



PS 98 SCHOOL NEWSLETTER

Home School Connection

Winter 2024

Principal Chan's Message

Dear PS 98 Families,

The Summer in Winter Party was a great success! There were food, games, delicious desserts, dancing, limbo, conga lines, face painting, tie-dying, and so much more! Thank you to our PTA and the many parent, student, and staff volunteers that organized and worked to make it a fun-filled event for the whole school community!

This winter, the NY Hall of Science visited PS 98 to provide enriching hands-on learning experiences. Pre-kindergarteners learned about shadows and light. Kindergarteners and First Graders learned about the chemical properties of oobleck or slime. Second and Third Graders dissected owl pellets and learned about the owl's habitat and what they eat. Fourth and Fifth Graders learned about optical illusions and how our eyes can play tricks on our minds.

PS 98 students are engaging in Civics for All. They are participating in the Soapbox Challenge or the Take Action Project where they research a local issue and inform the community or take action toward a resolution. Congratulations to Tiwaloluwa Ajayi 1-108, Tammy Chen 2-206, and Solomia Boutcha 5-202 who will be presenting their Soapbox speeches at the District 26 Soapbox Challenge!

With the use of the CASA Grant, we have partnered with Marquis Studios to provide additional enrichment after school programs such as Cultural Dance, Animation, Puppet Theater, and Book Making. The children are looking forward to presenting what they learned for their families at the end of their programs.

I am proud to announce that all six of our Stock Market Game teams are currently in the top 7 places of all elementary schools! Our teams are even surpassing many Middle and High Schools. In the Stock Market Game program, students are learning to research companies, analyze stock trends, and apply what they learned from financial literacy. Way to go! Keep up the good work!

I wish all of our PS 98 families a safe and fun Winter Break!

Warm regards,
Kristy Chan

The Douglaston School Vision Statement: P. S. 98 is a place where school and home come together to promote learning to meet standards of excellence. Our students will become self-disciplined, creative and independent learners. We believe every child will succeed in ways that reflect his or her own aptitudes and interests. We value student and community voice and collaboration. P. S. 98 encourages a strong partnership between school and home to support leadership, promote good citizenship and build a strong sense of community.

Instructional Focus: P. S. 98 ensures high expectations and rigorous instruction for every student across interdisciplinary content. We implement inclusive curricula and assessments. Our curriculum includes diverse perspectives that reflect and affirm all students' identities, lived experiences, and cultures. We foster students to be independent lifelong learners.

School-wide Instructional Priority: P. S. 98 develops and strengthens a welcoming and affirming school environment by fostering communication between school and home and attending to the social and emotional needs of all students.

Social Emotional Learning Mission Statement: P. S. 98's goal is to provide evidence-based social and emotional learning (SEL) as part of our instruction. We believe in educating the whole child, equipping students for success in school and in life by fostering positive relationships, self-awareness, social awareness, self-management, and responsible decision-making. We strive to know our students well, collaborate with families and support SEL to build supportive relationships between students and between students and staff.

Diversity and Inclusion Policy: At P. S. 98, we strive to create a diverse and inclusive environment that values the experience, perspective, and contributions of all students, families and faculty. As a result, we seek to foster an inclusive environment where the individual differences among us are respected, understood, and recognized as a source of strength that enriches our school community.

Pre-K News

Mrs. Tulimeri

In the month of January, we studied *Buildings*. Throughout this study we explored the diverse buildings in our community. We discussed how the buildings were the same and different. We also discussed the various jobs of people who build and take care of buildings. The children learned about what buildings are made of and how we can make a community with our buildings.

As we studied buildings, the Pre-K students learned concepts and skills in science, social studies, literacy, math, the arts, and technology. The children used their thinking skills to investigate, ask questions, solve problems, make predictions, and test out ideas. For example, in the Discovery Center, the students predicted which materials (Legos, wood blocks or plastic cups) would make the tallest and strongest buildings. They tested out their predictions and discussed their findings.

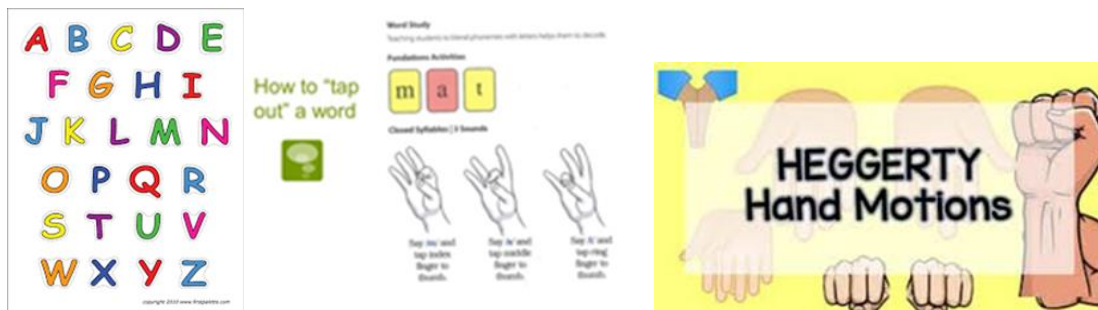
The students were excited to make popsicle stick homes in the Art Center and to play Roll and Build a City with cubes in the Math Center. In the Blocks Center the children enjoyed building different structures such as gas stations, castles, and hospitals with toy construction tools. Finally, the children turned the Dramatic Play Center into a bakery. They enjoyed making desserts out of playdough and selling them to their classmates.

We are looking forward to starting the next unit entitled, *Water*. The children will observe, discuss, and explore water in our classroom. They will think about how objects are affected when they are placed in water. The students will investigate what sinks and what floats and learn about substances that dissolve or expand in water. In the middle of February, an instructor from The Long Island Science Museum will visit our classroom to teach us about buoyancy through experiments.

We are very excited about this hands-on fun unit of study. We look forward to diving into the Water Unit!

