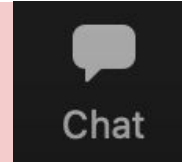




3rd Grade

Back to School Night

WELCOME!



Before we start please put your child's name and class in the chat.

Antes de comenzar, escriba el nombre y la clase de su hijo en el chat.

在我们开始之前，请在聊天中输入您孩子的姓名和班级。

আমরা শুরু করার আগে অনুগ্রহ করে চ্যাটে আপনার সন্তানের নাম এবং ক্লাস রাখুন।

Прежде чем мы начнем, пожалуйста, укажите в чате имя и класс вашего ребенка.

Translation

You can access the translated slides on your child's Google Classroom or Class Dojo.

Puede acceder a las diapositivas traducidas en Google Classroom o Class Dojo de su hijo.

您可以在孩子的 Google Classroom 或 Class Dojo 上访问翻译后的幻灯片。



Classroom



ClassDojo

Meet the

Class 3-1	Class 3-2	Class 3-3
Ms. Else & Ms. Zogby	Ms. Cuero	Mrs. White

Google Classroom

We will be using Google classroom this year. Google Classroom is where important messages and assignments will be posted in the event there is a remote day due to bad weather.



Classroom

Flow of the Day

Period 1: MTSS

Period 2: Wit and Wisdom

Period 3: Wit and Wisdom

Period 4: Special class (Gym, Art, Science, Computers)

Period 5: LUNCH

Period 6: Math

Period 7: Math Centers

MTSS

Multi-Tiered System of Supports (MTSS) is a daily period where students receive the direct reading support they need, whether through intervention to close gaps or enrichment to extend learning. We track progress and meet every 6–8 with the schools leadership team to discuss patterns we see and strategies to best help our students.

Module 1: The Sea

Essential Question: Why do people explore the sea?

Module 2: Outerspace

Essential Question: How do people learn about Space?

Module 3: A New Home



**WIT &
WISDOM®**

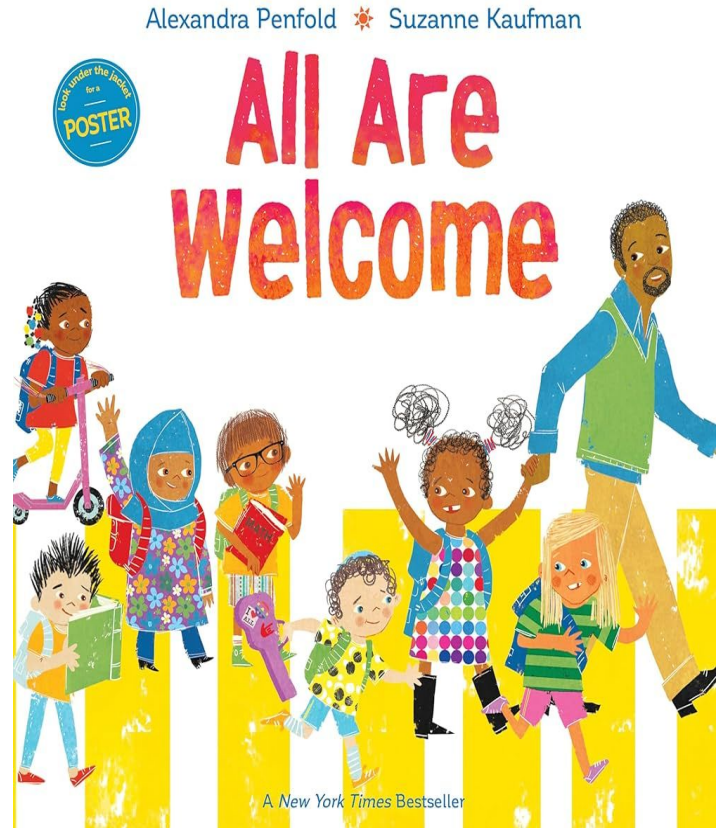
Essential Question: How do stories help us understand immigrants' experiences?

Module 4: Artists Making Art

Essential Question: What is an artist?

Book of the Month

The book of the month is **All Are Welcome**. In this book, students learn about the importance of diversity, inclusion, and kindness in a school community where everyone is celebrated and respected.



