

MEET THE TEACHER

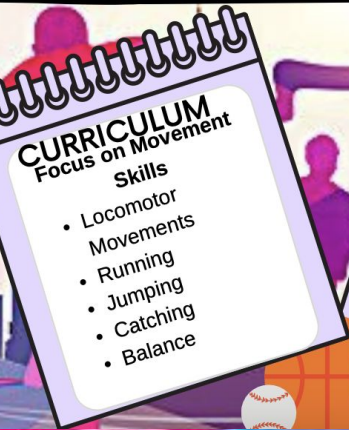


INTRODUCTION

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



ক্ষক মিসেস লংগোর সাথে দেখা করুন

ভূমিকা

শারীরিক শিক্ষা ক্লাসে স্বাগতম! আমার নাম মিসেস লংগো। আমি এই বছর আমার ক্লাসে আপনার ছাত্রকে অনেক অ্যাথলেটিক দক্ষতা শেখাতে উত্বেজিত!

লক্ষ্য

আমার লক্ষ্য ছাত্রদের আন্দোলন কার্যক্রম এবং খেলায় অংশগ্রহণ করতে উৎসাহিত করা। শারীরিক শিক্ষা ক্লাসে আমি একটি শেখার অভিজ্ঞতা প্রদানের লক্ষ্য রাখি যা শিক্ষার্থীদের মজা করার পাশাপাশি শারীরিকভাবে সক্রিয় হতে শেখাবে। শারীরিক শিক্ষার ক্লাস আত্মসম্মান বৃদ্ধি করে এবং সুস্থ ও শারীরিকভাবে সক্রিয় জীবনধারা গড়ে তোলে।



CONOZCA A LA MAESTRA *Sra. Longo*

INTRODUCCIÓN

¡Bienvenidos a la clase de educación física! Mi nombre es Sra. Longo. ¡Estoy emocionado de enseñarle a su estudiante muchas habilidades atléticas en mi clase este año!

METAS

Mi objetivo es animar a los estudiantes a participar en actividades de movimiento y juegos. ¡En la clase de educación física, mi objetivo es brindar una experiencia de aprendizaje que enseñe a los estudiantes a ser físicamente activos mientras se divierten! La clase de educación física promueve la autoestima y construye estilos de vida saludables y físicamente activos.

認識老師 MS. LONGO

老師

介紹 歡迎來到體育課! 我是Ms. Longo老師。我很高興在今年的課堂上教導學生許多運動技巧!

目標

我的目標是鼓勵學生參與運動活動和遊戲。在體育課上,我主要提供學習體驗,讓學生在鍛煉身體的同時享受樂趣! 體育課促進自尊,建立健康和積極的生活方式。



প্রত্যাশা

আমার ছাত্ররা সকল কার্যক্রমে অংশগ্রহণ করবে বলে আশা করা হচ্ছে। যদি আপনার সন্তান অংশগ্রহণ করতে না পারে তাহলে অনুগ্রহ করে একটি নোট প্রদান করুন। শিক্ষার্থীদের শারীরিক শিক্ষার দিনগুলিতে অবশ্যই স্বিকার্স পরতে হবে।

সফটবল আমার প্রিয় খেলা

EL SOFTBOL ES MI DEPORTE FAVORITO

EXPECTATIVAS

• Se espera que mis estudiantes participen en todas las actividades. Si su hijo no puede participar, proporcione una nota. Los estudiantes deben usar tenis los días que tienen educación física.

期望

• 我所有的學生都要參加所有活動。如果您的孩子不能參加,請提供證明。學生在上體育課的日子,必須穿著運動鞋。

PHYSICAL EDUCATION - MS. MARTIN



718-431-1960



Welcome families to the P.S.131 Physical Education Program. I am thrilled to be working alongside an amazing faculty and a community of Physical Education enthusiasts to bring the many benefits of the program to your child during the 2026-2027 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.

EDUCACIÓN FÍSICA - SRA. MARTIN



718 -431-1960



Bienvenidos familias al Programa de Educación Física P.S.131. Estoy encantado de trabajar junto a una facultad increíble y una comunidad de entusiastas de la educación física para llevar los muchos beneficios del programa a su hijo durante el año escolar 2026-2027.

Aspectos destacados de los objetivos de educación física

La educación física es una parte integral del programa educativo de su hijo. Los estudiantes participarán en el movimiento físico y desarrollarán habilidades personales y sociales necesarias para mantener un estilo de vida activo y buena salud.

