



# P. S. 98 SCHOOL NEWSLETTER

## Home School Connection

Fall 2026

### Principal Chan's Message

Dear P. S. 98 Families,

I am excited to share an update on the inspiring work and discoveries taking place at P. S. 98. Students have been actively engaged in hands-on learning, thoughtful discussions, and collaborative activities across all subjects. It is truly inspiring to see them so excited, engaged, and eager to learn every single day.

Here is a look at what our students are exploring across the curriculum:

- Students are engaging in rigorous math discussions where they explain their math processes, apply math vocabulary in their responses, and use multiple strategies to solve real world problems.
- In our literacy modules, we are studying characters closely, noticing how they develop, change, and grow throughout a story. Students use a variety of reading strategies to better understand the meaning of each story and text.
- Our young authors are publishing writing such as narrative, informational, argumentative, or creative writing. Students are building essential writing skills including proper structure and punctuation.
- Grades K-5 covers physical science, life science, earth and space science, and engineering design through phenomena-based, inquiry-driven units. Students regularly take on the role of scientists to solve real-world problems.
- Students are learning about global natural resources, traditions and cultures around the world, and social issues.

Enrichment programs that are afforded us through grant funding are our partnership with the New York Historical Society and Marquis Studios' Eco Arts, Bollywood Dance, and Architecture. We are excited to participate in the districtwide Debate Team for the first time this year! Additional self-sustaining after/before school programs offered are Chorus, Piano, Basketball Clinic, and Test Sophistication for ELA, Math, and Science. STEM Lego Robotics and MYM Chess are other programs offered after school. All classes will be participating in APEC hands-on activities to better understand ecosystems and wildlife preservation.

Thank you for your collaboration and partnership in supporting all of our children at P. S. 98 to ensure they have a successful school year!

Warm regards,

*Kristy Chan, Ed.D.*

### 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.

### **School-wide Instructional Priority**

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. 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.

### **Instructional Focus**

**Our instructional focus is to enhance students' ability to engage in meaningful, respectful, and effective conversations during classroom activities and discussions. Students will develop stronger discourse by applying standards-based skills and academic and content-specific vocabulary, leading to richer classroom discussions, a more collaborative learning environment, and a deeper understanding of the meaning and content of the texts they read.**

### **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. Tulimieri**

Pre-K is up and running! Our class enjoyed the first study in our Teaching Strategies Gold Curriculum, entitled, The First Six Weeks.

Our goal is to build a Pre-K classroom community where every child feels comfortable and happy. Therefore, during the first few weeks of school, we went over the classroom routines and rules. We also focused on getting to know one another and building friendships.

In class, we listened to books such as *Be Kind* by Pat Miller and *Bear Feels Sick* by Karma Wilson. We spoke about how to make and keep friends. The children made friendship chains and drew pictures of themselves and their classmates. The students started to cultivate healthy friendships in class through everyday actions like sharing toys, offering comfort when someone is sad and including others in games.

Since the first month or two of school can be a difficult transition time for children, we thought about ways to make that transition easier. The children created projects for their loved ones to help ease their separation from families and caregivers. They also created pictures of the people and things that they love. Additionally, the children listened to books about going to school such as *The Kissing Hand* by Audrey Penn and *The Pout-Pout Fish Goes To School* by Deborah Diesen. We discussed things that we could do to help us feel better when we miss our families in school.

Last week, we started a mini-study on sounds. This short study exists to help young children build early literacy, phonological awareness, and scientific inquiry skills through structured, hands-on exploration. The children have been learning about pitch and volume. The children also have practiced making high, low and loud sounds. This week, they are making their own instruments and creating songs with different beats.

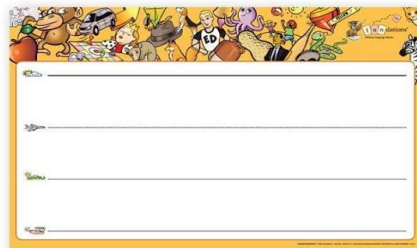
Next week, we will begin our study of Trees. The children have begun to observe different parts of trees in the playground during outdoor play time. They are collecting leaves, bark and stems to bring to our Science Learning Area in class. Autumn is an ideal time to notice and appreciate the changing foliage. We look forward to sharing our future experiences with our Pre-K families!

## Kindergarten News

Mrs. Eisenberg, Mrs. Cassidy and Mrs. Sheridan

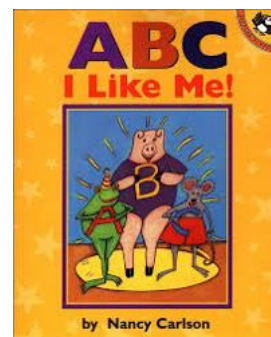
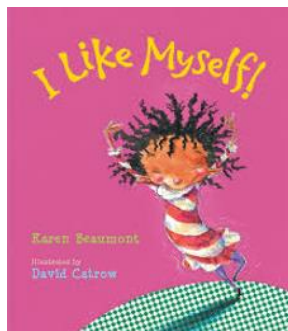
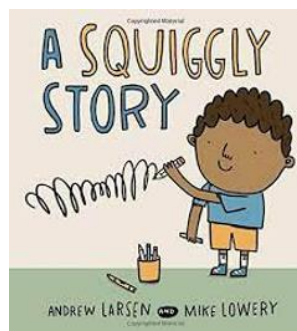
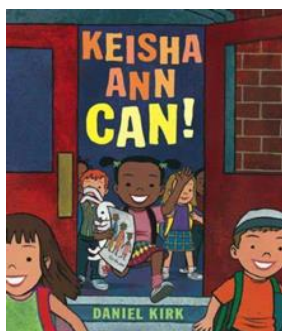
### Word Work

We are almost halfway done with unit 1 in Foundations and the children are loving it! Each week we introduce two letters, teaching the letter name-keyword-sound as well as lowercase letter formation for each of the new letters. We practice the letters of the week, reviewing previous letters as well as the new letters. So far, we have learned t, b, f, n, m, i, u, c, o, a and g. We are learning which letters are consonants and which ones are vowels. The children enjoy forming letters on their dry erase boards using the sky line, plane line, grass line, and worm line. It is also fun to practice our letter sounds on the magnetic tile boards. We are also using the Heggerty program to practice rhyme recognition, blending words, isolating beginning and final sounds, segmenting words, adding words, deleting words, substituting words, and language awareness. The students really enjoy using their hands and arms to exercise as we practice these skills!



