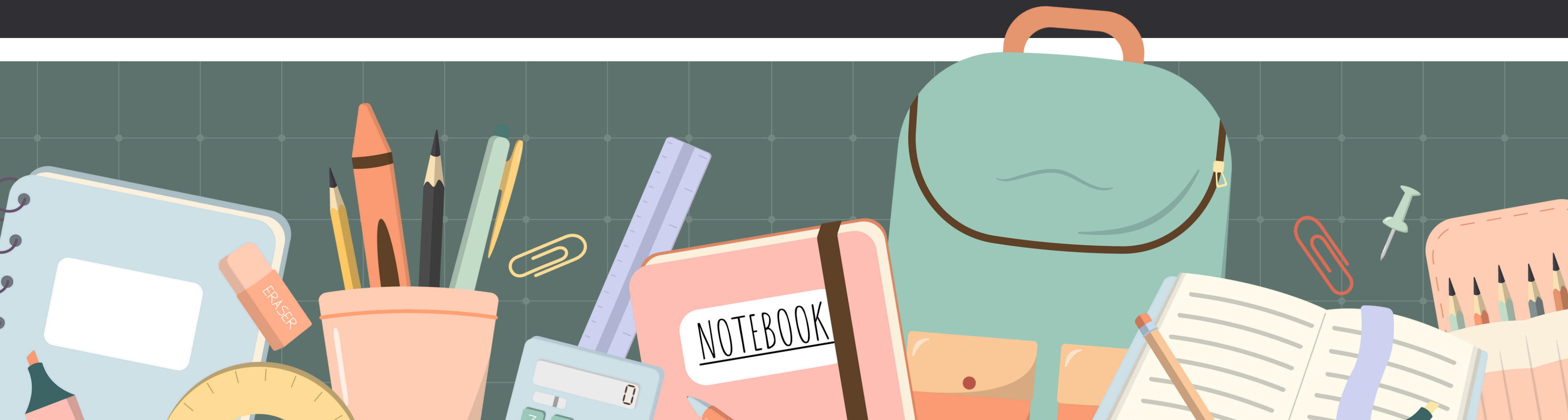


WELCOME TO THE NOVEMBER

PRINCIPAL CHAT-N-CHEW

WITH MS. PÉREZ-HERNÁNDEZ





AGENDA

- Welcome
- Family Curriculum Support Materials
- Introduction of Key Staff/Parent Handbook
- Upcoming Important Events
- Q&A



Family Curriculum Support Materials

Unit 2 Family Support Materials

Problemas-historia de sumar y restar

En esta unidad, los estudiantes resuelven nuevos tipos de problemas-historia hasta 10 (es decir, sin que los números ni el resultado se pasen de 10) y aprenden nuevas formas de pensar en la suma y la resta. Empiezan a entender el significado del signo "igual" y relacionan problemas-historia con ecuaciones.

Sección A: Problemas-historia de agregar y quitar

En esta sección, los estudiantes repasan tipos conocidos de problemas-historia. Usan sus cuerpos, objetos y dibujos para actuar historias en las que se agrega o se quita una cantidad. También trabajan en problemas en los que deben descifrar cuánto se está sumando:

Diego tenía 7 lápices.
Su hermana le dio algunos lápices.
Ahora Diego tiene 9 lápices.
¿Cuántos lápices le dio su hermana a Diego?

Los estudiantes se dan cuenta de que pueden pensar en este problema como "7 y un número es 9". Pueden usar objetos o dibujos para actuar la situación en la que se suma la cantidad desconocida. También piensan en maneras de contar para averiguar cuánto se sumó. Por ejemplo, pueden usar objetos o los dedos para llevar la cuenta cuando cuentan hacia adelante desde 7 hasta 9 (7..., 8, 9. Hay 2 lápices más).

