

# Parent's Newsletter



# Pre-K News

This month we will be finishing our Unit of Study called Reduce, Reuse, and Recycle. Students will continue to be given the opportunity to explore and learn about how to reduce, reuse, and recycle the everyday items we use. Students will also engage in hands-on explorations to learn the meaning of the terms reducing, reusing, and recycling and the different ways they can reduce, reuse, and recycle the items they use in the classroom each day.

Also, in March, the students will start a new unit of study called Buildings. In this study, the children will expand their knowledge of buildings through a variety of firsthand experiences that support all their learning and development.

They will compare different structures and characteristics, discover how people construct and use buildings, and design and create their own model of buildings and communities. They will also learn about people from the community who construct or work with buildings.

Here are some suggestions on what you can work on at home with your child:  
Study your home with your child.

- What materials were used to build it?
- How many floors or stories does it have?
- How many rooms, windows, and doors does it have?
- How old is your home?
- Who built it? What are its dimensions?
- You may also talk about the buildings you see together.
- Keep a list of the buildings that interest your child.

**Please join our Remind** to receive all notifications and updates:

PreK1: @prek1osmun PreK2: @prek2klein

**Please join our Google Classroom** as well: Pre-K1: je4hkwed Pre-K2: 56obly3j





In March...

- Pre-K1 Anthony- 7th      Nihir- 18th
- Pre-K2 Abdurakhmon- 1st



- March 3rd- In House Field Trip- Puppet works- Pre-K1
- March 5th - Parent/Teacher Conferences- Half Day of School
- March 9th- In House Field Trip- Bear Magic Workshops- Pre-K1/2
- March 10 th - In House Field Trip- Puppet works- Pre-K2
- March 20th- Eid al-Fitr- SCHOOLS CLOSED



# KINDERGARTEN NEWS!

Our Kindergarten students are becoming amazing readers and writers. Your child has been given their MYON login information. Please be sure to log on daily and practice reading with them every day. We can't wait to see who this month's MYON winner will be! Your child has been receiving breakfast every day in the classroom.

In March we will continue with HMH reading module 6, "Home of the Free and the Brave." Students are exploring all about our country to find out what makes the USA so special. Through books, children will meet some of our greatest leaders, sing our songs, experience our traditions, and explore our different landscapes and diverse people. Our goal in reading is for students to use pictures and words to help them become better readers and build comprehension. Aligned to Next Generation Standards (NGS): KL6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, KR1. Develop and answer questions about a text, KR5. Identify literary and informational texts.

In March students will continue with informational writing. They have been writing informational texts in module 6 called a "how-to" model. How-to books teach readers how to do or make something. Students use sequencing words such as First, Next, Then and Last to write the steps to help teach others how to do something. This is aligned to Next Generation Standards KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.

We will begin math unit 10, "Compose and decompose numbers 11-19, and count numbers to 100." In Topic 10, students compose and decompose numbers from 11 to 19 into ten ones and some further ones to build a foundation for understanding place value. In Topic 11, students extend their understanding of the counting sequence to 100. They count by tens and ones from any number up to 100. This is aligned to Next Generation Standards NY-K.CC.1 Count to 100 by ones and by tens. NY-K.CC.2 Count to 100 by ones beginning from any given number (instead of beginning at 1). NY-K.CC.3 Write numbers from 0 to 20.



Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). NY-K.NBT.1 Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

In March we will continue with the Pushes and Pulls science unit. Students are learning how to predict and describe the effects of a specific type of push or pull motion, which will give rise to a growing understanding of forces and motion. Our goal in science is for students to learn about different types of motion and forces. This is aligned to Next Generation Science Standards (NGSS): Practice 1: Asking Questions and Defining Problems. NGSS Disciplinary Core Ideas: PS2.A: Forces and Motion: Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1, K-PS2-2)

In March we will continue with our Social Studies unit Geography, People, and the Environment. In this unit students have been learning about recognizing community helpers, community buildings, community transportation, rules and routines of a community, the features of a neighborhood and what/who makes up a neighborhood. Our goal in this social studies unit is for students to learn about their community, the important features of a neighborhood, map skills, and different places in the world. This is aligned to the New York City K-8 Scope and Sequence, and New York State Social Studies Core Curriculum: K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions. (Standards 1, 3, 4, 5) Geography K.6a, K.6b, K.6c

### **Parent Communication:**

Parent Communication: We believe in the importance of a strong home-school connection and welcome your support throughout the year. The best way to reach your child's teacher is on their class Remind so make sure you're signed up. You can also set up a google meet or phone call with your child's teacher via email or Remind.



