



P. S. 98 SCHOOL NEWSLETTER

Home School Connection

Spring 2026

Principal Chan's Message

Dear P. S. 98 Families,

Thank you to all of our students and families that participated in the Read-a-Thon! Our students read over 71,000 minutes, and we raised over \$8,000 to be used for enrichment opportunities for our students. Please continue fostering your child's love of reading.

Our Participatory Budget vote afforded a school-wide assembly to learn about weather from real meteorologists. Students engaged in hands-on learning in the interactive Weather Bus. This learning enrichment taught students about high and low pressure, tornadoes, warm and cold fronts, and so much more! Thank you to all that participated in the vote!

We have more upcoming school events. The Nature Nick Assembly will highlight several animals and discuss their habitats on Friday, May 22. On May 26th, we will have a Pop Fusion Band Concert. It will be an energetic, live music experience featuring bands that blend popular music with other genres, such as avant-guard jazz, contemporary, and traditional music (bebop, blues, tango, waltz, etc.). Come and cheer your children on in friendly competitive sports games for Field Day on June 1st. It's always a fun event! The PS 98 Talent Show will be on the last day of school. We can't wait to see our students shine as they showcase their many talents!

As another successful school year comes to a close, I want to thank our students, families, teachers, and staff for their hard work, dedication, and support throughout the year. Together, we accomplished so much and created many memorable experiences.

I hope everyone takes time this summer to relax, recharge, and enjoy time with family and friends. Wishing you all a happy, safe, and restful summer break.

We look forward to welcoming everyone back for another great year ahead!

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. Tulumieri

In Pre-K we are learning about Reducing, Reusing and Recycling. The children began asking questions about trash and recycling a few weeks ago when a garbage truck came to our school to collect trash from the outdoor trash receptacle. The children were curious about where trash and garbage go after it is collected by trucks. They also wanted to know how the materials that we throw away go back into the environment. Finally, the children became interested in learning about sorting trash into appropriate recycling bins so that they could help the earth.

Prior to the start of this unit, we asked parents to engage their children in discussions about reducing, reusing and recycling. Families were encouraged to sort recyclables at home with their children. We also asked our families to gather items to investigate. Children brought in clean plastic or paper food containers to school. They also brought in paper towel rolls, newspaper, egg cartons, styrofoam and magazines.

The children are using the recyclable materials to engage in play while learning concepts and skills in literacy, math, science, social studies and the arts. For example, after learning about the purpose of the various recycling bins, the children turned the Dramatic Play Learning Area into a Recycling Center. The students are using high shelf grabbers to pick trash off the floor and sort them into the correct recycling bins. The children are observing the materials, asking questions and coming up with reasons for their sorting decisions. In the Art Learning Area, the children are turning recyclable materials into new creations. They are reusing recyclable materials by turning them into robots, instruments, vehicles and vases.

After listening to the book, *The Lorax*, the children discussed things that we get from trees: wood, cotton, paper, cardboard, fruit, shade, homes for birds and so on. Later this week, they will collect parts of trees such as seeds, twigs, leaves, and flowers and observe them in the Science Learning Area. They will learn that the pinecone contains the seeds for new trees. We will continue our discussions about the Life Cycle of a Tree. The children will stamp pictures of the parts of a tree using stamps and discuss how each part helps a tree live and grow. By learning about the Life Cycle of a Tree, the children will understand the need for recycling as it reduces the need to cut down more trees.

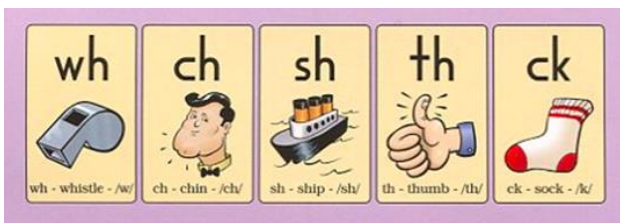
Sort it Right! Keep our Future Bright!



Kindergarten News

Mrs. Eisenberg, Mrs. Cassidy and Mrs. Sheridan

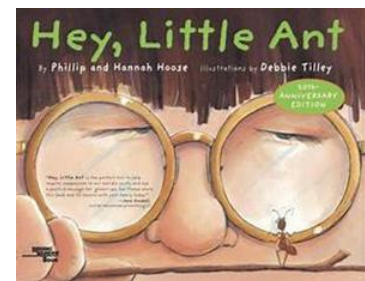
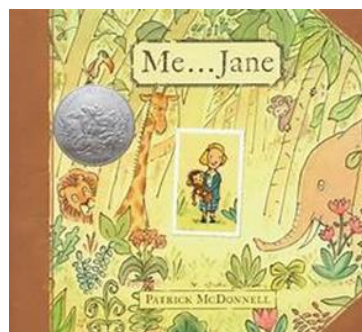
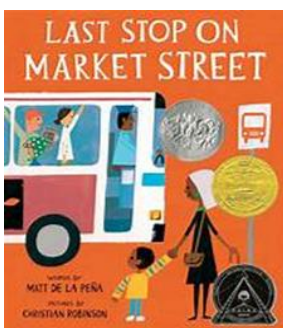
Word Work



We have begun our last unit of Foundations. In this unit the students will continue to review sentence structure. They will also begin sentence dictation. We will be emphasizing the fluent reading of sentences, using phrasing. The students will also learn how to proofread their sentences for capitalization, punctuation, and spelling. We will continue to review tapping out words, digraphs, and trick words. Please continue to practice trick words at home. The children should be able to read and write them.

The children love practicing their Heggerty skills each day to practice phonemic awareness. The children are now working on onset fluency for consonant blends. They are isolating the beginning sounds in words that contain consonant blends. We are also working on blending and segmenting words that have consonant blends. The children enjoy learning a new nursery rhyme each week!

