



Welcome

5th Grade Curriculum Night

PLEASE WRITE:
YOUR CHILD'S FIRST NAME, LAST
NAME, CLASS AND YOUR NAME
IN THE CHAT FOR ATTENDANCE
PURPOSES!

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Agenda

-01-

Get to know the 5th Grade Teachers,
Schedules & Supply List

-02-

Expectations and preparation for the
2024-2025 school year

-03-

Important Testing Dates

-04-

Ways to Help your child

-05-

Clusters Programs & Expectations

1. Get to know the 5th Grade Teachers,
Schedules & Supply List
-

5th Grade Teachers

5-1 Ms. Homnick and Ms. Nicoletti

5-2 Ms. Woo

5-3 Ms. Rodriguez

5-8



Teacher & Family Communication

- The best way to contact us is via email.
- We will respond to your email as quickly as possible. Please be patient. You can communicate with us via email or request a phone conference where we can set up a meeting with a later date and time.

Nhomnick@schools.nyc.gov (5-1)

Cnicoletti2@schools.nyc.gov (5-1)

Mwoo@schools.nyc.gov (5-2)

Drodriguez98@schools.nyc.gov (5-3)

5th Grade Flow of Day 2024-2025

Period 1 8:00am-8:50am	Morning Routine & Math Block
Period 2 8:55am-9:45am	Math Targeted Small Groups(20 minutes)
Period 3 9:50am-10:40am	Lunch & Recess
Period 4 10:45am-11:35am	Wit & Wisdom ELA Block
Period 5 11:40am-12:30pm	Wit & Wisdom ELA Block
Period 6 12:33pm-1:23pm	MTSS (Multi-tiered System of Supports) & Social Studies
Period 7 1:25pm-2:15pm	PREP

List of school supplies for 5th grade

Dear 5th grader parents:

You can find your child below 2024-2025 list of supplies needed for the school year.

Please put your child's name tag on everything and bring your supplies with you for the first few days of school.

Thank you for your cooperation and support!

5th grade teacher

Sticky signs (2 packs). 	Noteworthy notes (Different colors and sizes) 	Hue Highlighter (Different colors are required) 	6 folders (Different colors) 
1 pack of Elmer's glue sticks 	1 box 1- or 2-gallon Ziploc bag 	1 pack Ticonderoga pencil 	Polka dot sticker 1 pack 4 pcs) 
2 boxes of tissue paper 1 large roll of tissues 	1 pack Index cards 	2 box 5 Dry erase markers 	1 Box color pencils 1 box of crayons 
2 bottles of disinfectant wipes 1 bottle of hand sanitizer 	2 packs of photocopy paper 	8 Composition notebook 	1 Whiteboards 
Earplug 	1 pack of wide-space loose-leaf paper 	1 pack of eraser 	1 pack of red pens or pencils 

School Forms

- **Please make sure that all school forms are returned.**
- The forms we need to have a smooth operation are:
 - **Blue Cards**
 - **Walker Forms**
 - **Allergy Form**
 - **Photo Consent Form**

Allergy form

Doctor to Complete

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 1 st may delay processing for new school year.	
Student Last Name: _____	First Name: _____ Middle: _____ Date of Birth: _____
Sex: ☐ Male ☐ Female	OSIS Number: _____ Grade: _____ Class: _____
School (include name, number, address, and borough): _____ DOE District: _____	
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 Date: _____ ☐ No	
If yes, system affected ☐ Respiratory ☐ Skin ☐ GI ☐ Cardiovascular ☐ Neurologic	
Treatment: _____ Date: _____	
Does this student have the ability to:	
Self-Manage (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 (retractable devices preferred):	
• Shortness of breath, wheezing, or coughing • Fainting or dizziness • Lip or tongue swelling that bothers 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 antihistamine after epinephrine administration (order antihistamine below)	
Student Skill Level (select the most appropriate option):	
☐ Nurse-Dependent Student: nurse/trained 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)	
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):	
☐ Nurse-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 Q _____ 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):	
☐ Nurse-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 ☐ NP ☐ PA	
Signature: _____ Date: _____ NYS License # (Required): _____ NPI #: _____	
Address: _____ E-mail address: _____	
Tel: _____ FAX: _____ Cell Phone: _____	
INCOMPLETE PRACTITIONER INFORMATION WILL DELAY IMPLEMENTATION OF MEDICATION ORDERS FORMS CANNOT BE COMPLETED BY A RESIDENT Rev 3/24 PARENTS MUST SIGN PAGE 2 →	

Asthma Form For Doctor To Complete



ASTHMA 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 1st may delay processing for new school year.

