



THE PROUD PAW PRINT

TEACHER PERSPECTIVE

WINTER EDITION

Pg. 3

Literacy
News

Pg. 20

Community
News

Pg. 7

Math
News

Pg. 33

Happy
Corona

Pg. 17

ELL
News



CAREER DAY

2024-2025 School Year

HOLIDAY COOKIE SWAP

INSTRUCTIONAL NEWSLETTER

PS143Q Louis Armstrong School's
Pedagogical Updates



THE PROUD PAW PRINT

TEACHER PERSPECTIVE

WINTER EDITION

Pg. 3

Literacy
News

Pg. 20

Community
News

Pg. 7

Math
News

Pg. 17

ELL
News

Pg. 33

Happy
Corona



CAREER DAY

2024-2025 School Year

HOLIDAY COOKIE SWAP

INSTRUCTIONAL NEWSLETTER

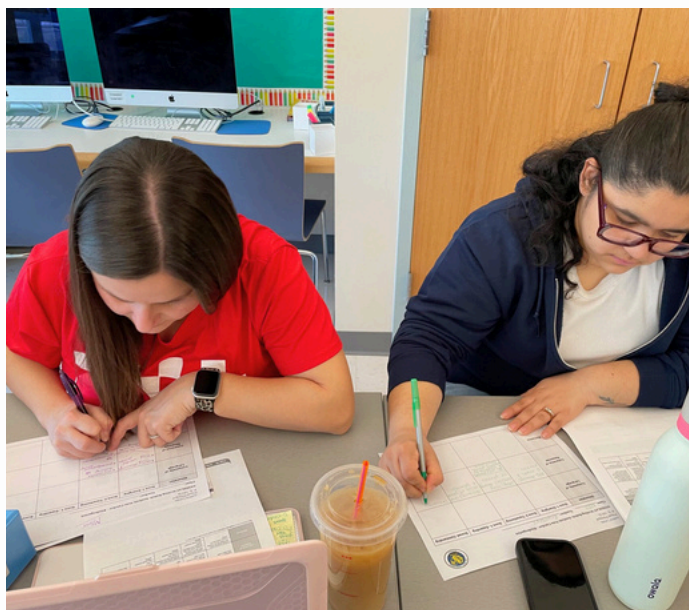
PS143Q Louis Armstrong School's
Pedagogical Updates



table of contents

03 | LITERACY NEWS

Ms. Tinglin-Criner provides updates on literacy throughout the school including the O.G. Science of Reading training and helpful Vocabulary strategies.



07 | MATH NEWS

Ms. Murphy provides updates on mathematics instruction throughout the school including Success Maker results.



17 | ML/ELL NEWS

Ms. Urquilla provides updates on Multilingual and English Language Learning in our bilingual classrooms.



20 | COMMUNITY NEWS

This issue features Career Day, an Attendance Assembly, the D24 Early Childhood Fair and a Fun Cookie Swap.

33 | HAPPY CORONA AFTER SCHOOL PROGRAM

Our Happy Corona After School program is alive and well and this issue celebrates their hard work with a lively holiday Party in December.

THE PROUD 143 COMMUNITY

A Message from Principal Lucas

Dear Proud Lion of PS143Q,

The Paw Print instructional newsletter, through the eyes of our teachers, is more than a collection of updates. It is a labor of love and a powerful reflection of our collective brilliance. Each entry showcases the dedication, creativity, and commitment that define us as proud educators of PS143Q.

No matter the challenges, we move forward together with purpose and alignment. Our focus remains clear: to make a meaningful difference in the lives of our students by guiding them toward academic success and supporting **every** need along the way. We know the latter is the springboard for the former.

What is captured in this edition offers just a glimpse of the extraordinary work happening each day. The true impact lives in our classrooms, hallways, and the hearts of everyone who walks through our doors. Together, we will continue to meet our shared goals, set new benchmarks, and pursue excellence with determination and purpose.

Thank you for the passion you bring, the spirit of collaboration you foster, and the lion excellence you model each day. Our school is a reflection of your dedication and your heart. It is stronger, brighter, and better because of you. I am so proud to be your principal.

With appreciation and love,
Ms. Lucas
Your Proud Principal



SPOTLIGHT: LITERACY



TEACHERS FROM LEFT TO RIGHT: MS. LOMBARDI, MS. BAEZ, MS. PINEDA, MS. RENDON, AND MS. CUMBO

ORTON-GILLINGHAM: SCIENCE OF READING CONTINUED DEVELOPMENT

Many of our K-2 teachers are proficient with the format of an OG lesson, and the start of a new year is always a good time to reflect and reassess instructional practices. From January through March, the instructional team and our EOG consultant focused on time management for targeted small-group instruction, particularly as it relates to student performance on the MOY mCLASS.

Additionally, we worked collaboratively to review expectations for daily OG lessons, maintain fidelity to lesson completion, and focus on maximizing routine activities that promote reading independence.

O.G. UPDATES



1 Multisensory

Lessons involve all the major pathways to the brain: visual, auditory, and kinesthetic.

2 Sequential

Concepts are taught in a logical, well-planned sequence.

3 Incremental

Each lesson carefully builds upon the previous lesson.

4 Cumulative

Constant and consistent review of previously taught concepts is provided.

