

# PS 25 INSIDER NEWS

Carmen Toledo Guerrero, Principal

Issue 4 Volume 1



Principal Toledo-Guerrero welcomes Mayor Bill de Blasio and Chancellor Richard Carranza to Ms. A. Figueroa's 3-K classroom.

## Principal's Message

This month I had the pleasure to welcome our new Chancellor Richard Carranza and Mayor Bill de Blasio to our school. Our 3-K and Pre-K children welcomed our new Schools Chancellor and Mayor with hugs and songs. The successor of Chancellor Carmen Fariña and the city's leader exchanged high-fives with the little ones and expressed their commitment to continue to fight for equity and excellence in NYC's 1,800 public schools to guarantee better opportunities for future generations. The visit highlighted many of the accomplishments achieved at PS 25 and the commitment of our educators to the children of NYC. I would like to take this opportunity to thank my staff for the commitment and dedication that they have shown to our students.

**Principal,**  
*Carmen Toledo-Guerrero*



Mayor Bill de Blasio with Schools Chancellor Richard Carranza during their visit to P.S. 25 in the Bronx. (Photo by Mariela Lombard via El Diario)

# INSIDE OUR CLASSROOMS



Students from class 4-402 in a math scavenger hunt in the exploration center.

## Geometry All Around Us- Class 4-402 Prof. M. Wagner, Prof. K. Gartmayer and Paraprofessional K. Lugo.

In class 4-402 we are learning about lines, rays and angles. As we all discovered there are lines, rays and angles everywhere so we decided to do a scavenger hunt. Our students searched through the indoor yard to gain a better understanding. In the TeePee we found intersecting lines and acute angles. We look forward to discovering more math in the world!

## The Five Practices That Promote Productive Mathematics Discussions in the Classroom

1-Anticipating. “Actively envision how students might approach the mathematics task they will work on.” Thinking about student approaches, possible errors, and misconceptions allows teachers to better plan their questioning strategies.

2-Monitoring. “Pay close attention to students’ mathematical thinking and solution strategies as students work the task.” Did any students use strategies you did not think about? Did any use a visual model or more sophisticated strategy that you want highlight with the class? Did any make errors that you want to highlight with the class?

3-Selecting. “Select particular students to share their work with the rest of the class to get specific mathematics into the open for examination.” The selected students can be alerted in advance to give them time to gather and organize their thoughts.

4-Sequencing. “Make decisions regarding how to sequence the student presentations.” The goal is to maximize the connections between and among ideas. For example, a teacher may first call on a student or group with incorrect thinkings or an incorrect answer to highlight a common misconception before the class discusses the correct answer.

5-Connecting. “Help students draw connections between their solution and other students’ solutions as well as the key mathematical ideas in the lesson.” This synthesis will help reinforce and extend learning.

**“When STUDENTS share, discuss and compare strategies, TEACHERS have greater insight into students thinking.”**

Assistant Principal,  
Emilia Acabeo-Troche