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

HEALTH CARE PRACTITIONERS COMPLETE BELOW

Diagnosis

☐ Asthma
☐ Other: _____

Control (see NAEPP Guidelines)

☐ Well Controlled
☐ Not Controlled / Poorly Controlled
☐ Unknown

Severity (see NAEPP Guidelines)

☐ Intermittent
☐ Mild Persistent
☐ Moderate Persistent
☐ Severe Persistent
☐ Unknown

Student Asthma Risk Assessment Questionnaire (Y = Yes, N = No, U = Unknown)

History of near-death asthma requiring mechanical ventilation	☐ Y	☐ N	☐ U	
History of life-threatening asthma (loss of consciousness or hypoxic seizure)	☐ Y	☐ N	☐ U	
History of asthma-related PICU admissions (ever)	☐ Y	☐ N	☐ U	
Received oral steroids within past 12 months	☐ Y	☐ N	☐ U	_____ times last: _____
History of asthma-related ER visits within past 12 months	☐ Y	☐ N	☐ U	_____ times last: _____
History of asthma-related hospitalizations within past 12 months	☐ Y	☐ N	☐ U	_____ times last: _____
History of food allergy or eczema, specify: _____	☐ Y	☐ N	☐ U	
Excessive Short Acting Beta Agonist (SABA) use (daily or > 2 times a week)?	☐ Y	☐ N	☐ U	

Home Medications (include over the counter)

☐ None

☐ Reliever: _____ ☐ Controller: _____ ☐ Other: _____

Student Skill Level (select the most appropriate option):

- ☐ Nurse-Dependent Student: nurse must administer medication
☐ 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: _____

Quick Relief In-School Medication

(individual spacers are provided by the school)

** If in Respiratory Distress: call 911 and give albuterol 6 puffs: may repeat Q 20 minutes until EMS arrives!

☐ Albuterol (Schools will only provide generic Albuterol MDI; this will be used if prescribed medication below is unavailable)

Standard Order: Give 2 puffs q 4 hrs PRN for coughing, wheezing, tight chest, difficulty breathing or shortness of breath.

Monitor for 20 mins or until symptom-free. If not symptom-free within 20 mins may repeat ONCE.

Other Quick Relief Medication:

☐ Other Albuterol Dosing: Name: _____ Strength: _____ Dose: _____ puffs every _____ hours. If not symptom-free within 20 mins may repeat ONCE

☐ Airsupra (albuterol & budesonide) Strength: _____ Dose: _____ puffs PRN every _____ hrs. If not symptom-free within 20 mins may repeat ONCE

☐ Symbicort (formoterol & budesonide) Strength: _____ Dose: _____ puffs every _____ min or _____ hrs. ☐ May repeat ONCE PRN

☐ Albuterol with ICS: ☐ Albuterol _____ puffs followed by Fluticasone _____ puffs every _____ hrs. If not symptom-free in 20 mins may repeat ONCE

☐ Albuterol _____ puffs followed by Qvar _____ puffs every _____ hrs. If not symptom-free in 20 mins may repeat ONCE

☐ Albuterol MDI _____ puffs followed by ICS (Name) _____ Strength: _____ puffs every _____ hrs. if not symptom-free in 20 mins may repeat ONCE

☐ URI Symptoms/Recent Asthma Flare: 2 puffs @noon for 5 school days when directed by PCP

Name: _____ Dose: _____ puffs/ _____ AMP q _____ hrs.

☐ Pre-exercise: Name: _____ Dose: _____ puffs/ _____ AMP 15-20 mins before exercise.

Special Instructions:

Controller Medications for In-School Administration (Recommended for Persistent Asthma, per NAEPP Guidelines)

☐ Fluticasone [Only Fluticasone® 110 mcg MDI is provided by school for shared usage] ☐ Stock ☐ Parent Provided

Standing Daily Dose: _____ puff (s) ☐ one OR ☐ two time(s) a day Time: _____ AM and _____ PM

☐ Symbicort (provided by parent). Standing Daily Dose: _____ puff (s) ☐ one OR ☐ two time(s) a day Time: _____ AM and _____ PM

Special Instructions: _____

☐ Other ICS (provided by parent) Standing Daily Dose: _____

Name: _____ Strength: _____ Dose: _____ Route: _____ Frequency: ☐ one OR ☐ two time(s) a day Time: _____ AM & _____ PM

Health Care Practitioner

Last Name (Print): _____ First Name (Print): _____ ☐ MD ☐ DO ☐ NP ☐ PA

Signature: _____ Date: _____ NYS License # (Required): _____ NPI #: _____

Completed by Emergency Department Medical Practitioner: ☐ Yes ☐ No (ED Medical Practitioners will not be contacted by OSH/SBHC Staff)

Address: _____ E-mail address: _____

Tel: _____ FAX: _____ Cell Phone: _____

CDC and AAP strongly recommend annual influenza vaccination for all children diagnosed with asthma.

