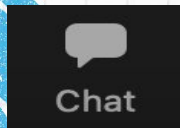


Welcome to 4th Grade Back to School/Curriculum Night!

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

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

在我们开始之前，请在聊天中输入您孩子的姓名和班级。



Meet the 4th Grade Team

Class: 4-1 Room: 301



Ms. Hynes



Mrs.

Colaizzo

ahynes@schools.nyc.gov

Meet the 4th Grade Team

Class: 4-2 Room: 314

Ms. Cuero

SBar-el@schools.nyc.gov

Meet the 4th Grade Team

Class: 4-3 Room: 307

Ms. Rohweder

TRohweder@schools.nyc.gov

ATTENDANCE

Attendance is very important! Please make sure your child attends school unless they are sick.

¡La asistencia es muy importante! Por favor, asegúrese de que su hijo asista a la escuela a menos que esté enfermo.

出勤非常重要！请确保您的孩子除非生病，否则必须上学。

Impact of Poor Attendance

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



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



Classroom Expectations

- ❖ Come to school on time - learning begins at 8am, students are marked late at 8:05am
- ❖ Refrain from being absent; if you know they will be absent, please let us know and make documentation
- ❖ Focused and ready to learn
- ❖ Participate during the lesson; they must have their hand



Expectativas en el aula -

Español

Llega a la escuela a tiempo: el aprendizaje comienza a las 8 a. m., los estudiantes son marcados como tarde a las 8:05 a. m.

- ❖ Abstenerse de ausentarse; si sabe que es ausentes, infórmenos y asegúrese de proporcionar documentación.
- ❖ Enfocado y listo para aprender
- ❖ Participar durante la lección; deben levantar la mano



课堂期望 - 西班牙语

- ❖ 按时到校 - 学习时间从早上 8 点开始，学生在早上 8:05 被标记为迟到
- ❖ 不要缺席；如果您知道他们会缺席，请告知我们并确保提供文件
- ❖ 专注并准备学习
- ❖ 参与课程；他们必须举手
- ❖ 请勿将玩具带入教室
- ❖ 学生必须尊重他人的个人空间
- ❖ iPad 只能在指定时间内使用



Homework Expectations

- ❖ Homework is given Monday through Thursday.
- ❖ Homework includes math workbook pages, reading, and vocabulary.
- ❖ Please ensure your child completes their



Expectativas de tarea

- ❖ Las tareas se asignan de lunes a jueves.
- ❖ La tarea incluye páginas del libro de ejercicios de matemáticas, lectura y vocabulario.
- ❖ Asegúrese de que su hijo complete su tarea todas las noches.

❖ ¡POR FAVOR, LAS



家庭作业期望

- ❖ 家庭作业从周一到周四布置。
- ❖ 家庭作业包括数学练习册页面、阅读和词汇。
- ❖ 请确保您的孩子每晚完成作业。
- ❖ 请每晚检查您孩子的文件夹！



Cell Phone & Electronic Device Policy

Policy Statement

In accordance with New York State Education Law § 2803 and Chancellor's Regulation A-413, P.S. 131 prohibits the use of personal internet-enabled electronic devices by students during the school day, from the first bell to the last bell. Our goal is to foster a respectful, distraction-free learning environment where students can fully engage in instruction and social development.

Declaración de Política De conformidad con la Ley de Educación del Estado de Nueva York § 2803 y el Reglamento A-413 del Canciller, la P.S. 131 prohíbe el uso de dispositivos electrónicos personales con conexión a internet por parte de los estudiantes durante la jornada escolar, desde el primer timbre hasta el último. Nuestro objetivo es fomentar un entorno de aprendizaje respetuoso y sin distracciones donde los estudiantes puedan participar plenamente en la instrucción y el desarrollo social.

1.政策声明-

- 根据纽约州教育法第2803条和校长条例A-413, 第131公立学校 (P.S. 131) 禁止学生在校期间 (从第一节铃响到最后一节课铃响) 使用个人联网电子设备。我们的目标是营造一个尊重学生、不受干扰的学习环境, 让学生能够充分参与教学和社交发展。

Cell Phone & Electronic Device Policy

Prohibited Use Uso prohibido 禁止使用

Students are not permitted to use personal internet-enabled devices during the school day.

This includes use:

- **In classrooms, restrooms, hallways, cafeterias, and stairwells**
- **During arrival, lunch, recess, and transitions**
- **On school trips, during emergency drills, and in after-school programs unless explicitly authorized**
- **Los estudiantes no pueden usar dispositivos personales con conexión a internet durante la jornada escolar.**
- **Esto incluye su uso:**
- **En aulas, baños, pasillos, cafeterías y escaleras**
- **Durante la llegada, el almuerzo, el recreo y las transiciones**
- **En excursiones escolares, simulacros de emergencia y en programas extraescolares, a menos que se autorice expresamente**
- **学生在校期间不得使用个人互联网设备。**
- **包括：**
- **在教室、卫生间、走廊、餐厅和楼梯间**
- **在到校、午餐、课间休息和过渡期间**
- **在学校旅行、应急演练和课后活动中（除非获得明确授权）**

Cell Phone & Electronic Device Policy

Collection/Storage Recolección/Almacenamiento 收集/存储

**** Upon arrival, students must power off their devices. ****

- A designated collection will be set up by each classroom teacher in every classroom.
- Phones will be stored in a secured locked container in each classroom.
- At the end of the school day, devices will be distributed by school staff in each classroom.
- Students who were late or [had their device confiscated will have to pick up their device from the main office. Please see Ms. Musacchio or Ms. Huang.

Students with approved early dismissal will retrieve their devices from their classroom teacher when they leave.

- **** Al llegar, los estudiantes deben apagar sus dispositivos. ****
- Cada docente establecerá un punto de recolección en cada aula.
- Los teléfonos se guardarán en un contenedor seguro con llave en cada aula.
- Al final de la jornada escolar, el personal escolar distribuirá los dispositivos en cada aula.
- Los estudiantes que lleguen tarde o a quienes se les confisque su dispositivo deberán recogerlo en la oficina principal. Por favor, consulte con la Sra. Musacchio o la Sra. Huang.
- Los estudiantes con salida temprana aprobada recogerán sus dispositivos de manos de su docente al salir.

**** 学生到校后必须关闭设备。 ****

- 每位任课教师将在每个教室设立指定的手机回收点。
- 手机将被存放在每个教室的安全上锁容器中。
- 放学后，学校工作人员将在每个教室分发手机。
- 迟到或设备被没收的学生必须前往总办公室领取。请联系 Musacchio 老师或 Huang 老师。
- 获准提前离校的学生离开时，请从任课教师处领取手机

READING & WRITING GRADING

POLICY:

READING	Based on: • End of Module Vocabulary Assessments (20%) • New-Read Assessments (20%) • Question Sets (40%) • End of Module Standards Task (20%)	<table><tr><th>Average Score</th><th>Report Card Grade</th></tr><tr><td>1-59%</td><td>1</td></tr><tr><td>60-74%</td><td>2</td></tr><tr><td>75-88%</td><td>3</td></tr><tr><td>90-100%</td><td>4</td></tr></table>	Average Score	Report Card Grade	1-59%	1	60-74%	2	75-88%	3	90-100%	4
Average Score	Report Card Grade											
1-59%	1											
60-74%	2											
75-88%	3											
90-100%	4											
WRITING	Based on the average of: • Focusing Question Tasks (60%) • End of Module Task (20%) • End of Module Standards Task (20%)	<table><tr><th>Average Score</th><th>Report Card Grade</th></tr><tr><td>1-59%</td><td>1</td></tr><tr><td>60-74%</td><td>2</td></tr><tr><td>75-88%</td><td>3</td></tr><tr><td>90-100%</td><td>4</td></tr></table>	Average Score	Report Card Grade	1-59%	1	60-74%	2	75-88%	3	90-100%	4
Average Score	Report Card Grade											
1-59%	1											
60-74%	2											
75-88%	3											
90-100%	4											

Report Card: Overall Reading grade is based on vocabulary tests, and two types of Reading tests. Question Sets are taken more frequently. Overall Writing grade is based on writing paragraphs in class and an essay at the end of the learning topic.

