

AGENDA

1. Introducing the teachers
2. Curriculum (New W&W, Math, Phonics)
3. Grading Policy
4. Screeners (Acadience & NYSESLAT)
5. Students' Attendance
6. Flow of the day
7. Homework Policy
8. Parent Calendar (important dates, drills)
9. Forms to return back to school (Blue cards, medical, media)
10. Classroom Expectations
11. Google Classroom
12. Book of the month
13. Cluster teachers
14. Questions

Ms. Chan
1st Grade
ENL
Teacher
Class 1-1



Ms. Chen
1st Grade
Special Ed.
Teacher
Class 1-1

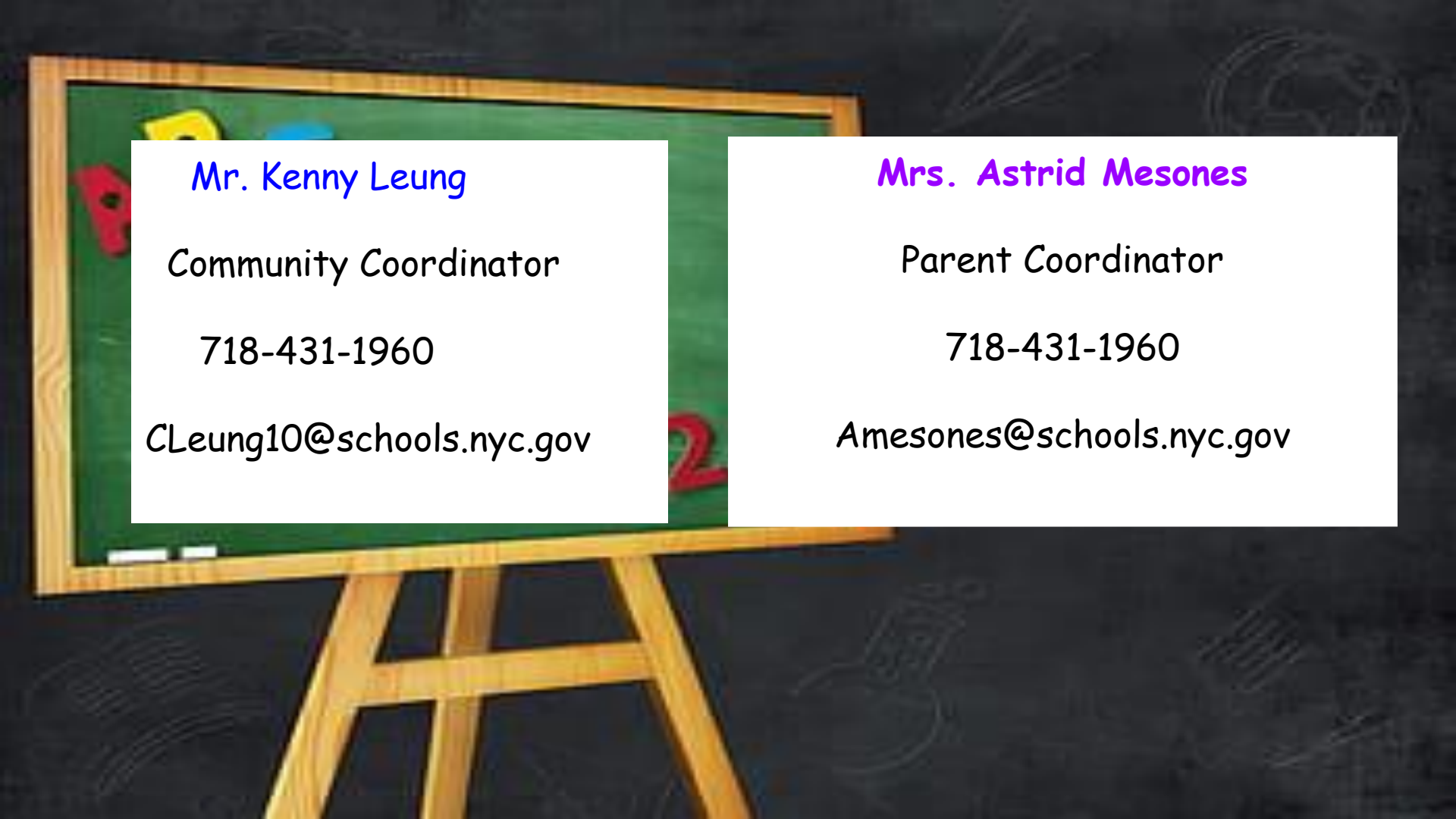


Ms. Liang
1st Grade
Teacher
Class 1-3



Ms. Wu
1st Grade
Teacher
Class 1-2





Mr. Kenny Leung

Community Coordinator

718-431-1960

CLeung10@schools.nyc.gov

Mrs. Astrid Mesones

Parent Coordinator

718-431-1960

Amesones@schools.nyc.gov

New Wit and Wisdom Curriculum - Reading/Writing

	Module 1	Module 2	Module 3	Module 4
Kindergarten	The Five Senses How do our senses help us learn? • Informative Writing	Once Upon a Farm What makes a good story? • Narrative Writing	America, Then and Now How has life in America changed over time? • Informative Writing—Research	The Continents What makes the world fascinating? • Opinion Writing
Grade 1	A World of Books How do books change lives around the world? • Narrative Writing	Creature Features What can we discover about animals' unique features? • Informative Writing—Research	Powerful Forces How do people respond to the powerful force of the wind? • Narrative Writing	Cinderella Stories Why do people around the world admire Cinderella? • Opinion Writing
Grade 2	A Season of Change How does change impact people and nature? • Informative Writing	The American West What was life like in the West for early Americans? • Informative Writing	Civil Rights Heroes How can people respond to injustice? • Narrative Writing	Good Eating How does food nourish us? • Opinion Writing—Research