5 Individualized

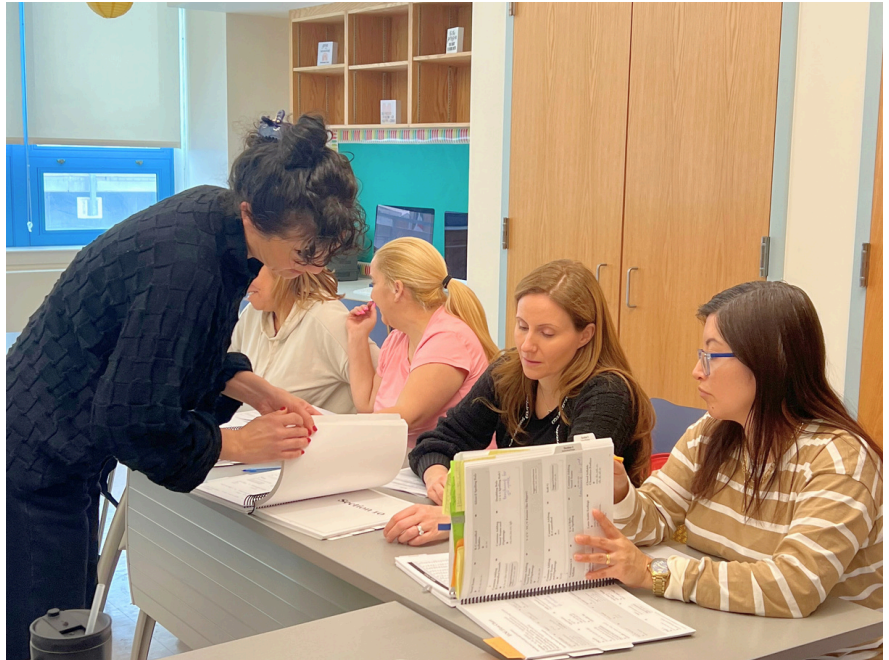
The unique needs of each student are met.

6 Based on Phonograms

English is simplified by teaching letters and letter combinations known as phonograms.

7 Explicit

Students are taught exactly what they need to know in a clear and straightforward manner.



O.G. FACILITATOR, SHARON PACUK, CHECKS IN WITH MS. OSSO AND MRS. SANZ.



GRADE 2 TEACHERS WERE ENGAGED IN LESSON PLANNING TO REFLECT THE SPECIFIC NEEDS OF THEIR STUDENTS

VOCABULARY INSTRUCTION

VOCABULARY INSTRUCTION BEST PRACTICES

Understanding and retaining new vocabulary words at any age, from a variety of content areas, can feel daunting and overwhelming depending on the style in which it was taught. This section shares ways to keep vocabulary instruction engaging and fresh with low prep to yield high outcomes.



1. The Rule of 3

Concepts are better learned when introduced at least three times. It helps learners recognize patterns and internalize new vocabulary. When introducing, recite words with a perky pace and a fluctuation of tone. The brain has limited working memory, so repetition reduces overload. Hearing and seeing a word multiple times helps move it to long-term memory.



2. Retrieval Practice & Dual Coding

Actively recalling words instead of just re-reading them strengthens memory. This is known as Retrieval Practice. For example, have students say or write a word without looking at it through games and/or providing content based hints. Dual Coding occurs when visuals and texts are utilized simultaneously, which helps the brain process information better. Use flashcards with images and definitions to engage multiple senses.



3. Total Physical Response

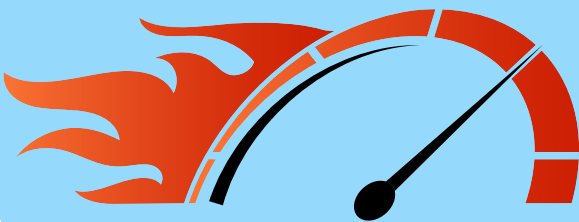
TPR is a teaching method where students act out words while saying them to help associate movement with meaning. For example, if you are teaching the word *ascend*, you might flatten your right hand on a diagonal path from your right hip, towards your left temple.

4. Realia

When introducing new vocabulary, use real-life objects to teach the meaning, connecting real words to real life-experiences. This makes abstract words more tangible and memorable for children. Realia helps all learners retain vocabulary longer due to the hands-on experience.



"computer"



5. Spaced Practice

It's exactly what it sounds like! When teaching new vocabulary, review it in a few days, then intentionally spiral back to the word in a week. Do this continuously in other content areas and watch what happens!

SPOTLIGHT: MATH



A big congratulations to all the classes for their consistent use of SuccessMaker through the EnVision program! Your dedication to personalized learning is making a real impact—helping students strengthen their math skills at their own pace. Keep up the amazing work—your efforts are setting the foundation for continued student success! ★

A special shout-out to the classes below who have spent the most time engaging with the platform:



GRADE K: K02

GRADE 1: 108

GRADE 2: 201

GRADE 3: 307

GRADE 4: 403

GRADE 5: 511



CLASS 108 POSES WITH THE HOLIDAY SIGN IN THE CUB CAFE.