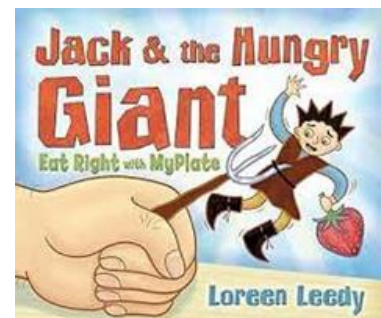
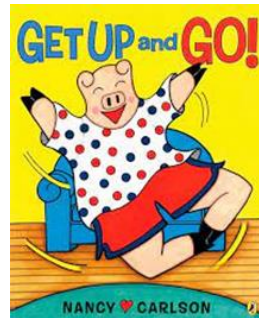
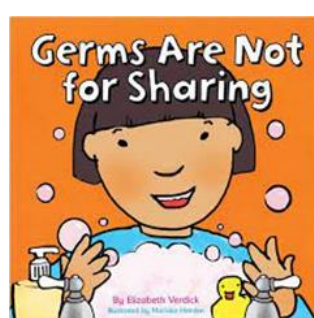
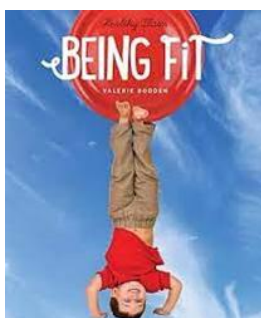
Word Work

We are nearing the end of Unit 2 in Foundations. The children learned how to blend and read three-sound short vowel words by tapping out using their fingers. These words are often called CVC words. The children learned CVC words that began with the consonants f, l, m, n, r, and s. These consonants have sounds that can be “held” into the vowel sound and are easier to blend. The children are also learning how to form capital letters A-Z. These letters are taught to the students in alphabetical order. We will start Unit 3 of Foundations very soon! The children will continue to use their magnetic tile boards and dry erase boards to help them practice sounds and letter formation. We will also continue learning new trick words. The children will also work on tapping and blending nonsense words. The nonsense words have no meaning, but they conform to the English spelling patterns and rules. We will continue to use the Heggerty program to practice rhyme recognition, blending words, isolating beginning and final sounds, adding and deleting parts of words, and language awareness. Over the last few weeks, we have been practicing how to “chop” words to hear the syllables. The children love doing the hand motions while learning word study skills!



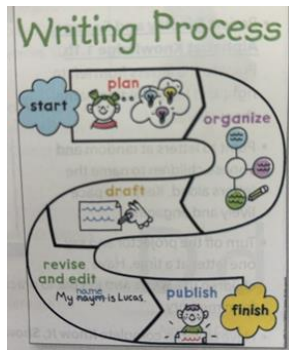
Reading

We have been working on Module 4 of the HMH program. Our essential question for this module is: How can I be my healthiest me? The children have been reviewing and learning many skills such as: how to ask and answer questions, recognize and use academic vocabulary, use text features, identify the central idea and key details, identify the characteristics of informational texts, identify the characteristics of fairy tales, retell a story, and describe the plot using beginning, middle, and end details. The children have also continued to learn print concepts such as directionality. We continue to practice reading top to bottom and left to right. The children are identifying their trick words in stories and using their Foundational skills to help them tap out unfamiliar words when reading aloud or independently. The children have also loved working in literacy centers, working both independently or in pairs with their classmates. For our next module, we will be learning about what it means to try hard.



Writing

We continue to use the writing process to learn about Research Writing. We reviewed how to plan, organize, draft, revise and edit, and publish. The children learned that they could do research to learn about a topic they don't already know. The children learned that they could use multiple sources to find information about a topic. To learn more about a topic, you can read a book that teaches about a topic, look online for a website that talks about the topic, or ask an expert who knows a lot about the topic. Writers of research share what they know about a topic by stating a central idea and key details that give more information about this idea.



Math

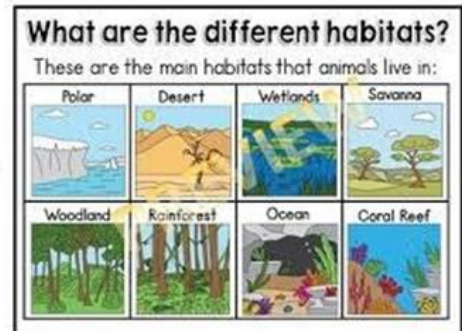
We just finished our chapter on addition and have been working on subtraction. The children are learning how to represent subtraction as taking apart and taking from. We are solving subtraction word problems using objects, drawings, and even ourselves to represent problems! We will continue to include math centers to make math even more fun! We have been playing the game, Subtraction Smash. The children use Play-Doh to show a subtraction sentence. They are having so much fun rolling the die and smashing the number to show subtraction on their mats! For our next topic, we will be working on more addition and subtraction number sentences. The children will be learning how to decompose and represent numbers. The children will continue to use cubes and counters to show their thinking.



Science

The children have been learning about living and nonliving things. We learned that living things find nutrients, water, sunlight, shelter, living space, and other essentials they need to survive. The children created Tree Maps to sort living and nonliving things. They used the information on the Tree Map to write about living and nonliving things. We are continuing our investigation helping the children in Mariposa Grove figure out what happened to the caterpillars when they turned a field into a garden.

We are learning about animal habitats and why certain animals choose to live in certain places. We are also learning what specific animals need to survive by applying our research skills we learned during writing. The children are working in groups to research animals to collect information about what they look like, where they live, and what they eat. We will be building dioramas to show each animal's habitat. By the end of this unit, we will solve the mystery of the caterpillars!

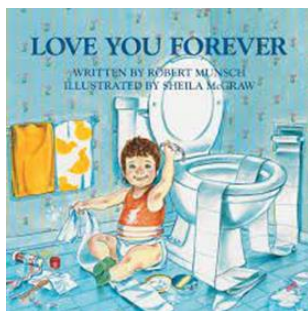


Social Studies/SEL

In our last unit, the children learned the role and responsibility of members in a school community. We are now learning how people change and grow over time. We read the story, *Love you Forever* to show how a baby changes over time. The children will be creating Flow Maps to show how they changed from a baby to a toddler to a child. Each child will write about what they were able to do as a baby, as a toddler, and now as a child. In Unit 3, the children will be learning what makes up a community. They will be creating Circle Maps to brainstorm the places that make up a community. We will be learning about the different buildings that make up a community and the purpose of each building. The children will be creating community buildings that they can take home and use for imaginative play.

We learned about Dr. Martin Luther King, Jr. and his impact on our world. The children learned that he was considered one of history's greatest speakers and social activists. His leadership in peaceful protests helped end segregation during the American civil rights movement. We learned how important it is to be kind, respectful, and caring of one another.

We will continue to learn about cultures and customs. The children are excited to have parent volunteers visit our classroom to teach them about Lunar New Year!