Grade 3	The Sea Why do people explore the sea? • Informative Writing	Outer Space How do people learn about space? • Opinion Writing	A New Home How do stories help us understand immigrants' experiences? • Narrative Writing	Artists Make Art What is an artist? • Informative Writing—Research
Grade 4	A Great Heart What does it mean to have a great heart, literally and figuratively? • Informative Writing	Extreme Settings How does a challenging setting or physical environment change a person? • Narrative Writing	The Redcoats Are Coming! Why is it important to understand all sides of a story? • Opinion Writing, Research	Myth Making What can we learn from myths and stories? • Informative Writing

QUESTIONS TO ASK AT HOME

As you read with your Grade 1 student, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- *Roger is Reading a Book*, Koen Van Biesen
- *Poppleton*, Cynthia Rylant
- *Rain School*, James Rumford
- *Library Lion*, Michelle Knudsen
- *Abe Lincoln: The Boy Who Loved Books*, Kay Winters
- *Biblioburro: A True Story from Colombia*, Jeanette Winter
- *The Fantastic Flying Books of Mr. Morris Lessmore*, William Joyce
- *Thank You, Mr. Falker*, Patricia Polacco
- *The Stone Lion*, Margaret Wild
- *Bats at the Library*, Brian Lies
- *Wild about Books*, Judy Sierraq
- *The Library*, Sarah Stewart
- *You Wouldn't Want to Live Without Books!*, Alex Woolf

PLACES YOU CAN VISIT TO TALK ABOUT THE WORLD

Visit the local library together. Ask the librarian:

- What is the history of the library?
- When was the library built?
- Who built the library?
- How many people visit the library each year?
- What programs does the library offer?
- How does the packhorse librarian change life for Cal?
- How do books change my life?





Grade 1	
1st TRIMESTER	M1: Sums and Differences to 10 (45 days)
	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)
2nd TRIMESTER	M3: Ordering and Comparing Length Measurements as Numbers (15 days)
	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)
3rd TRIMESTER	M5: Identifying, Composing, and Partitioning Shapes (15 days)
	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)