3rd Grade Sight Words

This is a list of common words that your child should be able to read and write by the end of the third grade.

about
better
bring
carry
clean
cut
done
draw
drink

eight
fall
far
full
got
grow
hold
hot
hurt

if
keep
kind
laugh
light
long
much
myself
never

only
own
pick
seven
shall
show
six
small
start

ten
today
together
try
warm

Engage NY Math

Module 1: Multiplication & Division

Module 2: Place Value, Problem Solving & Measurement

Module 3: Multiplication & Division

Module 4: Multiplication & Area

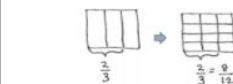
Module 5: Fractions as Numbers on the Number Line

Module 6: Collecting and Displaying Data

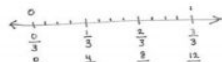
Module 7: Shapes & Measurement

Addition and Subtraction of Fractions

In this 16-lesson unit, students build on earlier work with equivalent fractions and decimals to add and subtract fractions with unlike denominators. They will move from concrete examples (paper strips and number lines) to abstract skills (writing their own math sentences). By the end of the module, students will fluently work through multi-step word problems that contextualize their learning.



Both the area model and number line show the equivalent fractions of $\frac{3}{10}$ and $\frac{3}{10}$.



Key Words:

Denominator - shows the fractional unit, e.g. the fifths in $\frac{3}{5}$

Numerator - shows how many fractional units there are, e.g. the 3 in $\frac{3}{5}$

Benchmark Fraction - a very familiar fraction that can be referred to in comparison questions, e.g. $\frac{1}{2}$ is a benchmark fraction used when comparing $\frac{1}{3}$ and $\frac{1}{4}$

Like Denominators - fractions with the same denominator, e.g. $\frac{1}{5}$ and $\frac{2}{5}$

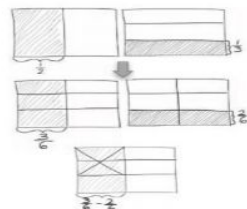
Unlike Denominators - fractions with different denominators, e.g. $\frac{1}{5}$ and $\frac{2}{3}$

Equivalent Fraction - fractions that have the same value, though they may look different, e.g. $\frac{1}{2}$ and $\frac{2}{4}$

Fraction Greater than or equal to 1 - e.g. $\frac{5}{4}$ or $2\frac{1}{4}$

What Came Before this Module: We worked to build our knowledge of multiplication and division of whole numbers and decimals.

What Comes After this Module: In Module 4, we will extend our understanding of fraction operations to multiplication and division of both fractions and decimal fractions.



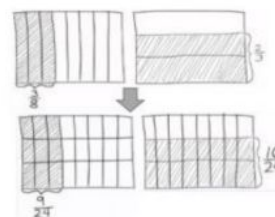
Subtraction with unlike denominators:

+ How you can help at home:

- Look for opportunities in daily life to discuss fractional parts of a whole, e.g. pieces of pizza, parts of an hour, distances to familiar places
- Continue to practice and review multiplication and division math facts - this greatly supports work with fractions!

Key Common Core Standards:

- Use equivalent fractions as a strategy to add and subtract fractions
 - Add and subtract fractions with unlike denominators
 - Solve word problems involving addition and subtraction of fractions

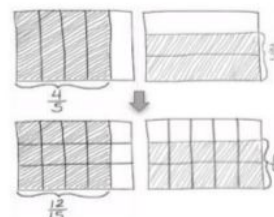


Above is an area model drawing of $\frac{5}{12} - \frac{3}{8}$. Note that the final answer would be found by doing the simple addition problem:

— — —

Below is an area model drawing of $\frac{5}{12} - \frac{3}{8}$. Note that the final answer would be found by doing the simple subtraction problem:

— — —



Spotlight on Math Models:

Area Models

You will often see this mathematical representation in *A Story of Units*.

A Story of Units has several key mathematical “models” that will be used throughout a student’s elementary years.

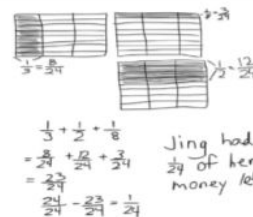
Students began in earlier grades to build arrays for various purposes, first showing simple multiplication. In 5th grade, we move beyond using the area model for multiplication of whole numbers and begin to use this powerful model to illustrate mathematical operations on fractions.

One of the goals in *A Story of Units* is to first give students concrete experiences with mathematical concepts, and then to build slowly toward more abstract representations of those concepts. The area model is a tool that helps students to make that important leap, and will support students’ learning through algebra and beyond.