Reading



We have recently completed Module 7 of the HMH program. Our essential question for this module was, what can I learn when I look closely? The children have been reviewing and learning many skills

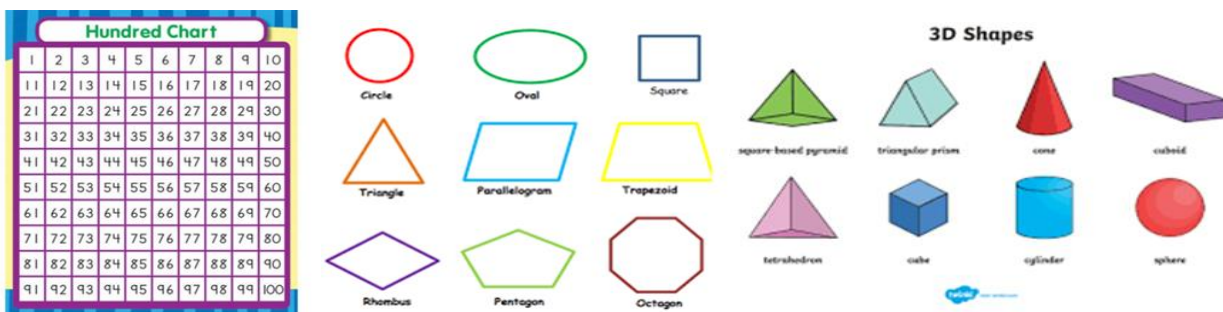
such as how to ask and answer questions, how to actively listen to a story read aloud to develop comprehension, how to discuss responses to questions about a story, how to identify characters, setting, and main events, make connections between illustrations and text, pronounce and use vocabulary words, describe a setting using multiple senses, discuss responses to questions about a true story, comparing and contrasting two texts on the same topic, and discuss responses to questions about a persuasive text. The children have also continued to review and learn about print concepts such as reading from top to bottom and left to right. We also worked on recognizing and reading sentences with appropriate intonation. The children continue to identify their trick words in stories and use their word study skills to help them decode unfamiliar words when reading aloud or independently. We continued to work in literacy centers, which the children love! They work in groups to do reading and writing, word work, and reading activities. The children especially love playing phonics games with their friends!

Writing



We continued to use the writing process to learn how to write a creative writing piece by planning, organizing, drafting, revising and editing, and publishing. We learned how creative stories can be about animals and are fun to write and read! The children reviewed how to write a narrative writing piece. We reviewed that the beginning of a story tells the characters, setting, and what happened first. The middle tells the action or what the characters do. The end tells how the characters are different than they were in the beginning. Using the writing process, each child chose an animal that they wanted to write a creative story about. The children learned how to use transitional words in the beginning, middle, and end of their stories. They worked hard to plan, draft, revise and edit, and publish a creative writing piece. The children used a checklist to evaluate their work. We also learned about Poetry. We learned that poems can be about anything and use descriptive words. We learned that some poems can rhyme and some do not have punctuation! The children chose topics about nature and used their five senses to write their poems.

Math



preferences, and needs. We are starting a unit on problem solving. The children will help Z learn that it is okay to disagree and have different feelings and ideas. They will also help Z learn that it is fair to decide things together and everyone should get to share their ideas and listen to one another.

First Grade News

Mrs. Seligson, Mrs. Fabiani and Ms. Herrera

Word Study/Fundations

In our word work studies, our first graders are truly flourishing as we have begun working with multisyllabic words. As we approach these words, we clap the word to hear the syllables, as well as counting how many times our chin drops as we say the word! Our students are truly word work investigators as they determine the right place to divide the word into syllables as we mark it up! We have also been examining different syllable types and noting that certain words may have two different syllable types in the same word! For example, some of our words have two closed syllables and others are a mix of closed and v-e syllables! The students are thriving as they look at clues such as vowel sounds, consonant placement and more, to determine the syllable types within the words we read! We use our -ing suffix when a word is happening right now, as in the words jumping or dancing. We use our -ed suffix when the word has already happened, as in the words jumped and danced!

Our students are also learning new suffixes as we build and create words! Our first graders are thinking about the tense needed for a particular word, describing if it happened in the past or the present.

In our Heggerty work, the students are chopping and blending words, supporting each learner as they hear the individual sounds and syllables within the words we are learning. Students are focused on syllables, as they add, delete and change the syllables within words. For example, we may start with a word such as flower. Students will be asked to change the /ow/ sound to the long /i/ sound, making the new word flier. These fun activities have strengthened our students' phonemic awareness and supported their ongoing word work studies. We are so proud of our first grade word work wizards!

Reading

In our reading workshop, students have been working with various texts and identifying the important elements of each. The module we are currently studying in the HMH Into Reading curriculum is called, "Tell Me a Story." This unit focuses on fables, stories that have been shared around the world and across generations. Our students examined different versions of each fable and discussed the way the author changed or presented their version. Students also analyzed the themes and lessons learned within each fable. As we read classic tales, including *Chicken Little*, *Little Red Riding Hood* and *The Grasshopper and the Ants*, students practiced skills such as "synthesizing." They distinguished various ideas found within the text and "synthesized" them by putting the ideas together to find the "big idea," that the author wants the reader to understand. We focused on each fable's theme and identified the theme or moral that the author wished to convey to the reader. Students used graphic organizers to dive deeper into each text, while comparing and contrasting themes. We are so proud of our remarkable readers!



