

Welcome to 4th Grade Back to School/Curriculum Night!

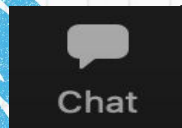
Before we start please put your child's name and class in the chat.

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.



Meet the 4th Grade Team

Class: 4-1 Room: 307



Ms. Feliciano



Ms. Palazzo

efeliciano12@schools.nyc.gov spalazzo3@schools.nyc.gov

Meet the 4th Grade Team

Class: 4-2 Room: 301



Ms. DeWald

adewald2@schools.nyc.gov



Ms. Hynes

ahynes@schools.nyc.gov

Meet the 4th Grade Teachers

Class: 4-3 Room: 308



Ms. Foti

afoti4@schools.nyc.gov

Meet the 4th Grade Team

Class: 4- 8 Room: 3 12



Mrs. La Salle

Ms. Kong

jasalle2@schools.nyc.gov kkong6@schools.nyc.gov

ATTENDANCE

Attendance is very important! Please make sure your child attends school unless they are sick.

La asistencia es muy importante! Por favor, asegúrese de que su hijo asista a la escuela a menos que esté enfermo.

出勤非常重要！请确保您的孩子除非生病，否则必须上学。

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.



Classroom Expectations

- ❖ Come to school on time - learning begins at 8am, students are marked late at 8:05am
- ❖ Refrain from being absent; if you know they will be absent, please let us know and make sure to provide documentation
- ❖ Focused and ready to learn
- ❖ Participate during the lesson; they must raise their hand
- ❖ Please refrain from bringing toys into the classroom
- ❖ Students must respect personal space of others
- ❖



Expectativas en el aula - Español

- ❖ Llega a la escuela a tiempo: el aprendizaje comienza a las 8 a. m., los estudiantes son marcados como tarde a las 8:05 a. m.
- ❖ Abstenerse de ausentarse; si sabe que estarán ausentes, infórmenos y asegúrese de proporcionar documentación.
- ❖ Enfocado y listo para aprender
- ❖ Participar durante la lección; deben levantar la mano.
- ❖ Por favor, absténgase de traer juguetes al aula.
- ❖ Los estudiantes deben respetar el espacio personal de los demás.
- ❖ Los iPads solo deben usarse durante los horarios designados.



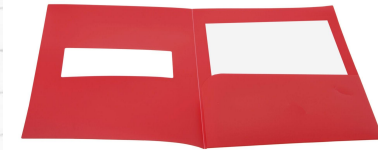
课堂期望 - 西班牙语

- ◆ 按时到校 - 学习时间从早上 8 点开始, 学生在早上 8:05 被标记为迟到
- ◆ 不要缺席; 如果您知道他们会缺席, 请告知我们并确保提供文件
- ◆ 专注并准备学习
- ◆ 参与课程; 他们必须举手
- ◆ 请勿将玩具带入教室
- ◆ 学生必须尊重他人的个人空间
- ◆ iPad 只能在指定时间内使用



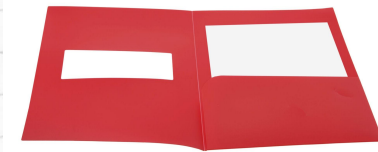
Homework Expectations

- ❖ Homework is given Monday through Thursday.
- ❖ Homework includes math workbook pages, reading, and vocabulary.
- ❖ Please ensure your child completes their homework every night.
- ❖ PLEASE CHECK YOUR CHILD'S FOLDER EVERY NIGHT!



Expectativas de tarea

- ❖ Las tareas se asignan de lunes a jueves.
- ❖ La tarea incluye páginas del libro de ejercicios de matemáticas, lectura y vocabulario.
- ❖ Asegúrese de que su hijo complete su tarea todas las noches.
- ❖ 'POR FAVOR REVISE LA CARPETA DE SU HIJO TODAS LAS NOCHES!



家庭作业期望

- ◆ 家庭作业从周一到周四布置。
- ◆ 家庭作业包括数学练习册页面、阅读和词汇。
- ◆ 请确保您的孩子每晚完成作业。
- ◆ 请每晚检查您孩子的文件夹！



Cell Phone & Electronic Device Policy

Policy Statement

In accordance with New York State Education Law § 2803 and Chancellor's Regulation A-413, P.S. 131 prohibits the use of personal internet-enabled electronic devices by students during the school day, from the first bell to the last bell. Our goal is to foster a respectful, distraction-free learning environment where students can fully engage in instruction and social development.

Declaración de Política De conformidad con la Ley de Educación del Estado de Nueva York § 2803 y el Reglamento A-413 del Canciller, la P.S. 131 prohíbe el uso de dispositivos electrónicos personales con conexión a internet por parte de los estudiantes durante la jornada escolar, desde el primer timbre hasta el último. Nuestro objetivo es fomentar un entorno de aprendizaje respetuoso y sin distracciones donde los estudiantes puedan participar plenamente en la instrucción y el desarrollo social.

1.政策声明-

- 根据纽约州教育法第2803条和校长条例A-413, 第131公立学校(P.S. 131)禁止学生在校期间(从第一节铃响到最后一节课铃响)使用个人联网电子设备。我们的目标是营造一个尊重学生、不受干扰的学习环境, 让学生能够充分参与教学和社交发展。

Cell Phone & Electronic Device Policy

Prohibited Use Uso prohibido 禁止使用

Students are not permitted to use personal internet-enabled devices during the school day.

This includes use:

- **In classrooms, restrooms, hallways, cafeterias, and stairwells**
- **During arrival, lunch, recess, and transitions**
- **On school trips, during emergency drills, and in after-school programs unless explicitly authorized**
- **Los estudiantes no pueden usar dispositivos personales con conexión a internet durante la jornada escolar.**
- **Esto incluye su uso:**
- **En aulas, baños, pasillos, cafeterías y escaleras**
- **Durante la llegada, el almuerzo, el recreo y las transiciones**
- **En excursiones escolares, simulacros de emergencia y en programas extraescolares, a menos que se autorice expresamente**
- **学生在校期间不得使用个人互联网设备。**
- **包括：**
- **在教室、卫生间、走廊、餐厅和楼梯间**
- **在到校、午餐、课间休息和过渡期间**
- **在学校旅行、应急演练和课后活动中(除非获得明确授权)**

Cell Phone & Electronic Device Policy

Collection/Storage Recolección/Almacenamiento 收集/存储

****Upon arrival, students must power off their devices.****

- A designated collection will be set up by each classroom teacher in every classroom.
- Phones will be stored in a secured locked container in each classroom.
- At the end of the school day, devices will be distributed by school staff in each classroom.
- Students who were late or [had their device confiscated will have to pick up their device from the main office. Please see Ms. Musacchio or Ms. Huang.

Students with approved early dismissal will retrieve their devices from their classroom teacher when they leave.

- ****Al llegar, los estudiantes deben apagar sus dispositivos.****
- Cada docente establecerá un punto de recolección en cada aula.
- Los teléfonos se guardarán en un contenedor seguro con llave en cada aula.
- Al final de la jornada escolar, el personal escolar distribuirá los dispositivos en cada aula.
- Los estudiantes que lleguen tarde o a quienes se les confisque su dispositivo deberán recogerlo en la oficina principal. Por favor, consulte con la Sra. Musacchio o la Sra. Huang.
- Los estudiantes con salida temprana aprobada recogerán sus dispositivos de manos de su docente al salir.

