

Parent's Newsletter



Happy New Year!



Pre-Kindergarten News

Happy New Year!! As we start the new year, the students will be finishing up and celebrating all that they have learned about our Unit of Study on Balls. We will also be starting and working throughout the entire month of January on a new Unit of Study called Clothing.

During this unit of study, students will be given the opportunity to learn about different kinds of clothes, a variety of fabrics, the processes involved in making and selling clothes, the specialized purposes of some garments, and how clothes have changed over time.

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

January Birthdays:

- Pre-K1
- Asiya-7th
- Avvi-11th
- Jacob- 19th

Upcoming Events:

- January 1st/2nd- New Year's Day/Winter Recess- NO SCHOOL
- January 5th- School is back in session
- January 19th- Martin Luther King Jr Day- NO SCHOOL

*Remember to check for notices and forms daily in your child's backpack. Please remember to also return all forms as quickly as possible.



Kindergarten News

Your child has been receiving breakfast every day in the classroom. Please make sure you continue to have them practice their letter recognition, letter sounds, and high frequency words. They should also be reading the books in their baggies and on myon.com every day for at least 20 minutes.

In January we will begin HMH reading module 4, "Happy Healthy Me." Our class will learn what we can do to be healthy. We will read about eating the right foods, staying fit, and getting enough sleep. As we read about good health habits, we will research to find out about different ways to exercise and the reasons why we need sleep.

As a class, we will collaborate to write a "Happy, Healthy Blog" so that we can teach others all we have learned. Our goal in reading is for students to use pictures and words to help them become better readers. Aligned to Next Generation Standards (NGS): KR1: Develop and answer questions about a text. KR3: Identify characters, settings, major events in a story, or pieces of information in a text.

Please continue to have your child practice their sight words and read books in their baggie or on myon.com every night.

In January students will be doing research writing about staying healthy. Students will learn how to do research to learn about a topic they don't already know, and how to use a source to find information about a topic. Just like informational texts, writers of research share what they know about a topic by stating a central idea and key details that give more information about this idea.

Our goal in writing is for students to work on sounding out and stretching their words slowly in order to write as many letters as they hear to write information about a topic.

This is aligned to Next Generation Standards (NGS): 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 (e.g., drawing, oral expression, and/or emergent writing).

In math we will finish up topic 6, understand addition facts through ten. We will begin topic 7, understand subtraction, and topic 8, more addition and subtraction.

You should practice these facts on flash cards at home too. Our goal in math is for students to fluently add and subtract within 5.



This is aligned to Next Generation Standards (NGS): NY-K.OA.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies. NY-K.OA.2a Add and subtract within 10.

In science we will be working on a new unit called Pushes and Pulls. We will learn to predict and describe the effect of a specific type of push or pull 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 social studies we will begin a new unit Geography, People, and the Environment. In this unit students will recognize 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
- Class K-12: Ms. Sharma: msharma11@schools.nyc.gov
- Class K-21 Ms. Rose: JRose7@schools.nyc.gov
- Class K-31 Ms. Crow: SCrow3@schools.nyc.gov
- & Ms. Ahmed: AAhmed37@schools.nyc.gov
- Class K-91 Ms. Sackman: 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- 5rzee533

Class Resources:

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

Savvas enVision Math: <https://www.savvasrealize.com>

Amplify: Science: <https://learning.amplify.com>



First Grade News

Hello and Happy 2026! We hope everyone had a restful break, and that you're all ready to get back to work!

This month in Reading, we will continue working on Module 4, Better Together, and answer the essential question, why is it important to do my best and get along with others? In this module, children will listen to and read stories and informational texts about getting along and being a good sport. They will discover that playing games is a great way to spend time with friends and get healthy exercise, too!

In our new unit in Social Studies, we will continue to compare Families, Now and Long Ago, and discuss how families have changed and also stayed the same. The students have enjoyed looking at pictures from long ago and noticing all the way life has improved.

In Science, we will begin a new unit, Light and Sound. In this unit, students 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.

In Math, we will work with addition and subtraction equations. We will answer the essential question "How can adding and subtracting help you solve or complete equations?"

Please check folders and notebooks nightly and make sure that spelling, math and reading are done! Read in books or online every night and practice math fluency. Your involvement is so important in the success of your child. We can't do this without you!

Important dates in January:

- January 5th, 2026 (Monday) Return from Holiday Break
- January 19th, 2026, Martin Luther King Jr. Day – No School
- January 28th, 2026, Progress Reports Distrusted

As always, please reach out on Remind or email or by phone if you have any questions for us. We are here for you!

