



P. S. 98 SCHOOL NEWSLETTER

Home School Connection

Fall 2023

Principal Chan's Message

Dear P. S. 98 Families,

It is with great pleasure that I extend a warm welcome to another strong start to the school year. Our NY State Test data from 2023 has shown a 10% growth in both ELA and Math proficiency scores. Our Math State Test scores have exceeded our school's pre-pandemic scores with 88% proficiency and our ELA scores are 80% proficiency which is just shy of our pre-pandemic scores. We are working toward further growth as we enter our second year of HMH Into Reading implementation and continue our work in improving Math instruction.

This fall, we have continued our partnership with the New York Historical Society. Each class in grades K-5 will explore a variety of artifacts and primary resources to learn the history of games, objects, Native Americans, urban archeology, American Revolution, or American Democracy. We have been awarded the Tang Academy for American Democracy grant which affords our 5th graders the opportunity to learn about the history of our American Democracy and the evolution of government to the present day. Students are excited to engage in hands-on learning to understand social studies and history.

I am happy to bring back our most popular self-sustaining after school programs with some additional programs this year. We are looking forward to our Broadway production of Newsies. Our Test Sophistication program is about to begin with an increased number of sessions this year. Chorus is now offered after school. You can see them perform at the Winter Concert. And, we have brought back The Stock Market Game. Although the rankings change every week, we currently have three of our Stock Market Teams placed in 1st, 2nd, and 3rd place out of 62 elementary schools!

We just held our Student Council elections. All of the participating student candidates worked hard on their speeches, campaigning, and presentations. We are so proud of each and every one of them! I will keep you updated on the many community services our Student Council, PS 98 Ambassadors, and Civics for All participants will be engaging in this year.

Please join the monthly PTA meetings to learn more about what's happening at PS 98. I want to express my gratitude to our incredible PTA that organizes so many fun family events and provides so many enriching learning opportunities. I also want to share my appreciation for my teachers and staff whose hard work and commitment to your children's success is truly commendable. Thank you for your partnership!

Warm regards,
Kristy Chan

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

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

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

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

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

Pre-K News

Mrs. Tulimeri

At the end of October, we started the Balls Unit of Study. We noticed that the Pre-K children were curious about different kinds of balls, how people use balls, what they are made of, what is inside them, and how high they can bounce. The children gathered a variety of balls from home and brought them to school. We now have a large collection of balls in our classroom to explore including baseballs, basketballs, soccer balls, football, golf balls, tennis balls and ping pong balls.

As we study balls, the children are learning concepts and skills in literacy, math, science, social studies, the arts, and technology. They are also using thinking skills to investigate, ask questions, solve problems, make predictions, and test out ideas. The children experimented with the heights of different ramps. They created ramps out of rectangular blocks and made predictions about how far the balls would travel. The children have been rolling marbles through handmade paper towel roll labyrinths and mazes in the blocks center. They also have been measuring and comparing the circumferences of a variety of balls.

The children were so excited to create paint-ball prints in the Art center. They described the prints that balls of different sizes and textures made. The children made a bowling alley and practiced knocking down cardboard box pins. They also practiced their golf skills in our mini golf course. We look forward to showing all of the families what we have learned about balls when they visit our Pre-K classroom at the end of the month!

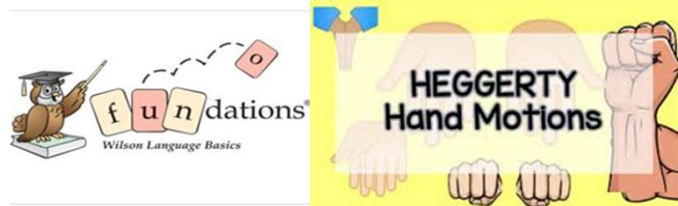
Kindergarten News

Mrs. Eisenberg, Mrs. Sheridan and Mrs. Cassidy

Word Work

We have begun our first unit 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, g, d, and s. We are learning which letters are consonants and which ones are vowels. The children enjoy forming the letters on their dry erase

