GRADUATES:
LY/YTD

- DREAMS: 5/16
- DSSM: 7/6
- KAISER PARK: NA/1
- MURROW: 39/356
- SCHERMERHORN: 53/55

ATTENDANCE:

- DREAMS: 48%
- DSSM: 50%
- KAISER PARK: 60%
- MURROW: 86%
- SCHERMERHORN ST: 47%

EMPLOYEE OF THE WEEK

STUDENT OF THE WEEK

BK NORTH EXAMINER

“HOUSTON, WE HAVE A GRADUATE AT KAISER PARK”

CONGRATS ABIGAIL RODRIGUEZ
Arts, Access & D79:

Congratulations to all students who had their artistic talents displayed at the D79 Arts Exhibition Friday night at the Queens Museum with the theme “Who Tells Your Story?” The evening included a scene from “Hamilton” acted out by our students.

- For D79 Art Education programs video: [click here](#)

- Special shout-out to Principal Marie Polinsky, D79 FSC’s Rachel Dahill-Fuchel and D79 Arts Educators/Arts Liaisons: Tisha Gomez, Coop-Tech/Bennie Daniels, Brooklyn P2G/Izabela Nieznalski, Coop-Tech/Haynese Lamey, Bronx P2G/Elizabeth Josephson, ERA/Yanira Rodriguez, Bronx P2G/Myron Young, ERA/Leah Kronenfeld, Manhattan, P2G/Ana Garcia, JSK HS/Tashema Spence, Queens P2G/Nyesha Green, /LYFE William Gannon, Staten Island, P2G/Isabel Rosado, Passages/Niah Howell, Staten Island, P2G/Carolyln Rudder, Passages/Nick Igboyo, Staten Island, P2G/Paula Michas, ReStart.

Importance of Art in the Classroom:

Too often in today’s schools, an emphasis is placed on subjects like Mathematics, Language Arts, and Science. Although these topics certainly have their place in the curriculum, subjects like visual arts and music have found their way onto the back-burner of education. However, the importance of the Arts in the classroom have been proven to be highly beneficial for students
and studies have shown that increased exposure to the Arts can result in higher grades and more successful graduates. Some of the benefits of the Arts in the classroom include:

• DEVELOPING HIGHER THINKING SKILLS
• BUILDING SELF-ESTEEM
• ACCESSING MULTIPLE INTELLIGENCES
• CHALLENGING ALL STUDENTS
• ACHIEVING SUCCESS IN OTHER SUBJECTS
• COGNITIVE AND EMOTIONAL BENEFITS
CHOICES AND CONSEQUENCES OF DRINKING AND DRIVING

Today's Presentation was on the choices and consequences of drinking and driving and was presented by the DA's office. The presentation was separated into three parts which were all interactive. The first part of the presentation consisted of actual People who have been arrested for drunken driving related events. Each speaker did an excellent job of telling their stories and explains to the students how their lives can change in a second because of drunk driving. The second portion the presentation showed various video clips and examples of how situations have and can go wrong due to drinking and driving. The final part of the presentation was an actual skit with the students depicting a drunk driving incident and showing the audience the consequences that come with driving a car under the influence of drugs or alcohol. The presentation was concluded with each student being given the opportunity to wear “Drunk goggles” so they can see for themselves was it is like to be inebriated and still trying to function in a normal manner. The students were most receptive to this presentation and we hope they will return next year to inform more students.

MR. HILLS-DOZIER

On May 23rd Pathways to Graduation's group 1, 2, 3 and ENL cohorts were honored to have The Kings County District Attorney's office present the "Choices and Consequences Program." The Program was led by the Assistant DA and was designed to prevent reckless and drunk driving. The program provided fact pattern, from a real criminal case, and even had individuals who suffered the consequences from their poor decisions enlighten the students on the results. Students were engaged throughout the presentation and were able to ask questions and participate in a simulation of what it would feel like to be intoxicated. We are grateful to have formed a relationship with the DA's office and look forward to having them back again.

MRS. GREENAWAY-PETERS

On Wednesday, May 24th, students listened to the Choices & Consequences Program presented by the Vehicular Crimes Bureau of the Brooklyn District Attorney's Office. It was informative and an effort to diminish accidents and therefore, deaths. The message was clear: Be SAFE, be sober, and think twice when it's your turn to drive.
Students were sitting upright in their seats and the tone was 'serious' as presenters articulated heartfelt stories of tragic accidents that caused unintentional deaths. A woman, with tears in her eyes, told her story of unknowingly hitting a child and then leaving the scene of the accident. When she returned the boy was taken in an ambulance, but didn't make it.

A man described his experience of having a few drinks, not paying attention and running a red light. He hit another vehicle as he was turning and killed the woman driver.

They emphasized the hazards of reckless driving such as: excessive speeding, going through red lights and stop signs, weaving in and out of traffic, and cell phone use, which all contribute to traffic deaths.

Moral of the story-- though an accident is something that is UNAVOIDABLE, drivers must take responsibility to keep themselves and others safe. I think that everyone present was reminded of the real dangers of driving and will drive defensively, myself included.

MRS. BAKER

The presentation was very influential and eye opening. The part of the presentation that was so impacting to me was when the speakers shared their stories. I was surprised and stunned because they gave off such a mature and responsible impression. It was at first hard to comprehend that they were involved in the situation where someone lost their life. These were simple ordinary people going about their day, but one simple mistake resulted in such a horrific tragedy. People are prone to make mistakes, but the fact is that this accident could have been avoided. I also learned that we should to take responsibility for our actions and be cautious.