Class 101 MCiccarello@schools.nyc.gov

Class 102 JPark49@schools.nyc.gov

Class 121 NPirrello@schools.nyc.gov

Class 131 DRaab@schools.nyc.gov & AMachuca3@schools.nyc.gov



Second Grade News

HAPPY NEW YEAR!! Welcome back everyone and Happy 2026! We are so excited to be back from our winter vacation and we are ready to begin the new year.

Upcoming Units of Study and Events:

Math- Topic 6- Fluently Subtract Within 100

- Next Generation New York State Standards- 2.NBT. B.5, 2.NBT. B.6, 2.NBT.B.9, 2.OA.b.2, 2.OA.a.1 Goal: Students will be able to subtract within 100 using different strategies.
- Math-Topic 7- More Solving Problems Involving Addition and Subtraction
- Next Generation New York State Standards- NY-2.OA.1, NY-2.NBT., 2-MP.2 Goal: Students will be able to make sense of words in problems involving addition and subtraction using different strategies.

Reading- Module 5: Lead the Way

- Next Generation New York State Standards-2R1, 2R2, 2R3, 2R4, 2R5, 2R7, 2R8, 2R9
- Goal: Students will become experts on the books in a series by collecting knowledge about their star characters. They will also work on getting to know the type of characters in their books and see how they respond to problems. Series Readers will make predictions by recalling character's behaviors.
- Students are reading stories and texts that will help them identify the qualities many good leaders possess such as the principal of a school, the mayor of a town or city, and the owner of a local business. They are going to learn what makes these people good leaders. They will learn to recognize these traits in themselves so they can work to become good leaders in the classroom and in their school.

Writing-Unit 5: Writing Informational Text: Personal Essay

- Next Generation New York State Standards- 2W1, 2W2, 2W3 Goals: Students will be able to explore things that make them unique and write a personal essay about what makes them unique to share with others.
- Students will write a personal essay with a main idea and add details. They will also use features on informational text in their writing. They will draft their writing and revise their writing with transition words. Students will also learn to proofread their writing for spelling and standard English conventions. They will make sure their writing is clear and easy to read.



Science-Unit 2- Properties of Materials

- Next Generation New York State Standards- 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4
- Goals: Students will design a glue mixture that is more effective than the one currently being used in our school.
- Social Studies-Unit 2- New York City Over Time Next Generation Standards- RI.2.1, RI. 2.2, RI.2.3, RI.2.4, RI.2.5, W.2.1, W.2.2 Goal- Students will begin to look at how NYC has changed over time. They will learn that NYC is an urban community with special features, and they will learn about those features. They will begin to understand what has made NYC one of the largest cities in the world. Students will make observations about how these things have changed over time.

Upcoming Events

- School Closed 1/19- Martin Luther King Jr. Day

Important Information

Please ensure that your child is reading for 20 minutes every night and filling out their reading logs daily. All students should also be logging onto MYON

Parent Communication

As always, please reach out on Remind or email or by phone if you have any questions for us. We are here for you!



Third Grade News

Happy New Year! We hope that everybody enjoyed the break, we are excited to dive back into our school year!

Math

- Topic 7- (Continuation) Represent and Interpret Data
- Topic 8- Use Strategies and Properties to Add and Subtract
- Goals: Students will learn to use picture graphs and bar graphs to record information and answer questions in topic 7. In topic 8, students will learn to use multiple strategies to help do mental math.
- NGLS: 3.OA.A.3, 3.OA.B.5-6, 3.OA.D.9, 3.OA.7, 3.MD.3, 3.NBT.2

Reading

- Module 5: Teamwork
- Goals: In this Module students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork. They will work on skills such as Author's purpose, literary elements and text structure.
- NGLS: 3R1, 3R6, 3R3, 3R8, 3R9, 3R7

Writing

- Unit 5: Persuasive Letter
- Goals: In Unit 5 students will write a persuasive letter to a new student, giving supporting details of how great a friend they would be. They will continue to use correct punctuation, grammar, and spelling to write complete sentences.
- NGLS: 3W1 a-c, 3W4, 3W7

Social Studies

- Unit 2: Case study of a community in China
- Goals: Students will continue to learn about the culture, geography, and history of China. This is our first unit where students will begin to examine and learn about different countries of the world.
- NGLS: 3R1, 3R2, 3R4, 3W1a-c, 3W6, 3W7

Upcoming Events

- January 19- Dr. Martin Luther King Jr. Day, schools closed
- Look on Remind for more information on upcoming events

Important Information

Please ensure that your child is reading for 20 minutes every night.



Fourth Grade News

Happy New Year! We hope you enjoyed the Holiday Season with family and friends.