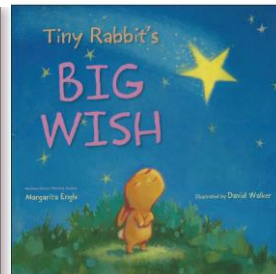
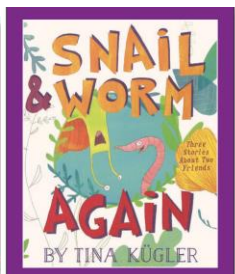
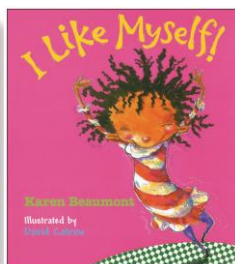
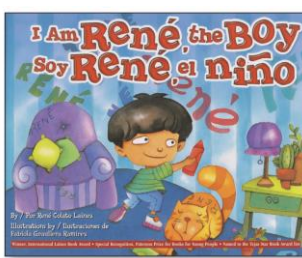
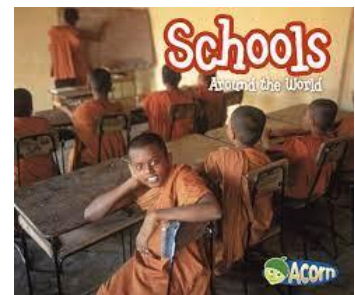
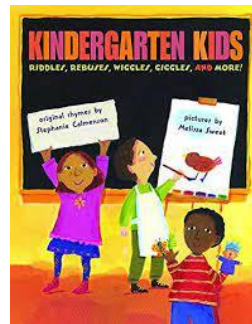
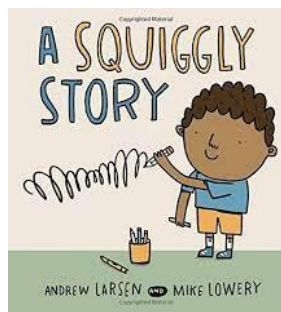
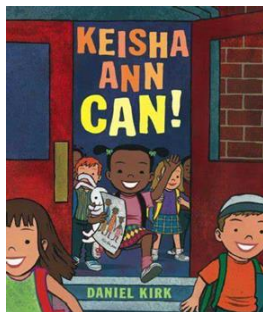
boards using the skyline, plane line, grass line, and worm line. It is also fun to practice our letter sounds on the magnetic tile boards. In addition to Wilson's Foundations, we have also been using the Heggerty program to practice rhyme recognition, blending words, isolating beginning and final sounds, 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 when they are read aloud to in class. We have learned to use a reading strategy called "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 HMM. We have read fiction, nonfiction, poetry, and informational texts. The first unit we worked on is 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.

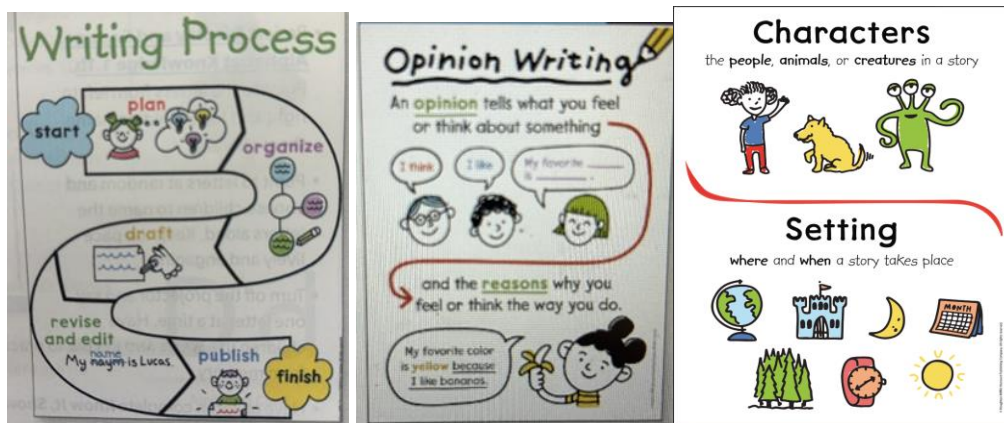
We are now about to complete our second unit in reading, called "There's Only Me". Each book we have read together focuses on the theme that we are all special, and it is good to be different from others. Our kindergarten friends even learned the concept of theme in books, and how the characters and events in a story can teach us a moral or lesson.



Writing

The children learned 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. 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.

We are currently working on writing narratives. Our kindergarten writers know how to tell a story about a topic and can include characters and a setting. The children learned how to draw with true colors and add details. They are also trying their best to spell words to write by writing the first letter sound they hear and stretching out the sounds of the words. We are so proud of our kindergarten friends!



