

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

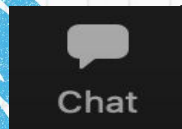
Before we start please put your child's name and class in the chat.

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

在我们开始之前，请在聊天中输入您孩子的姓名和班级。

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

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



Meet the 4th Grade Team

Class: 4-1 Room: 307



Ms. Feliciano



Ms. Palazzo

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

Meet the 4th Grade Team

Class: 4-2 Room: 301

Ms. DeWald

Ms. Hynes

adewald2@schools.nyc.gov ahynes@schools.nyc.gov

Meet the 4th Grade Teachers

Class: 4-3 Room: 308



Ms. Foti

afoti4@schools.nyc.gov

ATTENDANCE

Impact of Poor Attendance

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



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



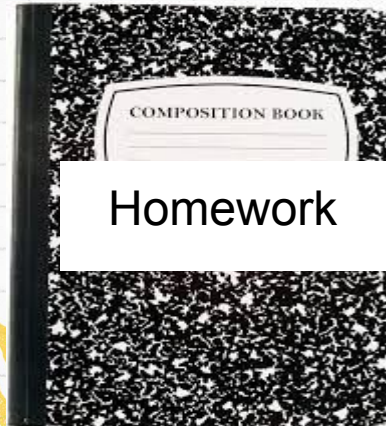
Classroom Expectations

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



Homework Expectations

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



READING & WRITING GRADING POLICY:

Subject	Criteria	Grade	
Reading	Based on the average of: - End of Module 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 (3-6 per module) - End of Module Task (1 per module)	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4

LISTENING & SPEAKING GRADING POLICY:

Listening & Speaking

Based on the average of all Socratic Seminars (2+ per module) opportunities during the marking period.

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

MATH GRADING POLICY:

Math

Based on the average of all End of Module assessment(s) given during the marking period.

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

SOCIAL STUDIES & SCIENCE GRADING

POLI

Social
Studies

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

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

Science

Based on 60% assessments, 20% participation,
20% Science Notebooks (writing, Completing
assignments, etc.)

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

LITERACY SHIFTS

FROM THESE LESS RESEARCHED LITERACY PRACTICES	TO THESE RESEARCH-INFORMED PRACTICES
Non-systematic, incidental instruction in phonics	Systematic, explicit phonics instruction
Use of leveled texts	Use of decidable texts
Leveled reading groups	Small group, differentiated instruction based on need
Incidental instruction and practice in fluency	Explicit instruction and practice in fluency
Assessing reading with running records	Assessing reading with universal screening, secondary diagnostic and additional formative assessments
Inconsistent access to high-quality curricular materials	Adoption of research-based, high-quality curricula
Skills-based instruction	Direct, explicit instruction in service of comprehension
Non-systematic writing instruction in isolation	Explicit, systematic and cumulative writing instruction, integrated with reading



WIT & WISDOM[®]

This year, we are implementing a new literacy curriculum.

WIT & WISDOM PACING CALENDAR

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

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

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

WIT & WISDOM TIPS FOR FAMILIES

WIT & WISDOM TIPS FOR FAMILIES

GRADE 4 | MODULE 1

GRADE 4 | MODULE 1

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 1?

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

Module 1: A Great Heart

Module 2: Extreme Settings

Module 3: The Redcoats Are Coming!

Module 4: Myth Making

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

OUR CLASS WILL READ THESE BOOKS

Novel

- *Love That Dog*, Sharon Creech

Poems

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

Picture Book

- *The Circulatory Story*, Mary K. Corcoran

OUR CLASS WILL EXAMINE THIS PAINTING

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

OUR CLASS WILL WATCH THIS VIDEO

- "Exploring the Heart: The Circulatory System"

OUR CLASS WILL ASK THESE QUESTIONS

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

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

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

PLACES YOU CAN VISIT TO TALK ABOUT THE HEART

When you visit the doctor together, ask:

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

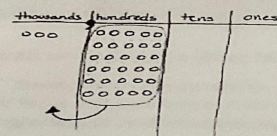
MATH TIPS FOR FAMILIES

Eureka Math™ Tips for Parents

Grade 4
Module 1

Place Value, Rounding, and Algorithms for Addition and Subtraction

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



3 thousand = 30 hundred

Place value chart equivalence

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

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

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

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

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

What Comes After this Module:

In Module 2, students further deepen their understanding of the place value system through the lens of measurement and metric units. Students will recognize patterns as they use the place value chart to convert units, e.g. kilograms to grams, meters to centimeters, etc.