Math pacing calendar



Phonics Curriculum - Maxscholar & Heggerty



1st Grade Grading Policy



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

Stamatina Hatzimichalis, Principal

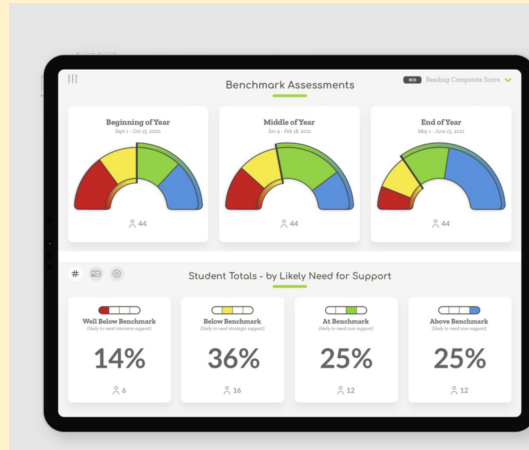
Meghan Avelluto, Assistant Principal

1ST Grade Grading Policy 2024-2025

	Criteria	Grade	
		Average Score	Report Card Grade
Reading	Based on the average of: - End of Module Vocabulary Assessments (2 per module) - New Read Assessments (2-3 per module)	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	1
		2	2
		3	3
		4	4

Screeners - Acadience

****Students will be taking two major screeners(ELA/Math) throughout the year called Acadience. These tests are mandatory by the DOE to track student progress.**



Dear Parent or Guardian,

Your child has been tested using the Acadience Reading assessment. The purpose of Acadience Reading is to monitor your child's development in reading, to identify students who need additional help, and to guide the teacher's classroom instruction. Acadience Reading should not be used to grade a child.

Acadience Reading consists of several brief tests that are used as indicators of critical skills that students need to master in order to become good readers. Much like measuring a child's height and weight provides an indicator of that child's overall growth, each Acadience test provides an indicator of how well a child is doing in learning a particular early reading skill. The scores tell us whether a child is likely to be "on track" for learning to read, or whether that child may need some additional help in learning important reading skills.

2020-2021 Scores for Earl Arnold



Understanding the Assessments

Reading Composite Score

The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of a student's reading proficiency.

Letter Naming Fluency

LNF assesses a student's ability to recognize individual letters and say their letter names.

Phoneme Segmentation Fluency

PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.

Nonsense Word Fluency

NWF assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds.

NWF - C&S is the number of Correct Letter Sounds.
NWF - WWR is the number of Whole Words Read without sounding out.

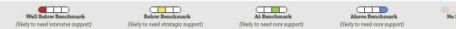
Oral Reading Fluency

ORF is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

ORF - WORDS CORRECT is the number of words read correctly.

ORF - ACCURACY is the percent of words read accurately.

ORF - RETELL is a count of correct words the student gave in response to the passage.



Screeners - Acadience (set timer for 1 minute each)



Math:

- Practice skip counting by 1s, 5s, and 10s
- Compare which number is bigger and read it out aloud

ELA:

- Practice nonsense words - read it and tap it
- Practice reading a story in 1 minute for fluency
- Practice retelling the story they just read

NYSESLAT

❖ The school will send parents a letter with their child's scores from the end of September to the middle of October 2024.

- 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.
- Testing dates: Speaking April 21- May 6
Listening, Reading, Writing May 15, 16, 19

- ❖ As the ENL- teacher I will be working closely with the student's classroom teacher.
- ❖ In an Integrated ENL class (Push In) I will provide the most effective support by using specific ENL instructional strategies to help students develop conceptual content knowledge, during language arts and content-area instruction that are taught in English.
- ❖ In a Stand-alone ENL class (Pull Out), students will receive English language development instruction in order to acquire the English language needed for success in core content areas, while improving their English language skills in reading, writing, listening, and Speaking.
- ❖ If you have any questions or concern please do not hesitate to contact me at: **chamad@schools.nyc.gov**

Attendance Policy - Arrival & Dismissal

*School starts at 8:00 a.m. to 2:15 p.m. Students will arrive and dismiss on 43rd street last door. Please pick up your child at 2:15 pm.

*Attendance is very important for all students.