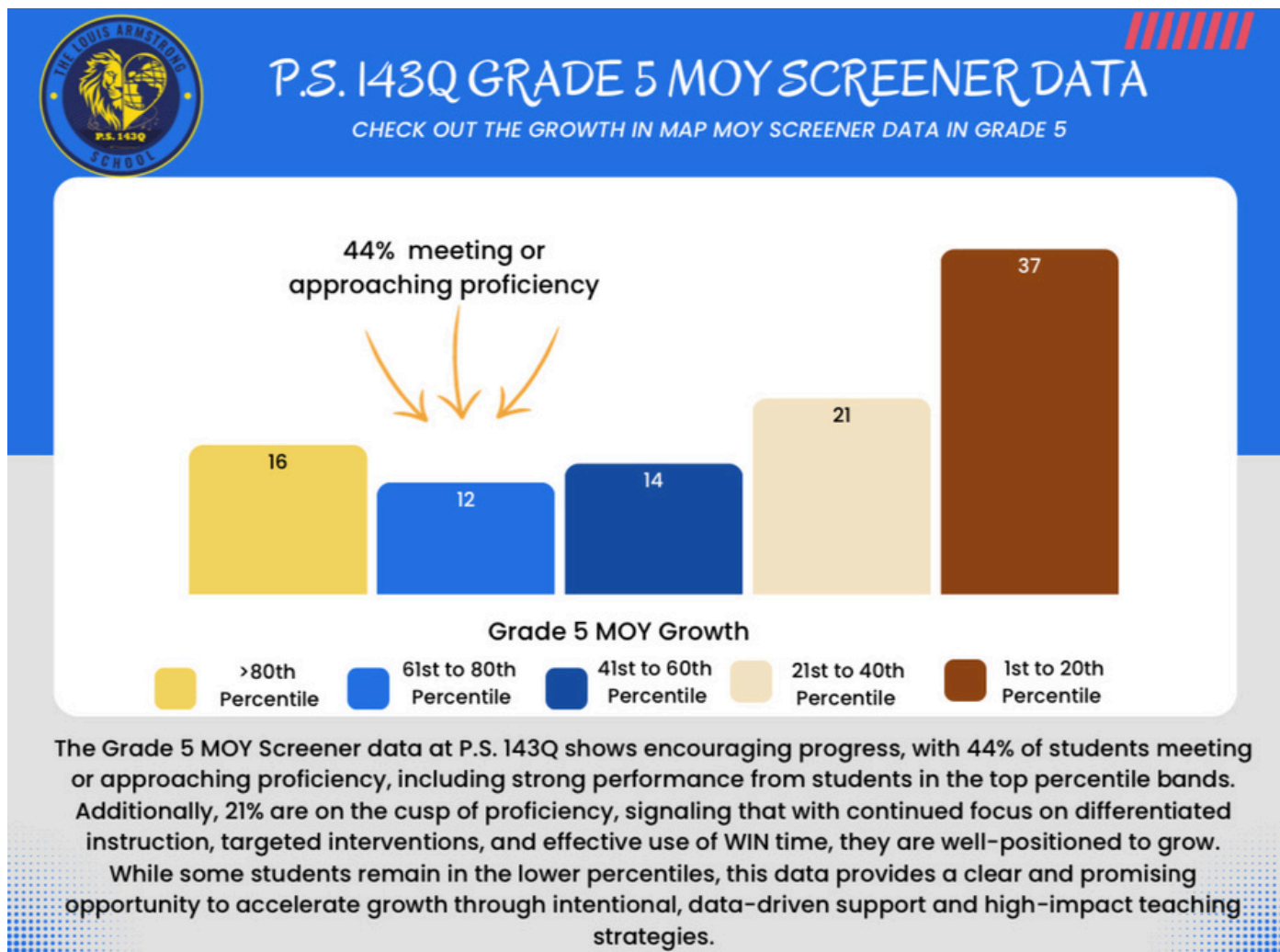
Remember students should spend 15 minutes each day on Success Maker!

MATH: MAP DATA

MAP GROWTH



P.S. 143's commitment to student success is evident in the timely analysis of our MAP Growth Assessment results. We utilize the MAP Growth Assessment as a valuable screener to measure student proficiency levels in mathematics. A special shout-out goes to Mr. Silverio and Mr. Bergman, who played pivotal roles in ensuring all MAP sessions ran smoothly. We anticipated growth when comparing our Beginning of Year (B.O.Y.) assessment results with our Middle of Year (M.O.Y.) results. Here are the results:



PROUD MOMENTS

"I've been using the NWF measure to improve the skill of blending with my striving readers since mid October. They have tested out of NWF, so now I can focus on reading in context rather than in isolation."

-Ms. Ng

LITERACY: OG BLENDING

"I have a student who has been working hard to read cvc words and he's currently blending independently."

-Ms. Pineda



"I have a few students who get confused with the articulation of /b/ and /v/ and having a sound wall assists me with showing my students the correct formation of producing the sounds."

-Ms. Zhang

CVC WORDS

"I have students taking their peers to the sound wall! Wow!"

-Ms. G. Ramirez

"I have a student in my small group who just read 14 cvc nonsense words in one minute."

Wow!"

-Ms. Osso

SOUND WALL

"I have a student who is learning the language and he recently counted to 10 in English with no assistance!"

-Ms. Fiorese

MATH

"Lately, I've been returning the students' math assessments for self-reflection. By doing so, I've found they're not rushing to complete topic tests as much as before and they're spending more time on problem solving."

-Ms. Hiller

HMH READING

"Cassie (HMH Implementation Coach) visited us during Reading and we received great feedback. During the debrief Cassie shared that she loved seeing all parts of our explicit instruction. That made me feel good!"

-Ms. Goldman

PROUD MOMENTS

"In the beginning of the school year, my students experienced difficulties with writing. Now, they are actively using their *tapping hand* to spell words, and they are writing sentences."

