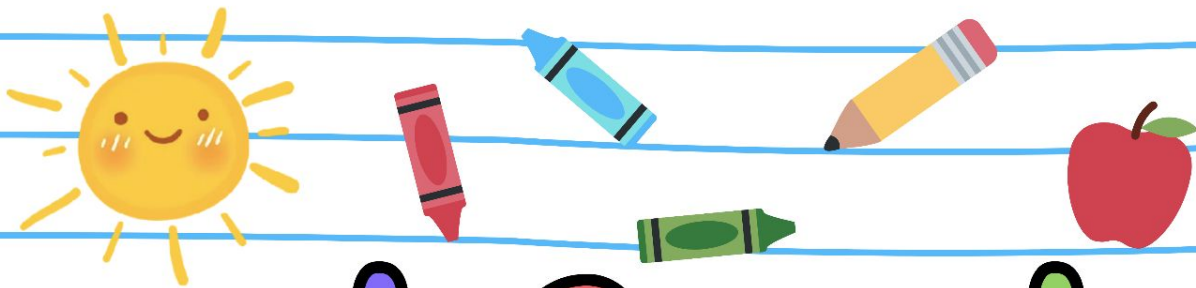


hello



Second Grade!

Welcome to Curriculum
Night!

Attendance Please type your name and your child's full name & class in the chat.

Escriba su nombre y el de su hijo en el chat.

Пожалуйста, введите в чат свое имя и имя вашего ребенка.

অনুগ্রহ করে চ্যাটে আপনার নাম এবং আপনার সন্তানের নাম টাইপ করুন।

请在聊天中输入您的名字和您孩子的名字。

請在聊天中輸入您的名字和您孩子的名字。

MEET THE TEACHERS

Class 2-1



Mr. Nikovic -
enikovic@schools.nyc.gov



Ms. Hu - Lhu53@schools.nyc.gov

You can also stay in touch with what is going on in our classroom by connecting to our google classroom.

SPECIALS

Monday	Tuesday	Wednesday	Thursday	Friday
Ms. Keiser Library Pd. 4	Ms. Barry Art Pd. 4	Ms. Harvey Computer Pd.2	Ms. Martin Gym Pd. 2	Ms. Kwon Science Pd. 2

Class 2-2



Ms. Torres

storres15@schools.nyc.gov



Ms. Kundreskas

LKundre@schools.nyc.gov

Stay in touch with us by connecting to our **Google Classroom** and downloading the **Remind app**.

Monday	Tuesday	Wednesday	Thursday	Friday
Ms. Kwon Science Pd. 3	Ms. Martin Gym Pd.2	Ms. Keiser Library Pd.2	Movement Pd.4	Ms. Barry Art Pd. 2

Class 2-3 Ms. Meza



imeza@schools.nyc.gov

We can always stay in touch by connecting to our Google Classroom page, I will be posting what is going on in our class.

Monday	Tuesday	Wednesday	Thursday	Friday
Ms. Martin Gym Pd.2	Ms. Harvey Computer Pd. 4	Movement Pd. 2	Ms. Longo Physical Education Pd. 2	Ms. Keiser Library Pd. 2

Class 2-8 Ms. Grande



Mgrande3@schools.nyc.gov

Monday	Tuesday	Wednesday	Thursday	Friday
Library 3rd period Ms. Keiser	Physical Education 2nd period Ms. Longo	Physical Education 2nd period Ms. Longo	Art 3rd period Ms. Barry	Art 3rd period Ms. Barry

FLOW OF THE DAY

8:00-8:10 8:10-8:50	Morning Meeting & Calendar (5 mins) Bridge to reading (phonics) (40 mins) Wit & Wisdom (5 mins)
Period 2 8:55-9:45	Wit & Wisdom (55 mins)
Period 3 9:50-10:40	Wit & Wisdom (30 mins) Math station (25 mins)
Period 4 10:45-11:35	Math (55 mins)
Period 5 11:40-12:30	Lunch
Period 6 12:33-1:23	MTSS (30 mins) Social Studies/ Science (20 mins)
Period 7 1:25-2:15	Prep

Impact of Poor Attendance

Влияние плохой
посещаемости

দুর্বল উপস্থিতির প্রভাব

出勤率低的影响
出勤率低的影响

Impacto de
la mala
asistencia

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.

Important Dates

September 23-24 Rosh-Hashanah, school closed

October 2 Yom kippur, School closed

October 13 Italian Heritage/Indigenous People's Day, school closed

October 20 Diwali, School closed.

For families



WIT &
WISDOM®

GRADE

2

Literacy Modules of Study

Module 1 - **A Season of Change**

❖ *Informative Writing*

Module 2 - **The American West**

❖ *Informative Writing*

Module 3 - **Civil Rights Heroes**

❖ *Narrative Writing*

Module 4 - **Good Eating**

❖ *Opinion Writing*

Módulo 1 - Una época de
cambio

Redacción informativa

Módulo 2 - El Oeste americano

Redacción informativa

Módulo 3 - Héroes de los
derechos civiles

Redacción narrativa

Módulo 4 - Buena
alimentación

Redacción de opinión

模块 1 - 变革的季节

信息写作

模块 2 - 美国西部

信息写作

模块 3 - 民权英雄

叙事写作

模块 4 - 美食

观点写作

Ways to help with ELA at home

OUR CLASS WILL ASK THESE QUESTIONS

- What changes in “Weather”?
- How do changes in fall weather impact people and nature?
- How does the Little Yellow Leaf change?
- How does the chameleon change?
- How does weather impact leaves in fall?
- How does Sky Tree show the cycle of seasons?
- How does change impact people and nature?

QUESTIONS TO ASK AT HOME

As you read with your Grade 2 student, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- *The Longest Day: Celebrating the Summer Solstice*, Wendy Pfeffer
- *The Shortest Day: Celebrating the Winter Solstice*, Wendy Pfeffer
- *Poppleton in Winter*, Cynthia Rylant
- *Frog and Toad All Year*, Arnold Lobel
- *Henry and Mudge in the Sparkle Days*, Cynthia Rylant
- *The Little Island*, Margaret Wise Brown
- *Snow*, Cynthia Rylant
- *Over and Under the Pond*, Kate Messner
- *Over and Under the Snow*, Kate Messner
- *The House of Four Seasons*, Roger Duvoisin

PLACES YOU CAN VISIT TO TALK ABOUT THE SEASONS

Take a walk in the park together. Ask:

- What do you notice about the leaves on the trees?
- What animals have we seen in the park?
- What do you wonder about the animals during this season?
- What is your favorite part about being outside during this season?