****学生到校后必须关闭设备。****

- 每位任课教师将在每个教室设立指定的手机回收点。
- 手机将被存放在每个教室的安全上锁容器中。
- 放学后, 学校工作人员将在每个教室分发手机。
- 迟到或设备被没收的学生必须前往总办公室领取。请联系 Musacchio 老师或 Huang 老师。
- 获准提前离校的学生离开时, 请从任课教师处领取手机

READING & WRITING GRADING POLICY:

4th Grade Grading Policy 2025-2026

Subject	Criteria	Grade	
Reading	Based on: - End of Module Vocabulary Assessments (20%) - New-Read Assessments (20%) - Question Sets (60%)		
		Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4
Writing	Based on the average of: - Focusing Question Tasks (3-6 per module) - End of Module Task (1 per module)		
		Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4

Report Card: Overall Reading grade is based on vocabulary tests, and two types of Reading tests. Question Sets are taken more frequently. Overall Writing grade is based on writing paragraphs in class and an essay at the end of the learning topic.

Boletín de calificaciones: La calificación general de lectura se basa en pruebas de vocabulario y dos tipos de pruebas de lectura. Los cuestionarios se realizan con mayor frecuencia. La calificación general de escritura se basa en la redacción de párrafos en clase y un ensayo al final del tema de aprendizaje.

成绩单：阅读总成绩基于词汇测试和两种阅读测试。问题集的出题频率更高。写作总成绩基于课堂写作段落和学习主题结尾的论文。

LISTENING & SPEAKING GRADING POLICY:

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
75-89%	3
90-100%	4

Report Card: Overall Listening and Speaking grade is based on how students perform during a class discussion amongst their classmates on a given topic/question for conversation. We will practice this in class and students will eventually have a conversation on their own without the help of the teacher.

Boletín de calificaciones: La calificación general de comprensión auditiva y expresión oral se basa en el desempeño de los estudiantes durante una discusión en clase entre sus compañeros sobre un tema o pregunta de conversación. Practicamos esto en clase y, con el tiempo, los estudiantes tendrán una conversación por su cuenta sin la ayuda del profesor.

成绩单:听力和口语总成绩基于学生在课堂讨论中就特定话题/问题与同学们进行对话时的表现。我们会在课堂上进行

MATH GRADING POLICY:

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
75-89%	3
90-100%	4

Report Card: Overall Math grade is based on the average of all tests students complete after each topic.

Boletín de calificaciones: La calificación general de matemáticas se basa en el promedio de todas las pruebas que completan los estudiantes después de cada tema.

成绩单: 总体数学成绩基于学生在每个主题后完成的所有测试的平均值。

SOCIAL STUDIES & SCIENCE GRADING

Social Studies

Based on the average of all assessment(s) and/or project(s) given during the marking period.

Average Score	Report Card Grade
1-59%	1
60-74%	2
75-89%	3
90-100%	4

Report Card: Overall Social Studies grade is based on the average of all tests, quizzes, or projects students complete during each topic.

Boletín de calificaciones: La calificación general de Estudios Sociales se basa en el promedio de todas las pruebas, cuestionarios o proyectos que los estudiantes completan durante cada tema.

成绩单: 社会研究 总体成绩基于学生在每个主题中完成的所有测试、测验或项目的平均值。

4th Grade Promotional Policy 2025-2026

	January	June
Attendance Expectations	Minimum of 90% attendance is expected	Minimum of 90% attendance is expected (162 days)
Reading Standards	Met 6/9 standards	Met 11/17 standards
Writing Standards	Met 3/5 standards	Met 5/8 standards
Listening & Speaking Standards	Met 3/4 standards	Met 3/5 standards
Math Standards	Met 10/13 standards ___Average of Module 1-3 Assessments	Met 17/27 standards ___Average of Module 1-6 Assessments
Homework Expectations	A minimum of 80% of homework is expected to be completed	A minimum of 80% of homework is expected to be completed
Behavior		
Services	If applicable, each service provider will provide work samples to demonstrate the progress of the individual student	
Other		

Here is the link to see the standards:

<https://docs.google.com/document/d/1cviadyssSibdovgwsC8MyBmOAyVZPvOf/edit?usp=sharing&oid=110405513633186420298&rtpof=true&sd=true>

FLOW OF THE DAY/ FLUJO DEL DÍA/ 当天的

Period 1 8:00am-8:50am	Morning Routine & MTSS
Period 2 8:55am-9:45am	Math
Period 3 9:50am-10:40am	Math & Social Studies
Period 4 10:45am-11:35am	LUNCH & RECESS
Period 5 11:40am-12:30pm	Wit & Wisdom
Period 6 12:33pm-1:23pm	Wit & Wisdom
Period 7 1:25pm-2:15pm	PREP

Period 1 8:00am-8:50am	Rutina matutina y MTSS
Period 2 8:55am-9:45am	Matemáticas
Period 3 9:50am-10:40am	Matemáticas y estudios sociales
Period 4 10:45am-11:35am	ALMUERZO y RECREO
Period 5 11:40am-12:30pm	Ingenio y sabiduría
Period 6 12:33pm-1:23pm	Ingenio y sabiduría
Period 7 1:25pm-2:15pm	DEBERES

4th Grade Flow of Day 2025-2026

Period 1 8:00am-8:50am	早晨例行公事 & MTSS
Period 2 8:55am-9:45am	数学
Period 3 9:50am-10:40am	数学与社会研究
Period 4 10:45am-11:35am	午餐和休息
Period 5 11:40am-12:30pm	智慧与才智
Period 6 12:33pm-1:23pm	智慧与才智
Period 7 1:25pm-2:15pm	准备



WIT & WISDOM[®]

This year, we are continuing with the ELA curriculum we started last year.

WIT & WISDOM PACING CALENDAR

Module 1: *A Great Heart* - We will examine the complexity of the human heart. Not only is the heart biological wonder, it is also a symbol of human emotions. We will explore what it means to have a “great heart,” both literally and figuratively.



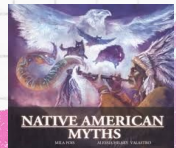
Module 2: *Extreme Settings* - We will delve into human responses to challenges of nature. Students will learn that challenges can be both big and small and can come from within a person or from the outside environment.



Module 3: *The Redcoats Are Coming!* - We will use a critical eye to see how the American Revolution was a foundation for American history.



Module 4: *Myth Making* - We will read and analyze myths from the ancient Greeks and Romans, as well as Native American tribes, to learn the purpose and importance of these stories in their cultures.



WIT & WISDOM TIPS FOR FAMILIES

WIT & WISDOM TIPS FOR FAMILIES

GRADE 4 | MODULE 1

GRADE 4 | MODULE 1

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: A Great Heart

Module 2: Extreme Settings

Module 3: The Redcoats Are Coming!

Module 4: Myth Making

In Module 1, we will examine the complexity of the human heart. Not only is the heart a biological wonder, it is also a symbol of human emotions. We will explore what it means to have a "great heart," both literally and figuratively.

