

March 2024



By Dassire Flores

Home Instruction Teens

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Spring Chick
Irish Flag Pudding
Happy St. Patrick's Day
Terrarium
St. Patrick's Day
Spring Colors

Lurose Vargas
Lurose Vargas
Lurose Vargas
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Dylan Ragbir
Dylan Ragbir

PARENTAL CONSENT FORM

62



APRIL ISSUE DEADLINE:
APRIL 18th, 2024

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www.homeinstructionschools.com

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* Special thanks to Todd Alessandro & our WONDERFUL Principal Ramona Pizarro for all their help in producing this magazine!!

HIT MAGAZINE

Home Instruction Teens Magazine

*Welcome back to another year of HIT MAGAZINE
These magazines are written by Home Instruction students for
Home Instruction students. They provide an opportunity for
students to communicate and share ideas.*

**All students (K-12) are invited to participate in the
production of these magazines.**



**You don't have to be a great writer to be involved.
There are all kinds of things that will help in the
production of each issue.**

CONTESTS

Every month we try to list contests. Hopefully you will enjoy entering some of them. If you do, please let us know and also send us a copy of your entry so that we can print it in HIT. A number of our students have won these contests so you should really try. Let us know if you win so we can mention that in the next issue.

If you have any questions please contact us at:

MKANE6@SCHOOLS.NYC.GOV

SCHOLASTIC ARTS AND WRITING AWARDS

If you are seriously interested in art or writing you SHOULD enter this contest.

Prize: There are national and local awards

Grades: 7-12

Information: <http://www.artandwriting.org/>

New York Recycles Poster Contest

Sponsored by **The NYS Association of Reduction, Reuse and Recycling (NYSAR³)**

Grades: K-12

Themes:

Climate Change Affects Us All

The First R - Reduction! - Reduce to improve your environment

Deadline: May 24, 2024

Information: <https://www.nysar3.org/page/ny-recycles-poster-contest-76.html>



DISTRICT 75 STEM FAIR 2024

March 21st, 2024 at American Museum of Natural History

An incredible event hosted by D75 STEM showcased the remarkable contributions of Home Instruction students. Home Instruction showed up and stepped up with patterns, greenhouse effects, and playing cards doing math magic. Manhattan's grid system is aligned twice a year and when this happens, we can see the sunset from our city streets without obstruction? Amazing!

Each presentation offered valuable insights into various subjects including force and motion, chemistry experiments with bath bombs and spa products, the detrimental impacts of pollution, the significance of food coloration, and even the genetics of cat fur color. The event buzzed with enthusiasm from excited students, staff, and families representing all five boroughs of D75. Our

Home Instruction students brought their traches, AAC devices, wheelchairs, anxiety, presentation boards, knowledge, bravery and showed that because Home Instruction assumed they could, they showed visitors of the American Museum of Natural History on Wednesday, March 20th, 2024 that they can... and they did!