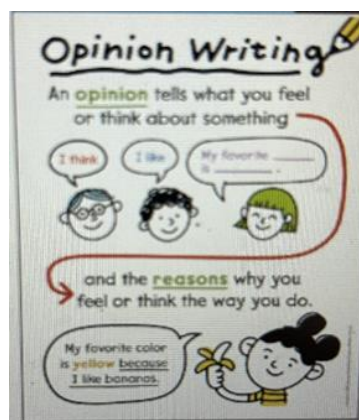
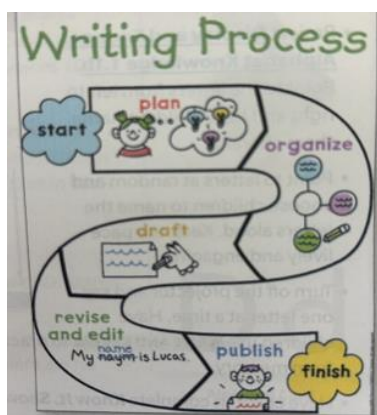
### Reading

The children have been learning reading strategies that they can apply when reading independently or aloud to the class. We have learned to use our "eagle eyes" to look at pictures and help us decode unfamiliar words. We are also learning print concepts, such as, reading from top to bottom and left to right. The children are practicing pointing to the words as they read and matching written words to spoken words. The reading program we are using is called HMH. We have read fiction, nonfiction, poetry, and informational texts. The first unit we worked on was called, "Curious About Kindergarten". This unit taught the children how to actively listen to a story, develop comprehension, story elements, vocabulary strategies, checking for understanding, plot, and how to turn and talk. We are now working on Module 2 which is called, "There's Only One Me!" The children are learning from characters who are experts at self-reflection. They see that when we take time to appreciate who we are—inside and out, our successes and shortcomings—the happier we are to just be ourselves. We are also better equipped to celebrate our differences.



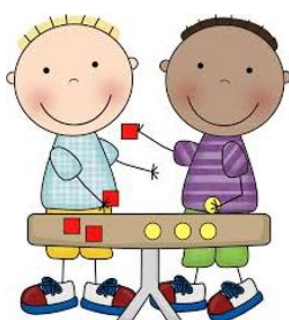
## Writing

The children are learning how to become writers! They learned that an author is a person that writes a text and authors use pictures and words to put their stories and ideas onto a page. The children learned that authors use the writing process to go from their very first ideas to a finished piece of writing. In this unit we learned about Opinion Writing. An opinion is what someone feels or thinks about something. The children learned how to write and draw to tell what they like or don't like about a topic. The children also learned that opinion writing also gives reasons that explain why someone feels or thinks a certain way about something.



## Math

The children have learned that counting tells how many objects are in a group, regardless of their arrangement or the order in which they are counted. We are working on counting, arranging, and comparing higher numbers. The children have been learning math concepts using both the envisions 2.0 program and hands on math activities. We have created various math games to make these concepts exciting. The children learned how to compare groups of objects and use math vocabulary such as equal, greater than, and less than. For our next topic, we will be working on comparing numbers up to 10.



## Science

The children are learning how to be scientists! We are learning how scientists use their five senses to help them discover new things. We are working on a unit called Sunlight and Weather. The children were introduced to a fictional scenario: The students at Woodland and Carver Elementary schools are not comfortable outside during their recess times. The Carver students are too cold in the morning, and the Woodland students are too hot in the afternoon. The principals of the schools are asking that our students take on the role of weather scientists, to figure out what is causing the difference in temperature between the playgrounds, and to propose a solution.

We learned during this unit about diverse weather conditions. We learned that weather includes both types (sunny, cloudy, rainy, windy, snowy) and temperature (cold, cool, warm, hot).



## Social Studies/SEL

The beginning of the school year was spent creating a warm and respectful learning environment. The children brainstormed on a Circle Map a list of community promises. Using our Passport program, we learned about the Pledge of Allegiance and what it means to make a pledge, both at home and at school. We read the story, *Have You Filled a Bucket Today?* and had many collaborative conversations on how we can be respectful to one another and be bucket fillers.

We are using the Sanford Harmony to teach social-emotional learning. The class met Z. Z is an alien that lands on earth and wants to learn how children on earth get along and respect one another. The children have been learning about respect, friendship, and finding commonalities.



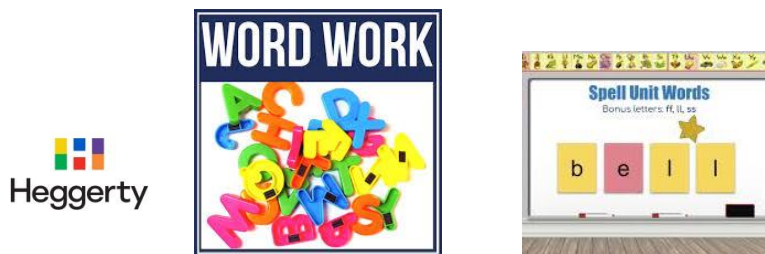
## Word Study/Foundations

In our word study, the students are showing their amazing skills by segmenting, sounding out and building new words! As they demonstrate their knowledge of letters and their sounds, the students are

laying a foundation that will create a reference point for future word studies, reading and writing journeys.

As our year began, first graders reviewed vowel and consonant sounds and identified them within the words we built. At this time, we are beginning to incorporate digraphs and utilize them as we write, listen and read. As our children construct and deconstruct words to find these known word parts, they look for context clues and create sentences that help bring meaning to each word that we study. In addition, we have a weekly collection of "trick words," and read them frequently. These words appear throughout our reading and writing. We have our children record certain trick words that they use the most in their personal "word wall." First graders also enjoy playing trick word games or using our fingers to "sky write" trick words. Trick word "hunts" are another activity the children love, and it helps them to quickly identify these special words.

Our Heggerty program focuses on auditory skills that recognize and produce word patterns or identify "which doesn't belong." All the children have been thriving in finding, producing and creating rhyming words! The students often create a word that rhymes with another. They may also listen to a set of words and select the word that *does not* rhyme with the others! Our Heggerty Heroes have been buckling up to ride a "word roller coaster!" During this time, we find the beginning, middle and ending of a word. Our students have been separating the onset (initial sound) and rime (rest of the word) in the words we study. The onset refers to the beginning sound of a word, and the rime refers to the middle and ending sounds. The first graders always smile while they are adding sounds to words, taking sounds away and even substituting the sounds in our words to create something new. The students are doing wonderfully during these fun and engaging learning activities. We are so proud of our wonderful word workers!



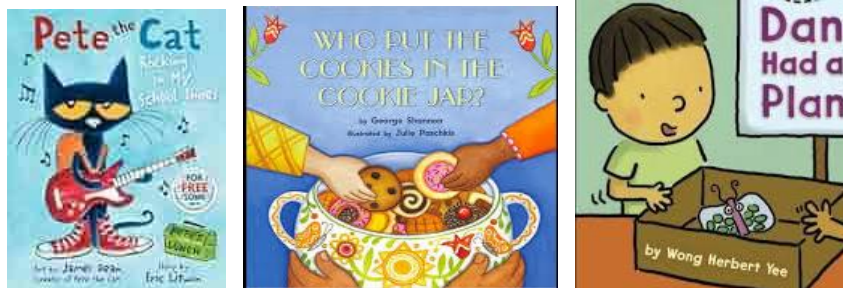
## **Reading**

In our reading studies, students began with our first module, *Nice to Meet You!* We read stories about beginning a new school year, making friends and treating others with kindness. We studied elements of poetry such as rhythm and rhyme in the story, *Pete the Cat, Rocking in my School Shoes*.

We moved on to our second module, entitled *My Family, My Community*. In this module, we studied community helpers and how they support one another. We read a story called *Who Put the Cookies in the Cookie Jar?* In this text, students learned that "many hands put the cookie in, for one to take it out." Texts like these help our students to understand a more global perspective of the many farmers, drivers, bakers, grocers and more that contribute to the process of our basic needs, such as food, or a delicious cookie! In addition, students found the author's purpose for writing in the texts we read, including *Dan had a Plan* and *Places in my Neighborhood*. These texts teach lessons of working together and respect towards others.