Unidades de estudio de matemáticas

Math Units of Study

- Module 1 - *Sums & Differences to 100*
- Module 2 - *Addition & Subtraction of Length Units*
- Module 3 - *Place Value, Counting, & Comparison of Numbers to 1,000*
- Module 4 - *Addition & Subtraction within 200 with Word Problems to 100*
- Module 5 - *Addition & Subtraction within 1,000 with Word Problems*
- Module 6 - *Foundations of Multiplication & Division*
- Module 7 - *Problem Solving with Length, Money, & Data*
- Module 8 - *Time, Shapes, & Fractions as Equal Parts of Shapes*

Módulo 1 - Sumas y restas hasta 100

Módulo 2 - Suma y resta de unidades de longitud

Módulo 3 - Valor posicional, conteo y comparación de números hasta 1000

Módulo 4 - Suma y resta hasta 200 con problemas de texto hasta 100

Módulo 5 - Suma y resta hasta 1000 con problemas de texto

Módulo 6 - Fundamentos de multiplicación y división

Módulo 7 - Resolución de problemas con longitud, dinero y datos

Módulo 8 - Tiempo, figuras y fracciones como partes iguales de figuras

模块 1 - 100 以内的加法与减法

模块 2 - 长度单位的加法与减法

模块 3 - 位值、计数与 1000 以内的数的比较

模块 4 - 200 以内的加法与减法(含100 以内的文字题)

模块 5 - 1000 以内的加法与减法(含文字题)

模块 6 - 乘法与除法基础

模块 7 - 长度、货币与数据问题解答

模块 8 - 时间、形状与分数(形状的等份部分)

অধ্যয়নের গণিত ইউনিট

數學學習單元

数学学习单元



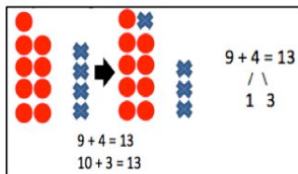
Helping with Math at home

Eureka Math™ Tips for Parents

Grade 2 Module 1

Sums and Differences to 20

In this first module of Grade 2, we set the foundation for students to master sums and differences to 20. They will then apply these skills to fluently add one-digit to two-digit numbers up through 100, using place value understanding, properties of operations, and the relationship between addition and subtraction.



The “make a ten” strategy: note how 4 is decomposed as 1 and 3 in order to make a ten, i.e., $9 + 1 + 3 = 10 + 3$.

A new way to count!

Regular	Say Ten
fifty-one	5 tens 1
sixty-seven	6 tens 7
seventy-five	7 tens 5
eighty-four	8 tens 4
ninety-five	9 tens 5

Above, an illustration of the “Say Ten” way of counting, in which students name how many tens are in a number and then say the ones.

What Comes After this

Module: In Module 2, students will engage in activities designed to deepen their conceptual understanding of measurement and to relate addition and subtraction to length. They will use metric units in this module; customary units will be introduced in Module 7.

Terms, Phrases, and Strategies in this Module:

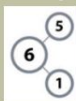
STRATEGY: Make ten and subtract from ten - strategy in which students decompose a number in order to make a ten, thus using simpler, known facts to solve the problem, e.g., $8 + 3 = 8 + 2 + 1$ and $15 - 7 = 10 - 7 + 5 = 3 + 5$

STRATEGY: Say ten counting - e.g., 11 is “1 ten 1,” 12 is “1 ten 2,” twenty is “2 tens,” 27 is “2 tens 7,” 35 is “3 tens 5,” 100 is “10 tens,” 146 is “14 tens 6”

Ten plus: number sentences in which students automatically combine one addend with the group of 10 without having to count, e.g., $10 + 3 = 13$, $30 + 5 = 35$, $70 + 8 = 78$

Number bond: used to explore the part/whole relationships within a given number, e.g., for the number 6:

$5 + 1 = 6$,
 $1 + 5 = 6$,
 $6 - 1 = 5$,
 $6 - 5 = 1$



+ How you can help at home:

- Review with your student all the ways to make 10; students will need to have these memorized as we work through this module
- Practice “10 plus” problems, such as $10 + 9$, $20 + 8$, $40 + 6$, $70 + 7$, and so on, so that your student becomes very adept at doing them mentally and quickly

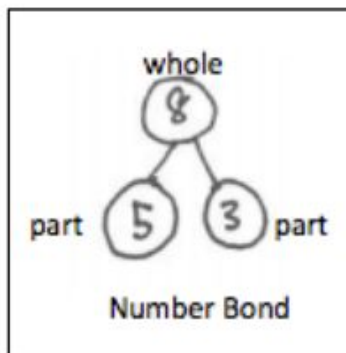
Key Common Core Standards:

- ***Represent and solve problems involving addition and subtraction***
 - Use addition and subtraction within 100 to solve one- and two-step word problems
- ***Add and subtract within 20***
 - Fluently add and subtract within 20 using mental strategies
- **Use place value understanding and properties of operations to add and subtract**
 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

Welcome to A Story of Units!

Each module's parent tip sheet will highlight a new strategy or math model your student will be working on.

Number Bonds are a tool first introduced in earlier years of *A Story of Units*. They illustrate a part-part-whole relationship and are very useful in this module as students use the “make a 10” strategy for both addition and subtraction.



$$\begin{array}{c} 87 \\ \swarrow \searrow \\ 80 \quad 7 \end{array} + \begin{array}{c} 5 \\ \swarrow \searrow \\ 3 \quad 2 \end{array} = 92$$

In the above problem, the number bonds illustrate how to decompose the numbers in order to make $80 + 7 + 3 + 2$, or $80 + 10 + 2$, or 92.

Read on to learn a little bit about *Eureka Math*, the creators of *A Story of Units*:

Eureka Math is a complete, PreK-12 curriculum and professional development platform. It follows the focus and coherence of the Common Core State Standards (CCSS) and carefully sequences the progression of mathematical ideas into expertly crafted instructional modules.

This curriculum is distinguished not only by its adherence to the CCSS; it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. This is why we call the elementary portion of *Eureka Math* “*A Story of Units*.” The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts.

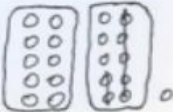
The goal of *Eureka Math* is to produce students who are not merely literate, but fluent, in mathematics. Your student has an exciting year of discovering the story of mathematics ahead!

Sample Problem from Module 1: (Example taken from Module 1, Lesson 8)

Kayla has 21 stickers.

She gives Sergio 7 stickers.

How many stickers does she have left?


$$\begin{array}{r} 21 - 7 = 14 \\ \wedge \\ 11 \quad 10 \\ 10 - 7 = 3 \\ 11 + 3 = 14 \\ 21 - 7 = 14 \end{array}$$

Heggerty - Phonics

In Bridge to Reading, children will engage in blending, segmenting, and substituting sounds in words. These lessons are an oral and auditory warm-up to phonics instruction. We can hear about 44 phonemes in the English language. There are 26 letters of the alphabet and more than 200 ways to use those letters to represent the 44 sounds we hear in words. Phonemic awareness and phonics enjoy a reciprocal relationship. When phonemic awareness instruction is provided as a warm-up, children's cognitive load is reduced, and they are able to build proficiency and automaticity in the skills of isolating, blending, segmenting, and manipulating.

在“阅读桥梁”课程中，孩子们将学习拼读、分割和替换单词中的声音。这些课程是语音教学的口语和听觉热身。我们能听到英语中大约44个音素。字母表有26个字母，而这些字母有超过200种方法来表示我们在单词中听到的44个声音。音素意识和语音教学是相辅相成的。当音素意识教学作为热身课程时，孩子们的认知负荷会降低，他们能够熟练地掌握分离、拼读、分割和操作的技能，并使其自动化。

En Puente a la Lectura, los niños participarán en la combinación, segmentación y sustitución de sonidos en las palabras. Estas lecciones son un precalentamiento oral y auditivo para la instrucción fonética. En inglés, podemos escuchar alrededor de 44 fonemas. Hay 26 letras del alfabeto y más de 200 maneras de usarlas para representar los 44 sonidos que escuchamos en las palabras. La conciencia fonémica y la fonética mantienen una relación recíproca. Cuando la instrucción de conciencia fonémica se proporciona como precalentamiento, se reduce la carga cognitiva de los niños y pueden desarrollar competencia y automaticidad en las habilidades de aislar, combinar, segmentar y manipular.