By Mei Li

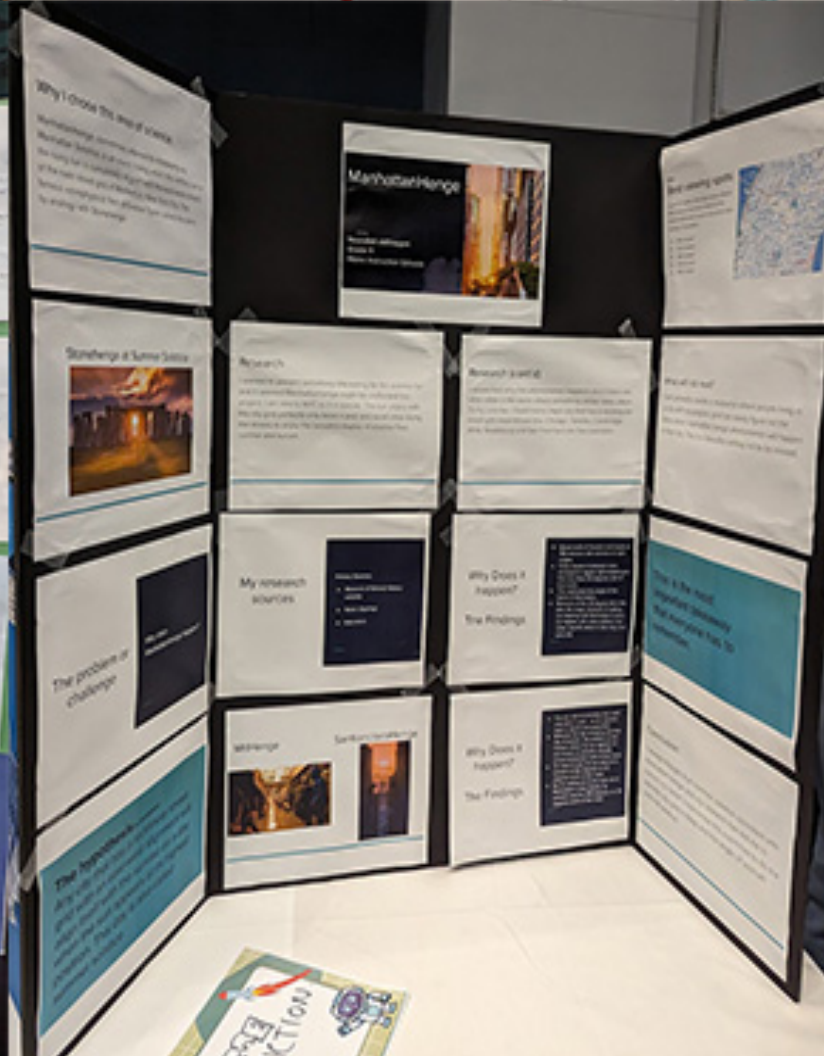
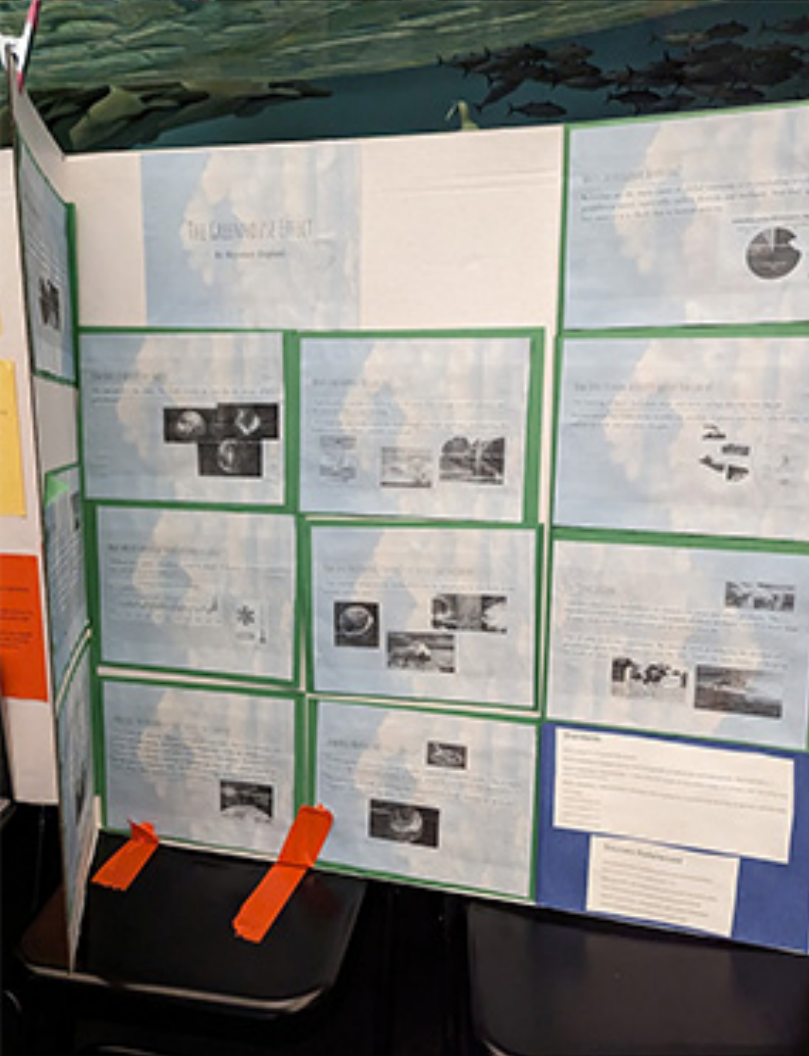
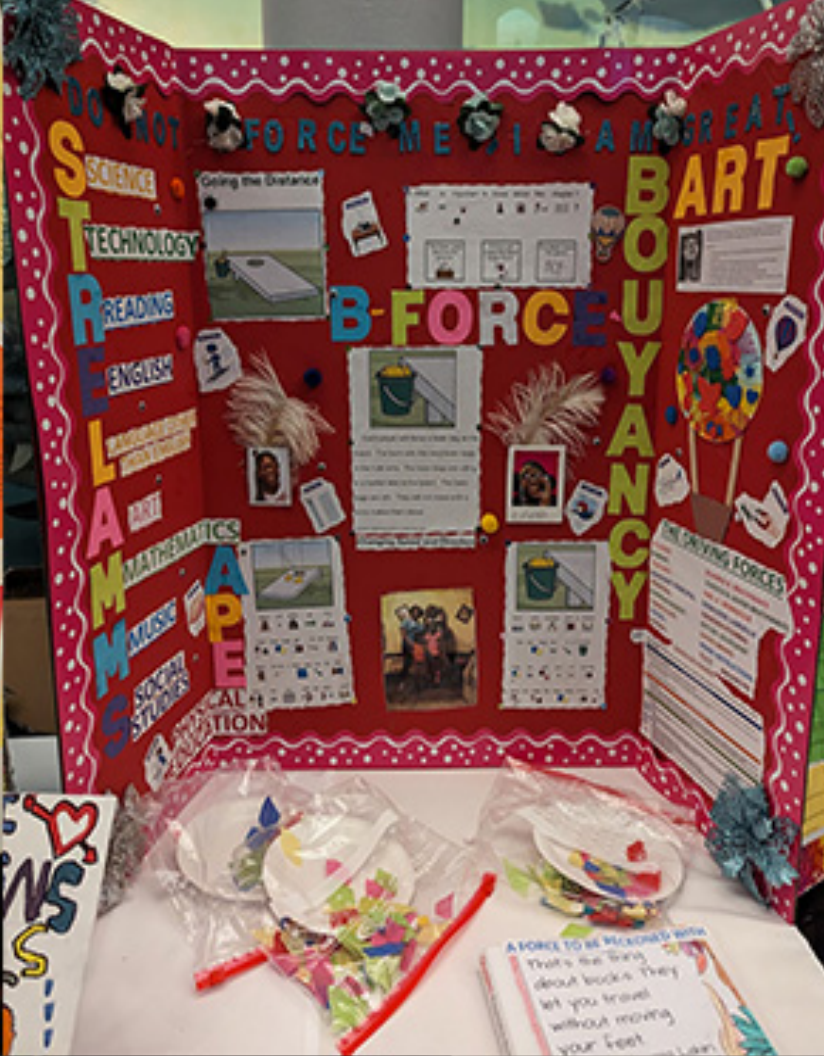
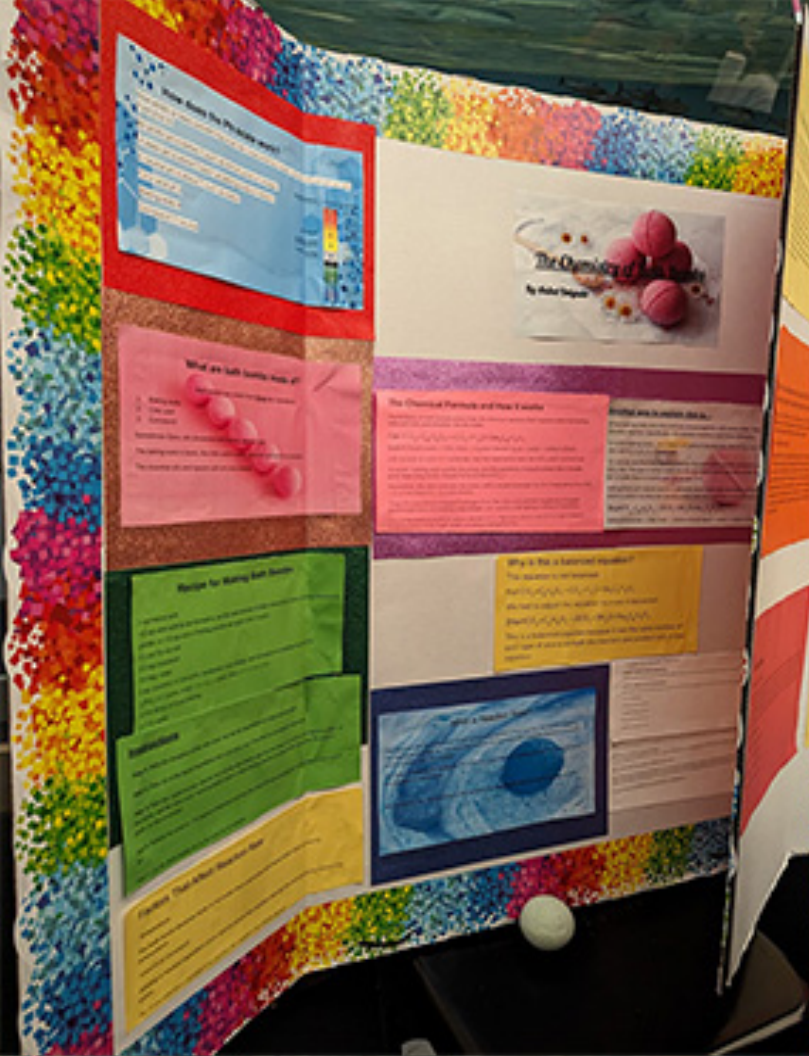












Math Magic

By: Aki Fujino

I Can Guess Your Number Between 1 and 9 and Your Age

Choose a number 1-9
 Multiply it by 9
 Add 50
 Multiply that number by 20
 If your birthday passed add 204
 If it did not pass, add 220
 Subtract your year of birth
 The answer will give 2 numbers. The first number will be the number you chose and the second will be your number with the final age.

