

Welcome parents, please enter your child's name and your name in the chat box. Thank you!

欢迎各位家长，请在聊天框中输入您孩子的姓名和您的姓名。谢谢！

Bienvenidos padres, por favor introduzca el nombre de su hijo y su nombre en la casilla de chat. Muchas gracias!

Добро пожаловать, родители, пожалуйста, введите имя вашего ребенка и ваше имя в поле чата. Спасибо!

Kindergarten Grade Curriculum Night

Willkomme



German

خوش آمدید
khush amdeed



Urdu

Mandarin

Benvenguto

Japanese

Bem-vindo



Portuguese

Witajcie w



Polish

من فضلك ضع اسمك واسم طفلك ورقم الفصل في صندوق المحادثة.



Table of Contents:

1. Teacher Introduction
2. Parent Reach Out
3. Attendance Policy
4. Flow of the Day
5. Curriculum (W&W, Bridge to Reading, Eureka Math, MTSS)
6. Acadience Testing/NYSESLAT
7. Grading Policy
8. Promotion Policy
9. Homework Policy
10. Dismissal Policy
11. Phone Policy
12. Missing Forms (Blue Cards, Allergies/Medical Forms)
13. Classroom Expectations
14. Drill Procedures
15. Cluster Teacher
16. Book of the Month
17. Important Dates and Events (Parent Teacher Conference/Family Fridays)
18. Questions

K-1 Teachers

Ms. Chen



Ychen56@schools.nyc.gov

Ms. Rivera



zrivera5@schools.nyc.gov

K-2 Teacher

Ms. Colaizzo



acolaizzo@schools.nyc.gov

K-3 Teacher

Ms. Mo



smo@schools.nyc.gov

K-8 Teacher

Mr. Houy



jhouy2@schools.nyc.gov

If you have any questions please reach out to your child's teacher. For additional support, please email:

Kenny Leung - Community Coordinator & Technology

Cleung10@schools.nyc.gov

April (Cantonese/Mandarin/English) & Maria M (English) - Family Workers

QHuang@schools.nyc.gov

MMusacchio@schools.nyc.gov

Lisa Rivera - Parent Coordinator

LRivera126@schools.nyc.gov



Spanish Translation

Si tiene alguna pregunta por favor, comuníquese con el maestro de su hijo/a. Para ayuda adicional, por favor envíe un correo electrónico a:

Kenny Leung - Coordinador comunitario y tecnología

Cleung10@schools.nyc.gov

April Trabajadora de Familia (habla Cantonesa/Mandarin/Ingles)

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Maria M Trabajadora de Familia (/Inglés)

MMusacchio@schools.nyc.gov

Lisa Rivera - Coordinadora de Padres

LRivera126@schools.nyc.gov

如有任何疑问, 请联系您孩子的老师。如需更多支持, 请发送电子邮件至:

Kenny Leung - 社区协调员兼电子技术员
Cleung10@schools.nyc.gov

April (粤语/普通话/英语) 和 Maria M (英语) - 社会工作者
QHuang@schools.nyc.gov
MMusacchio@schools.nyc.gov

Lisa Rivera - 家长协调员
LRivera126@schools.nyc.gov



We are eager to start a productive year with your child and excited about the progress we will make, the goals we will meet, and the memories we will create.

আমি আপনার সন্তানের সাথে একটি উত্পাদনশীল বছর শুরু করতে আগ্রহী এবং আমরা যে অগ্রগতি করব, আমরা যে লক্ষ্যগুলি পূরণ করব এবং আমরা যে স্মৃতিগুলি তৈরি করব সে সম্পর্কে আমি উত্সাহিত।

نحن حريصون على بدء عام مثمر مع طفلك
ومتحمسون للتقدم الذي سنحققه والأهداف التي
سنحققها والذكريات التي سنخلقها.

Estamos ansiosos por comenzar un año productivo con su hijo y emocionados por el progreso que lograremos, las metas que alcanzaremos y los recuerdos que crearemos.

我们渴望与您的孩子一起开始富有成效的一年，并对我们将取得的进步、我们将实现的目标以及我们将创造的回忆感到兴奋。

Мы с нетерпением ждем начала продуктивного года с вашим ребенком и с радостью предвкушаем прогресс, цели, которые мы достигнем, и воспоминания, которые мы создадим.

Impact of Poor Attendance

Влияние плохой
посещаемости

দুর্বল উপস্থিতির প্রভাব

出勤率低的影响

Repercusiones de la falta de asistencia

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



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



K-1 Class Schedule



2025-2026 K-1 Schedule

Teachers: Ms. Rivera/Ms. Chen

Room: K-1 (rm. 104)

Year 2025-2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (8:00-8:50)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)
Period 2 (8:55-9:45)	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 3 (9:50-10:40)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Period 4 (10:40-11:35)	Art Rm. 120	Wit & Wisdom	Wit & Wisdom	Library Rm. 212	Art Rm. 120
Period 5 (11:40-12:30)	Wit & Wisdom	Math	Math	Wit & Wisdom	Wit & Wisdom
Period 6 (12:33-1:23)	Math	Library Rm. 212	Movement Rm. 118	Math	Math
Period 7 (1:25-2:15)	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS
2:15-2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

horario de clase

جدول الحصص

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课程表



K-2 Class Schedule



2025-2026 K-2 Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (8:00-8:50)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)
Period 2 (8:55-9:45)	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 3 (9:50-10:40)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Period 4 (10:40-11:35)	Computer Rm. 202	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 5 (11:40-12:30)	Wit & Wisdom	Math	Math	Math	Math
Period 6 (12:33-1:23)	Math	Gym (Martin) Rm. 306	Library Rm. 212	Art Rm. 120	Science Rm. 302
Period 7 (1:25-2:15)	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS
2:15-2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