評分政策

评分政策

Política de
calificaciones

grading policy

বাছাইকরণ পদ্ধতি

Политика выставления оценок





PUBLIC SCHOOL 131
 4305 Fort Hamilton Parkway
 Brooklyn, NY 11219
 (718) 431-1960 – (718) 431-1970 FAX

Stamatina Hatzimichalis, *Principal*

Meghan Avelluto, *Assistant Principal*

2nd Grade Grading Policy

	Report card grades based on...	Grade Criteria	
Reading	Great Minds Wit & Wisdom Accumulation of the following: Lesson Question Sets 60% New-Read Assessments 20% Vocabulary Assessments 20%	Number of Points	Scaled Score
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4
Writing	End of module assessment will account for 70% of the writing grade. While the focusing question will account for 30%	Number of Points	Scaled Score
		1-59%	1
		60-74%	2
		74-89%	3
		90-100%	4



PUBLIC SCHOOL 131
 4305 Fort Hamilton Parkway
 Brooklyn, NY 11219
 (718) 431-1960 – (718) 431-1970 FAX

Stamatina Hatzimichalis, *Principal*

Meghan Avelluto, *Assistant Principal*

LISTENING & SPEAKING	Based on the average of all Socratic Seminars (2+ per module) opportunities during the marking period.	Average score	Scaled score
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4
Math	Average of test scores given during the marking period	Average score	Scaled score
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4
Science	Based on the average of all assessment(s) and/or project(s) given during the marking period	Average score	Scaled score
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4



Standards

Grade 2

Module 1	Module 2	Module 3	Module 4
<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
Reading RL.2.1, RL.2.2, RL.2.5; RI.2.1, RI.2.2	Reading RL.2.2, RL.2.3, RL.2.9, RI.2.4	Reading RL.2.4, RL.2.6; RI.2.7, RI.2.9	Reading RL.2.7; RI.2.3, RI.2.5, RI.2.6, RI.2.8
Writing W.2.2, W.2.5, W.2.8	Writing W.2.2, W.2.5, W.2.6, W.2.8	Writing W.2.3, W.2.8	Writing W.2.1, W.2.7, W.2.8
Speaking and Listening SL.2.1.a, SL.2.1.b	Speaking and Listening SL.2.5, SL.2.6	Speaking and Listening SL.2.1.c, SL.2.3	Speaking and Listening SL.2.2, SL.2.4
Language L.2.1.e, L.2.1.f, L.2.4.a, L.2.4.b, L.2.4.e, L.2.5.a, L.2.5.b	Language L.2.1.a, L.2.1.b, L.2.2.a, L.2.4.a, L.2.4.b, L.2.4.c	Language L.2.1.e, L.2.1.f, L.2.4.d, L.2.5.b	Language L.2.1.c, L.2.2.b, L.2.2.c, L.2.2.d, L.2.2.e, L.2.3.a, L.2.4.e, L.2.5.a
Continuing RL.2.10, RI.2.10, W.2.10, L.2.6	Continuing RL.2.10, RI.2.10, W.2.10, L.2.6	Continuing RL.2.10, RI.2.10, W.2.10, L.2.6	Continuing RL.2.10, RI.2.10, W.2.10, L.2.6



Your child will be taking an Acadience reading and math screener at the beginning (BOY), middle (MOY), and end (EOY) of the school year.

Su hijo tomará una prueba de evaluación de lectura y matemáticas de Acadience al comienzo (BOY), a la mitad (MOY) y al final (EOY) del año escolar.

您的孩子将在学年开始(BOY)、学年中期(MOY)和学年末(EOY)参加 Acadience 阅读和数学筛查。



Goals of Acadience Reading K-6

Acadience Reading helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support. Acadience Reading K-6:



There are two measures for Acadience Reading

Diagnostic:

- Phonological Awareness and Word Reading and Decoding (PA & WRD)
- Comprehension, Fluency and Oral Language (CFOL)

Building Happy Places

► What do you do when you go to a playground? Maybe you run as quickly as you can to an empty swing, hop in, and soar to the sky. All children like to play and do fun things. There are lots of different ways to have fun. Matthew is a teenager who uses a wheelchair. He wanted some cool things for the playground that all children could use, so he did something about it.

When he was only six years old, Matthew had a great idea. He thought of a swing that all kids could use. It looks like a big boat. It can hold two kids in wheelchairs and six other children at the same time. He called it The Dreamer. The challenge for Matthew was to look at all the things on a playground and figure out how they could be made to work with a wheelchair. That way all children could play together.

Matthew gives his time to a group that builds playgrounds that are fun for all kids. The playgrounds have the usual swings that you would find in most places. They also have swings like The Dreamer. Instead of sandboxes on the ground, they have sand tables that children in wheelchairs can use. Matthew helps the group raise money so they can build more playgrounds. They built a special one called Friendship Place. It was built at Matthew's school.

For his work helping other children Matthew has been given many awards. He even had his picture on a cereal box. He feels proud that what he does helps all children play together and makes everyone happy.

2nd Grade Text Sample:
*This will measure your child's
comprehension, fluency and oral
language.*

*Your child will be timed
one minute!*

**这将衡量您的孩子的理解力、流利度和
口语能力。您的孩子将被 计时一分钟！**

Esto medirá la comprensión, la fluidez
y el lenguaje oral de su hijo. ¡Se le
cronometró un minuto a su hijo!



Goals of Acadience Math

Acadience Math was designed with efficiency and dependability in mind. You can now track mathematics skills for students in grades K–6 as accurately and easily as you track reading skills. Acadience Math:



Acadience Math is comprised of measures of early numeracy, computation, and problem-solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics.

2nd Grade Math Sample:

This will measure your child's *computational* and *problem solving* skills.

Timed 2 minutes!

Total: _____

$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 18 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	

Timed 5 minutes!

Total: _____

1. How many circles are there in total?



_____ + _____ + _____ + _____ = _____

2. How many shares is the rectangle divided into? _____ shares.



3. Compare the number in Box 1 with the number in Box 2. Fill in the blank with > (greater than), = (equal to), or < (less than):

Box 1	>, =, <	Box 2
276		437
797		772
172		623

4. What is the length of the line in inches? _____ inches.



5. Sally has 4 red toy cars, 5 blue toy cars, and 6 green toy cars. How many toy cars does she have in total?
_____ toy cars.

6. Draw the time on the clock:



HOMEWORK POLICY

We are being very mindful of how important of your child's time at home. We are assigning a small amount of homework at the start of the school year, and it will slowly become a little bit longer.

- 1) Fluency homework should be timed, they are reading the story as best they can in 1 minute.
- 1) The math homework should only take between 10-15 minutes.
- 2) The red word (sight word) practice should take about 5 minutes or less.

We are focusing on quality of work over quantity.

我们非常重视您孩子在家的时间。我们在学年开始时布置少量作业，之后会逐渐增加作业量。

流利度作业应该计时，要求孩子在1分钟内尽可能完整地阅读故事。

数学作业只需10-15分钟。

红色单词(常用词)练习大约需要5分钟或更短的时间。

我们注重作业质量而非数量

Somos muy conscientes de la importancia del tiempo que su hijo/a pasa en casa. Al inicio del curso escolar, les asignaremos una pequeña cantidad de tareas, que poco a poco se irán haciendo más largas.

Las tareas de fluidez deben cronometrarse; los niños leen el cuento lo mejor que pueden en 1 minuto.

