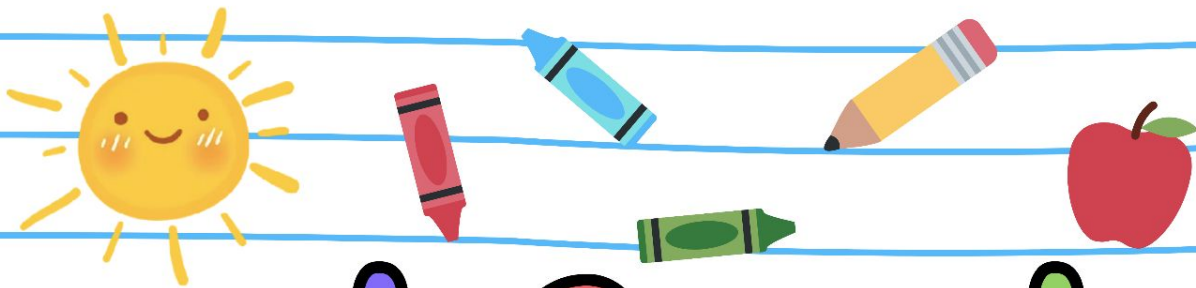


hello



Second Grade!

Welcome to Curriculum
Night!

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

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

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

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

请在聊天中输入您的名字和您孩子的名字。

請在聊天中輸入您的名字和您孩子的名字。

MEET THE TEACHERS

Class 2-1



Mr. Nikovic -
enikovic@schools.nyc.gov



Ms. Hu - Lhu53@schools.nyc.gov

SPECIALS

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

Class 2-2 Ms. Torres



storres15@schools.nyc.gov



Monday	Tuesday	Wednesday	Thursday	Friday
Ms. Keiser Library Pd. 2	Ms. Harvey Computer Pd.2	Ms. Harvey Computer Pd.3	Ms. Barry Art Pd.3	Ms. Martin Gym Pd. 2



Class 2-3 Ms. Meza



imeza@schools.nyc.gov



Monday	Tuesday	Wednesday	Thursday	Friday
Science Pd.2	Physical Education Pd. 2	Art Pd. 4	Physical Education Pd. 6	Library Pd. 3



Class 2-8 Ms. Grande



Mgrande3@schools.nyc.gov



Monday	Tuesday	Wednesday	Thursday	Friday
Art 2nd period Ms. Barry	Library 4th period Ms. Keiser	Art 3rd period Ms. Barry	Physical Education 3rd period Ms. Longo	Physical Education 3rd period Ms. Longo



FLOW OF THE DAY

8:00-8:10 8:10-8:50	Morning Meeting & Calendar Wit & Wisdom
Period 2 8:55-9:45	Wit & Wisdom
Period 3 9:50-10:40	Math
Period 4 10:45-11:35	Phonics
Period 5 11:40-12:30	Lunch
Period 6 12:33-1:23	Social Studies/ Science
Period 7 1:25-2:15	Prep

Impact of Poor Attendance

Влияние плохой
посещаемости

দুর্বল উপস্থিতির প্রভাব

出勤率低的影响
出勤率低的影响

Impacto de
la mala
asistencia

Number of Days Absent	Attendance Rate	Instructional Time Missed in Months	Instructional Time Loss in Hours
9	95%	$\frac{1}{2}$ 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.

Important Dates

October 3-4 Rosh-Hashanah, school closed

October 14 Italian Heritage/Indigenous
People's Day, school closed

|



For families



WIT &
WISDOM®

GRADE

2

Literacy Modules of Study

Module 1 - **A Season of Change**

❖ *Informative Writing*

Module 2 - **The American West**

❖ *Informative Writing*

Module 3 - **Civil Rights Heroes**

❖ *Narrative Writing*

Module 4 - **Good Eating**

❖ *Opinion Writing*



Ways to help with ELA at home

OUR CLASS WILL ASK THESE QUESTIONS

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

QUESTIONS TO ASK AT HOME

As you read with your Grade 2 student, ask:

- What do you notice and wonder?