View can write out these instructions algebraically

Choose a number x 1-9. Put a zero that y is y
 Multiply x by 9
 Add 50 = $9x + 50$
 Multiply that number by 20 = $20(9x + 50)$
 If your birthday passed add 204 = $20(9x + 50) + 204$
 If it did not pass, add 220 = $20(9x + 50) + 220$
 Subtract your year of birth = $20(9x + 50) + 204 - \text{year}$
 The answer will give 2 numbers. The first number will be the number you chose and the second will be your number with the final age.

Let's put it together and solve an example using order of operations

Let's say you chose 3 and your birthday did not pass. Let's say you were 15 years old.
 Choose a number $x = 3$. Put a zero that y is $y = 15$
 Multiply x by 9 = $9 \times 3 = 27$
 Add 50 = $27 + 50 = 77$
 Multiply that number by 20 = $77 \times 20 = 1540$
 If your birthday passed add 204 = $1540 + 204 = 1744$
 If it did not pass, add 220 = $1540 + 220 = 1760$
 Subtract your year of birth = $1760 - 15 = 1745$
 The answer will give 2 numbers. The first number will be the number you chose and the second will be your number with the final age.

Magician's thought process of the 27 card trick in a graph

Group	Card	Value
Group 1	10	10
Group 1	11	11
Group 1	12	12
Group 1	13	13
Group 1	14	14
Group 1	15	15
Group 1	16	16
Group 1	17	17
Group 1	18	18
Group 1	19	19
Group 1	20	20
Group 1	21	21
Group 1	22	22
Group 1	23	23
Group 1	24	24
Group 1	25	25
Group 1	26	26
Group 1	27	27
Group 2	10	10
Group 2	11	11
Group 2	12	12
Group 2	13	13
Group 2	14	14
Group 2	15	15
Group 2	16	16
Group 2	17	17
Group 2	18	18
Group 2	19	19
Group 2	20	20
Group 2	21	21
Group 2	22	22
Group 2	23	23
Group 2	24	24
Group 2	25	25
Group 2	26	26
Group 2	27	27

Process of the 27 card trick in words

1. 1, 2, 3, 4, 5, 6, 7, 8, 9 in the base of the card
 2. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27 in the base of the card
 3. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27 in the base of the card
 4. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27 in the base of the card

Group	Card	Value
Group 1	10	10
Group 1	11	11
Group 1	12	12
Group 1	13	13
Group 1	14	14
Group 1	15	15
Group 1	16	16
Group 1	17	17
Group 1	18	18
Group 1	19	19
Group 1	20	20
Group 1	21	21
Group 1	22	22
Group 1	23	23
Group 1	24	24
Group 1	25	25
Group 1	26	26
Group 1	27	27

Instructions for Base 3 (Ternary Numbers)
 1. Add the position and that binary number to find out what the number is equal to.
 2. Add the position and that binary number to find out what the number is equal to.
 3. Add the position and that binary number to find out what the number is equal to.
 4. Add the position and that binary number to find out what the number is equal to.
 5. Add the position and that binary number to find out what the number is equal to.

Example:
 1. Add the position and that binary number to find out what the number is equal to.
 2. Add the position and that binary number to find out what the number is equal to.
 3. Add the position and that binary number to find out what the number is equal to.
 4. Add the position and that binary number to find out what the number is equal to.
 5. Add the position and that binary number to find out what the number is equal to.

BACKGROUND INFORMATION on a History Connection to Magic Tricks

Many magic tricks have a history connection to magic. For example, card tricks can be traced back to the 15th century. Some of the earliest magic tricks were performed in the streets of Europe. These tricks were often used to entertain the masses and to make a living. Some of the most famous magicians of the past include Jean Eugène Robert-Houdin and Houdini.



CARDS USED WORLD WIDE

Many magic tricks use a standard 52-card deck. However, some magicians use special decks with unique cards. For example, some magicians use decks with cards that have different colors or patterns. These special decks can be used to perform tricks that are not possible with a standard deck.



EXERCISES AND MULTIMEDIA

Many magic tricks help to illustrate mathematical concepts. For example, card tricks can be used to teach probability and statistics. Some magicians use tricks to demonstrate the power of numbers and the importance of mathematics in our lives.

Number tricks can be represented algebraically and be solved using order of operations.

Number tricks can be represented algebraically and be solved using order of operations. For example, the trick "I can guess your number between 1 and 9 and your age" can be represented as a series of algebraic equations. By using the order of operations, we can solve for the unknown number and age.

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Any Number

Number tricks can be represented algebraically and be solved using order of operations. For example, the trick "I can guess your number between 1 and 9 and your age" can be represented as a series of algebraic equations. By using the order of operations, we can solve for the unknown number and age.



Solar System

By Bryan Lrena Reyes

The solar system consists of the Sun, eight planets, and many moons. The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Each planet has its own unique characteristics and features. For example, Jupiter is the largest planet in the solar system, while Mercury is the smallest. The Sun is the central star of the solar system and provides the energy that makes life possible on Earth.

The Real Color of Food and Why People Are Looking For Alternative Health Remedies

By [Name]

Many people are looking for alternative health remedies because they believe that natural remedies are safer and more effective than conventional medicine. However, it is important to be cautious when using alternative remedies, as some can be harmful or interact with other medications. A healthy diet and lifestyle are the best ways to maintain good health.

STUDENT: Zajairie Brathwaite
TEACHER: Gail A. Monsegue
BOROUGH: Brooklyn
ASSISTANT PRINCIPAL: Geraldine Langella

*Her thoughts about her appearance at the
D75 STEM FAIR 2024*

What did you like about the STEM FAIR 2024?

I am so impressed.

I am happy.

That all the people who came.

I like the dinosaur, the t-Rex.

I saw monkeys.

The big blue whale.

It was noisy.

I gave out all the goody bags. (Teachers Note: Zajairie handed out all of the bags that contained the art project for the Hot Air Balloon.)

1 bag to everybody.

What did you see when you went around the FAIR?

I saw the bubbles.

The soaps

I ate a cookie.

Making (edible) flowers with sprinkles.

Who did you meet?

The principal boss lady came

(Teachers Note: Principal Ramona Pizarro.)

I saw a teacher from my school, PS235.

One boy made me laugh. He was making jokes.

I met a statue. (Teacher's note: Teddy Roosevelt sitting on a bench at the American Museum of Natural History's main entrance.)

I met 800 people. (Teachers Note: The cacophony of sounds made it sound like 800 people with the echoes)

How did you get to the Museum?