FORMS CANNOT BE COMPLETED BY A RESIDENT
INCOMPLETE PRACTITIONER INFORMATION WILL DELAY IMPLEMENTATION OF MEDICATION ORDERS.

PARENTS MUST SIGN PAGE 2 →

| REV 3/24

Emergency Drills

When we practice emergency drills, you will be notified in advance. You will receive a letter. It is also on the school calendar.

SEPTEMBER 17th and SEPTEMBER 24th will be our first drills.

2. Expectations and preparation for the 2024-2025 school year

Expectations & Responsibilities

- We believe that teachers, students, parents, and administration are all a vital part in a child's education and success. We all are expected to collaborate to work with each student on a personal level based on their individual strengths and needs.
- There should be communication between all parties with the best interest of the student in mind.
- We are always here to support you!

Upcoming Dates

September 17th	MAP ELA Test (Bring your charged device to school)
September 20th	MAP MATH Test (Bring your charged device to school)
October 3rd	Rosh-Hashanah- SCHOOLS CLOSED
October 4th	Rosh-Hashanah- SCHOOLS CLOSED
October 14th	Italian Heritage/ Indigenous Peoples' Day SCHOOLS CLOSED
November 1	- Diwali NO SCHOOL
November 5	Election Day- NO SCHOOL

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.

5th Grade Grading Policy 2024-2025

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

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

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

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

P.S. 131
Grade 5 Curriculum Map 2024-2025

ELA (Reading and Writing)	Math	Social Studies	Science
<i>September</i> - Module 0: <i>September-November</i> - Unit 1: Cultures in Conflict <i>November-January</i> - Unit 2: Word Play <i>January-February</i> - Unit 3: A War Between Us <i>February-April</i> - Test Prep <i>May-June</i> - Unit 4: Breaking Barriers	<i>September-November</i> - Module 1 – Multiplicative Patterns on the Place Value Chart. <i>November-December</i> - Module 2 – Base Ten Operations. <i>December-January</i> - Module 3 – Add and Subtract Fractions. <i>January-March</i> - Module 4 – Multiply and Divide Fractions and Decimals. <i>March-April</i> - Module 5 – Volume, Area, and Shapes. <i>April-May</i> - Test Prep <i>May-June</i> - Module 6- Coordinate Plane	<i>September-November</i> - Unit 1: Geography & The Early Societies of the Western Hemisphere <i>November-January</i> - Unit 2: European Exploration <i>February-May</i> - Unit 3: Comparative Case Study of Mexico & Canada <i>May-June</i> - Unit 4: Western Hemisphere Today	<i>September-November</i> Unit 1: Patterns of Earth and Sky <i>November-January</i> Unit 2: Modeling Matter <i>January-March</i> Unit 3: The Earth System <i>April-June</i> Unit 4: Ecosystem Restoration

NEW LITERACY SHIFTS, 5TH GRADE

Shift 1: Systemic, Explicit Phonics Instruction

Phonics teaches students the sound-spelling relationships.

Shift 2: Use the Decodable Texts

Text are designed to help students achieve phonics mastery.

Shift 3: Small group, differentiated instruction based on need

Small group provides extra support to target students' literacy needs.

Shift 4: Explicit instruction and Practice in Fluency

Fluency is the reading of text with accuracy.

NEW LITERACY SHIFTS, 5TH GRADE

Shift 5: Using Universal Screeners and Secondary Diagnostics to identify reading strengths and areas for growth

These are brief, efficient, valid, and reliable tools that can identify students at-risk for reading difficulties.

Shift 6: Adoption of research-based, High-Quality curricula

High-quality curricula offers all students the opportunity to develop reading & writing skills

Shift 7: Direct, explicit instruction in service of comprehension

The most important factors to improve comprehension is to teach knowledge and vocabulary relating to a topic.

Shift 8: Explicit, systematic and cumulative writing instruction integrated with Reading.

Reading and Writing should be taught as one.

WHAT IS MY GRADE 5 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: Cultures in Conflict

Module 2: Word Play

Module 3: A War Between Us

Module 4: Breaking Barriers

In Module 1, we will ask what it means to belong to a culture. How do the beliefs associated with a culture guide the actions of its people? And what happens when different cultures come into conflict?