La tarea de matemáticas solo debe tomar entre 10 y 15 minutos.

La práctica de palabras rojas (palabras reconocibles a simple vista) debe tomar unos 5 minutos o menos.

Nos centramos en la calidad del trabajo, no en la cantidad.

Homework calendar

September 2025 Homework Calendar

	1	2	3	4	5	6
7	8 W&W Handout 1A Option A Math: pg. 5 Red Words: want, live, put, help Spelling Practice Decodable Passage: <i>Rob and Pim Move In</i>	9 W&W Handout 1A Option A Math: pg. 9 - 10 Red Words: want, live, put, help Spelling Practice Decodable Passage: <i>Rob and Pim Move In</i>	10 W&W Handout 1A Option A Math: pg. 13 Red Words: want, live, put, help Spelling Practice Decodable Passage: <i>Rob and Pim Move In</i>	11 W&W Handout 1A Option A Math: pg. 17 Red Words: want, live, put, help Spelling Practice Decodable Passage: <i>Rob and Pim Move In</i>	12 Practice adding and subtracting on IXL. Spelling Practice Decodable Passage: <i>Rob and Pim Move In</i>	13 Practice IXL language art skills and reading strategies.
14	15 W&W Handout 1A Option B Math: pg. 21 - 22 Red Words: tell, well, does, land Spelling Practice Decodable Passage: <i>Miss Mill Can Make Hats</i>	16 W&W Handout 1A Option B Math: pg. 25 Red Words: tell, well, does, land Spelling Practice Decodable Passage: <i>Miss Mill Can Make Hats</i>	17 W&W Handout 1A Option B Math: pg. 29 Red Words: tell, well, does, land Spelling Practice Decodable Passage: <i>Miss Mill Can Make Hats</i>	18 W&W Handout 1A Option B Math: pg. 33 - 34 Red Words: tell, well, does, land Spelling Practice Decodable Passage: <i>Miss Mill Can Make Hats</i>	19 Practice adding and subtracting on IXL. Spelling Practice Decodable Passage: <i>Miss Mill Can Make Hats</i>	20 Practice IXL language art skills and reading strategies.
21	22 W&W Handout 4B Option A Math: Go on Zearn Red Words: things, change, think, until Syllable Practice Decodable Passage: <i>Wishing for Fun</i>	23 No School Rosh Hashan W&W Handout 4B Option A Red Words: things, change, think, until Syllable Practice Decodable Passage: <i>Wishing for Fun</i>	24 No School Rosh Hashan W&W Handout 4B Option A Red Words: things, change, think, until Syllable Practice Decodable Passage: <i>Wishing for Fun</i>	25 W&W Handout 4B Option A Math: Module 3 pg. 83 - 84 Red Words: things, change, think, until Syllable Practice Decodable Passage: <i>Wishing for Fun</i>	26 Practice adding and subtracting on IXL. Syllable Practice Decodable Passage: <i>Wishing for Fun</i>	27 Practice IXL language art skills and reading strategies.
28	29 W&W Handout 4B Option A Math: pg 91 - 92 Red Words: still, spell, ask, just Spelling Practice Decodable Passage:	30 W&W Handout 4B Option A Math: pg. 95 Red Words: still, spell, ask, just Spelling Practice Decodable Passage:				

Handout 1A: Fluency Homework

Dear Families,

Welcome to our classroom! This year your child will receive regular reading fluency practice for homework. Fluency homework helps build your child's confidence with reading.

Each week of fluency homework, your child has a passage of text upon which to focus.

On the first homework assignment with a new passage, we want students to say every word clearly and know what the passage means. If they accomplish just that much, please check off the expectation.

On the second assignment, we want students to chunk the words as they read. We all do this when we speak! The easiest way to do this is to read to a comma or a period. For poems, this means reading the lines as if they had a comma or period. We encourage you to read aloud with your child and play with the phrasing.

The third day might be the most fun. Encourage your child to be dramatic and theatrical! Choose the words that carry the deepest meaning for emphasis. Say those words more boldly, while continuing the phrasing.

Handout 1A:

Fluency Homework Option A

Dot a dot dot dot a dot dot

Spotting the windowpane.

Spack a spack speck flick a flack fleck

Freckling the windowpane.

A spatter a scatter a wet cat a clatter

A splatter a rumble outside.

36 words

Merriam, Eve. "Weather." *Catch a Little Rhyme*, Macmillan, 1966.

Have an adult initial each day that you read the passage three to five times. Optional: Have a peer sign on the second row of boxes, checking your progress.

Day 1	Day 2	Day 3

Phonemic Awareness

Each day, your child plays word games such as blending and segmenting sounds in spoken words. You can play these word games at home!

Say the sounds and ask your child to blend them together to say a word.

- p - ā - k → pack
- m - ē - s → mess
- t - ī - p → tip
- b - ū - s → bus

**Remember - Say sound,
not letter name*

Say the word below. Ask your child to repeat the word and segment it into 3 sounds.

- sock → s - ō - k
- did → d - ī - d
- gap → g - ā - p
- yes → y - ē - s

Phonics

This week your child will read words with short vowel sounds, in the words: slām, būs, and stōp. Your child also practiced adding endings to read the words: foxes, asking, and wanted. We are learning that adding endings to words can change the meaning of the base word.

On the back of this letter you will find the decodable passage that your child will read at school, **Rob and Pim Move In**. In this story, your child will read many words with short vowels. Your child can read the passage multiple times for extra practice.

Red Words

Red words are words that appear frequently in print, and your child is learning to read and spell these words. At school, your child has word cards for these four words to practice reading and writing the words in sentences. In second grade, it is important to always connect these words to meaning. Encourage your child to use these words in a sentence!

This week's Red Words are: want, live (noun and verb), put, help

Bridge to Learning at Home

Spelling Practice: Say the words to your child and have them write them on a piece of paper to practice the spelling patterns they have learned.

1. box
2. trip
3. hops
4. spots
5. foxes
6. log
7. fixing

Tips for Reading the Decodable Passage:

Prior to reading, ask your child to highlight or underline this week's Red Words and read them aloud.

Extension: Ask your child to circle words with endings -s, -ed, -es, -ing in the passage and read them aloud.

Your child should have the phonics knowledge to read the majority of the words in this passage on their own. Your child may not read it fluently yet.

Bridge to Reading- Parent Letter

Decodable Passage

Rob and Pim Move In

Rob and Pim are foxes. One day, the two foxes saw a big log. Rob said, "I want to live in that log. Can you help me fix it up?"

"I can help you fix up that log," said Pim. "Can I live in it with you?"

"If you want to," said Rob. The two foxes started fixing up the log to live in. They put their beds in the log. They put up curtains. They made the log look nice.

Then Pim had to get one more thing, his box of hats. It was a big box that had a lot of hats in it. But the box would not fit in the log. So Pim had to put his box of hats on top of the log.

Phonics at home

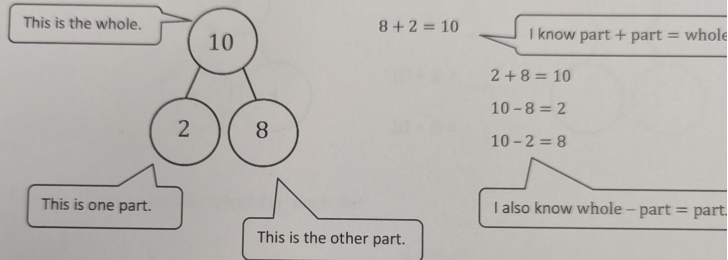
9/22

- 1) Things, things, things, things, things
- 2) Change, change, change, change, change
- 3) Think,
- 4) Until

Use each word in a sentence.