Word Study/Fundations

The first-grade students are word wizards! In our Fundations learning, we are enjoying hearing the contrast between long and short vowel sounds. Students discuss and show how this vowel sound can affect the words they read. We have also enjoyed learning various “glued sounds,” which are sounds that “stick together” in a word, such as; “ank” “ink” or “onk.” Students have been using these glued sounds to sound out unfamiliar words. The teachers are so proud when first graders find glued sounds during their independent reading and excitedly point them out to the class! In addition, students are working with suffixes that are added to a base word. First graders examine how the suffix can change the base word and how to read a base word and a whole word. First graders have been introduced to blends, such as “bl” “pl” “st” “dr”. During Heggerty, students are working with the sounds within words. We chop and blend sounds to deconstruct and create words. In addition, students are working on adding, deleting, and substituting sounds in words. These manipulations give students a deeper understanding of the way words work and strengthen their word work skills. We are also listening for the beginning, middle and ending sounds in words. First graders enjoy our Word Study and they are continuing to thrive each day!



Reading

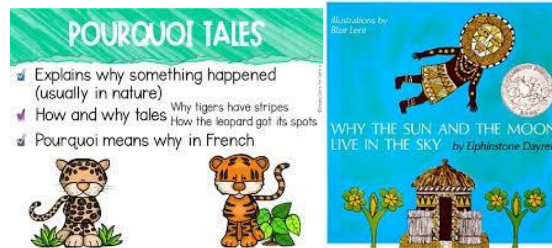
In our reading curriculum HMH, students explore light and dark. The essential question is “Why do light and dark come and go?” Through various genres students are exploring light and dark. Students gain the skills and ability to identify text features, making connections, making inferences, and retelling story structure. The students are engaged with educational readings, short videos, and peer collaboration such as turn and talk and/or classroom discussions.



Writing

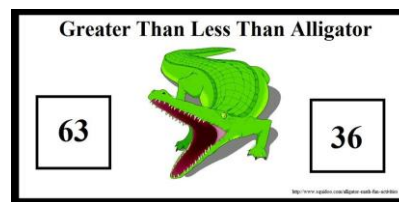
First graders are thriving as they explore our writing units and compose their own pieces of writing. Currently, we are doing a study on “Pourquoi” Folktales. These folktales explain “why” something has occurred, usually in nature. These tales have been passed down for generations and told in many different forms. What makes these stories unique is the fantastical way they address the “cause” of something in nature. Our mentor text for this unit is called, *Why the Sun and the Moon Live in the Sky*. This text details a story of a time when the sun and moon lived together with water, yet to make room

for water and all its creatures, the sun and the moon rose up to live in the sky. In this unit, students will brainstorm concepts in nature that they would like to create a "Pourquoi" Folktale to address. We will begin by determining various ideas that students may want to write about. The next step will be the creation of each child's folktale, naming their characters and describing their settings. Students will then develop a "problem" that needs to be solved in their story and they will conclude their folktale with a solution that explains their concept in nature. The children are very excited to begin this new type of storytelling and share their tales with their classmates. We are so proud of our wonderful writers!



Math

In the Envision Math curriculum students are exploring 1 more, 1 less, 10 more, and 10 less relationship between 2 numbers. Students are engaged through hands-on activities such as using math manipulatives and using multiple strategies learned to solve any even problem. These math wizards are brainstorming by using hundred charts, 10's and 1's strategies, number lines, and using greater than, less than, and equal to signs. There are so many strategies to pick, just ask our first graders!



Science

We concluded our plant and animal unit with an animal research writing piece. In our next unit students have a new title, "engineers". Our engineers will be "working with" a puppet company, hypothesizing what will block light to create shadows! To begin this unit, first graders went on a light source hunt around the school. Like all good scientists and engineers, after our hunt we wrote and drew our findings. Our engineers had fun working with partners to discover which materials block light and which did not. Our next step is to design a cutout to make a dark area. During these lessons, we will be drawing observations, coloring our shapes to create dark areas and reflecting on the design goals.



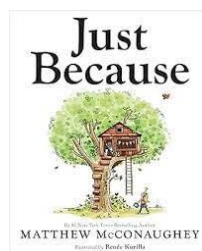
Social Studies

After learning about traditions, values and culture, students researched their own heritage and shared a glimpse into their background. Students learned about different holidays, music, clothing, games, and language. Students tried new foods and drew comparisons between different cultures. Students are also participating in Civics For All. We brainstormed together some issues that affect our community. Students decided that protecting coastal lands (such as the Douglaston Wetlands) was an issue they wanted to address. Together we researched why wetlands are important. Students shared why protecting and keeping coastal lands matters to them and what they can do to spread the word!



Social Emotional Learning

Students have been learning that sometimes things are not always as they seem! In *Enemy Pie* by Derek Munson first graders quickly realized that the recipe to making a friend is kindness. We engaged in great discussions about how to be a friend and bucket filler. Another first grade favorite was *Exclamation Mark*, by Amy Krouse Rosenthal. First graders have been embracing themselves as individuals as well as celebrating their differences. In *Just Because*, by Matthew McConaughey students self-reflected and realized the importance of determination and never giving up on themselves!



Second Grade News

Mrs. Whitlock, Mrs. Moran and Ms. Roma

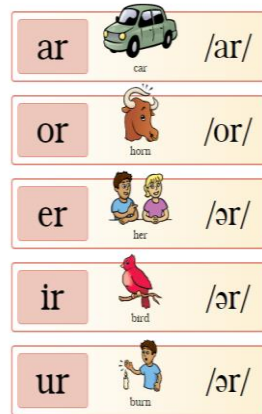
Word Study/Fundations

Our second graders have become stronger readers as they now are able to read and spell multi-syllable words with glued sounds, long and short vowel sounds, and r-controlled vowels. This month we began our practice with vowel teams. We learned this week that a vowel team is when two vowels work together to make one sound, such as ai, ay. Our second graders know how to identify vowels and syllable types to help them both read new words and spell. Marking words has helped them become aware of these sounds and their syllable types to improve their reading and fluency.