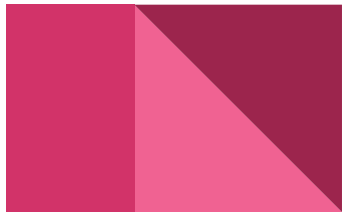
BOOKS TO READ AT HOME

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

PLACES YOU CAN VISIT TO TALK ABOUT THE SEASONS

Take a walk in the park together. Ask:

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



Unidades de estudio de matemáticas

Math Units of Study

Математические
единицы обучения
অধ্যয়নের গণিত ইউনিট

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

數學學習單元

数学学习单元



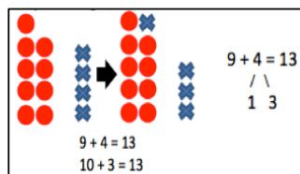
Helping with Math at home

Eureka Math™ Tips for Parents

Grade 2 Module 1

Sums and Differences to 20

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



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

A new way to count!

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

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

What Comes After this

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

Terms, Phrases, and Strategies in this Module:

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

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

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

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

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



+ How you can help at home:

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

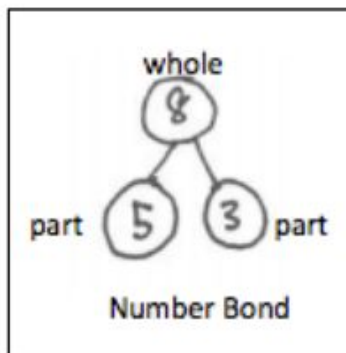
Key Common Core Standards:

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

Welcome to A Story of Units!

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

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



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

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

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

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

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

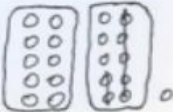
The goal of *Eureka Math* is to produce students who are not merely literate, but fluent, in mathematics. Your student has an exciting year of discovering the story of mathematics ahead!

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

Kayla has 21 stickers.

She gives Sergio 7 stickers.

How many stickers does she have left?


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

Maxscholar - Phonics

Throughout the school year we will be focusing on learning specific blends that will help your child develop strong reading and spelling skills.

Blends are groups of two or three consonants where each letter is pronounced, such as bl, st, dr.

Mastering these blends is an important step in helping children decode and read more fluently.

We encourage you to practice these blends at home by using the handouts and searching for the blends in the fluency reading homework. Consistency is key!

BLENDS

cl, bl, pl, fl, gl, sl, a

br, cr, dr, fr, gr, pr, tr, e

sk, sw, st, tw, i

sc, sm, sn, sp, o

thr, scr, str, spr, spl, u

評分政策

评分政策

Política de
calificaciones

Grading
Policy

বাছাইকরণ পদ্ধতি

Политика выставления оценок





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

Stamatina Hatzimichalis, *Principal*

Meghan Avelluto, *Assistant Principal*

2nd Grade Grading Policy

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



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



Standards

Grade 2

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



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



Goals of Acadience Reading K-6

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



There are two measures for Acadience Reading

Diagnostic:

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

Building Happy Places

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

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

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

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

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

*Your child will be timed
one minute!*



Goals of Acadience Math

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



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

2nd Grade Math Sample:

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

Timed 2 minutes!

Total: _____

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

Timed 5 minutes!

Total: _____

1. How many circles are there in total?



_____ + _____ + _____ + _____ = _____

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



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

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

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



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

6. Draw the time on the clock:



HOMEWORK POLICY

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

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

We are focusing on quality of work over quantity.



Homework calendar

September Homework

8	9	10	11 Math page 5	12 Math page 9+10	13	14
15	16 Math page 13+14 Day 1 Sight word practice: After, fly, how, open, then.	17 Math page 17+18 Day 2 sight word practice	18 Math page 21+ 22 Handout 1A pg 3+4 Day 3 sight word practice	19 Math page 25+26 Handout 1A pg 3+4 Day 4 sight word practice.	20 Handout 1A pg 3+4	21
22	23 Handout 4b pg 1,3,5 Math page 29+30 Day 1 sight word practice: again, from, just, over, think	24 Math page 33+34 Handout 4b pg 1,3,5 Day 2 sight word practice	25 Math review sheet Handout 4b pg 1,3,5 Day 3 sight word practice	26 Handout 4b pg 1,3,5 Math test Day 4 sight word practice.	27 Handout 10B pg 1,3	28 Handout 10B pg 1,3
29 Handout 10B pg 1,3	30 Handout 10B pg 1,3 Math page 83+84 Day 1 sight word practice: an, give, know, put, walk					

Handout 1A: Fluency Homework

Dear Families,

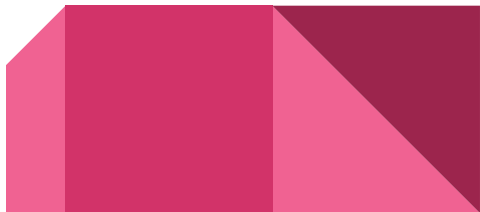
Welcome to our classroom! This year your child will receive regular reading fluency practice for homework. Fluency homework helps build your child's confidence with reading.