Writing

In our most recent writing unit, the children have been studying Poetry! We began by introducing elements of poetry, such as rhyme, repetition and alliteration, as well as stanzas. We examined how different types of poetry might be organized, as well as how this genre of literature is unique from others we have studied. Our unit focused on dissecting and creating three main pieces of poetry; free verse, rhyme and alliteration. In our free verse poetry, students brainstormed elements of nature. They used these descriptions to create a poem that engaged their five senses and made the reader feel that they were experiencing this part of nature! Our first graders also learned about rhyme. The students began by creating a circle map. Students chose one word and from there, they found as many rhyme words as they could! They worked with partners to create poems together before writing their own. Lastly, students enjoyed creating fun alliteration poems. We started with a sound and from that sound thought of words with similar beginnings. Students practiced each of the pieces in their poetry anthology. They edited their work independently and with their peers. They began reading the poems aloud to one another and then selected one piece to read at our First Grade Poetry Jam! This was an incredibly special event, and we are so very proud of our first grade poets!



Math

In Math, students will be learning how to tell time. They will identify the minute hand and hour hand on a clock and explore how to read and write time. Our mathematicians will practice telling time to the hour and half hour. Get ready, your child will soon be telling you the time at home!

Once students have excelled in telling time, they will begin learning about shapes. Students will explore many kinds of shapes and will learn to identify 3D shapes, vertices, and other important attributes of shapes. They will become shape experts as they describe, compare, and recognize shapes all around them.

Science

In Science, students are learning about sounds all around them. They are exploring different sound sources through hands-on experiments and observations. Students will learn and use science vocabulary such as vibrations, sound sources, and engineer. They will also be able to explain that sound is produced by different sources and understand how vibrations create sound. Let's listen for some new sounds—come join us!

Social Studies

Our first grade historians have been comparing and contrasting the past and now. Students analyzed old photographs of families, transportation and electronics. We shared our thoughts on how transportation and technology have changed and how it impacts our lives. We discussed communities and the similarities between families today and in the past. Students also participated in Civics For All Week. We cheered on our fellow classmates as they shared their soapbox speeches about universal childcare! During Civics for All Week, Students learned about the importance of voting with our participatory budget, emphasizing that our voices make a difference! They created posters about what democracy means to them. In March we celebrated Women's History. We learned about important women in history, but we also focused on the important women in our lives and how they impact us on a daily basis!

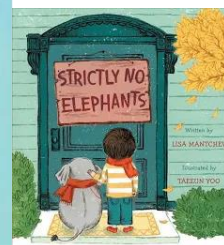
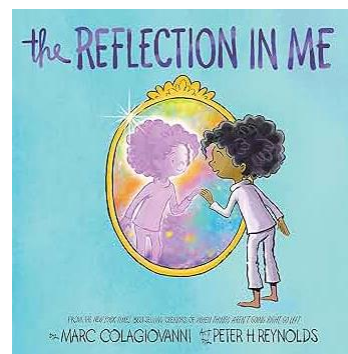
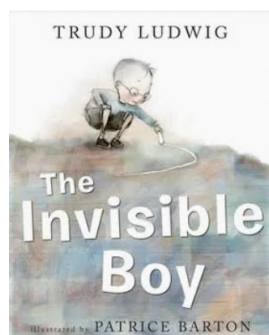
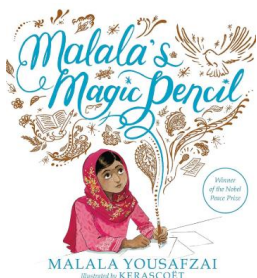


**CIVICS
FOR ALL**



Social Emotional Learning

In March, we focused on using our voice to help others with *Malala's Magic Pencil*. Students discussed that no matter how old you are, you can help change the world by being brave and speaking out for what is right. In April students read *The Invisible Boy*. Students discussed how even the smallest act of kindness can make someone feel seen, valued, and confident. This story reminded us about the importance of friendship and caring for others. Our book of the month for May is *The Reflection In Me*. Students learned about the importance of courage and appreciating the attributes that make us who we are. We will end our amazing school year with *Strictly No Elephants*. This text teaches readers the importance of acceptance, inclusion and friendship!



Word Study/Fundations

The end of the year is fast approaching, and the children have been working exceptionally hard on learning new concepts in Fundations. We understand that many children may be able to read vowel teams in books, however spelling them is another challenge. We are trying to give the students the skills necessary to help decipher the different vowel teams in words and strategies to help them if they are unsure how to spell a word. Practice is key! Knowing the six syllable types is an important concept for all learners for spelling and reading words. By the end of second grade, we will have focused on all types. Please continue to encourage your children to utilize their Fundations skills while writing and reading new words.

ow can be used at the end of a word or syllable.



ou cannot come at the end of a word or syllable, it must have a consonant after it.



ow is usually found at the end of a word or syllable, but sometimes comes in the middle.



Syllable Types		
There are six types of syllables found in words (seven if you separate vowel teams and diphthongs). Bigger words can be broken down into these syllable types. A syllable is a unit of pronunciation containing a single vowel sound.		
Closed Syllables	Vowels are closed in by at least one consonant . Vowels are short .	test
Open Syllables	Vowels are open , (there is no consonant after it.) Vowels are long .	be
Vowel - Consonant - e	Adding the silent e after 1 consonant makes the vowel long .	came
Vowel- R (R controlled)	The syllable's vowel is followed by an R, ("controlling" its sound (ar, er/ir/ur, or))	far
Vowel Digraph/ Diphthong	Two vowels are next to each other. They make a new sound .	team
Consonant -LE	Found at the end of words . The -LE sounds like "UL".	un- <u>cle</u>

Reading

As we are reading about plant and animal relationships with a variety of fiction and non-fiction books from our HMH reading program, the children have been learning about how plants live and grow, and how animals survive in their habitats by depending on each other in their environment. While reading texts about plants and animals, we are practicing several reading strategies to improve their comprehension and understanding of shared reading texts. Some reading skills we have been practicing are asking and answering questions about the text before, during, and after reading, identifying and interpreting figurative language, creating mental images as we read, and monitoring and clarifying our understanding. The students are also working on retelling the text using their own words by synthesizing and telling the important parts in chronological order.