### Teacher's Email Addresses:

- Class K-11 Ms. Hulsen: [ahulsen@schools.nyc.gov](mailto:ahulsen@schools.nyc.gov)
- Class K-12: Ms. Sharma: [msharma11@schools.nyc.gov](mailto:msharma11@schools.nyc.gov)
- Class K-21 Ms. Rose: [JRose7@schools.nyc.gov](mailto:JRose7@schools.nyc.gov)
- Class K-31 Ms. Crow: [SCrow3@schools.nyc.gov](mailto:SCrow3@schools.nyc.gov)
- & Ms. Ahmed: [AAhmed37@schools.nyc.gov](mailto:AAhmed37@schools.nyc.gov)
- Class K-91 Ms. Sackman: [esackman@schools.nyc.gov](mailto:esackman@schools.nyc.gov)

Remind Codes	Google Classroom Codes
K11- @k11hul	K11- 6nlogwq6
K12- @ps220k12	K12- vln6szgr
K31- @crow-k31	K31- bb7egh2i
K21- @classk212	K21- sitojaju
K91-@ps220k31	K91- 5rzee53

### Class Resources:

- Myon: <https://www.myon.com/index.html>
- Savvas Envision Math: <https://www.savvasrealize.com>
- Amplify: <https://learning.amplify.com>



# First Grade News

We hope you had a nice and relaxing mid-winter break. We are ready to get back to work! Here are some exciting things we are doing this month:

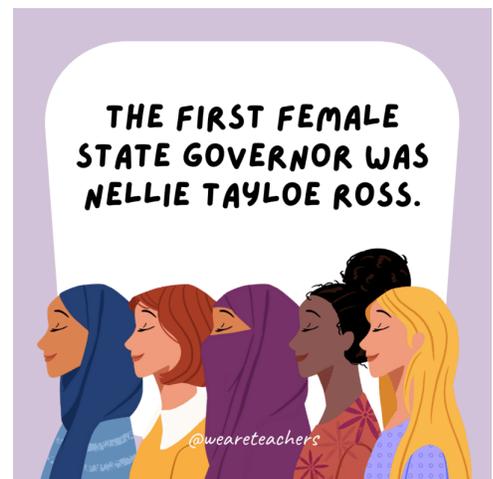
- In Reading, we will finish Module 5 and start Module 6, Celebrate America! We will answer the essential question, what do holidays and symbols tell about our country? Your children should already be able to identify the flag and other important US symbols. In this module, they explore why people sing patriotic songs. In addition, they learn about a variety of patriotic topics, including monuments, the Liberty Bell and other U.S. symbols, and the nation's presidents.
- In Writing, we are finishing up Imaginative Writing and are beginning to write Personal Narratives. We will dive deep into traditions and different holidays we celebrate, to write a story about our favorite holiday memory.
- In Math, Topic 8 will look deeper into place value, and we will discuss hundreds, tens and ones. Following this, we will compare two-digit numbers in Topic 9.
- In Science, we are going to finish up our Light and Sound unit and begin our next unit on Spinning Earth. In this unit, students explore what the sky looks like during the daytime and the nighttime. They examine Earth as a round, ball-shaped planet and develop an understanding of the orientation of Earth and the sun in space, allowing them to figure out that daytime and nighttime are the result of Earth facing or not facing the sun.
- In Social Studies, we will be discussing Families in Communities. We will answer the essential question, what is a community? We will touch on topics such as resources, rules, maps and government.



**Some important dates to remember in March:**

- ★ March 2: Read Across America
- ★ March 5: Parent Teacher Conferences
- ★ March 8: Daylight Savings (turn your clocks ahead an hour)
- ★ March 9-13: Civics Week
- ★ March 20: No School

Always remember to stay in touch with us! We want your input, and we need your support!



# Second Grade News

SHARE THE LOVE OF READING WITH YOUR CHILD! Try and read as often as you can with your children. If they see that reading is important to you, it will become more important to them! Remember to keep a daily READING LOG and submit when it is complete. Please continue to log onto Myon/Epic or read daily from your book baggie.

## Upcoming Units of Study and Events:

### Math Topic 8: Money and Time

- Next Generation New York State Standards- 2.MD.C.8, 2.MD.C.7, 2.NBT.A.2, 2.OA.a.1
- Goal: Your children will be solving word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ symbols appropriately. Your children will also tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.

### Math-Topic 9: Numbers to 1,000

- Next Generation New York State Standards- 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4
- Goal: Students will learn to count within 1000, read and write numbers to 1000 using base-ten numerals, number names and expanded form. Students will also compare two/three-digit numbers based on the meaning of the hundreds, tens, and one's digits using symbols to record the results of the comparisons.