**If your child is absent a lot, it will affect his/her grade. There is a chance your child will repeat the grade.

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

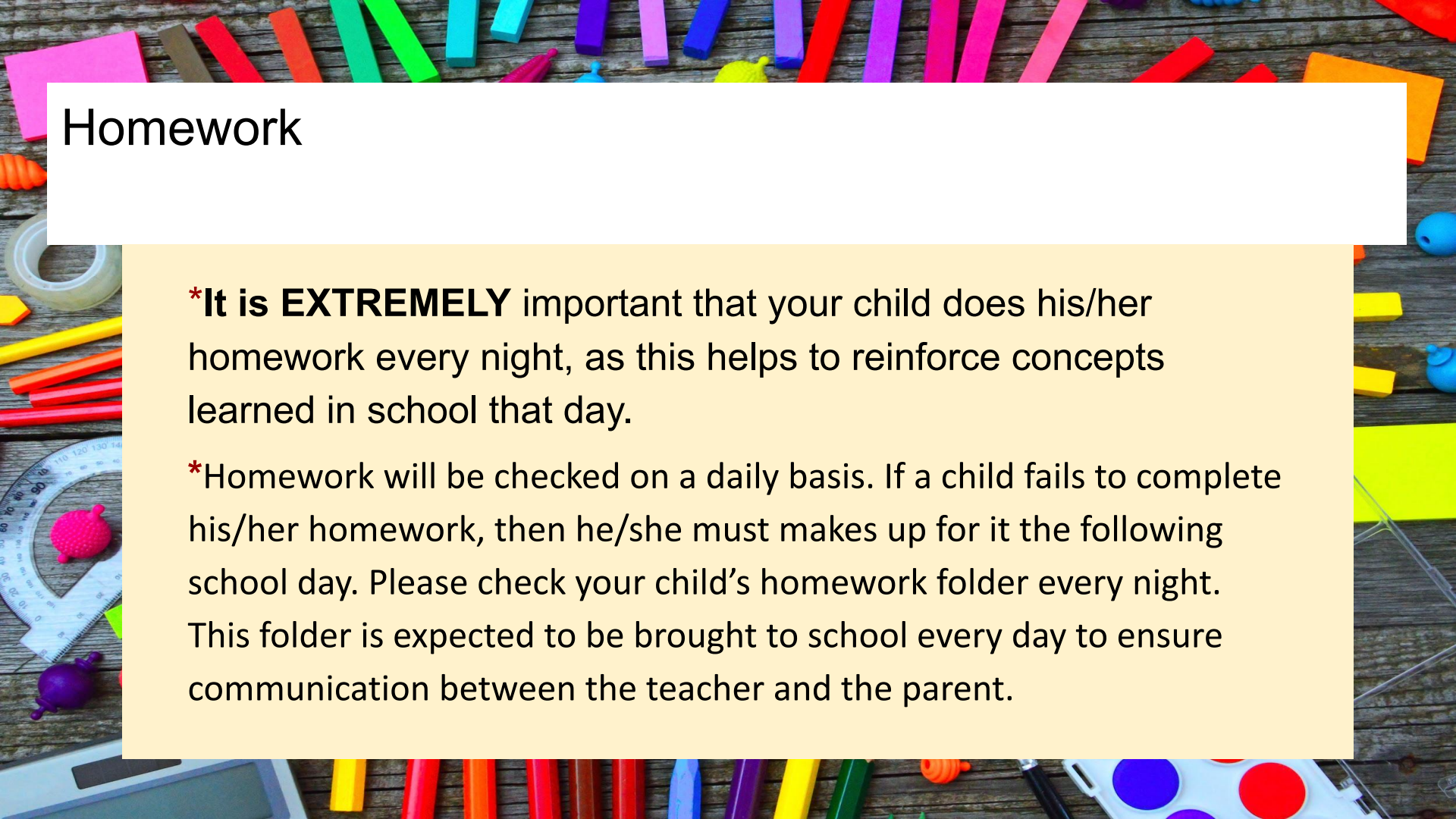


Warning – below the 90% range places your child at risk of repeating the grade.

Flow of the day

1st Grade Flow of the day 24-25

Period 1 8:00-8:50	Arrival/Morning meeting(10mins) Wit & Wisdom
Period 2 8:55-9:45	Wit & Wisdom
Period 3 9:50-10:40	Heggerty(12mins) Phonics(30mins)
Period 4 10:45-11:35	Lunch/Recess
Period 5 11:40-12:30	Math(75 mins)
Period 6 12:35-1:25	SocialStudies/Science (30min) MTSS (20mins)
Period 7 1:30-2:20	Specialities (Art, Computer, Library, Gym)

The background of the slide features a wooden surface covered with various colorful school supplies. At the top, there are several colored sticks or markers in shades of green, blue, purple, red, and pink. To the left, a pink sticky note is partially visible. Below the sticks, there are more markers in yellow, orange, and red. A clear ruler and a protractor are also visible on the left side. At the bottom, there are more markers in yellow, red, and blue, along with a small watercolor palette with blue and red paint. The overall scene is a collection of typical classroom materials.