OUR CLASS WILL READ THESE BOOKS

Novel

- *Love That Dog*, Sharon Creech

Poems

- "The Red Wheelbarrow," William Carlos Williams
- "Stopping by Woods on a Snowy Evening," Robert Frost
- "The Pasture," Robert Frost
- "Love That Boy," Walter Dean Myers
- "dog," Valerie Worth
- "Heart to Heart," Rita Dove

Picture Book

- *The Circulatory Story*, Mary K. Corcoran

OUR CLASS WILL EXAMINE THIS PAINTING

- *The Clinic of Dr. Gross*, Thomas Eakins

OUR CLASS WILL WATCH THIS VIDEO

- "Exploring the Heart: The Circulatory System"

OUR CLASS WILL ASK THESE QUESTIONS

- How does someone show a great heart, figuratively?
- What is a great heart, literally?
- How do the characters in *Love That Dog* show characteristics of great heart?
- What does it mean to have a great heart, literally and figuratively?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- *Clara and Davie*, Patricia Polacco
- *Clara Barton: Angel of the Battlefield*, Editors of TIME for Kids
- *Who Was Clara Barton?* Stephanie Spinner
- *Sergeant Reckless: The True Story of the Little Horse Who Became a Hero*, Patricia McCormick
- *Phineas Gage: A Gruesome but True Story about Brain Science*, John Fleischman
- *Breakthrough!: How Three People Saved "Blue Babies" and Changed Medicine Forever*, Jim Murphy
- *The One and Only Ivan*, Katherine Applegate
- *Katerina's Wish*, Jeannie Mobley
- *Locomotion*, Jacqueline Woodson
- *The Circulatory System*, Christine Taylor-Butler

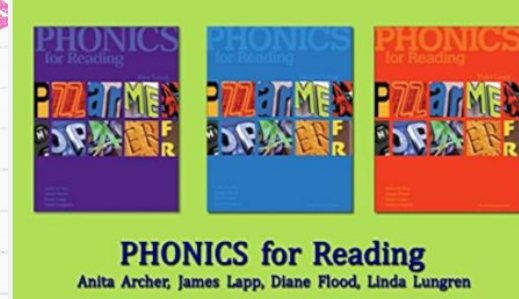
PLACES YOU CAN VISIT TO TALK ABOUT THE HEART

When you visit the doctor together, ask:

- What do you notice about the doctor?
- What do you wonder about your own heart?
- What do we do to be sure we have healthy hearts?
- Tell me about a time when you felt like our family showed great heart?

MTSS

- ❑ MTSS stands for Multi-Tiered System of Supports.
 - It is a framework that helps us identify student's academic strengths and challenges and provide support based on their needs.
 - During this time students work in smaller groups to build their literacy skills.
- ❑ We are using Phonics for Reading which is a program that provides critical foundational skills for struggling readers.
 - While using this program students will have opportunities to show their knowledge in three different forms: verbal, written, or action.



BOOK OF THE MONTH/LIBRO DEL MES/ 本月图



Alexandra Penfold ✨ Suzanne Kaufman



All Are Welcome



A New York Times Bestseller

All Are Welcome lets children know that no matter what, they have a place, they have a space, they are welcome in their school.

All Are Welcome habla de que los niños saber que, pase lo que pase, tienen un lugar, tienen un espacio, son bienvenidos en su escuela.

“All Are Welcome” 让孩子们知道，无论怎样，他们在学校都有一席之地，都有空间，学校欢迎他们。

MATH TIPS FOR FAMILIES

MODULE 1 FOCUS

In this first module of Grade 4, students extend their work with whole numbers, first with familiar large units (hundreds and thousands), and then develop their understanding up to 1 million. They practice and further deepen their facility with patterns in the base-10 number system.

MORE SPECIFICALLY, CHILDREN WILL LEARN HOW TO:

- Use addition, subtraction, multiplication and division to solve multistep word problems involving whole numbers and having whole-number answers.
- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form
- Use place value understanding to round multi-digit whole numbers to any place
- Fluently add and subtract multi-digit whole numbers

WORDS TO KNOW

- **Ten thousands, hundred thousands** (as places on the place value chart)
- **One million, ten millions, hundred millions** (as places on the place value chart)
- **Sum:** answer to an addition problem
- **Difference:** answer to a subtraction problem
- **Rounding:** approximating the value of a given number
- **Place value:** the numerical value that a digit has by virtue of its position in a number
- **Standard form:** a number written in the format: 135
- **Expanded form:** e.g., $100 + 30 + 5 = 135$
- **Word form:** e.g., one hundred thirty-five
- **=, <, >** (equal to, less than, greater than)

SAMPLE PROBLEMS

SAMPLE 1

4th grade students will learn to round large numbers to various place values.

$$935,292 \approx 900,000$$

$$935,292 \approx 940,000$$

$$935,292 \approx 935,000$$

We will also discuss which place value is appropriate to round to in different situations — what degree of accuracy is required?

Place value chart equivalence



SAMPLE 2

Place Value Chart and Place Value Cards: In Module 1, students make extensive use of place value tools, as they have done in earlier grade levels. Now, however, students work with the extended place value chart, which includes place values beyond hundreds, tens, and ones. They may also use place value cards as they have in earlier years to support their learning.

Place Value Chart, to the millions place

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

HOW YOU CAN HELP AT HOME

- When given a large, multi-digit number, ask your student what each digit represents. (e.g. "What does the 4 signify in the number 34,500?" Answer: 4,000)
- Help practice writing numbers correctly by saying large numbers and having your student write them down. Students can create their own place value charts to help.

MATH PACING CALENDAR

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)

Module 2: Unit Conversions (7 days)

Module 3: Multi-Digit Multiplication and Division (43 days)

engage^{ny}

Module 4: Angle Measure and Plane Figures (20 days)

Module 5: Fraction Equivalence, Ordering, and Operations (45 days)

Module 6: Decimal Fractions (20 days)

Module 7: Exploring Measurement with Multiplication (20 days)

REQUIRED MATH FLUENCY

Grade	Required Fluency
K	Add and subtract within 5
1	Add and subtract within 10
2	Add and subtract within 20 (mentally) Add and subtract within 100
3	Multiply and divide within 100 Add and subtract within 1,000
4	Add and subtract multidigit whole numbers using standard algorithms

MATH RESOURCES

These are some resources your children can use to help maintain their math skills throughout the school year. Students have access to these digital platforms on their iPad:

- ❑ MAP Accelerator
- ❑ IXL
- ❑ Memorizing their 1-10 multiplication table



X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

HOW TO PREPARE FOR 4TH GRADE

Grade 4 mathematics is about:

- Developing understanding and fluency with **multi-digit multiplication**, and developing understanding of **dividing to find quotients involving multi-digit dividends**
- Developing an understanding of **fraction equivalence**, **addition and subtraction of fractions** with like denominators, and **multiplication of fractions** by whole numbers
- Understanding that **geometric figures** can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

Multiply
Multi-
digit
numbers



ADD A ZERO ON
THE ONES
PLACE, THEN
MULTIPLY THE
TENS PLACE IN
THE BOTTOM
NUMBER BY
ALL NUMBERS
ON TOP.

$$\begin{array}{r} 14 \\ 239 \\ \times 45 \\ \hline 1195 \\ 9560 \\ \hline 10,755 \end{array}$$

MULTIPLY THE ONES PLACE IN
THE BOTTOM NUMBER BY ALL
NUMBERS ON TOP.