-Ms. Sarmiento

WRITING

"We've been learning about *Day* and *Night* while using a graphic organizer to help arrange our knowledge. Now we are in the process of transferring those ideas into sentences on writing paper and I feel like they're really enjoying it. One of my kids said, "This is FUN!"

-Ms. Contreras

"I have a student who fell into the *Well Below* range at the beginning of the year and after a recent assessment, he improved to *Below* for the MOY benchmark!"

-Ms. Peguero

MOTOR SKILLS

"We have been working on toileting in the classroom with one of our students who is terrified of the automatic flush. Fast forward to Day 1 of the new year, and he walked right into the classroom restroom, used it with no issues and said, "I did it!"

-Ms. Bissacio

ASSESSMENTS

"The morphology wall is becoming very useful during instruction. I've been intentionally incorporating it into my lessons to help with understanding and breaking down words."

-Ms. Anastasiadis

"We have a relatively new student who was not assessed for the BOY benchmark, but I've been noticing so much academic growth. I recently tested him for the MOY and he is already GREEN!"

-Ms. Bermeo

MORPHOLOGY WALL



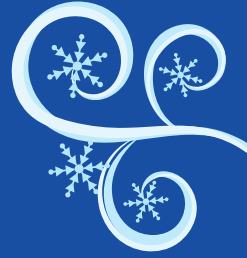
PROUD MOMENTS

ACCOUNTABILITY



"I love that my students are reminding each other of classroom expectations. Maxyelis said to a friend, "You can't get up until you finish your work!"

-Ms. Vargas-Pena



SUCCESS MAKER

"Our first attempt at using Successmaker was pretty successful! We plan on using it throughout the remainder of the week, and I'm hopeful that it continues to run smooth."

-Ms. Pimentel

READING

"One of our students is blending right away. No tap, drag and blend...just reading the words placed in front of him."

-Ms. Perez



"During the first 10 to 12 minutes of the day when students are unpacking, attendance and HW is being checked.

We encourage our children to free write in their journals with no prompt, no topic, and no pressure. They can continue from the previous writing session, or start a new piece. We have noticed students are writing stories and many have well-formed sentences.

-Ms. Fratangelo & Ms. Ayala

FREE WRITE



MATH

"I've been teaching my children how to use mental math to solve problems, giving them time to explain the mental strategies to their peers. Now they are so eager to not only share their processes, but are inquisitive to hear about the different options their friends used. I have to stop them at times, because everyone wants to share, and I still have to complete the lesson."

-Ms. Santana



EDITING

"We've been working on editing with our kids, and they are turning into writing detectives by paying close attention to errors in punctuation and capitalization. We really want them to use this as a guide for when they are writing their pieces."

-Ms. Forte & Ms. Hoffman



LANGUAGE ACQUISITION

"There's something that clicks for children around this time every year. I have a few students who are part of my groups from whom I've heard very little. Recently, they have been demonstrating their knowledge of the English language by responding and speaking to me and their peers in their L2. So rewarding!"

-Ms. McFaul

DISTRICT 24 PRIORITIES

DISTRICT 24 PRIORITIES

**HIGH QUALITY
CULTURALLY RESPONSIVE
INSTRUCTION**

**MTSS
MEETING THE NEEDS
OF ALL LEARNERS**

**DATA INFORMED
DECISION MAKING AND
PROGRESS MONITORING**

**SOCIAL EMOTIONAL
LEARNING**

**COMMUNITY AND
FAMILY
ENGAGEMENT**

P.S. 143Q EXAMPLES

P.S. 143Q's Diversity and Culturally Responsive Sustaining Education (CRSE) team has selected Books of the Month that align with heritage months. CRSE is reflected in lessons and book displays throughout the school.

P.S. 143Q's bilingual classes, Integrated Co-Teaching (ICT) classes, and 12:1 classes—paired with differentiated instruction and small-group interventions—are designed to meet the needs of all learners.

P.S. 143Q's instructional coaches and common planning teams regularly meet with grade-level teams to review data from various assessments. Teachers collaboratively make instructional decisions informed by progress-monitoring data.

P.S. 143Q's teachers use Class Dojo schoolwide to award points for positive behaviors. They regularly compliment students and foster strong rapport and relationships. Students in crisis are supported swiftly by trained deans.

P.S. 143Q welcomed a large number of parents into the building during our grade-level Open Houses. Families enjoyed participating in learning activities and taking photos. The PTA made its presence known during the Fall-Tastic event and continues to stay involved!

COLLABORATION



HMH COACH, CASSIE FRANCIS ON LEFT MEETS WITH TEACHER, MS. FORTIN.

HMH COACH CASSIE FRANCIS

In mid-January we began Cohort 2 of HMH support for our second grade teachers. Cassie continues to collaborate with our Lions through class visits, debrief sessions, and co-planning meetings. During those times, she offers non-evaluative feedback that aligns to District 24 goals for HMH reading lessons and routines during core instruction. In case you haven't heard, Cassie shared that she is immensely grateful to have partnered with a school that has a wide range of educators who implement the suggestions shared and are comfortable with her presence in their classrooms! In March, Cassie will shift her attention to teachers who are new to the *Into Reading* curriculum and to the *143 Pride*.



HMH - Cassie Francis

Cassie is our HMH Implementation Coach! Every school in D24 is assigned one. Cassie supports grade bands with the *Into Reading Curriculum*, along with honing in on best practices in literacy.