### Math Topic 10: Addition within 1,000 Using Models and Strategies

- Next Generation New York State Standards- NY-2.NBT, 2.MP.8
- Goal: Students will learn how to add within 1000, using different models and strategies. They will add and subtract within 1000, using concrete models or
- drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction.

## Reading-Module 6 Weather Wise

- Next Generation New York State Standards- 2R1, 2R2, 2R3, 2R4, 2R5, 2R7, 2R8, 2R9



- Goal: Students will learn how the weather changes from day to day and from season to season. Through texts and collaborative work, children will navigate types of weather such as blizzards or hurricanes. Children will also learn to notice how the weather affects them and their communities.

### **Reading - Module 8 Time to Grow!**

- Next Generation New York State Standards- 2R1, 2R2, 2R3, 2R4, 2R5, 2R7, 2R8, 2R9
- Goal: Students will learn what plants need to live and grow. Children will consider where it began or what it needs when they see a tree, a flower, or even a field of grass. Students learning about plants and how they grow will likely spark curiosity in their mind.

### **Writing-Poetry:**

- Next Generation New York State Standards- RL.2.4, W2.5, W2.6, L.2.1, L.2.2, L.2.3
- Goal: Your children will spend this unit looking at mentor authors and modeling poems after them. They will learn poetry strategies such as line breaks, white space, and comparisons to make their poems great.

### **Writing: Informational Text**

- Next Generation New York State Standards- W2.5, W2.6, L.2.1, L.2.2
- Goal: Students will learn about text that tells how to do something, such as how to plant a seed. Students will think of activities that they do step-by-step or in a certain order. Children will describe the order using words such as first, second, third, last, next, then, and finally. Students will prewrite, draft, revise, edit, publish, and share.

### **Science-Unit 2- Properties of Materials**

- Next Generation New York State Standards- 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4 Goal: Students will design a glue mixture that is more effective than the one currently being used in our school.



### **Social Studies-Unit 3- Urban, Suburban, and Rural**

- Next Generation New York State Standards- 2W2, 2R7, 2R6, 2R3
- Goal: Students will continue to learn how different types of communities are similar and different. We will be focusing on modes of transportation, activities, and the types of jobs people have based on the type of community they live in.

### **Upcoming Events:**

- Read Across America March 2nd
- Parent/Teacher Conferences will be held Thursday, March 5, 2026.
- Pi Day March 16
- STEAM Family Night March 26



**HISTORY  
HUSTLE**

Bessie Coleman dreamed of being a pilot but was denied entry to flight schools. So she learned French, moved to France, and earned her license in 7 months, becoming the first black woman and Native American woman to do so. She returned and became famous, known as "Queen Bess." Though she broke a leg and three ribs when her plane crashed, she continued to promote aviation and combat racism, refusing to participate in aviation events that prohibited African Americans.

# Third Grade News

Happy March! Feeling lucky to continue learning in these upcoming units and improving our skills!

## Math

- Topic 12- Understand Fractions as Numbers
- Topic 13- Fraction Equivalence and Comparison

Goals: We will finish topic 12, focusing on understanding that fractions are numbers that can represent a portion of a whole or point on the number line. In topic 13, students will be using models and number sense to understand fraction equivalence and comparison.

NGLS: 3.NF.1, 3.NF.2 a-b, 3.NF.3 a-d

## Reading

- Module 6- Animal Behaviors
- Module 7- Make a difference

Goals: We will be finishing module 6, students are focused on animal nonfiction texts and identifying the author's purpose, central idea and text structure in order to better understand unfamiliar texts. In module 7 students will listen to, read, and view a variety of texts and media that provide information about building communities.

NGLS: 3R1, 3R2, 3R4, 3R7, 3R8

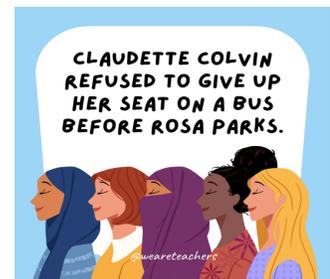
## Writing

Unit 6- Expository Essay

Unit 7- Opinion Essay

Goals: In unit 6 students will collect and research information on an animal to explain about their animal in five paragraphs. In unit 7 students will begin to write an essay by taking a particular stance on a school related topic, and then explaining ways they think students could help make the school better.

NGLS: 3W1 a-d, 3W2 a-d, 3W6, 3W7



## Social Studies

Unit 3 : Case study of a community in Egypt

Goals: Students will learn about the culture, geography, and history of Egypt. Students will examine and learn about the communities and Egyptian natural resources.