Boletín de calificaciones: La calificación general de lectura se basa en pruebas de vocabulario y dos tipos de pruebas de lectura.

Los cuestionarios se realizan con mayor frecuencia. La calificación general de escritura se basa en la redacción de párrafos en clase y un ensayo al final del tema de aprendizaje.

LISTENING & SPEAKING GRADING

P

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
75-88%	3
90-100%	4

Report Card: Overall Listening and Speaking grade is based on how students perform during a class discussion amongst their classmates on a given topic/question for conversation. We will practice this in class and students will eventually have a conversation on their own without the help of the teacher.

Boletín de calificaciones: La calificación general de comprensión auditiva y expresión oral se basa en el desempeño de los estudiantes durante una discusión en clase entre sus compañeros sobre un tema o pregunta de conversación. Practicamos esto en clase y, con el tiempo, los estudiantes tendrán una conversación por su cuenta sin la ayuda del profesor.

MATH GRADING POLICY:

MATH

Based on the average of:

- All End of Module assessment(s) given during the marking period.

Average Score	Report Card Grade
1-59%	1
60-74%	2
75-88%	3
90-100%	4

Report Card: Overall Math grade is based on the average of all tests students complete after each topic.

Boletín de calificaciones: La calificación general de matemáticas se basa en el promedio de todas las pruebas que completan los estudiantes después de cada tema.

SOCIAL STUDIES & SCIENCE

GRA

Social
Studies

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

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

SCIENCE

Based on:

- 60% assessments
- 20% participation
- 20% Science Notebooks (writing, completing assignments, etc.)

Average Score	Report Card Grade
1-59%	1
60-74%	2
75-88%	3

Report Card: Overall Social Studies grade is based on the average of all tests, quizzes, or projects students complete during each topic.

Boletín de calificaciones: La calificación general de Estudios Sociales se basa en el promedio de todas las pruebas, cuestionarios o proyectos que los estudiantes completan durante cada tema.

Promotion policy for 4th grade 2026-2027

	January	June
Attendance Expectations	Minimum of 90% attendance is expected	Minimum of 90% attendance is expected (162 days)
Reading Standards	Met 6/9 standards	Met 11/17 standards
Writing Standards	Met 3/5 standards	Met 5/8 standards
Listening & Speaking Standards	Met 3/4 standards	Met 3/5 standards
Math Standards	Met 10/13 standards ___Average of Module 1-3 Assessments	Met 17/27 standards ___Average of Module 1-6 Assessments
Homework Expectations	A minimum of 80% of homework is expected to be completed	A minimum of 80% of homework is expected to be completed
Behavior		
Services	If applicable, each service provider will provide work samples to demonstrate the progress of the individual student	
Other		

FLOW OF THE DAY/FLUJO DEL

4TH GRADE FLOW OF THE DAY 2026-2027

Period 1	Morning Routines & MTSS
Period 2	PREP
Period 3	Wit & Wisdom
Period 4	Wit & Wisdom
Period 5	LUNCH & RECESS
Period 6	Math
Period 7	Math & Social Studies

Dinámica diaria de 4.º grado 2026-2027

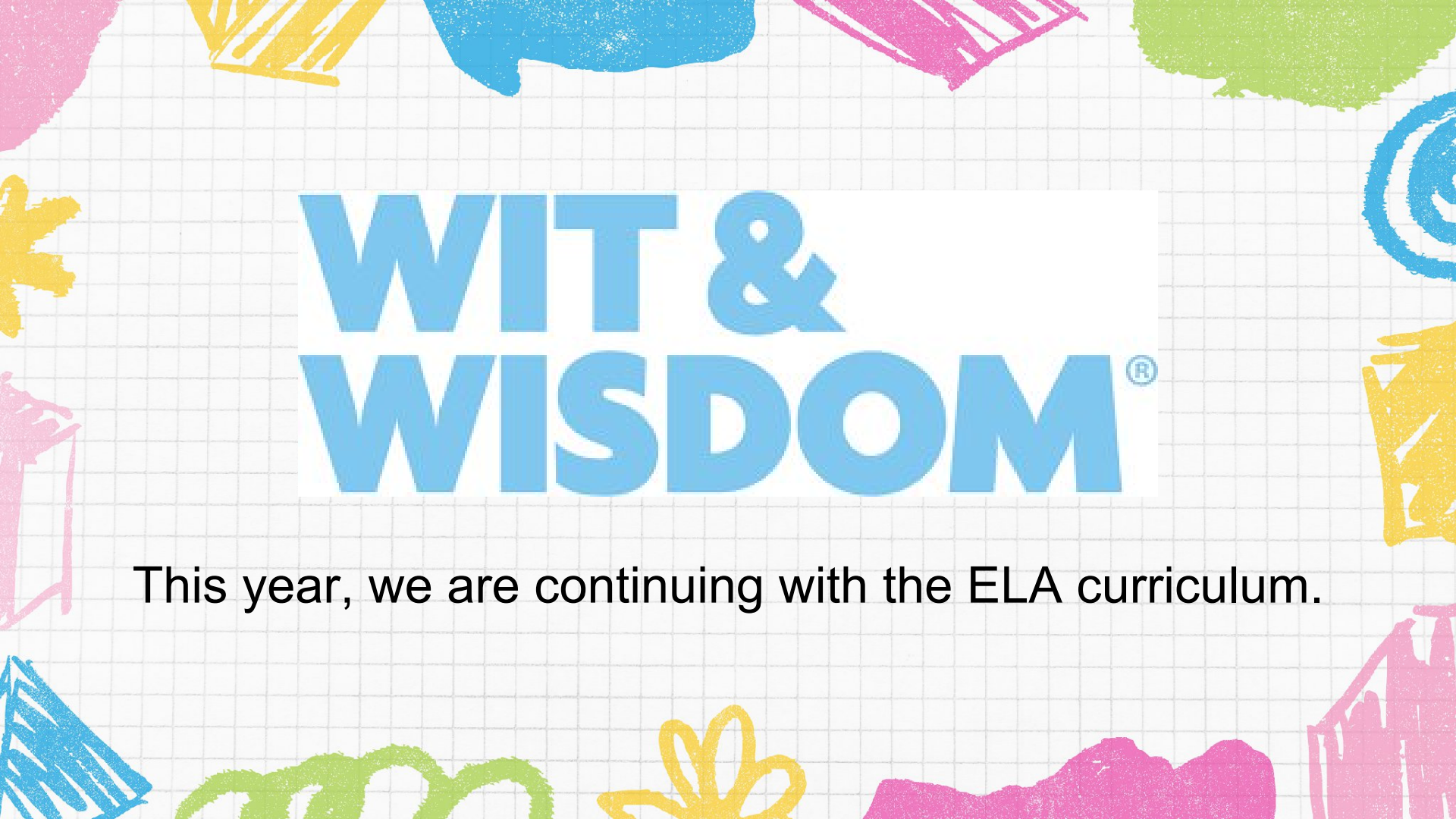
Period 1	Rutinas matutinas y MTSS
Period 2	PREP
Period 3	Ingenio y sabiduría
Period 4	Ingenio y sabiduría
Period 5	Almuerzo y recreo
Period 6	Matemáticas
Period 7	Matemáticas y Estudios Sociales