Sample Problem from Module 3:
(Example taken from Lesson 7)

Jing spent $\frac{1}{2}$ of her money on a pack of pens, $\frac{1}{4}$ of her money on a pack of markers, and $\frac{1}{8}$ of her money on a pack of pencils.

What fraction of her money is left?



The student here has illustrated the equivalent fractions to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, using the like denominator of twenty-fourths.

Then, in two steps, she adds those equivalent fractions, and subtracts that total from 1 to find the solution.

Math Assessments & Tools

- Screens: Acadience and MAP Growth.

Students take these screens at the beginning and end of the school year.

- Please ensure students use MAP Accelerator and IXL at home.

3rd Grade Grading Policy 2025-2026

Report card grades based on...		Grade Criteria	
READING	Based on the average of: • Lesson Question Sets - 30% • New-Read Assessments - 35% • Vocabulary Assessments - 35%	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-88%	3
		90-100%	4
WRITING	Based on the average of: • Focusing Question Tasks - 50% • End of Module Task - 50%	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-88%	3
		90-100%	4
LISTENING & SPEAKING	Based on the average of all Socratic Seminars (2+ per module) opportunities during the marking period.	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-88%	3
		90-100%	4

MATH	Based on the average of all End of Module assessment(s) given during the marking period.	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-88%	3
		90-100%	4
SCIENCE	Based on 60% assessments, 20% participation, 20% Science Notebooks (writing, Completing assignments, etc.)	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-88%	3
		90-100%	4
SOCIAL STUDIES	Based on 60% assessments, 20% participation, 20% Social Studies Notebooks (writing, Completing assignments, etc.)	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-88%	3
		90-100%	4

Promotional Policy

	JANUARY	JUNE
ATTENDANCE	Minimum of 90% attendance is expected	Minimum of 90% attendance is expected (162 days)
READING STANDARDS	Met 6/9 standards	Met 8/13 standards
WRITING STANDARDS	Met 3/4 standards	Met 4/6 standards
LISTENING & SPEAKING STANDARDS	Met 3/4 standards	Met 5/7 standards
MATH STANDARDS	Met 9/14 standards ___ Average of Modules 1-3 Assessments	Met 17/27 standards ___ Average of Modules 1-7 Assessments
HOMEWORK	A minimum of 80% of homework is expected to be completed	A minimum of 80% of homework is expected to be completed

State Exams

Grades 3-5 take state exams. This year those exams will be **computer based** .

Important Testing Dates:

NYS ELA: April 14 - April 24

NYS Math: April 28-May 8

This is the estimated window, we will get the specific dates as it gets closer.

Homework Policy

Students are expected to complete their homework **every day**. They have until the end of each week to make up any missing homework. Failure to complete all homework over time will result in a **phone call home** .

Cell Phone Policy

To support a focused learning environment, students are not allowed to use personal internet-connected devices during the school day.

What's not allowed: Smartphones, smartwatches, tablets, earbuds, personal laptops — any device that connects to the internet.

Where this applies: Everywhere on school grounds, including classrooms, playgrounds, trips, drills, and after-school programs.

Cell Phone Policy

In case of emergency or exigent circumstances, parents or guardians can call Ms. Musacchio or Ms. Huang to reach their child. (Their contact information will be at the end of this presentation).

In case of emergency or exigent circumstances, students may access phones in the main office to reach their parents or guardians.

Impact of Poor Attendance



Number of Days Absent	Attendance Rate	Instructional Time Missed in Months	Instructional Time Loss in Hours
9	95%	½ of a Month	49.5 Hours
18	90%	1 Month	99 Hours
27	85%	1 ½ Months	148.5 Hours
37	80%	2 Months	203.5 Hours
46	75%	2 ½ Months	253 Hours
55	70%	3 Months	302 Hours
64	65%	3 ½ Months	352 Hours
73	60%	4 Months	401.5 Hours



Warning – below the 90% range places your child at risk of repeating the grade.

Forms

- 📄 Blue cards (2)
- 📄 Media Consent
- 📄 Medical Form
- 📄 Dismissal: Walker or Pick-Up
- 📄 PTA Dues (\$10 per child)

IMPORTANT

Please return these forms
as soon as possible!