OUR CLASS WILL READ THESE TEXTS

Novel

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall

Speech

- "Lincoln Hall Speech," Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce

Stories

- "Coyote and the Monster Story" Parts 1, 2, and 3, told by J. R. Spencer
- "How Beaver Stole Fire from the Pines"

OUR CLASS WILL EXAMINE THESE WORKS OF ART

Paintings

- *Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward*, E. A. Burbank
- *The White Cloud, Head Chief of the Iowas*, George Catlin
- *Portrait of George Washington*, Gilbert Stuart

Photography

- "Chief Joseph and his Family c. 1880," F.M. Sargent

OUR CLASS WILL WATCH THIS VIDEO

- "A Landscape of History"

OUR CLASS WILL ASK THESE QUESTIONS

- How did the United States westward expansion impact Native American cultures in the West?
- How did the Nez Perce's homeland sustain their lifestyle and culture?
- What role do stories play in Nez Perce culture?
- How does the conflict between the Nez Perce and the US government reveal differing cultural beliefs and values?
- What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?
- What important Nez Perce beliefs and values does Chief Joseph convey in his Lincoln Hall speech?

QUESTIONS TO ASK AT HOME

As your Grade 5 student reads, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- *Sacajawea*, Joseph Bruchac
- *Trail of Tears*, Joseph Bruchac
- *A History of US: The New Nation: 1789–1850*, Joy Hakim
- *How We Crossed the West: The Adventures of Lewis and Clark*, Rosalyn Schanzer
- *Only the Names Remain: The Cherokees and the Trail of Tears*, Alex W. Bealer
- *Seaman's Journal: On the Trail with Lewis and Clark*, Patricia Eubank
- *Zia*, Scott O'Dell
- *Sing Down the Moon*, Scott O'Dell
- *Julie of the Wolves*, Jean Craighead George
- *The Birchbark House*, Louise Erdrich
- *Island of the Blue Dolphins*, Scott O'Dell
- *Salt: A Story of Friendship in a Time of War*, Helen Frost
- *As Long as the Rivers Flow: Stories of Nine Native Americans*, Paula Gunn Allen and Patricia Clark Smith
- *American Indian Stories*, Zitkala-Sa

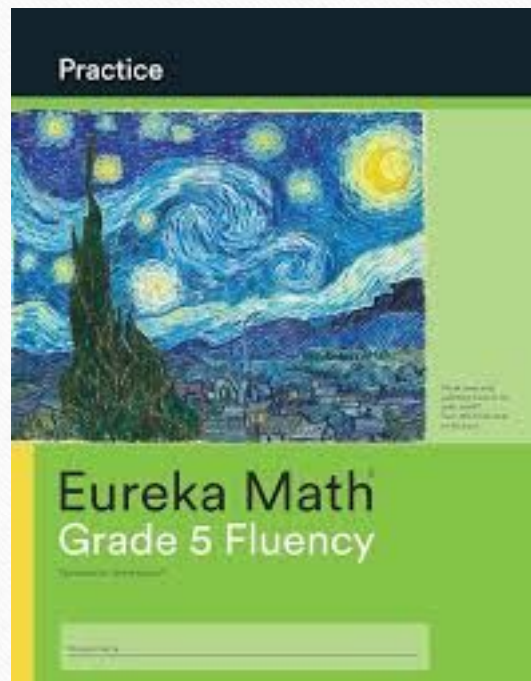
PLACES YOU CAN VISIT TO TALK ABOUT THE CULTURE

Visit a local cultural center that celebrates your culture or another culture. Ask:

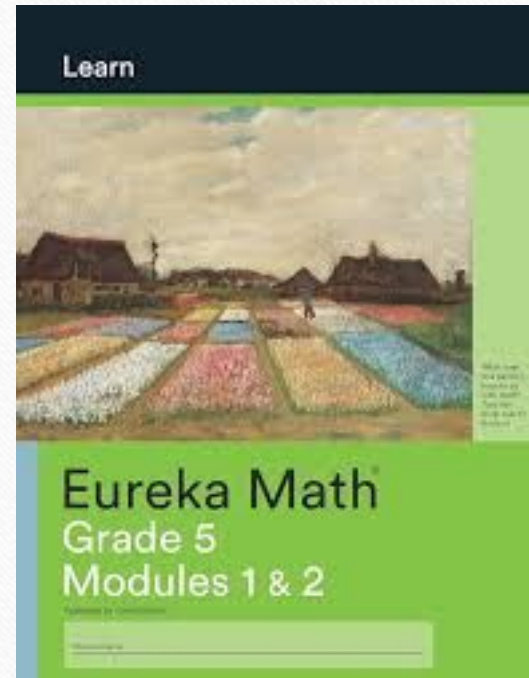
- What are some traditions of this culture?
- What do you notice about this culture?
- What do you wonder about this culture?