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. The children have been learning math concepts using both the enVisions2.0 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 counting, arranging, and comparing higher numbers.



Science

The Kindergarten children had the opportunity to make our school grounds even more beautiful! The children learned how to plant bulbs. They used shovels to dig holes, place the bulbs of the daffodils in the soil, and cover the hole up with dirt. We are excited to see what the front of the school will look like in the spring!

The children are learning how to be scientists! We are learning how scientists use their five senses to help them discover new things. We were given a problem to solve in our Amplify unit on plants and animals. The children will be collecting information to figure out what happened to the caterpillars in a field that was turned into a garden. We are learning about living and nonliving things and what living things need to survive.



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 also learning what makes us unique. We read the story, *Unique Monique* by Maria Rousaki and have had many collaborative conversations about our likes and dislikes and what makes each one of us special. We are learning about what we have in common with one another.

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/Fundations

In the beginning of the school year, our first graders excitedly dove into our word work! To start our day, we utilize our Heggerty word work program. In Heggerty, we work with words auditorily and learn how to manipulate and differentiate various sounds and word parts. The children enjoy identifying words that rhyme, as well as creating their own rhyming words. In Heggerty, we practice deconstructing words into their smallest parts, as well as putting them back together as we blend each word. The children are adding, deleting and substituting initial sounds in words. Our students love participating in our Heggerty activities!

In our Foundations studies, students have reviewed consonants and short vowel sounds. In addition, students learn trick words which do not follow traditional language rules. The children have been creating their own sentences, identifying trick words within sentences, and adding these words to their personal word walls and in their writing. In our most recent unit of study, the children have been learning about digraphs, two letters that come together to make one sound. In Foundations, we underline digraphs found in words. This is referred to as "marking up" a word. We will continue to make various marks within the words we build and decode, furthering each child's understanding of the way words work. Our children are thriving in their word work!



Reading

We began our reading workshop with a focus on making friends, starting school and showing respect to one another. We read many texts that highlighted these themes and taught children how to recognize elements of poetry, character traits (both physical and internal) and how to retell the important details of a story. In our current unit of study, students are learning about animals. We are studying various informational texts which include vocabulary that links to our knowledge of animals. Students are examining the important text features found in informational texts, such as **bold print**, *italic text* and labels. This unit directly connects with our current writing unit of study as well as science! We are so proud of our rockstar readers!



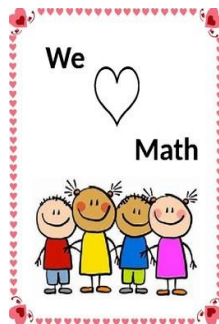
Writing

We entered the Writer's Workshop world by producing an "All About Me" writing piece. Next, students recalled a small moment in their lives that left a lasting impression! Our third writing piece was entitled "My Wonderful World" students used describing words and senses to illustrate important pieces of their world. Our wonderful writers always begin their brainstorming with thinking maps. This facilitates a writing plan or template which illustrates their thinking. Once they draft their writing, students begin the editing process. Here, they use checklists, personal word walls, word work knowledge and all that we have learned throughout our Writing Workshop lessons to check their work. First graders check their spacing, capitalization, punctuation, spelling and their flow of ideas. They reread their work to make sure they have accomplished their writing task and that it makes sense. The students enjoy sitting in the "author's chair" and sharing their work!



Math

The students have truly shown their skills as marvelous mathematicians! Each day, we are working through multi-step problems and sharing our mathematic thinking with our fellow classmates. We began our school year by working within ten. Students practiced strategies to add and subtract fluently within ten. Some of our strategies included part-part-whole maps, open number lines, drawing models, using tens frames and more. The students have taken great pride in sharing their work and their chosen strategy or process with their class. As we move along in our math studies, we are beginning to add within twenty. In our current unit of study, students are utilizing strategies such as doubles-plus-one, doubles-plus-two, making ten to add and counting on. As we work towards these more complex equations, students are utilizing manipulatives such as counting cubes, tens frames and more, to add a kinesthetic component to our math work. By participating in hands-on activities, our students are thriving and showing their magic in math! We are so proud of our incredible mathematicians!