Sierra Barnes; Student at Schermerhorn st.
ROCK STAR STUDENT

Angie Wu, one of Pathway's hardest working students, celebrates her wonderful achievement on the TASC exam. She raised her score on the TASC Writing section by 80 points and looks forward to reaching even greater heights in the future, including graduation from P2G and a great college career, with plans to study business and computer science. We applaud her achievement and will proudly continue to support her as she reaches and surpasses new goals.

--Greg Fay, Teacher

P2G@Schermerhorn Street
ENCOURAGING PERSISTENCE IN MATH

Weekly open-ended math tasks can pique students’ interest, leading them to take risks and develop a growth mindset.

By Solenne Abaziou

Students often struggle with persistence—they’re uncomfortable with the idea of trying a solution if they’re not confident that it will yield the desired results, which leads them to refuse to take risks.

Helping students get past this fear will give them a big advantage in math and in many other areas of daily life. Tasks called problem solvers are valuable tools for leading students to persist when faced with difficulties and to develop a growth mindset through productive struggle.

Crafting Rich Problem Solvers

The ideal problem solver has a low floor and high ceiling: The skills needed to tackle the problem should be minimal, to allow weaker students to engage with it, but it should have several levels of complexity, to challenge high-flying students.

The dice in a corner problem from the NRICH Project is a perfect example. This problem asks students to align at least three dice in a corner such that the touching faces have equal value, and the sum of the exposed faces is exactly 18. So the minimum requirement to find a solution is being able to count up to 18, a low floor, but educators can push more capable students by prompting them with questions about patterns they notice or by encouraging them to find all of the solutions.

Open-ended problems allow students to be confused at the beginning, which encourages them to struggle until they get on a path that will likely lead them to the solution. Learning to work through the initial frustration of not knowing where to start is the first step to building problem-solving resilience in students.

It’s helpful when a problem leaves room for different interpretations. A vaguely worded question promotes critical thinking as students decide what they think the question
means and how that will affect their solution. **Snowmen Buttons** by Christian Courtemanche is an example of an ambiguous wording for elementary levels. This problem asks students how many snowmen with two or three buttons each can be built if they have 21 buttons, but it doesn’t specify whether all the buttons must be used or if the number of snowmen should be maximized.

Having multiple solution paths allows students to use their creativity and makes problem solvers accessible to all learning styles. My students recently found seven different ways to approach a problem solver I brought them, and the discussion that came out of it when they explained their reasoning to others helped develop their mathematical communication skills.

**Supporting Students to Persevere**

Teacher support throughout the problem solver is essential to its success. The most crucial piece is to remove all factors that may inhibit students from thinking outside the box and trying things they’re unsure of. To do this, I take away the expectation that students will solve the problem and I don’t grade the final product.

Instead, we focus on the process, and I give students a participation grade. This has leveled the playing field, as weaker students who are used to struggling through problems have an advantage over their peers who don’t usually need to put in as much effort.

Another important consideration is how to respond to student questions. For me, answering them robs students of learning opportunities. Reflecting them back and encouraging students to answer their own questions teaches them to become resourceful. It’s useful to have several questions ready to help students deepen their thinking as they go along, to take the problem to a higher level if they finish, or to spark ideas in students who get stuck. Examples include “Have you found all of the possible solutions? How do you know?” and “Are there any other ways you can get to the answer?”

To develop mathematical communication skills, students should be encouraged to work together and share their methods with others. Pairing strong and weak students or those with different learning styles is a great way to do this. But allowing students to create their own groups reinforces to them that they are free to proceed as they see fit in this task.
A class discussion at the end in which learners are asked to justify the method they chose emphasizes that any strategy is acceptable as long as there is sound reasoning behind it.

**Some Things to Consider**

Variety is key to keeping students engaged in problem solvers. Though the problems should encourage deeper thinking, having an easier problem once in a while helps students avoid feeling burnt out.

I also like to vary the types of problems and the content. The problems I give in my algebra class often don’t have an algebra component—like the dice in a corner problem described above—and they never relate to the content we’re currently studying. Problem solvers keep the class fun and engaging.

Doing these tasks on a regular basis is ideal to give students the practice they need and keep them flexing their problem-solving muscles—I generally use a full class period once a week, but any exposure is beneficial. I would caution teachers against judging the success of this activity for at least the first eight times. When I started out, I heard nothing but complaints, and several students didn’t engage with the problems at all for the first few weeks. They gradually came to understood the purpose of the activity, and their complaints turned into “I know this is good for me, but....”

Eventually students would come to class excited to find out what the problem solver of the week was. The lesson in this: Problem solvers teach patience and perseverance not only to students, but also to their teachers.
**P2G Brooklyn**

**MIXED MATHEMATICAL ASSESSMENT**

**DATE:** June 6th, 2018  
**TIME:** 10:00 a.m.-12:00 p.m.  
Lunch will be served at  
12:30 p.m.  
**LOCATION:** MARCY HUB  
Auditorium  
832 Marcy Avenue  
Brooklyn, NY 11216
UP AND COMING EVENTS

› 5/28 Memorial Day
› 5/30 Field Day
› 6/1 Staff celebration at Marcy
› 6/6 Math Tournament @ Marcy
› 6/7 Chancellors Pd day
› 6/11 Prom
› 6/12 Ort
› 6/15 Eid Al-Fitr  schools closed
› 6/20 Graduation
› 6/20 Tasc exam
› 6/26 LAST DAY OF SCHOOL