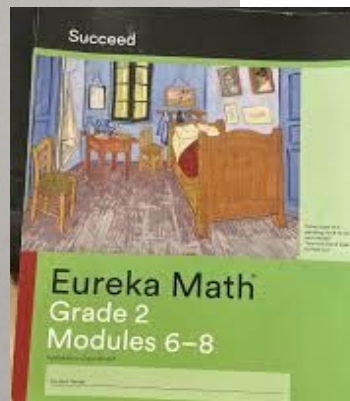
Fluency Practice

Making ten and adding to ten is foundational to future Grade 2 strategies. Students use a number bond to show the part-whole relationship with numbers.



$10 = 7 + 3$

I need to be careful when looking at the signs.
 This says 10 equals 7 + __, not 10 plus 7 = __.
 That means 10 is the same as 7 + 3.



Name _____ Date _____

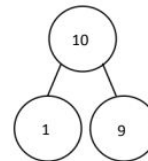
1. Add or subtract. Complete the number bond for each set.

$9 + 1 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

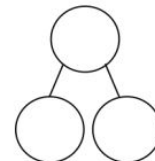


$8 + 2 = \underline{\quad}$

$2 + 8 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$10 - 8 = \underline{\quad}$



2. Solve. Draw a number bond for each set.

$6 + 4 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

3. Solve.

$10 = 7 + \underline{\quad}$

$10 = 3 + \underline{\quad}$

$10 = 5 + \underline{\quad}$

$10 = 2 + \underline{\quad}$

$10 = \underline{\quad} + 8$

$10 = \underline{\quad} + 4$

$10 = \underline{\quad} + 6$

$10 = \underline{\quad} + 1$

WAYS TO HELP AT HOME

- ❑ Encourage reading in any way you can
- ❑ Treat your child as though they are an author
- ❑ Make math part of her everyday life
- ❑ Teach your child how to listen actively
- ❑ Support your child's teacher and the school rules
- ❑ Check that your child completes homework every night
- ❑ Make sure your child is ready for school with all supplies
- ❑ Remain in constant communication with your child's teachers

尽你所能鼓励孩子 阅读
像对待作家一样对待你的孩子
让数学成为她日常生活的一部分
教会你的孩子如何 积极倾听
支持你孩子的老师并遵守学校规则
检查你的孩子每晚是否完成作 业
确保你的孩子准 备好所有上学用品
与你孩子的老师保持持续沟通

Fomente la lectura de todas las maneras posibles.

Trate a su hijo como si fuera un escritor.

Incorpore las matemáticas a su vida diaria.

Enseñe a su hijo a escuchar activamente.

Apoye al maestro de su hijo y las reglas de la escuela.

Verifique que su hijo complete la tarea todas las noches.

Asegúrese de que su hijo esté listo para la escuela con todos los útiles escolares.

Manténgase en comunicación constante con los maestros de su hijo.

Classroom Expectations

- ☐ Prompt daily with all school supplies
- ☐ Participate to the best of their ability
- ☐ Clean up after themselves during class and at lunch
- ☐ Listen to others who are sharing without interrupting
- ☐ Be kind and respectful to their peers and teachers
- ☐ Use walking feet in the hallway with quiet lips and listening ears
- ☐ Be honest, if a mistake is made that is okay
- ☐ Help others around them

每天准时提供所有学习用品

尽最大努力参与学习

上课和午餐时自行清理

认真倾听他人分享, 不打断他人

友善地对待同学和老师

在走廊里走动时, 保持安静的嘴唇和认真的耳朵

诚实, 即使犯了错误也没关系

帮助周围的人

Presentarse puntualmente a diario con todos los útiles escolares.

Participar en la medida de sus posibilidades.

Limpiar después de clase y en el almuerzo.

Escuchar a los demás que comparten sin interrumpir.

Ser amable y respetuoso con sus compañeros y maestros.

Caminar con los pies en el pasillo, con los labios en silencio y escuchando atentamente.

Ser honesto; si comete un error, no hay problema.

Ayudar a los demás a su alrededor.

Google Classroom

- ❑ P.S. 131 had made a schoolwide shift from iLearn to google classroom. All classrooms will now be using google classroom and **iLearn is no longer activated.**
- ❑ Your child's email is connected to google classroom directly.
- ❑ You can find important school and classroom announcements on google classroom.
- ❑ Google classroom will be used in the event of the school pivoting to remote learning due to an emergency.
- ❑ If you have any questions or need your child's DOE password reset, please reach out to your child's classroom teacher.

P.S. 131 已在全校范围内将 iLearn 迁移至 Google Classroom。所有教室现在都将使用 Google Classroom, iLearn 功能将不再启用。

您孩子的电子邮箱已直接连接到 Google Classroom。

您可以在 Google Classroom 上查看学校和教室的重要公告。

如果学校因紧急情况需要转为远程学习, Google Classroom 将派上用场。

如果您有任何疑问或需要重置孩子的教育部 (DOE) 密码, 请联系您孩子的任课老师。

La escuela P.S. 131 ha realizado una transición a nivel escolar de iLearn a Google Classroom. Todas las aulas ahora usarán Google Classroom y iLearn ya no está activado.

El correo electrónico de su hijo/a está conectado directamente a Google Classroom.

Puede encontrar anuncios importantes de la escuela y del aula en Google Classroom.

Se utilizará Google Classroom en caso de que la escuela adopte la modalidad de aprendizaje remoto debido a una emergencia.

Si tiene alguna pregunta o necesita restablecer la contraseña del Departamento de Educación (DOE) de su hijo/a, comuníquese con el/la docente de su aula.

Drills

Ensuring the safety of all students at P.S. 131 is our top priority. To help maintain a safe and secure environment, we conduct regular safety drills throughout the school year. These drills are designed to familiarize students and staff with the proper procedures in case of emergencies and to practice how to respond quickly and effectively.

Types of drills we practice:

Fire drills - to ensure students know how to safely and calmly evacuate the building in case of a fire.

Lockdown drills - to prepare students and staff for situations where there may be a potential threat inside the building.

During these drills, teachers will guide students through the steps necessary to stay safe. These drills are conducted in a calm and reassuring manner.

If a drill is scheduled, it will be on the monthly parent calendar. This leaves room for you to have any necessary discussions with your children prior to the drill.

Garantizar la seguridad de todos los estudiantes en la escuela P.S. 131 es nuestra principal prioridad. Para ayudar a mantener un entorno seguro, realizamos simulacros de seguridad regularmente durante el año escolar. Estos simulacros están diseñados para familiarizar a los estudiantes y al personal con los procedimientos adecuados en caso de emergencia y para practicar cómo responder con rapidez y eficacia.

Tipos de simulacros que practicamos:

Simulacros de incendio: para asegurar que los estudiantes sepan cómo evacuar el edificio de forma segura y tranquila en caso de incendio.

Simulacros de confinamiento: para preparar a los estudiantes y al personal ante situaciones donde pueda existir una amenaza potencial dentro del edificio.

Durante estos simulacros, los maestros guiarán a los estudiantes a través de los pasos necesarios para mantenerse seguros. Estos simulacros se llevan a cabo de manera tranquila y tranquilizadora.