Science

Our first unit was all about animal and plant defenses. We also helped aquarium scientists rehabilitate Spruce the Sea Turtle! Our first-grade scientists learned about what plants and animals need to survive. Using Playdoh we created animals, specifically those who could ward off predators with

sharp teeth and claws! In their scientific notebooks students drew and wrote about their animal's defense and why they chose it. Our first-grade scientists enjoyed this unit and will continue investigating other interesting topics!



Social Studies

In our social studies units of study, children studied their world around them, as well as the history of the world they live in. We began by studying families and communities. Students examined how families have evolved over time. Everyone created a family tree, writing about the members of their families. Our children have also been reading about and discussing the differences between a "want" and a "need." Throughout the months of September and October students have studied various heritages including celebrating Indigenous People's Day and Hispanic Heritage month. Our children will continue to learn about the world around them as they grow into future citizens.



Social Emotional Learning

Social emotional learning is an integral piece of our first-grade classrooms. Each morning, we begin the day with a quote that inspires our first graders. During our library period, we create space for social-emotional games and activities. These periods allow children to work with new partners, get to know others in their class and grow in their comfort to be themselves! In October, our school-wide book of the month was *The Rainbow Fish*. We used this story to teach lessons of kindness, sharing and caring for others. Students created their own rainbow fish illustrations and wrote about what it means to be a good friend. We are excited to continue our social-emotional learning throughout our school year as we all learn and grow.



Second Grade News

Mrs. Moran, Ms. Roma and Mrs. Whitlock

Word Study/Fundations

We have finished our first 4 units in Fundations 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

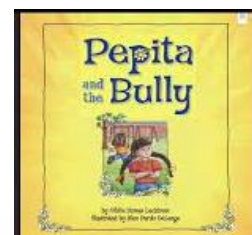
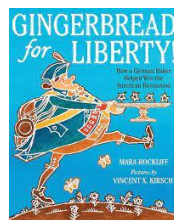
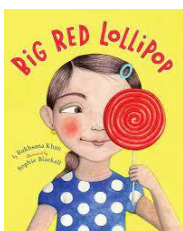
vowel sounds are long rather than short. The next focus in our word work is suffixes. The students are learning to categorize suffixes as vowel suffixes or consonant suffixes. The vowel suffixes begin with a vowel (-es, -ed, -ing, -est, -er) and consonant suffixes begin with a consonant (-s). The students 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).



Reading

Second grade is finishing up Module 2 and next is moving into Module 3. So far, we have discovered many new and exciting stories, and have focused on, theme of *Being a Good Citizen* and *Look Around and Explore!* As we read, every day we delve into different reading skills and genres. In our next module, *Meet Me in the Middle*, we are discovering that disagreements can sometimes stress relationships. However, we can learn to agree to disagree and still get along. As we read, children will learn ways to listen to each other and work out disagreements. Through reading and collaboration, children learn to see different points of view. Then they will be able to understand why people may disagree and why sometimes that might be okay.

As we read, we learn 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.

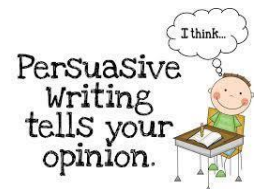


Writing

Throughout Module 1 and 2, the students were busy writing about themselves. They wrote personal narratives explaining ways they were good citizens to others around them. The students learned to include a beginning, middle, and end in their writing, and they focused on transition words. Next, the students wrote descriptive essays to describe a place they would like to visit. They learned how to write a "Stoplight Paragraph," which includes a topic sentence, detail sentences, and a concluding sentence.

Grade 2 is now getting 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

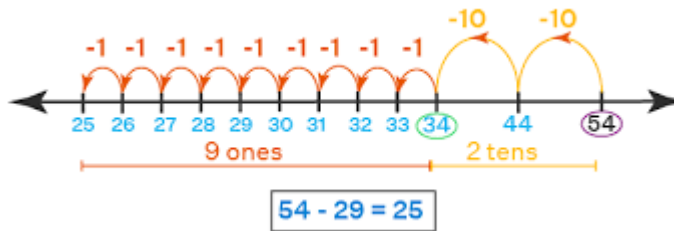
students will be asked to identify an issue in their community, or the world, that they would like to teach others about and bring awareness to others. Through the writing process, we will first organize our thinking using thinking maps. We will identify an issue, give reasons why this issue is important 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.