horario de clase

جدول الحصص

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课程表



K-3 Class Schedule



PUBLIC SCHOOL 131 PROGRAM CARD

Teacher: Ms. Mo Class/Room: K-3 (Rm: 105) Year 2025-2026

Time	8:00am-8:50am	8:55am-9:45am	9:50am-10:40am	10:45am-11:35am	11:40am-12:30pm	12:33pm-1:23pm	1:25pm-2:15pm
	1	2	3	4	5	6	7
Monday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	Art (Ms. Barry)	MTSS
Tuesday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	Art (Ms. Barry)	MTSS
Wednesday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	Computer (Ms. Harvey)	MTSS
Thursday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	P.E. (Ms. Martin)	MTSS
Friday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	P.E. (Ms. Martin)	MTSS

horario de clase

جدول الحصص

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课程表



K-8 Class Schedule



PUBLIK SCHOOL 131: PROGRAM CARD

Teacher Mr. Houy Class K-8 / Room !07 Year 2025 – 2026

Time	8:00 am - 8:50 am	8:55am - 9:45am	9:50 am – 10:40 am	10:45 am – 11:35 am	11:40 am – 12:30 am	12:33 am – 1:23 am	1:25 am – 2:25 am
	1	2	3	4	5	6	7
Monday	Morning Meeting Heggerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	MATH	Library (Ms. Keiser)	Science/Social Studies MTSS (20 Min)
Tuesday	Morning Meeting Heggerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	MATH	Gym (Ms. Longo)	Science/Social Studies MTSS (20 Min)
Wednesday	Morning Meeting Heggerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	MATH	Art (Ms. Barry)	Science/Social Studies MTSS (20 Min)
Thursday	Morning Meeting Heggerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Gym (Ms. Longo)	MATH	Wit & Wisdom Integrated ENL	Science/Social Studies MTSS (20 Min)
Friday	Morning Meeting Heggerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	MATH	Science/Social Studies MTSS (20 Min)	Gym (Ms. Martin)

horario de clase

جدول الحصص

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课程表



BRIDGE TO Reading

Phonemic Awareness Letter Sound Correspondence Letter Names Penmanship/Letter formation Vowels and Consonant

Name _____

 /m/ 

 M M M



 m m m



A Peek At Our Week Kindergarten | Unit 2 | Week 3

Phonemic Awareness

Each day, your child plays word games such as recognizing rhyming words and isolating sounds. You can play these word games at home!

Say each word pair. Ask your child to repeat each pair and show a thumbs up if they rhyme.

- fun, sun
- pat, home
- wet, set

Tell me the first sound you hear in the word:

- nose → /n/
- sad → /s/
- tired → /t/

**Remember - say sound, not letter name.*

Phonics and Letter Formation

This week we learned how to articulate the sounds for /m/, /s/, and /ā/. Practice saying these sounds at home.

Extension: Have your child share words that begin with these focus sounds.

Bridge to Learning at Home

Use the sentences below to practice producing and isolating the sounds /m/, /s/, and /ā/. You will notice all of the words in these sentences begin with the same sound. This is called alliteration. Have your child trace the letter below.

Alison adds apples. /ā/

Six snakes slither silently. /s/

My mom Missy makes meatballs. /m/



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A Peek At Our Week Kinder | Unidad 2 | Semana 3

Conciencia fonológica

Dígale a su niño que cada día jugarán juegos de palabras, como reconocer palabras que riman y aislar sonidos. Pueden jugar todos juntos en la casa.

Diga los pares de palabras. Pida a su niño que las repita y levante el dedo pulgar si riman.

- fun, sun
- pat, home
- wet, set

Dime el primer sonido que oyes en cada palabra:

- nose → /n/
- sad → /s/
- tired → /t/

**Recuerden - Deben decir el sonido, no el nombre de la letra.*

Fonética y formación de las letras

Esta semana han aprendido a articular los sonidos /m/, /s/ y /ā/. Practiquen esos sonidos en la casa.

Extensión: Pida a su niño que diga palabras que empiecen con esos sonidos.

Puente para el aprendizaje en el hogar

Usen las siguientes oraciones para practicar producir y aislar los sonidos /m/, /s/ y /ā/. Observarán que todas las palabras de esas oraciones empiezan con el mismo sonido. Esto se llama aliteración. Pida a su niño que subraye la letra que se repite.

Alison adds apples. /ā/

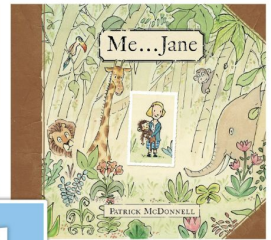
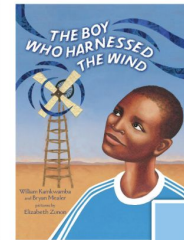
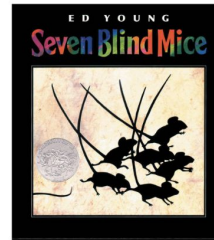
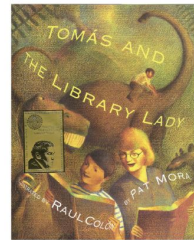
Six snakes slither silently. /s/

My mom Missy makes meatballs. /m/

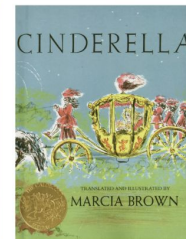
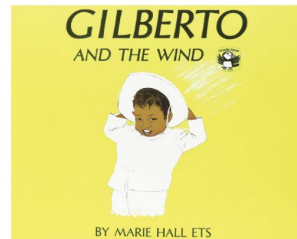


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WIT & WISDOM



1



Wit & Wisdom (Reading and Writing)

Чтение учебных единиц

Написание единиц обучения

阅读与写作学习单元

Unidad de estudio de lectura
y escritura

অধ্যয়নের ইউনিট লেখা
অধ্যয়ন ইউনিট পড়া

- Module 0: Introduction to Wit & Wisdom
- Unit 1: The Five Senses
- Unit 2: Once upon a farm
- Unit 3: America, Then, and Now
- Unit 4: The Continents



New Wit and Wisdom Curriculum-pacing calendar with Modules

GREAT MINDS: WIT AND WISDOM KNOWLEDGE INVENTORY (K-8)