We will soon be moving into our third module, *Amazing Animals*. As we enter this module, we will study nonfiction informative texts that teach us about different types of animals. We will examine text

features, such as headings, titles, labels and diagrams. We look forward to enjoying these texts together and engaging in robust research and productive discussions within our first grade classrooms.



## **Writing**

In our writing, we read a story about a child named Ralph. First graders (alongside Ralph) realize that everyone has a story to share! Students began by brainstorming special stories that they would like to share with others. Students learned that every story is special, even the most ordinary! Students shared their ideas and writing focuses with their peers. They further developed their writing by outlining each part of their story. We learned that using nouns and adjectives can enrich our writing. Our students also focused on adding more details to their stories, by answering the questions “who, what, when and where!” Finally, first graders participated in the editing process, utilizing peer feedback and dialogues to review their writing piece.

We moved to our next module, which is a descriptive writing unit that dove into each student's “wonderful world!” Students were inspired by the mentor text, *Nana in the City*, which used description to help the reader visualize and enjoy the most special parts of Nana's world. Together, we examined our own worlds and brainstormed all of the most special places and people we know. Students began to draft stories of their own worlds, continuing to reference *Nana in the City* as their inspiration. As we move into our next module, our first graders will be conducting research on a chosen animal. We are so proud of our wonderful writers!



## **Math**

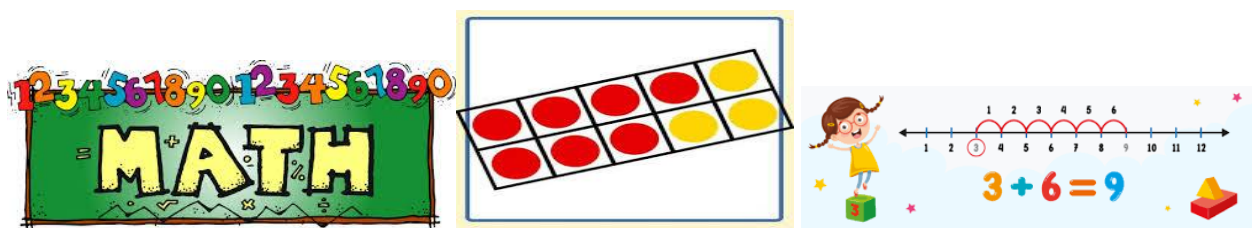
Throughout our math work, children have been demonstrating multiple methods to solve problems and find solutions. In our first grade classrooms, we place tremendous value on every student's explanation and mathematical thinking. Our classes frequently participate in “Math Talks.” During these talks, our children are encouraged to interpret, infer, analyze, compare, contrast, make observations and more. Every thought is valued and encouraged. These activities empower our marvelous mathematicians to persist through challenging tasks and continue to try a variety of strategies.

This year, our first topics included adding and subtracting parts of a number and putting the parts back together to make a whole. Utilizing part-part-whole maps, the children began to see the relationships between these numbers and use them to create their own addition and subtraction equations.

As our math work progresses, students are learning about different tools that can help them to reach a sum or a difference. Some of our most recent strategies include open number lines, doubles facts, near doubles, making ten, using a tens frame and many more. We encourage the children to keep these tools in their “toolbelt” and utilize a variety of strategies to reach a solution.

The students have been working with “how many more” and “how many fewer.” In these types of word problems, the children are comparing amounts and determining the difference between two numbers. One of our word problem strategies is called CUBES, in which students circle, underline, box, evaluate and show their work within a problem they are solving.

The teachers are extremely proud of our magical mathematicians will continue to grow and flourish as they build their mathematical tool set throughout our school year.



## **Science**

In the first grade science curriculum, our year begins by studying animal and plant defenses. The student scientists have been brainstorming ways that aquarium scientists can rehabilitate Spruce the Sea Turtle! The children brainstormed ideas about what plants and animals need to survive. Children used their prior knowledge and new information from our science readings and investigations in order to formulate ideas. Using Playdoh we created a model of animals and their defenses.

Throughout this unit, an important topic for research has been animals with spikes, shells and camouflage. Each student scientist records their findings in their scientific notebook. Here, they write and illustrate an animal's defense and why they chose it. Our first grade scientists enjoyed this unit and will continue investigating other scientific topics throughout our studies.

## **Social Studies**

The social studies curriculum has provided our children with an opportunity to celebrate their own families, including special customs, rules, holidays and traditions. In addition, our activities have helped us to better understand the family life of our classmates, as well as children around the world!

First graders were eager to examine their own neighborhoods and communities. We have discussed family values and traditions, while learning about the customs and traditions of other families as well. Our first graders have been comparing “then and now.” This includes taking a closer look at photographs of families from previous generations to find similarities and differences. In addition, we have been discussing wants and needs, special holidays and more.

Looking ahead to our work in our Civics for All initiatives, students will brainstorm a community issue that they would like to solve. As we collaborate, we will research this issue and come up with solutions. This will include a "Soapbox Speech" to convince others to help support their civics project. We look forward to fostering many civic minded discussions, the power of collaboration and teaching our children about how important their voice truly is.

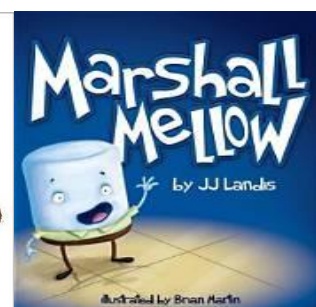
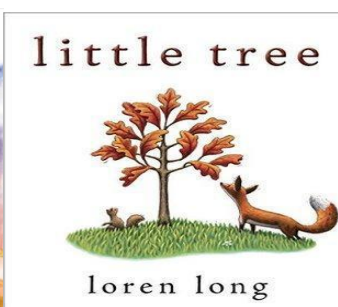
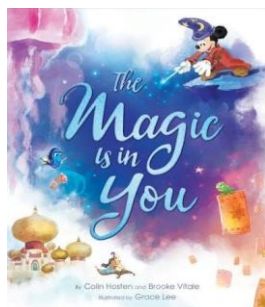


### **Social Emotional Learning**

One of our goals in first grade is to foster a sense of community, trust and caring. We enter each school year with a series of getting to know you games, activities, share outs, read alouds and writing pieces that encourage students to be who they are and share themselves fully within our classrooms. Many of the texts in our curriculum focus on kindness, community and the importance of helping others. While diving into these texts, we often ask our students questions that promote social-emotional discussions, such as "What would you do?" "Do you agree?" and "What is another way the character could have handled this?" We also focus on making text to self, world and text connections, which encourage our children to think about how the selections we read relate to them in a personal way.

Our school's Book of the Month program is another way in which we support social-emotional learning, growth and discussions. We began our school year with *The Magic is in You* by Colin Hosten and Brooke Vitale. This story reminds us that we all have strengths and the ability to overcome obstacles. In October we met *Little Tree* by Loren Long. Little Tree did not like change. With the encouragement of friends, Little Tree learned that while change can be difficult it is also important to help us grow!