Homework

***It is EXTREMELY** important that your child does his/her homework every night, as this helps to reinforce concepts learned in school that day.

*Homework will be checked on a daily basis. If a child fails to complete his/her homework, then he/she must make up for it the following school day. Please check your child's homework folder every night. This folder is expected to be brought to school every day to ensure communication between the teacher and the parent.

Homework

In order to help your child become a better reader, your child has to read 10 minutes every night from his/ her book baggie. Your child needs to complete his/her Weekly Reading Log by the end of each week. We will check it and will put a new [Reading Log](#) in his/her Homework folder every week.

_____'s WEEKLY READING LOG					
	Title & Author of Book	Who Read?			Indicate if Adult
		Read to Child	Read with Child	Read by Child	
					
		Book was okay			
		Book was good			
		Book was great			
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Questions parents can ask their children about what they are reading:

Questions to Ask After Reading Books

1. What happened in this book?

(Students should open the book and tell about all the things that happened on each page.)

First, _____, Next, _____, Then, _____, After That, _____,
At the end, _____.

2. Did you notice any special words in the book? Some books have dark letters and words.

I noticed this book has _____.

3. Does this book remind you of anything?

(The student should talk about what the book reminds them of. Should not say No.)

This book reminds me of _____.

4. How does the character feel about another character?

(The student should not say happy or sad.)

_____ loves or hates _____ because _____.

5. What is the character like?

The character is _____. (The student should describe the character tired, nice, mean. Do not say girl or boy.)

6. What is the problem in the story?

The problem in the story is _____.

7. How did the character feel at the end or beginning?

The character felt happy/ sad because _____.

8. What is the most important part of the story?

(The student should show the part when the problem is solved.)

The most important part was _____.

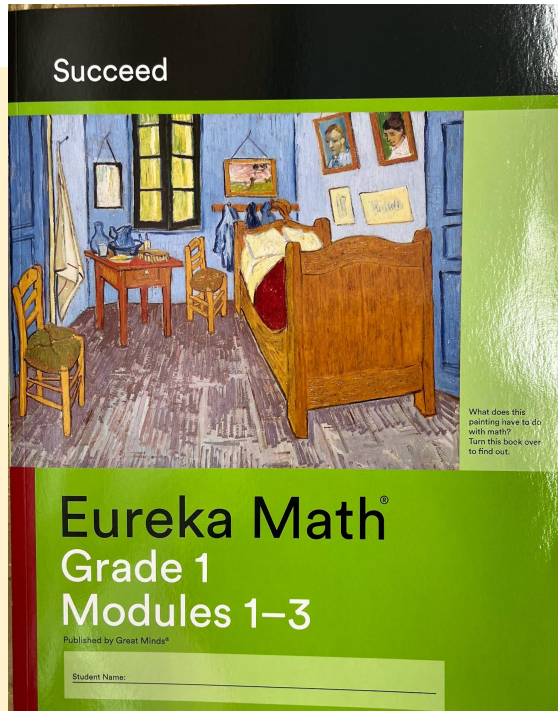
9. What can you predict will happen in the story by looking at the picture?

The picture has _____. In this story, the character will _____.

10. Does this remind you of an experience in your life?

This reminds me of when I _____.