当天的流程

四年级每日日程安排

2026-2027

Period 1	晨间常规与多层级支持系统 (MTSS)
Period 2	准备
Period 3	睿智与哲思
Period 4	睿智与哲思
Period 5	午餐与课间休息
Period 6	数学
Period 7	数学与社会研究

The background is a light gray grid. It is decorated with various colorful, hand-drawn style shapes and patterns. These include a pink circle in the top left, a yellow star in the top left, a blue scribble in the top center, a pink scribble in the top right, a green scribble in the top right, a blue scribble in the top right, a yellow scribble in the top right, a pink scribble in the bottom left, a blue scribble in the bottom left, a green scribble in the bottom left, a yellow scribble in the bottom center, a pink scribble in the bottom right, and a blue scribble in the bottom right.

WIT & WISDOM[®]

This year, we are continuing with the ELA curriculum.

WIT & WISDOM PACING

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

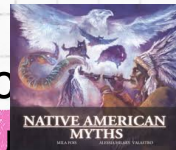


Module 2: Extreme Settings - We will delve into human responses to challenges of nature. Students will learn that challenges can be both big and small and can come from within a person or from the outside environment.



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

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



WIT & WISDOM TIPS FOR

WIT & WISDOM TIPS FOR FAMILIES

GRADE 4 | MODULE 1

GRADE 4 | MODULE 1

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 1?

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

Module 1: A Great Heart

Module 2: Extreme Settings

Module 3: The Redcoats Are Coming!

Module 4: Myth Making

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

OUR CLASS WILL READ THESE BOOKS

Novel

- *Love That Dog*, Sharon Creech

Poems

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

Picture Book

- *The Circulatory Story*, Mary K. Corcoran

OUR CLASS WILL EXAMINE THIS PAINTING

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

OUR CLASS WILL WATCH THIS VIDEO

- "Exploring the Heart: The Circulatory System"

OUR CLASS WILL ASK THESE QUESTIONS

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

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

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

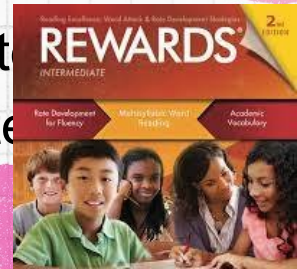
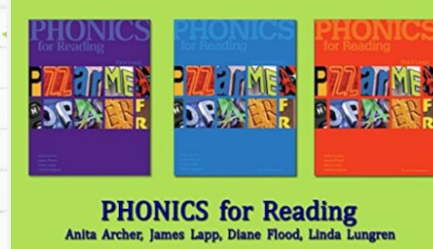
PLACES YOU CAN VISIT TO TALK ABOUT THE HEART

When you visit the doctor together, ask:

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

MTSS

- ❑ MTSS stands for Multi-Tiered System of Supports.
 - It is a framework that helps us identify student's academic strengths and challenges and provide support based on their needs.
 - During this time students work in smaller groups to build their literacy skills.
- ❑ One Program we are using is Phonics for Reading which is a program that provides critical foundational skills for struggling readers.
 - While using this program students will have opportunities to show their knowledge in three different forms: verbal, written, and action.
- ❑ The students who master Phonics for Reading are using the



MATH TIPS FOR FAMILIES

MODULE 1 FOCUS

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

MORE SPECIFICALLY, CHILDREN WILL LEARN HOW TO:

- Use addition, subtraction, multiplication and division to solve multistep word problems involving whole numbers and having whole-number answers.
- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form
- Use place value understanding to round multi-digit whole numbers to any place
- Fluently add and subtract multi-digit whole numbers

WORDS TO KNOW

- **Ten thousands, hundred thousands** (as places on the place value chart)
- **One million, ten millions, hundred millions** (as places on the place value chart)
- **Sum:** answer to an addition problem
- **Difference:** answer to a subtraction problem
- **Rounding:** approximating the value of a given number
- **Place value:** the numerical value that a digit has by virtue of its position in a number
- **Standard form:** a number written in the format: 135
- **Expanded form:** e.g., $100 + 30 + 5 = 135$
- **Word form:** e.g., one hundred thirty-five
- **=, <, >** (equal to, less than, greater than)

SAMPLE PROBLEMS

SAMPLE 1

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

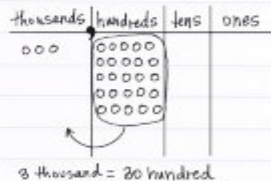
$$935,292 \approx 900,000$$

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

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

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

Place value chart equivalence



SAMPLE 2

Place Value Chart and Place Value Cards: In Module 1, students make extensive use of place value tools, as they have done in earlier grade levels. Now, however, students work with the extended place value chart, which includes place values beyond hundreds, tens, and ones. They may also use place value cards as they have in earlier years to support their learning.

Place Value Chart, to the millions place

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

HOW YOU CAN HELP AT HOME

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

MATH PACING CALENDAR

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

Module 2: Unit Conversions (7 days)

engage^{ny}

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

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

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

Module 6: Decimal Fractions (20 days)

REQUIRED MATH FLUENCY

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

MATH RESOURCES

These are some resources your children can use to help maintain their math skills throughout the school year.

Students have access to these digital platforms on their

IPad:

- ❑ MAP Accelerator

- ❑ IXL

- ❑ Memorizing their 1-10 multiplication →

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

HOW TO PREPARE FOR 4

Grade 4 mathematics is about:

- Developing understanding and fluency with **multi-digit multiplication**, and developing understanding of **dividing to find quotients involving multi-digit dividends**
- Developing an understanding of **fraction equivalence**, **addition and subtraction of fractions** with like denominators, and **multiplication of fractions** by whole numbers
- Understanding that **geometric figures**

Multiply Multi-digit numbers



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

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

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

ADD THE TWO PRODUCTS TOGETHER TO GET YOUR FINAL ANSWER

LONG DIVISION

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

DIVISOR 3 **QUOTIENT** 126 **DIVIDEND** 380

$$\begin{array}{r} 126 \\ 3 \overline{) 380} \\ \underline{-3} \\ 08 \\ \underline{-6} \\ 20 \\ \underline{-18} \\ 2 \end{array}$$

REMAINDER 2

DIVISOR: A NUMBER DIVIDED INTO ANOTHER NUMBER.
DIVIDEND: A NUMBER THAT WILL BE DIVIDED BY ANOTHER NUMBER.
QUOTIENT: A NUMBER THAT RESULTS FROM THE DIVISION OF ONE NUMBER TO ANOTHER NUMBER.
REMAINDER: THE NUMBER LEFT OVER WHEN THE DIVIDEND CAN NOT BE DIVIDED EXACTLY.

Equivalent Fractions
Using Multiplication

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

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

Line VOCABULARY

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

BOOK OF THE MONTH/LIBRO DEL MES/本月图书

Book Summary

In honor of the start of the 2026-2027 school year, “A Letter From Your Teacher on the First Day of School” offers welcoming words to begin building positive classroom relationships! The story describes all the ways in which a teacher will support her students throughout the school year, by creating a learning environment that helps students grow not just academically, but also personally and emotionally. “A Letter From Your Teacher on the First Day of School” encourages students to share what makes them unique, and sets the tone for a culture of belonging and community.