Si se programa un simulacro, se incluirá en el calendario mensual para padres. Esto les permite tener las conversaciones necesarias con sus hijos antes del simulacro.

确保131公立学校所有学生的安全是我们的首要任务。为了维护安全可靠的环境，我们在整个学年定期举办安全演习。这些演习旨在让学生和教职员工熟悉紧急情况下的正确程序，并练习如何快速有效地应对。

我们进行的演习类型：

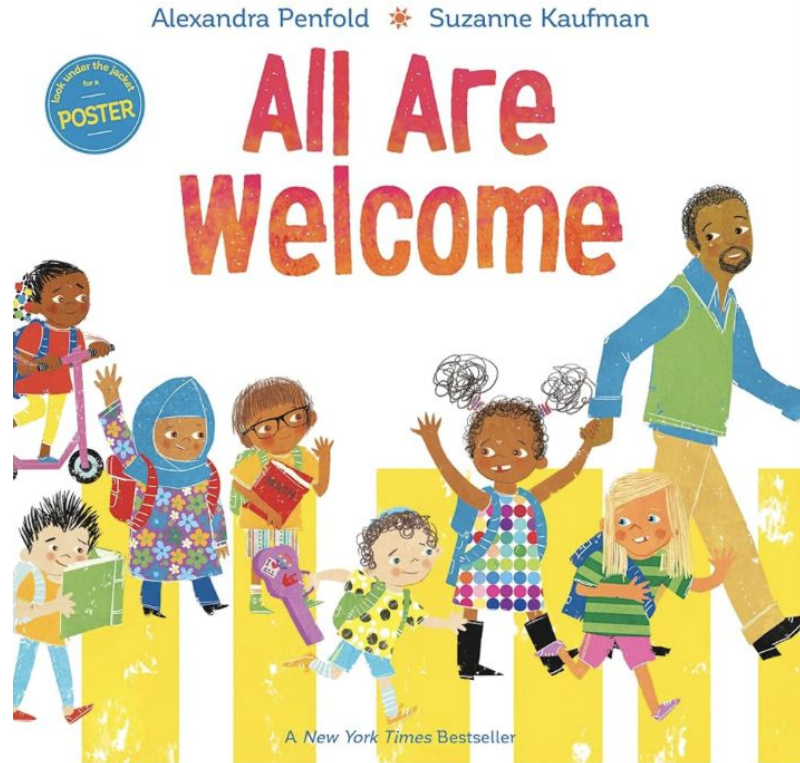
消防演习——确保学生了解如何在发生火灾时安全冷静地疏散建筑物。

封锁演习——帮助学生和教职员工做好应对建筑物内可能存在潜在威胁的准备。

在这些演习中，老师将指导学生完成必要的安全步骤。这些演习以平静和令人安心的方式进行。

如果安排了演习，它将被列入每月的家长日历。这为您在演习前与孩子进行任何必要的讨论留出了时间。

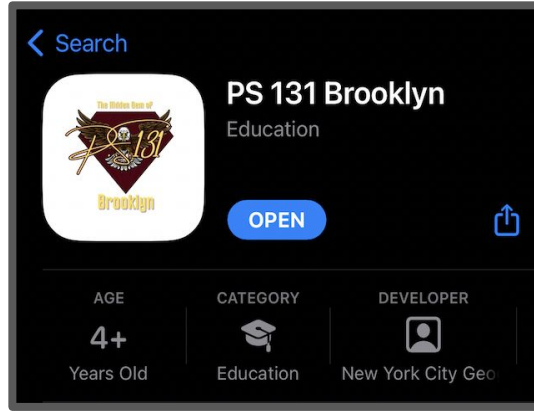
Book of the Month



SCHOOL COMMUNICATION



Website
www.ps131k.org



Phone App
PS 131 Brooklyn

Parent Calendar

Each month, the school will be sending home a parent calendar with important information about upcoming events.

School Events

- Be on the lookout for the monthly school calendar for upcoming school events
- Download the PS 131 app



Загрузите приложение PS 131.

PS 131 অ্যাপটি
ডাউনলোড করুন

下载 PS 131 应用程序

下載 PS 131 應用程序

Descarga la aplicación PS 131



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

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

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

¡No dude en contactarnos si tiene alguna pregunta o idea! Para nosotros es fundamental crear relaciones sólidas entre padres y maestros.

如果您有任何问题或想法，请随时联系我们！建立牢固的家长教师关系对我们来说至关重要。

COMMUNICATION

Emails:

Mr. Nikovic - enikovic@schools.nyc.gov

Ms. Hu - Lhu53@schools.nyc.gov

Ms. Torres - storres15@schools.nyc.gov

Ms. Meza - imeza@schools.nyc.gov

Ms. Grande - Mgrande3@schools.nyc.gov

Ms. Kundreskas - lkundre@schools.nyc.gov

Communication with

Mr. Kenny Leung

community coordinator.

718-431-1960

CLeung10@schools.nyc.gov

Ms. Lisa Rivera

Parent Coordinator

718-431-1960

Lrivera126@schools.nyc.gov

FORMS

-  Blue cards (2)
-  Media Consent
-  Medical Form
-  Parent Survey

QUESTIONS

**THANK YOU FOR MEETING
WITH US!**

MEET THE TEACHER

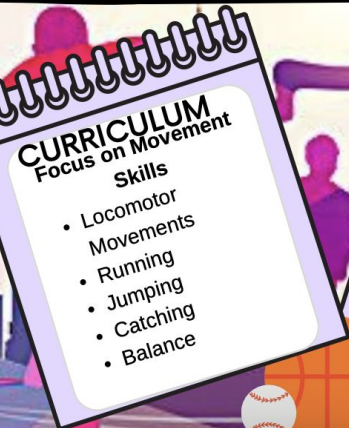


INTRODUCTION

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



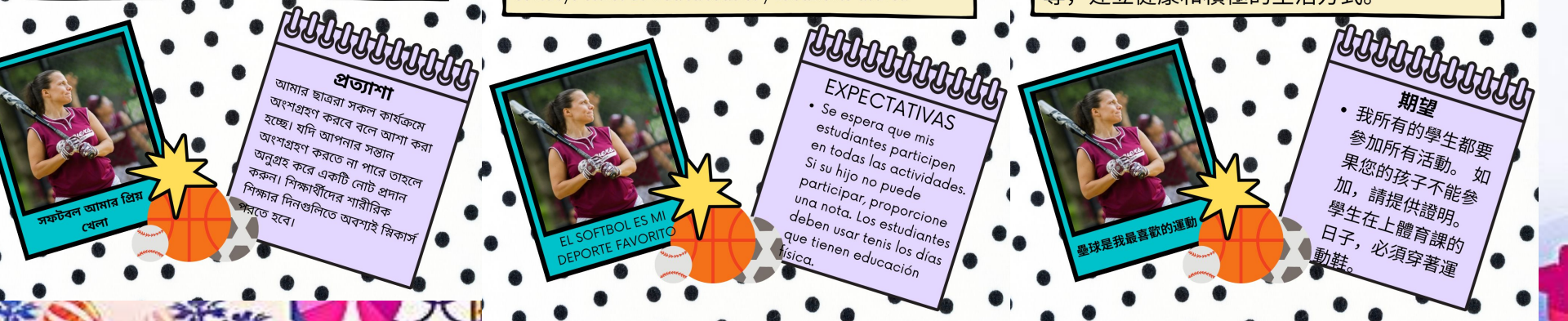
ক্ষক মিসেস লংগোর সাথে দেখা করুন

ভূমিকা

শারীরিক শিক্ষা ক্লাসে স্বাগতম! আমার নাম মিসেস লংগো। আমি এই বছর আমার ক্লাসে আপনার ছাত্রকে অনেক অ্যাথলেটিক দক্ষতা শেখাতে উত্বেজিত!