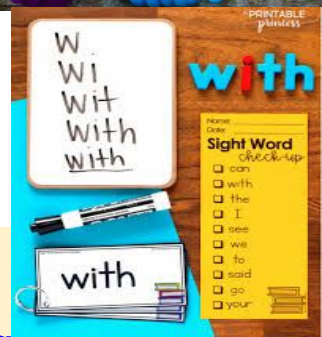
Homework - Math (Class 1-1 and 1-2)



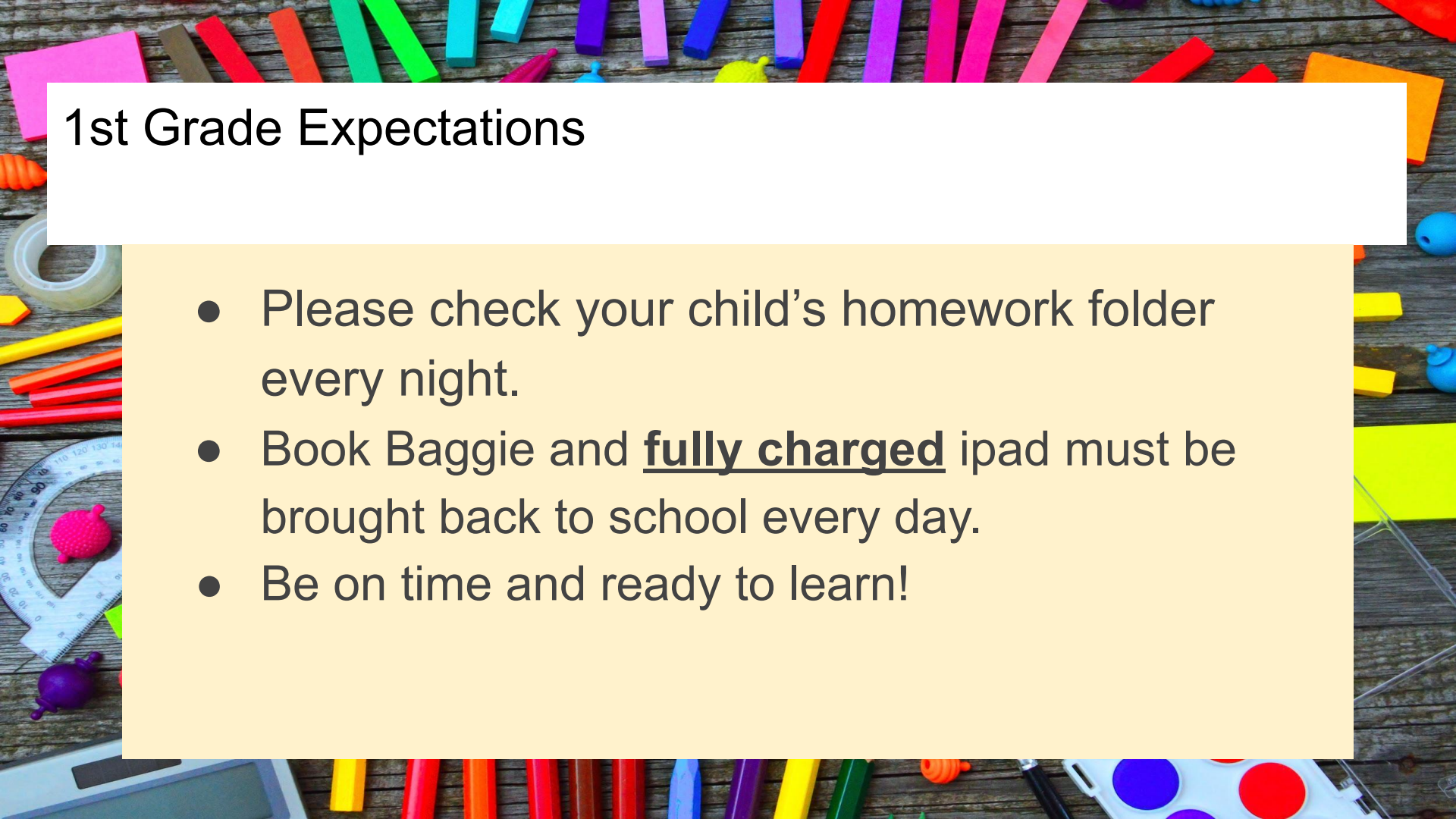
Please note that we are using Eureka Math (red spine) for homework. Please keep this book in a safe place at home and after completing the homework pages, rip it out and bring it back to school.

When we change modules, please keep the book at home until the end of the school year (*last day of school*).