ADD THE TWO PRODUCTS
TOGETHER TO GET YOUR FINAL
ANSWER.

LONG DIVISION

÷ **D** IVIDE
× **M** ULTIPLY
- **S** UTRACT
↓ **B** RING DOWN

DEVIDOR 3 **126** **QUOTIENT**
380 **DEVIDEND**
- 3
08
- 6
20
- 18
2
REMAINDER

DEVIDOR: A NUMBER DIVIDED INTO
ANOTHER NUMBER.
DEVIDEND: A NUMBER THAT WILL BE
DIVIDED BY ANOTHER NUMBER.
QUOTIENT: A NUMBER THAT RESULTS
FROM THE DIVISION OF ONE NUMBER
TO ANOTHER NUMBER.
REMAINDER: THE NUMBER LEFT OVER
WHEN THE DEVIDEND CAN NOT BE
DIVIDED EQUALLY.

Equivalent Fractions Using Multiplication

Multiply the numerator and denominator of
a fraction by the same number.

$$\frac{1}{3} \times 2 = \frac{2}{6} \quad \frac{2}{5} \times 4 = \frac{8}{20}$$

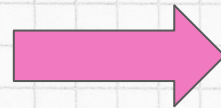
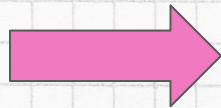
Line VOCABULARY

- **POINT**
An exact location in space.
- **LINE**
An endless straight path with no end.
- **LINE SEGMENT**
A part of a line with TWO endpoints.
- **RAY**
A part of a line with ONE endpoint.
- **INTERSECTING**
Lines that cross at ONE point.
- **PERPENDICULAR**
Lines that intersect to form 90-degree angles.
- **PARALLEL**
Lines that never intersect.

Student Support

Screeners- Students will be assessed in a variety of ways in order to get to them as best as we can. Examples include MAP and Acadience.

MAP Accelerator- Students can use this both as a station in class, and at home. It allows students to explore new topics and strengthen skills by doing practice problems and tutorials.



NYSESLAT

The NYSESLAT is an exam that assesses English Language Learner's progress in acquiring English and helps us to provide them with the type of English Language support they need to participate productively in the classroom.

NYSESLAT has 4 components; Speaking, Listening, Reading, and Writing.
The scale scores range from 30-90.

Part #1 Speaking 

Part #2 Listening  , Reading  and Writing 

NYSESLAT

Your child received a letter with their scores.

If the student scores: Entering (EN), Emerging (EM), Transitioning (TR) or Expanding (EX), they will continue to receive ENL services this year and will take the NYSESLAT exam at the end of the school year.

If the student scores commanding (CM), they will receive 2 more years of ENL support but **WILL NOT** have to take the NYSESLAT assessment again.

THIS YEAR'S ASSESSMENTS

- ❑ September 16: **MAP ELA** (Computer assessment meant to assess ELA skills learned this year).
- ❑ September 18: **MAP Math** (Computer assessment meant to assess ELA skills learned this year).
- ❑ April 14 - April 24: **ELA State Exam**
- ❑ April 28 - May 8: **Math State Exam**
- ❑ **NYSESLAT** - English Language Learner proficiency assessment.
- ❑ April 6 - May 22: Speaking
- ❑ May 4 - 22: Listening, Reading, Writing

We will let you know the exact dates as we get closer!

UPCOMING CLASSROOM ASSESSMENTS

- ❑ **October 9:** MATH Module 1 Review
- ❑ **October 10:** MATH Module 1 Test
- ❑ **October 22:** MATH Module 2 Review
- ❑ **October 23:** MATH Module 2 Test
- ❑ **November 5 & 6:** WIT AND WISDOM Module 1 Vocabulary Test
- ❑ **Wit and Wisdom Tests will be given throughout the Module. Your child will read passages and answer questions.**

UPCOMING IMPORTANT DATES

- ❑ September 23 & September 24: NO SCHOOL
- ❑ September 27: Back to School Family Event
- ❑ October 2: NO SCHOOL
- ❑ October 13: NO SCHOOL
- ❑ October 20 : NO SCHOOL
- ❑ November 4: NO SCHOOL
- ❑ November 11: NO SCHOOL
- ❑ November 27 & November 28: NO SCHOOL
- ❑ December 11: Parent Teacher Conferences

PRÓXIMAS FECHAS IMPORTANTES

- ❑ 23 y 24 de septiembre : NO HAY ESCUELA
- ❑ 27 de septiembre : Evento familiar de regreso a clases
- ❑ 2 de octubre : NO HAY ESCUELA
- ❑ 13 de octubre : NO HAY ESCUELA
- ❑ 20 de octubre : NO HAY ESCUELA
- ❑ 4 de noviembre : NO HAY ESCUELA
- ❑ 11 de noviembre : NO HAY ESCUELA
- ❑ 27 y 28 de noviembre : NO HAY ESCUELA
- ❑ 11 de diciembre : Conferencias de padres y maestros

即将到来的重要日期

- ❑ 9月23日和9月24日: 没有学校
- ❑ 9月27日: Back to School Family Event
- ❑ 10月2日: 没有学校
- ❑ 10月13日: 没有学校
- ❑ 10月20日: 没有学校
- ❑ 11月4日: 没有学校
- ❑ 11月11日: 没有学校
- ❑ 11月27日和11月28日: 没有学校
- ❑ 12月11日: 家长教师会议

FAMILY FRIDAYS/VIERNES FAMILIARES/ 家庭星期五

Families will have the opportunity to come into the classrooms to participate in various learning activities!

Las familias tendrán la oportunidad de venir a las aulas para participar en diversas actividades de aprendizaje!

家庭将有机会进入教室参加各种学习活动！

- ❑ November 14/14 de noviembre/11月14日
- ❑ January 16/ 16 de enero/1月16日
- ❑ March 13/13 de marzo/3月13日
- ❑ May 15/15 de mayo/5月15日



SCHOOL DRILLS/SIMULACROS ESCOLARES/ 学校演

习

These include fire (evacuation) drills, shelter drills, and lock down drills. Once the dates of evacuation drills are given, a notice will be sent home to all families. We exit the building quickly and quietly. We re-enter the building quickly and quietly as well.

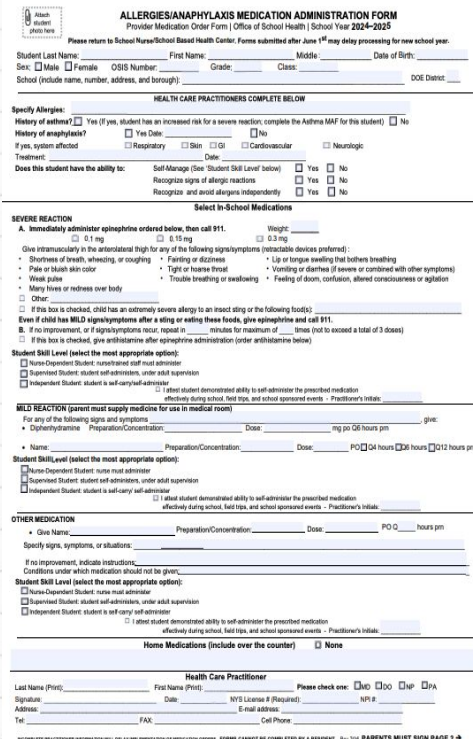
Estos incluyen simulacros de incendio (evacuación), simulacros de refugio y simulacros de confinamiento. Una vez que se indiquen las fechas de los simulacros de evacuación, se enviará un aviso a todas las familias. Salimos del edificio rápida y silenciosamente. También volvemos a entrar al edificio rápida y silenciosamente.