Sección B: Problemas-historia de juntar y separar

En esta sección, los estudiantes resuelven problemas en los que no hay acciones (como obtener más de algo o quitar algo). En estos problemas, hay dos (2) grupos y un número total de objetos. En algunos problemas, los



Grado 1
Unidad 2 • CC BY NC 2024
Illustrative Mathematics® • 1



Dear Parents and Caregivers,

At school your child is engaging in Heggerty Phonological Awareness lessons. **Phonological awareness** allows children to recognize and work with the sounds of language. These activities are sometimes called ear exercises because the focus is on hearing the parts or sounds in words. Your child will not be seeing these words in print during the phonemic awareness lessons.

Why is Phonological Awareness Important?

Phonological awareness is a strong predictor of reading success. It is especially important at the earliest stages of reading development and is a foundation for reading.

How Can You Support Phonological Awareness at Home?

Throughout the school year, you will receive newsletters sharing ideas of games or "ear exercises" you can play with your child. Phonological awareness is simple to support at home - all you need is language! Help your child understand that the words they hear in speech are made up of parts and sounds.

You can begin building phonological awareness in your child by:

- ★ Reciting nursery rhymes
- ★ Reading books with rhyming words
- ★ Playing with alliteration (words that begin with the same sound)
 - Example: Seven silly sisters said surprise!
- ★ Reciting tongue twisters with a focus on individual sounds in words.
 - Example: How much wood would a woodchuck chuck, if a woodchuck could chuck wood?

We look forward to supporting you and your child in building foundational literacy skills this school year! In addition to the newsletters you will receive, you can find more support and information on our website and social media pages.

Visit our website: <https://www.heggerty.org>

View lesson demonstrations: <http://bit.ly/3hqB9Tz>

© 2021 Literary Resources, LLC

Heggerty Phonemic Awareness

Module 2 Look Around and Explore!

HELLO, FAMILY!

Over the next three weeks, our class will be learning about examining the world around us and about making new discoveries. We will read books about different kinds of matter, explore things that are new and unusual, and even notice things about fine art! Children will also write a descriptive essay about a place they want to visit!

BRING IT HOME! Learning fun for the whole family!

Big Idea Words

Reinforce these important topic words when you read or talk with your child:

examine identify record

Try to incorporate questions like these into everyday conversations:

- How could you examine that more closely?
- What did you identify in that picture/story as being unusual or different?
- How could you record your ideas about ___?



Grade 2
© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Let's Read Together

Make a special time and place to read with your child every day. During this module about exploration and discoveries, try these activities during your reading time together:

- Snap your fingers when a solid, a liquid, or a gas is mentioned in a text.
- Raise your hand when a character makes a discovery or notices something new.
- Switch readers when the setting changes.

Word Play

Play with words to help develop skills that are important for reading.

Hunt

Look for words with long vowel sounds in books, in magazines, or on signs outside.

Week 1: Vowel Scavenger

Make a list of words that can have a silent e added to them to change the vowel sound from short to long. For example: tap/tape.

Week 2: Sneaky e Words

List words in different categories that begin with a blend such as sp, gl, gr, sw, pl, sk, dr, or st. Use categories such as solids, liquids, and gases to tie into the module topic!

Printable: Family Letter 2

Illustrative Math

Into Reading

K-2

Unit 2

Family Support Materials

In this unit, students deepen their knowledge of fractions. They explore the sizes of fractions, write equivalent fractions, and compare and order fractions with the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Section A: Size and Location of Fractions

In this section, students revisit the meaning of “fraction.” They use fraction strips, tape diagrams, and number lines to represent fractions. Students compare fractions that have the same numerator or the same denominator, and recall that equivalent fractions have the same size.

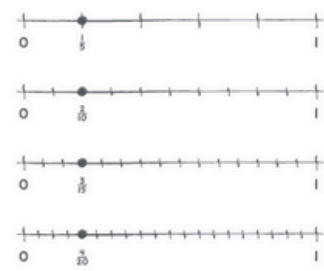
Students consider the sizes of fractions with denominators that are related, such as $\frac{1}{5}$ and $\frac{1}{10}$, or $\frac{1}{6}$ and $\frac{1}{12}$. They also compare fractions to benchmarks such as $\frac{1}{2}$ and 1. (For instance, they see that $\frac{3}{10}$ is less than $\frac{1}{2}$ and $\frac{3}{5}$ is greater than $\frac{1}{2}$.)