Sight Words

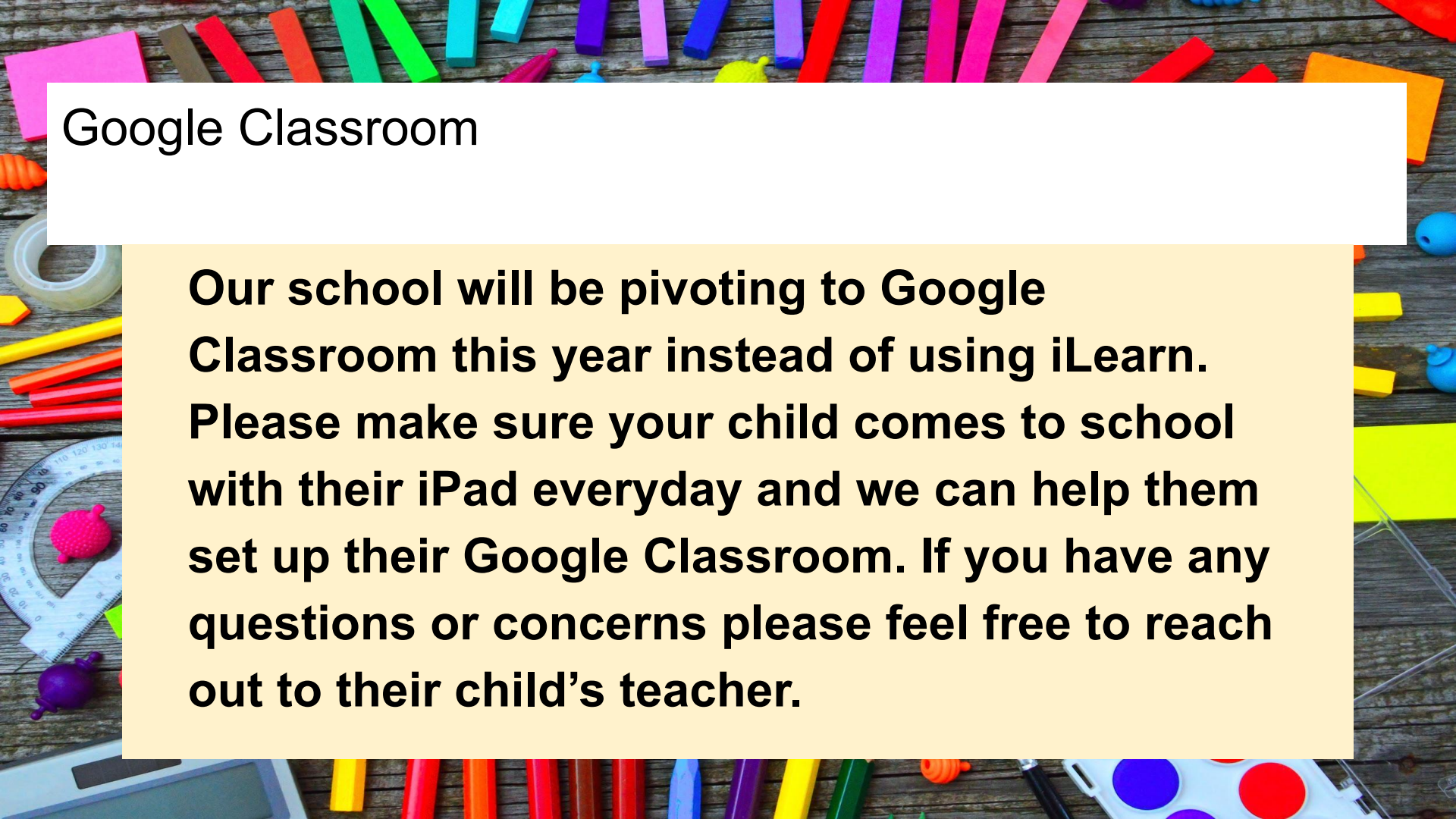


- Spelling test will take place every Friday.
- 5 sight words per week will be shown on the homework package.
- We will assess all words learned in the prior weeks on the week of November 25-27 and January 2-3.



1st Grade Expectations

- Please check your child's homework folder every night.
- Book Baggie and **fully charged** ipad must be brought back to school every day.
- Be on time and ready to learn!