这些演习包括消防(疏散)演习、避难所演习和封锁演习。一旦确定疏散演习日期,我们将向所有家庭发出通知。我们会迅速安静地撤离大楼。我们也会迅速安静地重新进入大楼。



Allergies & Asthma

- ◆ If you have not done so already, submit the allergy form to your child's teacher
- ◆ It is important for us to know which students have allergies
- ◆ If your child requires an EpiPen or has asthma, please fill out the correct DOE form by the doctor with the medication
- ◆ No medicine can be accepted without the appropriate DOE form. If you send in medicine without a form, it will be returned to you.

The form is titled "ALLERGIES/ANAPHYLAXIS MEDICATION ADMINISTRATION FORM" and is a "Provider Medication Order Form" for the "Office of School Health | School Year 2024-2025". It includes a section for "HEALTH CARE PRACTITIONERS COMPLETE BELOW" with fields for "Specify Allergies", "History of anaphylaxis?", "If yes, system affected", "Treatment", and "Does this student have the ability to: Self-Administer (See Student Skill Level below)", "Recognize signs of allergic reactions", and "Recognize and avoid allergens independently". There are also sections for "SEVERE REACTION", "MILD REACTION", "OTHER MEDICATION", and "Home Medications". The form is designed to be filled out by a health care practitioner and includes checkboxes for various symptoms and conditions.

ALLERGIES/ANAPHYLAXIS MEDICATION ADMINISTRATION FORM
Provider Medication Order Form | Office of School Health | School Year 2024-2025

Please return to School Nurse/School Based Health Center. Forms submitted after June 1st may delay processing for new school year.

Student Last Name: _____ First Name: _____ Middle: _____ Date of Birth: _____
Sex: ☐ Male ☐ Female OSIS Number: _____ Grade: _____ Class: _____ DOE District: _____
School (include name, number, address, and borough): _____

HEALTH CARE PRACTITIONERS COMPLETE BELOW

Specify Allergies:
History of anaphylaxis? ☐ Yes (If yes, student has an increased risk for a severe reaction; complete the Anaphylaxis MAF for this student) ☐ No
History of anaphylaxis? ☐ Yes ☐ No
If yes, system affected: ☐ Respiratory ☐ Skin ☐ GI ☐ Cardiovascular ☐ Neurologic
Treatment: _____
Does this student have the ability to:
Self-Administer (See Student Skill Level below) ☐ Yes ☐ No
Recognize signs of allergic reactions ☐ Yes ☐ No
Recognize and avoid allergens independently ☐ Yes ☐ No

Select In-School Medications

SEVERE REACTION
A. Immediately administer epinephrine ordered below, then call 911. Weight: _____
☐ 0.1 mg ☐ 0.15 mg ☐ 0.3 mg
Give intramuscularly in the anterolateral thigh for any of the following signs/symptoms (injectable devices preferred):
• Shortness of breath, wheezing, or coughing • Fainting or dizziness • Lip or tongue swelling that hinders breathing
• Pale or bluish skin color • Tight or hoarse throat • Vomiting or diarrhea (if severe or combined with other symptoms)
• Weak pulse • Trouble breathing or swallowing • Feeling of doom, confusion, altered consciousness or agitation
• Many hives or redness over body
• Other: _____
If this box is checked, child has an extremely severe allergy to an insect sting or the following food(s): _____
Even if child has MILD signs/symptoms after a sting or eating these foods, give epinephrine and call 911.
B. If no improvement, or if signs/symptoms recur, repeat in _____ minutes for maximum of _____ times (not to exceed a total of 3 doses)
If this box is checked, give epinephrine after epinephrine administration (order epinephrine below)

Student Skill Level (select the most appropriate option):
☐ None/Dependent Student: nurse/health staff must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events • Practitioner's Initials: _____

MILD REACTION (parent must supply medicine for use in medical room) _____ g/mL
For any of the following signs and symptoms: _____
• Diphenhydramine Preparation/Concentration: _____ Dose: _____ mg po q6 hours prn
• Name: _____ Preparation/Concentration: _____ Dose: _____ po q4 hours q6 hours q12 hours prn
Student Skill Level (select the most appropriate option):
☐ None/Dependent Student: nurse must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events • Practitioner's Initials: _____

OTHER MEDICATION
• Give Name: _____ Preparation/Concentration: _____ Dose: _____ PO ☐ _____ hours prn
Specify signs, symptoms, or situations: _____
If no improvement, indicate instructions: _____
Conditions under which medication should not be given: _____
Student Skill Level (select the most appropriate option):
☐ None/Dependent Student: nurse must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events • Practitioner's Initials: _____

Home Medications (include over the counter) ☐ None

Health Care Practitioner
Last Name (Print): _____ First Name (Print): _____ Please check one: ☐ MD ☐ DO ☐ NP ☐ PA
Signature: _____ Date: _____ NY State License # (Required): _____
Address: _____ E-mail address: _____
Tel: _____ Cell Phone: _____
FAX: _____

INCOMPLETE PRACTITIONER INFORMATION WILL DELAY IMPLEMENTATION OF MEDICATION ORDER. FORMS CANNOT BE COMPLETED BY A PARENT! No TEA PARENTS MUST SIGN PAGE 2

Alergias y Asma

- ❖ Si aún no lo ha hecho, envíe el formulario de alergia al maestro de su hijo.
- ❖ Es importante para nosotros saber qué estudiantes tienen alergias.
- ❖ Si su hijo necesita un EpiPen o tiene asma, complete el formulario DOE correcto junto con el medicamento del médico.
- ❖ No se aceptará ningún medicamento sin el formulario DOE correspondiente. Si envía un medicamento sin dicho

 **ALLERGIES/ANAPHYLAXIS MEDICATION ADMINISTRATION FORM**
Provider Medication Order Form | Office of School Health | School Year 2024-2025
Please return to School Nurse/School Health Center. Forms submitted after June 14 may delay processing for new school year.