A Letter from Your Teacher

On the first day of School



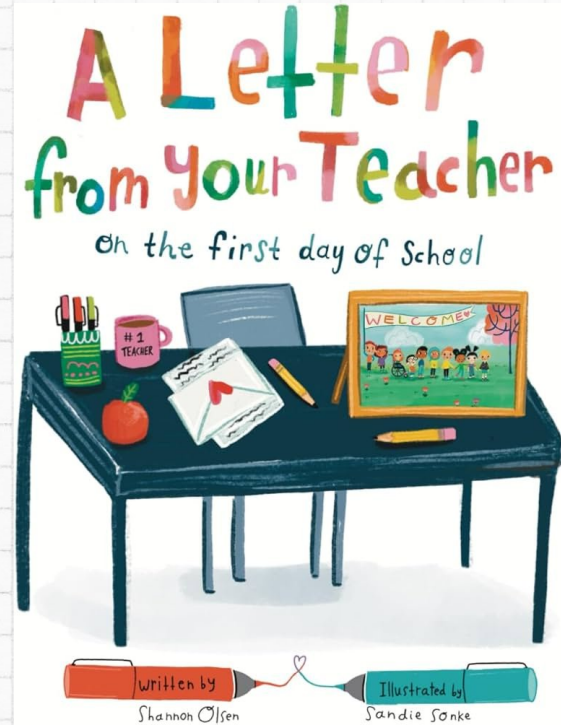
Written by
Shannon Olsen

Illustrated by
Sandie Sonke

BOOK OF THE MONTH/LIBRO DEL MES/本月好书

Resumen del libro

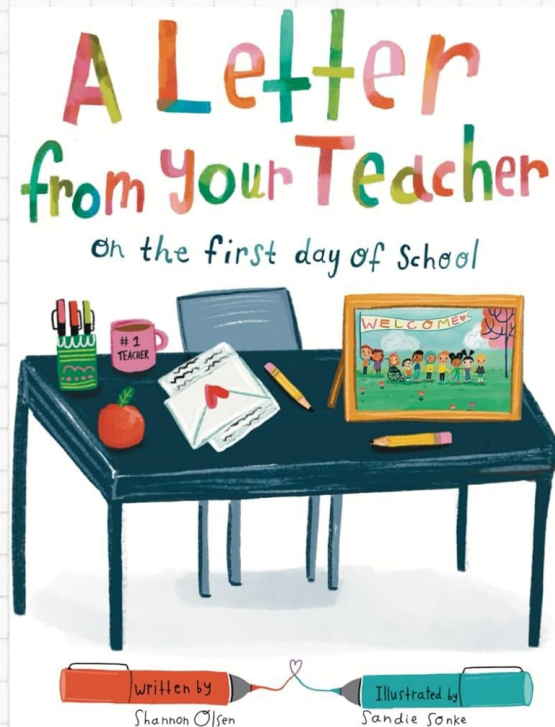
Con motivo del inicio del año escolar 2026-2027, «Una carta de tu maestra para el primer día de clases» ofrece palabras de bienvenida para comenzar a construir relaciones positivas en el aula. La historia describe las diversas formas en que la maestra apoyará a sus alumnos a lo largo del año escolar, creando un entorno de aprendizaje que les ayude a crecer no solo académica, sino también personal y emocionalmente. «Una carta de tu maestra para el primer día de clases» anima a los estudiantes a compartir aquello que los hace únicos y sienta las bases para una cultura de pertenencia y comunidad.



BOOK OF THE MONTH/LIBRO DEL MES/本月图书

书籍简介

为迎接 2026-2027 学年的到来,《开学第一天,老师写给你的信》以充满温情的问候,开启了建立积极师生关系的旅程!书中讲述了老师将如何贯穿整个学年为学生提供支持,致力于营造一种既能促进学业进步,又能助力学生在个人素养与情感层面成长的学习环境。该书鼓励学生分享自己独特的特质,并为构建充满归属感与凝聚力的班级氛围奠定了基调。

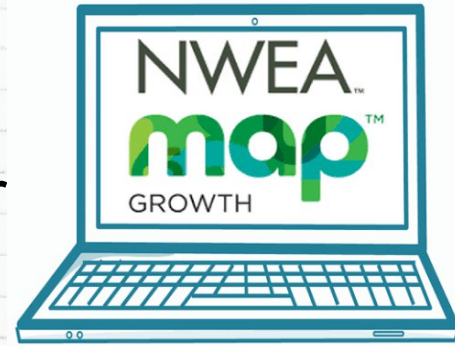


Student Support

Screeners- Students will be assessed in a variety of ways

in order to get to them as best as we can.

Examples include MAP and Acadience.



MAP Accelerator- Students can use this both as a station in class, and at home. It allows students to

explore new topics
and practice problems.



enhance skills by
using tutorials.



Google Classroom



Google Classroom

Google Classroom is used throughout the school year.

Google Classroom se utiliza durante todo el año escolar.

Allí se publicarán trabajos y avisos importantes.

Los estudiantes acceden a Google Classroom iniciando sesión con sus credenciales de alumno.

Este es el lugar al que deberán acudir los estudiantes en caso de mal tiempo.

整个学年都会使用 Google Classroom。

重要作业和通知将发布在该平台上。

学生需使用其学生账号登录 Google Classroom。

如遇恶劣天气，学生将通过该平台进行学习。

THIS YEAR'S ASSESSMENTS

- ☐ April 6 - April 16: **ELA State Exam**
- ☐ May 4 - May 14: **Math State Exam**

We will let
you know
the exact
dates as we
get closer!

**** These Assessments are Computer Based Testing****

**** Estas evaluaciones se realizan mediante pruebas
computarizadas ****

**** 这些评估采用计算机化考试形式 ****

UPCOMING CLASSROOM ASSESSMENTS

- ❑ **October 13:** MATH Module 1 Review
- ❑ **October 14:** MATH Module 1 Test
- ❑ **October 22:** MATH Module 2 Review
- ❑ **October 23:** MATH Module 2 Test
- ❑ **November 5 & 6:** WIT AND WISDOM Module 1 Vocabulary Test
- ❑ **Wit and Wisdom Tests will be given throughout the**

UPCOMING IMPORTANT DATES

- ❑ **October 12: NO SCHOOL**
- ❑ **November 3: NO SCHOOL - REMOTE INSTRUCTION**
- ❑ **November 11: NO SCHOOL**
- ❑ **November 24: PARENT TEACHER CONFERENCES**
- ❑ **November 26 & November 27: NO SCHOOL**

PRÓXIMAS FECHAS

IMPORTANTES

- ❑ 12 de octubre: NO HAY ESCUELA
- ❑ 3 de noviembre: NO HAY ESCUELA
INSTRUCCION EN REMOTO
- ❑ 11 de noviembre: NO HAY ESCUELA
- ❑ 24 de noviembre: Conferencia de padres de familia
- ❑ 26 y 27 de noviembre: NO HAY ESCUELA

即将到来的重要日期

- ❑ 10月12日：没有学校
- ❑ 11月3日：停课——远程教学
- ❑ 11月11日：没有学校
- ❑ 11月24日：家长会
- ❑ 11月26日和11月27日：没有学校

FAMILY FRIDAYS/VIERNES FAMILIARES/家庭星期五

Families will have the opportunity to come into the classrooms to participate in various learning activities!