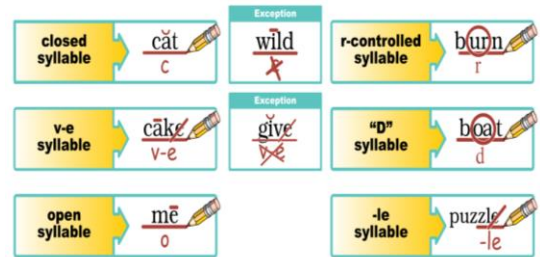
Vowel Teams



R Controlled Vowels

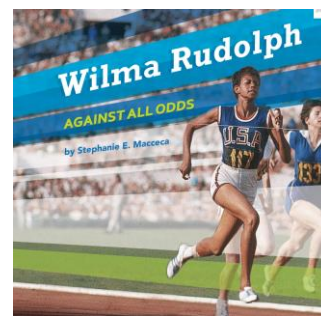
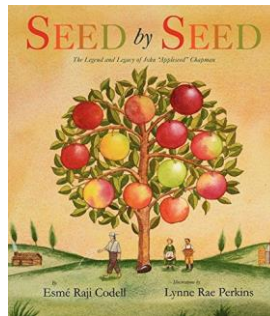
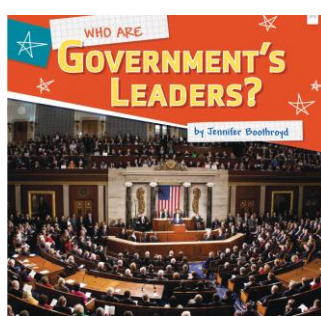


Marking Syllable Types



Reading

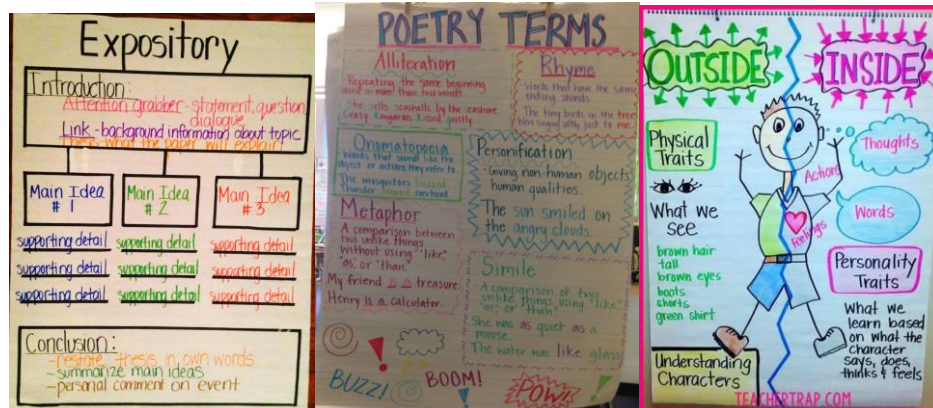
In this module, children will read stories and texts that will help them identify the qualities many good leaders possess. They can learn to recognize these qualities in themselves so they can work to become good leaders in the classroom and in their school. As we read, we focus on different skills that good readers use to understand texts better. In addition, as we explore biographies, we use context clues to figure out unknown words. Young readers are learning how to synthesize information given in a text to see the important information the author is trying to say. Summarizing and putting details together help readers get information from a text. In our next unit, students will learn how the weather changes from day to day and from season to season. Through texts and collaborative conversations, students will explore types of weather we may often experience such as blizzards or hurricanes or may never experience. We enjoy reading a variety of genres in our units.



Writing

Over the past month, the second graders have been focusing on expository writing. Expository writing, as its name implies, is writing that exposes facts. In other words, it's writing that explains and educates its readers, rather than entertaining or attempting to persuade them. Our topic is... **What makes me unique?** Young writer's informed readers on the characteristics that make them unique. The students are enjoying discussing themselves and what makes them unique. We began our unit with brainstorming ideas in our circle maps. After that, we created FLEE maps to organize the body of our writing. Once we finish writing expository essays, the students in second grade will become poets. We will learn how to write through a poet's eyes by using descriptive language to create a mental image. The students will learn how to use poetic devices in their poems such as rhyming, simile/metaphors, alliteration, and onomatopoeia. The students will put all these devices to work in

creating a poetry book about weather. They will write poems describing different weather and what each weather situation is like.



Math

Math has been very exciting for our second graders this month, as we have seen them all participate in real world problems with our study and practice of time and money. We have practiced counting money with coins and bills and can show a value of money in several different ways. We are currently learning how to tell time to the nearest five minutes and telling time in different ways. This is something that can be practiced daily at home by using phrases such as "half past 2," "quarter to 5," "15 minutes before 7," or "quarter after 3." The children have each made a clock in class and can use the hour hand and minute hand to show time on an analog clock and will soon be able to tell the time in different ways using the phrases for the time before and after the hour. In our next math unit, the children will be able to work with three-digit numbers. When spring arrives, our second-grade mathematicians will be able to solve problems using data within charts and graphs and will work with geometric shapes.



Science

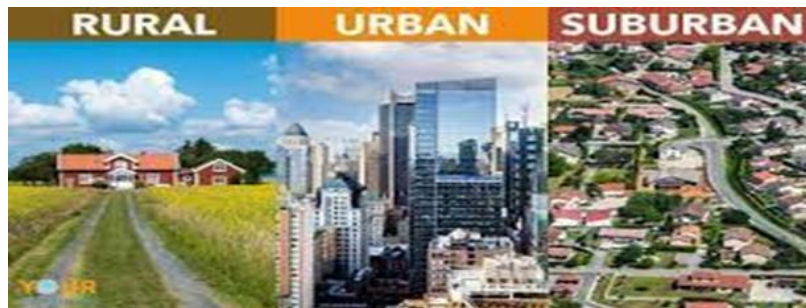
The second-grade students have been busy becoming engineers! In this unit, the students have experienced the powerful feeling of solving a problem using science knowledge and engineering practices. The students have been investigating different materials of everyday things, and why they are made of these materials, to understand the importance of properties of materials. After discussing these different materials, the students understand the concept of cause and effect, specifically how changing an ingredient can affect materials. The students will also engage with cause and effect and identify the effects specific ingredients have on mixtures. In our next unit, our second graders will be active geologists in our study of changing landforms. We will learn about the many types of landforms and bodies of water that make up our world. We also will study how landforms change shape and size. Through analyzing books, making models, and observing different

types of rocks and sand, our second graders will learn how to make and record observations, investigate, and draw conclusions in science.



Social Studies

Second grade has been studying urban, rural, and suburban communities. We learned that people choose their community based on their needs. As we explore the different communities and their features, we see how different communities have both similarities and differences. Students will analyze and compare how natural resources are used in different communities and compare the population density found in each community. As we learn the qualities of each community, we will debate the advantages and disadvantages of living in each community. The children enjoy giving their opinions to tell which community they would like to live in one day.