Section B: Equivalent Fractions

Here, students take a closer look at equivalent fractions and reason using number lines. They show that fractions at the same point on the number line are equivalent.

Students then learn to tell if two fractions are equivalent, without using number lines.

For example, they can explain that the fraction $\frac{2}{3}$ is equivalent to $\frac{8}{12}$ because the numerator and the denominator of $\frac{2}{3}$ are each multiplied by the number, 4, to get $\frac{8}{12}$. Students use such observations to identify and write equivalent fractions.



Module 2

What a Story

HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about subgenres of fiction, with a focus on different ways to tell a great story. We will read texts and view videos about how writers share compelling stories in literature of many types. Children will also write an expository essay telling how each genre affects the way a story is told.

BRING IT HOME! Learning fun for the whole family!

Discuss the Topic

Set aside time daily for your child to share with you what he or she is learning. Use these ideas to help build your child’s knowledge about the topic:

- Talk about the ideas your child has added to the Knowledge Map each week.
- Ask about the texts your child is reading and what he or she has learned from them.
- Share with your child your own questions about the topic, and work together to find the answers.

Explore the Genre

The genre focus in this module is fiction. Discuss with your child the characteristics of this genre.

Ask your child to read to you each day and make time to read together.

Look for texts that

- spark your child’s sense of curiosity and wonder
- tie to the module topic
- tell a compelling story, perhaps in an unfamiliar way
- allow your child to explore his or her interests—or discover new ones

Build Vocabulary

Use these ideas to help your child build a rich vocabulary.

The Big Idea Reinforce the topic words *prose*, *dialogue*, *climax*, and *foreword* in conversation. Use prompts like these: What was the **climax** of your weekend? Describe what **dialogue** looks like in print.

What Does It Mean? Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

Word Hunt Look for words with the prefixes *re-* and *fore-* and the suffixes *-ful* and *-ness* in books, magazines, online texts, and environmental print.