Terms, Phrases, and Strategies in this module:

Ten thousands, hundred thousands (at places on the place value chart)

One million, ten millions, hundred millions (at places on the place value chart)

Sum: answer to an addition problem

Difference: answer to a subtraction problem

Rounding: approximating the value of a given number

Place value: the numerical value that a digit has by virtue of its position in a number

Standard form: a number written in the format: 135

Expanded form: e.g., 100 + 30 + 5 = 135

Word form: e.g., one hundred thirty-five

=, <, > (equal to, less than, greater than)

+ How you can help at home:

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

Key Common Core Standards:

- Use the four operations with whole numbers to solve problems
 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations
- Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000
 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form
 - Use place value understanding to round multi-digit whole numbers to any place
- Use place value understanding and properties of operations to perform multi-digit arithmetic
 - Fluently add and subtract multi-digit whole numbers using the standard algorithm

ELA RESOURCES

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

❑ epic!

❑ Study sight words:

Fry's Fourth 100 Words

301. body	321. usually	341. hours	361. five	381. cold
302. music	322. didn't	342. black	362. step	382. cried
303. color	323. friends	343. products	363. morning	383. plan
304. stand	324. easy	344. happened	364. passed	384. notice
305. sun	325. heard	345. whole	365. vowel	385. south
306. questions	326. order	346. measure	366. true	386. sing
307. fish	327. red	347. remember	367. hundred	387. war
308. area	328. door	348. early	368. against	388. ground
309. mark	329. sure	349. waves	369. pattern	389. fall
310. dog	330. become	350. reached	370. numeral	390. king
311. horse	331. top	351. listen	371. table	391. town
312. birds	332. ship	352. wind	372. north	392. I'll
313. problem	333. across	353. rock	373. slowly	393. unit
314. complete	334. today	354. space	374. money	394. figure
315. room	335. during	355. covered	375. map	395. certain
316. knew	336. short	356. fast	376. busy	396. field
317. since	337. better	357. several	377. pulled	397. travel
318. ever	338. best	358. hold	378. draw	398. wood
319. piece	339. however	359. himself	379. voice	399. fire
320. told	340. low	360. toward	380. seen	400. upon

MATH PACING CALENDAR

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

Module 2: Unit Conversions (7 days)

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

engage^{ny}

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

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

Module 6: Decimal Fractions (20 days)

Module 7: Exploring Measurement with Multiplication (20 days)

REQUIRED MATH FLUENCY

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

MATH RESOURCES

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

- ❑ MAP Accelerator
- ❑ IXL
- ❑ Zearn
- ❑ coolmathgames.com
- ❑ Memorizing their 1-10 multiplication table



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

HOW TO PREPARE FOR 4TH GRADE

Grade 4 mathematics is about:

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

Multiply
Multi-
digit
numbers



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

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

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

ADD THE TWO PRODUCTS
TOGETHER TO GET YOUR FINAL
ANSWER

LONG DIVISION

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

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

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

Equivalent Fractions Using Multiplication

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

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

Line VOCABULARY

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

NYSESLAT

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

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

Part #1 Speaking 

Part #2 Listening  , Reading  and Writing 

NYSESLAT

Your child received a letter with your child's scores.