Social Emotional Learning

The second-grade students continue to learn how to embrace our differences and appreciate the different cultures around us. Through reading aloud and discussions, the students are learning to show respect through their actions and words. We will continue this discussion throughout the month of February to connect to Black History Month, and Kindness Week. The children will be writing kind words to someone they might not play with to show that no matter what, we all can be friends. They are also learning the qualities to make a good leader and how they can be a leader in both the classroom and socially with their friends.



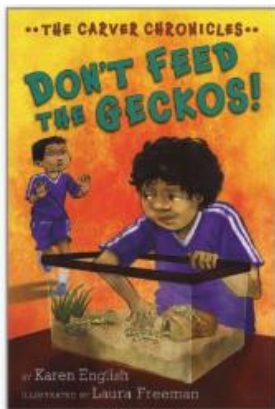
Reading

Third grade is currently reading about Teamwork in our HMH curriculum, Module 5. Students are learning through this thematic unit about how to be a team player and what it means to be a good friend. In this module, students are reading stories that touch upon these ideas in stories such as *Soccer Shootout* and *Running Rivals* by Jake Maddox. As third graders read, they are demonstrating their understanding of a variety of comprehension skills. Some of these skills are but not limited to finding literary elements, describing characters, determining the theme, and understanding figurative language.



Writing

In our writing unit, we are currently drafting persuasive letters to convince our readers that having a friend is important. We first read *Don't Feed the Geckos!* by Karen English as a mentor text to launch the unit. Students are planning their writing by thinking about their audience using the mnemonic device, T.A.P., to identify the task, their audience, and the purpose of their writing. In their writing, students are taught to use persuasive language that is intentional in order to move their audience. They are taught to provoke their audience by gaining their trust with specific examples, rallying their readers' emotions, and using logic and reasoning skills to generate strong evidence to support their reasons. To culminate this unit, students will be able to write a persuasive writing piece with all of these elements in place.



Persuasive Language

Appeal to Trust: language that persuades the reader to trust the writer

- The same thing happened to me, so I understand what it is like.
- I was voted the most helpful person in the class last year.




Appeal to Emotion: language that triggers emotion or feelings

- You can come over to my house if you want. I have two cuddly dogs.
- You won't feel alone anymore, because you'll have lots of friends.

Appeal to Logic and Facts: Language that explains why something is good for the reader

- As my friend, it will be easier for you to get to know everyone.
- I can work with you on projects and homework.

Before you write... T.A.P.

| | | |
|---|---|---|
|  |  |  |
| Task: What is the topic, prompt, or assignment? | Audience: Who am I writing this for? | Purpose: Why am I writing this? |

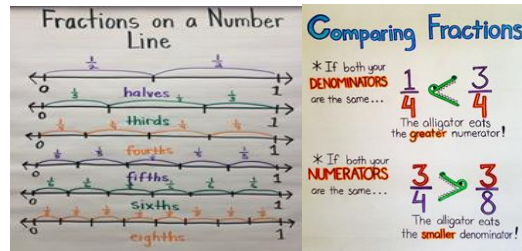
Common Purposes for Writing

- ✂ **To entertain**
... as in a story or personal narrative
- ✂ **To inform**
... as in a research paper or response to reading
- ✂ **To persuade**
... as in a letter to the editor or opinion essay
- ✂ **To express how you feel**
... as in a journal or poem
- ✂ **To request information**
... as in a letter

Math

The third graders are currently immersed in learning and exploring fractions. They are beginning to draw fraction models, label fractions using a number line, compare fractions, and find equivalent

fractions. In our classrooms, math language is being utilized regularly. We often hear vocabulary such as numerator, denominator, and unit fraction. Please help us to continue keeping them on their toes by reviewing their multiplication and division facts.

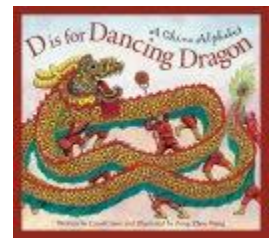


Science

We are concluding our unit of Weather and Climate. We will shift our roles from meteorologists to engineers as we begin our unit of Balancing Forces. They will learn that scientists and engineers have figured out a way to build a train that actually floats on air as it goes cruising down the track at high speeds. Students will explain how this train works to reassure residents of a town that the train is safe. Students will work in partnerships and groups to figure out ideas about magnetic force, gravity, and how forces can cause an object's movement to change or stay stable. They will also communicate their ideas by making digital and physical models and by writing explanations.

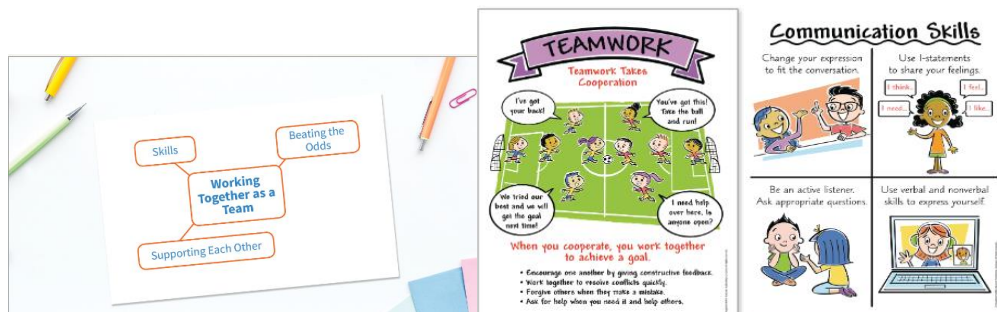
Social Studies

Currently, the third grade is studying how culture, geography and history affect different communities. The first community we have been learning about is The People's Republic of China. Students are working together to discover more about the culture, geography, and history of this distinct country. Students are currently working on a research project pertaining to China, their culture, food, art and geography.



Social Emotional Learning

Along with our HMH program in Module 5 we are incorporating Social Emotional elements in our daily lessons. Relationship Skills are the ability to build and maintain healthy relationships. When you are skilled in relationships, you communicate clearly, resolve conflicts, reach out for help, and cooperatively work with others. When you are skilled in relationships, you are engaged with others and can say “no” to situations that are not good for you. Students will begin building their knowledge about teamwork and what sports can teach us about working together.



Science

In our current unit of science, students have been investigating why Ergstown has been experiencing frequent blackouts. We have started by questioning what might cause an electrical system to fail and have unveiled a few key concepts which have provided greater insight into the issue at hand. Students will explore how energy is converted from one form to another, how it can be transferred from place to place, and the variety of energy sources that exist. Students will be moving towards designing solutions to improve an electrical system that will reduce blackouts as well as to better understand how an electrical system is important to our everyday lives.



