



Portrait of a Flint Hill  
Graduate Night  
Kindergarten



# What is Portrait of a Graduate?

Goal-Directed and Resilient Individual



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

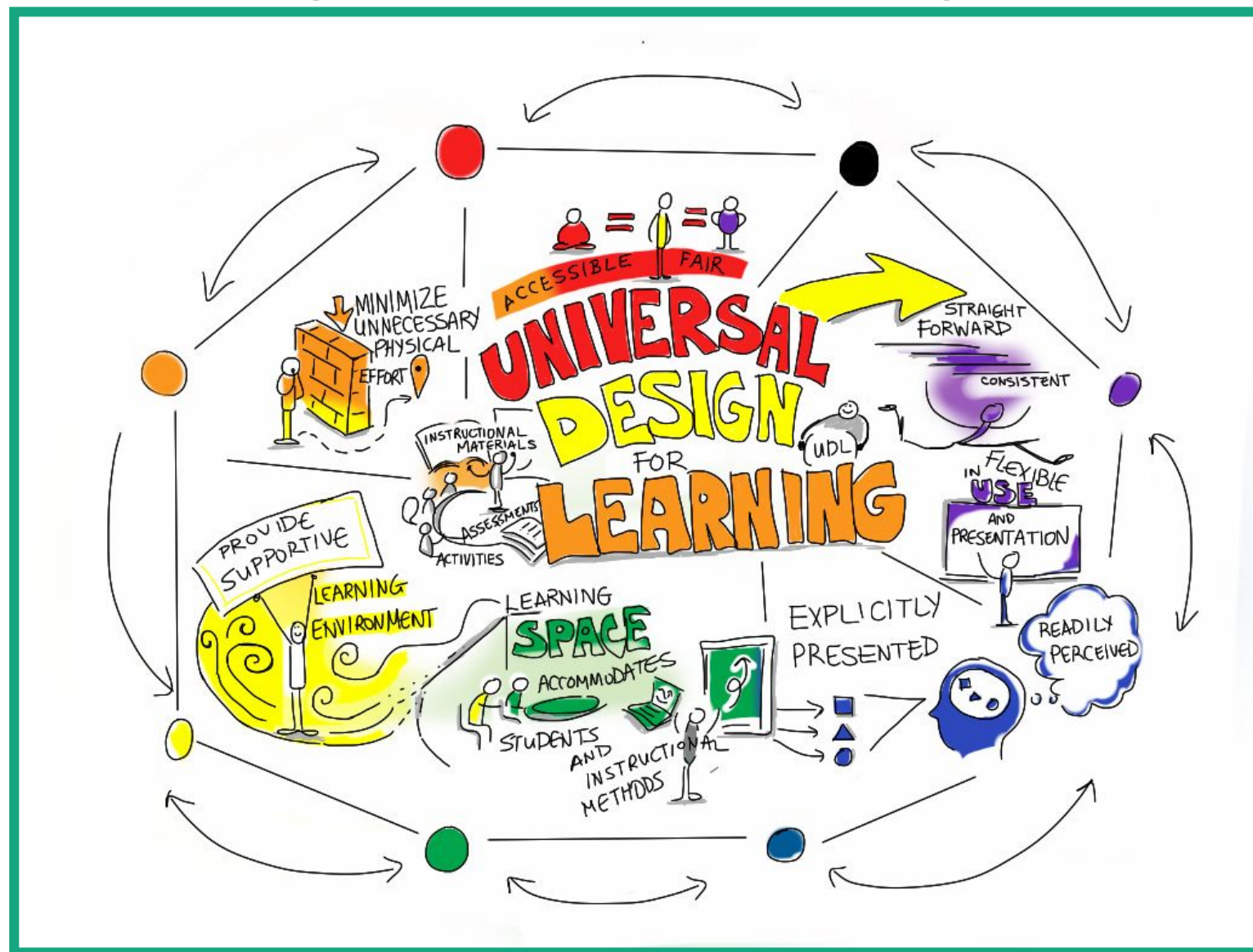
The Learning Model outlines the FCPS instructional vision ensuring all students reach **Portrait of a Graduate** outcomes.

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.