¡Las familias tendrán la oportunidad de venir a las aulas para participar en diversas actividades de aprendizaje!

家庭将有机会进入教室参加各种学习活动！

November 20/14 de noviembre/11月14日 ELA

February 12/ 22 de enero/1月16日 MATH

April 2/2 de Abril/4月2日 Test taking strategies



School Spirit Days

- **50th Day of School: November 23rd/50.º día de clases: 23 de noviembre/開學第50天：11月23日**
- **100th Day of School: February 22nd/Centésimo día de clases: 22 de febrero/開學第100天：2月22日**
- **Read Across 131- (BEAR Day): March 2nd/ Read Across 131 (Día BEAR): 2 de marzo/ 活動 - 「BEAR日」：3月2日**
- **131st Day of School: April 8th/Día 131 de clases: 8 de abril/Día 131 de clases: 8 de abril**

SCHOOL DRILLS/SIMULACROS ESCOLARES/学校演习

These include fire (evacuation) drills, shelter drills, and lock down drills. Once the dates of evacuation drills are given, a notice will be sent home to all families. We exit the building quickly and quietly. We re-enter the building quickly and quietly as well.

Estos incluyen simulacros de incendio (evacuación), simulacros de refugio y simulacros de confinamiento. Una vez que se indiquen las fechas de los simulacros de evacuación, se enviará un aviso a todas las familias. Salimos del edificio rápida y silenciosamente. También volvemos a entrar al edificio rápida y silenciosamente.

这些演习包括消防（疏散）
向所有家庭发出通知。



疏散演习日期，我们将
安静地重新进入大楼。

Allergies & Asthma

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

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

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

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

HEALTH CARE PRACTITIONERS COMPLETE BELOW

Specify Allergies:
History of anaphylaxis? ☐ Yes (If yes, student has an increased risk for a severe reaction. Complete the Allergy MAF for this student.) ☐ No
History of angioedema? ☐ Yes ☐ No
If yes, system affected: ☐ Respiratory ☐ Skin ☐ GI ☐ Cardiovascular ☐ Neurologic
Treatment: _____
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 (injectable devices preferred):
• Shortness of breath, wheezing, or coughing • Fainting or dizziness • Lip or tongue swelling that hinders breathing
• Pale or bluish skin color • Tight or hoarse throat • Vomiting or diarrhea (if severe or combined with other symptoms)
• Thrush 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 ☐ _____ 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: _____ Cell Phone: _____
FAX: _____

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

Alergias y Asma

- ❖ Si aún no lo ha hecho, envíe el formulario de alergia al maestro de su hijo.
- ❖ Es importante para nosotros saber qué estudiantes tienen alergias.
- ❖ Si su hijo necesita un EpiPen o tiene asma, complete el formulario DOE correcto junto con el medicamento del médico.

ALLERGIES/ANAPHYLAXIS MEDICATION ADMINISTRATION FORM
Provider Medication Order Form | Office of School Health | School Year 2024-2025
Please return to School Nurse/School Health Center. Forms submitted after June 14 may delay processing for new school year.

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

HEALTH CARE PRACTITIONERS COMPLETE BELOW

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

Select In-School Medications

SEVERE REACTION
A. Immediately administer epinephrine ordered below, then call 911. Weight: _____
☐ 0.1 mg ☐ 0.15 mg ☐ 0.3 mg
Give intramuscularly in the anterolateral thigh for any of the following signs/symptoms (injectable devices preferred):
• Shortness of breath, wheezing, or coughing • Feeling of dizziness • Lip or tongue swelling that hinders breathing
• Pale or bluish skin color • Tight or hoarse throat • Vomiting or diarrhea (if severe or combined with other symptoms)
• Hives/urticaria • 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.
If no improvement, or if signs/symptoms recur, repeat in _____ minutes for maximum of _____ times (not to exceed a total of 3 doses)
If this box is checked, give epinephrine after epinephrine administration (order antihistamine below)

Student Skill Level (select the most appropriate option):
☐ Nurse-Dependent Student: nurse/teacher staff must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

MILD REACTION (parent must supply medicine for use in medical room)
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: _____

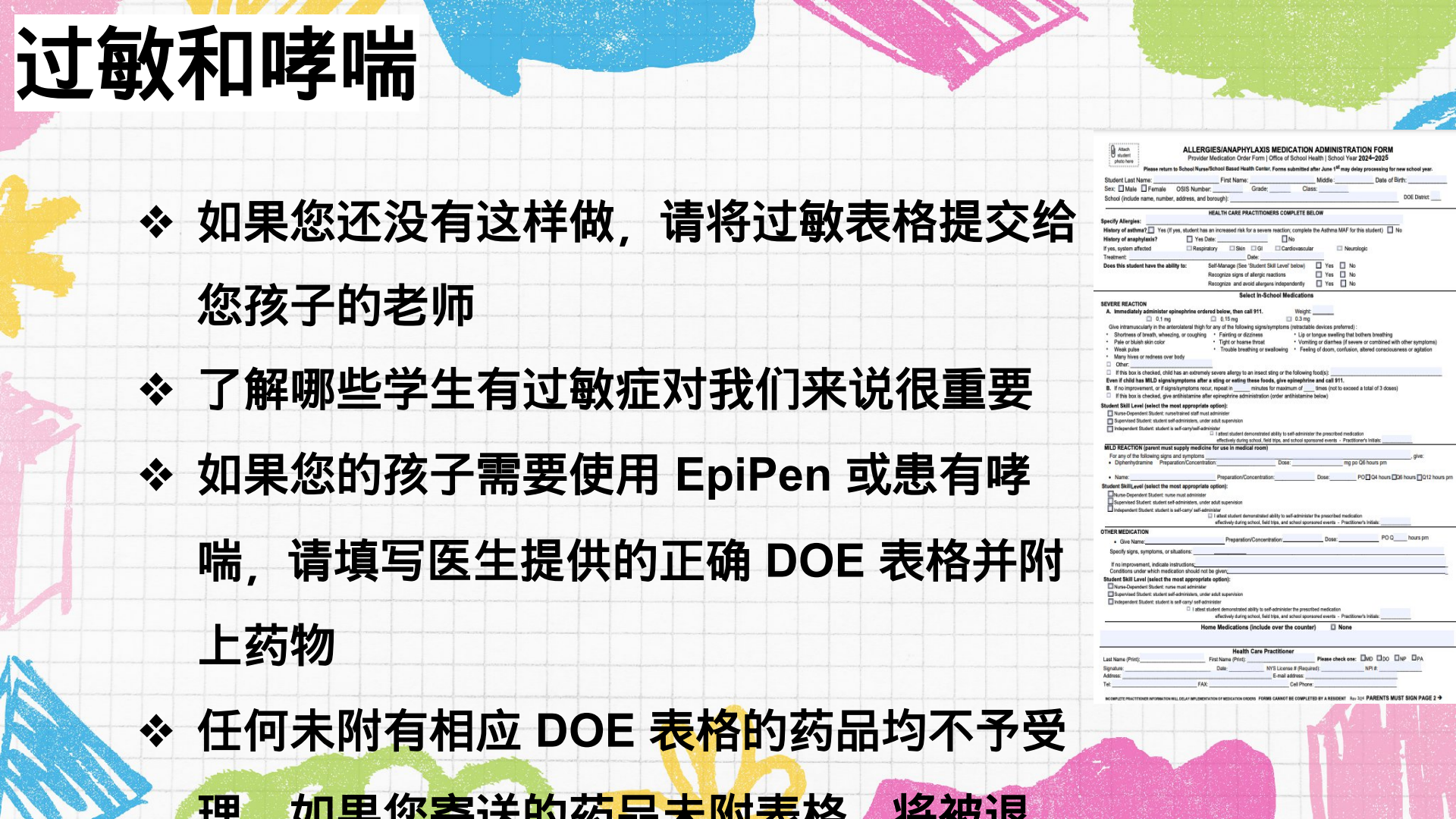
OTHER MEDICATION
• Give Name: _____ Preparation/Concentration: _____ Dose: _____ PO Q _____ hours prn
Specify signs, symptoms, or situations: _____
If no improvement, indicate instructions: _____
Conditions under which medication should not be given: _____