5th Grade Math Curriculum: *Eureka Math*

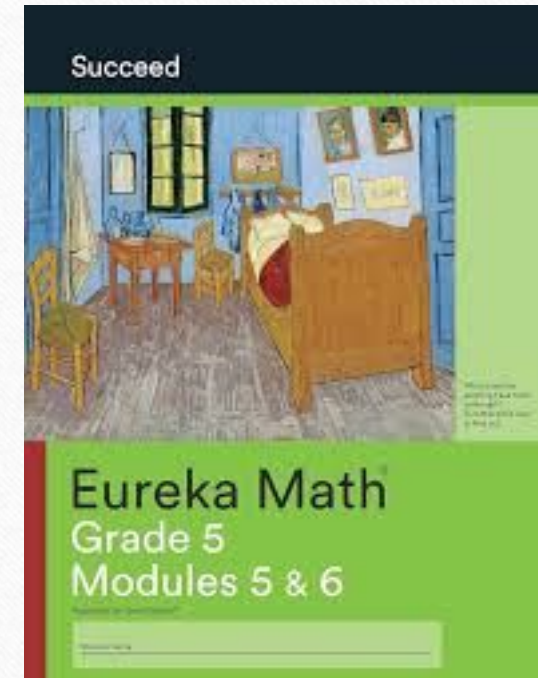
Math Sprints



Classwork



Homework



Homework Policy

- Homework should be done every night and will be checked daily.
- Students must read for a specific amount of time every night to build their reading stamina and comprehension.
- Students are required to finish their classwork at home if needed.
- Homework will be posted daily on **Google Classroom**.
- Teachers will contact the family when students do not complete homework.



For additional practice, your child can go on

1. MAP Accelerator



1. IXL



1. ZearnIf ne



Multiplication Review

<https://www.multiplication.com/games/all-games>

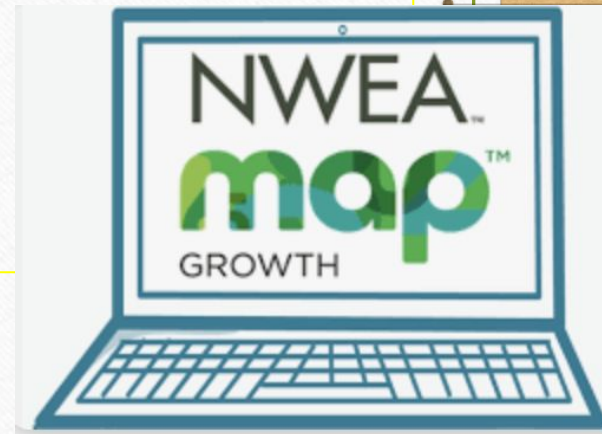
<https://www.timestables.com/multiplication-games/>

MAP ASSESSMENT

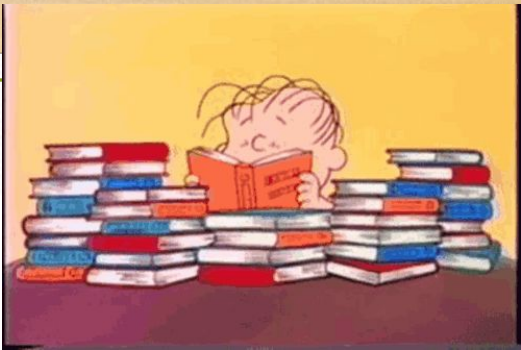
3 TIMES a year, your child will be assessed in both ELA and Math using a screener called MAP.

It is used throughout District 15.

It is an online test that is used to measure growth.



Borrow books from the Library



Borough Park Library

🕒 Open today from 10 am - 6 pm.

Overview

History

Renovation

Hours

Monday	10 am - 6 pm
Tuesday	1 pm - 8 pm
Wednesday	10 am - 6 pm
Thursday	10 am - 8 pm
Friday	10 am - 6 pm
Saturday	CLOSED
Sunday	12 pm - 5 pm