NGLS: 3R1,3R2, 3R4, 3W1a-c, 3W6, 3W7

## Parent Meetings

Each teacher has availability during the school week to meet in regard to your child. To schedule a meeting, reach out to your child's teacher through Remind!

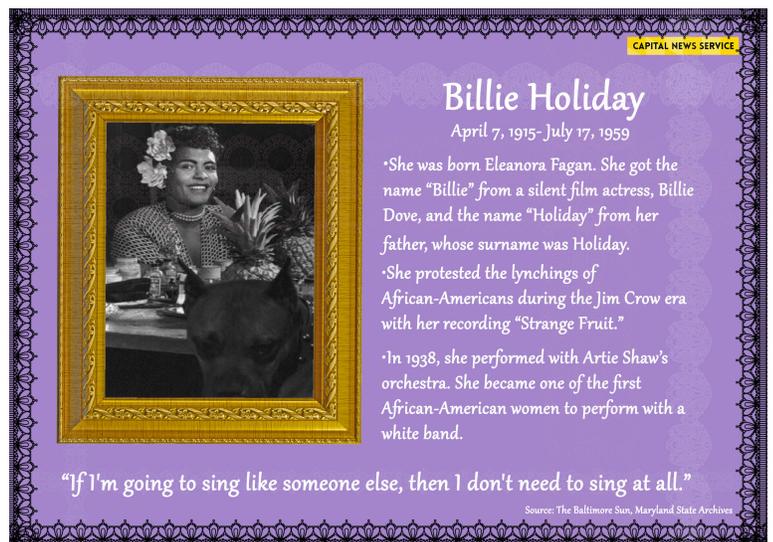
## Upcoming Events

- March 2 Read Across America
- March 5 - Parent Teacher Conferences
- March 16 Pi Day
- March 26 Family STEAM Night

-Look on Remind for more information on upcoming events

## Important Information

Please ensure that your child is reading for 25 minutes every night.



**Billie Holiday**  
April 7, 1915- July 17, 1959

- She was born Eleanora Fagan. She got the name "Billie" from a silent film actress, Billie Dove, and the name "Holiday" from her father, whose surname was Holiday.
- She protested the lynchings of African-Americans during the Jim Crow era with her recording "Strange Fruit."
- In 1938, she performed with Artie Shaw's orchestra. She became one of the first African-American women to perform with a white band.

"If I'm going to sing like someone else, then I don't need to sing at all."

Source: The Baltimore Sun, Maryland State Archives

# Fourth Grade News

March's Unit of Studies:

## **Reading: Module 6 Marvels of Nature**

- Essential Question: What makes Earth's natural wonders exciting and unique?
- In this module, students will listen to, read, and view a variety of texts that present them with information about Earth's natural wonders. A genre focus on informational text provides students with opportunities to identify text and graphic features, central ideas, and text structures in order to better understand unfamiliar texts. Students will also encounter poetry and literary nonfiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that our world is full of unique places with amazing wonders on land, in the ocean, and in the sky.

In March, students will begin to prepare for the NYS ELA Exam using all of the fiction and informational reading strategies they have learned and practiced throughout the year.

\*\*The best preparation for the ELA Exam is to make sure your child is reading with stamina for at least 40 minutes a night. Students should be reading fiction and informational texts. \*\*

Goal: Students will be able to read with stamina and use close reading strategies to support answering multiple choice questions.

Next Generation Standards: 4R1,4R3, 4RF3,4W3,4W4,4W5,4W7,4W8, SL1

## **Writing:**

- Types of Correspondences - in this writing unit, students will learn how to write a formal letter to an expert in a field of study asking for more information. Students will use formal language and show that they already have some knowledge on the topic.

## **NYS ELA Exam Preparation**

- Students will continue test preparation for the New York State ELA Exam by practicing writing with clarity and supporting their ideas with text details.

- Goal: Students will be able to respond to short and extended response questions using text evidence to support their answers.
- Next Generation Standards: 4R1,4R3, 4RF3,4W3,4W4,4W5,4W7,4W8,SL1

### **Social Studies: Freedom and the New Nation: Federal, State and Local Government**

Students will begin exploring freedom in America and the U.S Constitution.

- Goals: By the end of the unit, students will be able to understand what the Constitution is, how it can be changed, and how the constitution guarantees the rights of US citizens. Students will also understand what freedom is and begin to understand local, state, and federal government.
- Next Generation Standards: 4R1, 4R4,4R5, 4R7,4R8,4R9,4W2

### **Math: Topic 10: Extend Multiplication Concepts to Fractions**

- Topic 11: Represent and Interpret Data online Plots
- Next Generation Standards: NY-4.NF.4, NY-4.MD.2, NY-4.MD.4
- In Topic 10, the focus will be on the understanding of multiplying fractions by whole numbers and using the four operations to solve time problems. In Topic 11 students will focus on how to read, make and interpret line plots that represent measurements.