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): _____
Address: _____ E-mail address: _____
Tel: _____ Fax: _____ Cell Phone: _____

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



过敏和哮喘

- ❖ 如果您还没有这样做，请将过敏表格提交给您孩子的老师
- ❖ 了解哪些学生有过敏症对我们来说很重要
- ❖ 如果您的孩子需要使用 EpiPen 或患有哮喘，请填写医生提供的正确 DOE 表格并附上药物
- ❖ 任何未附有相应 DOE 表格的药品均不予受理 如果你寄送的药盒未附表格 将被退

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

HEALTH CARE PRACTITIONERS COMPLETE BELOW

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

Select In-School Medications

SEVERE REACTION
A. Immediately administer epinephrine ordered below, then call 911. Weight: _____
☐ 0.1 mg ☐ 0.15 mg ☐ 0.3 mg
Give intramuscularly in the anterolateral thigh for any of the following signs/symptoms (injectable devices preferred):
• Shortness of breath, wheezing, or coughing • Fainting or dizziness • Lip or tongue swelling that hinders breathing
• Pale or bluish skin color • Tight or hoarse throat • Vomiting or diarrhea (if severe or combined with other symptoms)
• Thrill 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/teacher staff must administer
☐ Supervised Student: student self-administers, under adult supervision
☐ Independent Student: student is self-carry/self-administer ☐ I attest student demonstrated ability to self-administer the prescribed medication effectively during school, field trips, and school sponsored events - Practitioner's Initials: _____

MILD REACTION (parent must supply medicine for use in medical room)
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 ☐ _____ 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: _____ Cell/Phone: _____ FAX: _____

INCOMPLETE PRACTITIONER INFORMATION WILL DELAY IMPLEMENTATION OF MEDICATION ORDERS. FORMS CANNOT BE COMPLETED BY A RESIDENT. No TOP PARENTS MUST SIGN PAGE 2

Dismissal Policies

- ❖ Every child must submit a blue card if you have not done so already
- ❖ Your child will only be released to whoever is on the blue card
- ❖ A child cannot be released to anyone other than Walker Park if you signed the blue card

The image shows a sample of the "EMERGENCY CONTACT CARD (Print Information)" used by the New York City Department of Education. The card is light blue with black text. It contains various sections for providing contact information. A red rectangular box is drawn around the section titled "List below names of three (3) persons who may be called in case of emergency or if child is sick in school:" which includes three rows for Name, Telephone, Relationship, and Email.

- EMERGENCY CONTACT CARD (Print Information)**
- SCHOOL YEAR 201__ to 201__**
- Student: Last Name _____ First _____ MI _____ DOB _____ Sex _____ ID# _____
- Parent/Guardian (Student resides with) _____ Relationship _____
- Parent's Preferred Language of Communication: Written _____ Oral _____
- Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
- Address _____ Apt. _____ Borough _____ Relationship _____ ZIP _____
- Other Parent/Guardian: _____ Relationship _____
- Parent's Preferred Language of Communication: Written _____ Oral _____
- Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
- Address _____ Apt. _____ Borough _____ Relationship _____ ZIP _____
- List below names of three (3) persons who may be called in case of emergency or if child is sick in school.
Do NOT BE RELEASED ONLY TO PERSON NAMED ON THIS CARD
- | | | |
|------------|---------------------|--------------------|
| Name _____ | Telephone () _____ | Relationship _____ |
| Name _____ | Telephone () _____ | Relationship _____ |
| Name _____ | Telephone () _____ | Relationship _____ |
- If there is a person who may NOT HAVE ACCESS to child, please indicate:
Name _____ Relationship _____ Order of Protection Exists? Yes ___ No ___
- Principal will be notified in writing of any changes to information on this card _____
- Signature of Parent/Guardian _____
- Trade _____ Class _____ Room No. _____ Teacher _____
- 5-2290.00.3 (4000 Pgs) 01/12
- New York City Department of Education

[illegible]

- EMERGENCY CONTACT CARD (Prior Information)** **SCHOOL YEAR 2011 to 2012**
- Student: Last Name _____ First _____ MI _____ DOB _____ Sex _____ ID# _____
- Parent/Guardian (Student resides with): _____ Relationship _____
Parent's Preferred Language of Communication: _____ Written _____ Oral _____
- Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
Address _____ Apt. _____ Borough _____ ZIP _____
- Other Parent/Guardian: _____ Relationship _____
Parent's Preferred Language of Communication: _____ Written _____ Oral _____
- Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____
Address _____ Apt. _____ Borough _____ ZIP _____
- List below names of three (3) persons who may be called in case of emergency or if child is sick in school.
LIST MUST BE RELEASED ONLY TO PERSONS NAMED ON THIS CARD
- | | | |
|------------|---------------------|--------------------|
| Name _____ | Telephone () _____ | Relationship _____ |
| Name _____ | Telephone () _____ | Relationship _____ |
| Name _____ | Telephone () _____ | Relationship _____ |
- If there is a person who may NOT HAVE ACCESS to child, please indicate:
Name _____ Relationship _____ Order of Protection Exists? Yes ___ No ___
- Principal will be notified in writing of any changes to information on this card _____
- Signature of Parent/Guardian _____
- Trade _____ Class _____ Room No. _____ Teacher _____
- 5-2290.00.3 (4000 Pgs) 01/12 New York City Department of Education

- ❖ 如果您尚未提交蓝卡，则每个孩子都必须提交蓝卡
- ❖ 您的孩子只会被释放给持有蓝卡的人
- ❖ 孩子只有在您签署了步行许可单后才能步行回家

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

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

Parent/Guardian (Student resides with) _____ Relationship _____

Parent's Preferred Language of Communication: Written _____ Oral _____

Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____

Address _____ Apt. _____ Borough _____ ZIP _____

Other Parent/Guardian: _____ Relationship _____

Parent's Preferred Language of Communication: Written _____ Oral _____

Home Telephone () _____ Work Telephone () _____ Cell No. () _____ E-mail _____

Address _____ Apt. _____ Borough _____ ZIP _____

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

Name _____	Telephone () _____	Relationship _____
Name _____	Telephone () _____	Relationship _____
Name _____	Telephone () _____	Relationship _____

If there is a person who may NOT HAVE ACCESS to child, please indicate:
Name _____ Relationship _____ Order of Protection Exists? Yes ___ No ___

Principal will be notified in writing of any changes to information on this card _____

Signature of Parent/Guardian _____

Grade _____ Class _____ Room No. _____ Teacher _____

5-2295.00.3 (4000 Pgs) 01/12 New York City Department of Education

After School/Después de Clases/校外

This year our school has daily after school program called Brooklyn Chinese Association (BCA). The program is Monday through Friday from 2:20pm - 5:30pm.