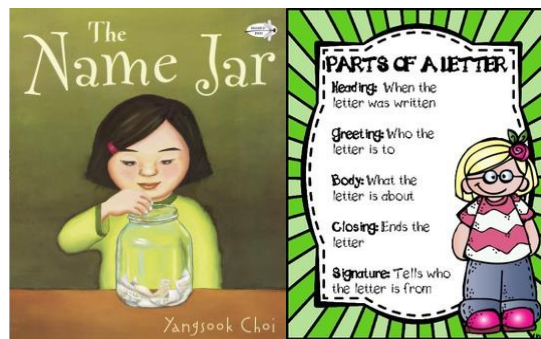
In our next reading unit, our second graders will read and learn about the many cultures that make

up our world. We look forward to learning about and celebrating all the customs from people's cultures around the world, and even in our classrooms during this unit of study! Our second graders will also explore how their own heritage has contributed to the American culture we all share. Learning from different people and cultures will encourage children's interest in the diverse world around them.



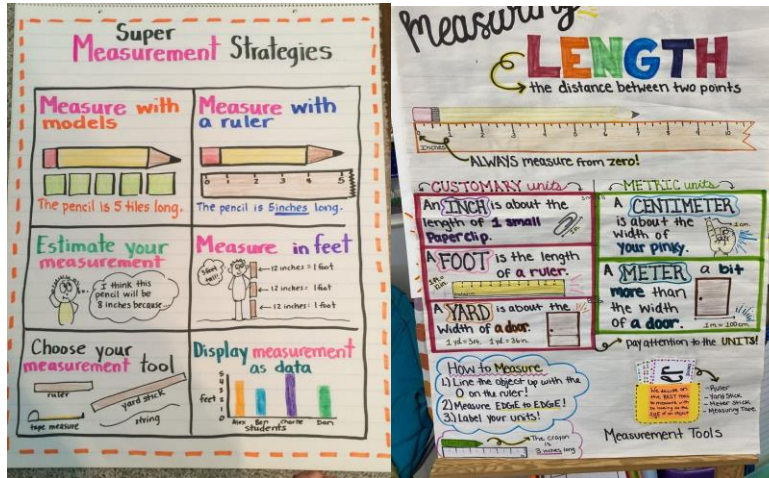
Writing

The students are finishing up publishing their nonfiction books about animals. Each child chose an animal that can help the environment, as well as people and other animals. The second graders have been learning how to pose questions, research their answers, and turn those answers into a nonfiction animal book. In our next unit, the students will be focusing on letter writing, and specifically on writing a thank-you letter. Our focal text is *The Name Jar* by Yangsook Choi. This story exemplifies how we can learn from different cultures to open our world to new possibilities. The students will think about something they have shared from their own traditions and culture and write a thank you letter to that person they have shared it with.



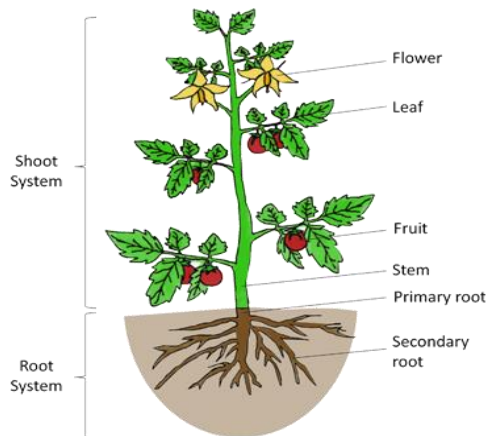
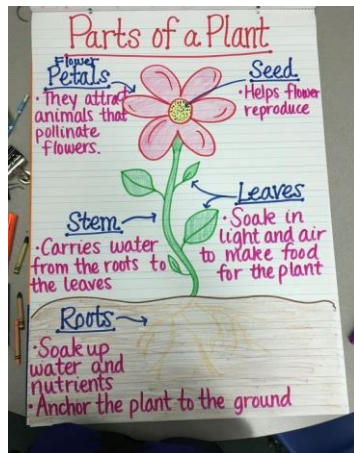
Math

Topic 14 focuses on collecting, representing, and interpreting data. Students practice measurement skills to generate measurement data. They measure objects, and then they display the data in line plots, bar graphs, and picture graphs. They solve and put together problems involving data in these graphs. Students learned the foundations of measurement in Topics 12 and 13. Now they will apply their knowledge of measurement and create data charts to show their findings. While using these important skills, they will also utilize addition, subtraction and problem solving.



Science

In this unit, students will explore the answer to the question, why aren't new Chalta trees growing in the Bengal Tiger Reserve? Students engage in identifying concepts that will identify the problem on the Bengal Tiger reserve and utilize scientific vocabulary in their explanations. These concepts will help the students understand seed germination and seed dispersal. Through observations and scientific inquiry, the students will use explanations to describe how things work. Through readings and investigations, we will continue to explore the world of plants as botanists and be able to develop conclusions about how plants and animals depend on one another in our natural world. Our trip to the Queens Zoo and APEC helped us see how plants and animals survive and thrive in our world.



Social Studies

In Social Studies we are wrapping up Unit 3 which is titled, "Urban, Suburban, and Rural Communities." This unit immerses second graders in understanding different types of communities through inquiry, primary sources, images, maps, and discussion. Students learn the characteristics of each community type, including population density, natural resources, and transportation. The students will then take what they have learned and explore why people move between communities and what community they prefer to live in.

To end the year, the students will explore Unit 4, Rights, Rules, and Responsibilities. Unit 4 introduces second graders to how government works, why communities need rules and laws, and how citizens

participate in democracy. Students explore these ideas through discussions, primary and secondary sources, images, artifacts, and guided inquiry. Students examine foundational ideas such as fairness, equality, respect for authority, and dignity for all. They learn that the government is created to protect rights, promote fairness, and ensure safety within a community. Lastly, students will explore why communities need rules and laws, how they function, and how they help solve problems and resolve conflicts.