SPECIAL EDUCATION UPDATE

SPED DEPARTMENT IN MOTION

Our Special Education Department ended 2024 on a strong note, with House AP and Special Education Specialist, Ms. Kikis, and IEP Liaison, Ms. Perez, sharing updates from District 24 and introducing the new NYSED "Career Plan" initiative. This initiative begins at the elementary level, setting a strong foundation for our learners to start thinking about their future aspirations as early as Kindergarten. It's never too early to begin conversations with our young learners and their parents about setting expectations and goals for career readiness. After all, the elementary level establishes the groundwork for our scholars' futures! House 3 AP Mr. Silverio also presented on the various testing accommodations available for our unique learners.



SPECIAL EDUCATION DEPARTMENT K-2 MEETING.



SPECIAL EDUCATION DEPARTMENT 3-5 MEETING.



LION SPEECH THERAPY

We started the year off with fireworks as our Special Education Department delved into the world of students with language needs, featuring a delightful presentation from our Speech Department team! Our speech therapists shared how assistive technology plays a key role in enhancing communication. They also provided strategies for supporting nonverbal, minimally verbal, and verbal students with varied written expression needs and discussed how to distinguish between language acquisition and language disorders in multilingual students.



OUR SPEECH DEPARTMENT TEAM PRESENTING TO OUR TEACHERS.



LION OCCUPATIONAL THERAPY



OUR OCCUPATIONAL THERAPY TEAM PRESENTING TO OUR TEACHERS IN OUR SCHOOL LIBRARY.



Don't be fooled—February may be a short month, but our Special Education Department was far from falling short! We hosted yet another incredible presentation from our Occupational Therapy (OT) team. Our OT specialists covered a range of topics, including the referral process for occupational therapy, enlightening staff on the eight sensory systems (not just five!), handwriting, and providing a plethora of tips and tricks to integrate into the classroom to promote learning for our unique learners.



MULTILINGUAL AND ENGLISH LANGUAGE LEARNERS

ANALYZING THE FURBY DATA AND IDENTIFYING “CUSP” STUDENTS



MS. LERNER AND MS. HERNON ANALYZE NYSITELL AND NYSESLAT DATA IN A 3RD GRADE MEETING LED BY MS. URQUILLA.

In our December and January ELL data analysis sessions, teachers from each grade collaborated to review NYSITELL and NYSESLAT data from the FURBY report to identify “Cusp” students. By examining how many points students were from reaching the next English proficiency level, we gained valuable insight into their progress. In addition, we analyzed which language modalities - listening, speaking, reading, and writing - showed growth, and where students remained stagnant or regressed. These findings will guide our instructional strategies, allowing us to provide targeted support and interventions that address specific student needs. By leveraging this data-driven approach, we aim to ensure every student continues to make meaningful English language development gains.



CLASS 205 WELCOMES VISITORS TO VIEW THEIR PROJECT BASED LEARNING AS PART OF A SCHOOL INTERVISITATION.

PROJECT BASED LEARNING DISTRICT VISIT

This school year, our school is proudly participating in the *Project-Based Learning (PBL) with ELLs in Mind Collaborative*. This approach supports the language and knowledge development of all students through complex, engaging topics and collaborative tasks. The PBL model culminates in a real-world, meaningful project that fosters critical thinking and teamwork. Our students are actively engaged in initiatives that not only enhance their academic skills but also promote inclusivity and cultural awareness.

As part of the program, teachers and students from Class 205 participated in an intervisitation with various schools implementing the PBL model. Teachers from those schools visited our classrooms to observe and collaborate. The visit featured valuable insights from Maria Friedland, Senior Director of Language Development via Social Studies/Civics, and Giuvella Browning, ML/ELL Services Administrator for District 24. Stay tuned for more updates on our exciting PBL journey!



OUR PEER COLLABORATIVE TEACHER, MS. OSSO, TEACHES STUDENTS IN CLASS 205 DURING THE PBL VISIT.

NYSESLAT SPEAKING AND WRITING RUBRIC ANALYSIS

During the month of February, teachers participated in a focused session where they analyzed the NYSESLAT Speaking and Writing Rubrics by grade level. In this session, educators explored the dimensions and indicators for each proficiency level, gaining a clear and detailed understanding of the expectations for student performance. By delving into the rubric's structure, teachers identified key areas where students can improve and how to effectively support their growth in both speaking and writing.

This deeper knowledge of NYSESLAT expectations not only enhances instructional practices, but also equips teachers with the tools to tailor lessons that better meet the needs of our students. With a stronger alignment to the rubric, teachers are incorporating these insights into their everyday teaching, creating a more targeted approach that fosters student progress. As a result, our students are better prepared to advance to the next proficiency level, ensuring they continue to develop their language skills in a meaningful and purposeful way.

We believe this collaborative effort will ultimately help our students thrive in their language learning journey and achieve long-term academic success.



COLLEGE AND CAREER DAY



OUR SCHOOL DEANS AND ADMINISTRATORS POSE WITH VARIOUS CAREER PROFESSIONALS.

SCHOOL-WIDE COLLEGE AND CAREER DAY: A DAY OF INSPIRATION FOR STUDENTS AND STAFF

Our School-Wide College and Career Day was a tremendous success, offering an exciting and informative experience for students and staff alike! The event featured a range of interactive sessions with guest speakers from various industries and institutions, all designed to spark curiosity and encourage future aspirations. Students had the opportunity to explore diverse

career paths, learn about higher education options, and gain valuable insights into the skills and qualities needed for success in today's competitive world.