Reading:

- Module 5 Art Everywhere
- Module Assessment February 14th.
- Essential Question: How far can your talents take you?
- In this module, students will listen to, read, and view a variety of texts and media that present them with information about the arts. A genre focus on biography provides students with opportunities to identify ideas and support, text structure, and figurative language to better understand unfamiliar texts. Students will also encounter informational text and poetry to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that sharing our creative talents with the world can bring us closer together.
- Next Generation Standards: 4R1,4R2, 4R3,4R6,4R7, 4RF4a

Writing:

- Focus Statement: People are extraordinary.
- Students will read the focal text, Mr. Ferris and His Wheel. Students will write an expository essay about an extraordinary person. Students will use facts and details to show how that person is talented. Students will explore new vocabulary words. Each day, students will begin to slowly progress to writing their essay.
- Next Generation Standards: 4W1a, 4W2b, 4W2a, 4W3e, 4W6, 4W7

Math: Topic 7 Factors and Multiples

- Topic 8: Extend Understanding of Fraction Equivalence and Ordering
- **Multiplication facts are used regularly in all math topics. Please make sure your child practices multiplication facts (flash cards, online games, etc.) until she/he is fluent. This will make math time much easier! **
- In Topic 7: Factors and Multiples, students will extend their understanding of multiplication by using different strategies to find factors, multiples, and identify whether a number is prime or composite.
- In Topic 8: Extend Understanding of Fraction Equivalence and Ordering, students will be introduced to fraction equivalence and comparisons. In Topic 9: Understand Addition and Subtraction of Fractions students will be working on adding and subtracting fractions with unlike denominators and mixed numbers.
- Goal: By the end of Topic 7, students will be able to identify factors and multiples of numbers and explain whether a number is prime or composite. By the end of



Topic 8, students will be able to calculate equivalent fractions and compare fractions.

- Next Generation Standards: NY-4.NBT.4, NY-4.NBT.5, NY-4.NBT.6, NY-4.OA.1, NY-4.OA.2, NY-4.OA.3, NY-4.OA.4, NY-4.NF.1,4.MP, NY-4.NF.3

Social Studies: Colonial and Revolutionary Periods

- Students will continue to focus on Colonial America with a focus on the American Revolution, specifically the causes and effects of the American Revolution.
- Goal: By the end of the unit, students will be able to interpret information presented and analyze it. Students will understand the cause and effect of the American Revolution. They will learn about specific individuals, battles, and resources that shaped the outcome of the American Revolution.
- Next Generation Standards: 4R1,4R4,4R5, 4R7, 4R8, 4W2,4W2b,4W2c, 4W2d,4W2e

Teacher Email Addresses:

- Class 401- Ms. LeBron: jlebron3@schools.nyc.gov
- Class 402- Mr. Simon: smogilevsky@schools.nyc.gov
- Class 421- Mr. Savino: msavino@schools.nyc.gov
- Class 431- Ms. Collins ecollins19@schools.nyc.gov
- Class 431-Ms. Wolfe nwolfe2@schools.nyc.gov

Remind Codes:	Google Classroom Codes:
401- @401JL	6i3vrofg
402- @34cd272	rokgrngj
421- @savino421	zvr66xee
431- @kg3g68	rtnwddrd

Class Resources:

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

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

I-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>

No School: Monday January 19th, 2026- Martin Luther King Jr. Day

Coming Soon! Keep your eye out for your child's progress report.



Fifth Grade News

Reading:

- Module 3: Natural Disasters
- Students will continue to learn about natural disasters in order to make the world safer. Students will listen to, read and view a variety of texts and media that present them with information about natural disasters.
- Goal: Students will become familiar with narrative nonfiction, realistic fiction and persuasive texts; students will identify central ideas, summarize events and to ask and answer questions in order to better understand unfamiliar texts.
- Standards: 5RF4, 5RF4a, 5RF4b

Module 5: Project Earth

- In this module, students will learn how to care for Earth and its living things to improve life now and in the future. Students will listen to, read and view a variety of texts and media that present them with information about the Earth.
- Goal: Students will focus on persuasive texts to identify the author's purpose while encountering realistic fiction, drama and informational texts to build knowledge.
- Standards: 5RF4, 5RF4a, 5RF4b

Writing:

- Module 3: Persuasive Essay Writing
- Students will continue to write persuasive pieces and learn that using persuasion is much more powerful than fighting. Students will learn to write a persuasive essay incorporating a claim, relevant evidence, a counterclaim and a conclusion.
- Goal: Students will learn to plan a persuasive essay by choosing a topic and a position; students will use persuasive words and transitions in writing; students will revise drafts using reorganization and elaboration to improve clarity and coherence.
- Standards: 5W3, 5W3a-e