In November we will read *Marshall Mellow* by JJ Landis. Marshall unexpectedly landed in an unfamiliar place and was scared. Along the way he met new friends! Marshall's story shows us that we don't have to face problems alone, sometimes courage means asking for help! These fun, relatable and accessible texts remind students that they are courageous, strong and unique. These stories also teach the importance of being a bucket filler. We are so proud of our first graders!



**Word Study/Foundations**

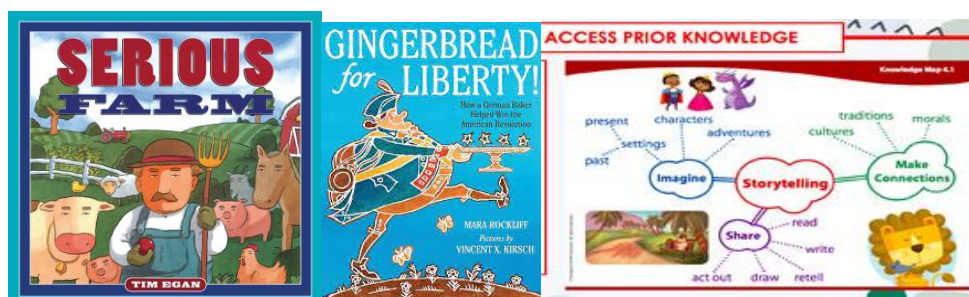
We have finished our first 4 units in Foundations and the children are already becoming more fluent readers. When we started, the units reviewed concepts from first grade, such as glued sounds, digraphs, and closed syllables. Now, the students have been introduced to new glued sounds (-ild, -ind, -olt, -old, -ost) that are closed syllable exceptions. Even though they are closed syllables, their vowel sounds are long rather than short. The next focus in our word work is suffixes. The students are learning to categorize suffixes as vowel suffixes or consonant suffixes. The vowel suffixes begin with a vowel (-es, -ed, -ing, -est, -er) and consonant suffixes begin with a consonant (-s). The students are also learning how to isolate the base word when reading or spelling words with suffixes. Using all of this information, the students will be applying the patterns to multisyllabic words (ex., fantastic, sunset, ketchup). Each week we practice trick words and learn spelling patterns that will help us read and write words with ease. In Heggerty we are learning to isolate base words, prefixes and suffixes.

**Reading**

Second grade is working on Module 3 in our HMH program. So far, we have discovered many new and exciting stories. As we read every day, we delve into different reading skills and genres. In Module 3, Meet Me in the Middle, we discovered that disagreements can sometimes stress relationships. However, we can learn to agree to disagree and still get along. As we read, children learned ways to listen to each other and work out disagreements. Through reading and collaboration, children learned to see different points of view.

As we read, we practiced important reading concepts such as identifying the central idea of a text, making inferences, author's purpose, and summarizing a text in sequence. Each day the children are immersed in literature through a variety of new and exciting texts.

In Module 4, we will dive into the world of fantasy in a module called Once Upon a Time. In this module, children will experience traditional and contemporary stories. Some of these are stories that may be familiar to children but have a new, interesting twist! Children will learn that stories can convey messages to readers. Important lessons can be learned from the characters, and just like real people, characters in stories make mistakes and learn from what they do wrong. Readers can learn valuable lessons from the actions of these characters.



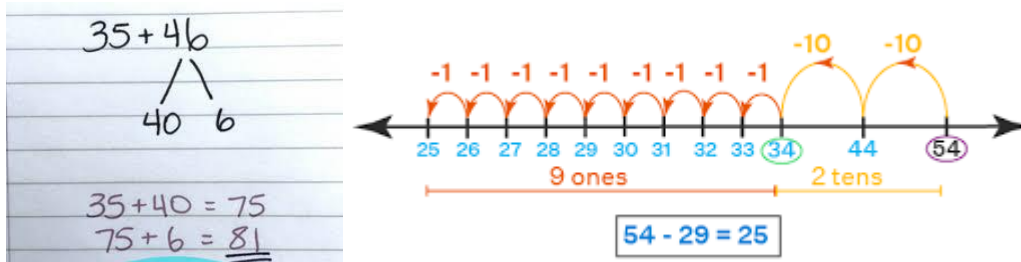
## Writing

Grade 2 is now involved in the Soap Box challenge, which is a public speaking program that calls young people to speak out on issues that affect them and their communities. These powerful speeches have lasting, transformative impacts on classrooms, schools, and communities. The students will be asked to identify an issue in their community, or the world, that they would like to teach others about and bring awareness to others. Through the writing process, we will first organize our thinking through the use of thinking maps and graphic organizers. We will identify an issue, give reasons why this issue is important and finally call others to action to help support our cause. Through this persuasive writing unit, children will be learning how to express their opinion in a way that others will listen and hopefully teach others about an important issue in our world. Through learning public speaking we also learn empathy for others by being an active listener.



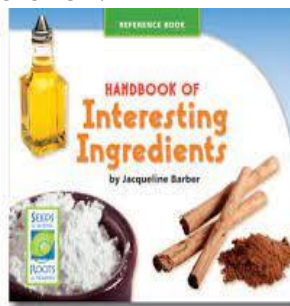
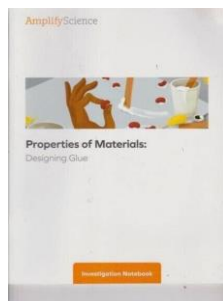
## Math

The second-grade students have begun 2-digit addition and subtraction, up to 100. We are learning different strategies, such as using a hundreds chart, break apart method, partial sums, open number lines, and place value drawings. The students have also begun solving one and two step word problems, which requires them to find a hidden question to find the solution. When solving these word problems, the children are using strategies to help them identify important information, finding quantities and understanding what the question is asking and then they choose a strategy to solve and explain how they found their solutions.



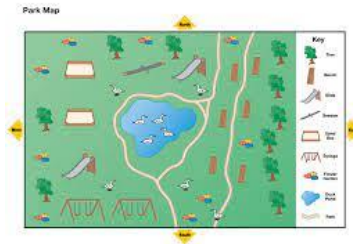
## Science

In this unit, the students are investigating different materials of everyday things, as a way to understand the importance of properties of materials. We explore, hands-on, the different states of matter. After discussing these different materials, the students will 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. Throughout this unit, the students are reading nonfiction books, drawing hypotheses and findings, and creating new materials with hands-on exploration.



## Social Studies

The students in second grade are learning all about maps and the geography of our country. We are learning how to read maps using map keys and both intermediate and cardinal directions. When distinguishing the difference between maps, the students are able to identify both political and physical maps, and we will be focusing on the physical geography of New York state. The students have learned what a "bird's-eye view" map is, and they created one of their own, along with a physical map of New York. Throughout social studies this year, we are also becoming good citizens through Civics for All. The children will be learning about their community and how they can make a difference for the better. Their voices can be heard, and they can make positive changes!