Not only did the day inspire our students, but it also fostered collaboration and enthusiasm among staff members, who participated in discussions about how best to support students' career and academic journeys. This engaging event highlighted the importance of planning for the future and reinforced our commitment to preparing all students for success beyond graduation.

A huge thank you to everyone who helped organize and participate in making College and Career Day a memorable and impactful event!



FIRST GRADE STUDENTS POSE WITH POLICE ON HORSES.

career
goals





A STUDENT GETS HIS WINGS.



4TH GRADE STUDENTS LEARN FROM A PILOT.



STUDENTS LEARN FROM AN NYPD POLICE OFFICER,



A 4TH GRADE STUDENT LEARNS FROM A NURSE.



A STUDENT LEARNS FROM A NURSE.



A 5TH GRADE CLASS EXCITED ABOUT CAREER DAY.

ATTENDANCE ASSEMBLY



HONORED STUDENTS POSE WITH HOUSE 3 LEADERSHIP: MR. SILVERIO, MS. KIKIS AND STUDENT COUNCIL MEMBERS.

ATTENDANCE ASSEMBLY

We recently hosted a special 100% attendance celebration to recognize and honor the perfect attendance of our students during the first two quarters. The celebrations were organized by House, with the support of our Administration and the Student Council, who had the privilege of presenting certificates to a total of 252 dedicated students. It was a heartwarming moment as we celebrated their commitment and consistency.

To further commemorate the achievement, beautiful photos of our shining stars, along with the Student Council and Administration, were displayed on the attendance board for everyone to see and admire. It was a memorable event that truly highlighted the hard work and dedication of our students.



STUDENT COUNCIL MEMBER, MANDY, CELEBRATES CRISTIAN'S OUTSTANDING ATTENDANCE.



HOUSE 1



HOUSE 2



HOUSE 3



D24 EARLY CHILDHOOD FAIR



MS. MERINO, MS. BISACCIO, MS. ALMEIDA, PRINCIPAL LUCAS, MS. HOTAKY, MS. CUASQUER, AND MS. BERMEÓ POSE FOR A PHOTO AT THE D24 EARLY CHILDHOOD FAIR.



D24 EARLY CHILDHOOD FAIR



Our school was proud to represent our General Education, Dual Language, and Special Education Early Childhood programs at District 24's Early Childhood Fair. The fair celebrated the vital role early childhood education plays in shaping young learners' futures and offered a fantastic opportunity for families to connect with resources and programs that support their children's development.

Throughout the event, our school's diverse early childhood programs were showcased, offering families a deeper understanding of the inclusive, nurturing environments we provide. Attendees had the chance to explore hands-on activities, learn about the benefits of dual language immersion, and discover how our special education services meet the unique needs of each child.



PROSPECTIVE PARENTS LEARN ABOUT OUR SCHOOL FROM MS. HOTAKY WHILE GETTING SOME 143 SWAG.



A PROSPECTIVE
KINDERGARTENER
SLAPS A HIGH FIVE
WITH OUR SCHOOL
MASCOT, LOUIE
THE LION



The fair was a wonderful success, bringing families together to learn, share, and celebrate the importance of early childhood education. We are thrilled to have been part of this meaningful event and look forward to continuing to collaborate with our community to support the growth and success of our youngest learners.

POSITIVE REINFORCEMENT

PAWS SYSTEM CONTINUES

Ms. Batista and Ms. Kerrigan are first on the scene if a student is in distress. As teachers, it's reassuring to know they are there to support us. We show our appreciation by doing a lot of preventive work to reinforce desirable behaviors in our students and one way we do that is with Class Dojo.

Each month, we award prizes to the House and individual classes who earn the most points for practicing safety, acting responsibly, working hard, and showing respect and kindness.

The individual classes earning the most points and a door certificate in December and January were 105, 208, 404 and 507. We can't wait to see which House and classes come out on top at the end of the month this spring!



PS 143Q Standard of Conduct Matrix Hallway Behavioral Expectations	
P Practice Safety	<ul style="list-style-type: none"> Keep hands, feet, and other objects to self Stay with a group / partner Walk
A Act Responsibly	<ul style="list-style-type: none"> Voice Scale: Level 1 Stay in line and walk to the right
W Work Hard	<ul style="list-style-type: none"> Follow directions Use whole body listening Get to destination quickly
S Show Respect	<ul style="list-style-type: none"> Treat others kindly Use polite words



PS143Q Norma de Conducta Comportamiento en el Pasillo Expectativas	
P Practicar La Seguridad	<ul style="list-style-type: none"> Mantenga las manos, los pies y otros objetos para sí mismo Quédete con un grupo / pareja Caminar
A Actúe Responsablemente	<ul style="list-style-type: none"> Escala de voz: Nivel 1 Manténgase en línea y camine hacia la derecha
W Trabaja Duro	<ul style="list-style-type: none"> Seguir direcciones Usa la escucha de todo el cuerpo Llegar a destino rápidamente
S Muestra Respeto	<ul style="list-style-type: none"> Tratar a los demás con amabilidad Usa palabras educadas

HOUSE WINNERS: WINTER 25'

HOUSE POINTS WINNER FOR

DECEMBER



**163
POINTS!**



In December, House 1 took the lead in earning the most house points. This means our Kindergarten and First grade students earned an extra recess!



The house points winner for January was House 3. Our 4th and 5th grade students earned themselves an extra recess period for their January behavior.