Social Studies

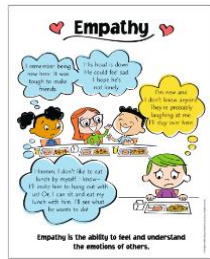
Fourth graders have recently embarked on a journey through the Colonial and Revolutionary periods. Within this unit, we will be learning about what life was like for colonists in the 1700s. We will be analyzing what led to the American Revolution by focusing on key events such as The French and Indian War, The Battle of Golden Hill, The Quartering Act, Taxes, The Boston Massacre, The Boston Tea Party, and The Battles of Lexington and Concord. Students will have an opportunity to role-play a Loyalist or Patriot and write to King George III. They will make a claim and support their perspective with historical evidence. Additionally, for the month of January, students focused on celebrating Asian heritage by selecting an Asian country of their choice and teaching a friend about their culture through the medium of letter writing. Students were excited to receive and read each other's letters!



Social Emotional Learning

Along with our HMH program in Module 5 we are incorporating Social Emotional elements in our daily lessons. This module we are focusing on social awareness. Social Awareness is the ability to empathize with another person's emotions and understand his or her perspective in different situations. We are teaching our students that when you are socially aware, you appreciate

and respect people near and far, including those from cultures and backgrounds that are different from your own.



Fifth Grade News

Ms. Barongi, Mr. Grossman and Mrs. Kelly

Reading

We recently finished Module 4, The Wild West. In this Module, we read about how people explored and settled the west, and all the opportunities and hardships they encountered along the way and once they settled. Currently, we have moved onto Module 5, Project Earth. This is a science connection where students are learning about taking care of the Earth's environment. We are learning about how our efforts can help the environment, such as recycling and conservation. Students are also engaging in Literacy Centers during our reading period, where they have opportunities to enhance their vocabulary usage, work on various projects related to our module, and get tailored support using iReady.



Writing

For our Module 4 writing unit, students used the focal text, "Along the Sante Fe Trail", to learn more about westward expansion. Based on the book, they choose a specific topic that they wanted more information about. Students were then taught how to write a formal letter to a historical society requesting materials such as journal entries and website links to further their knowledge of the topic. They also generated specific questions about their topic to ask the historical society. Students' writing included appropriate sentence structure, grammar, transitions, and organization.

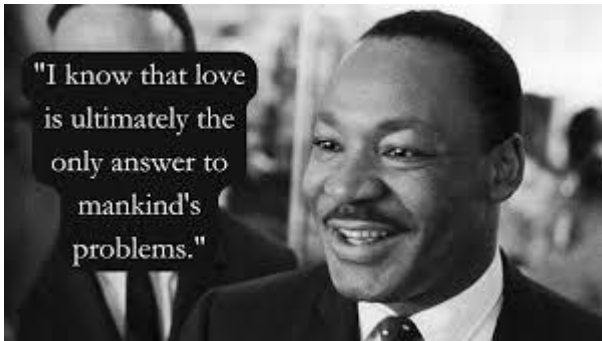
Math

Fifth graders are exploring fractions in many ways. Students are building on their understanding of fractions as parts of a whole, so that they can add, subtract, multiply and divide these values. We connect our math learning to real-world examples by highlighting how fractions exist everywhere around us. Look at a recipe with your child and use measurements to explore fraction values. Multiply these amounts to make your recipe greater or smaller and sharpen conceptual understanding along the way!

Science

Students finished up their first unit on Modeling Matter by completing a NYS Science Investigation where they completed an experiment and recorded their observations and understanding. This month's unit is Ecosystem Restoration. Students made their own terrariums that they are responsible for. Students will learn about how animals and plants get matter to survive and thrive in their environment. They will learn what ecosystems need to grow by reading books, researching, hands-on activities, and observing simulations.

Social Studies



With Martin Luther King Jr. Day recently in our rearview, students were presented with a few of Dr. King's most influential and impactful quotes. Students selected one that most resonated with them and created an illustration or poster to demonstrate their interpretation of the quote. This activity allowed them to analyze the world around them, and how they can contribute love, compassion, and equality in society. Additionally, during the month of January we celebrated Asian heritage. Students chose a famous Asian or Asian American figure who was influential,

inventive, or overcame challenges to impact modern life. To present their learning, they created a Google Slideshow that told the life story of the person.

Social Emotional Learning

Our SEL work takes a focus on identifying verbal, physical, and situational cues that indicate how others may feel. These skills help us interact with each other and add to our self-confidence too. As we interpret situations, we will also work to communicate our understanding of the feelings and perspectives of others. We use real classroom examples as well as hypothetical scenarios to practice growing these important skills.

Physical Education

Mr. Sciabarassi

Pre-K through second grade classes will become more familiar with fitness testing exercises. They will participate in activities that involve more fitness. This is great practice for them for when they are in third, fourth, and fifth grade where they will be participating in the FitnessGram fitness testing. As the weather gets nicer, we will be heading outside to our beautiful courtyard for more outdoor activities.

Grades three through five have been finishing up their winter basketball unit. In upcoming classes, they will be practicing for their FitnessGram fitness testing. The fitness testing includes the pacers test for cardiovascular endurance, the push-up and sit-up test for muscular endurance and the stretching test and trunk lift for flexibility. We have begun practicing with buddy-ups and different fitness stations, games, and activities to make fitness fun. This helps the students become familiar with the proper technique in performing certain exercises while still having fun. This will then lead them into the FitnessGram fitness testing. The fitness test will include the student's best scores on all the above listed activities. I will be inputting the student's height, weight, and fitness test fitness scoring into the DOE FitnessGram system. This will help track the students' progress as the years go on.

Muscular endurance: Push-ups, Sit-ups

Cardiovascular: Pacer test

Flexibility: Trunk Lift and Sit & Reach

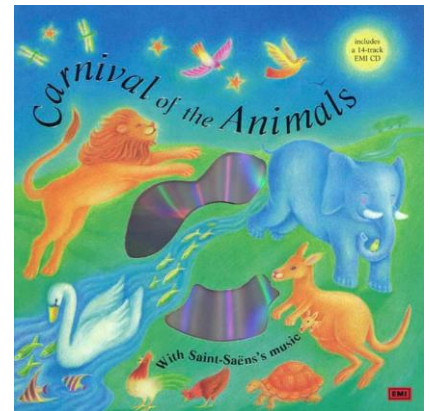
For the remainder of the year, we have activities such as volleyball, badminton, relay races, team bonding and Field Day preparation that we will be doing. These are great ways to keep the students active and fit while learning new skills and using teamwork to achieve their goals.