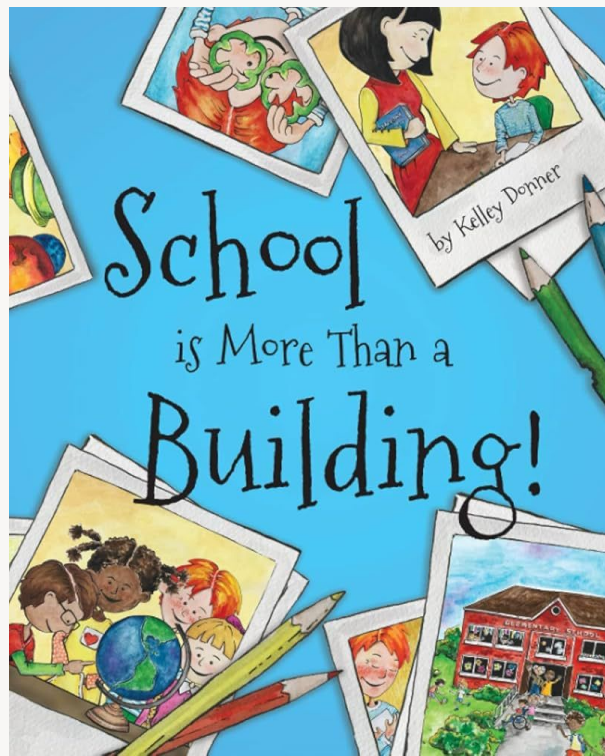
Google Classroom

Our school will be pivoting to Google Classroom this year instead of using iLearn. Please make sure your child comes to school with their iPad everyday and we can help them set up their Google Classroom. If you have any questions or concerns please feel free to reach out to their child's teacher.

September Book of the Month:

School Is More Than a Building

by Kelley Donner



Forms to return

It is **very important** to return school forms to the teacher: Blue cards (2 cards per child), **Medical form**, **Photo consent form** and Emergency contact. Please try to fill out these forms as soon as possible.

EMERGENCY CONTACT CARD (Print information)

SCHOOL YEAR 20__ to 20__

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

Parent/Guardian (Student resides with): _____ Relationship _____
Home Telephone () _____ Work Telephone () _____ Cell No. () _____ Oral _____ E-mail _____
Address _____ Apt. _____ Borough _____ ZIP _____

Other Parent/Guardian: _____ Relationship _____
Home Telephone () _____ Work Telephone () _____ Cell No. () _____ Oral _____ 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 _____

IMPORTANT- PLEASE COMPLETE REVERSE SIDE OF THIS CARD > > > > > > > > > > > > >

Grade _____ Class _____ Room No. _____ Teacher _____

New York City Department of Education

Media Consent for NYC Department of Education Use

Student Name: _____

School: _____

I consent to use and disclosure of the image, quote, name, the participation in interview, and the taking of photographs, recordings, and videos of my 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, on broadcast, in online spaces (such as the NYC DOE website and social media accounts and those of the press), and all other forms of media. I understand that when the school hosts a public event, photographs of 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 grant of 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-715
Attachment #1
Page 1 of 2

MEDICAL REVIEW OF STUDENT WITH SEVERE ALLERGIES

Name: _____ Date of Birth: _____
Grade: _____ Class: _____ School: _____

CHILD'S MEDICAL PROVIDER TO SUPPLY THE FOLLOWING INFORMATION:

Diagnosis: _____

Specific Allergen(s): _____

Mild/moderate/severe: _____

Exposure route: _____

Clinical symptoms: _____

Respiratory: _____

Skin: _____

GI: _____

Cardiovascular: _____

Neurologic: _____

Other: _____

Previously Documented Anaphylaxis Episode: _____

Dated: _____

Physical findings: _____

Treatment: _____

Treatment facility: _____

Hospital name: _____

Physician's official contact information: _____

Name: _____

Other: _____

Charter's Regulation A-715



Parent Calendars - Important dates & drills

***Parent Calendar:** school sends home one paper copy every month, the drills are listed.

***Please look on our website at**
www.ps131k.org



CLUSTER TEACHERS

QUESTIONS?