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

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

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

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



Handout 1A:

Fluency Homework Option A

Dot a dot dot dot a dot dot

Spotting the windowpane.

Spack a spack speck flick a flack fleck

Freckling the windowpane.

A spatter a scatter a wet cat a clatter

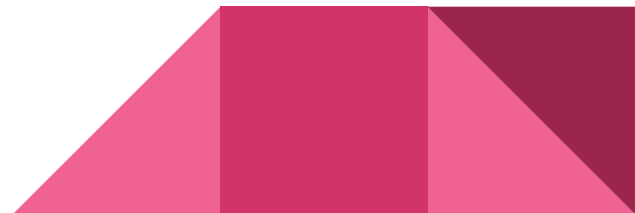
A splatter a rumble outside.

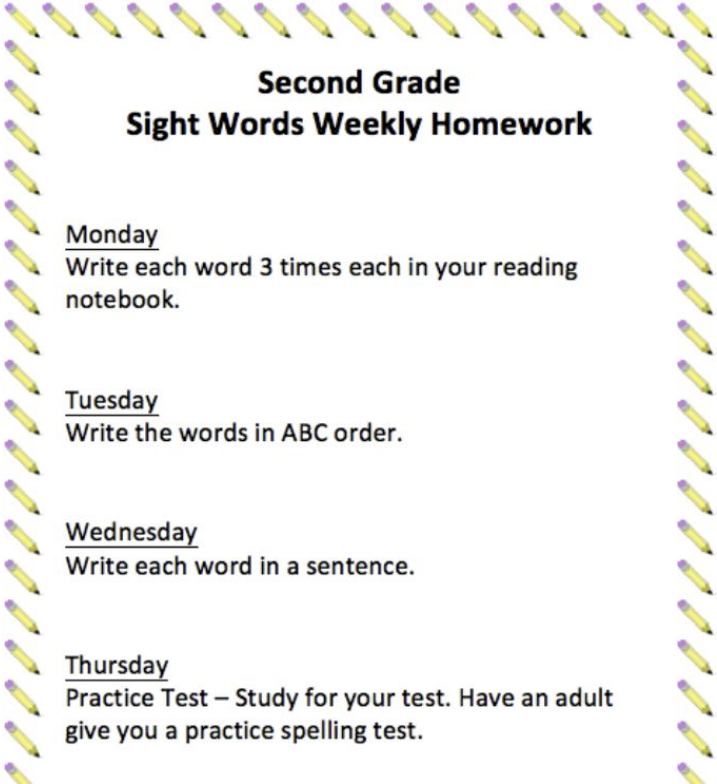
36 words

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

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

Day 1	Day 2	Day 3





Second Grade Sight Words Weekly Homework

Monday

Write each word 3 times each in your reading notebook.

Tuesday

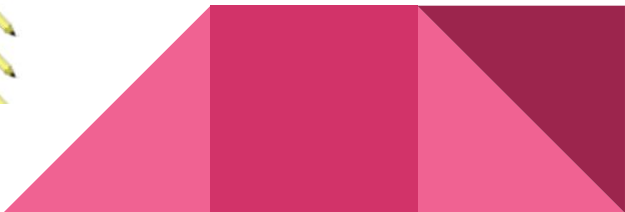
Write the words in ABC order.

Wednesday

Write each word in a sentence.

Thursday

Practice Test – Study for your test. Have an adult give you a practice spelling test.



Phonics at home

SECOND GRADE

always
around
because
been
before
best
both
buy
call
cold

does
don't
fast
first
five
found
gave
goes
green
its

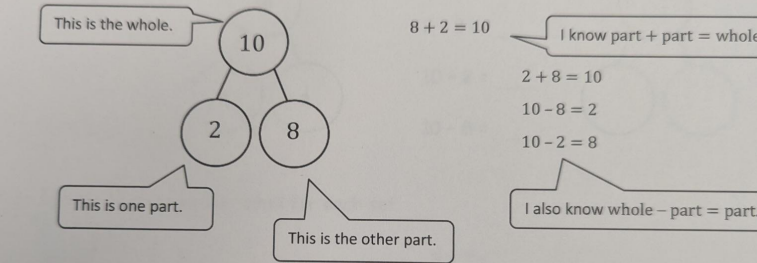
made
many
off
or
pull
read
right
sing
sit
sleep