Su hijo recibirá educación física al menos una vez a la semana y participará en diversos deportes y actividades de movimiento. Habrá clases individuales y grupales, que incluyen, entre otras, fútbol, mini-baloncesto y baile rítmico.

Además, las sesiones incluirán actividades locomotoras, patadas, lanzamientos y captura para desarrollar habilidades motoras finas y gruesas. A través de las interacciones con sus compañeros, su hijo desarrollará la autoestima, la confianza en sí mismo, el espíritu deportivo, el reconocimiento de diversas culturas y el respeto por todos.

體育 - 馬丁女士



718-431-1960



歡迎家庭參加 P.S.131 體育課程。我很高興能與一位了不起的教師和體育愛好者社區一起工作，為您的孩子帶來該計劃的許多好處在 2026-2027 學年期間。

體育目標亮點

體育是您孩子教育計劃不可或缺的一部分。學生將參與身體運動，並發展保持積極的生活方式和身體健康所需的個人和社交技能。

您的孩子每周至少接受一次體育課，並將參加各種體育和運動活動。將有個人和團體課程，包括但不限於足球，迷你籃球和節奏舞。此外，課程將包括運動、踢腿、投擲和接球活動，以發展精細和粗大運動技能。通過同伴互動，您的孩子將建立自尊、自信、體育精神、對各種文化的認可和對所有人的尊重。

PHYSICAL EDUCATION - MARTIN - UNITS OF STUDY



September

Rules & Routines

Locomotor Skills

October

Locomotor Skills

November

Throwing - Catching Skills

December

Mid-Year - Skills Review

January

Striking Skills

February

Kicking Skills

March

Yoga And Mindfulness

April

Jump Rope Skills

May

Rhythm - Fit Skills

June

End-Year - Skills Review

PHYSICAL EDUCATION - MARTIN - GRADING POLICY



4

Excels at Grade Level Standards

3

Proficient at Grade Level Standards

2

Approaching Grade Level Standards

1

Below Grade Level Standards

Music with Mr. Max

Email: mtholenaarmaples@schools.nyc.gov

Phone: (703) 785 - 8812

Hello Families!

I have been teaching and performing music professionally for over 20 years. I received bachelor's and master's degrees in music composition and jazz studies from the Indiana University Jacobs School of Music before moving to New York City, where I taught world percussion at hundreds of NYC Public Schools. I am currently finishing a second master's degree in childhood education from Touro University. When I'm not teaching, I am taking care of my two children.



Música con el Sr. Max

Email: mtholenaarmaples@schools.nyc.gov

Phone: (703) 785 - 8812

¡Hola, familias!

Llevo más de 20 años enseñando y tocando música de manera profesional. Obtuve una licenciatura y una maestría en composición musical y estudios de jazz en la Escuela de Música Jacobs de la Universidad de Indiana, antes de mudarme a la ciudad de Nueva York, donde enseñé percusión de diversas culturas en cientos de escuelas públicas de NYC. Actualmente estoy terminando una segunda maestría en educación primaria en la Universidad Touro. Cuando no estoy enseñando, me dedico a cuidar a mis dos hijos.



Max老师的音乐课

Email: mtholenaarmaples@schools.nyc.gov

Phone: (703) 785 - 8812

各位家长,大家好!

我从事音乐教学和演出已有20多年。我在印第安纳大学雅各布斯音乐学院获得了音乐作曲和爵士乐研究的学士及硕士学位,随后搬到纽约市,在数百所纽约市公立学校教授世界打击乐。目前,我即将完成图罗大学(Touro University)的第二个硕士学位,专业为小学教育。教学之余,我会照顾我的两个孩子。



Goals in Music

Every day, our students build skills for self-expression and cultural awareness through listening to music, playing instruments, and thinking about our culture.

Sep - Oct	● Getting to know each other through music and non-verbal communication. ● Celebrating Hispanic Heritage Month and the music of Latin America.
Nov - Dec	● Building foundational music literacy in rhythm and melody. ● Observing winter holidays around the world.
Jan - Feb	● Developing our musical skills through movement and play. ● Recognizing the importance of African American music.
March - April	● Learning instrumental technique and centering European musical lineages. ● Celebrating Women's History Month and influential female musicians.
May - June	● Reflecting on our collective musical knowledge and goals. ● Observing Asian American and Pacific Islander Heritage Month.