Social Emotional Learning

Second-grade students continue to grow into well-rounded students and citizens through our Social Emotional curriculum. Through literature, the students are learning to recognize and control their emotions by talking about their feelings, getting support from family and teachers and taking deep breaths. Students are also encouraged to set goals and have a plan so they can achieve anything they set their mind to! Through the stories we read, we see characters face challenges and react in a positive way to help them achieve goals. We discuss how the story relates to our own lives, and we see that challenges are not challenges if we rely on our friends and kindness along the way.

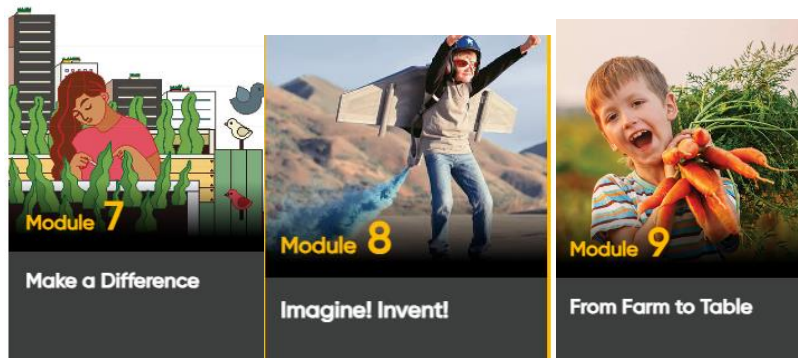


Third Grade News

Ms. McGill, Mrs. Carroll and Mrs. Forte

Reading

The third-grade students have been listening to, reading, and viewing a variety of texts and media that present them with information about how animal behaviors help them survive, where our food comes from and what it takes to make a great invention. A genre focus on informational text provides students with opportunities to identify text structure, central idea, and text and graphic features to better understand unfamiliar texts. As students have been building their vocabulary and synthesizing topic knowledge, they are learning about survival skills, great things come from a simple idea and that food's journey to our table often begins on a farm. The students also have completed their NYS ELA Exam.

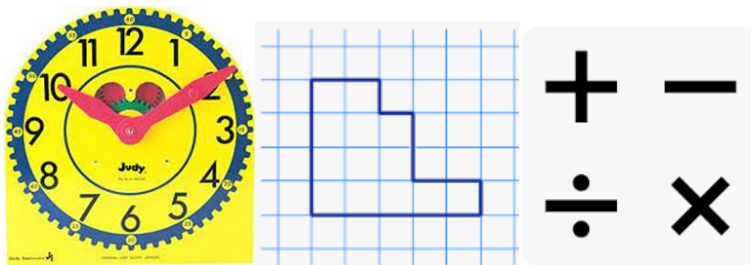


Writing

In our recent units, third grade writers have written informational essays and persuasive letters that build on the theme of friendship and teamwork. Writers are working on their skills to elaborate on the five paragraph essay with more description, word precision, and a clear thesis with supporting examples. Students have written research papers on animal behaviors and adaptations. Students are currently working on a research paper about inventions.

Math

The third grade students are finishing up a few units including Graphing, Area and Multi-Step Word problems. They have become quite proficient in determining what a hidden question is and how to identify it in a word problem. They have also been doing well telling time and finding the area of figures. We are also reviewing past topics to prepare the students for the fourth grade.



Science

In this unit, third grade students will take on the role of being wildlife biologists. People have many misconceptions about how organisms get their traits and about the role that inherited information and environmental factors play in determining variation in the traits of organisms. This unit addresses these concepts directly by providing numerous opportunities for students to construct an accurate understanding of the influences that inheritance and the environment play in determining organisms' traits. Through photos, videos and articles, students will investigate a family of wolves and determine why the children look both similar and different from their parents.

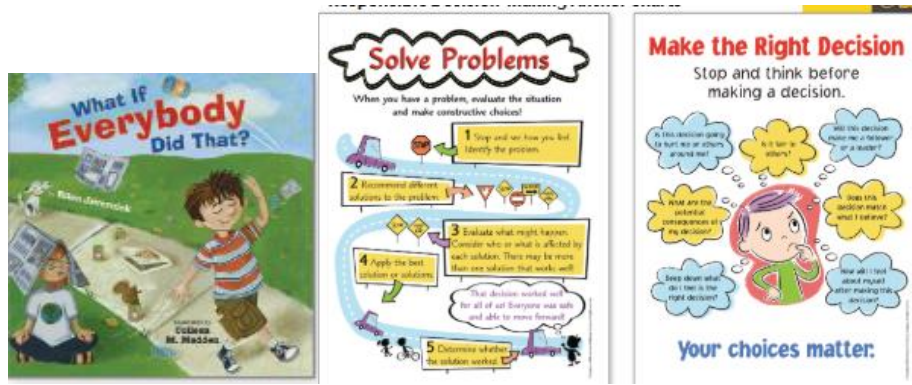
Social Studies

Third grade is currently studying Ancient Egypt. We have been working together to study the beautiful history of Egypt by reading nonfiction articles and stories about their past. We have also been learning about the Pharaohs that once ruled Ancient Egypt. Through these studies we have uncovered the importance of Egyptian Pyramids as well as the Nile River. Students are learning theories on how these pyramids got there and what is inside these extraordinary works of art. Students are also learning about the impact the Nile River had on the Egyptians' livelihood and survival during that time period; trading and selling goods.