KEY STAFF

- Ms. Yeseñia Valdez, Parent Coordinator

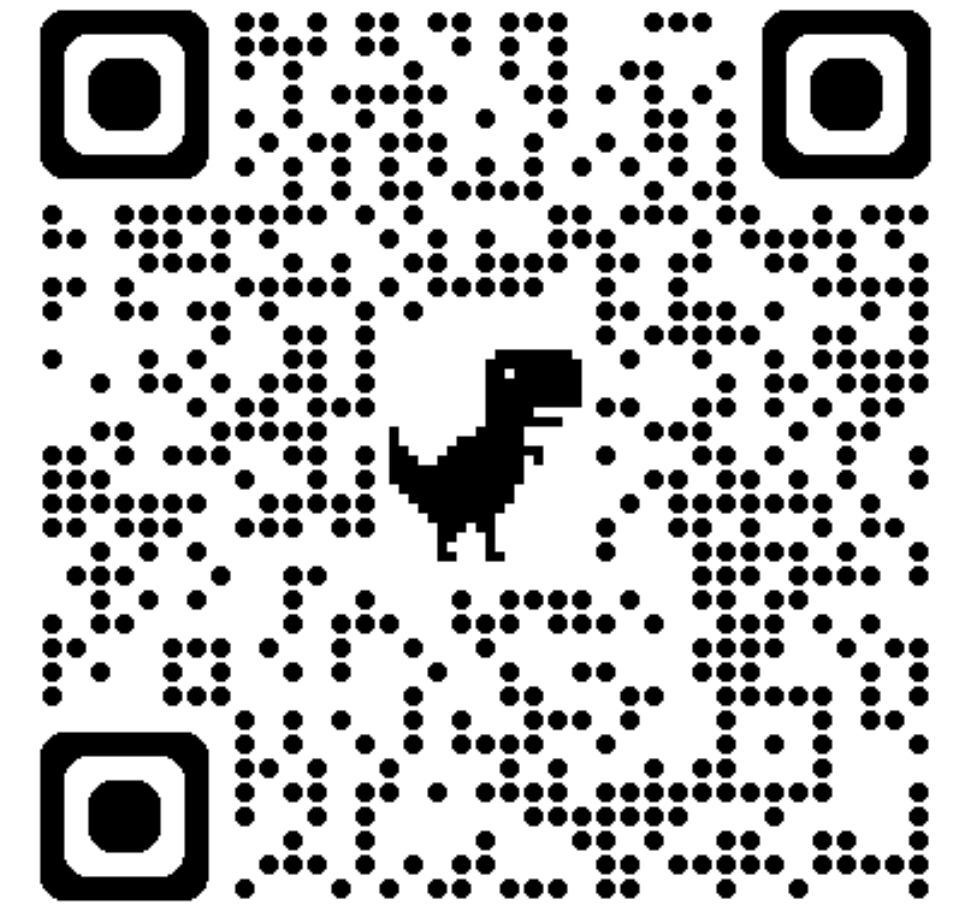


**PARENT HANDBOOK
2024-2025**



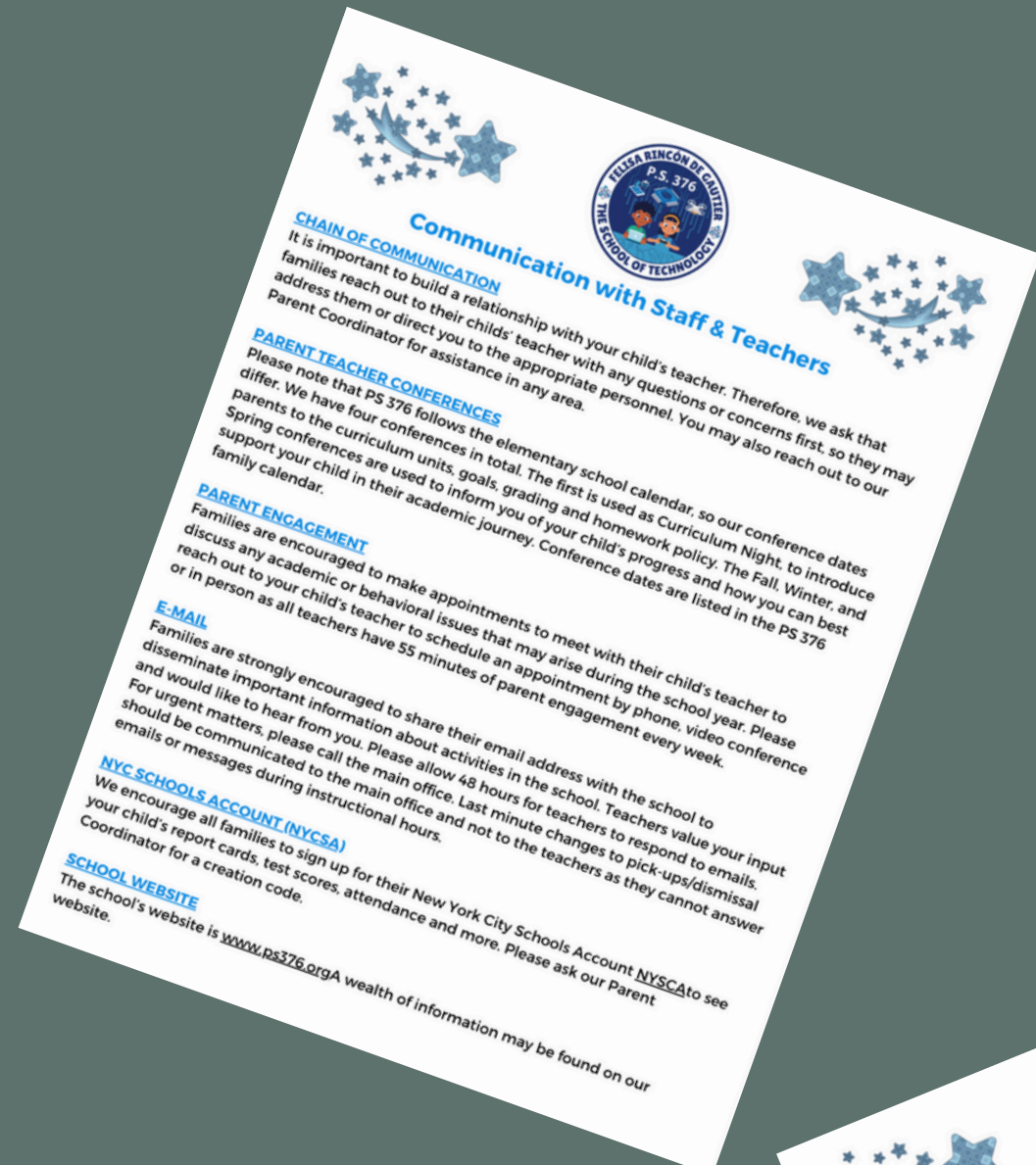
**194 HARMAN STREET
BROOKLYN, NY 11237
(718) 573-0781**