Math

The second-grade students have begun 2-digit addition and subtraction, up to 100. We are learning different strategies, such as hundred charts, break apart, 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 in order to find the solution. When solving these word problems, the children are using CUBES to help them with important information, and then they explain how they found their solutions.

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 37 + 46 \\
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 (30 + 40) + (7 + 6) \\
 70 + 13 = 83
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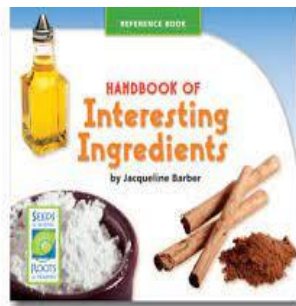
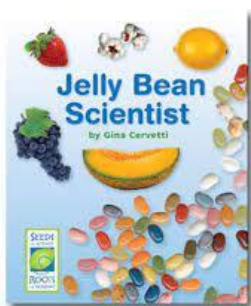


CUBES
A problem solving strategy

- C** Circle key numbers and units
- U** Underline the question
- B** Box math "action" words
- E** Evaluate and eliminate
- S** Show your work and check

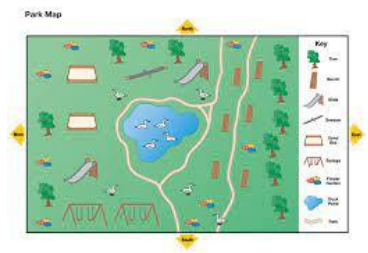
Science

The second-grade students are becoming engineers! In this unit, the students will be investigating different materials of everyday things, as a way to understand the importance of properties of materials. We will 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 will be reading nonfiction books, drawing hypotheses and findings, and creating new materials with hands-on exploration.



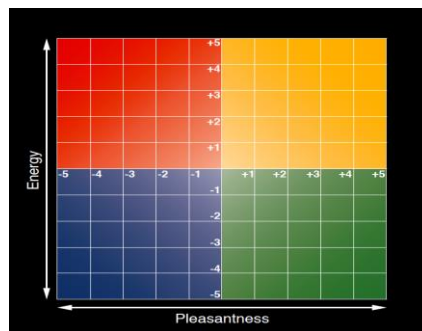
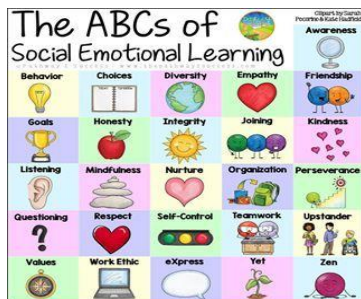
Social Studies

The students in second grade are learning all about maps and the geography of our country. They 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 will be learning what a "bird's-eye view" map would look like, and they will be creating 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!



Social Emotional Learning

Second graders utilize S.E.L 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.



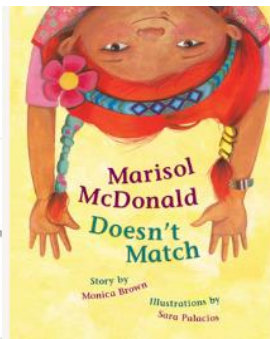
Third Grade News

Ms. McGill, Mrs. Polizzi and Mrs. Tom

Reading

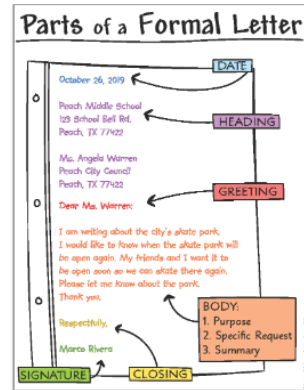
Third Grade is moving into Module 3, Let Freedom Ring, in our HMH reading curriculum. We have been reading various genres including realistic fiction, informational nonfiction, and poetry. The students have enjoyed the stories we have read so far. They have been practicing their reading strategies and 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 begun cursive writing as well. We are looking forward to learning more every day.



Writing

Third Grade has been writing personal narratives. They also have been writing letters to first responders expressing their gratitude for their service. They also wrote pen pal letters to their fellow third graders. 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.

Math

Students have been working hard practicing their multiplication facts. 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 actively engaged in division and solving multi-step word problems using 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.