Dismissal Policy

- ❏ Walker permissions slips are required for students to walk home.
- ❏ Everyone that could possibly pick up the child should be on the blue card
 - If this changes ask the teacher for a new blue card
 - If something arises and a new person will be picking your child up, please send a signed note in with the name of the person and ensure that the pickup person has identification

Allergies



We **cannot** accept medicine without the DOE form signed by the doctor.

Please let your child's teacher know if they have asthma or any allergies.

If we go on field trips, please be prepared to be a chaperone if your child has allergies or asthma. A trip nurse is not always guaranteed.

Safety

Soft Lockdown: No imminent danger

Hard Lockdown: Imminent danger in the building

Fire Drills: evacuate the building

Shelter In: the threat is outside of the building

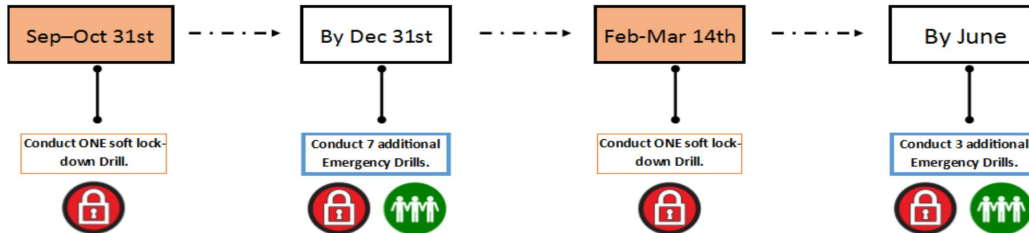
12 EMERGENCY DRILLS



4 Lockdown Drills



8 Evacuation Drills



In an Emergency

When You Hear It, Do It!



Evacuate: Fire Alarm or directions will be announced.

- ✓ **Students:** Leave your items behind.
- ✓ **Students:** Form a line, remain silent, and listen to directions from your teacher or other staff.
- ✓ **Teacher:** Lead students to evacuation location and take attendance.
- ✓ **Teacher:** Notify BRT/ISA if there are missing, extra, or injured students in your group.
- ✓ **Teacher:** Remind students that the use of electronic devices is prohibited.

Lockdown: Soft or Hard Lockdown: Hard Lockdown = no staff sweep

- ✓ **Students:** Remain silent and quickly move out of sight and away from the door.
- ✓ **Teacher:** Quickly retrieve any students in hallway and look the classroom door.
- ✓ **Teacher:** Wait for responders to open the door (or) await the "all clear" announcement.
- ✓ **Teacher:** Remind students that the use of electronic devices is prohibited.

Remember that in a **Hard Lockdown** you may need to **Run, Hide, or Confront** as necessary. If hiding in an office or classroom, remain silent.

TEXT 911 IF YOU CAN SILENTLY SHARE INCIDENT INFORMATION

Shelter-In: The threat is outside of the building

- ✓ **Students:** Remain inside the building and follow directions of staff.
- ✓ **Teacher:** Increase situational awareness.
- ✓ **Teacher:** Conduct business as usual.
- ✓ **Teacher:** Follow all announced directions.
- ✓ **Remember:** No one will be permitted to enter or leave the building during a Shelter-In.

HOLD: The issue is inside the building and it is safer to wait inside each room or office until the HOLD is lifted.

- ✓ **Students:** Remain where they are when they hear the HOLD announcement, and follow directions of staff.
- ✓ **Teacher:** Look the door
- ✓ **Teacher:** Hold in the current location
- ✓ **Teacher:** Continue work or lessons and follow all announced directions.

More Important Dates

Parent Teacher Conferences

- ❑ **December 11, 2025** (First Marking Period)
- ❑ **March 26, 2026** (Second Marking Period)
- ❑ **May 7, 2026** (End of Year Night/Preparing for 4th Grade)

More Important Dates

Family Fridays

- ❑ November 14th 2025 (Math Stations)
- ❑ January 16th, 2026
- ❑ March 13th, 2026
- ❑ May 15th 2025

School Website

Website: www.ps131k.org



Communication & Support

Community Coordinator & Technology

Kenny Leung [CLeung10@schools.nyc.gov](mailto:CLEUNG10@schools.nyc.gov)

Family Workers

April Huang QHuang@schools.nyc.gov Maria Musacchio MMusacchio@schools.nyc.gov

Parent Coordinator

Lisa Rivera LRivera126@schools.nyc.gov

Communicating With Us

Please feel free to contact us with any questions or ideas! It is important to us that we create strong parent-teacher relationships.