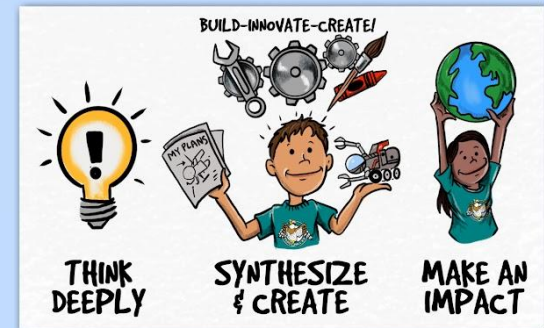
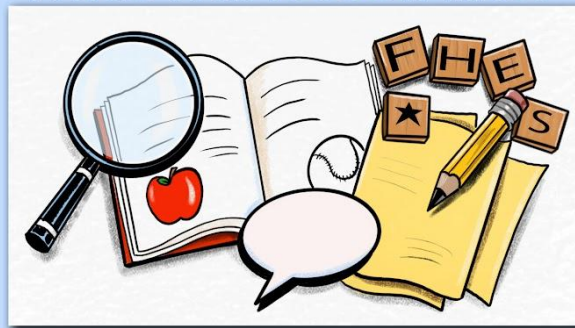
Through performance based assessment and maker-centered learning, students will apply taught skills and demonstrate their thinking in a variety of ways!

## 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.

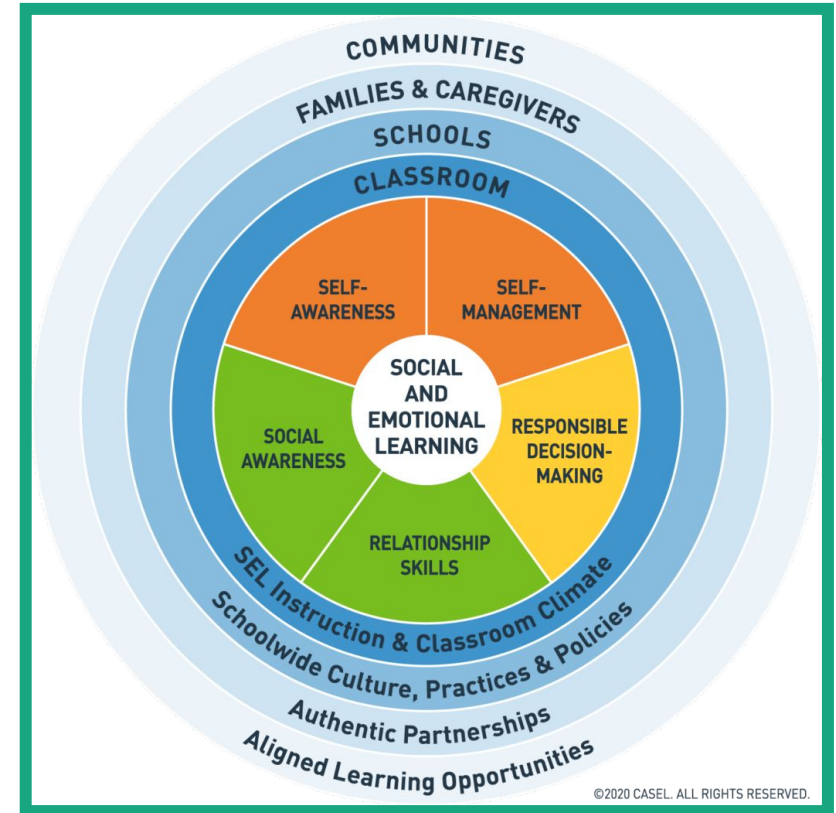
Through the provision of instruction, resources, and oversight, students will positively engage with digital technologies.