Student Last Name: _____ First Name: _____ Middle: _____ Date of Birth: _____
Sex: ☐ Male ☐ Female OHS Number: _____ Grade: _____ Class: _____ DOE District: _____
School (include name, number, address, and borough): _____

HEALTH CARE PRACTITIONERS COMPLETE BELOW

Specify Allergies:
History of anaphylaxis? ☐ Yes (If yes, student has an increased risk for a severe reaction; complete the Anaphylaxis MAF for this student) ☐ No
History of asthma? ☐ Yes ☐ No
If yes, system affected: ☐ Respiratory ☐ Skin ☐ GI ☐ Cardiovascular ☐ Neurologic
Treatment: _____
Does this student have the ability to:
Self-Administer (See Student Skill Level below) ☐ Yes ☐ No
Recognize signs of allergic reactions ☐ Yes ☐ No
Recognize and avoid allergens independently ☐ Yes ☐ No

Select In-School Medications

SEVERE REACTION
A. Immediately administer epinephrine ordered below, then call 911. Weight: _____
☐ 0.1 mg ☐ 0.15 mg ☐ 0.3 mg
Give intramuscularly in the anterolateral thigh for any of the following signs/symptoms (injectable devices preferred):
• Shortness of breath, wheezing, or coughing • Fainting or dizziness • Lip or tongue swelling that hinders breathing
• Pale or bluish skin color • Tight or hoarse throat • Vomiting or diarrhea (if severe or combined with other symptoms)
• Itchy pulse • Trouble breathing or swallowing • Feeling of doom, confusion, altered consciousness or agitation
• Many hives or redness over body
☐ Other: _____
☐ If this box is checked, child has an extremely severe allergy to an insect sting or the following food(s): _____
Even if child has MILD signs/symptoms after a sting or eating these foods, give epinephrine and call 911.
☐ If no improvement, or if signs/symptoms recur, repeat in _____ minutes for maximum of _____ times (not to exceed a total of 3 doses)
☐ If this box is checked, give epinephrine after epinephrine administration (order epinephrine below)

Student Skill Level (select the most appropriate option):
☐ Nurse-Dependent Student: nurse/trained staff must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

MILD REACTION (parent must supply medicine for use in medical room)
For any of the following signs and symptoms _____ giv: _____
• Diphenhydramine Preparation/Concentration: _____ Dose: _____ mg po Q6 hours prn
• Name: _____ Preparation/Concentration: _____ Dose: _____ PO Q4 hours ☐ Q6 hours ☐ Q12 hours prn

Student Skill Level (select the most appropriate option):
☐ Nurse-Dependent Student: nurse must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

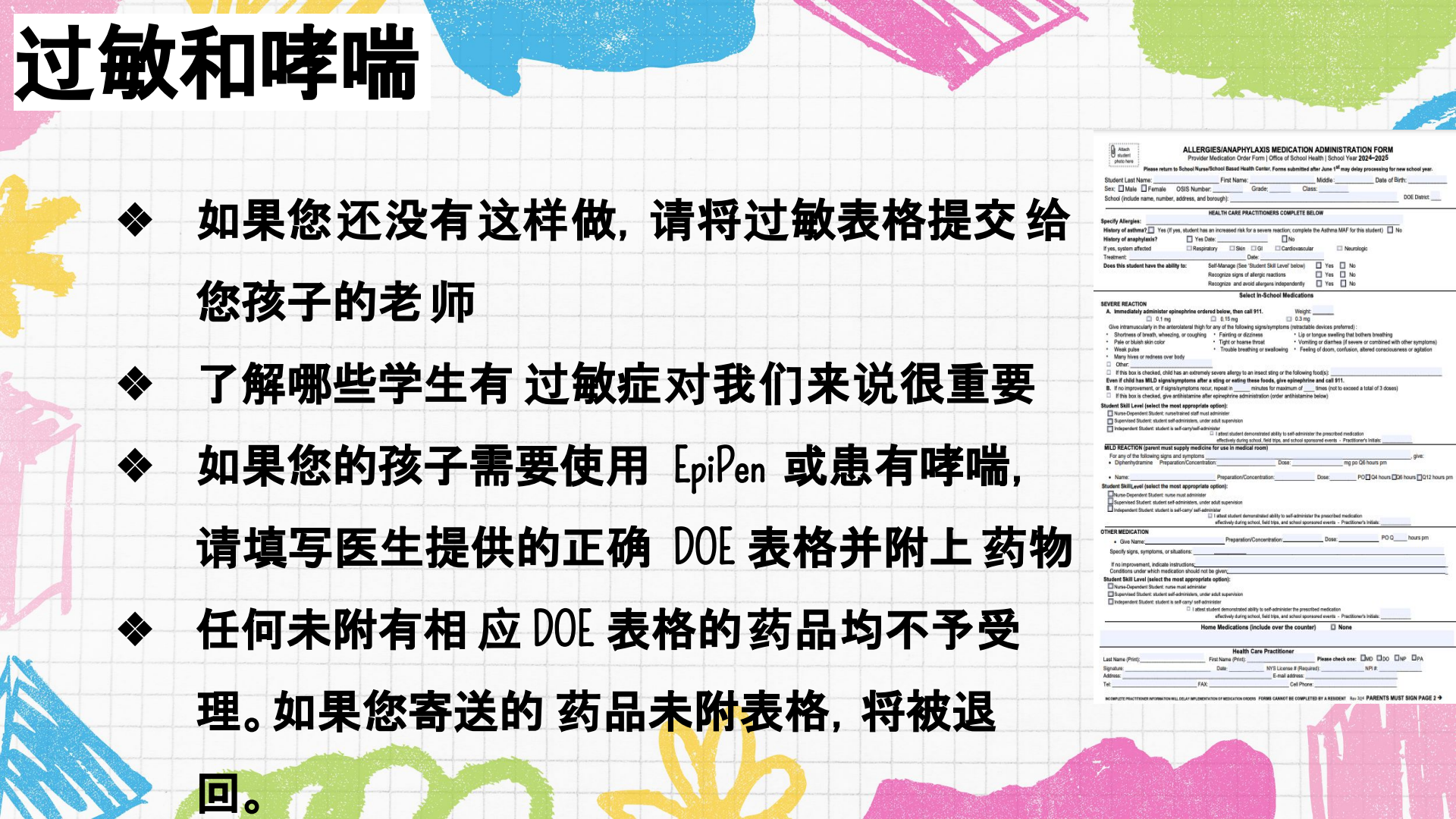
OTHER MEDICATION
• Give Name: _____ Preparation/Concentration: _____ Dose: _____ PO Q _____ hours prn
Specify signs, symptoms, or situations: _____
If no improvement, indicate instructions: _____
Conditions under which medication should not be given: _____

Student Skill Level (select the most appropriate option):
☐ Nurse-Dependent Student: nurse must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

Home Medications (include over the counter) ☐ None

Health Care Practitioner
Last Name (Print): _____ First Name (Print): _____ Please check one: ☐ MD ☐ DO ☐ NP ☐ PA
Signature: _____ Date: _____ NY State License # (Required): _____ NPI # _____
Address: _____ E-mail address: _____
Tel: _____ Cell Phone: _____
FAX: _____

INCOMPLETE PRACTITIONER INFORMATION WILL DELAY IMPLEMENTATION OF MEDICATION ORDER. FORMS CANNOT BE COMPLETED BY A PARENT! No TOX PARENTS MUST SIGN PAGE 2



过敏和哮喘

- ❖ 如果您还没有这样做，请将过敏表格提交给您孩子的老师
- ❖ 了解哪些学生有过敏症对我们来说很重要
- ❖ 如果您的孩子需要使用 EpiPen 或患有哮喘，请填写医生提供的正确 DOE 表格并附上药物
- ❖ 任何未附有相应 DOE 表格的药品均不予受理。如果您寄送的药品未附表格，将被退回。

ALLERGIES/ANAPHYLAXIS MEDICATION ADMINISTRATION FORM
Provider Medication Order Form | Office of School Health | School Year 2024-2025

Please return to School Nurse/School Based Health Center. Forms submitted after June 14 may delay processing for new school year.