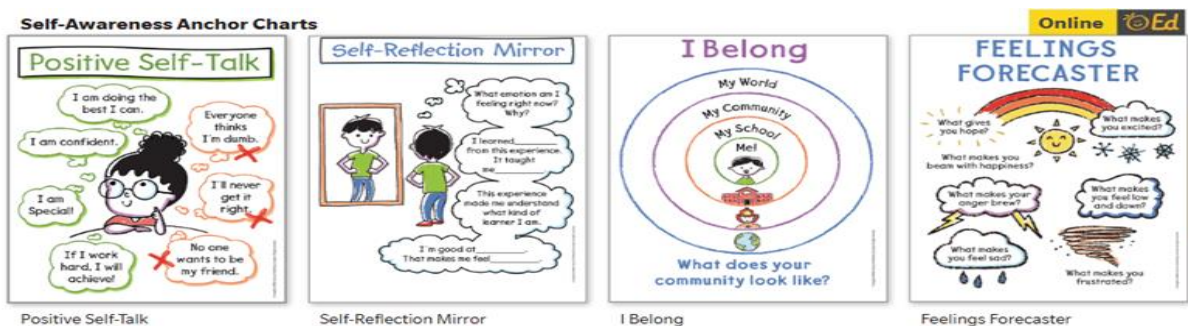


After the geography unit we will be discovering how NYC has changed over time.



## Social Emotional Learning

Second graders utilize SEL daily in all our classes. We know that having a positive learning environment and being a good citizen is an important part of our school community. In addition to class read alouds, our HMH program incorporates Social Emotional elements in our daily lessons. We discuss how characters react to problems and challenges and discuss how we can solve problems in a positive way. We discuss making good choices and how to help one another using positive words and actions. We know that students who can express themselves in a positive way will help our class community thrive. Throughout the year we will continue to explore our emotions and help one another to solve problems in a productive way.



## Reading

Third grade is getting ready to explore why some stories are better told on a stage. In this module, students will listen to, read, and view a variety of texts and media that give them information about the features of drama. A genre focused on drama provides students with opportunities to identify elements of drama and literary elements to better understand unfamiliar texts. Students will also encounter fables and videos to build knowledge across genres. We have been reading various genres including realistic fiction, informational nonfiction, and poetry. The students have enjoyed the stories we have read so far. They will continue practicing their reading strategies and building their comprehension skills, like identifying point of view, summarizing, figurative language, elements of poetry and identifying text and graphic features. We have been working on our Foundations skills. We have been practicing digraphs and trigraphs, marking up words and making new words. We have learned new spelling rules and applied them into our writing. The students are very excited to have begun cursive writing. We are looking forward to learning more every day.



## Writing

Third grade has written personal narratives. They also have been writing letters to their future selves discussing goals for their future along with how they will accomplish them. The students have been learning the basic structure of writing a composition to explain why. They will revise by learning concrete strategies. They will understand the importance of being aware of one's audience, keeping in mind: using text features, fact checking, and being aware of grammar and conventions.

### Parts of a Formal Letter

**DATE**: October 26, 2019

**ADDRESS**: Pecos Middle School  
100 School Bell Rd.  
Pecos, TX 77462

**GREETING**: Dear Mrs. Warren:

**BODY**: I am writing about the city's photo park. I would like to know when the photo park will be open again. My friends and I want it to be open again so we can take photos there again. Please let me know about the park. Thank you.

**SIGNATURE**: Respectfully,  
Marco Rivera

**CLOSING**: Sincerely,  
Marco Rivera

### Narrative Elements

**Setting**: Time and place

**Characters**: The people (and sometimes animals) in a story; the protagonist is the main character. The antagonist works against the protagonist.

**Plot**: What happens in the story; characters face a conflict, or problem, and resolve it.

**Theme**: the story's message or lesson; the theme is usually not stated directly but can be inferred from the events of the story.

### Revising Checklist

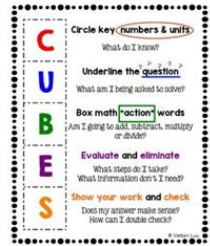
Improve sentence structure and word choice!

|                                                                                                                                    |                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Add sentences.</b><br><p>My bike is red. It has red wheels.</p>                                                                 | <b>Remove unnecessary words or sentences.</b><br><p>The blue whale is the largest, biggest mammal in the whole-ocean world.</p> |
| <b>Rearrange words or sentences.</b><br><p>Some frogs have poison on their skin. Many animals use poison to hunt or stay safe.</p> | <b>Change words to make them clear, specific, and interesting.</b><br><p>Pizza is good, cheesy and delicious.</p>               |

## Math

Students have been working hard practicing their multiplication facts. They have worked hard to understand the meaning of multiplication. They have mastered the properties of multiplication which

include the Identity Property of Multiplication, the Commutative Property of Multiplication and the Distributive Property of Multiplication. Currently, they are getting ready for division and solving multi-step word problems using their strategies including CUBES. They will continue to work on labeling their answers, displaying all of their work, and being able to explain how they arrived at their solutions.



## Science

In the Environment and Survival unit, students are using data and various texts to make inferences and figure out why the snails with yellow shells are not surviving in the environment as well as the snails with banded shells. As biomimicry engineers, students were able to brainstorm and plan a design by using what they have learned about snail traits. Students chose one idea for a design, considered the design guidelines, and drew their designs. Next, they will be investigating animal environments and adaptations. They will be able to answer questions that refer to why a particular animal needs a specific climate.

Snail with yellow shell



Snail with banded shell



## Social Studies

Third grade just finished up their unit on Geography. The students identified where each continent and ocean were. They learned all about the features of maps including how to use a map key, using cardinal directions on a compass rose, and how latitude and longitude help us locate places on a map as well as a globe. For the next unit of study, third grade will focus on culture. They will discuss how all countries and civilizations have culture, how cultures and civilizations develop and change over time, and how culture encompasses all that people do, create, value, and believe.

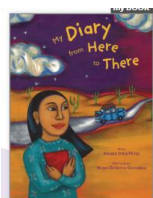
## Social Emotional Learning

Third graders are beginning to identify character feelings and traits through the stories they are reading about in the HMH curriculum. Through these stories, they are also becoming more aware of their own identity and their own personal traits. Being able to make these connections helps students strengthen their social emotional understanding and make more thoughtful decisions when they are faced with conflict.



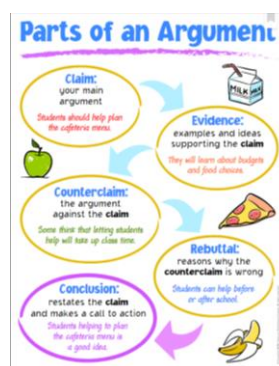
## Reading

Fourth grade is finishing up Module 3 where we focused on the essential question "What does it take to meet a challenge?" During this module we focused on reading informational text, drama and autobiographical fiction. Comprehension skills such as central idea, text structure, summarizing, context clues and figurative language were taught and utilized throughout the module. Fourth graders also learned new vocabulary words to go along with the text and how to use different suffixes to help them identify unfamiliar words. During the next unit we will be exploring new texts with the focus question "What makes someone a hero?"



## Writing

Our current HMH Module 3 writing piece aims to get students to strengthen their argument writing skills. Fourth graders take on the role of researchers and writers within this unit, starting by brainstorming ways family and friends have helped them overcome challenges. Students came up with strong reasons and ways that their family and friends have helped them overcome difficult times in their lives. Once done with their initial draft, students learn different revising strategies such as how to create a well thought out introduction and conclusion. Furthermore, they learn how to revise for descriptive and persuasive language, adding higher level transitional words and phrases and buddy sentences, as well as how to revise for grammar and punctuation. Finally, students learn how to peer edit and get ready to publish.