Grade	Module 1	Module 2	Module 3	Module 4
K	The Five Senses	Once Upon a Farm	America, Then and Now	The Continents
1	A World of Books	Creature Features	Powerful Forces	Cinderella Stories
2	A Season of Change	The American West	Civil Rights Heroes	Good Eating
3	The Sea	Outer Space	A New Home	Artists Make Art
4	A Great Heart	Extreme Settings	The Redcoats Are Coming!	Myth Making
5	Cultures in Conflict	Word Play	A War Between Us	Breaking Barriers
6	Resilience in the Great Depression	A Hero's Journey	Narrating the Unknown: Jamestown	Courage in Crisis
7	Identity in the Middle Ages	Americans All (WWII)	Fever	Language and Power
8	Poetics and the Power of Storytelling	The Great War	What is Love?	Teens as Change Agents

WIT & WISDOM TIPS FOR FAMILIES

GRADE K | MODULE 1

WHAT IS MY KINDERGARTEN 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: The Five Senses

Module 2: *Once Upon a Farm*

Module 3: *America, Then and Now*

Module 4: *The Continents*

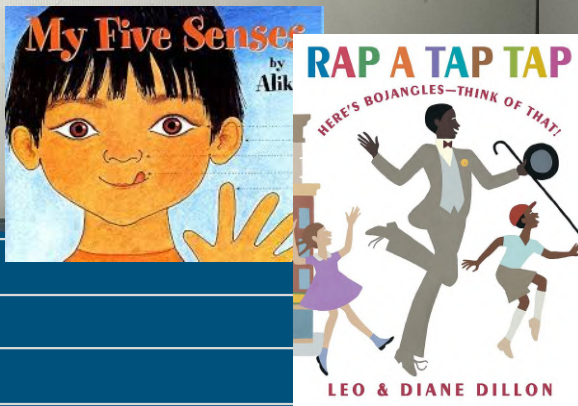
We will study the five senses. Studying the five senses lays a foundation for knowledge of human biology. We will learn how we see, hear, taste, touch, and smell as we ask the question: How do our senses help us to learn?

OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- *My Five Senses*, Alik
- *My Five Senses*, Margaret Miller
- *Rap a Tap Tap*, Leo and Diane Dillon

Picture Books (Literary)



OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- *My Five Senses*, Alik
- *My Five Senses*, Margaret Miller
- *Rap a Tap Tap*, Leo and Diane Dillon

Picture Books (Literary)

- *Chicka Chicka Boom Boom*, Bill Martin Jr. and John Archambault; illustrations, Lois Ehlert
- *Last Stop on Market Street*, Matt de la Pena; illustrations, Christian Robinson

OUR CLASS WILL READ THESE ARTICLES

- “Great Depression,” Children’s Encyclopedia
- “The Harlem Renaissance,” Brian Brown

OUR CLASS WILL WATCH THESE VIDEOS

- “Bojangles Step Dance”
- “Chicka Chicka Boom Boom”
- “Eight-Year-Old Tap Prodigy Little Luke”

OUR CLASS WILL EXAMINE THESE PAINTINGS

- *Flower Day*, Diego Rivera
- *Le Gourmet*, Pablo Picasso

MY FIVE SENSES



OUR CLASS WILL ASK THESE QUESTIONS

- What are our five senses?
- How do people use their senses to learn about the world?
- How does CJ use his senses to learn about the world in *Last Stop on Market Street*?
- How do our senses help us learn from *Chicka Chicka Boom Boom*?
- How do our senses help us learn from *Rap a Tap Tap*?
- How do our senses help us learn?

QUESTIONS TO ASK AT HOME

As you read with your Kindergarten student, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- Rain, Manya Stojic
- Brown Bear, Brown Bear, What Do You See? Bill Martin Jr.
- The Listening Walk, Paul Showers
- The Snowy Day, Ezra Jack Keats
- Ada Twist, Scientist, Andrea Beaty
- Hello Ocean, Pam Muñoz Ryan
- Owl Moon, Jane Yolen
- Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.
- An Eye for Color: The Story of Josef Albers, Natasha Wing
- Drum Dream Girl, Margarita Engle

BOOKS TO READ AT HOME

- Rain, Manya Stojic
- Brown Bear, Brown Bear, What Do You See? Bill Martin Jr.
- The Listening Walk, Paul Showers
- The Snowy Day, Ezra Jack Keats
- Ada Twist, Scientist, Andrea Beaty
- Hello Ocean, Pam Muñoz Ryan
- Owl Moon, Jane Yolen
- Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.
- An Eye for Color: The Story of Josef Albers, Natasha Wing
- Drum Dream Girl, Margarita Engle
- Little Fur Family, Margaret Wise Brown
- Geraldine, the Music Mouse, Leo Lionni
- No One Saw, Bob Raczka
- Every Second Something Happens: Poems for the Mind and Senses, Christine San José
- A Color of His Own, Leo Lionni

PLACES YOU CAN VISIT TO TALK ABOUT THE FIVE SENSES

Visit an art museum or art exhibit together. Take time to look at the art and ask:

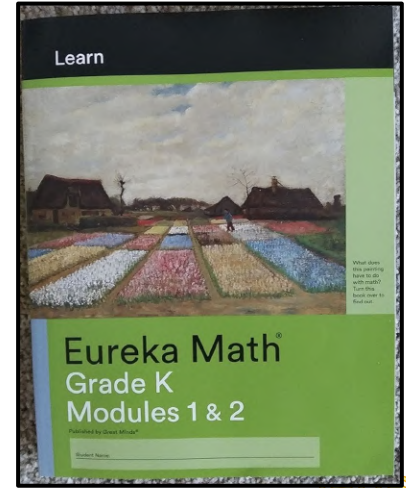
- What are you wondering about the five senses after looking at this art?
- What do you notice?
- What's happening in this work of art?
- How do people use their senses to learn about the world?