Address & Contact

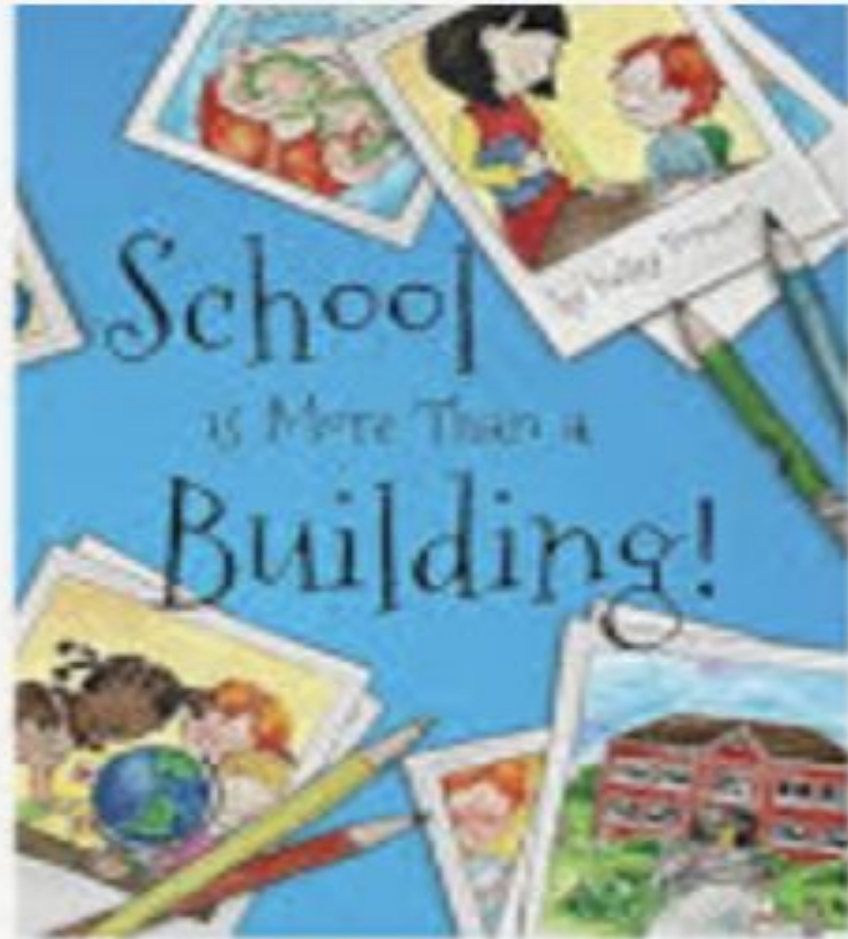
1265 43rd St. at 13th Ave.
Brooklyn, NY 11219
[Get Directions](#)

♿ Fully accessible

🚊 **D**
🚌 **B11 B16 B35**

☎ 718.437.4085

Book of the Month: School is More than a Building by Kelly Donner



3. Important Test Dates

Test Prep & State Exams

- Examinations are computer based this year.

Test prep will be computer based to mirror the exam.



- ELA State Test is April 29-30
- Math State Test is May 7-8
- Science State Test is May 13

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

2024-2025 NYSESLAT Testing Schedule

- ❖ NYSESLAT– has 4 components; Speaking, Listening, Reading, and Writing. The scale scores range from 30-90.
- ❖ Part #1 **Speaking** April 21st-May 6th
- ❖ Part #2 **Listening, Reading and Writing;** May 15th, 16th, and 19th.

4. Ways to help your child

How Can I Help My Child at Home?



- Children can read books of their interest on **IXL**, **SORA**, their classroom library, or the public library.
- You can ask them things like “What did you read about?” and look to see that the child tells you the main events in the story such as who the characters are, where it takes place, the problem and solution. Be sure they answer in sequence.
- Children could use **MAP ACCELERATOR** for math. Extra zearn lessons could be assigned by the teacher if there is a specific area they need more practice.

When your student is reading at home

Encourage your child to read for at least 30 minutes and ask them questions about what they read...



Before your child reads a book, ask:

- Why did you select this book?
- What makes you think this book is going to be interesting?
- What do you think the book is going to be about?
- Does this book remind you of anything else you've already read or seen?
- What kind of characters do you think will be in the book?
- What do you think is going to happen?

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While your child is reading a book, try asking:

- Will you catch me up on the story? What's happened so far?
- What do you think will happen next?
- If you were that character, what would you have done differently in that situation?
- If the book was a TV show, which actors would you cast in it?
- Where is the book set?
- If the main character in that story lived next door, would you be friends?
- What does the place look like in your head as you read?
- Would you want to visit there?
- Did you learn any new words or facts so far?

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After your child has finished a book, ask questions like:

- What was your favorite part of the book? Why?
- Who was your favorite character? Why?
- What was the most interesting thing you learned from the book?
- Why do you think the author wrote this book?
- Would you have ended the book differently? Did it end the way you thought it would?
- Did the problem of the book's plot get solved?
- If you could change one thing in the book, what would it be?

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12 WAYS TO DO MATH AT HOME

Math is all around us. Everyday activities and family adventures provide many rich opportunities to engage in mathematical thinking with your child.

Here are just some of the ways you can do math at home all year long!

1 COUNT EVERYTHING
Count out loud as you go through the day with your child. Count the stairs as you climb up or down; count the knives and forks as you get them out or put them away; count the steps as you dance. For older children, practice skip-counting.