Ms. Else (3-1)	jelse2@schools.nyc.gov
Ms. Zogby (3-1)	gzogby2@schools.nyc.gov
Ms. Cuero (3-2)	sbar-el@schools.nyc.gov
Ms. White (3-3)	awhite33@schools.nyc.gov

MEET THE TEACHER

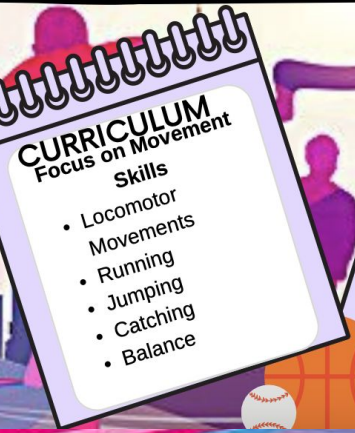


INTRODUCTION

Welcome to physical education class! My name is Ms. Longo. I am excited to teach your student many athletic skills in my class this year!

GOALS

My goal is to encourage students to participate in movement activities and games. In physical education class I aim to provide a learning experience that will teach students to be physically active while also having fun! Physical education class promotes self-esteem and builds healthy and physically active lifestyles.



CURRICULUM
Focus on Movement Skills

- Locomotor Movements
- Running
- Jumping
- Catching
- Balance



EXPECTATIONS

- My students are expected to participate in all activities. If your child cannot participate please provide a note.
- Students **must wear sneakers** on the days they have physical education.

GRADING POLICY

Excels at Grade Level Standards

Proficient at Grade Level Standards

Approaching Grade Level Standards

Below Grade Level Standards

Units of Study

RULES AND ROUTINES

RUN, JUMP, AND THROW

TRACK & FIELD

INVASION GAMES

SOCCER

TARGET GAMES

COOPERATIVE GAMES

NET SPORTS

INVASION GAMES

BASKETBALL

STRIKING & FIELDING GAMES

BASEBALL, KICKBALL

TEAM BUILDING GAMES

NET SPORTS

BADMINTON, PICKLEBALL



ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

About Me:



Welcome to an exciting new school year!! I have been teaching at P.S. 131 for over 20 years now, both as a classroom teacher and as the art teacher for the past nine years. I have a B.A. in art and art history from The University of Dallas and a M.S. in Education from Pace University. I love reading, visiting museums, and creating art in my spare time! We are so lucky to live in NYC!

Goal: To provide an environment which fosters curiosity, creative thinking, artistic growth, and visual learning in the classroom and beyond.

Your child will receive art at least once a week with Ms. Barry. Art instruction at P.S. 131 provides a diverse and engaging variety of arts opportunities in a variety of media - drawing, painting, collage etc. to foster self-expression and self-confidence in a supportive environment. Instruction is aligned with the [NYC Blueprint for the Arts](#).

Art Studio Motto:

"Turn your mistakes into something great!"

ART - KEY CONCEPTS/SKILLS

	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Envision	Imagining new artworks and steps to bring them to life			Generate and conceptualize artistic ideas and work		
Develop Craft	Learn to use a variety of art tools and materials			Learn to use tools effectively.		
	Taking care of tools, materials, works, and space					
Engage & Persist	Finding personally meaningful projects and artistic ideas and sticking to them					
Reflect	Learn to evaluate artistic work and processes			Synthesize and relate knowledge and personal experiences to make art		
Understanding the Art Community	Discover art's effects on people and cultures			Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Observe	Looking closely and noticing					
Experiment & Learn	Playing, trying new things, making mistakes, and learning from them					
Express	Learn to make art to communicate ideas			Choose art mediums to express ideas		

GRADING POLICY

4	Excels at Grade Level Standards
3	Proficient at Grade Level Standards
2	Approaching Grade Level Standards
1	Below Grade Level Standards