HOUSE POINTS WINNER FOR

January

**316
POINTS!**



HOUSE POINTS WINNER FOR

FEBRUARY



**366
POINTS!**



In February, House 3 was the house winner. We can't wait to see which house and classes come out on top in March!

MY LIBRARY NYC BOOK BINS



MR. BLUMAN, MS. FLORKOWSKI, AND MS. CUCINOTTA HAPPILY RECEIVING THEIR BOOK SETS IN RED BINS.

MY LIBRARY NYC BOOK SETS

The word has been spreading this year that teachers can get red or gray bins full of books delivered to their classroom doors as part of our school's subscription to MyLibraryNYC.

Teachers simply go to MyLibraryNYC.org website to place their order for free books and learning games, for direct delivery to their classroom. Book sets include class sets of the same book title, variety book sets based on genres, various learning board games and card

games, Playaway audio books, book sets in Spanish language, books with puppets, hands on learning sets, story telling sets, and large print book club sets. Teachers, the access to these resources is free to you and just a click away. If you prefer, you may also email our school librarian, Mr. Mercaldo, at dmercald@schools.nyc.gov to place your award through him. Once UPS delivers the red bins to our school lobby, Mr. Mercaldo will personally deliver the books to your door. When you are finished with the

book sets after a few months, please put all the items back in the red bin, and Mr. Mercaldo will retrieve the red bin and ship it back for you.

Teachers who have utilized this program so far this 2024-2025 school year, have been raving about its convenience and the overall quality of the literature selections. Mr. Bluman transitioned to teaching English

Language Arts this year and needed help building out his classroom library. He ordered multiple book sets including popular graphic novel assortment books that included texts like Gamerville by Johnnie Christmas. Another popular series he ordered was a set of The Dork Diaries series by Rachel Renée Russell. In Ms. Cucinotta's fifth grade class, she wanted

FRIENDS OF
QUEENS
PUBLIC
LIBRARY



MS. FLORKOWSKI HOLDS UP THE WILD ROBOT BOOKS FOR HER BOOK CLUB.

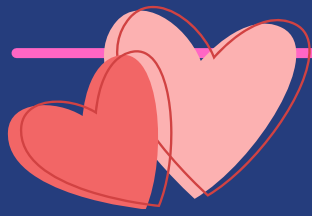


OUR SCHOOL LIBRARIAN, MR. MERCALDO, DELIVERS BOOKS FROM MYLIBRARYNYC, TO ONE OF OUR LION CLASSROOMS.

At a professional learning hosted by the Queens Public Library, our school librarian had a chance to see where all of the thousands of books and educational games were stored: in library archives under Bryant Park in Manhattan!



to read the book Wonder by R. J. Palacio to her entire class, and by using My Library NYC, she was able to get a new copy of Wonder for each student in her class. Similarly, Ms. Florkowski was able to order copies of The Wild Robot for the students in her after school Book Club. Students in Ms. Chang and Ms. Leff's fifth grade classes have loved the Playaway audio books that are the new-age books on tape. Ms. Ramirez K01 class enjoyed a book set with picture books and stuffed animals. Who will be the next class to receive a book set delivery from MyLibraryNYC?



CLASSROOM SPOTLIGHT

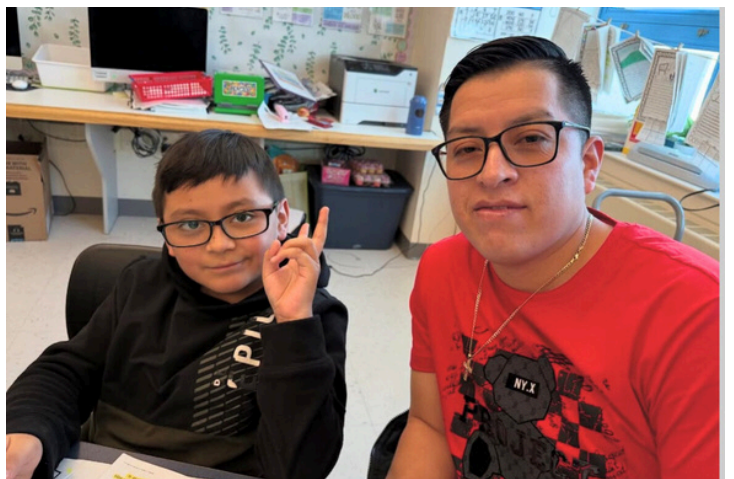
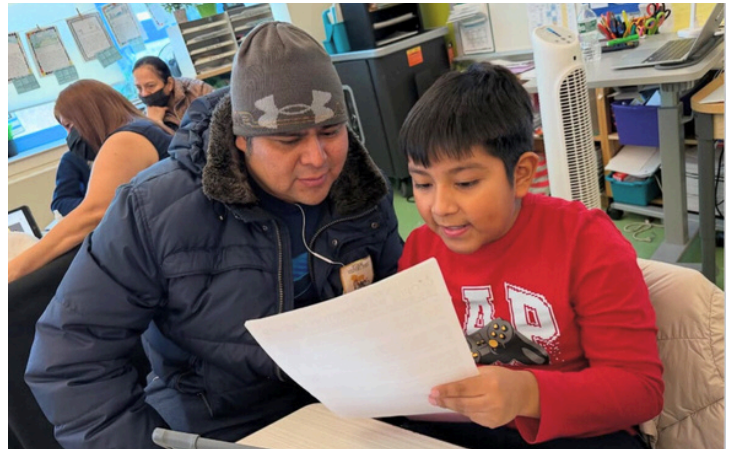
VALENTINE LETTERS

WITH
CLASS 409

VALENTINE'S DAY WRITING

Class 409 is lead by two dedicated co-teachers with the same last name: *Caceres*. It's clear they are dedicated because both are part of our Happy Corona After-School program, meaning they are commonly at the school from early in the morning until after 5:00pm in the evening. Ms. Ivonne Caceres leads the Happy Corona After-School program while Ms. Tatiana Caceres teaches the 3rd grade after school group. These two teachers co-posted on their school Instagram handles [@caceres143pride](#) and [@tcaceres143pride](#) about a special lesson they did with extraordinary parent engagement.