\*\*Please continue to work on accuracy and speed for multiplication and division facts 1-12. Automaticity of multiplication facts are needed on a daily basis (for example-long division and finding equivalent fractions) \*\*

Goals: By the end of the topics, students will be able to multiply fractions by whole numbers and focus on making and interpreting line plots that represent measurements.

### **Important Dates & Information:**

- **March 2<sup>nd</sup> Read Across America**
- **March 5<sup>th</sup> Parent Teacher Conferences** (afternoon & evening) via Google Classroom, Zoom, or phone. Teachers will send out a Sign-Up Genius link to schedule a conference time via REMIND.
- **March 16<sup>th</sup> Pi Day Family Math Day**
- **March 26<sup>th</sup>, STEAM Night**, stay tuned for details from your child's classroom teacher



\*\* To receive your child's report card, you must have your child's mystudents account active. \*\*

## Teacher Information

Email Addresses:

Class 401- Ms. LeBron: [jlebron3@schools.nyc.gov](mailto:jlebron3@schools.nyc.gov)

Class 402- Mr. Simon: [smogilevsky@schools.nyc.gov](mailto:smogilevsky@schools.nyc.gov)

Class 421- Mr. Savino: [msavino@schools.nyc.gov](mailto:msavino@schools.nyc.gov)

Class 431- Ms. Collins [ecollins19@schools.nyc.gov](mailto:ecollins19@schools.nyc.gov)

Ms. Wolfe [nwolfe2@schools.nyc.gov](mailto:nwolfe2@schools.nyc.gov)

## Remind Codes: Google

401- @401JL

402- @34cd272

421- @savino421

431- @kg3g68

## Classroom Codes:

6i3vr0fg

rokgrngj

zvr66xee

rtnwddrd

## Class Resources:

Amplify: <https://amplify.com/remoteteaching/science/resources>

Epic: <https://www.getepic.com/students>

Ready: <https://login.i-ready.com/>

Myon: <https://www.myon.com/>

Savvas Realize: <https://www.savvasrealize.com/index.html#/>

Sora: <https://soraapp.com/library/nycschools>



# 5<sup>th</sup> Grade News

501 – Ms. Schneider

- Google Classroom Code: vpk13ltb
- Remind Code: @sch-501

502 – Mrs. Galanty

- Google Classroom Code: ktfigggrg
- Remind Code: @lgalanty

521 – Ms. Swantak

- Google Classroom Code: lzbxulcq
- Remind Code: @521Swantak

531: Ms. Lloyd & Ms. Hsu

- Google Classroom Code: itarabto
- Remind Code: @531at220

## Important Dates:

March 2<sup>nd</sup> Read Across America

March 5<sup>th</sup> Early dismissal Parent Teacher Conferences

March 16<sup>th</sup> Pi Day Family Morning Day

March 26 Family STEAM Night



## Reading:

- Module 7: Above, Below and Beyond
- This module focuses on autobiographies where students will make and confirm predictions in order to better understand unfamiliar texts. Students will also encounter informational text, persuasive text, science fiction and narrative nonfiction to build knowledge across genres.
- Goal: Students will build their vocabulary and synthesize topic knowledge and learn about exciting land, sea and space discoveries.
- Standards: 5RF4, 5RF4a, 5RF4b

## Writing:

- Module 7: Informational Text Research Report
- Students will learn research and curiosity are flip sides of the same coin. Students will explore that research is questioning and investigating with a purpose. Students will learn a new way to write a research report by forming a hypothesis and then follow the research as the report is developed.
- Goal: Students will use prior knowledge and experience by taking notings, making predictions, investigating, drawing conclusions, organizing information and writing a thesis statement.
- Standards: 5W2, 5W2a-f

## Math:

- Topic 11: Understand Volume Concepts
- Students will focus on developing understanding of the measurable attribute of volume and on using numbers and operations to compute the volume of rectangular prisms and composite shapes.
- Goal: Students will be able to apply volume formulas and solve problems involving volume.
- Standards: 5. MD.3