### 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!**

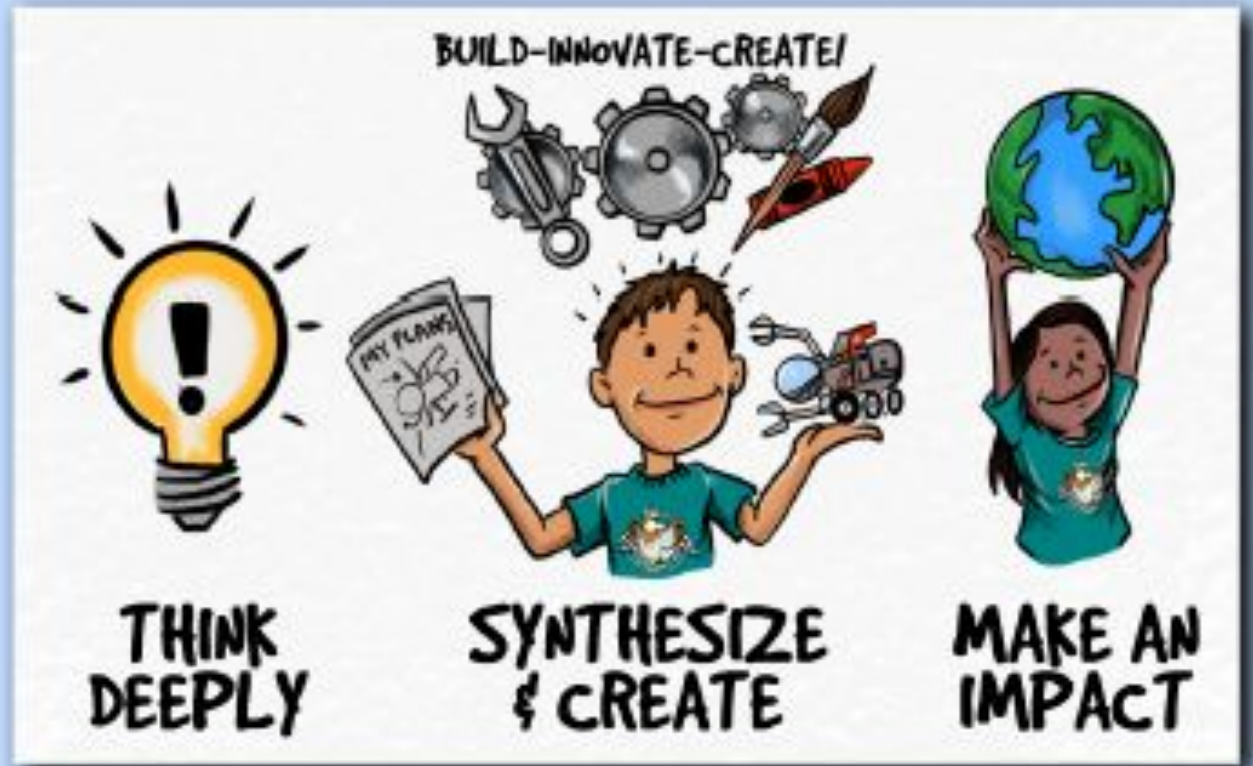
[aywilliams@fcps.edu](mailto:aywilliams@fcps.edu) - School Counselor



# 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, and Guided Reading
- 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.

# Reading WorkShop

- Focus lesson in whole group using mentor texts to give concrete examples before students put strategies into practice themselves.
- Small groups will focus on specialized instruction to meet the individual needs of each learner.
  - Fountas and Pinnell Classroom
  - Pioneer Valley
  - MyOn
  - Lexia
  - Imagine Learning & Language

What action words does the author use to describe Kitten's failed attempts?

Sprang	pull
tumble	wiggle
Stretch	Climb
Chase	
leap	
Jump	
ran	



# Writer's Workshop

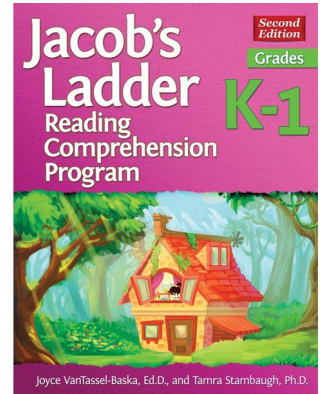
- Focus lesson in whole group
  - Mentor Texts
  - Guided practice
- Small group instruction will focus on areas of need for each individual student. In addition, we will meet with students individually during conferences.



# Differentiation

Remember: Your child is not a reading level.

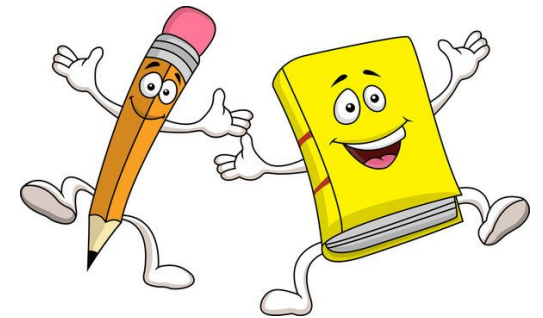
- Strategy Groups (comprehension strategies)
- Jacob's Ladder
- Word Study/Phonics
- Peer Collaboration
- Critical and Creative Thinking Strategies (CCT)