When asked about the lesson, Ms. Ivonne Caceres had this to say, "We decided to celebrate Valentine's Day by giving back to the community. Through the month of February students went through a mini letter writing curriculum. They then crafted a letter to patients/workers in local hospitals. They also got creative with their cards."



This writing unit was completed with meaningful community outreach and successful parent involvement. It is clear our families feel welcome in this fourth grade classroom. This goes to show you that when planning and executing creative writing units that get the community involved, two Ms. Cacereses are better than one. Way to go class 409! Keep up the fantastic community outreach work and keep on developing those writing muscles!



HAPPY CORONA AFTER-SCHOOL



HAPPY CORONA STUDENTS POSE FOR PICTURES AT THE DECEMBER HOLIDAY PARTY.

HAPPY CORONA HOLIDAY PARTY

Our Happy Corona after school program continues to balance academic and social-emotional learning to foster a positive after school environment. Staff members like Mr. Ekstrom, Ms. Bermeo, Ms. Caceres, Ms. Ramirez, Ms. De La Cruz, Ms. Hotaky, Ms. Capellan, and more continue to go above and beyond working long school days, fulfilling their daytime roles and leading classes after school.

The Happy Corona team took an afternoon to enjoy a holiday party on Friday, December 20, 2024. Mr. Mercado played Top 40 and Holiday music while students ate pizza, opened gifts, and danced their hearts out.



KEYDEEN HELPS MR. MERCALDO EMCEE THE EVENT.

PRINCIPAL LUCAS JOINS IN THE DANCING.



HAPPY CORONA FIRST GRADERS ENJOY PIZZA AT THE DECEMBER HOLIDAY PARTY.



THE KINDERGARTEN AFTER SCHOOL GROUP JOINS IN ON THE FESTIVITIES.



MS. YOUSSEF HELPS PASS OUT GIFTS AT THE HOLIDAY PARTY.



3RD GRADERS ENJOY PIZZA AT THE HAPPY CORONA HOLIDAY PARTY.



MS. HOTAKY HELPS PASS OUT GIFTS AT THE HAPPY CORONA HOLIDAY PARTY.

A SWEET MOMENT OF JOY

ANNUAL COOKIE SWAP EVENT



OUR FESTIVE STAFF POSE FOR OUR ANNUAL HOLIDAY CARD.

TEACHER COOKIE SWAP

At PS143Q Elementary School there is one thing our teachers really enjoy: holiday cookies! It has become an annual tradition at our school for our large staff to bring in cookies each December for a grand swap. Even if you forgot to bring cookies, there was plenty of baked goods and refreshments to go around.

It wasn't just cookies either. There were games, holiday



TEACHERS BEGIN TO SWAP AND DEVOUR THE HUNDREDS OF COOKIES!





OUR TEACHERS EMBRACING THE STRAW GAME.

backdrops for photos, and even our own giant indoor inflatable snow globe! If you look at our holiday card photo, you will see teachers actually inside the snow globe! Holiday / Cookie music was provided by our resident DJ / Librarian, Mr. Mercaldo. In one particularly funny game, staff had to pick up straws without using their hands!

Overall, teachers had a good time taking pictures, laughing, and consuming delicious pastries and cookies. Fun times like these bring our staff closer together, especially in the December season.



MS. RUSSO AND MR. BLUMAN POSE FOR A PHOTO.



MS. VACCHIO AND MS. BROOKS GIVE THEIR BEST EFFORTS IN ONE OF OUR MORE RIDICULOUS, BUT EXCITING, GAMES WHILE MANY OBSERVERS LOOK ON IN EXCITEMENT.



AS USUAL, 143 OPENS ON

CHRISTMAS DAY FOR OUR CUBS



THANKS TO MANY INCREDIBLE ELVES, WE WERE ABLE TO STAY OPEN ON THE HOLIDAY TO PROVIDE A MAGICAL EXPERIENCE FOR STUDENTS AND FAMILIES.

CHRISTMAS CHEER FOR 143 CUBS

On December 25th, Ms. Lucas and Ana, Jack, Ms. Lerner, Ms. Jen, Ms. Hernandez, Ms. Caceres, School Safety and more were at 143 bright and early, setting up a Mickey D's feast to kick off a magical day! Soon after, they loaded up several coach buses and made their way to Manhattan, where they filled the seats at Radio City Music Hall to witness the dazzling Christmas Spectacular. Our children were in awe! When we returned to school around 8PM, Santa himself made a special visit. We shared cookies, opened gifts with families, and ended the day wrapped in joy and gratitude. It was a beautiful reminder of the love we pour into our community all year long. At 143, we don't just open our doors—we open our arms and hearts. This day was a perfect reflection of that spirit—and so much more. Thank you, 143.