Module 12: Poetry

- Students will learn to write poetry and include internal rhymes, free verses, alliteration, figurative language such as onomatopoeia, similes, metaphors and graphic elements.
- Goal: Students will learn poetry evokes images and emotions, using figurative language and descriptive language and words that make interesting sounds.
- Standards: 5W4



Math:

- Topic 7 – Use Equivalent Fractions to Add and Subtract Fractions
- Students will focus on developing understanding of how to add and subtract fractions and mixed numbers with unlike denominators by using equivalent fractions.
- Goal: Students will add and subtract fractions and mixed numbers with unlike denominators.
- Standards: [NY-5.NF.1](#), [NY-5.NF.2](#)

Topic 8 – Apply Understanding of Multiplication to Multiply Fractions

- Students focus on extending conceptual understanding of multiplication from whole numbers to fractions and using this understanding to solve problems.
- Goal: Students will be able to multiply whole numbers and fractions, multiply mixed numbers and apply strategies to real-world situations.
- Standard: [NY-5.NF.3](#)

Science: The Earth System

- Students will learn about water scarcity which currently affects about one-fifth of the world's population and the number of people facing water shortages is growing. Students will learn about water distribution, the natural factors that determine water availability and how people impact water supplies.
- Goal: Through investigations, students will ask and answer questions, use hands-on activities, and learn what factors affect evaporation and condensation. Students will use scientific reasoning and argumentation; students will communicate and collaborate with peers; and students will identify interactions between the Earth's system.
- Standards: [5ESS2-1](#), [5ESS2-2](#)

Social Studies:

- United States Case Study
- In this unit, students will learn what key forces and events shaped the nation of the United States. Students will use a variety of maps to analyze the physical environment of the United States; describe the factors that shaped the economic development of the United States; students will form opinions about current events in the United States today; and students will analyze the challenges and opportunities of the people of the United States.
- Goal: Students will learn connected academic vocabulary, examine images, and write an opinion essay in response to the question: What were the pros and cons of American Westward Expansion?
- Standards: [5W6](#), [5W7](#), [5SL1](#)



Teacher's name, remind code and google classroom for parent outreach

501 – Ms. Schneider

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

502 – Mrs. Galanty

- Google Classroom Code: ktfiggrg
- 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:

January 19th - Dr. Martin Luther King, Jr. Day, no school



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 continue assuming the role of wildlife biologists helping a class of students near the fictional Graystone National Park to solve the mystery of Wolf 44, a wolf they have observed to be different from the rest of its pack. As wildlife biologists, students work to figure out how Wolf 44 got its traits. By exploring similarities and variation in the traits of many different organisms, students are able to draw conclusions about how Wolf 44 got its traits.

- LS3.A: Inheritance of Traits:
- Many characteristics of organisms are inherited from their parents. (3-LS3-1)



- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)

Fourth grade students will continue to investigate the role that animal senses, primarily vision, play in survival as they try to understand a realistic fictional problem with a real organism. They investigate why there is a decline in the number of Tokay geckos living in one area of a rain forest in the Philippines. Throughout their investigations, students use an interactive digital simulation that allows them to explore two key ideas. How light travels in a way that allows an animal to see. How an animal's internal structure works together to process information and form an image the animal can recognize.

- LS1.A: Structure and Function:
- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)
- LS1.D: Information Processing

Fifth Grade students in this unit will take on the role of water resource engineers. Students investigate what makes East Ferris, a city on one side of the fictional Ferris Island, prone to water shortages while a city on the other side is not. Students will work to answer the question *Why is East Ferris running out of water while West Ferris is not?* Through reading sections in *Water Encyclopedia* about where water exists on Earth and doing hands-on activities, students gain an understanding of the distribution of water on Earth.

- 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- 5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.



Music Notes News

Happy New Year!!!

As we all reflect on a wonderful Holiday Show, so proud of our students on 3rd, 4th and 5th Grade, as they were truly Golden and made us all proud. Thank you again for all who helped prepare the show and to all of you who attended.

As we move into the Winter months, we will be learning more of Guitar and songs to play in grades 4 and 5 and in grades 2 and 3 we will be expanding our playing of chords and songs on Ukulele. As we expand our chord knowledge, we look forward to adding new songs to our repertoire.

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 as we prepare to play instruments of all kinds.