2 PLAY WITH SHAPES
Pick a shape to look for wherever you and your child go for the whole day. Find that shape, wherever it is. Some days, look for a flat shape, such as triangles, rectangles, squares, circles; other days look for a shape that is not flat, such as cylinders, spheres and pyramids.

3 COMPARE
Notice what is the same and different about various objects. From a group of similar objects, which one doesn't belong, and why? Which object is tallest, heaviest, longest, etc? How much taller, heavier, longer...?

4 GAME ON
Play card or board games that involve counting or looking for patterns. Use dice or playing cards to make a game out of practicing math facts.

5 KEEP TRACK
Track or graph scores or stats for a favorite sports team. Keep track of the time the sun rises and sets, the phases of the moon, or the weather. Use the data to look for patterns and make predictions.

TURN ANY ACTIVITY INTO A MATH EXPERIENCE

Many activities can be turned into a math experience for your kids just by asking some intriguing questions.

Questions like these help make math more accessible and applicable to the world around us.

What do you notice about ...?	What changed when we did that?	How can we ...?
What do you think will happen if ...?	Why did that happen?	Can you think about it a different way?

6

TAKE A NATURE WALK

Math and Nature are very close friends. Go for a walk in the forest or by the water, or in a park or your backyard. Even as you walk your kids to school you will see patterns in nature. Help your child notice numbers, shapes, and sizes.

7

MIX IT UP

Have your child measure ingredients for a recipe you are making. To practice fractions, halve, double or triple a favorite summertime recipe...then enjoy the delicious results!

8

COLLECT AND SORT

Children love to collect and gather items, especially at the park, beach, forest or even in the backyard. Encourage children to sort their items by size, color, shape or texture.

9

HIT THE ROAD

Have your children make predictions about what they think they'll see on the road, such as animals or colors of a car, and keep points for sightings. Choose a "number of the hour" and find ways to combine numbers they see on passing license plates or even road signs to reach that number. Estimate travel time or distance between exits using road signs.

10

ESTIMATE

Estimation is one way to increase a child's number sense. Ask your child to make an estimate. Then count or measure to compare the actual number to the estimate. Helping your child learn to make appropriate predictions will help her see how numbers are used in everyday life.

11

EVERYDAY ERRANDS

Ask your child to count the change at the grocery store, figure out the best bargains or estimate the total cost while you are shopping.

12

READ A BOOK

There are many children's books that have math-related content and themes. Math becomes more interesting when a child can make a math connection in a story. When children are reading or listening to a book, they learn to recognize that math is used all around them.

MATH GAMES

Chutes and Ladders

HiHo Cherry-O!

Link

SET

Rush Hour

Blokus

Spot It

Dominoes

Sequence Numbers

Sequence Dice

Shut the Box

Mancala

Uno

War

Yahtzee

Tenzi

Chocolate Fix

Sumoku

Tri-FACTa

Quirkle

Prime Climb

Tiny Polka Dot

Games to Play with a Deck of Cards

tinyurl.com/acingmathcards

Games to Play with Dice

tinyurl.com/mathwithdice

RECOMMENDED BOOKS FOR KIDS

Mathical Book Prize Winners

<http://www.mathicalbooks.org/>

Children's Books that Build a Love of Math

<https://www.the-best-childrens-books.org/math-for-kids.html>

Math Literature for Young Adults

<https://guides.library.duq.edu/CurriculumCenter/mathliterature>

Start with a Book: Math and Measuring

<https://www.startwithabook.org/summer-reading-learning/math-and-measuring>

Book Lists with Science and Math Concepts

<https://www.pragmaticmom.com/booklists/book-lists-science-math/>

ADDITIONAL RESOURCES FOR FAMILIES

Bedtime Math

<http://bedtimemath.org/>

Table Talk Math: A Practical Guide for Bringing Math Into Everyday Conversations, by John Stevens

www.tabletalkmath.com

Let's Play Math: How Families Can Learn Math Together - and Enjoy It, by Denise Gaskins

www.letsplaymath.net

Family Math Fun

www.tinyurl.com/FamilyMathFun

Math Anywhere

<https://www.mathanywhere.org/>

Helping Your Child Learn Mathematics

English - <https://tinyurl.com/HYCLMEng>

Spanish - <https://tinyurl.com/HYCLMSp>

Becoming a Math Family

<https://becomingamathfamily.uchicago.edu/>

By the end of 5th grade your child should be able to recognize, read, and spell these high frequency words ...