# AAP Resources and Strategies

- We work with Ms. Sparacino and Ms. Counts to enhance our practice and resources often, as well as our librarian, Ms. Rankin, to help supply online resources.
- Mrs. Timm, our AART, supports with planning and infusion of advanced academic resources.
  - Jacob's Ladder
  - Thinking Routines
  - Concept-based instruction
  - Project Based Learning & Performance Based Assessment





# Technology to Support Your Student!

*Lexia*<sup>®</sup>

a **cambium** company



LEXIA  
**CORE 5**<sup>®</sup>  
READING

LEXIA  
**POWER UP**<sup>™</sup>  
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

# 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.

# Pre-Requisite Skills & Differentiation

- Prerequisite Assessment
- Differentiation for everyone (Number Talks & Performance Tasks)
- Becky Timm - Advanced Academic Resource Teacher
- Thinking Routines
  - Explaining your thinking (Deeper Knowledge)

What makes you think that?



What is another way you can do that?

# Math Workshop: What is Guided Math?

Structure of teaching **math** that allows teachers to meet the needs of all of their learners. This type of teaching structure typically consists of a mini-lesson and then the teacher pulling small groups while the rest of the students work through **math** centers.

# Elements of Math Workshop

- What is Math Workshop?
  - Differentiation
    - Mathematical tasks
    - Open-ended problem solving
    - Small group instruction
    - Student choice
  - PoG Skills are easily incorporated
  - Math workshop is FUN!



Communicator



Collaborator



Ethical and  
Global Citizen



Creative and  
Critical Thinker



Goal-Directed  
and Resilient  
Individual

# Let's Try a Number Sense Routine!

- 5-10 minutes at the beginning of each math class
- Engaging and purposeful routine that encourages student discourse
- Promotes a positive mathematics community

*Which one doesn't belong?*

**5**

**10**

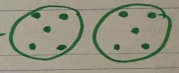
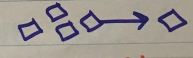
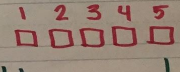
**4**

# Focus Lesson

- 15 minutes of instruction
  - Whole group or small group
- Focused on the day's learning target
- Student-centered with academic discourse

## Counting Strategies

What are some different ways for us to count?

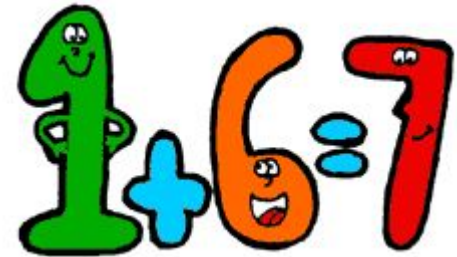
- count by 1's - 1, 2, 3, 4...
- count backwards - 4, 3, 2, 1
- count by 2's - 2, 4, 6...
- put items in groups 
- slide and count 
- picking up and placing the item.
- stacking items in groups of 10.
- separate by color and go back and count.
- put items in a line 
- you can use more than 1 strategy



# Learning Stations

## Learning Stations:

- Engaging and meaningful activities
- Reinforce the learning targets
- Students have choice
- Independent, partner, or group activities



# Reflection Happens Everyday!

- At the end of each math class
- Deliberate and meaningful time for students to reflect on what they have learned
- Share strategies, glows and grows, writing in math journal

# 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
- Development of college- and career-readiness skills



# Social Studies

- What does Social Studies look like and sound like?
- Various topics covered this year
- Any special projects
- Opportunities where the team integrates instruction
- Discuss ways to support SOL preparation, if applicable