- **Jenny Zheng is our BCA Liaison.**
- **Her number is 646-714-5160**

Este año, nuestra escuela cuenta con un programa diario para después de clases llamado Brooklyn Chinese Association (BCA).

El programa se lleva a cabo de lunes a viernes, de 2:20 p. m. a 5:30 P. M.

KEEP IN TOUCH MANTENERSE EN CONTACTO 保持联系

Parent Coordinator - Coordinadora de padres -

家长协调员

Lisa Rivera → LRivera126@schools.nyc.gov

Community Coordinator - Coordinador

comunitario - 社区协调员

Kenny Leung → cleung10@schools.nyc.gov

Guidance Counselor - Consejero de orientación

- 指导顾问

Magdalena Wood → mwood11@schools.nyc.gov

Family Workers - Trabajadoras familiares - 家庭

Visit Our School
Website

<https://www.ps131k.org/>



QUESTIONS?
PREGUNTAS?
问题?
ВОПРОСЫ?

প্রশ্ন?



SPECIAL OPPORTUNITIES FOR FIFTH GRADERS

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



What is ENL?

English as a New Language Program Information

English

English as a New language (ENL) is a specialized program that supports students learning English as a second language. It focused on developing their skills in speaking, reading, listening and writing, while supporting their academic success across content area such as math, science, and social studies.

Español

El programa de Inglés como Nuevo Idioma (ENL) es un programa especializado que apoya a los estudiantes que aprenden inglés como segunda lengua. Se centra en desarrollar sus habilidades de expresión oral, lectura, comprensión auditiva y escritura, al tiempo que fomenta su éxito académico en áreas curriculares como matemáticas, ciencias y estudios sociales

বাংলা

ইংলিশ অ্যাজ আ নিউ ল্যাঙ্গুয়েজ' (ENL) হলো একটি বিশেষায়িত কর্মসূচি যা শিক্ষার্থীদের দ্বিতীয় ভাষা হিসেবে ইংরেজি শেখার ক্ষেত্রে সহায়তা প্রদান করে। এই কর্মসূচিটি শিক্ষার্থীদের কথা বলা, পড়া, শোনা ও লেখার দক্ষতা উন্নয়নের ওপর গুরুত্ব দেয় এবং একই সাথে গণিত, বিজ্ঞান ও সামাজিক বিজ্ঞানের মতো বিভিন্ন বিষয়ে তাদের শিক্ষাগত সাফল্যে সহায়তা করে।

Русский

Программа «Английский как новый язык» (ENL) — это специализированная программа поддержки учащихся, изучающих английский язык как второй. Она направлена на развитие навыков устной речи, чтения, аудирования и письма, а также способствует успеваемости по таким предметам, как математика, естественные науки и общественные дисциплины

中文

ENL (英语作为新语言) 是一项专门为学习英语作为第二语言的学生提供支持的项目。该项目侧重于培养学生的听说读写能力，同时支持他们在数学、科学和社会研究等学科领域的学业发展。

العربية

يدعم الطلاب الذين يتعلمون اللغة الإنجليزية كلغة ثانية؛ إذ يركز على تنمية مهاراتهم في التحدث والقراءة والاستماع والكتابة، مع دعم نجاحهم الأكاديمي في مختلف المواد الدراسية، مثل الرياضيات والعلوم

Who receives ENL Service?

English

Students whose home language is not English and who are identified through the New York State identification process as needing support to learn English are classified as English Language Learners when they enroll in a New York City Public School for the first time.

Español

Estudiantes cuyo idioma materno no es el inglés y que, mediante el proceso de identificación del Estado de Nueva York, han sido identificados como personas que necesitan apoyo para aprender inglés.

Bangla

যেসব শিক্ষার্থীর মাতৃভাষা ইংরেজি নয় এবং যাদের নিউ ইয়র্ক স্টেটের শনাক্তকরণ প্রক্রিয়ার মাধ্যমে ইংরেজি শেখার ক্ষেত্রে সহায়তার প্রয়োজন রয়েছে বলে চিহ্নিত করা হয়েছে।

Chinese (中文)

母语非英语，且经纽约州认定程序确定需要英语学习支持的学生。

Russian (Русский)

Учащиеся, для которых английский язык не является родным и которые в ходе процедуры выявления, принятой в штате Нью-Йорк, были определены как нуждающиеся в поддержке при изучении английского языка.

Arabic ((العربية)

الطلاب الذين لا تُعد الإنجليزية لغتهم الأم، والذين تم تحديدهم - من خلال عملية التحديد المتبعة في ولاية نيويورك - على أنهم بحاجة إلى دعم لتعلم اللغة الإنجليزية.

New York's Transition to WIDA ACCESS

What is WIDA? (World-Class Instructional Design and Assessment)

A modern, 42-state English language assessment framework providing an engaging, developmentally appropriate experience across 4 key modalities.

The 4 Modalities Measured

Listening

Understanding teacher explanations, instructions, stories, academic discussions and class group work.

Reading

Comprehending textbooks, math word problems, science texts, and informational articles.

Speaking

Explaining ideas aloud, answering complex questions, and participating in academic conversations.

Writing

Formatting written sentences, paragraphs, and short essays based on class subjects.

How WIDA Differs from NYSESLAT

Real-World Academic & Classroom Focus

Focuses heavily on how your child uses English during regular classroom activities like explaining science concepts or math problems.

More Accurate Tracking (6 Proficiency Levels)

Uses 6 learning levels instead of 5, giving teachers a clearer picture of yearly growth.

Strength-Based Assessment ("Can Do" Approach)

Measures what your child *can do* at their current level rather than focusing on limitations.

National Portability & Recognition (42 States)

Recognized across 42 states, making progress easily transferable if moving outside NY.

New York's Transition to WIDA ACCESS

Testing Window & Routine

Spring 2026

The last NYSESLAT was administered.

Spring 2027

Very first time students take the WIDA ACCESS test.

Daily Routine

Testing occurs during the regular school day in small, comfortable groups.

Score Reports & Results

Late Summer / Early Fall 2027

Official Individual Student Reports (ISRs) will arrive during this period.

Home Delivery

The school will mail these directly to your home, showcasing growth across all 6 proficiency levels.

Next Steps

We will share more details and resources as the testing period approaches.

Practice Resources

Click on the link to view the test sample.

WIDA SAMPLE TEST GRADE 1-12

<https://share.google/0oQEZSj4jo8uG08L5>

Transición de Nueva York a WIDA ACCESS

¿Qué es WIDA? (Diseño Instruccional y Evaluación de Clase Mundial)

Un marco moderno de evaluación del idioma inglés utilizado en 42 estados, que ofrece una experiencia participativa y adecuada para el desarrollo.

Las 4 modalidades evaluadas

Listening (Escuchar)

Comprender explicaciones del maestro, instrucciones, historias y trabajo en grupo.

Reading (Lectura)

Comprender libros de texto, problemas matemáticos, textos de ciencias y artículos.

Speaking (Expresión oral)

Explicar ideas en voz alta, responder preguntas complejas y participar en clase.

Writing (Escritura)

Redactar oraciones, párrafos y ensayos cortos basados en las materias escolares.

Cómo difiere WIDA de NYSESLAT

Enfoque académico y práctico en el aula

Se centra en cómo su hijo usa el inglés durante las actividades del aula, como explicar ciencia o matemáticas.

Seguimiento más preciso (6 niveles de dominio)

Utiliza 6 niveles de aprendizaje en lugar de 5, ofreciendo una visión más clara del crecimiento anual.