NYS VISUAL ARTS LEARNING STANDARDS

VISUAL ARTS New York State Learning Standards for the Arts				
Shared by all ARTS disciplines			Discipline-Specific	
Artistic Processes	Anchor Standards	Process Components	Enduring Understandings	
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	INVESTIGATE, PLAN, MAKE	1.1	Creativity and innovative thinking are essential life skills that can be developed.
		INVESTIGATE, PLAN, MAKE	1.2	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
		INVESTIGATE	2.1	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.
Pr Presenting Interpreting and sharing artistic work.	2. Organize and develop artistic ideas and work.	CONSIDER, RESPECT	2.2	Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.
		MAKE	2.3	People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.
	3. Refine and complete artistic work.	REFLECT, REFINE, CONTINUE	3.1	Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.
Re Responding Understanding and evaluating how the arts convey meaning.	4. Select, analyze, and interpret artistic work for presentation.	SELECT, PRESERVE	4.1	Artists, collectors, curators, and other arts professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.
	5. Develop and refine artistic techniques and work for presentation.	CURATE	5.1	Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.
	6. Convey meaning through the presentation of artistic work.	SHARE, RELATE	6.1	Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	7. Perceive and analyze artistic work.	PERCEIVE	7.1	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.
		ANALYZE	7.2	Visual imagery influences understanding of and responses to the world.
	8. Interpret meaning in artistic work.	INTERPRET	8.1	People gain insight into meanings of artwork by engaging in a process of art criticism.
	9. Apply criteria to evaluate artistic work.	EVALUATE	9.1	People evaluate art, based on various criteria
	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	SYNTHESIZE	10.1	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	RELATE	11.1	Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.
		INTERRELATE, EXTEND	11.2	Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.
© 2017 New York State Education Department				

Computers with Ms. Harvey

Welcome to a new 2025- 2026 school year at PS 131. My name is Ms. Harvey and I have worked at PS 131 for 24 years. I was a 4th grade teacher for 10 years and I'm going into my 14th year as the Technology teacher. The general Technology program is centered around providing students with a well-rounded education anchored by the [New York State K12 Computer Science and Digital Fluency Learning Standards](#) & the [ISTE Standards- International Society for Technology in Education](#).

Throughout the school year all students will get a hands-on opportunity to work with technology, learn how to troubleshoot issues and develop important skills as a 21st century learner. All students will be introduced to CS4ALL- Computer Science concepts and their responsibilities as a Digital Citizen.

Contact Number: 718-431-1960

COMPUTERS GRADING POLICY & UNITS OF STUDY

Grading Policy

4	Excels at Grade Level Standards
3	Proficient at Grade Level Standards
2	Approaching Grade Level Standards
1	Below Grade Level Standards

**If you have any
questions contact Ms.
Harvey at 718-431-1960

COMPUTER UNITS OF STUDY: 3RD-5TH GRADE

Unit 1

- Introduction to Login-logout of new computers
- Review Mouse control
- Introduction to Online Typing websites
 - Dance Mat Typing (3rd-4th)
 - Learn To Type (5th)

Focus:

-Why is learning how to typing important?

-Home row & building muscle memory for correct hand position on keyboard

- Introduction to Microsoft Powerpoint program

****All students in grades 2-5 will be using their DOE email usernames to log in to various accounts.**

Unit 2

- Introduction to CS4All- Computer Science Concepts
 - What is Computer Science?
 - What is Computational Thinking?
- Introduction to Wixie (Online Creative Drawing Program)

Unit 3

- Introduction to AI (Artificial Intelligence)

Unit 4

- Introduction to Digital Citizenship using Common Sense Media & Everfi (5th Only)

Unit 5

- Research Projects using Wixie or Powerpoint



Library with Ms. Keiser

I'm Ms. Keiser, and I'm so excited to welcome you to library for the 2025-2026 school year!



dkeiser@schools.nyc.gov

Grading Policy:

- 4 Excels at Grade Level Standards
 - 3 Proficient at Grade Level Standards
 - 2 Approaching Grade Level Standards
 - 1 Below Grade Level Standards
-



Expectations: Students are expected to participate and try their best in all library activities, show respect to their peers, and take good care of library books. Through group storytime activities and opportunities for independent reading, students will become confident readers and researchers and discover how reading and learning can be fun!

Library Scope and Sequence

Curriculum: The P.S. 131 library curriculum is aligned to the Empire State Information Fluency Continuum. Hands-on activities encourage critical thinking skills and collaboration with peers.