# We Believe...

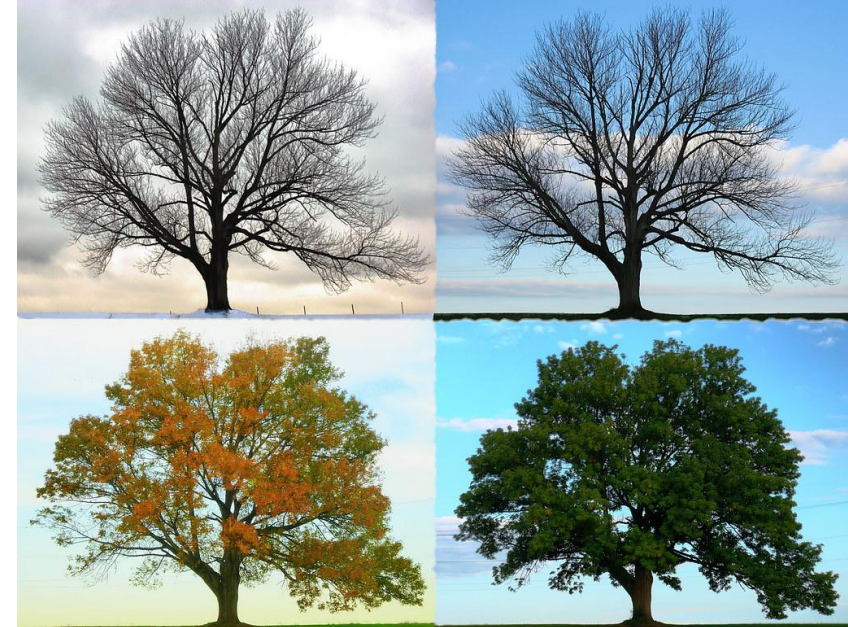
We believe in exploring civics, history, geography, and government to foster connections between students and their community—here in Vienna, Virginia, the United States, and the world.

# Throughlines

## Concept of Community & Change

### Community

- Throughout the year we are working on building strong, respectful, safe, and balanced communities
- We begin to understand how communities work outside of our classrooms, including how we are a small part of a much larger community



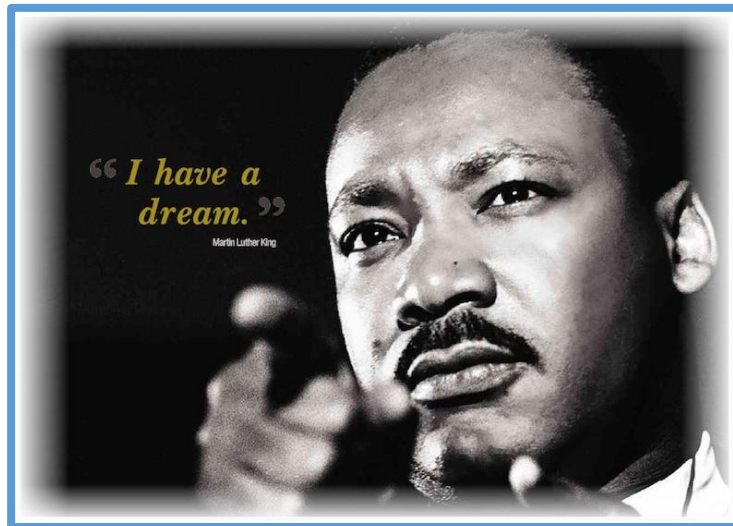
### Change

- People change.
- The way the lives of people changes.
- The balance of wants vs needs changes.
- Feelings change, and how we react changes.
- Time changes.

# Civics



- Being a good citizen
- Procedures and routines
- Pledge of Allegiance
- American flag
- Indigenous People's Day, Martin Luther King, President's Day, and Independence Day



What does this look like and sound like?

- PBLs
- Hands-on activities
- Read-alouds
- Class discussions
- PebbleGo
- MyOn
- Brainpop Jr.
- Writing activities

# History

- Past vs. Present
- Change Over Time
- Community (in the classroom and outside the classroom)
- Community members
- Historical events



What did school used to look like?

What does this look like and sound like?

- Thinking Routines
- Writing projects
- PBLs
- Read-alouds
- PebbleGo
- Brainpop Jr.
- MyOn
- Class discussions