Evaluación basada en fortalezas (Enfoque "Can Do")

Mide lo que su hijo *puede hacer* en su nivel actual en lugar de centrarse en limitaciones.

Portabilidad y reconocimiento nacional (42 estados)

Reconocido en 42 estados, lo que facilita transferir el progreso si se muda fuera de Nueva York.

Transición de Nueva York a WIDA ACCESS

Fechas y rutina de evaluación

Primavera de 2026

Se administró el último NYSESLAT.

Primavera de 2027

Primera vez que los estudiantes toman la prueba WIDA ACCESS.

Rutina diaria

Las evaluaciones se realizan durante la jornada escolar regular en grupos pequeños y cómodos.

Informes de resultados y puntajes

Finales del verano / Principios del otoño de 2027

Los Informes Individuales del Estudiante (ISR) oficiales llegarán durante este período.

Envío a domicilio

La escuela los enviará por correo directamente a su hogar, mostrando el progreso en los 6 niveles de dominio.

Próximos pasos

Compartiremos más detalles y recursos a medida que se acerque el período de evaluación.

Recursos de práctica

Haga clic en el enlace para ver la muestra de la prueba.

MUESTRA DE LA PRUEBA WIDA GRADOS 1-12

<https://share.google/0oQEZSj4jo8uG08L5>

纽约州向 WIDA ACCESS 的过渡

什么是 WIDA？（世界级教学设计与评估）

一个现代化的、覆盖 42 个州的英语语言评估框架，在 4 个核心领域提供具有参与感且符合身心发展规律的测试体验。

评估的 4 个领域

听力 (Listening)

理解教师的讲解、指令、故事、学术讨论以及课堂小组合作。

阅读 (Reading)

理解教科书、数学应用题、科学文本和信息类文章。

口语 (Speaking)

大声表达想法、回答复杂问题以及参与学术交流。

写作 (Writing)

根据课程主题组织书面句子、段落和短文。

WIDA 与 NYSESLAT 的区别

专注于真实学术与课堂场景

重点评估您的孩子在日常课堂活动中（如解释科学概念或数学问题）如何使用英语。

更精确的追踪（6个熟练度等级）

采用 6 个学习等级（而非 5 个），让教师更清晰地了解每年的进步情况。

基于优势的评估（“能做”理念）

衡量您的孩子在当前水平上“能做什么”，而不是侧重于局限性。

跨州通用与全国认可（42个州）

获得 42 个州的认可，如果搬离纽约州，学术进度可轻松衔接。

纽约州过渡至 WIDA ACCESS 考试

考试时间与流程安排

2026年春季

举行最后一次 NYSESLAT 考试。

2027年春季

学生首次参加 WIDA ACCESS 考试。

日常安排

考试将在正常上学期间进行，采取舒适的小组形式。

成绩报告与结果

2027年夏末 / 秋初

官方个人学生报告 (ISR) 将在此期间发放。

邮寄到家

学校将直接邮寄至您的家中，展示学生在所有 6 个语言等级上的成长。

下一步计划

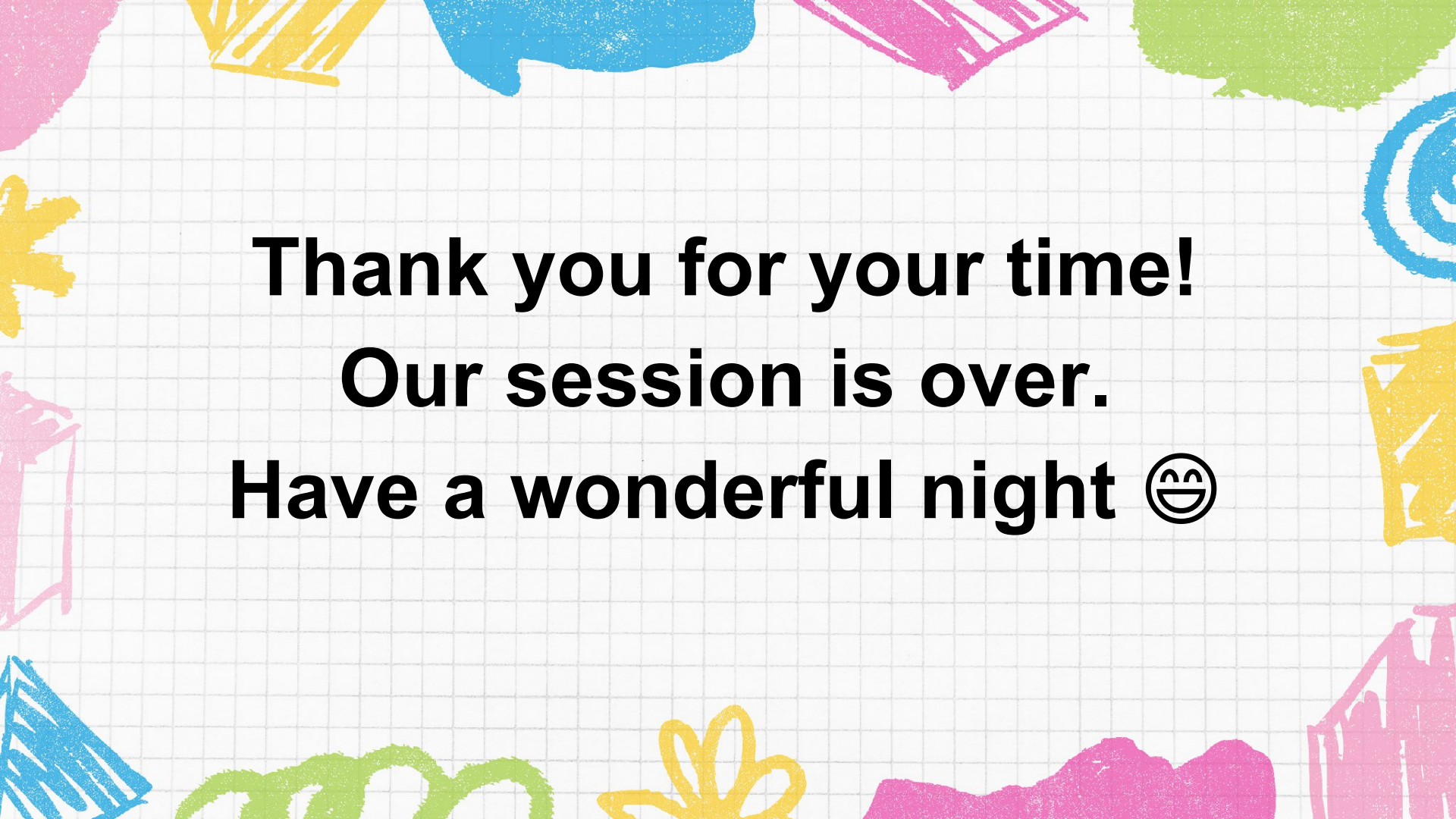
随着考试临近，我们将分享更多详细信息和资源。

练习资源

点击链接查看测试样例。

WIDA 1-12 年级测试样例

<https://share.google/0oQEZSj4jo8uG08L5>

The background features a light gray grid pattern. Surrounding the central text are various colorful, hand-drawn style shapes and patterns. These include a pink shape in the top left, a yellow star-like shape on the left, a blue shape in the top center, a pink shape in the top right, a green shape in the top right, a blue spiral in the top right, a yellow shape in the middle right, a pink shape in the middle right, a blue shape in the bottom left, a green shape in the bottom left, a yellow flower-like shape in the bottom center, a pink shape in the bottom center, and a pink shape in the bottom right.

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