I took Access A Ride.

It took me 5 hours.

(Teacher's note: Zajairie had 3 trips on 03/20/2024)

MOTHER'S THOUGHTS: Zuleica Yarde Brathwaite

TO PRINCIPAL PIZARRO AND ASSISTANT PRINCIPAL LANGELLA:

Thank you for letting my daughter, Zajairie, go to the museum to the STEM FAIR 2024. My daughter was so happy and she enjoyed herself. My husband and I are so happy that Zajairie got to go and submit her project.



03/25/2024

STUDENT: David Andre Chua Reyes

TEACHER: Gail A. Monsegue

BOROUGH: Brooklyn

ASSISTANT PRINCIPAL: Geraldine Langella

Miss Monsegue interviews Bryan Chua, father of David Andre Chua Reyes; and Mrs. Ofelia, Reyes, mother.

Their thoughts about David Andre's appearance at the D75 STEM FAIR 2024

What did you like about the STEM FAIR 2024?

All the students who were there, did great projects.

What did you see when you went around the FAIR?

The technology ones were memorable.

David Andre was smiling at the various areas we visited.

Who did you meet?

We met Superintendent Ketler Louissaint.

And missed Principal Pizarro.

We also met many students who were exhibiting great projects.

It was the first time that we visited the American Museum of Natural History. We always see the museum on the television.

We will be going back another day to take more in and see the dinosaurs, and planetarium.

How did you get to the Museum?

We traveled in our car.

Can there be a discounted price for parents who are parking in the museum next year?

My trip around the museum.

We now know that dinosaurs are real. The big elephant and other life size animals were awesome. My children have never visited this museum before, and they really enjoyed their visit.

PARENTS THOUGHTS:

Thank you very much Ms. Pizarro and Ms. Langella, for allowing David Andre to be part of this awesome experience.



POETRY PLACE

The Things We Carry In Coney Island

By Usman Oladunmoye

Teacher: Menucha Stubenhaus

We carry the smell of blood in the air

We carry the fear of not going outside, after a kid reaches the end of his
chapter to another kid

We carry the scars of losing people near our age over a pack of candy

We carry the people who we know caught a stray and die because of it

We carry the thought of “are we really safe even if police are on every block”

We carry the future even if the past is terrible

We carry lots of people who have kids and are on drugs

We carry the graffiti of people on our streets

We carry the hotdog winners and the fastest eaters every year

We carry basketball stars and phenomena

We carry improvement through our people

We carry turning Coney Island into less projects and more luxury condos

We carry the judgments of outsiders

We carry the smell of funnel cakes and popcorn during summer time

We carry the screams of joy, the laughter of amusement parks

We carry fireworks during July 4th that symbolize us

We carry the beautiful seagulls on the soft sand at the beach

We're the people who determine Coney Island's future

We're the motors of Coney Island

We're the ones who determine if Coney Island is going to be remembered
as dystopia or utopia

As we walk across the boardwalk tripping over the little pins sticking out
our positive thoughts enter our minds and the negative thoughts start to exit.



The Answer
By Anonymous

Most people spend a lifetime searching for something to find,
looking past too far ahead, not leaving anything behind.

But this is what defines us, the memories, when we are gone,

There is information we must know so that we can live on.

Here is the secret to all our troubles, try it and don't fake it!

Instead of searching for what's not there,

life is what you *MAKE* it.



REFLECTIONS

Learning Starts with Failure

By Anonymous

“Learning starts with failure; the first failure is the beginning of education.” I strongly agree with this quote. This quote reveals that nobody or anything is perfect. Everything in life is something that formed from nothing. The more time you put into something you’re trying to complete the more you’re educating yourself. It’s like you started at 0%, which is nothing to educating yourself or knowledge, working you way up too 100%, which is completion.

This quote by John Hersey is 100% accurate in my opinion. Failure will always be failure until somewhere in the downfall you decide to move out of the stage and take your knowledge and start educating yourself. Failure is necessary to see yourself or your plans/goals grow gradually. It may take time but you moved on out of that stage of nothing into education of some sort. Nobody’s born with a great I.Q somewhere in the process you learned things.

In addition, an example representing the novelist quote is a high school graduate; a high school graduate had to learn how to read/write and speak accurately in order to move up their education. Reading, Writing and speaking was the first step into communication and after conquering that step you start educating yourself. They start from nothing to success.

In conclusion, I think everything in life can relate to this quote. It’s reasonable and makes perfect sense. Success and learning have to start from somewhere. It is through failure and making mistakes that we learn how to succeed and to do better in the future. So maybe “failure” isn’t a failure after all.

Cooking Corner

Jayla's Tasty Treats
By Jayla Douglas
Teacher: Gwenddyn Edwards

Cinnamon Peach Cobbler Cookies



Prep/Cook - 4hrs 5
Servings: 24

Ingredients:

Peach Cobbler Filling

- 1 ½ cups fresh diced peaches
- 2 tablespoon granulated sugar
- ½ teaspoon ground cinnamon
- ½ teaspoon lemon juice
- Pinch of fine sea salt
- 1 teaspoon cornstarch
- 1 teaspoon water

Cookie Dough

- 7 tablespoon unsalted butter room temperature
- 3.5 oz cream cheese
- ½ cup granulated sugar
- ½ cup light brown sugar packed
- 1 whole large egg room temperature
- 1 large egg yolk room temperature
- 1 teaspoon vanilla extract
- 1 ¾ cup all-purpose flour
- 2 teaspoon baking powder
- ¼ teaspoon salt
- ½ cup coarse cane sugar
- ¾ teaspoon ground cinnamon

Cinnamon Pie Crumb

- 4 tablespoon unsalted butter melted
- ¼ cup light brown sugar packed
- 1 tablespoon granulated sugar
- ½ cup all-purpose flour
- ¾ teaspoon ground cinnamon

Vanilla Glaze

- 1 cup powdered sugar
- 1-2 tablespoon whole milk
- 1 teaspoon vanilla extract

Instructions:

1. Combine the peaches, sugar, cinnamon, lemon juice, and salt in a pot. Cook over medium heat until the peaches are juicy and starting to thicken, about 15-20 minutes. Mash them until the peaches are small and jammy. Then stir in the cornstarch slurry and cook for 2 minutes longer. Transfer the jam to a clean bowl and set aside to cool.
2. Cream the butter, cream cheese, sugar, and brown sugar until light and fluffy.
3. Mix in the egg, egg yolk, and vanilla extract.
4. Mix in the flour, baking powder, and salt until just combined.
5. Chill the dough in the fridge for 30 minutes to firm and make it easier to scoop.
6. In a small bowl, combine the sugar and cinnamon. Scoop the dough into 2 tbsp-sized balls directly into the bowl of cinnamon sugar, tossing to coat them. Then place them on a parchment-lined tray with 1-2 inches of space in between each one.
7. Use the back of a round measuring spoon to indent the center of the cookie dough balls. Then fill the center with a heaping teaspoon of peach cobbler filling. Chill the tray in the freezer for a minimum of 3-4 hours, overnight it is best!
8. Preheat the oven to 350 F/180 C.
9. Make the cinnamon crumbs topping. Combine the crumb ingredients until crumbs form. Bake the crumbs on a parchment-lined baking sheet for 12-15 minutes, or until golden brown. Set it aside to cool, then break it into small crumb pieces.
10. Press a handful of cinnamon crumbs on top of each cookie. Bake them spaced 2-3 inches apart for 12-13 minutes.
11. Pull the tray out of the oven and sprinkle them with more of the cinnamon crumb. Let the tray cool on a wire rack until completely cool before removing. While they cool, make the vanilla glaze.
12. Whisk together the powdered sugar, milk, and vanilla extract until smooth. Spoon a little more peach filling on the centers, drizzle the glaze over the cookies, then enjoy!
13. Store leftover cookies in an airtight container for 2-3 days in the fridge or at room temperature. If storing in the fridge, let the cookies come to room temperature before serving.