লক্ষ্য

আমার লক্ষ্য ছাত্রদের আন্দোলন কার্যক্রম এবং খেলায় অংশগ্রহণ করতে উৎসাহিত করা। শারীরিক শিক্ষা ক্লাসে আমি একটি শেখার অভিজ্ঞতা প্রদানের লক্ষ্য রাখি যা শিক্ষার্থীদের মজা করার পাশাপাশি শারীরিকভাবে সক্রিয় হতে শেখাবে। শারীরিক শিক্ষার ক্লাস আত্মসম্মান বৃদ্ধি করে এবং সুস্থ ও শারীরিকভাবে সক্রিয় জীবনধারা গড়ে তোলে।



CONOZCA A LA MAESTRA Sra. Longo

INTRODUCCIÓN

¡Bienvenidos a la clase de educación física! Mi nombre es Sra. Longo. ¡Estoy emocionado de enseñarle a su estudiante muchas habilidades atléticas en mi clase este año!

METAS

Mi objetivo es animar a los estudiantes a participar en actividades de movimiento y juegos. ¡En la clase de educación física, mi objetivo es brindar una experiencia de aprendizaje que enseñe a los estudiantes a ser físicamente activos mientras se divierten! La clase de educación física promueve la autoestima y construye estilos de vida saludables y físicamente activos.

認識老師 MS. LONGO

老師

介紹 歡迎來到體育課！我是Ms. Longo老師。我很高興在今年的課堂上教導學生許多運動技巧！

目標

我的目標是鼓勵學生參與運動活動和遊戲。在體育課上，我主要提供學習體驗，讓學生在鍛煉身體的同時享受樂趣！體育課促進自尊，建立健康和積極的生活方式。

PHYSICAL EDUCATION - MS. 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 Goal-Highlights

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.

EDUCACIÓN FÍSICA - SRA. MARTIN



718 -431-1960



Bienvenidos familias al Programa de Educación Física P.S.131. Estoy encantado de trabajar junto a una facultad increíble y una comunidad de entusiastas de la educación física para llevar los muchos beneficios del programa a su hijo durante el año escolar 2025-2026.

Aspectos destacados de los objetivos de educación física

La educación física es una parte integral del programa educativo de su hijo. Los estudiantes participarán en el movimiento físico y desarrollarán habilidades personales y sociales necesarias para mantener un estilo de vida activo y buena salud.

Su hijo recibirá educación física al menos una vez a la semana y participará en diversos deportes y actividades de movimiento. Habrá clases individuales y grupales, que incluyen, entre otras, fútbol, mini-baloncesto y baile rítmico.

Además, las sesiones incluirán actividades locomotoras, patadas, lanzamientos y captura para desarrollar habilidades motoras finas y gruesas. A través de las interacciones con sus compañeros, su hijo desarrollará la autoestima, la confianza en sí mismo, el espíritu deportivo, el reconocimiento de diversas culturas y el respeto por todos.

體育 - 馬丁女士



718-431-1960



歡迎家庭參加 P.S.131 體育課程。我很高興能與一位了不起的教師和體育愛好者社區一起工作，為您的孩子帶來該計劃的許多好處在 2025-2026 學年期間。

體育目標亮點

體育是您孩子教育計劃不可或缺的一部分。學生將參與身體運動，並發展保持積極的生活方式和身體健康所需的個人和社交技能。

您的孩子每周至少接受一次體育課，並將參加各種體育和運動活動。將有個人和團體課程，包括但不限於足球，迷你籃球和節奏舞。此外，課程將包括運動、踢腿、投擲和接球活動，以發展精細和粗大運動技能。通過同伴互動，您的孩子將建立自尊、自信、體育精神、對各種文化的認可和對所有人的尊重。

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- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

Acerca de mí:

¡¡Bienvenidos a un nuevo y emocionante año escolar!! He estado enseñando en P.S. 131 durante más de 20 años, tanto como profesora de aula como profesora de arte durante los últimos nueve años. Tengo un B.A. en arte e historia del arte de la Universidad de Dallas y una maestría. en Educación de Pace University. ¡Me encanta leer, visitar museos y crear arte en mi tiempo libre! ¡Tenemos mucha suerte de vivir en Nueva York!



Objetivo:

Proporcionar un entorno que fomente la curiosidad, el pensamiento creativo, el crecimiento artístico y el aprendizaje visual en el aula y más allá.

Su hijo recibirá arte al menos una vez por semana con la Sra. Barry. Instrucción de arte en P.S. 131 ofrece una variedad diversa y atractiva de oportunidades artísticas en una variedad de medios: dibujo, pintura, collage, etc. para fomentar la autoexpresión y la confianza en uno mismo en un entorno de apoyo. La instrucción está alineada con el Plan para las Artes de la Ciudad de Nueva York.

Lema del estudio de arte:

"¡Convierte tus errores en algo grandioso!"

ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

关于我:

欢迎来到激动人心的新学年！我一直在 P.S. 教书。131 已经 20 多年了，在过去的 9 年里既担任课堂老师又担任美术老师。我有学士学位达拉斯大学 艺术和艺术史学士学位和 硕士学位。佩斯大学教育学博士。我喜 欢在业余时间阅读、参观博物馆和创作艺术！我们很幸运住在 纽约！



目标:

提供一个在 课堂内外培养好奇心、创造性思维、艺术成长和视觉学习的环境。

您的孩子每周至少会与巴里女士一起接受一次 艺术创作。P.S. 的艺术指导131 提供各种媒介的多 样化且引人入胜的艺术机会 - 绘画、拼贴画等，以在支持性 环境中培养自我表达和自信。教学与 纽约市艺术蓝图保持一致。

艺术工作室座右铭:

“把你的错误变成伟大的事情！”

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

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 Wixie (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 Wixie (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 Login 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 school subscription 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

****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?

Unit 3

- Introduction MakerSpace/Engineering Design & AI (Artificial Intelligence)

Unit 4

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

All 3rd grade students will have a chance to participate in the Makerspace/Engineering Design Afterschool program.(Optional)

All 4th and 5th grade students will have a chance to participate in building a MakerSpace Project.(Mandatory)



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!



BIBLIOTECA MS. KEISER

Soy la Sra. Keiser y estoy muy emocionada de darle la bienvenida a su familia a la biblioteca para el año escolar 2025-2026.



dkeiser@schools.nyc.gov

Metas: La biblioteca es un ambiente acogedor que apoya el aprendizaje personalizado y ayuda a todos los estudiantes a convertirse en lectores e investigadores seguros. A través de actividades grupales a la hora de contar cuentos y oportunidades para la lectura independiente, los estudiantes aumentarán sus habilidades y su aprecio por los libros, ¡y descubrirán cómo leer y aprender pueden ser divertidos!

Expectativas: Su hijo tendrá clases en la biblioteca al menos una vez a la semana con la Sra. Keiser. Para que podamos explorar la lectura juntos, se espera que los estudiantes participen y hagan lo mejor que puedan en todas las actividades de la biblioteca, muestren respeto a sus compañeros y cuiden bien los libros de la biblioteca.