Social Emotional Learning

In our integrated units of study, students have been integrating social and emotional learning opportunities with our module selections and Anchor Charts with lessons targeted to nurture social and emotional development. The students are learning to become responsible decision-makers by

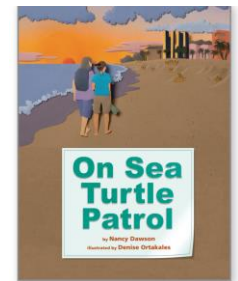
learning how to make smart, ethical, and safe choices for themselves and others. They are learning that when they make responsible decisions, they should analyze situations first so that you can identify and solve problems, evaluate any possible outcomes their choices will have, and reflect on how their decisions impact others.



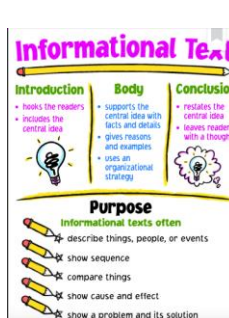
Fourth Grade News **Ms. Fejzullaj, Ms. Camhi & Ms. Healy**

Reading

Fourth grade is currently working on Module 9 where we focus on the essential question, "What can people do to care for the planet?" During this module, we focus on persuasive text which provides students with opportunities to identify ideas and support, text and graphic features, and author's craft in order to better understand unfamiliar texts. Students encounter a graphic novel, realistic fiction, and a biography to build knowledge across genres. Fourth graders also learn new vocabulary words to go along with the text and how to use different suffixes and prefixes to help them identify unfamiliar words. During the next unit we will be reading about Healthy Habits and how to make healthy food choices.



Writing



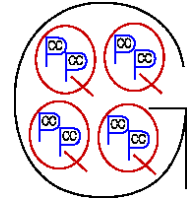
Our current HMH Module 9 writing piece aims to get students to strengthen their informational writing skills. Fourth graders take on the role of researchers and writers within this unit, starting by researching endangered animals. After research, students will write an informational book to inform people about their endangered animals, why they are endangered and what we can do to help the species. Once done with their initial draft, students learn different revising strategies such as how to create a well thought out introduction using a startling statistic, a vivid image, or quoted fact. Furthermore, they learn how to revise for descriptive language, adding higher level transitional words and phrases and how to check for appropriate text structure, how to revise for grammar and punctuation, and how to write a well thought out conclusion paragraph that speaks to readers. Finally, students learn how to peer edit and get ready to publish and share everything about their endangered animal.

Math

Fourth grade mathematicians recently wrapped up their study of geometry where they spent a great deal of time identifying triangles by angles and line segments, classifying quadrilaterals by using features and logic, as well as using protractors to measure and draw angles. Students are getting ready to start our unit on

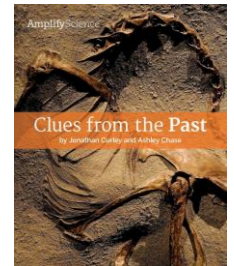
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measurement where they will focus on converting larger units of measurement to smaller units of measurement by working with customary units of length, capacity, weight, and time, as well as metric units of length, capacity, and mass. From there, we will move onto developing our understanding of decimals by connecting fractions to decimals. The school year will end by introducing students to some fifth-grade content.



Science

In our current unit of science, students have been investigating the following question: "How do rocks and fossils tell us about the way Earth changes over time?" We have started by questioning how a certain fossil wound up inside a rocky outcrop. We will explore different key concepts which have provided greater insight into the issue at hand. Students will explore different types of rock and sediment and think about how certain fossils end up in certain areas. We will use a simulation to show how sediment builds up over time and fossils form. By the end of the unit, students will be able to determine the different environments where fossils could be found.



Social Studies

Having already learned about what led to the American Revolution, fourth graders are now ready to learn about the purpose of government, the challenges of creating a New Nation, and why new lawmakers of the 1700s placed a high priority on the separation of powers. We start by analyzing the Articles of Confederation- America's first federal laws before they were replaced by the U.S. Constitution. We will then look at the three branches of government, their functions and how this led to the compromises made at the Constitutional Convention regarding the Preamble, Articles and Amendments resulting from the Convention of 1787. Students will get to analyze the reasons used by both the Federalists and Anti-Federalists to support their arguments for the creation of a New Nation and how documents such as the Constitution and Bill of Rights provide for the common good as well as protect our individual rights. Our study of civics and government will allow students to understand the basic principles and values embodied across our state and federal governments.



Social Emotional Learning



Along with our HMH program in Module 9, we are incorporating Social Emotional elements in our daily lessons. In this module, we are focusing on Self-Management. Self-Management is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations— effectively managing stress, controlling impulses, and motivating oneself. When you self-regulate, you control your impulses, motivate yourself to set and achieve goals, and manage your behavior and feelings in times of stress.

Reading

Our fifth graders have recently wrapped up two units that took them from the edge of mystery to the heart of the wild. In Module 9, *Unexpected, Unexplained*, students explored the unknown by analyzing mysteries and scientific phenomena to distinguish between fact and speculation. They sharpened their critical thinking skills by investigating how evidence is used to solve, or deepen, life's biggest mysteries. We then transitioned into Module 10, *The Lives of Animals*, where the focus shifted to the complex behaviors and adaptations of creatures across the globe. Through engaging informational texts, students learned about the connections between ecosystems and the unique ways animals communicate and survive. This module encouraged us to look more closely at nature, as well as ourselves, to identify how humans and animals demonstrate similar behaviors.



Writing

In writing, during Module 9, students stepped into the realm of fiction to write imaginative stories, learning how to weave sensory details and purposeful dialogue into their own original plots. They worked hard to build tension and develop characters that leaped off the page. In Module 10, the focus shifted to real-world impact as students practiced the art of the letter to the editor. This unit challenged them to voice their opinions on local issues using a formal tone and persuasive evidence to influence their audience. Students researched local altruistic organizations to learn the importance of helping others.