tell
their
these
those
upon
us
use
very
wash
which

why
wish
work
would
write
your

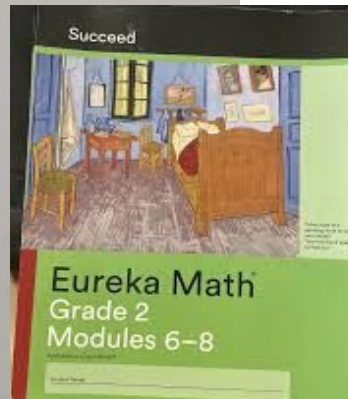
Fluency Practice

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



$10 = 7 + 3$

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



Name _____ Date _____

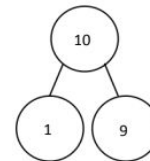
1. Add or subtract. Complete the number bond for each set.

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

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

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

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

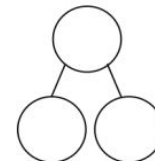


$8 + 2 = \underline{\quad}$

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

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

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



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

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

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

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

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

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

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

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

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

3. Solve.

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

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

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

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

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

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

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

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

WAYS TO HELP AT HOME

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

Classroom Expectations

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



Google Classroom

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

Drills

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

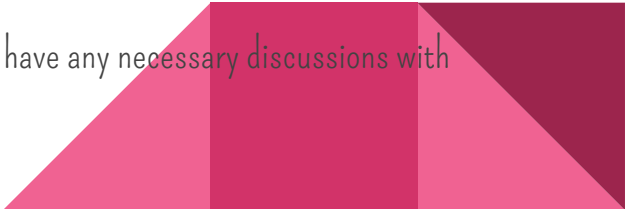
Types of drills we practice:

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

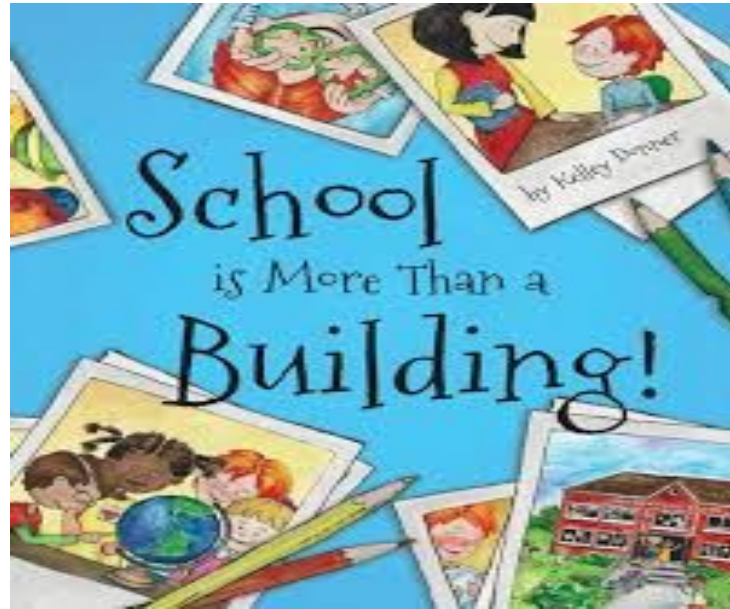
Lockdown drills - to prepare students and staff for situations where there may be a potential threat inside the building.

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

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



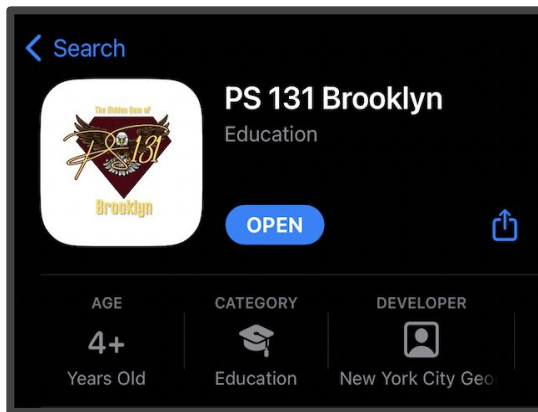
Book of the Month



SCHOOL COMMUNICATION



Website
www.ps131k.org



Phone App
PS 131 Brooklyn

Parent Calendar

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

School Events

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



Загрузите приложение PS 131.