## Topic 12: Convert Measurements

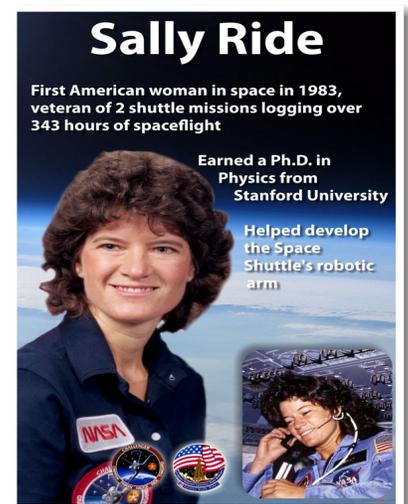
- Students focus on using multiplication and division to convert measurements of length, capacity, weight and mass within either the customary or metric measurement system, on converting units of time, and on solving problems involving measurement conversions.
- Goal: Students will be able to convert units and solve problems involving conversions.
- Standards: 5.MD.1,

## Science:

- Modeling Matter
- Students will learn that all matter is made of tiny atoms and molecules using food science as a context (like separating dyes or making salad dressing).
- Goal: Students will develop and use models; explain that matter is made of particles; learn content vocabulary; use evidence from investigations; and connect cause and effect.
- Standards: NGSS 5-PS1

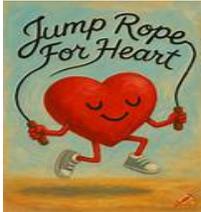
## Social Studies:

- Comparative Case Study of Western Hemisphere Cultures: Canada
- Students will learn about the culture, economy, peoples, sports and food of Canada as well as the key forces and events that shaped this nation.
- Goal: Students will gather, interpret and use evidence to support their thinking; students will compare and contrast; students will use location terms and geographic representations; students will increase their vocabulary.
- Standards: 5SL1, 5W2, 5W2a-f



# Physical/Health Education News

PS 220 certainly had a busy February! Our annual Jump Rope for Heart event was very successful. Thank you to everyone that was in attendance and that donated to the American Heart Association. It was really great seeing everyone exercising.



**We surpassed our goal and raised \$2,144**

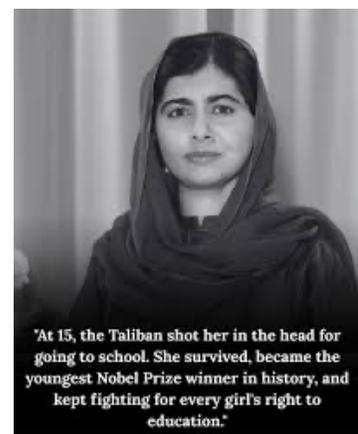
March is National Nutrition Month! Go to [www.choosemyplate.gov](http://www.choosemyplate.gov) to find all kinds of information about eating healthy and lots of great tips on choosing what to eat and recipes.

- K-2 students will continue to experiment with different equipment used in gym. Along with fitness games to help with overall fitness.
- 3rd grade students start with intro to basketball skills along with introducing fitness and different muscle groups.
- 4-5 students worked super hard on their fitness gram testing and are going to be starting on intro to volleyball skills

As we are about to get into spring the sun is out longer and the weather is starting to warm up, it is a great idea to start moving outside, when possible, it is a great time to go to the park and ask your child what exercises they do in gym or for the older kids what sports they are playing.

Please remember to send your child to school with sneakers and sweatpants on their assigned gym day. Check with your child's teacher to find out what day the class has gym. Our PS 220 t-shirts and sweatpants are available year-round. Please see our Parent Coordinator, Ms. Torres if you would like to make a purchase.

If you would like to request a meeting, you can reach us anytime. Please contact us through email: [Adewhirst2@schools.nyc.gov](mailto:Adewhirst2@schools.nyc.gov) Phone: 718-592-3030  
[zweiner@schools.nyc.gov](mailto:zweiner@schools.nyc.gov)



# Visual Art News

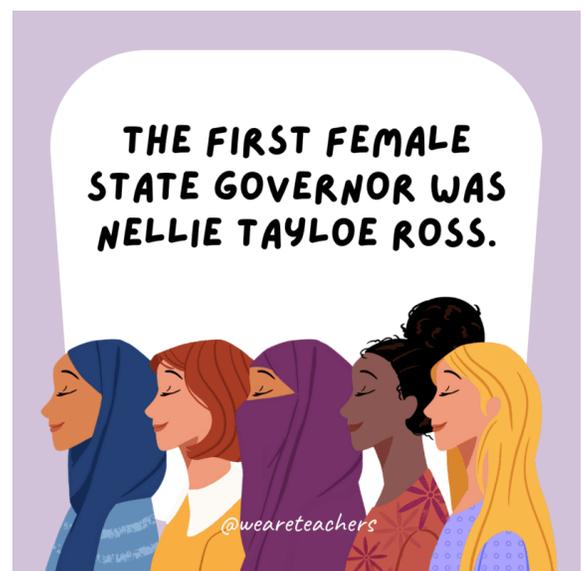
Dear Families

March is here and we are working hard. We will be studying the work of some wonderful female artists. Examining and discussing their work while creating our own as well.