Scan QR code for full
Parent Handbook



The handbook includes

- School policies
- Arrival/dismissal
- Uniform
- Ways we communicate with families



Communication with Staff & Teachers

CHAIN OF COMMUNICATION
It is important to build a relationship with your child's teacher. Therefore, we ask that families reach out to their child's teacher with any questions or concerns first, so they may address them or direct you to the appropriate personnel. You may also reach out to our Parent Coordinator for assistance in any area.

PARENT TEACHER CONFERENCES
Please note that PS 376 follows the elementary school calendar, so our conference dates differ. We have four conferences in total. The first is used as Curriculum Night, to introduce parents to the curriculum units, goals, grading and homework policy. The Fall, Winter, and Spring conferences are used to inform you of your child's progress and how you can best support your child in their academic journey. Conference dates are listed in the PS 376 family calendar.

PARENT ENGAGEMENT
Families are encouraged to make appointments to meet with their child's teacher to discuss any academic or behavioral issues that may arise during the school year. Please reach out to your child's teacher to schedule an appointment by phone, video conference or in person as all teachers have 55 minutes of parent engagement every week.

E-MAIL
Families are strongly encouraged to share their email address with the school to disseminate important information about activities in the school. Teachers value your input and would like to hear from you. Please allow 48 hours for teachers to respond to emails. For urgent matters, please call the main office. Last minute changes to pick-ups/dismissal should be communicated to the main office and not to the teachers as they cannot answer emails or messages during instructional hours.

NYC SCHOOLS ACCOUNT (NYCSA)
We encourage all families to sign up for their New York City Schools Account [NYCSA](#) to see your child's report cards, test scores, attendance and more. Please ask our Parent Coordinator for a creation code.

SCHOOL WEBSITE
The school's website is www.ps376.org A wealth of information may be found on our website.



SCHOOL POLICY AND PROCEDURES

Emergencies:
Blue Emergency Cards are important documents that provide necessary contact information in case of emergencies. Students are given the Blue Emergency Card during the first week of school. Please be sure to indicate at least two emergency phone numbers so that we can reach a parent or guardian at all times.