PS 131 অ্যাপটি
ডাউনলোড করুন

下载 PS 131 应用程序

下載 PS 131 應用程序

Descarga la aplicación PS 131



COMMUNICATION

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

Emails:

Mr. Nikovic - enikovic@schools.nyc.gov

Ms. Hu - Lhu53@schools.nyc.gov

Ms. Torres - storres15@schools.nyc.gov

Ms. Meza - imeza@schools.nyc.gov

Ms. Grande - Mgrande3@schools.nyc.gov



Communication with

Mr. Kenny Leung

community coordinator.

718-431-1960

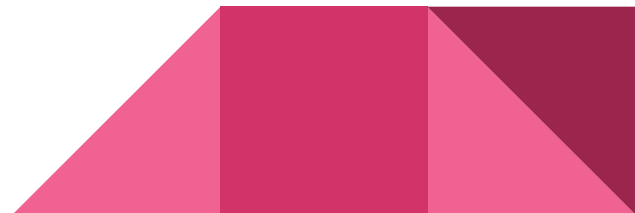
CLeung10@schools.nyc.gov

Mrs. Astrid Mesones

Parent Coordinator

718-431-1960

Amesones@schools.nyc.gov



FORMS

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



QUESTIONS



**THANK YOU FOR MEETING
WITH US!**



MEET THE TEACHER

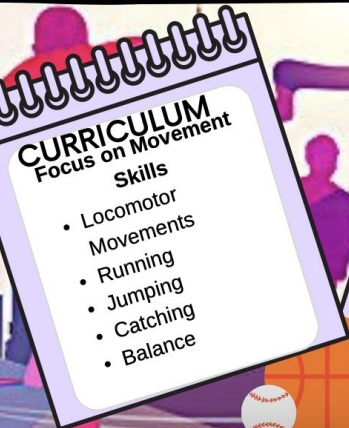


INTRODUCTION

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

GOALS

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



GRADING POLICY

Excels at Grade Level Standards

Proficient at Grade Level Standards

Approaching Grade Level Standards

Below Grade Level Standards

Units of Study

RULES AND ROUTINES

RUN, JUMP, AND THROW

TRACK & FIELD

INVASION GAMES

SOCCER

TARGET GAMES

COOPERATIVE GAMES

NET SPORTS

INVASION GAMES

BASKETBALL

STRIKING & FIELDING GAMES

BASEBALL, KICKBALL

TEAM BUILDING GAMES

NET SPORTS

BADMINTON, PICKLEBALL



Physical Education - ! Martin

718-431-1960



Welcome families to the P.S.131 Physical Education Program. I am thrilled to be working alongside an amazing faculty and a community of Physical Education enthusiasts to bring the many benefits of the program to your child during the 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 - Grade 5



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 POLICY

GRADING

	<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	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.
© 2017 New York State Education Department				

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.

Computers Grading Policy & Units of Study

Grading Policy

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

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

K-1st: Unit 1

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

Computer Units of study: k-1st Grade

K-1st: Unit 2

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

K-1st: Unit 3

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

Computer Units of study:2nd Grade

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

- Research Projects using online resources & Wixie

Computer Units of study:3rd-5th Grade

Unit 1

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

Focus:

-Why is learning how to typing important?

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

- Introduction to Microsoft Powerpoint program

**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!



dkeiser@schools.nyc.gov

Grading Policy:

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

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

Library Scope and Sequence

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

Pre-K and K

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

1st and 2nd Grade

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

3rd Grade

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

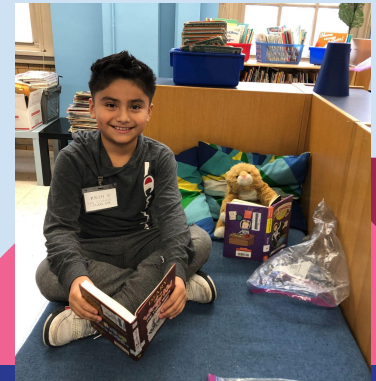
4th and 5th Grade

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

Library: Book Borrowing!

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

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



Science with Mrs. Acevedo

EACEVEDO5@SCHOOLS.NYC.GOV

718-431-1960

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)

SPECIAL OPPORTUNITIES FOR FIFTH GRADERS

NEW NY SunWorks HydroPOnic Lab

Grant-funded Expansion of our garden room with new machines

MoMA ARTS PARTNERSHIP

Opportunity for students to display work at the museum

THE METROPOLITAN OPERA RESIDENCY

All 5th GRaders will attend a Dress Rehearsal AT THE MET

MoMA

The Met
ropolitan
Opera