Math Units of Study

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10–20 and Counting to 100
- Module 6: Analyzing, Comparing, and Composing Shapes

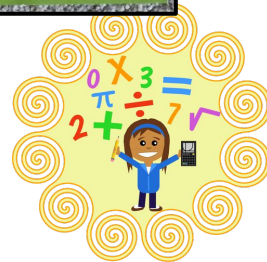
Математические
единицы обучения

অধ্যয়নের গণিত ইউনিট



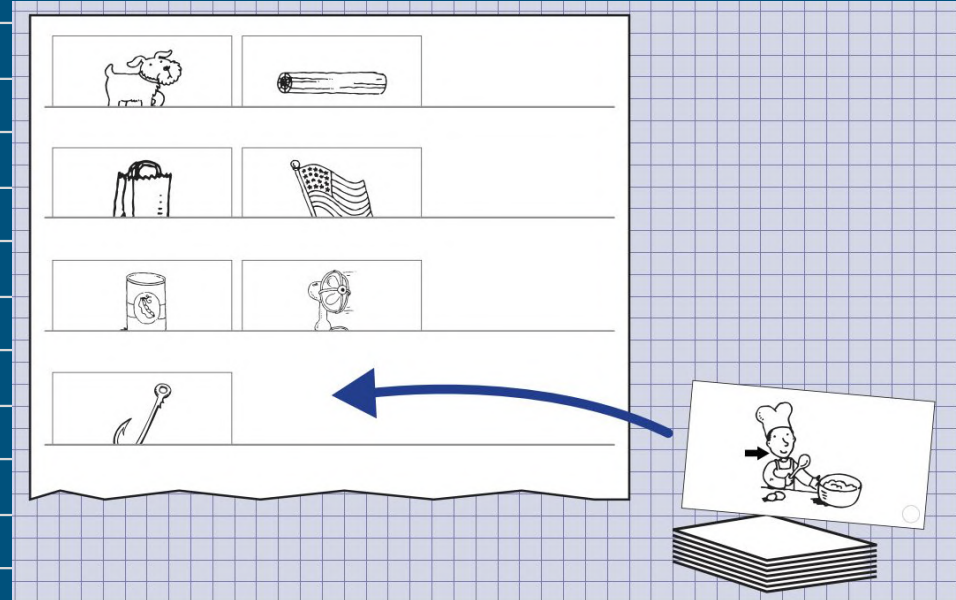
数学学习单元

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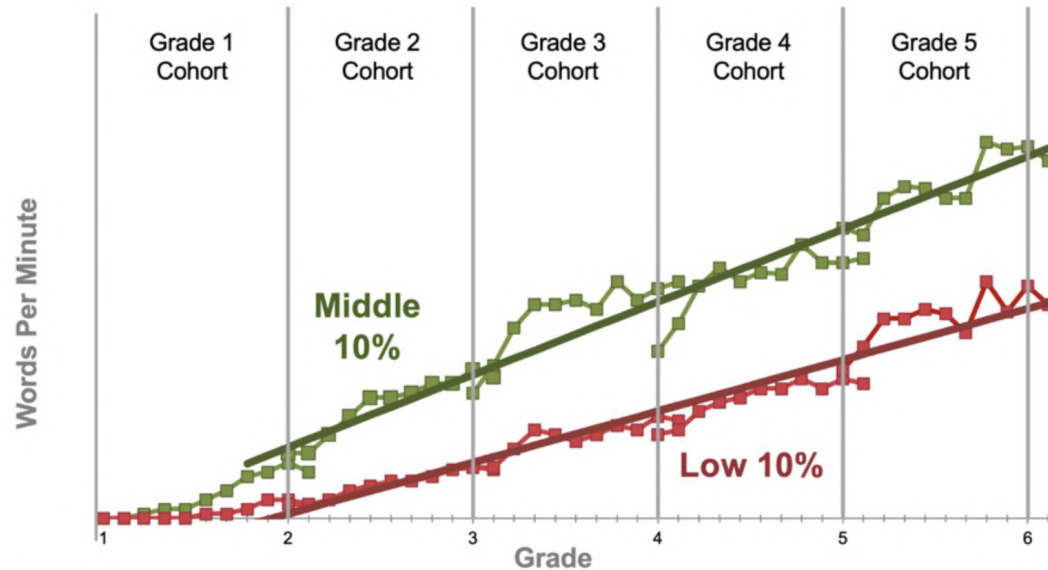


Focus:

- Initial Sound Identification
- Rhyming



Prevention Focus



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

Acadience ELA

Acadience® Reading: Summary of Benchmarks

Reading Composite Score					
	38	156	152	129	177
	26	122	119	113	130
	13	85	89	97	100
					208
					155
					111
First Sound Fluency (FSF)					
	16	43			
	10	30			
	5	20			
Phoneme Segmentation Fluency (PSF)					
	44	56	47		
	20	40	40		
	10	25	25		
Nonsense Word Fluency (NWF)					
Correct Letter Sounds	28	40	34	59	81
	17	28	27	43	58
	8	15	18	33	47
		Whole Words Read	4	17	25
			1	8	13
			0	3	6
Oral Reading Fluency					
	34	67			
	23	47			
	16	32			
Words Correct	86%	97%			
Accuracy	78%	90%			
	68%	82%			
		Retell		17	
				15	
				0	
Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade		

Acadience Phoneme Segmentation Fluency

Progress Monitoring 2

				Score
lay /l/ /ai/	got /g/ /o/ /t/	lots /l/ /o/ /t/ /s/	wheel /w/ /ea/ /l/	 /12
clue /k/ /l/ /oo/	bed /b/ /e/ /d/	worms /w/ /er/ /m/ /z/	cage /k/ /ai/ /j/	 /13
king /k/ /i/ /ng/	most /m/ /oa/ /s/ /t/	some /s/ /u/ /m/	cool /k/ /oo/ /l/	 /13
dried /d/ /r/ /ie/ /d/	loud /l/ /ow/ /d/	tip /t/ /i/ /p/	warm /w/ /or/ /m/	 /13
dad /d/ /a/ /d/	spent /s/ /p/ /e/ /n/ /t/	this /TH/ /i/ /s/	deep /d/ /ea/ /p/	 /14
touch /t/ /u/ /ch/	nest /n/ /e/ /s/ /t/	fun /f/ /u/ /n/	soup /s/ /oo/ /p/	 /13