# Economics

Choices

Wants vs. Needs

Jobs/Responsibility

Money

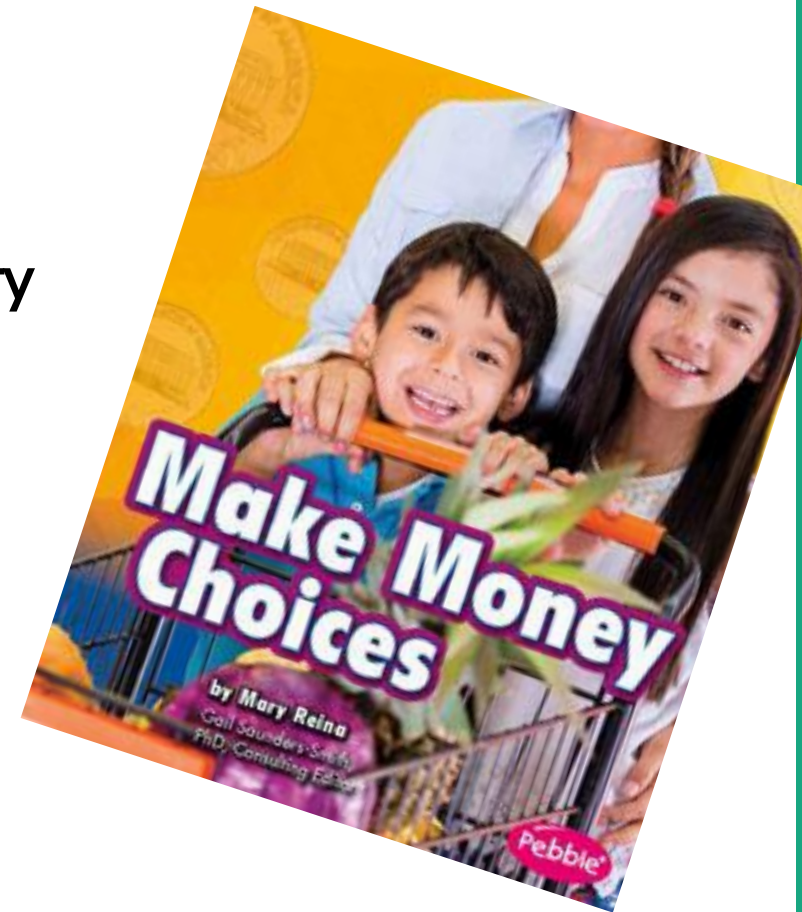
What does this look like  
and sounds like?

Showing how we take responsibility  
for ourselves and our actions

Opportunities to make choices  
based on desires and needs

Writing activities

Read alouds

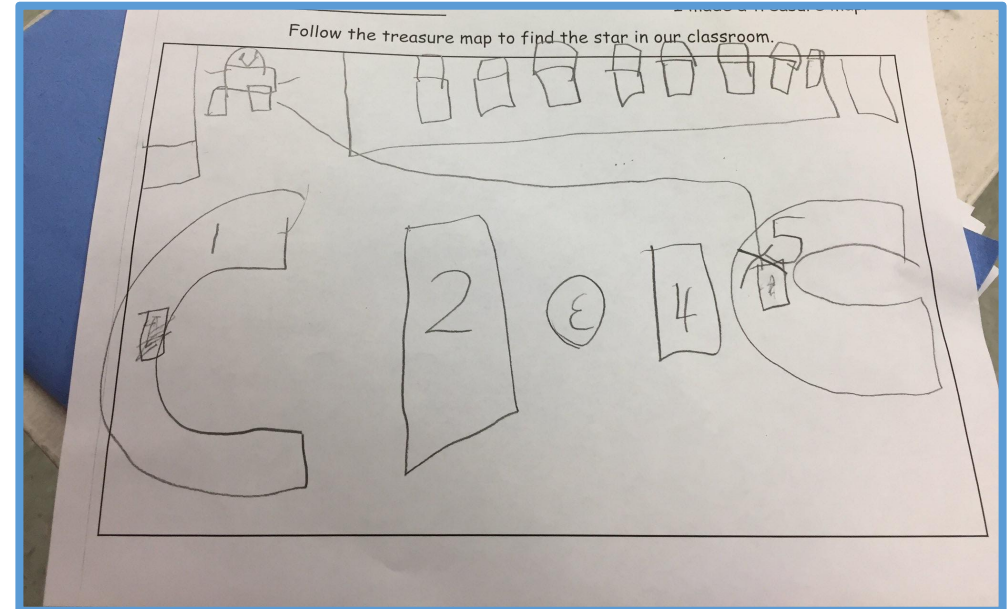


# Geography

- Positional Words
- Globe and Map Awareness
- Land/Water Features
- Map Symbols
- Map Awareness
- Impact of Location
- Climate and Physical Surroundings

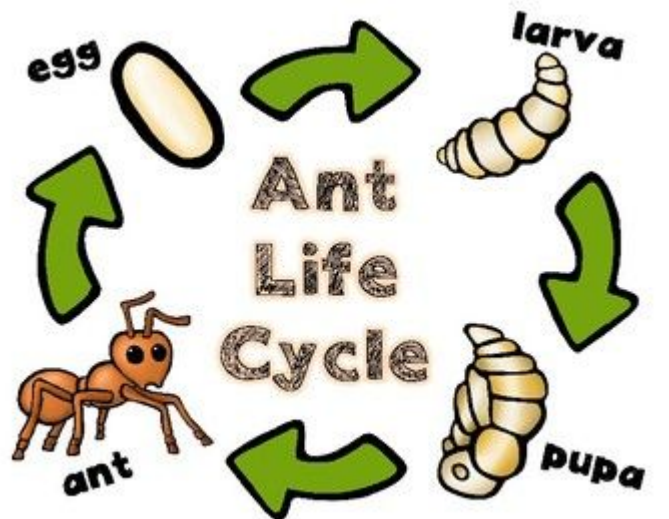
## What does this look like and sound like?