**The lower grades** will be finishing their rocket ships and blasting them off! Then doing a guided imagery where they imagine a new planet and have to draw what they see. We will start thinking about spring and how artists see this season.

**The upper grades** will begin to work on their one-point perspective drawings. We will also start working on Mexican Molas.

As always if you need to reach me for any reason feel free to contact me at [DAronow@schools.nyc.gov](mailto:DAronow@schools.nyc.gov).



# Science News

**Kindergarten students** will continue to take on the role of pinball engineers to explore how pinball machines allow people to control the direction and strength of forces on a ball, which serves as the anchor phenomenon of the unit. They conduct tests on their own prototypes of a pinball machine (called Box Models) and use what they learn to solve the design problem of creating a Class Pinball Machine.

**First grade students** will continue to take on the role of light and sound engineers as they are challenged with a design problem to design, build, and then project a scene for a puppet show. As light engineers, they tackle the question How do we make different parts of a surface brighter or darker? by investigating cause-and-effect relationships. Students apply their new knowledge to create a background scene for a puppet theater, using patterns of light to create the effects they want.

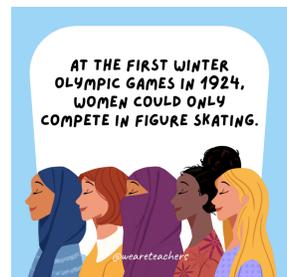
**Second grade students** in this unit will continue taking on the role of glue engineers and use engineering design practices to create a glue for use at their school, which serves as the design problem for the unit. They conduct hands-on investigations to observe properties of a variety of possible glue ingredients and learn how certain materials respond to heating and cooling. They will apply their understanding of how properties of ingredients affect properties of mixtures.

## **PS1.A: Structure and Properties of Matter:**

Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)

## **PS1.B: Chemical Reactions**

**Third grade students** will assume the role of biomimicry engineers investigating a population of grove snails to inspire design ideas. Students are introduced to the question they will investigate in this chapter: Why are the snails with yellow shells not surviving well? They begin by exploring the needs of organisms for survival in different environments. Students will use a model to investigate how environmental conditions affect the likelihood that organisms can meet their survival needs.



3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**Fourth grade students** in this unit will continue to consider the question How does a mother dolphin communicate with her calf across a distance? They begin by exploring physical models of waves, and they read about tsunami waves in Warning: Tsunami! Students then observe what happens to the particles in a material when sound travels through it, using the Sound Waves Simulation. As students come to understand that sound energy travels as a wave from a source to a listener, they create a Sound Diagram showing how sound travels through water from a mother dolphin to her calf.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents.

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

**Fifth Grade students** in this unit will continue their investigation of why the animals in a portion of the Costa Rican rain forest aren't growing and thriving. The unit begins with students exploring various ecosystems and setting up terrariums to serve as model ecosystems throughout the unit. Students then explore the question of how animals grow by reading the book Matter Makes It All Up, by making models of how animals take in and use matter from their environments, and by using the Ecosystem Restoration Simulation to visualize what happens to food matter when it is eaten by organisms in an ecosystem.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Parent Communication please email me at [akusik2@schools.nyc.gov](mailto:akusik2@schools.nyc.gov)



# Computer Science News

## March Computer Science & STEAM Update

March is an exciting month in the Computer Science Lab! Students are continuing to build strong coding foundations while exploring new tools and creative design experiences. As we move closer to spring, students are collaborating, problem-solving, and bringing their ideas to life.

Here's a look at what students are working on this month:

### Pre-K: Learning Through Play

Our Pre-K students continue developing early computational thinking skills through center-based play. They are practicing sequencing — understanding that instructions must go in a specific order — and learning about the basic parts of a computer through hands-on activities and guided discussion.

### Kindergarten & Grade 1: Sequencing and Conditionals

Kindergarten and first-grade students are continuing their work with Kodable. In addition to strengthening sequencing skills, students are beginning to explore conditionals — understanding how actions change based on different inputs.

Students are also using magnetic tiles for unplugged coding challenges that reinforce sequencing, patterns, and output, helping them connect physical problem-solving to digital coding.

### Grade 2: Typing Skills

Second graders have begun structured typing practice. Developing keyboarding speed and accuracy supports independence across all digital learning and prepares students for future coding and writing projects.