****Measure your flour properly.*** This is my #1 baking tip! Do not *ever* scoop a measuring cup into your flour as this always leads to using too much flour. Instead, use the *spoon-level method*. This means fluffing the flour first, then spooning it into your measuring cup/spoon. **For the BEST results, use a kitchen scale!***

Don't skip the chill time. While many cookie recipes require zero chilling time, this step is important for flavor development, texture improvement, and reduced spreading. *All of these contribute to a cookie that is tender and well-rounded in flavor!*





Ingredients

- 4 c. all-purpose flour (plus extra for board) // 480g
- 1 c. granulated sugar // 198g
- 3 tsp. baking powder // 12g
- 1 tsp. baking soda // 6g
- 1 tsp. salt (I use Diamond Crystal kosher salt - see note)
- 1/2 c. cold butter, cut into cubes // 1 stick // 113g
- 1/2 c. golden raisins (sultanas), lightly packed // 80g
- 1/2 c. raisins, lightly packed // 80g
- 1/2 c. currants, lightly packed // 70g
- 2 large eggs, beaten
- 1 c. buttermilk // 227g



Irish Soda Bread Recipe
By Maria Strocchia

1. Preheat oven to 350°F / 180°C / Gas mark 4.
2. In a medium mixing bowl, sift together flour, baking powder, baking soda, salt and sugar. Set aside.
3. Using a pastry blender or food processor cut butter into flour mixture until you have pieces no larger than a pea. Transfer mixture to a large mixing bowl.
4. Add raisins and currants into flour and butter mixture. Toss to coat raisins in flour.
5. Add milk and eggs, mix to combine with a spoon or sturdy rubber spatula. (I don't recommend food processor here).
6. Dough will be sticky. Using floured hands, mold into a round or oblong loaf. (This is a quick bread and is not meant to be kneaded, take care not to overwork the dough.)
7. Place soda bread on baking pan lined with parchment paper in center of oven.
8. Bake for 50 - 60 minutes. Remove from the oven and place on cooling rack.
9. Brush top of soda bread with butter while hot.
10. Let cool completely before cutting.

PREP TIME	COOK TIME	TOTAL TIME
10 minutes	55 minutes	1 hour
		5 minutes

Irish Soda Bread Recipe

By Maria Strocchia

Corned Beef Dinner

Ingredients

- . 1-4½ pound corned beef brisket
- . 4 allspice berries
- . 2 bay leaves
- . 1 teaspoon mustard seeds
- . 1 onion, quartered 1 bulb garlic, cut crosswise so each clove is cut in half
- . 1 teaspoon black peppercorns
- . 1 whole clove, optional
- . 1 medium head cabbage, cut into eighths
- . 1½ pounds small (about 1-inch diameter) red potatoes

Cooking Instructions

1. Rinse corned beef under running water. Place in large pot. Add allspice, bay leaves, mustard seeds, onion, peppercorns, and clove. Add enough water to cover.
2. Bring to a boil, skim any scum if needed. Reduce to a simmer and cover. Cook about 4 hours, or until fork-tender. Remove and keep warm.
3. Strain out spices and vegetables from cooking water. Add cabbage and potatoes. Bring to a boil and reduce to a simmer. Cook 30 minutes until fork tender.



PROJECTS & PUZZLES



Character's Emotions
By Amahia Rodriguez (Manhattan)
Teacher: Maria Sosa



The Letter "I"
By Amahia Rodriguez (Manhattan)
Teacher: Maria Sosa

READING Unit Topic: Art for Everyone

Description: In this module, we listened to, read, and viewed a variety of texts and media that presented information about how people create and share different art forms; and learned about how do different art forms impact people in different ways?

Quote: “The world is but a canvas to our imagination” by Henry David Thoreau

We learned “no matter what form their creations take, all artists have similar goals. Artists explore what it means to be a person—to think, feel, and be. They’re interested in sharing something of themselves as well as **provoking** emotions in other people—their audience. Using a variety of tools, including words, music, paint, and movement, they make people laugh, cry, fear, hope, and wonder”. (HMH)

Culminating unit activity: Student Digital Collage

Some of Claude’s favorite art forms are drawing, painting, digital art. Digital art is his overall preference.

Culminating unit activity: Claude created two collages, one of Japan and one of New York. His collages are an artistic composition of different cultural images of importance to him regarding his connection to two countries of significance to him.