- Making books
- Read alouds
- PebbleGo
- Brainpop Jr.
- Google Maps
- Map PBL
- Writing activities



# Science

- What does Science look like and sound like?
- Various topics covered this year
- Any special projects
- How our team integrates instruction



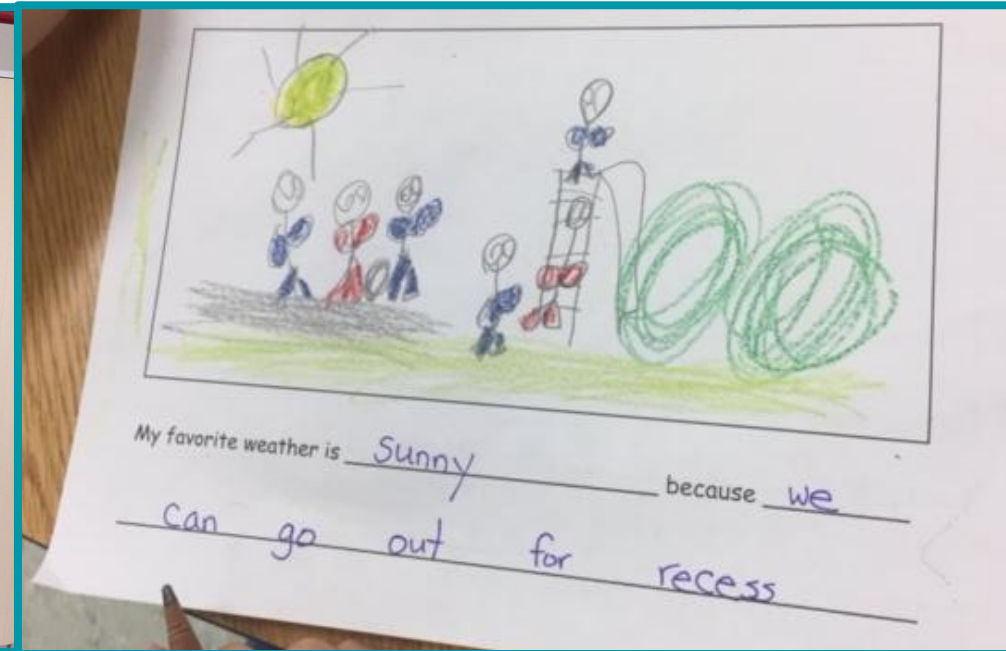
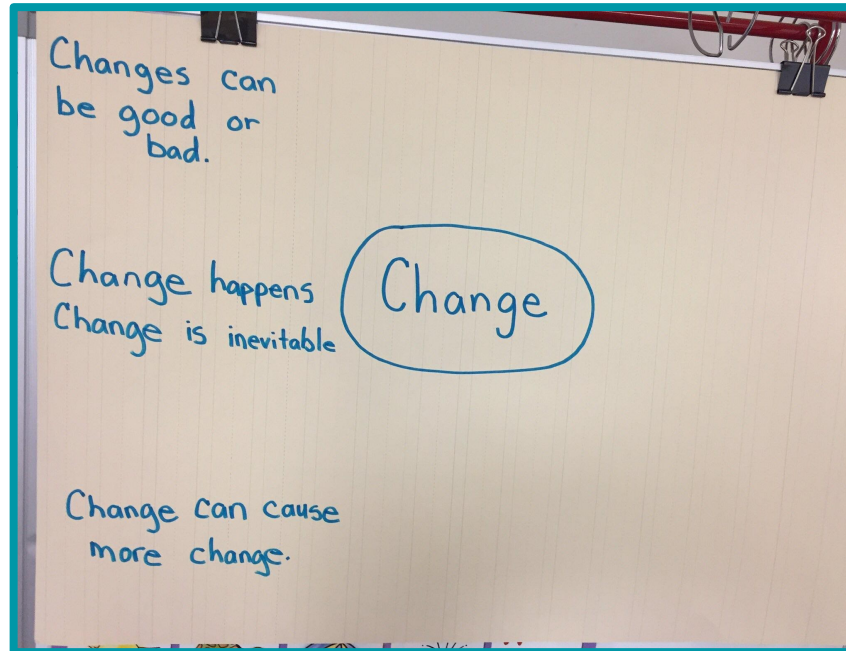
# We Believe...