Fry Sight Words

Fifth 100 Words (#401-500)

done
English
road
half
ten
fly
gave
box
finally
wait
correct
oh
quickly
person
became
shown
minutes
strong
verb
stars
front
feel
fact
inches
street

decided
contain
course
surface
produce
building
ocean
class
note
nothing
rest
carefully
scientists
inside
wheels
stay
green
known
island
week
less
machine
base
ago
stood

plane
system
behind
ran
round
boat
game
force
brought
understand
warm
common
bring
explain
dry
though
language
shape
deep
thousands
yes
clear
equation
yet
government

filled
heat
full
hot
check
object
am
rule
among
noun
power
cannot
able
six
size
dark
ball
material
special
heavy
fine
pair
circle
include
built

STAYING CONNECTED

ONLINE SCHOOLS RESOURCES:

WEBSITE:

Ps131k.org

PHONE APP: 718- 431-1960 (Extension 1031, 1032)

PS131Brooklyn

PARENT COORDINATOR:

Ms. Mesones (Amesones@schools.nyc.gov)

COMMUNITY COORDINATOR:

Mr. Leung

(CLeung10@schools.nyc.gov)

GUIDANCE COUNSELOR

Ms. Wood

(MWood11@schools.nyc.gov)

Parent Calendar



You will receive a parent calendar every month with special dates.



We will send this calendar home with the children, please check their homework folder for it.

Website & App



**We are proud to
announce our new
school website is
up and running!**



**You can access any
important
information you may
need on this website.**



www.ps131k.org



App available now

Go to the app store
Type in PS 131 Brooklyn
Download the app!

Questions?



5. Other Services



ENL- English as a New Language

Providing English Language support to students who qualify through NYS testing

Parents will be notified by a letter sent home in your requested language letting them know the eligibility and proficiency level of their child.

Proficiency levels are determined by NYSESLAT scores from May 2024 or from NYSITELL scores if newly admitted.

Levels: EN (Entering), EM (Emerging), TR (Transitioning), EX (Expanding),
CM(Commanding/Passed)

Students will receive English language support in their classroom, and additional small group out of classroom support for EN/EM Beginners.

Contact: Ms.Kaecker @ czencuch@schools.nyc.gov



SETSS and Compensatory Services



Ms. Kundreskas or Ms. K



Hello! My name is Ms. Kundreskas. I work with small groups of students to help them improve their reading, writing, and math skills.

I may or may not be seeing your child a few times a week depending on their individual needs. If I am going to be working with your child, I will contact you as soon as I know. I look forward to getting to know you and your child better this school year.

5.Cluster Programs and Expectations

MEET THE TEACHER

Ms. Longo
718-431-1960

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

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.

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



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

GRADING POLICY

	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Envision	Imagining new artworks and steps to bring them to life			Generate and conceptualize artistic ideas and work		
Develop Craft	Learn to use a variety of art tools and materials			Learn to use tools effectively.		
	Taking care of tools, materials, works, and space					
Engage & Persist	Finding personally meaningful projects and artistic ideas and sticking to them					
Reflect	Learn to evaluate artistic work and processes			Synthesize and relate knowledge and personal experiences to make art		
	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					
Stretch & Explore	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 INVESTIGATE, PLAN, MAKE INVESTIGATE	1.1	Creativity and innovative thinking are essential life skills that can be developed.
	2. Organize and develop artistic ideas and work.	CONSIDER, RESPECT MAKE	1.2 2.1 2.2 2.3	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches. Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork. 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.
Pr Presenting Interpreting and sharing artistic work.	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.
Re Responding Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze artistic work.	PERCEIVE ANALYZE	7.1 7.2	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world. 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
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	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.
	11. 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 INTERRELATE, EXTEND	11.1 11.2	Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture. 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.

Contact Number: 718-431-1960

COMPUTERS GRADING POLICY & UNITS OF STUDY

Grading Policy

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

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

K-1st: Unit 1

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

COMPUTER UNITS OF STUDY: 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

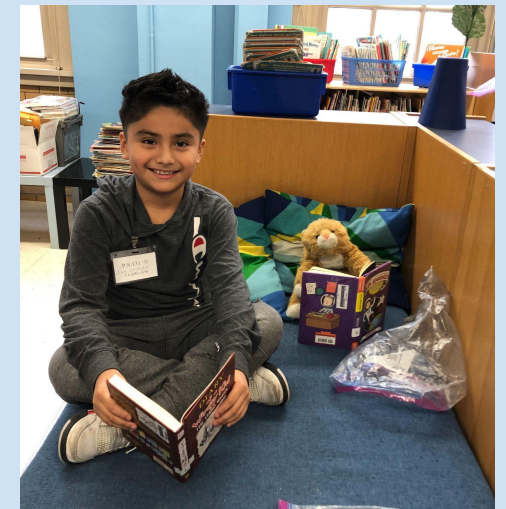
4th and 5th Grade

- 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 synthesis 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
AND A MET TEACHING ARTIST WILL TEACH OUR FIFTH GRADERS

MoMA