Pre-K and K

- Library Rules and Routines
 - Taking Care of Books
 - Holidays and Celebrations
- Exploring Our World: Animals and their Environments

1st and 2nd Grade

- Respect and Kindness: Self-to-Text Connections and Building Relationships in the Library
- Making Predictions: Creepy Tales
- Problem and Solution: Penelope Rex

3rd Grade

- Exploring Character: Inside and Outside Character Traits, Comparing and Contrasting Characters
- Exploring Setting: Identify/Describe Setting, Settings Around the World, Country Brochure Research Project

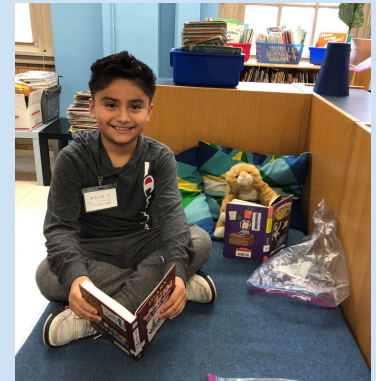
4th and 5th Grade

- Genre Study: Fairytales, Fractured Fairytales, Writing Our Own Stories
- Online Safety and Digital Citizenship: Personal and Private Information
- Point of View: Perspective, Animal Diary Research Project

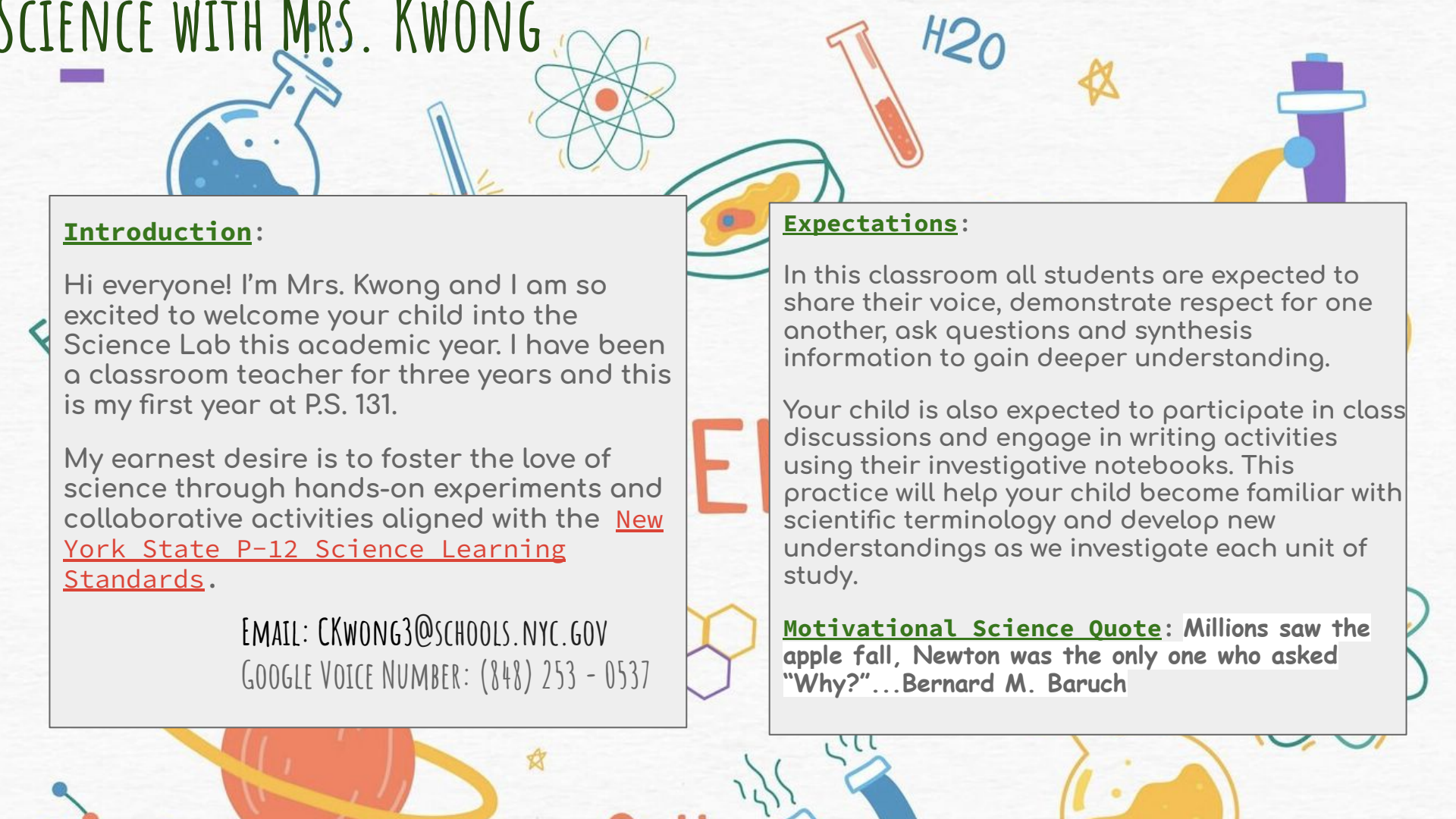
Library: **Book Borrowing!**

All students will be able to **borrow library books for free** throughout the year.