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

# We are Sprouting Small Scientists!

We grow science skills and explore big ideas through the study of a variety of topics during the year.

- Observing
- Describing
- Predicting
- Investigating



# Exploration of Topics

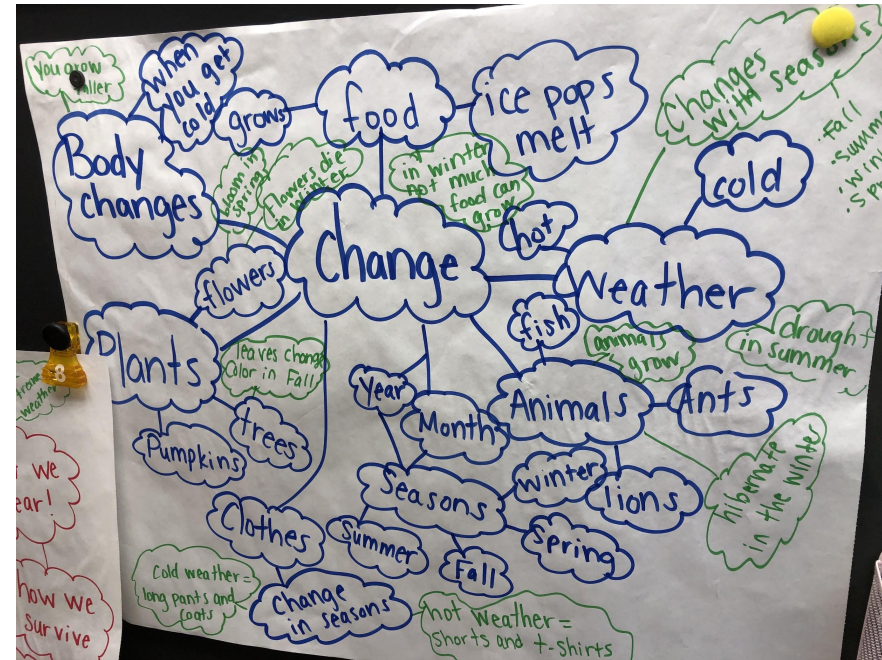
- Ants
- Pumpkins
- Squirrels
- Gingerbread Man
- Shadows
- Caring for the Earth



# Cross Curricular Connections

Our science program provides opportunities across the curriculum:

- Listening
- Speaking
- Research
- Writing
- Math Concepts



# PBL: Project Based Learning

- Squirrel Habitat
- Magnets
- Sink and Float
- Changes in Weather, fast and slow changes vs. change over time



# 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](https://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

(8:50 Begin taking attendance) 9:00-9:15 Morning Meeting
9:15-9:45 Phonics
9:45-10:45 Math
10:45-11:15 Lunch (For the students and lead teachers)
11:15-11:30 Recess
11:15-1:15 Language Arts (11:15-11:45 IA Lunch)
1:15-1:30 Snack
1:30-2:30 Specials
2:30-3:30 Content: Science/Social Studies
3:30-3:35 Pack up/dismissal



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@bsreinersk  
@costanzokindies  
@kara\_strumsky

**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.*

# Division & State Assessments - Elementary

- **PALS** - Phonological Awareness Literacy Screening
- **VKRP** - Virginia Kindergarten Readiness Program
  - **EMAS** - Early Mathematics Assessment System
  - **CBRS** - Child Behavior Rating Scale
- **BAS** - Benchmark Assessment System
- Procedures and safety protocols are followed for all in-person assessments to ensure physical distancing and cleaning practices meet current health department and division guidance.

# 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.](#)

**\*Kindergarten does not do Q1 Report Cards, we will have Parent-Teacher conferences in late October/beginning of November\***



4

Fully grown flower

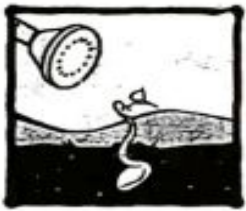
- Frequency of behavior - nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught



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!**