**Japan & NY Digital Collages
By Claude Okitsu (Grade 5)
Teacher: Terri Foster**

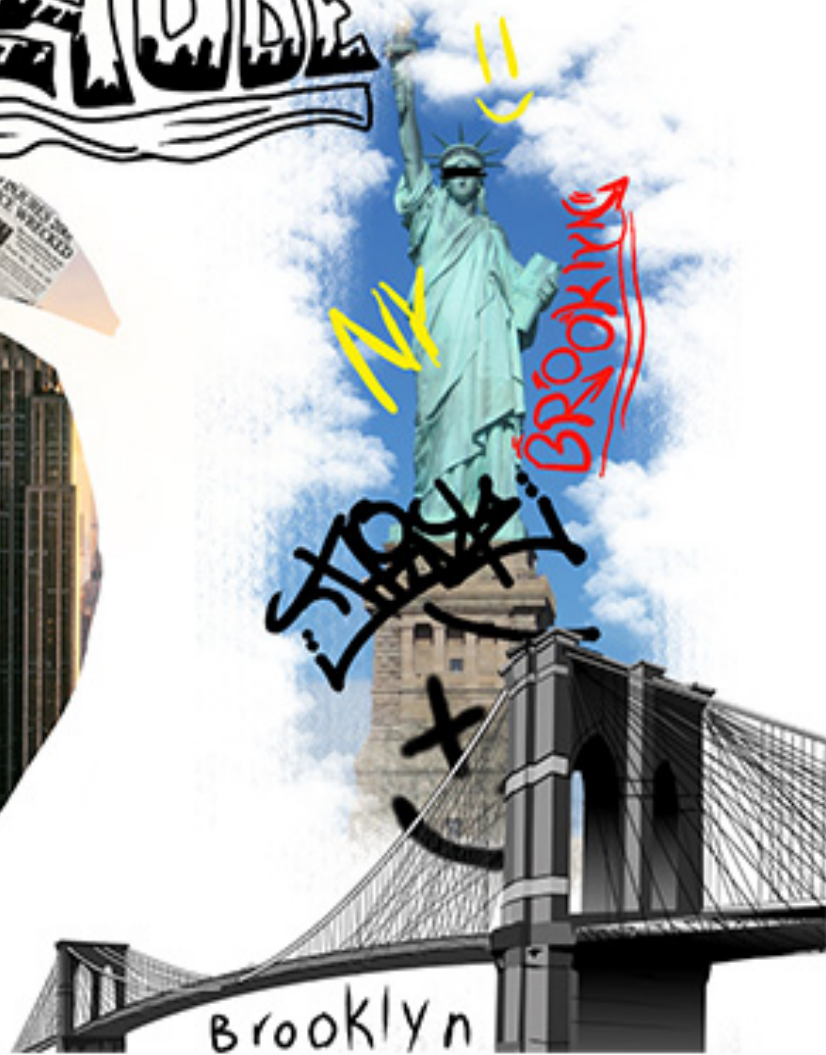


Japan & NY Digital Collages
By Claude Okitsu (Grade 5)
Teacher: Terri Foster

CLAUDE



NO KING Sor Queens



Japan & NY Digital Collages
By Claude Okitsu (Grade 5)
Teacher: Terri Foster

3/28/24

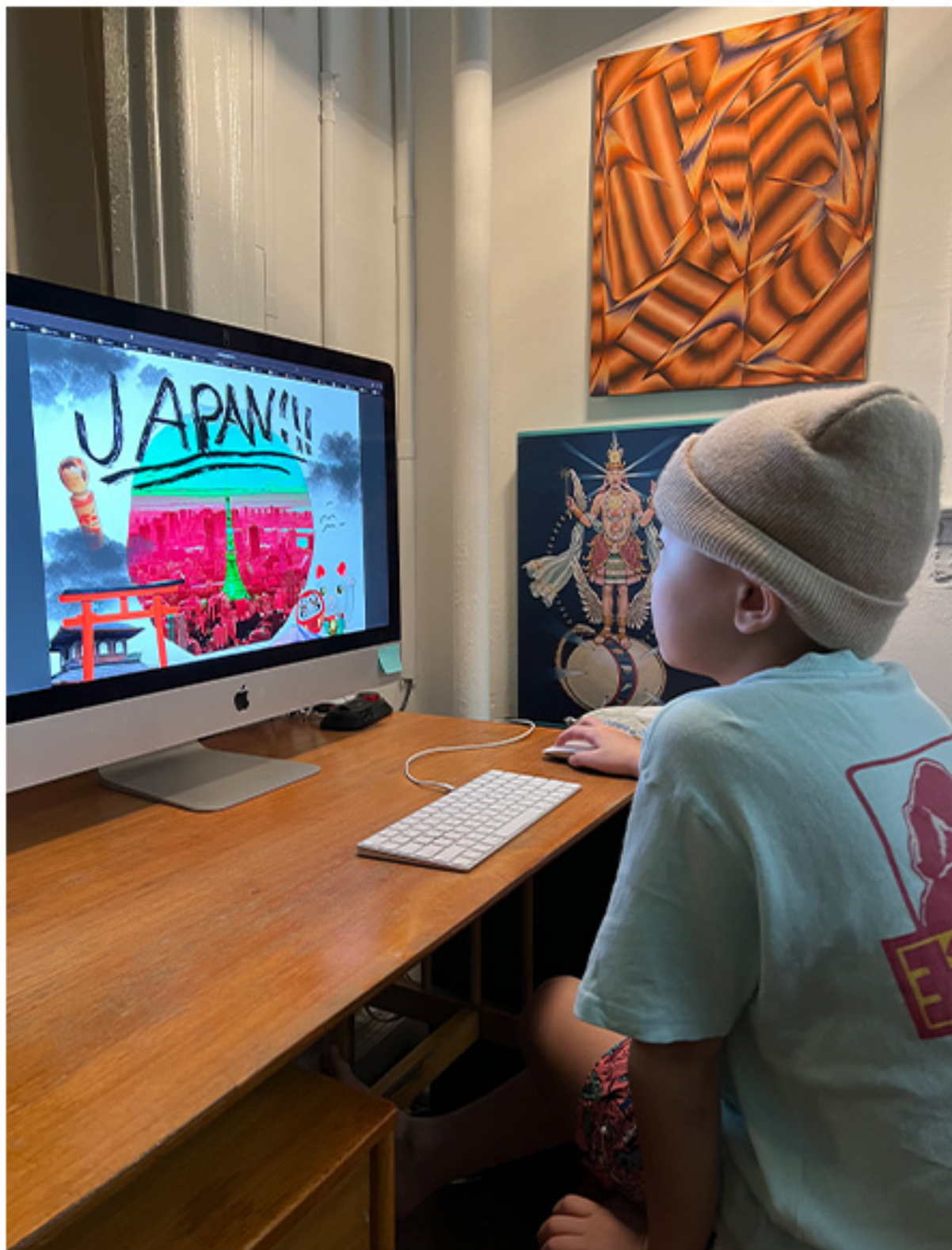
1) Collage of New York
By Claude Okitsu (5th grade)

The collage I made about New York City represents where I was born from, where I made my friends, and where I got sick. The collage shows the New York skyline, which is unique because every building is a different size or shape. There is the Statue of Liberty, graffiti, the Empire State Building, the Big Apple, and Freedom (No Royalty). This collage's genre is pop art because it is colorful and vibrant.

3/28/24

2) Collage of Japan
By Claude Okitsu (5th Grade)