## Math

Fourth grade mathematicians have been working diligently on building fluency and conceptual understanding of multiplication. They have learned how to use different properties and strategies ranging from area models, to the distributive property, and to partial products to multiply up to 2-digit numbers. They learned how to use the standard algorithm to more efficiently solve multiplication problems, abridging steps within the process. Students continue to show multiplicative comparisons using Bar Diagrams and to check for the reasonableness of their answers by using estimates based on rounding and compatible numbers. Students are getting

ready to explore the relationship between multiplication and division, while continuing to reason about math by engaging in number talks, math routines, and circle discussions.

## 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. Using what they learned from

$$47 \times 39 = 1833$$

$$(40 + 7) \times (30 + 9) =$$

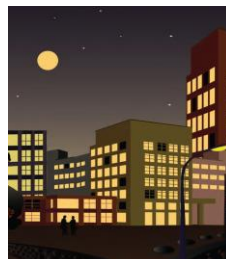
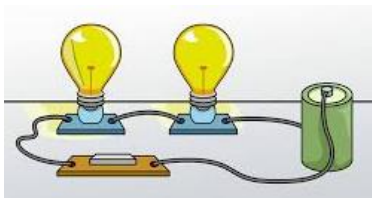
$$(40 \times 30) + (40 \times 9) + (7 \times 30) + (7 \times 9)$$

$$1200 + 360 + 210 + 63$$

$$\begin{array}{r} 1200 \\ 360 \\ 210 \\ + 63 \\ \hline 1833 \end{array}$$



surveys, SIMS, and reference books, students wrote their first scientific explanation. 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, all while preparing for their energy science investigation.



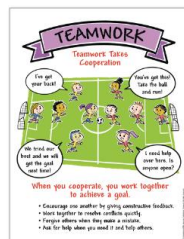
## **Social Studies**

Fourth graders have completed their first unit on New York State Geography. They investigated different New York State landmarks and reviewed their knowledge of maps. We are moving into the next unit of study, on Native Americans, where students will be analyzing sources, close reading, and researching to make inferences about Native Americans lives and culture. We will be learning about how natural resources influenced the development of Native American culture in New York, what roles, responsibilities, traditions and beliefs Native Americans held, and how overall Native Americans contributed to our society and continue to do so.



## **Social Emotional Learning**

Fourth graders use S.E.L strategies daily in the classroom. Along with class read alouds, our HMH program incorporates Social Emotional elements in our daily lessons. We discuss how to be a good friend and how to solve conflicts among our classmates and peers. As a class we discuss how to make good choices and how to be kind to one another. During the next unit in HMH we will be discussing how to navigate challenging situations with the help of our family and friends. We will discuss how working together can help you achieve your goals.

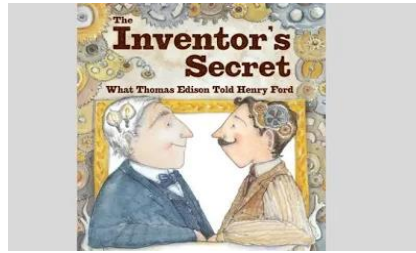


## **Fifth Grade News**

**Mrs. Kelly, Ms. Barongi and Mr. Grossman**

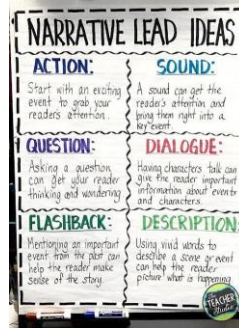
## **Reading**

We recently wrapped up Module 1, "Inventors at Work," in our HMH curriculum, where our fifth graders explored science-based nonfiction texts to understand the circumstances and motivations behind famous inventions. Throughout this first unit, students analyzed text evidence, central ideas, and how real-world problems inspire creative solutions. We are now diving into Module 2, "What a Story," which brings a strong Language Arts connection as we analyze classic and contemporary fiction. In this module, our focus shifts to identifying key story elements—such as plot structure, character development, theme, and author's purpose. Through these stories, students will continue sharpening their critical thinking, writing, and vocabulary skills every day.



## **Writing**

In Module 1, we took on research-based writing by stepping into the shoes of famous inventors. Students researched early life details, analyzed why each invention was needed, and evaluated its lasting impact on society to write interesting biographical accounts. We are now transitioning into Module 2, where students are exploring narrative writing. Throughout this unit, students will craft original stories featuring full plot structures—including engaging expositions, rising action, dynamic climaxes, falling action, and satisfying conclusions. They will also practice integrating dialogue effectively to show character personality and drive the story forward.



## **Math**

We kicked off our year with a deep dive into place value, looking closely at what exists to the left and right of a decimal. Students compared the value of whole numbers as well as decimals into the thousandths place. We learned that we can use the coding system of place value as a way to represent different amounts using the digits 1-9. With this knowledge, students began to practice how to manipulate values using operations such as addition, subtraction and multiplication. As our next unit approaches, we will observe the relationship between division and multiplication.

## **Science**

Students became food scientists in our Modeling Matter Amplify Science Unit. Through a variety of hands-on experiments, simulations, and research, students are learning about the properties of molecules and how they interact with each other. Students are learning about nano vision and how using models helps explore and understand objects that they cannot see with their own eyes. They use their five senses to make observations and make inferences about scientific concepts based on those observations. Students will be participating in the NYS Science Investigation in November where they will have more opportunities to do experiments and make observations and inferences. Up next, students will be entering the jungle in our Ecosystem Restoration Unit and learning what is needed for healthy ecosystems.

## **Social Studies**

Ancient Greece has come to life in social studies. Our students are embarking on an exciting 9-session journey through history with special teacher Ms. Cheryl from the New York Historical Society.

Throughout this interactive unit, classes are exploring the foundations of ancient Greece, uncovering the origins of democracy, and discovering how these foundational philosophies shaped the modern American government. From reciting famous historical speeches and analyzing classical architecture to examining how ancient society functioned, students are actively bringing the past to life. To showcase their learning, the program will culminate in a hands-on final art project that reflects their deep understanding of ancient Greek culture and democracy.



### **Social Emotional Learning**

As their final elementary school year begins, fifth grade students continue to develop the skills they need to be thoughtful decision-makers and supportive members of our community. Through class discussions and collaborative activities, we will focus on self-awareness, self-management and relationship skills. We will work to develop empathy, strengthen communication and increase accountability throughout the year.

### **Physical Education**

**Mr. Sciabarassi**

Our Physical Education program at P.S. 98 is off to an exciting start! Students have been staying active, developing new skills, building friendships, and learning the importance of teamwork and sportsmanship.

Our Physical Education classes take place outdoors on our beautiful playground whenever weather permits, or indoors in our cafeteria/gymnasium. A special thank-you goes to our wonderful custodial staff, who work hard to move our cafeteria tables and provide a spacious, safe environment where our students can participate in physical activity.



### **Starting the Year Strong!**

We began the school year by introducing students to our daily Physical Education routines, warm-ups, and movement activities. These routines help students develop healthy habits, improve coordination, and prepare their bodies for physical activity.

Students participated in a variety of fun icebreaker games and movement challenges that encouraged them to interact with classmates while developing important motor skills.