Total: _____

Nonsense word Fluency

► k e k f i v o s z u l h a l

l u v r a s j o f i v p e b

y i z l u s y e l k a m t o z

u b s e z z o d f a s h i l

a p z u p h e g b i f m o j

n i c y a v l u d n e j z o g

n o f u v z a k s e j b i l

p i m d e j j u n l a n o p

b a s t u v w e j t o g w i c

j e m u g t i v r o g k a l

Number Identification Fluency

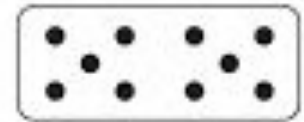
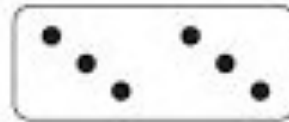
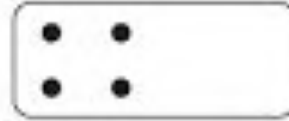
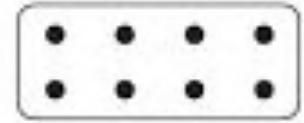
Beginning Quantity Discrimination

6 16 23 10 17

38 97 20 15 24

14 33 11 79 8

21 19 93 3 49



Next Number Fluency



1 ____

6 ____

9 ____

13 ____

18 ____

20 ____

37 ____

44 ____

16 ____

23 ____

55 ____

The NYSESLAT 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.

2025-2026 NYSESLAT

Testing Schedule

- NYSESLAT– has 4 components; Speaking, Listening, Reading, and Writing. The scale scores range from 30-90.
- Part #1 Speaking started on April/May
- Part #2 Listening, Reading and Writing; April/May

The school will send parents a letter with their child's scores from the end of September to the middle of October 2025.

- If the student scores: Entering, Emerging, Transitioning or Expanding, they will continue to receive ENL services next year and will take the NYSESLAT exam at the end of next school year.
- If the student scores: Commanding, they will receive 2 more years of ENL support but **WILL NOT** have to take the NYSESLAT assessment again.

Grading Policy

política de
calificaciones

评分政策

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*

Kindergarten Grading Policy 2025-2026

	Criteria	Grade	
Reading	Based on the average of: • Vocabulary Assessments (2 per module) • New Read Assessments (2-3 per module)	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 (3-5 per module) • End of Module Task (1 per module)	Wit & Wisdom Writing Rubric Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4

评分政策

বাছাইকরণ পদ্ধতি

política de promociones

Политика выставления оценок

Promotional Policy



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

Stamatina Hatzimichalis, Principal

Meghan Avalluto, Assistant Principal

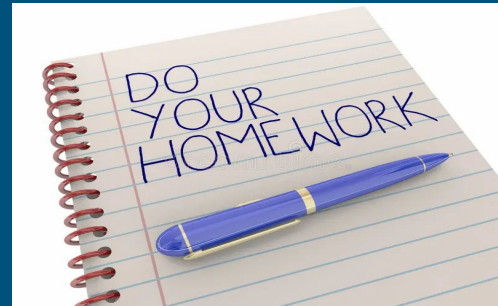
Grade K Promotional Policy 2025-2026

	January	June
Attendance Expectations	Minimum of 90% attendance is expected	Minimum of 90% attendance is expected (162 days)
Reading Standards	Met 5/7 standards	Met 10/ 15 standards
Writing Standards	Met 3/4 standards	Met 5/ 7 standards
Listening & Speaking Standards	Met 2/3 standards	Met 5/ 7 standards
Math Standards	Met 9/14 standards Average of Module 1,2,6 Assessments	Met 18/27 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		

Key:
 Highlighted= Repeated Standard
 Parenthesis =

Homework Policy

Homework reinforces concepts taught in class. All homework assigned is aligned with what has already been taught. Your child is expected to complete homework daily. Please make sure your child comes to school with all of his/her assignments completed.

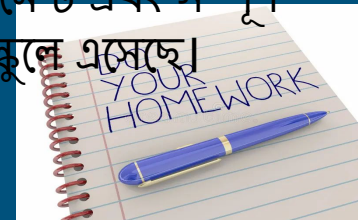


Las tareas refuerzan los conceptos enseñados en clase. Todas las tareas asignadas son coherentes con el contenido enseñado. Su hijo/a debe completar las tareas todos los días. Por favor, asegúrese de que su hijo/a haya completado todas las tareas a su llegada.

Домашнее задание закрепляет понятия, изучаемые в классе. Все домашние задания соответствуют тому, что уже было изучено. Ожидается, что ваш ребенок будет выполнять домашнее задание ежедневно. Пожалуйста, убедитесь, что ваш ребенок приходит в школу со всеми выполненными заданиями и с полностью заряженным iPad.

家庭作业是巩固课堂上老师教的概念。所有布置的作业都与已老师的内容一致。您的孩子必须每天完成作业。请确保您的孩子到校时已完成所有作业。

হোমওয়ার্ক ক্লাসে শেখানো ধারণাগুলিকে শক্তিশালী করে। নির্ধারিত সমস্ত হোমওয়ার্ক ইতিমধ্যে যা শেখানো হয়েছে তার সাথে সামঞ্জস্যপূর্ণ। আপনার সন্তান প্রতিদিন হোমওয়ার্ক সম্পূর্ণ করবে বলে আশা করা হয়। অনুগ্রহ করে নিশ্চিত করুন যে আপনার সন্তান তার সমস্ত অ্যাসাইনমেন্ট এবং সম্পূর্ণ চার্জ করা আইপ্যাড নিয়ে স্কুলে এসেছে।



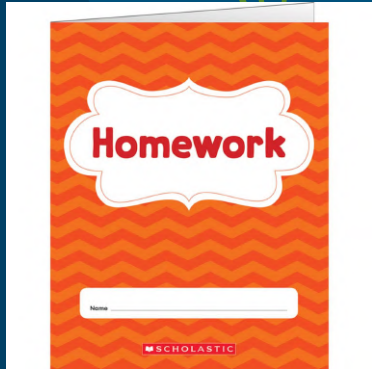
Homework Policy

- Homework Folders (at least one sheet of Math and ELA everyday).