Music

Mr. Carpentieri

Students in Pre-K, Kindergarten, first grade, and second grade have been building off the success of this school year's Winter Concert. Students in Kindergarten began January with a unit on animals and music singing songs like *BINGO*, *The Itsy Bitsy Spider*, *Old McDonald*, and *Butterfly, Butterfly*. Students finished the month by watching and listening to songs being performed from Camille Saint Saëns' *Carnival of the Animals*. In the month of February, students in Kindergarten will learn about music and space, singing songs like *Twinkle, Twinkle Little Star*, *Starlight Starbright*, and *Moon, Moon, Moon*. At the end of the month, students will listen to and watch a performance of Gustav Holst's *The Planets*. Students in first grade began January by learning about instrument families and their place in the orchestra. Students finished January by listening to and watching a performance of Benjamin Britton's *Young Person's Guide to the Orchestra*. In February, first grade students began the "found instrument" unit where they use objects not intended to be a musical instrument (zipper, chair, shoe). Throughout this unit we have been watching small clips from the hit show, *Stomp!* First grade students will finish the month by building their own percussion instruments. In January, second grade students started the "Tell a Musical Story" unit in which they listen to instrumental music, find the theme, and write a creative fictional story to accompany the song. In February, second grade students will begin their instrument unit on boom whackers. Boom whackers are small tubes that are set to different pitches. Second graders will be playing various famous songs using boom whackers such as *We Don't Talk About Bruno*, *Firework* and *Count on Me*.



Students in third, fourth and fifth grade are introduced to a new "Artist of the Day" each music class. In January, I featured Italian-American and Greek-American musicians such as Frank Sinatra, Lady Gaga, John Fruciante, Frank Zappa, and Kelly Clarkson. Coinciding with Black History month, the month of February featured various black artists such as Prince, Bill Withers, Nile Rodgers, and Darius

Rucker. In January, students in third, fourth and fifth grades began the ukulele instrument unit. With the aid of the "Yousician" app, students have been playing chords and melodies from classic songs such as *Ain't Nothing Like Playing The Uke*, *Exit Cowboy Music*, *Lazy Sunday*, and *Youth*. Students are continuing the ukulele unit through February.



Technology/Computer Science

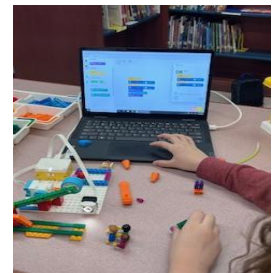
Mrs. Mei

Kindergarten through second grade students are becoming more proficient in using the mouse to drag and drop while coding! They are creating algorithms (step-by-step instructions) for their characters by using the "Test and Learn" steps. Once a bug (mistake) is spotted, they know to persist and debug (fix the mistake) by looking carefully at the codes and retry.

We also reviewed what it means to be a responsible digital citizen when using media. Through songs, videos, and images, the students are understanding what being safe on the internet means by reflecting on ways to keep passwords and information safe. They also gained a better understanding that not everything they see on the internet is true, and that they can always trust an adult when something doesn't feel right.



We just completed the first round of using Lego Education with students in third, fourth, and fifth grade. They each had 3 STEAM sessions in the Library where they worked in groups to create, program, and test their given projects. Students were able to create sequences and loops, decompose problems, and improve programs to meet specific needs. Using Legos, they also developed their engineering design skills, problem-solving skills, and communication skills as they investigated ways of defining problems, brainstormed solutions, and tested and refined prototypes.



Students are currently using Scratch for CS First. They have completed four fun projects that introduce the core elements of Scratch and foundational coding skills. Projects range from helping a sprite (character) go for a relaxing stroll using code, to creating an interactive scene where they build an interactive scene with characters that respond to events.

Typing Pal: In an effort to assist students with their keyboarding skills, students have been practicing in the tech lab. Students from first to fifth grade are highly encouraged to utilize this resource at home. Learning how to keyboard correctly is a skill that will serve them well in the years to come.

Art

Ms.Klein



The art room is always abuzz with creativity and eager students drawing, painting, sketching, discussing, and critiquing their Artwork. Students have an opportunity to always share thoughts and ideas about their own assignments with one another. Students are using all different art supplies and learning how to utilize materials to create individualized artwork based on our Global Curriculum. The students are completing their exploration of Latin artist Frida Khalo and Romero Britto. Frida Khalo overcame a tragic accident that left her in a body cast for two years. Frida was encouraged by her parents to paint even though she was bed bound. Frida's legend of overcoming her disabilities and creating paintings while lying on her back led to excellent discussions with all the students. The students conceptualized and used discussion to elicit ideas about their work. Romero Britto came to the United States from Brazil and has become one of the most recognized prolific artists of our time. The students were fascinated that when times were challenging for Romero he painted on newspapers and used cardboard. He did not let his economic situation deter him in any way. When his brushes broke, he used his fingers. Who said finger painting is only for toddlers?

Our kindergarten, first, second and third grade students are completing their colorful artwork inspired by Romero Britto's patterns and designs. The students learned Romero Britto designed for the Olympics, FIFA World Soccer, The Superbowl and Disney. The students watched an actual TV commercial from Korea where the actors dressed up as characters from Romero's painting and the packaging of the product has his design on it as well. The students used lines, shapes, patterns, and

colors to enhance their work. Each student learned about color mixing using pastels. Students created a color wheel with primary and secondary colors. The students loved the blending techniques of pastels and did not mind the mess! The students selected different references of Romero Britto and worked with colorful markers to enhance their original designs. The students love to share and discuss their ideas with the class. Each student is taught and works to enhance their own designs to the best of their own abilities. In doing so the class creates individualized work unique to each young artist.

Our fourth and fifth grade students expanded on the color wheel learning about Primary, Secondary and Tertiary Colors. The students studied in-depth techniques into Complementary and Tertiary colors and used these skills on their color wheel. The students then learned shading and value lessons which gave them knowledge on how to create tones in preparation for their self-portrait lessons based on Frida Kahlo's own artwork. Students practiced drawing facial features and learned about proportion. The students are always encouraged to share thoughts and ideas and each student is highly valued for their contribution in class. Students are working on completing these pencil drawings using technology, printed selfies, and self-observations with mirrors. Students are learning advanced skills based on New York City Blueprints as well as New York State Standards. All class work is completed in school at each student's own pace. Students that complete their Self-Portraits are offered enrichment activities in their own area of interest. Four outstanding portraits will be selected to go into the PS ARTS competition and the Queens Borough Arts Contest.

