fresh perspective from classmates.

Critical Reframers: 1) Approaching an issue from different aspects. 2) Another way of asking the same question. 3) Used as a basis to teach a wide variety of thinking skills to improve critical thinking.

Critical Reframers: Critical Reframers (Reframers) are used throughout all subjects and grade levels at Family School. Reframers represent a framework from which students approach problem solving and teachers approach instruction. Reframers represent a common vocabulary and approach used throughout the school by teachers, parents and students. As students or work groups develop an area of study, they are required to look at their assignment from different perspectives by “reframing” the questions, strategies and issues associated with the specific area of study. While not standards in their own right, the activity of reframing questions within various subject areas is included in almost all areas of Family School academic life. It follows that reframing areas of study allows the student to develop “critical thinking” skills, the ability to use logic in researching an academic question.

Dog bone (see number bone)

Dictation: A holistic, integrated educational tool that teaches spelling, capitalization, grammar and punctuation in context and non-fiction reading. The essay/paragraph usually complements a current workshop theme. The students take both a pre -and post-test of the passage within a week’s time. How it looks: Teacher reads slowly. Student writes furiously.

Exposure Mode: Family School curriculum that is designed for exploration. These modes are not tested.

FTO: 1) Family Teacher Organization (akin to PTA). Functions to raise school funds and provide teacher, student and school support. 2) Many hands make light work.

Goal Project: Typically, a four-week project geared toward improved performance in a particular subject area. Ideally student lead, often parent/teacher inflicted. The first of the three narrative report cards your student receives each year in Family School. The purpose of the Goal Project focus in the fall is to establish a baseline of performance for every student in three areas: math, English language arts, and the Curriculum in Action (CIA) strategies, or in a content mode like workshop or NRG. Teachers gather data right away in the beginning of the year in order to establish baselines and baseline goals for your student in each of the three areas, and then, over the six-ten week period of the first trimester, students work toward that goal with individualized strategies. The results and other data are then accumulated and compiled in the Goal Project Report Card, which is presented to you in a one-on-one parent/teacher conference in November, which typically takes 30-45 minutes. So, what can you expect from the Goal Project Report Card? First of all, you can expect that your student has three measurable, quantifiable goals established in each of the three areas, math, ELA, and a third in either CIA strategies or a content mode (like workshop or NRG science). A measurable goal should be something like, “Student will improve their non-fiction reading retell scores by 25% in

order to achieve an 85% or higher when retelling two or more paragraphs at a time at their grade level.” Next, you should see that in each of these three areas, your student has specific strategies identified that they were utilizing in order to achieve that strategy over the course of the project. Finally, there will be results—either your student achieved their goal, or they are working toward completing that goal with adjusted strategies and intensified frequency. Sometimes we don’t meet our goals in the allotted time, but that does not mean we can’t reach them with an increased focus and renewed strategies! To prepare for your Goal Project Report Card Conference, you should come with any questions you have for your teacher about how your student is doing in class. To help get you thinking, here are a list of some things to ponder prior to your meeting for conversation starters with your teacher: 1.) Is my student in intervention in any areas? Have they exited intervention in any? 2.) What strategies are top priority for them right now, and how can I use them at home? 3.) With what frequency are they using their zone strategies in class? 4.) How are they engaging with the curriculum in action strategies in class? 5.) What can we enact in our homeschooling that will support classroom goals?

Habits of Mind: Core behaviors exhibited by successful learners. Behaviors include persistence, questioning, and accuracy.

Hand game: 1) A major component in anti-counting and in developing “number sense.” 2) Not to be confused with” hand jive.”

Homework Log: A record of homeschooling activities and home schooling hours. In some classrooms, used as an avenue of parent-student/teacher communication and reflection.

IEP: Individualized Education Plan devised to service students with special needs.

Image Grammar: 1) Book upon which Family School writing curriculum is based. Available by special order at any locally owned bookstore.

Inquiry: A hands on, integrated student- lead process in which students are able to ask, and answer their own question(s) through their own discovery and analysis of the process. Appropriate inquiry topics include anything a young mind might wonder about.

Inquiry Fair: Students share their Inquiry Projects with their own and other classes.

Integrated Project: A project that integrates multiple academic disciplines. The teacher determines the nature of the project.