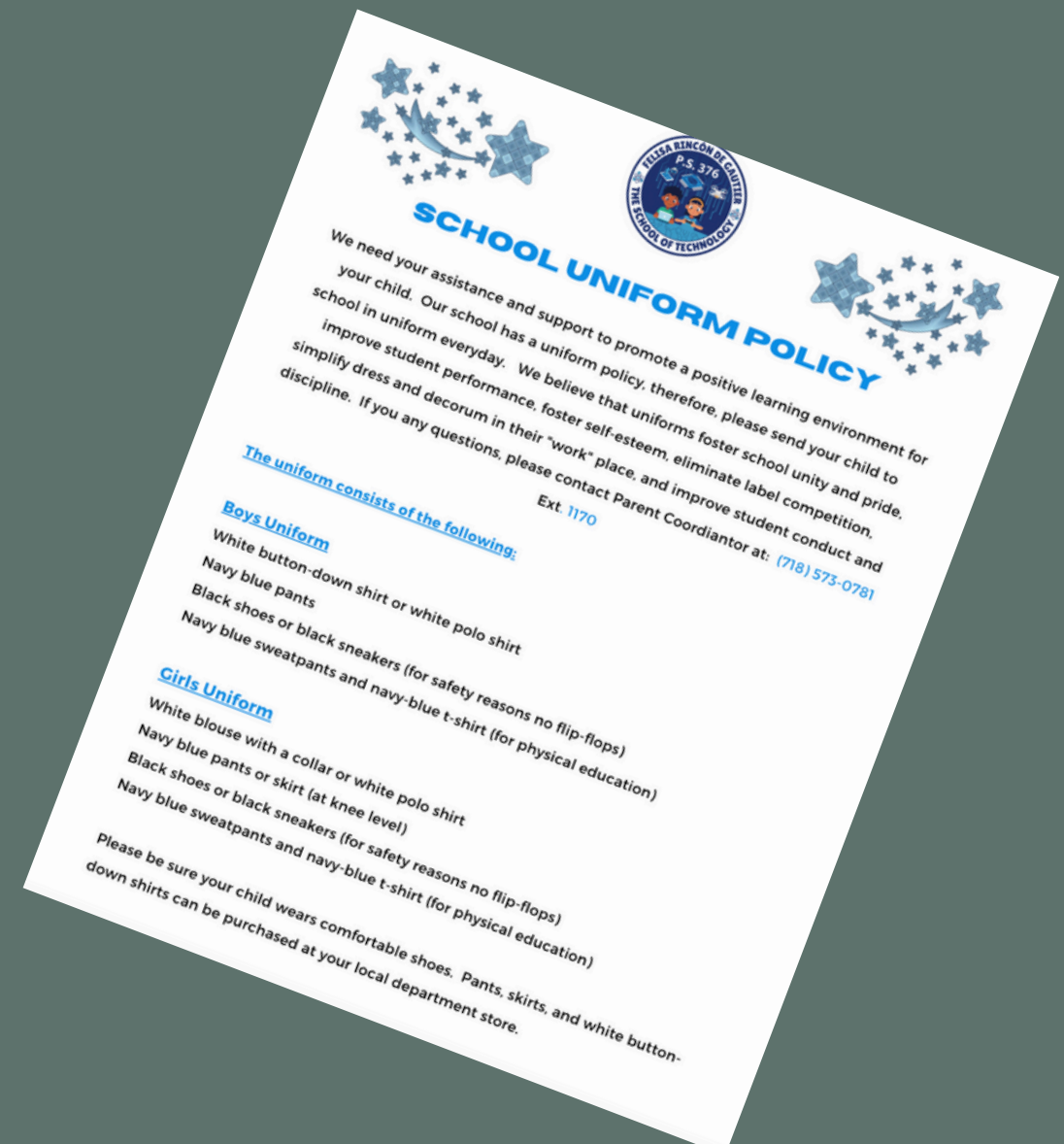
Blue Emergency cards allow you to specify custodial arrangements for your child so we are aware of any family or caretakers who are allowed to pick up your child at the end of the school day or in case of emergencies. Be sure to inform whoever you designate so they are aware of this key role they play. If the adult picking up the child is not listed on the blue card child will not be released unless office staff is informed and adult must have a valid picture ID. Finally, we know phone numbers change and designated contacts may change. Please keep the school up-to-date with any new information.

Please note that although the school may take a child to the emergency room, a physician will not treat a child unless a parent or legal guardian is present.