### Grades 3–4: Scratch Stories

Students in grades 3 and 4 are creating interactive Scratch stories. They are applying sequencing, loops, events, and conditionals to design characters that move, speak, and interact. This work blends storytelling with computational thinking.



## Grade 5: 3D Design with Tinkercad

Fifth graders are focusing on 3D design using Tinker cad. Students are learning how digital models are created and are beginning to design their own three-dimensional objects. This introduces spatial reasoning, design thinking, and creativity in a powerful new way.



## Looking Ahead: STEAM Night – March 26, 2026

We are excited for our schoolwide STEAM Event on **March 26, 2026**. Families can look forward to interactive stations, hands-on activities, and opportunities to see student creativity in action. More details will be shared soon — we hope to see you there!



# Title III ENL Program

The Title III Lower Grades after school program continues! The last session is March 10th. The New York State English as a Second Language Achievement Test (NYSELAT) is a mandatory state test for all English language learners.



The testing window opens on **April 6th and continues through May 22nd**. More details will be shared with families closer to the testing window.

This test assesses students in listening, speaking, reading and writing and determines their ENL level for the following school year. There are three sessions for listening, reading and writing as well as one session for speaking. If a student is absent for one session or more, their ENL proficiency level will be based on their score from the previous year. Please make sure your child is in school during the NYSESAT testing period.

Read with your child every day. When reading informational books, ask your child to share one interesting fact using the sentence starter, "I learned..." Notice the difference between a drawing and a photograph. When reading fiction, ask your child to retell the story using sequencing words: first, next, then, last.



- **Beginners:** when reading, look and say initial sounds when pointing to each word. Stretch out the word and say the last sound. Match the words to the pictures on the pages.
- **Intermediate learners:** when reading, look for vowel teams, digraphs, and blends.
- **Advanced learners:** analyze a text to determine themes, big ideas, and character traits. Support claims with evidence from the text.

ENL teachers provide support to students in both English language acquisition and for learning academics across content area subjects. Regular interaction with the ENL teachers will help your child achieve academic success. If you have any questions or concerns, feel free to reach out to us.

### ENL Team

Ms. Gerber [SGerber3@schools.nyc.gov](mailto:SGerber3@schools.nyc.gov)

- remind code: @msgerberen

Ms. Garcia [kgarcia39@schools.nyc.gov](mailto:kgarcia39@schools.nyc.gov)

- remind code: @enl2025

Ms. Tsongas [atsongas@schools.nyc.gov](mailto:atsongas@schools.nyc.gov)

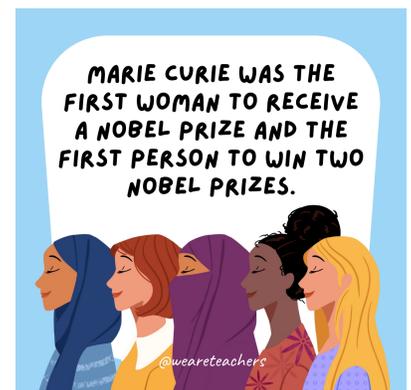
- Remind code K12 and K31: @k220Q
- Remind code 1st Grade: @hc28hh2
- Remind Code 2nd Grade: @atsong

Ms. Cheng [DCheng4@schools.nyc.gov](mailto:DCheng4@schools.nyc.gov)

- Kindergarten remind code: @kenl2025
- 1st Grade remind code: @1stenl2025

### Helpful websites

- New York State Education Department [www.nysed.gov](http://www.nysed.gov)
- myon [www.myon.com](http://www.myon.com)
- Starfall Education [www.starfall.com](http://www.starfall.com)
- ReadWorks [www.readworks.org](http://www.readworks.org)
- ABCya! [www.abcya.com](http://www.abcya.com)



# Music News

As we move into the Spring months, we will be learning more of the Guitar and songs to play in grades 4th and 5th. In grades 2nd. and 3rd, we will be expanding our playing of chords and songs on Ukulele.

We are expanding our chord vocabulary and seeing how chord progression work to help make a song flow and sound. As we expand our chord knowledge, we look forward to adding new songs to our repertoire for both Guitar and Ukulele.

**5<sup>th</sup> Grade, K and Pre-K** are also in the beginning stages of preparing for their Moving up ceremonies. Please check their grade google classroom for information and materials.

**Grades K and 1** will be building more on the rhythm and vocal modes and sing more seasonal songs in one- and two-part harmony, which reflect the time like Spring and St. Patrick's Day. We prepare to play instruments of all kinds. We are also introducing them to playing piano/keyboard.

Music Teacher Mr. Gerson