Intervention: Whenever a student is not achieving at the rate we’d expect, they may receive specialized lessons in Math, Reading, and/or Writing which targets their needs. Intervention may

be in the gen-ed classroom, or it may be a pull-out with an intervention teacher for small group time. The goal of intervention is to exit.

Learning Cycle: Process – Rehearsal – Performance – Reflection

Mastery Mode: Parts of the Family School curriculum in which students must demonstrate mastery before moving on.

Metacognition: 1) Being aware of your thinking as you perform specific tasks and then using this awareness to control/choose what you are doing. 2) Components of metacognition include commitment, attitude, effort and attention.

Metacognitive Review: see Self Assessment

Mobius: Student-led math, that looks most like the math you probably did in school. Keeps teachers on their toes because they never know what students will ask next. Utilizing the Sadlier-Oxford curriculum based on Common Core standards.

MPR / Cafegymatorium: All purpose space on the east side of the building.

NRG: Science. Usually pronounced “energy”.

NFR: Non-Fiction Reading. Strategies include restate, build on prior knowledge, connect front to back, finger counting, personal connection, notes, etc.

Number Bone: A manipulative tool used in anti-counting. A small scroll with a blank grid that children progressively fill in as they stack blocks into groups of ten and then 100s on up to 1,000, the Number Bone is used to teach place value.

Number Sense: You know it when you see it. I know what makes a 10 without needing to count. I know my place values fluently. Etc.

Open House: Held twice a year for families prospecting for a new school or for a new teacher. Parents sign in at the office then go to different classes to observe.

Over the Edge: A level one zone strategy that means, “I am lost, I have no idea what is happening, I need help!”

Parent Classes (Adrienne’s Classes): Interesting, enlightening and tremendously encouraging classes offered at the beginning of each school year. The Math Series and the Reading Journal

Series cover different grade level concepts. There is also a class on the Inquiry Process. Though classes are optional, attendance will save you from weeks (and, in some cases, months) of perplexing bafflement in your home schooling.

Performance Project Portfolio: 3rd Trimester “report card”. In the PPP, a student prepares a portfolio containing examples of her work in different subject areas. 21

Reading Journal: A reading, writing and thinking tool, the reading journal is a yearly progression of skills developed to ensure comprehension and critical thinking. Beginning with Retelling in the third grade, Reading Journal skills progress to Personal Comment, Writing Technique, Critical Thinking, and Structure and, in the 8th grade, Research.

Recommitment: A Family School Rite of spring. Teachers and families decide whether or not to return to Family School the following academic year. A time of reflection and evaluation, the process also facilitates enrollment planning for the next year.

Rubric: 1) Criteria for assessing achievement 2) A scoring guide for a test or other assessment task. 3) Stanley: Famous director of landmark films 2001 Space Odyssey and Dr. Strangelove

Standards -Based Assessment (SBA): A standards-based test, the New Mexico SBA measures specific skills defined for each grade by the state. Students in grades 3 – 9 are tested in reading, math and science and are then rated at one of four performance levels: beginning proficient, nearing proficient, proficient or advanced. The obvious goal is for all students to score at or above proficient on the test.

Self-assessment: 2nd Trimester “Report Card”. The student describes himself as a learner.

SLANT: An acronym describing, “what attention looks like.”? Sit up + Lean towards it + Act interested + Nod to indicate interest + Track the teacher.

Sophie: The Sophie Experience is an integrated, multi- purpose learning tool. Depending on the classroom, the Sophie Experience varies in its depth of overlapping components. At the very least, the Sophie Experience includes the dictation of a passage that is connected to a classroom unit of study and the pen pal letters to a secret classroom parent. Letters may focus on the dictation topic or on another student project. The dictation studies and the yearlong exchange of letters encourage a real and personal writing experience and put writing mechanics in a meaningful context.

Thinking Maps: consistent visual patterns linked directly to eight specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts.

Workshop: Students work together in heterogeneous teams to explore issues related to the year's theme. Integrated, Project-Based Learning curriculum that includes science and social studies standards.

Zone or Zone Strategies: A set of strategies for students to use in order to facilitate their own learning.

1. Level One strategies help students maintain their attention
2. Level Two strategies help students thinking critically during the lesson
3. Level Three strategies help students teach themselves and reach beyond the lesson