Some of the activities included:

- Running, skipping, hopping, and jumping
- Stretching and flexibility exercises
- Balance and coordination activities
- Team-building games and movement challenges

These introductory activities helped establish a positive learning environment while reinforcing the importance of following directions, respecting others, and working together.

### **Throwing & Catching Unit**

Our first major instructional unit focused on developing throwing and catching skills. Students practiced using a variety of equipment, including footballs, foam balls, and other age-appropriate materials.

### **Pre-K – 1st Grade:**

Our younger students focused on developing fundamental movement skills through fun throwing and catching activities. Students practiced throwing toward different targets, improving hand-eye coordination, and developing confidence through repetition and play.

### **2nd – 5th Grade:**

Our older students participated in more challenging throwing and catching activities, including target games, partner challenges, and team competitions.

Students practiced accuracy, control, and proper throwing techniques while keeping track of points during various activities.

Beyond the physical skills, these lessons emphasized important life skills such as teamwork, communication, good sportsmanship, and learning how to handle both winning and losing with respect.

### **What's Coming Up in Physical Education?**

Throughout the remainder of the school year, students will continue exploring a variety of activities designed to promote physical fitness, teamwork, and lifelong participation in movement.

Some exciting units and activities to look forward to include:

- Basketball and Volleyball
- Cooperative Games & Team-Building Challenges
- FitnessGram Preparation & Fitness Activities
- Track & Field Activities
- Throwing, Catching & Movement Skills
- Health & Wellness Education
- Move-to-Improve Classroom Activities
- Individual and Team Sports

### **Building Healthy Habits for Life!**

At P.S. 98, Physical Education is about much more than simply playing sports. Our goal is to create a positive and inclusive environment where every student feels comfortable participating, trying new activities, challenging themselves, and celebrating their progress.

Through movement, teamwork, and meaningful physical activity, we hope to help our students develop confidence, resilience, leadership skills, and a lifelong appreciation for health and fitness.

We look forward to another fantastic year of learning, moving, and growing together!

## **Music**

**Mr. Carpentieri**

### **Pre-K-2**

Students in Pre-K, Kindergarten, 1st, and 2nd grade began the school year with units on welcoming other students, showing signs of kindness, and following rules in music class. During these units, students learned their Hello and Goodbye songs, learned the difference between the five voices in music class, practiced steady beat, and participated in many different group circle games. In October, Kindergarten learned about the changes in the seasons and how different songs in music class can change in speed, pitch, and volume. We sang several songs to accompany these concepts such as *Walking Feet*, *The Old Grey Cat*, *Grizzly Bear*, and *I'm A Superhero*. In October, first graders began to work on body percussion routines. Students used different parts of their body and the sounds they make (pat, clap, snap, stomp) to add to different songs. We used several classic songs such as *Rockin' Robin*, *Stand by Me*, *Rondo alla Turca*, *Hungarian Dance no. 5*, and *Eine Kleine Nachtmusik*. In October, second graders learned about how songs tell stories. Students created their own comic strip accompanied by classical music. As we move into November and December, students in all grade levels will be learning their Winter Concert music. Please see the QR code below for access to winter concert music and let your child sing away!

### **Grades 3-5**

Students in 3rd, 4th, and 5th grade begin each music class by listening to and learning about different featured music artists. In September, we learned about "Top-Chart Musicians" such as *Bruno Mars*, *Shakira*, and *Olivia Dean*. In October, we learned about Hispanic artists such as *Selena*, *Carlos Santana*, *Luis Fonsi*, and *Karol G*. In November, students will be learning about Native American artists such as *Stella Standingbear*, *Robby Robertson*, and *Raye Zaragoza*. In September, third graders learned how everyday objects can be used as instruments. We focused on using plastic cups for different songs like *Favorite Rag*, and *When I'm Gone*. Inspired by another school's work, 4th graders created lyrics to and recorded their own "respect rap". Fifth graders learned about the seven elements of music and how to use music vocabulary words when describing music. We finished the month with the class voting on student favorite songs while playing "*Bop or Flop*". In October, students in 3rd, 4th, and 5th grade began to work on hand drumming, playing several percussion instruments such as Congas, Bongos, Tom Drums, Djembes, and Log Drums. We used these instruments to play rhythms from several famous pop songs such as *Best Day of My Life*, *Bones*, and *All Star*. In November and December, students in 3rd, 4th and 5th grade will start working on mallet technique, playing on instruments like Xylophones, Metallophones, and Glockenspiels. Students will be learning how to sing and move to Winter Concert songs. Please see the QR code below for access to winter concert music and let your child sing away!

Winter Concert date: Friday, December 18 – K-2 - 9:30-10:15 am and grades 3-5 10:45-11:30 am.



## Technology/Computer Science

Mrs. Mei

Students in Kindergarten through fifth grade learned how computers have changed over time. They discussed why computers are important in our everyday lives. We are now diving into digital citizenship.

### Kindergarten-First Grade

Kindergarten and first grade students are busy learning about different types of computers and how they work using inputs. They were able to understand the difference between hardware and software by identifying and sorting the items based on their functions. They learned the importance of coding by experimenting with the commands of a programming language. Kindergarteners used loops to shorten their codes, while first graders were able to find and fix problems in their codes by finding bugs and debugging them. They are also learning how to use a mouse by clicking and double-clicking.



### Second Grade

Second grade students learned about input and output devices as well as how algorithms work. An algorithm is a series of steps required to complete a task. They are creating specific instructions using codes, and are learning about the role of a computer programmer. Second graders are currently learning how to be



good digital citizens and learning why it is important to have device-free moments in their lives. They are also recognizing the kind of information that is considered private and should not be shared.

### Third Grade

Third grade students are also learning a very important concept in computer science – algorithms. They can explain how an algorithm works by creating specific instructions using pseudocode. As part of being good digital citizens, third graders are learning how to take responsibility for themselves, their communities, and their world. They understand that everyone deserves to have their privacy decisions respected by knowing what kinds of personal information should be kept private and why. They also understand why a strong password is important by practicing to create memorable and strong passwords that are hard to guess, yet easy to remember.



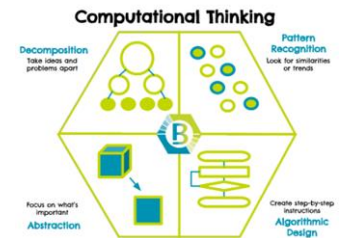
## Fourth Grade

Fourth grade students learned about the four functions computers need in order to perform. After identifying the different types of inputs and outputs, they each designed their own input/output devices. Fourth grade is currently learning the difference between private and personal information that can be shared about themselves when they are online.



## Fifth Grade

What exactly is AI? The students learned how artificial intelligence works by learning about the machine's ability to perform cognitive functions. They also gained a better understanding of computer science concepts by using computational thinking when problem-solving. Fifth grade created a personalized plan for healthy and balanced media use and are learning strategies for avoiding clickbait.



## Typing Pal for Grades 2-5

In an effort to assist students with their keyboarding skills, PS 98 has renewed our subscription to Typing Pal. This is a great program that will help students master this necessary skill. It is used in class, and it could also be used at home. Please encourage your children to utilize this resource. Learning how to keyboard correctly is a skill that will serve them well in the years to come. A notice was sent home with login information. All students have an individual username and password. First Grade and Kindergarten students will begin keyboarding skills later on in the school year.