- Homework Notebook (Letter Writing and Red Words).

- Book Baggies (practice reading and being read).

- At times, there maybe additional work or important notices... so please check their backpacks and Homework folders EVERYDAY! If you need to communicate with me, please write a note and put it in the folder.



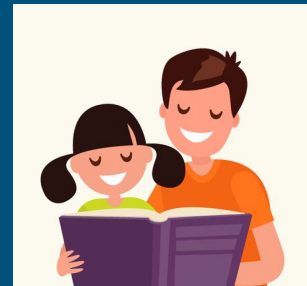
বাড়িতে আপনার সন্তানকে সাহায্য
করুন

在家幫助您的孩子
Ayudar a su hijo en casa

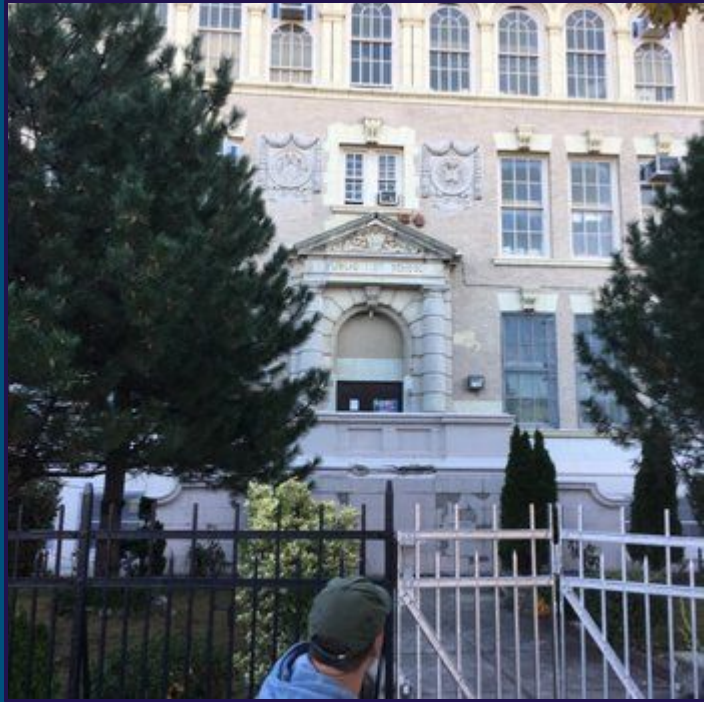
Помогите своему
ребенку дома

Help Your Child at Home

- Read at home with your child for at least 5 minutes at the beginning of the year.
- Ask questions about what you have read.
- Practice counting 1-20 & alphabet
- Play games with your child!



Dismissal Protocol



- Front entrance

Entrada principal

前门

সামনে প্রবেশদ্বার

главный вход

A photograph of the front entrance of the University of Cambridge. The building is a large, ornate structure with a central archway and a person standing in the foreground. The building is made of light-colored stone and has many windows. A large tree is on the left, and a person is standing in the foreground. The building is the University of Cambridge.



蓝卡

নীল কার্ড

синие карты

EMERGENCY CONTACT CARD (Print Information)

SCHOOL YEAR 2011 to 2012

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

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

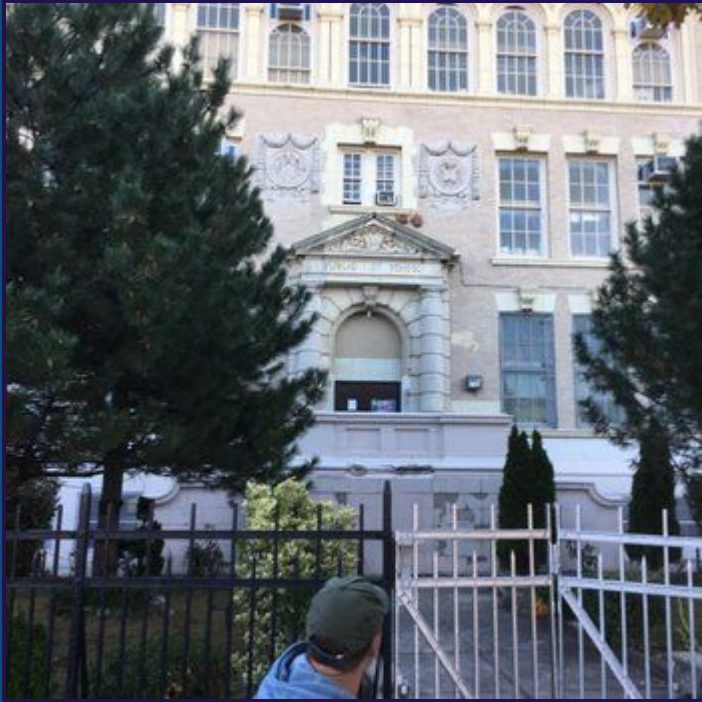
Signature of Parent/Guardian _____

Code _____ Date _____ Room No. _____ Teacher _____

N-2296 06.3 (4890 Page) 0112

New York City Department of Education

Dismissal Protocol



- Late room

cuarto tarde

晚点接送房

দেরী রুম

поздняя комната

Phone Policy

1. 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.

3. Prohibited Use

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

We appreciate your cooperation in helping us maintain a focused and productive learning environment. If you have any questions or need further clarification regarding these policies, please do not hesitate to contact Ms. Musacchio, (718)431-1960(X1063) or Ms. Huang (718)431-1960(X1064), Ms. Rivera(718)431-1960 (X1030).