图书馆 MS. KEISER

我是 Keiser 女士，非常高兴
欢迎您的家人在 2025-2026
学年来到图书馆！



dkeiser@schools.nyc.gov

目标：图书馆是一个温馨的环境，支持个性化学习，并帮助所有学生成为自信的读者和研究人员。通过小组故事时间活动和独立阅读的机会，学生将提高他们的技能和对书籍的欣赏力，并发现阅读和学习的乐趣！

期望：您的孩子每周至少上一次凯瑟女士的图书馆课。为了让我们大家一起探索阅读，学生应该积极参与并尽力参加图书馆的所有活动，尊重同龄人，并爱护图书馆的书籍。



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

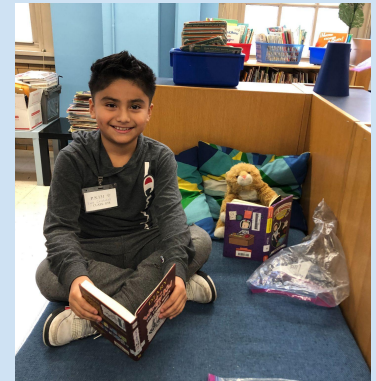
4th and 5th Grade

- 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

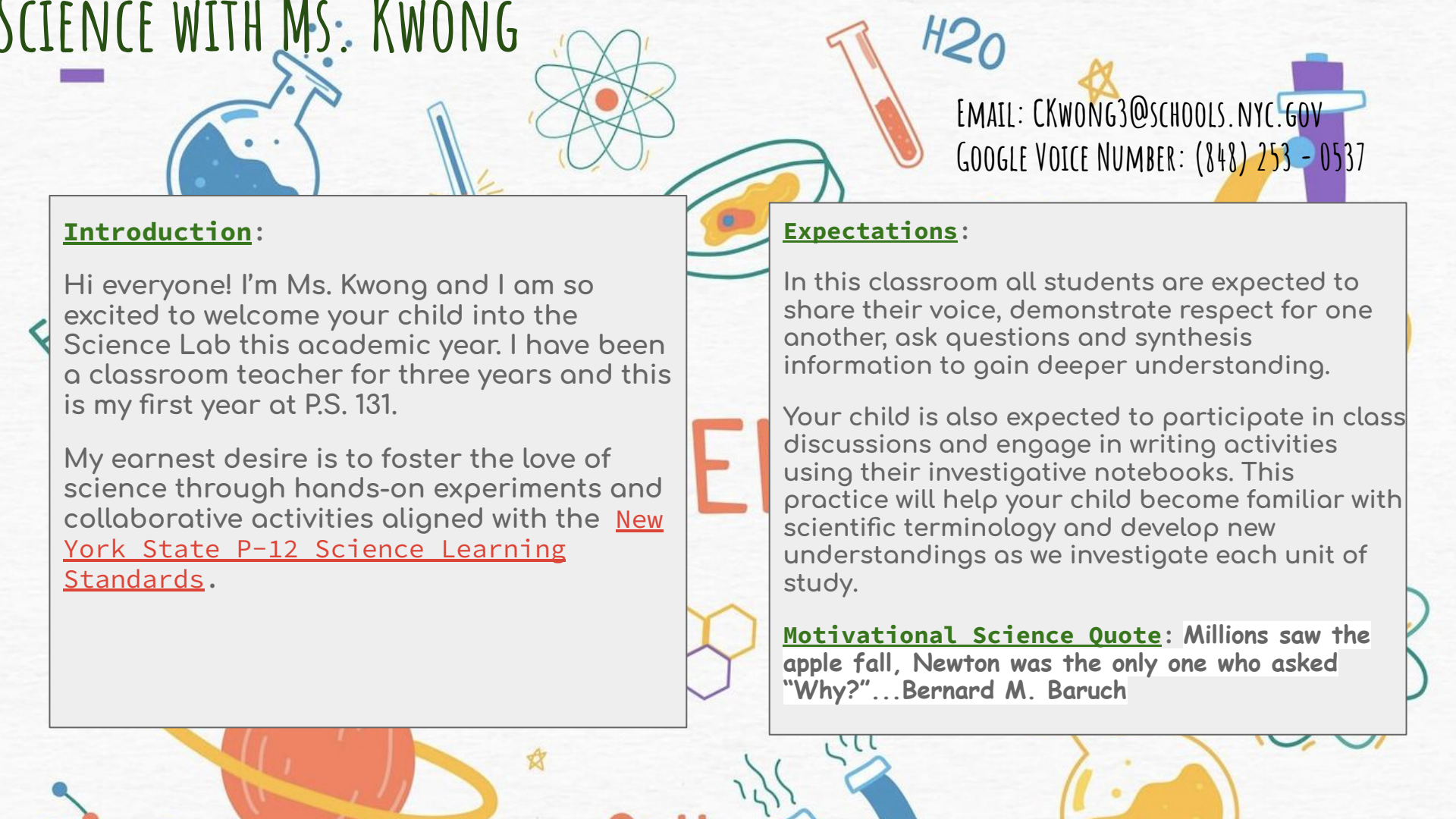
Library: **Book Borrowing!**

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 MS. KWONG



EMAIL: CKWONG3@SCHOOLS.NYC.GOV

GOOGLE VOICE NUMBER: (848) 253 - 0537

Introduction:

Hi everyone! I'm Ms. 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

CIENCIA CON LA SRA. KWONG

CORREO ELECTRÓNICO: CKWONG3@SCHOOLS.NYC.GOV
NÚMERO DE GOOGLE VOICE: (848) 253 - 0537

Introducción:

¡Hola a todos! Soy la Sra. Kwong y estoy muy emocionada de darles la bienvenida a su hijo/a al Laboratorio de Ciencias este año académico. He sido maestra de aula durante tres años y este es mi primer año en la escuela pública 131.

Mi mayor deseo es fomentar el amor por la ciencia mediante experimentos prácticos y actividades colaborativas que se ajusten a los Estándares de Aprendizaje de Ciencias del Estado de Nueva York para estudiantes de primaria y secundaria.

Expectativas:

En esta clase, se espera que todos los estudiantes compartan su opinión, se respeten mutuamente, hagan preguntas y sinteticen la información para profundizar su comprensión.

También se espera que su hijo/a participe en los debates en clase y realice actividades de escritura con sus cuadernos de investigación. Esta práctica le ayudará a familiarizarse con la terminología científica y a desarrollar nuevos conocimientos a medida que investigamos cada unidad de estudio.

Cita científica motivadora: Millones vieron caer la manzana, Newton fue el único que preguntó "¿Por qué?"... Bernard M. Baruch

電子郵件: CKWONG3@SCHOOLS.NYC.GOV
GOOGLE VOICE 編號: (848) 253 - 0537

引言：

大家好！我是 Ms. Kwong，非常高興地歡迎您的孩子在本學年加入科學實驗室。我擔任課堂教師已有三年，今年是我在 131 公立學校的第一年。

我真誠地希望透過符合紐約州 12 年級科學學習標準的動手實驗和合作活動，培養學生對科學的熱愛。

期望：

在這個課堂上，所有學生都應分享自己的聲音，相互尊重，提出問題並整合資訊以加深理解。

您的孩子也應參與課堂討論，並使用他們的調查筆記本進行寫作活動。這個練習將幫助您的孩子熟悉科學術語，並在我們調查每個學習單元的過程中獲得新的理解。

勵志科學名言：數百萬人見證了蘋果落地，但只有牛頓問了「為什麼？」...伯納德·M·巴魯克

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%