The next stop on our Global Connections in Art will be two outstanding Asian Artists, Yayoi Kusama and Takashi Murakami. Students will explore acrylic painting techniques as well as paper sculpting!!!

All student's artwork is hung and displayed in the school so please look for new work currently under construction!!!

Student Council

Mrs. Kelly

Student Council members have been having a fun time encouraging their peers and teachers to show their school spirit! December brought pajama day where everyone wore their coziest PJs and may have brought to school a favorite stuffed animal. January brought us sports day where students and staff wore their favorite sports jerseys from professional teams or their home teams. Up next, Student Council members will be providing information on this year's participatory budget thanks to our participation in the Civics For All program. Information will be shared with the community soon. Thank you for always supporting the Student Council!

P. S. 98 Ambassadors

Mrs. Holle

Our Ambassadors made really great posters to advertise for City Harvest and the Toy Drive. We were able to donate 600 lbs. of food for the hungry. Our Toy Drive was also a great success. Assemblyman Braunstein came to pick up the toys and thank our Ambassadors for the very important work they were doing for needy children. They are partnering again with Assemblyman Braunstein in his Valentines for Vets gift drive. The students made some beautiful posters.

Congratulations to our Bucket Fillers

November 2023

K-101 – Ellis Li

K-102 – Colette Strohschein

3-201 – Eleanor Dunlap

3-208 – Evangeline Jozefek

1-108 – Julian Sze
1-109 – Liana (Coco) Kim
2-206 – Ethan Dutton
2-207 – Sian Yoo

4-203 – Anastasia Gofman
4-209 – Roland McKay
5-202 – Jacob Clavel Arias
5-205 – Brianna Mohan

December 2023

K-101 – William Grech
K-102 – Henry Chiu
1-108 – Everett Dadras
1-109 – Auden Dadras
2-206 – Peyton Puglisi
2-207 – Fredy Canas Mejia

3-201 – Harper Hanff
3-208 – Matteo Zuccarello
4-203 – Ilan Conde
4-209 – Simra Mizan
5-202 – Liliana Yee
5-205 – Julian Choi

January 2024

K-101 – Camilla He
K-102 – Mia Masone
1-108 – Siena Zuccarello
1-109 – Chrystoffer Quiroz-Castaneda
2-206 – Lydia Xia
2-207 – Alicia Kim

3-201 – Azhar Mizan
3-208 – Naya Ray
4-203 – Camila Yee
4-209 – Luca DiGregorio
5-202 – Samantha Xia
5-205 – Naren Ray

In, Out and Around The Douglaston School

Mrs. Holle

The morning Test Sophistication program is in full swing as well as the afternoon Stock Market Game, Chorus and Broadway Musical. Our students enjoyed shopping at the Holiday Store run by our PTA. The Winter Festival in December was attended by many of our families, both current and former. The food made and served by parent volunteers was delicious. Everyone was having a great time. Our students are also going on class trips such as the NY Botanical Gardens and age-appropriate performances. Some of these outings are paid for by our amazing PTA. The week before the Winter break our students, with Mr. Carpentieri at the helm, put on a fabulous Winter Concert. The last day of that week both staff and students came to school in pajamas. Since the return from the break, we added Marquis Studios to our after-school activities, made possible from the CASA Grant received. They are running Puppet Theater for Kindergarten, Book Making for first grade, Cultural Dance for second and third grades and Animation for fourth and fifth grades. We were able to have the NY Hall of Science come into each of our classrooms. They did Lights and Shadows with Pre-K, Goopy Matter with Kindergarten and first grade, Owl Pellet Dissection with second and third grades and The Eyes Have It with fourth and fifth grades. The funds to pay for this and the NY Historical Society came from the Picture Day and Read-a-Thon fundraisers. In addition, motivational speaker Rowan Murphy will be coming in on February 8th for a schoolwide Assembly on Respect for All and Inclusion. Some classes had cultural celebrations. Parents brought in food representative of their culture and students made beautiful posters showing their heritage. A good time was had by all. Student Council Sports Day showed a variety of different teams and sports from all over the world. PS 98 has been chosen to participate in the DSNY Curbside Compost Collection Program in an effort to reduce waste sent to landfills. We have been showing the students how to recycle their garbage at lunch. The Summer in Winter party was great fun, and everyone had a blast. There is more to come as the year goes on. Please check for the emails I send to stay informed about upcoming news and events. I can't forget to mention the retirement of Safety Agent Dale who was with us for twenty-two years. We miss her and wish her all the best on her retirement.

Dates to Remember

Ms. Diana Gautier, Assistant Principal

February 5 - Pre-K Open House

February 7 – World Read Aloud Day; Waste Climate Action Day; SLT Meeting

February 8 - Respect for All/Inclusion Assembly with Rohan Murphy

February 13 – Safety Meeting

February 12-16 - Kindness Week

February 16 – End of second marking period

February 19-23 – School Closed – Mid Winter Recess

March 6 – SLT Meeting

March 7 – Early Dismissal – 11:40 am - Parent Teacher Conference (12:40-2:40 and 4:40-7:40)

March 7 – Second Report card available via NYCSA

March 12 – Safety Meeting

March 20 - Career Day

March 29 – April 1 – School Closed – Easter Weekend

April 3 – SLT Meeting

April 8 – May 17 – NYS Computer-based testing for Science – Grade 5 only

April 9 – Safety Meeting

April 10 – School Closed – Eid al-Fitr

April 11-12 – NYS ELA Exam: Grades 3 & 4 Paper-based. Grade 5 only Computer-based

April 22-30 – School Closed – Spring Recess

May 1 – SLT Meeting

May 7-9 – NYS Math Test – Grades 3 & 4 Paper-based. Grade 5 only Computer-based

May 14 – Safety Meeting

May 27 – School Closed – Memorial Day

June 5 – SLT Meeting

June 6 – No Students – Anniversary Day/Chancellor's Conference Day

June 7 – No Students – Clerical Day

June 7 – End of third marking period

June 11 – Safety Meeting

June 17 – School Closed – Eid Al-Adha

June 19 – School Closed – Juneteenth

June 26 – Last Day of School (full day). Third Report card available on NYCSA