Math

Through the Spring, students have been exploring concepts related to measurement and data. We've worked at converting different units of measure as well as representing and interpreting data on a graph. As data analysts we had a chance to develop a question, collect metrics and organize it in a way that was meaningful and descriptive. As we head into the final months of the school year we will look at math concepts that appear in 6th grade such as integers, fractions, decimals and percents.

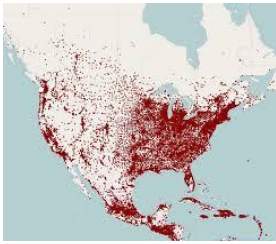
Science

In science, students looked up and explored patterns of stars and the Earth. Students used simulations, read scientific books, and worked on models to help discover the answers to questions such as why we don't see a lot of stars in the daytime, why the sun is up sometimes, but not other

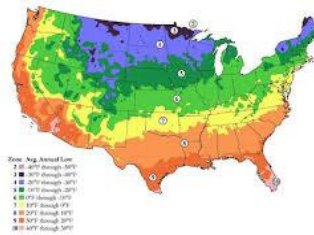
times, and why we see different stars at different times of the year. Students shared their thinking and understanding by writing scientific explanations using evidence to support their claims. Students have also been preparing for the 5th grade NYS Science Test by using their scientific knowledge to answer questions, analyze maps and data, complete investigations, and exchange ideas with each other.



Social Studies



In our recent Social Studies unit, "The Stories Maps Tell," we discovered that maps are far more than just tools for navigation—they are historical documents. Students investigated various types of maps, including physical, political, and thematic versions, to understand how geography shaped the expansion and development of the United States. This case study challenged students to think critically about the purpose behind every legend and boundary they encounter.



Social Emotional Learning

As we prepare for graduation, students in fifth grade are reflecting on friendship and support. We come together as a grade to describe and practice approaches for developing and maintaining supportive relationships, as well as strategies for responding to peer pressure. We aim to end the year with a tool kit for healthy friendships as our fifth graders begin a new journey through middle school.

Physical Education

Mr. Sciabarassi

As we are in the home stretch of the school year and the weather is becoming nice, our Physical Education program has been focusing on many outdoor activities in our amazing courtyard and playground.

All grades have been getting extra preparation for Field Day. We have been focusing on skills they will need to use during this amazing day of competition and fun! Field Day preparation involves many teamwork games. This helps the students understand the concept of working together and cheering for one another. Some things to expect are relay races, obstacles courses, throwing, catching and other fun games that involve teamwork and age appropriate skills.

Field Day will be held at Alley Pond Park, on Monday, June 1st. We are very excited for a wonderful day of fun!

Pre-K made their own laptops after listening to books from the Hello Ruby series. They are also learning the different types and parts of a computer. They have been using ipads where they go onto interactive games where they problem solve using their computational thinking skills.



We are coding in Kindergarten! In Computer Science, we can code Mouse to move across the board by giving a set of instructions using arrow commands. We worked together as a team where each of us was given a specific job- the Programmer codes using the command cards; the Computer programs the mouse using the buttons; the Constructor builds the board according to the card. We will continue utilizing our coding skills in Kodable Basics, an online platform where students navigate their Fuzz through a series of activities by giving them a set of instructions using certain commands. Kindergarteners can continue to use Kodable Basics during the summer.



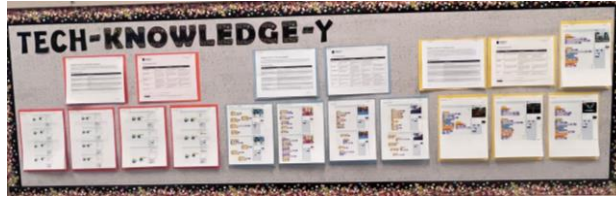
In first grade, we continued with practicing our keyboarding skills using Typing Club. We are also coding in CodeSpark by decomposing a problem by breaking it down into smaller problems, practicing advanced sequencing to solve a problem, and by using loops in our coding program.



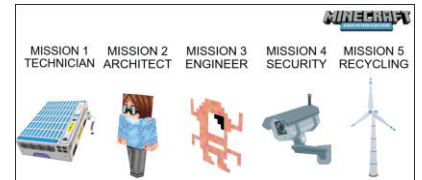
Second graders are also computer programmers by using Kodable Creator, as well as being engineers using Snap Circuits. We are gaining an understanding of the electrical world by being introduced to electricity with the components and circuit types in Snap Circuits – switches, motors, fan blades, resistors, LEDs, and capacitors. Some of our projects include showing how a resistor and LED are wired to emit light, and showing how an integrated circuit can be used as a musical doorbell.

Students in Grades 3-5 just finished their Scratch coding projects. In the Weather Watchers unit, third grade students were introduced to programming and data in Scratch. They explored how programs are a set of instructions that computers follow to complete a task. Later in the unit, students compared different types of weather data and modified a program to include variables. For fourth grade's The Me Project unit, students explored the basics of Scratch, personalized sprites, and developed programs to create an animation that tells a story all about themselves! They explored the basics of animation by creating storyboards that focused on sequencing and dialogue, and gave and received peer feedback throughout to help shape the development of their Scratch project. In the Taking a Tour unit, students in fifth grade used research they have already completed about a geographic location to design and code an interactive quiz game in Scratch. They planned how to share their facts with users through visuals, narration, and interactive elements like clickable sprites. Then, they built a game that challenges players to answer questions using conditionals and

events, with an optional scoring feature using variables. Throughout the unit, students applied coding concepts such as sequencing, conditionals, and user input to bring their ideas to life. The final product was a clickable quiz game that teaches and tests knowledge about their chosen location.



Using Minecraft Education, fifth grade students have been completing missions where they are learning the importance of being good digital citizens when they are online. They learned how their digital identity and media is managed by data centers and how to stay safer on the Internet and avoid common online risks by stopping and thinking, before clicking on anything. To end the school year, fifth graders will be working in groups to modify a project where they will be using the 3D printers to showcase their creations.