[illegible]

Department of
Health & Mental Hygiene

Charter's Regulation A-715
Attachment #1
Page 1 of 2

MEDICAL REVIEW OF STUDENT WITH SEVERE ALLERGIES

Name _____ Date of Birth _____
OSD _____ Grade _____ Class _____ Subject _____

CHILD'S MEDICAL PROVIDER TO SUPPLY THE FOLLOWING INFORMATION:

Diagnosis _____

Specific Allergen(s): _____

Extent of Allergy _____

Mild/moderate/severe _____

Exposure route _____

Clinical symptoms: _____

Respiratory: _____

Skin: _____

GI: _____

Cardiovascular: _____

Neurologic: _____

Other: _____

Previously Documented Anaphylaxis Episode

Catalyst: _____

Physical findings: _____

Treatment: _____

Treatment facility: _____

Hospital name: _____

Physician's office/contact information: _____

Home: _____

Other: _____

Charter's Regulation A-715



请确保及时归还蓝卡、过敏表格和所有文件(收到后 1-2 天)。



Division of
Special Education

Media Consent for NYC Department of Education Use

Student Name: _____

School: _____

I consent to the use and disclosure of the image, quotes, name, the participation in interview, and the taking of photographs, recordings, and videos of the Student named above by the New York City Department of Education (NYC DOE) and NYC DOE-related members of the press for NYC DOE-sponsored events. I grant the NYC DOE and related members of the press the right to disclose, edit, use, and reuse the Student's image, quotes, name, and interview, and photographs, recordings, and videos of the Student for the NYC DOE's nonprofit and public purposes. This includes use in print, or broadcast, in online spaces (such as the NYC DOE website and social media) and on the stage of the press, and all other forms of media. I understand that when the school hosts a public event, individuals at the event may take their own photographs, videos and audio of the event, that such recordings may capture me or my child, and that they may also be made public.

I also release the NYC DOE, its agents, and employees from all claims, demands, and liabilities in connection with this rights release above.

If Student is Under Age 18:

Name of Parent / Guardian: _____

Signature of Parent / Guardian: _____

If Student is Age 18 or Over:

Name of Student: _____

Signature of Student: _____

Date: _____

For students age 18 and over, the form must be signed by the student, and not the parent or guardian.

Charter's Regulation A-7.15
Attachment #1
Page 1 of 2

MEDICAL REVIEW OF STUDENT WITH SEVERE ALLERGIES

Name: _____ Date of Birth: _____
DOB: _____ Grade: _____ Class: _____ Subject: _____

CHILD'S MEDICAL PROVIDER TO SUPPLY THE FOLLOWING INFORMATION:

Diagnosis: _____

Specific Allergy(ies): _____

Extent of Allergy: _____

Medication/Intervention: _____

Exposure mode: _____

Clinical symptoms: _____

Respiratory: _____

Skin: _____

GI: _____

Cardiovascular: _____

Neurologic: _____

Other: _____

Previously Documented Anaphylaxis Episode: _____

Date(s): _____

Physical Findings: _____

Treatment: _____

Treatment facility: _____

Hospital name: _____

Physician's office/contact information: _____

Home: _____

Other: _____

Charter's Regulation A-7.15





Возврат школьных форм и документов

Обязательно сдавайте синие карты, бланки
аллергологов, все документы своевременно (через 1-2
дня после их получения).

返回学校表格和文件

请务必及时归还蓝卡、过敏表和所有文件（收到后 1-2
天）。

স্কুলের ফর্ম ও নথি ফেরত দেওয়া

দয়া করে নীল কার্ড, অ্যালার্জি ফর্ম, সমস্ত নথি একটি সময়মত ফেরত
দিতে ভুলবেন না (সেগুলি পাওয়ার 1-2 দিন পরে)।

返回學校表格和文件

請務必及時歸還藍卡、過敏表和所有文件（收到後 1-2
天）。



Classroom Expectations

Your child is expected to arrive to school on time, complete all assignments in a timely fashion, respect his/her peers, teachers, and school community.



Expectativas del aula

Se espera que su hijo llegue a la escuela a tiempo todos los días, con sus asignaciones completa, que tenga respeto para con sus compañeros de clase, profesores y otros adultos de la comunidad escolar.



Classroom Expectations

課堂期望

您的孩子應該準時到達學校，及時完成所有作業，尊重他/她的同齡人、老師和學校社區。

课堂期望

您的孩子应该准时到达学校，及时完成所有作业，尊重他/她的同龄人、老师和学校社区。

শ্রেণীকক্ষ প্রত্যাশা

আপনার সন্তান যথাসময়ে স্কুলে পৌঁছাবে, সময়মতো সমস্ত অ্যাসাইনমেন্ট সম্পূর্ণ করবে, তার/তার সহকর্মী, শিক্ষক এবং স্কুল সম্প্রদায়কে সম্মান করবে বলে আশা করা হয়।

Ожидания от класса

Ожидается, что ваш ребенок будет приходить в школу вовремя, своевременно выполнять все задания, уважать своих сверстников, учителей и школьное сообщество.

Fire drill/lockdown

Please refer to the monthly calendar for the dates that the drills will take place.

In an Emergency

When You Hear It, Do It!



Evacuate



Lockdown
Soft/Hard



Shelter-In



Evacuate: Fire Alarm or directions will be announced.

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

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

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

"The lockdown has been lifted."

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

TEXT 911 IF YOU CAN SILENTLY SHARE INCIDENT INFORMATION

Shelter-In: The threat is outside of the building

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

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

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



FIRE DRILL

Room _____
AT ANY SOUND OR SIGNAL
[GONG(S), TONE(S), SIGNAL(S), STROBE(S)]:

PLEASE ASSEMBLE, FOLLOW INSTRUCTIONS,
AND LEAVE THE BUILDING USING ONE OF THE
EXITS LISTED BELOW:

PRIMARY
EXIT

PROCEED TO STAIRWELL _____

EXIT BUILDING VIA EXIT(S) _____

ALTERNATE
EXIT

PROCEED TO STAIRWELL _____

EXIT BUILDING VIA EXIT(S) _____

LIMITED MOBILITY
INDOOR STAGING
AREAS

STAFF/STUDENTS WITH LIMITED MOBILITY
WILL BE ESCORTED TO ROOM _____ WHERE
THEY WILL THEN BE EVACUATED BY FDNY

IN CASE OF FIRE:

1. Activate Nearest Fire Pull Station.
2. Notify Principal's Office.
3. Call Fire Department (911).
4. Follow Drill Procedures.