Key Music Goals by Grade

PreK & K	• Steady beat; loud vs. soft, high vs. low, long vs. short
1	• Developing our singing voices; learning new rhythms; same vs different
2	• Counting and writing rhythms; singing with solfege (do, re, mi...)
3	• Musical form; varying rhythms; memorizing songs and pitches
4	• Time signatures and meter; dotted rhythms and syncopation; reading melodies
5	• Complex rhythms; odd time signatures; chords and harmony

Grading Policy

Standards: [New York State Blueprints for the Arts](#)

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- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

Acerca de mí:

¡¡Bienvenidos a un nuevo y emocionante año escolar!! He estado enseñando en P.S. 131 durante más de 20 años, tanto como profesora de aula como profesora de arte durante los últimos nueve años. Tengo un B.A. en arte e historia del arte de la Universidad de Dallas y una maestría. en Educación de Pace University. ¡Me encanta leer, visitar museos y crear arte en mi tiempo libre! ¡Tenemos mucha suerte de vivir en Nueva York!



Objetivo:

Proporcionar un entorno que fomente la curiosidad, el pensamiento creativo, el crecimiento artístico y el aprendizaje visual en el aula y más allá.

Su hijo recibirá arte al menos una vez por semana con la Sra. Barry. Instrucción de arte en P.S. 131 ofrece una variedad diversa y atractiva de oportunidades artísticas en una variedad de medios: dibujo, pintura, collage, etc. para fomentar la autoexpresión y la confianza en uno mismo en un entorno de apoyo. La instrucción está alineada con el Plan para las Artes de la Ciudad de Nueva York.

Lema del estudio de arte:

"¡Convierte tus errores en algo grandioso!"

ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

关于我：

欢迎来到激动人心的新学年！我一直在 P.S. 教书。131 已经 20 多年了，在过去的 9 年里既担任课堂老师又担任美术老师。我有学士学位达拉斯大学 艺术和艺术史学士学位和 硕士学位。佩斯大学教育学博士。我喜 欢在业余时间阅读、参观博物馆和创作艺术！我们很幸运住在 纽约！



目标：

提供一个在 课堂内外培养好奇心、创造性思维、艺术成长和视觉学习的环境。

您的孩子每周至少会与巴里女士一起接受一次 艺术创作。P.S. 的艺术指导131 提供各种媒介的多 样化且引人入胜的艺术机会 - 绘画、拼贴画等，以在支持性 环境中培养自我表达和自信。教学与 纽约市艺术蓝图保持一致。

艺术工作室座右铭：

“把你的错误变成伟大的事情！”

ART - KEY CONCEPTS/SKILLS

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

GRADING POLICY

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

NYS VISUAL ARTS LEARNING STANDARDS

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

Welcome to a new 2026 - 2027 school year at PS 131. My name is Ms. Harvey and I have worked at PS 131 for 25 years. I was a 4th grade teacher for 10 years and I'm going into my 15th 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 students in grades 3rd-5th 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 with Ms. Harvey

Bienvenidos al nuevo año escolar 2026-2027 en PS 131. Mi nombre es la Sra. Harvey y llevo 25 años trabajando en PS 131. Fui maestra de cuarto grado durante 10 años y ahora comienzo mi decimoquinto año como maestra de tecnología. El programa general de tecnología se centra en ofrecer a los estudiantes una educación integral, fundamentada en los Estándares de Aprendizaje de Ciencias de la Computación y Fluidez Digital (K-12) del Estado de Nueva York y en los estándares de la ISTE (Sociedad Internacional para la Tecnología en la Educación).

A lo largo del año escolar, los estudiantes de tercero a quinto grado tendrán la oportunidad de trabajar directamente con la tecnología, aprender a resolver problemas técnicos y desarrollar habilidades clave para el aprendizaje en el siglo XXI. Todos los estudiantes se iniciarán en los conceptos de ciencias de la computación (CS4ALL) y aprenderán sobre sus responsabilidades como ciudadanos digitales.