Student Last Name: _____ First Name: _____ Middle: _____ Date of Birth: _____
Sex: ☐ Male ☐ Female OSIS Number: _____ Grade: _____ Class: _____ DOE District: _____
School (include name, number, address, and borough): _____

HEALTH CARE PRACTITIONERS COMPLETE BELOW

Specify Allergies:
History of anaphylaxis? ☐ Yes (If yes, student has an increased risk for a severe reaction; complete the Anaphylaxis MAF for this student) ☐ No
History of asthma? ☐ Yes ☐ No
If yes, system affected: ☐ Respiratory ☐ Skin ☐ GI ☐ Cardiovascular ☐ Neurologic
Treatment: _____
Does this student have the ability to:
Self-Administer (See "Student Skill Level" below) ☐ Yes ☐ No
Recognize signs of allergic reactions ☐ Yes ☐ No
Recognize and avoid allergens independently ☐ Yes ☐ No

Select In-School Medications

SEVERE REACTION
A. Immediately administer epinephrine ordered below, then call 911. Weight: _____
☐ 0.1 mg ☐ 0.15 mg ☐ 0.3 mg
Give intramuscularly in the anterolateral thigh for any of the following signs/symptoms (injectable devices preferred):
• Shortness of breath, wheezing, or coughing • Fainting or dizziness • Lip or tongue swelling that hinders breathing
• Pale or bluish skin color • Tight or hoarse throat • Vomiting or diarrhea (if severe or combined with other symptoms)
• Hives • Trouble breathing or swallowing • Feeling of doom, confusion, altered consciousness or agitation
• Many hives or redness over body
• Other: _____
If this box is checked, child has an extremely severe allergy to an insect sting or the following food(s): _____
Even if child has MILD signs/symptoms after a sting or eating these foods, give epinephrine and call 911.
B. If no improvement, or if signs/symptoms recur, repeat in _____ minutes for maximum of _____ times (not to exceed a total of 3 doses).
If this box is checked, give epinephrine after epinephrine administration (order antihistamine below): _____

Student Skill Level (select the most appropriate option):
☐ Nurse-Dependent Student: nurse/teacher staff must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administrator ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

MILD REACTION (parent must supply medicine for use in medical room)
For any of the following signs and symptoms: _____ giv: _____
• Diphenhydramine Preparation/Concentration: _____ Dose: _____ mg po Q6 hours prn
• Name: _____ Preparation/Concentration: _____ Dose: _____ po Q4 hours Q6 hours Q12 hours prn

Student Skill Level (select the most appropriate option):
☐ Nurse-Dependent Student: nurse must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administrator ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

OTHER MEDICATION
• Give Name: _____ Preparation/Concentration: _____ Dose: _____ PO ☐ _____ hours prn
Specify signs, symptoms, or situations: _____
If no improvement, indicate instructions: _____
Conditions under which medication should not be given: _____

Student Skill Level (select the most appropriate option):
☐ Nurse-Dependent Student: nurse must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administrator ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

Home Medications (include over the counter) ☐ None

Health Care Practitioner
Last Name (Print): _____ First Name (Print): _____ Please check one: ☐ MD ☐ DO ☐ NP ☐ PA
Signature: _____ Date: _____ NY State License # (Required): _____
Address: _____ E-mail address: _____
Tel: _____ Cell Phone: _____ FAX: _____

HEALTH CARE PRACTITIONERS SIGNING THIS FORM WILL DELAY IMPLEMENTATION OF MEDICATION ORDER. FORMS CANNOT BE COMPLETED BY A PARENT! No TOC PARENTS MUST SIGN PAGE 2

[illegible]

- ❖ Every child must submit a blue card if you have not done so already
- ❖ Your child will only be released to whoever is on the blue card
- ❖ A child can only walk home if you signed the Walker Permission Slip

EMERGENCY CONTACT CARD (Print Information) **SCHOOL YEAR 201__ to 201__**

Student: Last Name _____ First _____ MI _____ DOB _____ Sex _____ ID# _____

Parent/Guardian (Student resides with): _____ Relationship _____
Parent's Preferred Language of Communication: _____ Written _____ Oral _____

Home Telephone (_____) Work Telephone (_____) Cell No. (_____) E-mail _____
Address _____ Apt _____ Borough _____ ZIP _____

Other Parent/Guardian: _____ Relationship _____
Parent's Preferred Language of Communication: _____ Written _____ Oral _____

Home Telephone (_____) Work Telephone (_____) Cell No. (_____) E-mail _____
Address _____ Apt _____ Borough _____ ZIP _____

List below names of three (3) persons who may be called in case of emergency or if child is sick in school.
PHI 4100.1 - BE RELEASED ONLY TO PERSONS ON THIS CARD

Name _____	Telephone (_____)	Relationship _____
Name _____	Telephone (_____)	Relationship _____
Name _____	Telephone (_____)	Relationship _____

If there is a person who may NOT HAVE ACCESS to child, please indicate:
Name _____ Relationship _____ Order of Protection Exists? Yes ___ No ___

Principal will be notified in writing of any changes to information on this card _____

Signature of Parent/Guardian _____

Trade _____ Class _____ Room No. _____ Teacher _____

5-2290 80.3 (4000 Pgs) 01/12 **New York City Department of Education**

Políticas de despido

- ❖ Cada niño debe presentar una tarjeta azul si aún no lo ha hecho.
- ❖ Su hijo sólo será entregado a quien esté en la tarjeta azul
- ❖ Un niño solo puede caminar a casa si usted firmó el Permiso para

Caminar

EMERGENCY CONTACT CARD (Print Information)

SCHOOL YEAR 201__ to 201__

Student: Last Name _____ First _____ MI _____ DOB _____ Sex _____ ID# _____

Parent/Guardian (Student resides with): _____ Relationship _____
Parent's Preferred Language of Communication: _____ Written _____ Oral _____

Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
Address _____ Apt. _____ Borough _____ Relationship _____ ZIP _____

Other Parent/Guardian: _____ Relationship _____
Parent's Preferred Language of Communication: _____ Written _____ Oral _____

Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
Address _____ Apt. _____ Borough _____ Relationship _____ ZIP _____

List below names of three (3) persons who may be called in case of emergency or if child is sick in school.
DO NOT RELEASE ONLY TO PERSONS NAMED ON THIS CARD

Name _____ Telephone () _____ Relationship _____
Name _____ Telephone () _____ Relationship _____
Name _____ Telephone () _____ Relationship _____

If there is a person who may NOT HAVE ACCESS to child, please indicate:
Name _____ Relationship _____ Order of Protection Exists? Yes ___ No ___

Principal will be notified in writing of any changes to information on this card _____

Signature of Parent/Guardian _____

Grade _____ Class _____ Room No. _____ Teacher _____

5-2290.00.3 (4000 Pgs) 01/12

New York City Department of Education

- ❖ 如果您尚未提交 蓝卡, 则每个孩子都必须提交蓝卡
- ❖ 您的孩子只会被 释放给持有蓝卡的人
- ❖ 孩子只有在您 签署了步行许可单后才能步行回家

EMERGENCY CONTACT CARD (Print Information)

SCHOOL YEAR 201__ to 201__

Student: Last Name _____ First _____ MI _____ DOB _____ Sex _____ ID# _____
Parent/Guardian (Student resides with) _____ Relationship _____
Parent's Preferred Language of Communication _____ Written _____ Oral _____
Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
Address _____ Apt. _____ Borough _____ ZIP _____
Other Parent/Guardian: _____
Parent's Preferred Language of Communication _____ Written _____ Oral _____
Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
Address _____ Apt. _____ Borough _____ ZIP _____

List below names of three (3) persons who may be called in case of emergency or if child is sick in school.
(CHILD WILL BE RELEASED ONLY TO PERSONS NAMED ON THIS CARD.)