MEET THE TEACHER

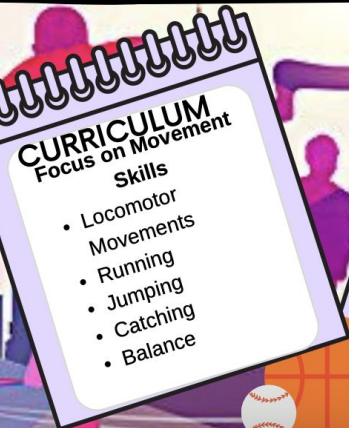


INTRODUCTION

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.



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 - 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 2024-2025 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.

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



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



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
-



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

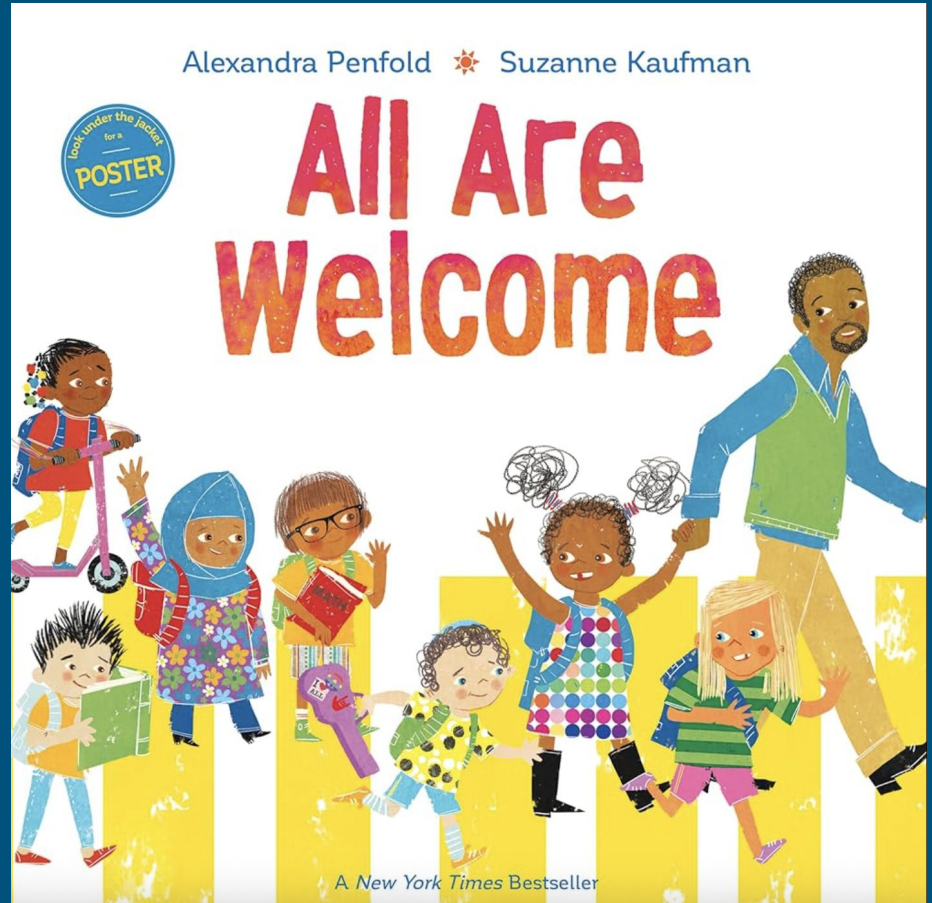
Library: Book Borrowing!

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.



Book of the Month



Important Dates

- Parent-Teacher Conferences (Remote):
 - Dec 11, 2025 – 1st Marking Period
 - Mar 26, 2026 – 2nd Marking Period
 - May 7, 2026 – Family Engagement Night
- Family Fridays (in school):
 - Nov 14 (3–5): Math Stations
 - Dec 5 (K–2): Phonics Stations
 - Jan 16 (3–5), Feb 13 (K–2), Mar 13 (3–5), Apr 17 (K–2), May 15 (3–5)

重要日期

- 家长会 (线上):

- Dec 11, 2025 – 第一次评分期
- Mar 26, 2026 – 第二次评分期
- May 7, 2026 – 家长互动之夜

- 家庭星期五 (在学校):

- Nov 14 (3–5): 数学小游戏
- Dec 5 (K–2): 语音小游戏
- Jan 16 (3–5), Feb 13 (K–2), Mar 13 (3–5), Apr 17 (K–2), May 15 (3–5)

Fechas Importantes

- Conferencias de padres y maestros (Remota):
 - Dec 11, 2025 – 1er periodo de calificación
 - Mar 26, 2026 – 2o periodo de calificación
 - May 7, 2026 – Noche de compromiso familiar
- Viernes de Familia (en la escuela):
 - Nov 14 (Grados 3–5): Estaciones de matematicas
 - Dec 5 (Grados K–2): Estacion de fonetica
 - Jan 16 (Grados 3–5), Feb 13 (Grados K–2), Mar 13 (Grados 3–5), Apr 17 (Grados K–2), May 15 (Grados 3–5)

School Events

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



PS131Brooklyn

Загрузите приложение PS 131.

PS 131 অ্যাপটি
ডাউনলোড করুন

下载 PS 131 应用程序

Descargar la aplicación
PS 131



PS131 Partnership





How to keep in touch?

If you have any questions please
reach out to the following staff...

Ms. April & Ms. Maria M

Family workers

QHuang@schools.nyc.gov

MMusacchio@schools.nyc.g
ov

Mr. Kenny Leung

Computer Technology
Specialist

718-431-1960

CLeung10@schools.nyc.gov

Ms. Lisa Rivera

Parent Coordinator

718-431-1960

LRivera126@schools.nyc.gov

¿Alguna pregunta?

任何问题？

Any questions?

Любые вопросы?

কোন প্রশ্ন?