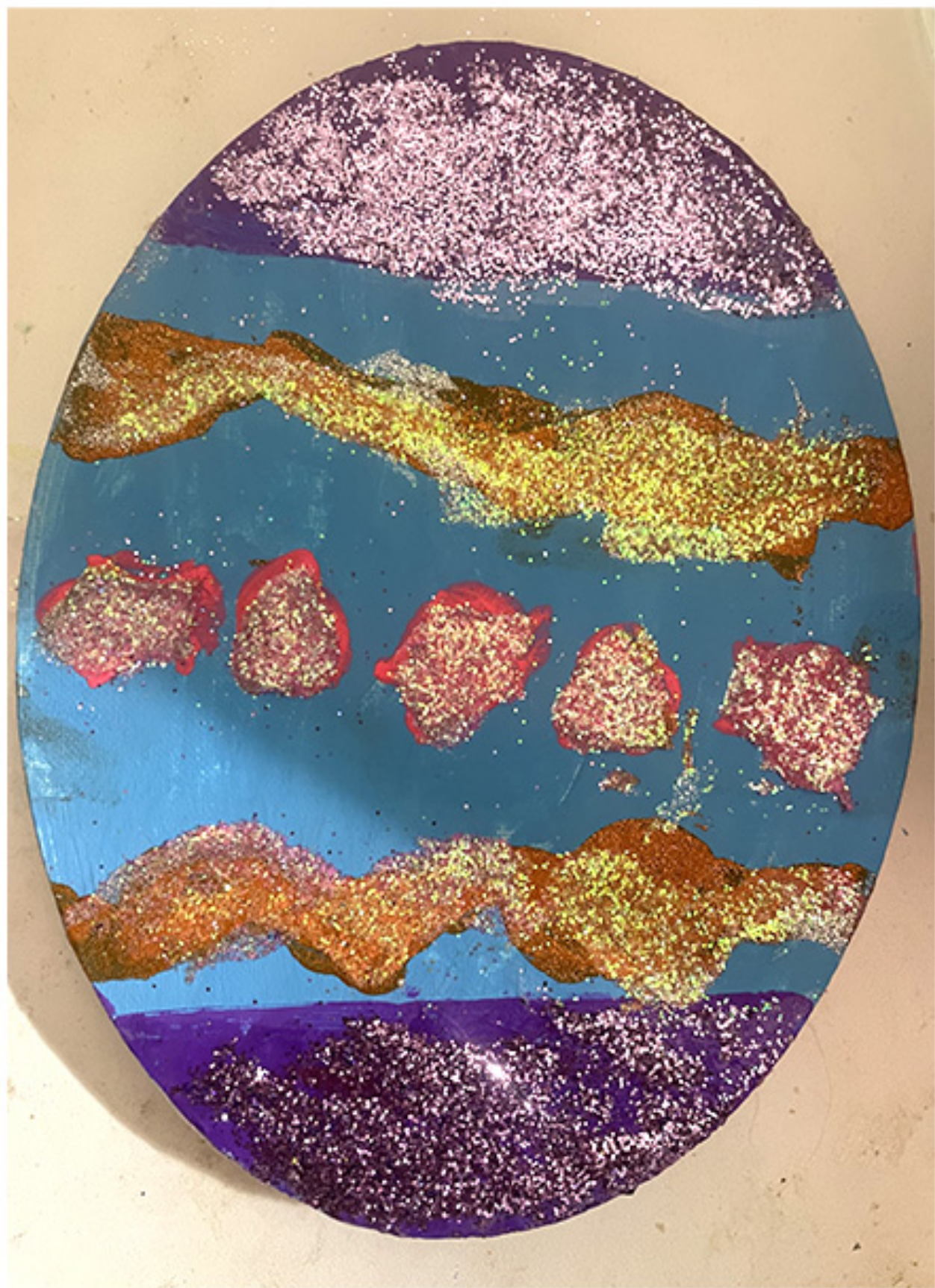
The collage I made about Japan represents Japan, the place my parents were from. The art represents a shrine, Daruma, Maneki Neko, Kokeshi, the Tokyo Tower, Mount Fuji, and a Japanese temple. The collage's genre is surrealism because all the things that represent Japan is spread out and are at random places, which makes it feel like a dream.



**Japan & NY Digital Collages
By Claude Okitsu (Grade 5)
Teacher: Terri Foster**



Year of the Dragon
By Cecilia Havre (Manhattan)
Teacher: Anne Duquette



Easter Egg
By Cecilia Havre (Manhattan)
Teacher: Anne Duquette



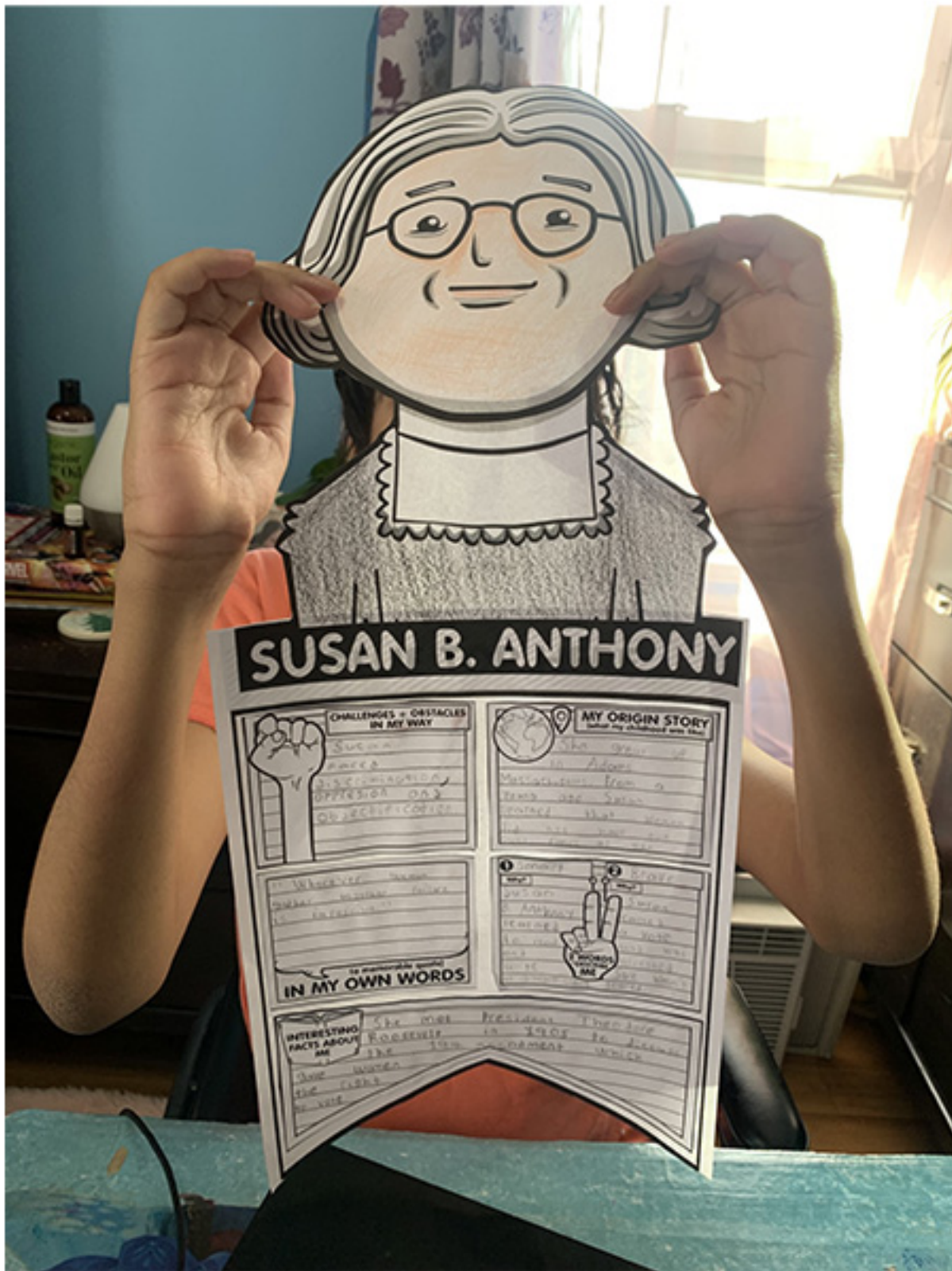
Rihanna
By Cecilia Havre (Manhattan)
Teacher: Anne Duquette