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

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

SAMPLE FLOW OF THE DAY

4th Grade Flow of Day 2024-2025

Period 1 8:00am-8:50am	Wit & Wisdom ELA Block
Period 2 8:55am-9:45am	Wit & Wisdom ELA Block
Period 3 9:50am-10:40am	Math Block
Period 4 10:45am-11:35am	LUNCH & RECESS
Period 5 11:40am-12:30pm	Math Block
Period 6 12:33pm-1:23pm	MTSS (Multi-Tiered System of Supports) & Social Studies
Period 7 1:25pm-2:15pm	PREP

90 Minutes W&W

75 Minutes Math (30 minutes for the word problem & math stations and 1 full period for the lesson)

20 Minutes MTSS

30 Minutes Social Studies

Student Support

Screeners- Students will be assessed in a variety of ways in order to get to them as best as we can. Examples include MAP and Acadience. Please note that we will not be using running records to assess reading levels. We will be using assessments within our new literacy program, Wit and Wisdom.

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

THIS YEAR'S ASSESSMENTS

- ❑ September 17: **MAP ELA** (IPad assessment meant to assess ELA skills learned this year).
- ❑ September 20: **MAP Math** (IPad assessment meant to assess Math skills learned this year).
- ❑ April 29 & April 30: **ELA State Exam**
- ❑ May 7 & May 8: **Math State Exam**
- ❑ **NYSESLAT** - English Language Learner proficiency assessment.
 - ❑ April 21-May 6: Speaking
 - ❑ May 15, 16, 19: Listening, Reading, Writing

UPCOMING CLASSROOM ASSESSMENTS

- ❏ **October 8:** MATH Module 1 Review
- ❏ **October 9:** MATH Module 1 Test
- ❏ **October 21:** MATH Module 2 Review
- ❏ **October 22:** MATH Module 2 Test
- ❏ **November 8:** Wit & Wisdom End of Module 1 Task

UPCOMING IMPORTANT DATES

- ❑ September 21: Back to School Family Event
- ❑ September 30: NBA/WNBA Cares Basketball Clinics (In School)
- ❑ October 3 & October 4: NO SCHOOL
- ❑ October 14: NO SCHOOL
- ❑ November 1: NO SCHOOL
- ❑ November 5: NO SCHOOL
- ❑ November 11: NO SCHOOL
- ❑ November 28 & November 29: NO SCHOOL
- ❑ December 5: Parent Teacher Conferences

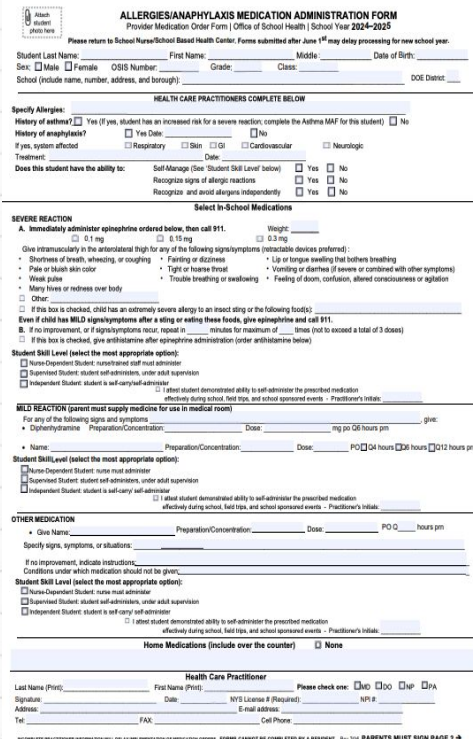
School Drills

These include fire (evacuation) drills, shelter drills, and lock down drills. The first two evacuation drills are listed on the parent calendar and are planned for 9/17 and 9/24. We exit the building quickly and quietly. We re enter the building quickly and quietly as well.



Allergies & Asthma

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

The form is titled "ALLERGIES/ANAPHYLAXIS MEDICATION ADMINISTRATION FORM" and "Provider Medication Order Form | Office of School Health | School Year 2024-2025". It includes a section for "HEALTH CARE PRACTITIONERS COMPLETE BELOW" with fields for "Specify Allergies", "History of asthma?", "History of anaphylaxis?", "If yes, system affected?", "Treatment:", "Does this student have the ability to:", "Select In-School Medications", "SEVERE REACTION", "MILD REACTION", "OTHER MEDICATION", and "Home Medications". It also includes a section for "Health Care Practitioner" with fields for "Last Name (Print)", "First Name (Print)", "Signature", "Date", "NYS License # (Required)", "NPI #", "Address", "E-mail address", "Tel.", "Cell Phone", and "Fax".