Here's to a Happy and Healthy 2026



ENL Title III News

Afterschool Programs for ENL students

- **Title III for upper grades 3-4:** We have 5 more sessions left: January 6, 8, 13, 15 and 20.
- **Title III for lower grades 1-2** will begin January 27th until March 5th.
- Parent notifications will be sent home with your child. Please sign the permission slip and return it to your child's teacher. Title III is an important supplemental program to help ELL/MLLs achieve academic success.

Helpful tips for families

1. Read with your child every day. When sounding out words, your child should point to each word, sound it out by letter/sound identification. Stretch out the word. Match the word to the picture on the page. Intermediate learners read and describe character, setting, problem and solution. Advanced learners analyze text to determine themes and big ideas.
2. 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.

Helpful websites:

1. New York State Education Department www.nysesd.gov
2. myon www.myon.com
3. Starfall Education www.starfall.com
4. ReadWorks www.readworks.org
5. ABCya! www.abcyah.com

ENL Team remind codes and teacher emails

Ms. Gerber SGerber3@schools.nyc.gov

- remind code: @msggerberen

Ms. Garcia kgarcia39@schools.nyc.gov

- remind code: @enl2025



Ms. Tsongas 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

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



Computer Science with Mr. Galanty

January is going to be an exciting month in our Computer Science & STEAM lab! Students across all grade levels will continue building problem-solving skills, learning how computers follow directions, and creating with technology in meaningful ways.

Pre-K-Grade 2 Highlights

Our younger students focused on **sequencing, algorithms, and early coding skills** through hands-on and age-appropriate tools.

What we've been working on:

- **Pre-K** students used **Bottley the Coding Robot** to practice sequencing and algorithms. Students planned step-by-step directions and watched Bottley follow their commands, helping them understand how computers need clear instructions.
- **Kindergarten** students continued strengthening sequencing skills using **ScratchJr** and **Kodable**, learning how to order actions, predict outcomes, and debug when things don't work as expected.
- **Grade 1 and Grade 2** students began working with **Scratch**, creating simple animations and programs, while also exploring coding concepts through **Sphero Indi cars**, focusing on problem solving, planning paths, and collaboration.

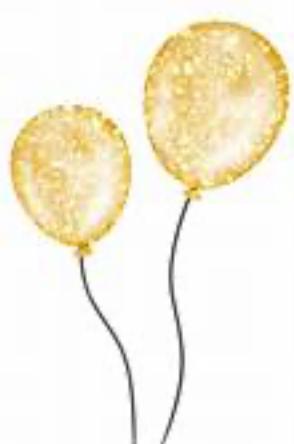
Across all grades, students are learning that computers do exactly what we tell them—and that clear thinking matters.

Grades 3-5 Highlights

Upper-grade students have been using **Scratch** to design and create their own **stories, games, and interactive projects**.

What we've been working on:

- Writing and testing algorithms using block-based coding
- Designing interactive stories and games
- Debugging programs and improving designs
- Collaborating and sharing ideas with peers



Students are learning that coding is a creative process that involves planning, testing, revising, and persistence.

Looking Ahead or Coming Soon!

When we return from the January break, students in **Grades 3–5 will begin using Typing Club** to build proper keyboarding skills and increase typing speed and accuracy—an important foundation for future digital work.

At-Home Connections

You can support computer science learning at home with simple conversations and activities:

- Ask your child to explain how to do something step-by-step (getting dressed, building something, making a snack)
- Encourage them to talk about a project they made and what they would improve next time
- Remind students that mistakes are part of learning—especially in coding

No special programs or experience needed; curiosity and conversation go a long way.



Physical/Health Education

Get ready for the PS 220 Kids heart challenge. Please look for the donation envelope sometime this month. Heart disease is a major problem. We will be learning all about how to keep our hearts healthy and hopefully be able to help others in need. Our school is a proud supporter of the American Heart Association, and we have always been able to donate generously to this worthy cause. Let's make this the best year ever. This year is going to be an all IN PERSON kids heart challenge event.

Healthy Hint: Be a positive role model. If you are practicing heart-healthy habits, it is a lot easier to convince your children to do the same.

All students will be learning about heart healthy foods and exercises

- Grades PK, K,1 will be playing various gym games and experimenting with different gym equipment along with fun games to promote cardiovascular endurance
- Grades 2nd & 3rd will be using jump ropes for their heart healthy activity and learning about hand eye coordination by catching and throwing
- Grades 4th & 5th will be starting their fitness gram exercises along with performing their fitness gram testing. They will be also learning about basic basketball 5th grade/volleyball 4th grade fundamentals

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 to us Monday-Friday. Please contact us through email: adewhirst2@schools.nyc.gov or zweiner@schools.nyc.gov

Phone: 718-592-3030