Grades 2-5 will soon be entering the world of virtual reality! Using the VR kits, we will be exploring endangered species from around the world and learning some of the factors that contribute to species endangerment. We will also see various landmarks around New York City and around the world and learn about their cultural significance.

Art **Ms. Devine**

Kindergarten & First Grade

Students were introduced to still life drawing, drawing inspiration from artists like Vincent van Gogh and Gustav Klimt. They explored each artist's unique style while developing foundational skills in drawing from observation.



Second & Third Grade

Students explored organic shapes through the vibrant artistic style of Henri Matisse. They experimented with cut paper, colored pencils, and pastels to create expressive compositions inspired by his work.



Fourth Grade

Students investigated optical illusions, learning how to use focal points and value to create the illusion of depth and dimension in their artwork.



Fifth Grade

Students studied the artistic style of Georgia O'Keeffe, focusing on her use of scale and perspective. They applied these concepts to create unique compositions while continuing to strengthen their observational drawing skills.



Student Council

Mrs. Kelly

The Student Council appreciates all your support as we continue to show our school spirit during our PS 98 Spirit Days! In May, we will have DEAR Day on May 22. Please encourage your child to bring in their favorite book to "Drop Everything and Read" that day. We will also celebrate World Heritage Day on May 29 where students will be able to celebrate their family heritage. In addition, as part of the District 26 School Leadership Program, Student Council members raised funds for the Ronald McDonald House by having a Guessing Jar contest. Thank you to everyone who purchased a "guessing ticket" and helped make a difference!

P. S. 98 Ambassadors

Mrs. Holle

Ambassadors made great posters and did morning announcements for the Valentine's for Vets collection. Thank you to everyone who donated to our Veterans. Ambassadors also made daily morning announcements to remind all students to sign up and read for our Read a Thon. The profits made go towards assemblies and enrichment activities for all our students.

Congratulations to our Bucket Fillers

January 2026

K-101 – Mia Yu

K-102 – Oriana Gambino

1-108 – Cecilia Dobry

1-109 – Isabel Landa

2-206 – Lucas Fields

2-207 – Eliana Opatow

3-208 – Zac Huang

3-209 – Joseph LiCastrì

4-201 – Tyler Kim

4-203 – Chenyi Zeng

5-202 – Joanne Baik

5-205 – Matteo Zuccarello

February 2026

K-101 – Domenico Finocchiaro

K-102 – Arianna Vassell

1-108 – Adelina Troche Sloan

1-109 – Bryce Chen

2-206 – Arienne Yang

2-207 – Darwin Umana

3-208 – Haylie Henry

3-209 – Sofia Coutsouvelis

4-201 – James D'Angelo

4-203 – Christian Lo

5-202 – Giuliana Alesci

5-205 – Gabriella Rodriguez

March 2026

K-101 – Chloe Ghazi
K-102 – Siena Herrera
1-108 – Ryan Tran
1-109 – Anzhelika Boutcha
2-206 – Tiana Gonzales Avendano
2-207 – Lukas Tichter

3-208 – Oliver Melara
3-209 – Natalie Galmer
4-201 – Sian Yoo
4-203 – Elias Hernandez
5-202 – Naya Ray
5-205 – Ryan Pressley

April 2026

K-101 – Kajah Cedeno
K-102 – Lillian Leung
1-108 – Ellie Sidibe
1-109 – Anil Smajli
2-206 – Colette Strohschein
2-207 – Ava Rivera

3-208 – Yiannis Tsantes
3-209 – Julian Sidibe
4-201 – Jonna Chen
4-203 – Franklin Umama
5-202 – Yuna Bae
5-205 – Mia Huang

In, Out and Around The Douglaston School

Mrs. Holle

Our students loved Career Day. Not only did they get to dress in their future career, but parent volunteers came in and spoke about their careers. During Civics for All week, we had our Civics Assembly. Congratulations to the students who presented their wonderful ideas. Our second annual Reading by Twilight was a great evening. The students came in their pajamas, enjoyed being read a story and doing crafts while enjoying milk and cookies. Everyone enjoyed the Forces & Motion Assembly. Some of our students volunteered to take part in the Assembly. The PTA World's Fair Programs are up and running. We look forward to seeing them perform on May 30th. Project Boost also started and our students are busy working on what will be put on a bench that will later be displayed in one of the NYC parks. Science Test Sophistication also started for our fifth grade students taking the NYS Science test. Our Read a Thon started on March 26th and ran through April 20th. Thank you for your generous donations and support. After Spring Recess our third, fourth and fifth grade students took the NYS ELA Test. For Earth Day, we had speakers from Udalls Cove read to our students. Student Council Spirit Days are always fun where our students wore shirts from their favorite sports team and dressed in their favorite color. The students continue going on their educational class trips including the Queens Zoo, the NY Hall of Science and APEC. The Weather Bus and Assembly was enjoyed by all. The children learned many different aspects about weather,

As we head into the final stretch of this school year, we have the World's Fair, a Pop Fusion Band Assembly, fifth grade Graduation and Moving-Up ceremonies for Pre-K and Kindergarten and our annual Talent Show.

I hope everyone has a fun and restful summer!

Dates to Remember

Mrs. Holle

May 14 – Science State Test – Grade 5 only
May 25 – School Closed – Memorial Day
May 27 – School Closed – Eid al-Adha
June 3 – Third marking period ends

June 4 – School Closed – Anniversary Day/Chancellor's Conference Day

June 5 – No Students – Clerical Day

June 19 – School Closed – Juneteenth

June 26 – Last day of school – Report cards available via NYCSEA

July 1 - August 7 - Summer Rising - Grades 6-8

July 1 - August 14 - Summer Rising - Grades K-5

September 10 - First Day of School