Name _____	Telephone () _____	Relationship _____
Name _____	Telephone () _____	Relationship _____
Name _____	Telephone () _____	Relationship _____

If there is a person who may NOT HAVE ACCESS to child, please indicate:
Name _____ Relationship _____ Order of Protection Exists? Yes ___ No ___

Principal will be notified in writing of any changes to information on this card _____

Signature of Parent/Guardian

Grade _____ Class _____ Room No. _____ Teacher _____

5-2296 80.3 (4000 Pkg.) 01/12

New York City Department of Education

MS. WOOD

School Counselor



Contact Info:

mwood11@schools.nyc.gov

(718)431-1960

KEEP IN TOUCH MANTENERSE EN CONTACTO

保持联系

Parent Coordinator - Coordinadora de padres - 家长协调员

Lisa Rivera → LRivera126@schools.nyc.gov

Community Coordinator - Coordinador comunitario - 社区协调员

Kenny Leung → cleung10@schools.nyc.gov

Guidance Counselor - Consejero de orientación - 指导顾问

Magdalena Wood → mwood11@schools.nyc.gov

Family Workers - Trabajadoras familiares - 家庭工人

April Huang → ghuang@schools.nyc.gov

Maria Musacchio → mmusacchio@schools.nyc.gov

Visit Our School Website

<https://www.ps131k.org/>

MEET THE TEACHER

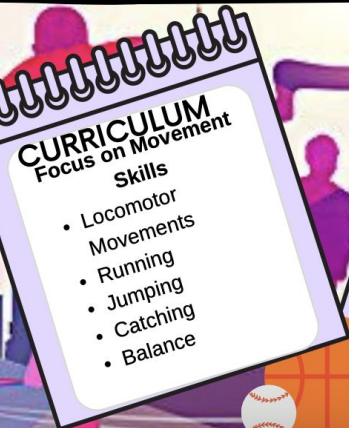


INTRODUCTION

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.



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



Physical Education - Martin

718-431-1960



Welcome families to the P.S.131 Physical Education Program. I am thrilled to be working alongside an amazing faculty and a community of Physical Education enthusiasts to bring the many benefits of the program to your child during the 2025-2026 school year.



Physical Education is an integral part of your child's education program. The students will engage in physical movement and develop personal and social skills necessary for maintaining an active lifestyle and good health.

Your child will receive Physical Education at least once a week and will engage in various sports and movement activities. There will be individual and group lessons, that include but not limited to soccer, mini-basketball and rhythm dancing. Also, sessions will include, locomotor, kicking, throwing, and catching activities to develop fine and gross motor skills. Through peer interactions your child will build self-esteem, self-confidence, sportsmanship, recognition of various cultures and respect for all.

Physical Education - Martin - Units of Study



September

Rules & Routines

Locomotor Skills

October

Locomotor Skills

November

Throwing - Catching Skills

December

Mid-Year - Skills Review

January

Striking Skills

February

Kicking Skills

March

Yoga And Mindfulness

April

Jump Rope Skills

May

Rhythm - Fit Skills

June

End-Year - Skills Review

Physical Education - Martin - Grading Policy



4

Excels at Grade Level Standards

3

Proficient at Grade Level Standards

2

Approaching Grade Level Standards

1

Below Grade Level Standards

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

GRADING POLICY

	<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 & Iterate	Playing, trying new things, making mistakes, and learning from them					
Express	Learn to make art to communicate ideas			Choose art mediums to express ideas		

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.
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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

K-1st: Unit 1

- Getting to Know Parts of the Computer
- Alphabet/ Phonetic Awareness with Picture Recognition: Letters A-1
- Identifying letters on keyboard
- Introduction to Starfall and Wixie - pending (Creative Drawing Program)
- Labeling pictures with words

Computer Units of study: k-1st Grade

K-1st: Unit 2

- Introduction to Login- logout of new computers
- Mouse control
- Alphabet/ Phonetic Awareness with Picture Recognition: Letters J-R
- Identifying letters on keyboard
- Using Starfall and Pixie (Creative Drawing Program)
- Labeling pictures with sentences

K-1st: Unit 3

- Introduction to Computer Short cuts
- Mouse control
- Alphabet/ Phonetic Awareness with Picture Recognition: Letters S-Z
- Identifying letters on keyboard
- Using Starfall and Pixie (Creative Drawing Program)
- Labeling pictures with paragraphs

Computer Units of study:2nd Grade

Unit 1

- Introduction to Login- logout of new computers
- Mouse control
- Introduction to Brainpop Jr. and log-in process
- Introduction to Write About It & Draw About It in BrainPop Jr.
 - Videos
 - Parts of A Computer
 - Digital Etiquette
 - Internet Safety
 - Computer Programming
- Introduction to Wixie (Online Creative Drawing Program)

Unit 2

- Introduction to CS4All- Computer Science Concepts
 - What is Computer Science?

Unit 3

- Introduction to Digital Citizenship using BrainPop
 - What responsibilities do you have as a digital citizen?

Unit 4

- Research Projects using online resources & Wixie

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

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

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



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

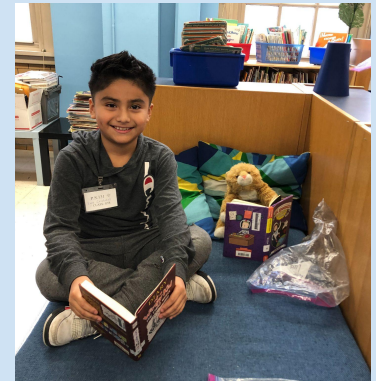
4th and 5th Grade

- 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

EMAIL: CKWONG3@SCHOOLS.NYC.GOV

GOOGLE VOICE NUMBER: (848) 253 - 0537

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](#).

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%

SPECIAL OPPORTUNITIES FOR FIFTH GRADERS

NEW NY SunWorks HydroPOnic Lab

Grant-funded Expansion of our garden room with new machines

MoMA ARTS PARTNERSHIP

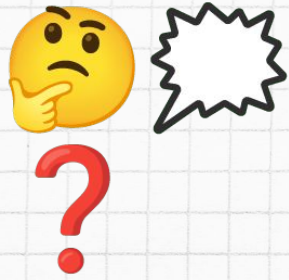
Opportunity for students to display work at the museum

THE METROPOLITAN OPERA RESIDENCY

All 5th GRaders will attend a Dress Rehearsal AT THE MET
and A MET TEACHING ARTIST WILL

MoMA





QUESTIONS?
PREGUNTAS?
问题?
ВОПРОСЫ?

প্রশ্ন?



Thank you for your time!
Our session is over.
Have a wonderful night 😊