VISITOR PROTOCOL/CLASSROOM CELEBRATIONS

When visiting the school for any reason including volunteering, present your identification to the school safety agent, sign in, then stop at the main office to sign the visitor log and gain access to your destination. **TO ENSURE THE SAFETY OF ALL, NO VISITOR WILL BE ALLOWED TO ENTER THE PREMISES WITHOUT IDENTIFICATION**

When celebrating birthdays, please contact your child's teacher to make arrangements. Birthday celebrations will take place in the classroom with their peers. Only two adults may attend. Students/siblings from other classrooms are not permitted to attend. Cupcakes or individually wrapped, store bought snacks are permitted. However, it is important to consult your child's teacher to determine if there are any allergies in the classroom. Large sheet cakes and candy bags are not permitted. We ask that you make every effort to share healthy items.



SCHOOL UNIFORM POLICY

We need your assistance and support to promote a positive learning environment for your child. Our school has a uniform policy, therefore, please send your child to school in uniform everyday. We believe that uniforms foster school unity and pride, improve student performance, foster self-esteem, eliminate label competition, simplify dress and decorum in their "work" place, and improve student conduct and discipline. If you any questions, please contact Parent Coordinator at: (718) 573-0781 Ext. 1170

The uniform consists of the following:

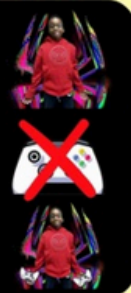
Boys Uniform
White button-down shirt or white polo shirt
Navy blue pants
Black shoes or black sneakers (for safety reasons no flip-flops)
Navy blue sweatpants and navy-blue t-shirt (for physical education)

Girls Uniform
White blouse with a collar or white polo shirt
Navy blue pants or skirt (at knee level)
Black shoes or black sneakers (for safety reasons no flip-flops)
Navy blue sweatpants and navy-blue t-shirt (for physical education)

Please be sure your child wears comfortable shoes. Pants, skirts, and white button-down shirts can be purchased at your local department store.

HOW ORION SEES IT

Why can't we play video games whenever we want? Why? Because it is not healthy. Why? Because it is not good for your eyes. I was always on my device, so I had to get glasses because it messed up my eyes. Also, we can't play video games all the time because we have other things to do or can do instead of playing video games, like talking to family or friends, doing exercise or the great multitude of other healthy activities. Do you ever feel like you're doing too much when you are playing video games, because you're multitasking and have a lot to do? When you play a game like that this is what happens: it reduces focus. Multitasking is not good for your brain because it causes stress, reduces focus and can lower your IQ. So, in my opinion that is why you should not play video games all the time. And that's the way Orion sees it!



Newspaper Staff



Today and TOMORROW

WHY STUDENTS' VOICES SHOULD BE HEARD

By: Maya Francis

Our school is a wonderful place to engage in academics and other curriculum that are relevant to our social and emotional well-being, am I right? However, it can be even more beneficial to students if we take the time to allow our students' voices to be heard. When students feel heard and valued, they are more likely to be motivated in their learning. Students have knowledge and creativity that can help to improve our educational systems. They need support to learn how to use their voices to advocate for themselves, to express their opinions, or to stand up for their friends. By giving students a platform to express their concerns and ideas, teachers can gain valuable insights into their unique needs and perspectives and this will empower them.

You see, it is important to listen to the voices of students because they are the ones who are affected by educational policies and practices. Research has shown that opening up classroom practices to empower and amplify student voices will lead to an incredibly effective way for teachers to get to know and better understand their students.

In conclusion, an emphasis should be placed on prioritizing students' voices because this will create a healthy learning environment for successful students.

Hope you enjoy reading our school newspaper!



Art Clubs

Art clubs further develop skills and techniques to extend knowledge of art during lunch or after school. They build community by bringing students together who love art, reduce stress, build interpersonal skills, and overall enhance their experience.