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

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

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

HEALTH CARE PRACTITIONERS COMPLETE BELOW

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

Select In-School Medications

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

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

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

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

Home Medications (include over the counter) ☐ None

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

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

Dismissal Policies

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

The image shows an "EMERGENCY CONTACT CARD (Print Information)" from the New York City Department of Education. The card is light blue with black text. It contains various fields for student and guardian information. A red rectangular box highlights a specific section of the form.

Section highlighted by the red box:

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

Name	Telephone ()	Relationship	Order of Protection Exists? Yes ___ No ___
Name _____	Telephone () _____	Relationship _____	
Name _____	Telephone () _____	Relationship _____	

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

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

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

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

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

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

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

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

Trade _____ Class _____ Room No. _____ Teacher _____

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KEEP IN TOUCH

Parent Coordinator

Astrid Mesones → amesones@schools.nyc.gov

Community Coordinator

Kenny Leung → cleung10@schools.nyc.gov

Guidance Counselor

Magdalena Wood → mwood11@schools.nyc.gov

MEET THE TEACHER



INTRODUCTION

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

GOALS

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

CURRICULUM
Focus on Movement Skills

- Locomotor Movements
- Running
- Jumping
- Catching
- Balance

A graphic of a spiral-bound notebook with a yellow cover, featuring a list of movement skills.

EXPECTATIONS

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

A graphic of a spiral-bound notebook with a yellow cover, featuring a list of expectations for students.

GRADING POLICY

Excels at Grade Level Standards

Proficient at Grade Level Standards

Approaching Grade Level Standards

Below Grade Level Standards

Units of Study

RULES AND ROUTINES

RUN, JUMP, AND THROW

TRACK & FIELD

INVASION GAMES

SOCCER

TARGET GAMES

COOPERATIVE GAMES

NET SPORTS

INVASION GAMES

BASKETBALL

STRIKING & FIELDING GAMES

BASEBALL, KICKBALL

TEAM BUILDING GAMES

NET SPORTS

BADMINTON, PICKLEBALL



PHYSICAL EDUCATION - 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

ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

About Me:



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

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

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

Art Studio Motto:

"Turn your mistakes into something great!"

ART - KEY CONCEPTS/SKILLS

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

GRADING POLICY

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

NYS VISUAL ARTS LEARNING STANDARDS

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

Welcome to a new 2024- 2025 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

COMPUTER UNITS OF STUDY: 3RD-5TH GRADE

Unit 1

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

Focus:

-Why is learning how to typing important?

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

- Introduction to Microsoft Powerpoint program

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

Unit 2

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

Unit 3

- Introduction to AI (Artificial Intelligence)

Unit 4

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

Unit 5

- Research Projects using Wixie or Powerpoint

Library with Ms. Keiser

I'm Ms. Keiser, and I'm so excited to welcome you to library for the 2024-2025 school year!



Gr Policy:  dkeiser@schools.nyc.gov

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

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

Library Scope and Sequence

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

Pre-K and K

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

1st and 2nd Grade

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

3rd Grade

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

4th and 5th Grade

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

Introduction:

Hi everyone! I'm Mrs. Acevedo and I am so excited to welcome your child into the Science Lab this academic year. I have been a classroom teacher for over 20 years here at P.S 131k and I hold a Masters in Science.

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 synthesize information to gain deeper understanding.

Your child is also expected to take notes and review student packets provided in class. This practice will help your child become familiar with scientific terminology and develop new understandings as we investigate each unit of study.

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

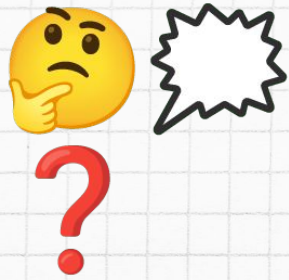
SCIENCE- GRADING POLICY & UNITS OF STUDY

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%

P.S. 131 Science Units of Study

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



QUESTIONS?
PREGUNTAS?
问题?
ВОПРОСЫ?

প্রশ্ন?



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