- Students may borrow up to 2 books each week.
- ***Your student will not be allowed to borrow new books if they repeatedly forget to return the books they have finished. Please remind your student to remember their books!***
- Students or parents can always reach out to me with questions about student library accounts.



SCIENCE WITH MRS. KWONG



Introduction:

Hi everyone! I'm Mrs. Kwong and I am so excited to welcome your child into the Science Lab this academic year. I have been a classroom teacher for three years and this is my first year at P.S. 131.

My earnest desire is to foster the love of science through hands-on experiments and collaborative activities aligned with the [New York State P-12 Science Learning Standards](#).

EMAIL: CKWONG3@SCHOOLS.NYC.GOV

GOOGLE VOICE NUMBER: (848) 253 - 0537

Expectations:

In this classroom all students are expected to share their voice, demonstrate respect for one another, ask questions and synthesis information to gain deeper understanding.

Your child is also expected to participate in class discussions and engage in writing activities using their investigative notebooks. This practice will help your child become familiar with scientific terminology and develop new understandings as we investigate each unit of study.

Motivational Science Quote: Millions saw the apple fall, Newton was the only one who asked "Why?"...Bernard M. Baruch

SCIENCE- GRADING POLICY & UNITS OF STUDY



P.S. 131
THE HIDDEN GEM OF BROOKLYN

Kindergarten	First Grade	Second Grade
September - December Unit 1: Needs of Plants and Animals (58 instructional days) December - March Unit 2: Pushes and Pulls (47 instructional days) March - June Unit 3: Sunlight and Weather (62 instructional days)	September - December Unit 1: Animal and Plant Defenses (58 instructional days) December - March Unit 2: Light and Sound (57 instructional days) March - June Unit 3: Spinning Earth (57 instructional days)	September - December Unit 1: Plant and Animal Relationships (56 instructional days) December - February Unit 2: Properties and Materials (57 instructional days) February - June Unit 3: Changing Landforms (59 instructional days)

P.S. 131
Science Units of Study

Third Grade	Fourth Grade	Fifth Grade
September-November Unit 1: Balancing Forces (22 Instructional Days) November-January Unit 2: Inheritance and Traits (22 Instructional Days) January-March Unit 3: Environments and Survival (22 Instructional Days) April-June Unit 4: Weather and Climate (22 Instructional Days)	September-November Unit 1: Energy Conversions (22 Instructional Days) November-January Unit 2: Vision and Light (22 Instructional Days) January-March Unit 3: Earth's Features (22 Instructional Days) April-June Unit 4: Waves, Energy, and Information (22 Instructional Days)	September-November Unit 1: Patterns of Earth and Sky (22 Instructional Days) November-January Unit 2: Modeling Matter (22 Instructional Days) January-March Unit 3: The Earth System (22 Instructional Days) April-June Unit 4: Ecosystem Restoration (22 Instructional Days)

Science Grading Policy

	Report card grades based on...	Grade Criteria	
Science	Based on the average of all assessment(s) and/or project(s) given during the marking period		
		Level 1	1-59%
		Level 2	60-74%
		Level 3	75-89%
		Level 4	90-100%

MS. WOOD

School Counselor

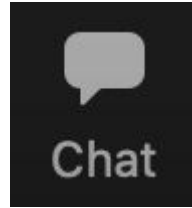


Contact Info:

mwood11@schools.nyc.gov

(718)431-1960

QUESTIONS?
¿PREGUNTAS?
问题？
প্রশ্ন?



THANK YOU FOR MEETING WITH US!
GRACIAS POR REUNIRSE CON NOSOTRAS!

感谢您与我们会面！

আমাদের সাথে দেখা করার জন্য আপনাকে ধন্যবাদ!