Media Arts

The Media Arts Studio is a workspace dedicated to developing students in the visual arts. Making art stimulates thoughtful inquiry and sharpens perception. Students from grades K - 5 are exposed to a variety of different media, including drawing, painting, printmaking, collage, sculpture, and digital media. They will explore the process of using different media such as charcoal, paint, ink, glue, and clay.

Students work on interdisciplinary STEAM projects in which they apply the elements and principals of art to create designs for technology.

Students participate in art festivals across New York City including the Brooklyn Borough Arts Festival and PS Art at the Metropolitan Museum of Art.

Students take field trips to access art resources in the community including museums and cultural institutions.

Highlights explaining the many enrichment programs we have

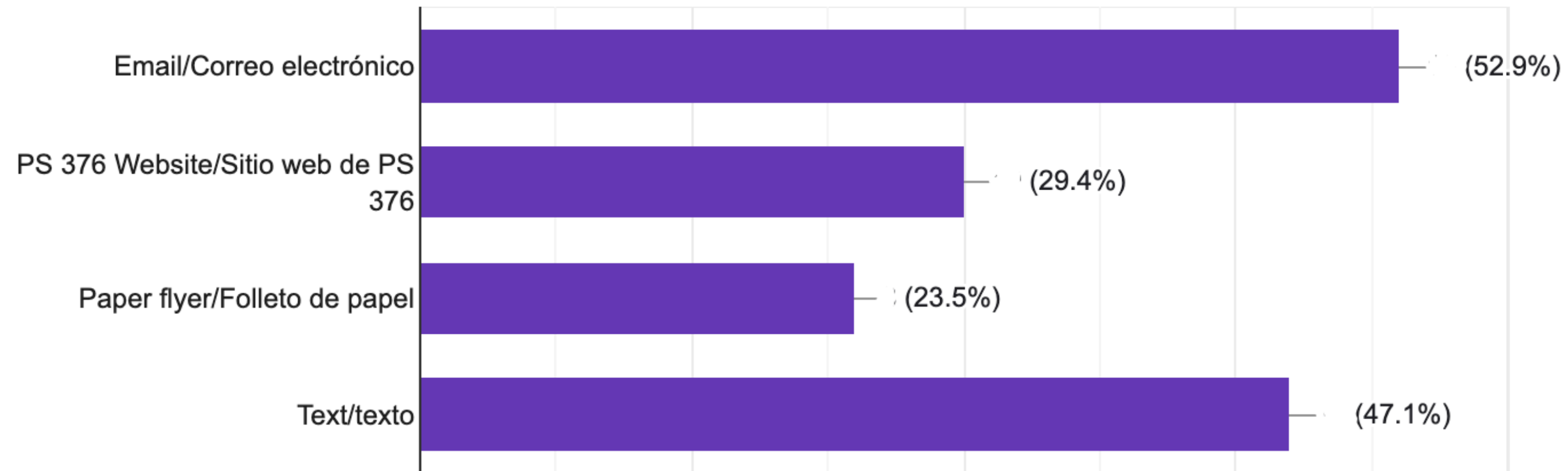
- Media Arts
- Environmental Science
- STEAM Lab
- Musical Theater
- Dance
- Physical Education

What method of communication do you prefer? (you can select more than one)/

 [Copy chart](#)

¿Qué método de comunicación prefieres? (puede seleccionar más de uno)

34 responses



According to the parent survey given in November 52% of parents prefer communication via email and 47% of parents prefer text.

UPCOMING EVENTS

- **November 28th:** HAPPY THANKSGIVING!
- **December 19, 2024:** Winter Performance





Q&A

SCHOOL CONTACTS



- Ms. Yesenia Valdez:
YValdez9@schools.nyc.gov
- Ms. Pérez-Hernández:
nperez42@schools.nyc.gov
- Ms. C. Ramirez:
CRamirez7@schools.nyc.gov
- Ms. Haig:
JHaig@schools.nyc.gov



THANK YOU!

Your involvement in our child's education is greatly appreciated.