Computers with Ms.Harvey

欢迎来到 PS 131 学校 2026-2027 新学年。我叫 Harvey 老师，在 PS 131 任教已有 25 年。我曾担任过 10 年的四年级教师，目前正步入担任技术课教师的第 15 个年头。本校的技术课程旨在为学生提供全面的教育，其课程内容基于“纽约州 K-12 计算机科学与数字素养学习标准”以及 ISTE（国际教育技术协会）标准。

在整个学年中，三至五年级的学生将有机会亲身实践，接触各类技术，学习如何排查技术故障，并培养作为 21 世纪学习者所需的重要技能。所有学生都将接触到“CS4ALL”（全民计算机科学）项目，学习计算机科学的基本概念，并了解作为数字公民应尽的责任。

Screen Time Restrictions Across Grade Bands

1:1 student use of screens (direct interaction with a computer or tablet) in class should be used sparingly, with direct teacher supervision and for a clear instructional purpose.

The guidance is meant to reduce routine individual device use that interferes with teacher and peer interaction, reading and writing, discussion, hands-on learning, collaboration, and sustained attention.

The screen time policy is as follows:

- Grades 2K–2: No 1:1 screen time
- Grades 3–5: Recommend no more than 30 minutes of daily 1:1 screen time
- Grades 6–8: Recommend no more than 45 minutes of daily 1:1 screen time

Teacher-led use of tools—such as computers, tablets, and interactive smart boards—is allowable for whole or small group instruction.

Screen Time Policy: Instructional Guidance

Core Principles

- **2K–2 Screen Time Guidance:** 1:1 screens should not be used in K–2 classrooms, except for narrow, approved exceptions in grades K–2 including screener completion, **computer or library classes for specific, necessary purposes.**
- **Grades 3–8 Screen Time Guidance:** Teachers and content areas should coordinate to ensure instruction stays within recommended screentime limits across the day. Teachers and schools should work together to minimize students' overall screen time across the school day, ensuring that technology is used purposefully and only when it supports meaningful teaching and learning while under direct teacher supervision.
- **Essential Digital Tools:** Digital tools that are necessary for core instruction, assessment, accessibility, or intervention should continue to be used as needed, subject to screen time recommendations. **For K–2, digital tools should only be used during computer or library classes which should also serve as the designated space for students to practice the technology skills, teach digital citizenship, and routines they would need in the event of a pivot to remote learning.**
- **Use Assessment Data to Inform Instruction:** Digital screeners and diagnostic tools can provide timely information to identify student needs, monitor progress, and inform instructional adjustments.

**Across all grades, this policy does not apply to assistive technology and associated screen time, provided through a student's Individualized Education Plan (IEP) or 504 Plan. Students with disabilities and English Language Learners (ELLs) will continue to have access to other necessary tools.

Scenarios

This section is intended to clarify the scenarios in which technology use may be permissible:

- **Preparing 2nd Graders for 3rd Grade State Exams:** Strong literacy and math instruction provides the best foundation for state testing, and instruction should focus on teacher-led preparation. **Consider brief opportunities with computer class or library class for students to practice digital technology skills such as typing.**
- **Preparing K–2 Students for Remote Learning Pivots:** **Consider brief opportunities with computer class or library class for students to log into Google Classroom or another school platform to ensure they can access and navigate the system.** Schools may also consider occasional at-home assignments that allow students to practice connecting and interacting with digital platforms.

HOW CAN PARENTS HELP AT HOME

- **Limit screen time for younger students in grades K-2 at home. Examples: less time on iPads or phones**
- **At home allow students more time to draw, read or play with toys or siblings.**
- **At home talk more with students asking what they did in school today?**
- **Always supervise student technology use at home.**

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 -(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 Wixie (Creative Drawing Program)
- Labeling pictures with sentences

K-1st: Unit 3

- Introduction to Login-logout of new computers
- Mouse Control
- Alphabet/ Phonetic Awareness with Picture Recognition: Letters S-Z
- Identifying letters on keyboard
- Using Starfall and Wixie (Creative Drawing Program)
- Labeling pictures with paragraphs

COMPUTER UNITS OF STUDY: 2ND GRADE

Unit 1

- Introduction to Login-Logout of new computers
- Introduction to Brainpop Jr. and Login 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 school subscription 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 3-5 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?

Unit 3

- Introduction MakerSpace/Engineering Design

Unit 4

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

All 3rd grade students will have a chance to participate in the Makerspace/Engineering Design Afterschool program.(Optional)

All 4th and 5th grade students will have a chance to participate in building a MakerSpace Project.(Mandatory)



Library with Ms. Keiser

I'm Ms. Keiser, and I'm so excited to welcome you to library for the 2026-2027 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!