Rosa Parks
By Cecilia Havre (Manhattan)
Teacher: Anne Duquette



Mae Jemison
By Julian Williams (Grade 4)
Teacher: Laura Correa



Susan B. Anthony
By Sanayah Pineiro (Grade 6)
Teacher: Laura Correa



Easter Bunnies
By Dylan Ragbir (Queens)
Teacher: Maria Strocchia



Easter Eggs
By Dylan Ragbir (Queens)
Teacher: Maria Strocchia



Happy Easter
By Dylan Ragbir (Queens)
Teacher: Maria Strocchia



Learning About the Needs of Plants
By Kaitlyn Coscia (Queens)
Teacher: Maria Strocchia



Irish Soda Bread
By Kaitlyn Coscia (Queens)
Teacher: Maria Strocchia



**Happy St. Patrick's Day
By Kaitlyn Coscia (Queens)
Teacher: Maria Strocchia**



The Beach
By Lurose Vargas (Queens)
Teacher: Maria Strocchia



Easter Bunny
By Lurose Vargas (Queens)
Teacher: Maria Strocchia



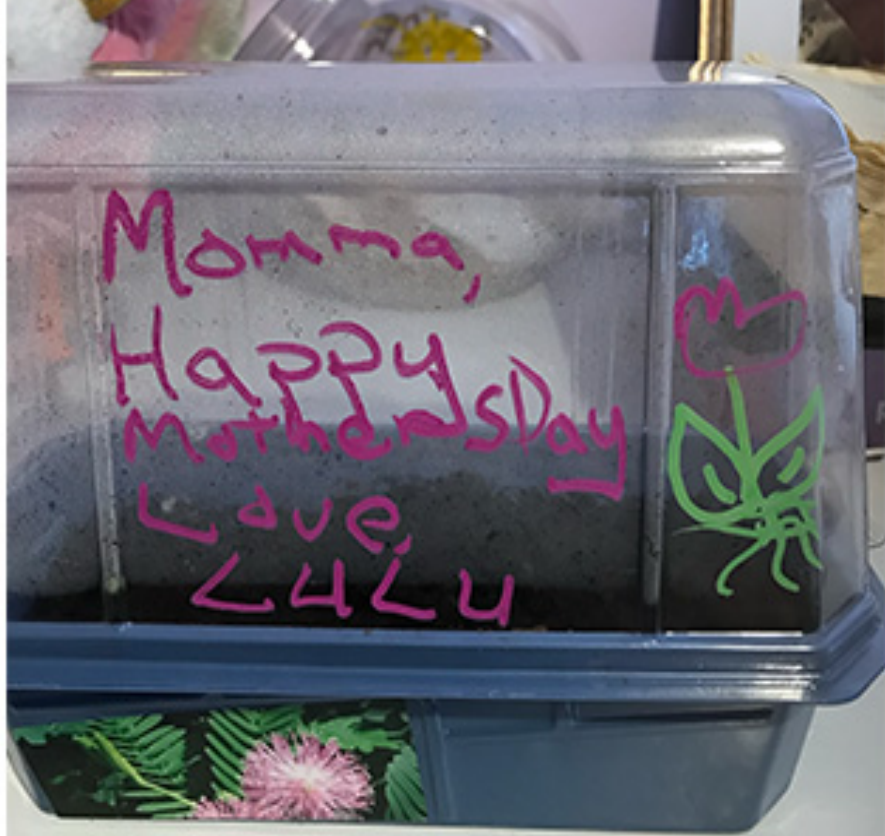
Spring Chick
By Lurose Vargas (Queens)
Teacher: Maria Strocchia



Irish Flag Pudding
By Lurose Vargas (Queens)
Teacher: Maria Strocchia



**Happy St. Patrick's Day
By Lurose Vargas (Queens)
Teacher: Maria Strocchia**



Terrarium
By Lurose Vargas (Queens)
Teacher: Maria Strocchia



St. Patrick's Day
By Dylan Ragbir (Queens)
Teacher: Maria Strocchia



Spring Colors
By Dylan Ragbir (Queens)
Teacher: Maria Strocchia

You can send us:



articles

artwork

photography

puzzles

riddles

poems

stories

movie reviews

book reviews

video game reviews

sports reviews

whatever you would like to share.



We need staff members who would like to work at home helping to put the magazines together every month. We will ask you to do a little typing and to feel free to share any ideas you have to improve our magazines. Frequently we are able to arrange for our secondary students to get school credit for their work on the magazine.

If you would like more information about becoming a staff member, email us at:

MKANE6@SCHOOLS.NYC.GOV

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Please contact us ASAP if you're interested in these positions. Requirements include: basic knowledge and interest in learning about basic layout/design using Microsoft Word, editing other students submissions, some typing, ability to work under tight deadlines and creativity.



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for your participation with HIT Magazine!!

If interested, please e-mail us at:

MKANE6@SCHOOLS.NYC.GOV

AVAILABLE HIT Staff Positions
for students interested in
receiving Journalism credits

Columnists/ Staff Writers: who would each be in charge of
a monthly column
(based on their interests.)

Possible monthly columns might include:

- **Current Events**
- **Sports**
- **Art**
- **Book Reviews**
- **Movie Reviews**
- **Video Game Reviews**
- **Photography**
- **Poetry**
- **Puzzles & Games**

Almost anything that is of interest to a student who's dedicated to
submitting something each month & also willing to help out with the
editing and typing of other students submissions.

Illustrator/Editor would illustrate articles and design covers

Photographer/Editor

All staff members should submit at least one article every month.

All Staff members should be encouraged to contribute ideas on:

- how to improve the magazine
- how to capture interest of readers
- how to get more students to contribute.

All staff members should be willing to help with production, layout/design of the magazine.

All staff members should also be willing to help proofread for incorrect, inappropriate material

All staff members might be required to submit at least one:

- Editorial
- Interview
- News story

All staff members will learn the importance of ethics in journalism



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DO YOU ENJOY PUZZLES, WORD SEARCHES OR GAMES?

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MKANE6@SCHOOLS.NYC.GOV





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I understand that the information to be posted does not include information from my child's academic, guidance, permanent or cumulative record (i.e. -- grades or attendance records). I also understand that the information to be posted does not include other personal identifiable information such as my child's address, phone number, or social security number.

I hereby give permission for my child's photograph, artwork, poetry or other work produced in conjunction with a school project, class or extracurricular activity, to be printed in HOME INSTRUCTION TEENS (HIT) Magazine.

Name of Student

Parent's Signature

Date

This document is to be sent to and retained by the school.