## Art

Ms. DeVine

### Kindergarten

Students are learning about lines and shapes through fall favorites like pumpkins and leaves. They practiced observing and drawing what they see, discovering how lines can create all kinds of shapes and designs.



### First Grade

First graders explored lines in 3D by creating imaginative line sculptures. They learned how lines can move through space to show energy and form. The students also explored 2D vs 3D lines.



**Second Grade:** Second graders took a more abstract approach, exploring line and self-reflection. They are now collaging techniques to create colorful fall collages, combining texture, shape, and pattern to celebrate the season. Through these projects, students discovered how artists can use line and composition to express feelings and ideas.



### Third Grade

Third graders are exploring movement through lines and gesture drawing inspired by the artwork of Keith Haring. Students are experimenting with bold lines, simple shapes, and energetic poses to show action and emotion in their drawings. Through this process, they are discovering how lines and body movements can bring their artwork to life.



## Fourth Grade

Fourth graders studied patterns from different cultures, creating their own unique pattern designs inspired by South American art traditions. This project helped them see how pattern and repetition can tell stories and connect us to cultures around the world.



## Fifth Grade

Fifth graders expressed themselves through self-portraits inspired by the imaginative and whimsical style of Tim Burton. They explored how exaggeration, line, and value can create mood and personality in portrait art.



## Student Council

Mrs. Kelly

We are excited to share that we are in the beginning stages of electing this year's Student Council cabinet members and representatives! Over the coming weeks, our student nominees will be presenting their vision for the school year, sharing fresh ideas, and proposing thoughtful plans to help strengthen our school community. Once elected, these student leaders will work closely with our teacher liaisons to represent the voice of the student body. In their roles, council members will represent peer perspectives, build school spirit, and work on new initiatives. We look forward to seeing our students step into leadership, practice active citizenship, and share their passion for making our school a wonderful place to learn and grow.

## P. S. 98 Ambassadors

Mrs. Holle

Once Student Council elections are completed, the Ambassador program will start up. As we have done in the past, Ambassadors will lead the collection of food donations for City Harvest prior to Thanksgiving. I am looking forward to seeing the creative posters they will make.

## Congratulations to our Bucket Fillers

### May 2026

K-101 – Ella Ro  
K-102 – Siah Kim  
1-108 – Floro Papandrea  
1-109 – Penelope Melara  
2-206 – Alessandra Mendoza Jugo  
2-207 – Stefan Wu

3-208 – Sabrina Caruso  
3-209 – Zhiwen Feng  
4-201 – Everett Kim  
4-203 – Fredy Canas Mejia  
5-202 – Nina Hsieh  
5-205 – Michael Hassan

### June 2026

K-101 – Zayn Rekhi  
K-102 – Tobia Xia  
1-108 – Amelia Goico  
1-109 – Aslan Nabi  
2-206 – Omana Palliparambil  
2-207 – Penelope Hernandez

3-208 – Camillee Ma  
3-209 – Ellie Lin  
4-201 – Evelyn Cho  
4-203 – Tyler Wang  
5-202 – Avery Li  
5-205 – Evangeline Jozefek

### September 2026

K-101 – Theo Silva  
K-102 – Emma Tran  
1-108 – Tobias Xia  
1-109 – Kajah Cedeno  
2-206 – Judah Mosebach  
2-207 – Emma Corbin

3-208 – June Baek  
3-209 – Ellis Li  
4-201 – Sabrina Caruso  
4-203 – Daniel Liu  
5-202 – Olivia Tan  
5-205 – Isabelle Kim

## In, Out and Around The Douglaston School

Mrs. Holle

The start of the school year went smoothly, and students fell into the day's routine seamlessly. Thank you to Mrs. Cassidy for arranging our first assembly of the year, Patriot Day Assembly. The students and staff have participated in fire and lockdown drills to make sure everyone knows what to do in the event of an emergency. All students had a class trip to the Alley Pond Environmental Center (APEC). The New York Historical Society has visited Kindergarten, first and fifth grades with exciting lessons about history. Pre-K and fourth graders planted in the playground. Our many after school programs are up and running. They include Basketball, Chorus, Debate Team, Chorus and Test Sophistication. We also have CASA Grant Bollywood Dance, Architecture and Eco Arts 2 by Marquis Studios, MYM Chess and RoboMindTech. Starting in January we will have Stock Market and Science Test Sophistication. Upcoming fun events are Book Character Day/Sunrise Charity Walk, PTA Scholastic Book Fair and Fall Festival, PTA Pie Sale and Holiday Sale, PS 98 Winter Concert and Bash the Trash "Sustainable Sounds" Trio Show.

## Dates to Remember

Mrs. Holle

October 30 – Book Character Day/Sunrise Charity Walk  
November 3 – Election Day – Students remote  
November 5 – Parent Teacher Conference – 11:40 am dismissal – no morning or after school  
November 6 – Scripps Spelling Bee

November 10 – Safety Meeting  
November 11 – School Closed – Veterans Day  
November 17 – PTA Meeting  
November 18 – SLT Meeting  
November 25 – 1<sup>st</sup> marking period ends  
November 26-27 – School Closed – Thanksgiving  
November 30 – 2<sup>nd</sup> marking period starts  
December 9 – Kindergarten Application opens  
December 11 – Middle School Application closes  
December 14- Report cards available via NYCSA  
December 15 – PTA Meeting  
December 16 – SLT Meeting  
December 18 – Winter Concert  
December 24-January 1 – School Closed – Winter Recess  
January 6 – SLT Meeting  
January 11 – Safety Meeting  
January 13 – Pre-K Application opens  
January 18 – School Closed – Martin Luther King, Jr. Day  
January 22 – Kindergarten Application closes  
February 3 – World Read Aloud Day  
February 3 - SLT Meeting  
February 9 – Safety Meeting  
February 15-19 – School Closed – Mid-Winter Recess  
February 23 – PTA Meeting  
February 26 – 2<sup>nd</sup> marking period ends  
February 26 – Pre-K Application closes  
March 1 – 3<sup>rd</sup> marking period starts  
March 3 – Parent Teacher Conference – 11:40 am dismissal – no morning or after school  
March 9 – School Closed – Eid al-Fitr  
March 10 – SLT Meeting  
March 16 – Report cards available via NYCSA  
March 16 - Safety Meeting  
March 16 - PTA Meeting  
March 26 – School Closed – Good Friday  
March 30 – Kindergarten offers released  
April 7 – Middle School Offer released  
April 7 - SLT Meeting  
April 13 – Safety Meeting  
April 20 – PTA Meeting  
April 22-30 – School Closed – Winter Recess  
May 3 – SLT Meeting  
May 11 – Safety Meeting  
May 11 – Pre-K offers released  
May 17 – School Closed – Eid al-Adha

May 18 – PTA Meeting

May 31 – School Closed – Memorial Day

June 2 – SLT Meeting

June 4 – 3<sup>rd</sup> marking period ends

June 8 – Safety Meeting

June 10 – No Students - Anniversary Day/Chancellors Conference Day

June 11 – No Students – Clerical Day

June 15 – PTA Meeting (in-person)

June 28 – Last day of school

June 28 - Report cards available via NYCSA