BIBLIOTECA MS. KEISER

Soy la Sra. Keiser y estoy muy emocionada de darle la bienvenida a su familia a la biblioteca para el año escolar 2026-2027.



dkeiser@schools.nyc.gov

Metas: La biblioteca es un ambiente acogedor que apoya el aprendizaje personalizado y ayuda a todos los estudiantes a convertirse en lectores e investigadores seguros. A través de actividades grupales a la hora de contar cuentos y oportunidades para la lectura independiente, los estudiantes aumentarán sus habilidades y su aprecio por los libros, ¡y descubrirán cómo leer y aprender pueden ser divertidos!

Expectativas: Su hijo tendrá clases en la biblioteca al menos una vez a la semana con la Sra. Keiser. Para que podamos explorar la lectura juntos, se espera que los estudiantes participen y hagan lo mejor que puedan en todas las actividades de la biblioteca, muestren respeto a sus compañeros y cuiden bien los libros de la biblioteca.





图书馆 MS. KEISER

我是 Keiser 女士，非常高兴
欢迎您的家人在 2026-2027
学年来到图书馆！



dkeiser@schools.nyc.gov

目标：图书馆是一个温馨的环境，支持个性化学习，并帮助所有学生成为自信的读者和研究人员。通过小组故事时间活动和独立阅读的机会，学生将提高他们的技能和对书籍的欣赏力，并发现阅读和学习的乐趣！

期望：您的孩子每周至少上一次凯瑟女士的图书馆课。为了让我们大家一起探索阅读，学生应该积极参与并尽力参加图书馆的所有活动，尊重同龄人，并爱护图书馆的书籍。



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 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

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.



Introduction:

Hi everyone! I'm Ms. Woo and I am so excited to welcome your child into the Science Lab this academic year. I have been a classroom teacher for over 30 years in P.S. 131.

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 participate in class discussions and engage in writing activities using their investigative notebooks. 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

Introducción:

¡Hola a todos! Soy la Sra. Woo y me hace mucha ilusión dar la bienvenida a su hijo al laboratorio de ciencias este año escolar. He sido maestra de aula durante más de 30 años en la escuela P.S. 131.

Mi mayor deseo es fomentar el amor por la ciencia mediante experimentos prácticos y actividades colaborativas que se ajusten a los Estándares de Aprendizaje de Ciencias del Estado de Nueva York para estudiantes de primaria y secundaria.

Expectativas:

En esta clase, se espera que todos los estudiantes compartan su opinión, se respeten mutuamente, hagan preguntas y sintetizen la información para profundizar su comprensión.

También se espera que su hijo/a participe en los debates en clase y realice actividades de escritura con sus cuadernos de investigación. Esta práctica le ayudará a familiarizarse con la terminología científica y a desarrollar nuevos conocimientos a medida que investigamos cada unidad de estudio.

Cita científica motivadora: Millones vieron caer la manzana, Newton fue el único que preguntó "¿Por qué?"... Bernard M. Baruch

引言：

大家好！我是 Woo 老師，非常高興能在這個學年歡迎您的孩子來到科學實驗室。我在 P.S. 131 學校擔任教師已有三十多年的經驗。

我真誠地希望透過符合紐約州 12 年級科學學習標準的動手實驗和合作活動，培養學生對科學的熱愛。

期望：

在這個課堂上，所有學生都應分享自己的聲音，相互尊重，提出問題並整合資訊以加深理解。

您的孩子也應參與課堂討論，並使用他們的調查筆記本進行寫作活動。這個練習將幫助您的孩子熟悉科學術語，並在我們調查每個學習單元的過程中獲得新的理解。

勵志科學名言：數百萬人見證了蘋果落地，但只有牛頓問了「為什麼？」...伯納德·M·巴魯克

SCIENCE- GRADING POLICY & UNITS OF STUDY



P.S. 131
THE HIDDEN GEM OF BROOKLYN

Kindergarten	First Grade	Second Grade
September - December Unit 1: Needs of Plants and Animals (58 instructional days) December - March Unit 2: Pushes and Pulls (47 instructional days) March - June Unit 3: Sunlight and Weather (62 instructional days)	September - December Unit 1: Animal and Plant Defenses (58 instructional days) December - March Unit 2: Light and Sound (57 instructional days) March - June Unit 3: Spinning Earth (57 instructional days)	September - December Unit 1: Plant and Animal Relationships (56 instructional days) December - February Unit 2: Properties and Materials (57 instructional days) February - June Unit 3: Changing Landforms (59 instructional days)

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Science Units of Study

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

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%

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