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 be focusing 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

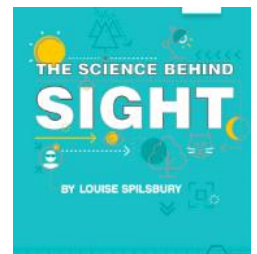
Third graders are beginning to identify character feelings and traits through the stories they are reading about in the HMH curriculum. Through these stories, they are also becoming more aware of their own identity and their own personal traits. Being able to make these connections helps students strengthen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

Fourth Grade News

Ms. Healy, Ms. Camhi and Ms. Fejzullaj

Reading

Fourth grade is finishing up Module 2 where we focused on the essential question "How do people and animals use their senses to navigate the world?" During this module we focused on reading informational text, narrative nonfiction, and historical fiction. Comprehension skills such as central idea, text structure, text features, 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 does it take to meet a challenge?"



Writing

Following along with the reading unit, students wrote informational texts about an amazing animal. Students researched facts and information about an animal of their choice. After researching, students were able to organize their writing into an essay which includes an introduction, three body paragraphs and a conclusion. During the revision process students added descriptive words,

figurative language and transitional words and phrases to indicate a specific text structure for each body paragraph. Students then added text and graphic features to their writing to make their informational pieces complete. During the next writing unit, students will be writing opinion essays about how friends and family can work together to overcome challenges.

Math

Within topic 3, our fourth-grade mathematicians learned how to use different properties and strategies ranging from the distributive

property, to area models, to partial products, all the way to the standard algorithm to more efficiently solve a variety of multiplication problems. Students continued to show multiplicative comparisons using Bar Diagrams. Such visuals have further helped them solve multi-step word problems. In our next topic of study, students will incorporate mental math and build off of previously visited properties and strategies to multiply by 2-digit numbers. Students will continue to

estimate to check for the reasonableness of their products.



$$4 \times 125 = \underline{\quad}$$

	100	20	5
4	400	80	20

$$400 + 80 + 20 = 500$$

$$4 \times 125 = 500$$



Science



Fourth grade scientists have been investigating the way animals use senses to get information about their environment, in this unit called Vision and Light. The students were introduced to a serious issue occurring for the Tokay Gecko: their population is in decline, and we need to figure out why! Scientists have been closely reading texts and watching videos to gather information about the way animals use their senses to survive and thrive in their environments. So far, students

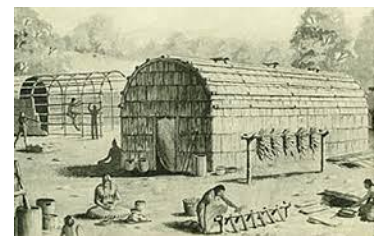
have completed a few investigations and analyzed independent variables in simulation models which will help them finally determine what is affecting the Tokay Gecko's survival.

Social Studies



Historians have completed their first unit called New York State Geography. They investigated different New York State landmarks, reviewed their knowledge of maps, and used Google Earth to determine where they are in the world. We are moving into the next unit of study, called Native Americans, where students will be analyzing sources, close reading, and researching in order to make inferences about the 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 country and still 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

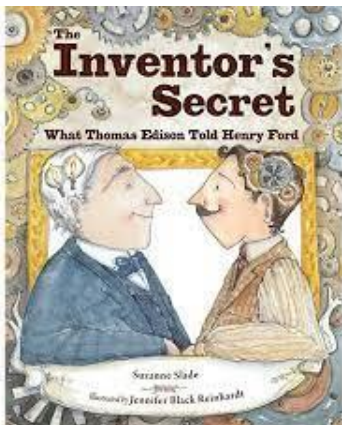
discussing how to navigate challenging situations with the help of our family and friends. We will discuss how working together can help you achieve your goals.



Fifth Grade News

Mr. Grossman, Mrs. Kelly and Ms. Barongi

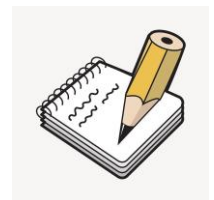
Reading



Fifth grade completed module 1, with a theme of *Inventors at Work*. While focusing on the Essential Question, “What kinds of circumstances push people to create new inventions?”, students were introduced to the motivation for new inventions, as well as the obstacles to achieving them. Comprehension skills such as context clues, character change, author’s purpose and point of view were taught and utilized throughout the stories. We went over the prefixes *auto*, *bio* and *ex* to increase vocabulary awareness.

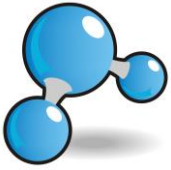
Writing

In connection with reading, students wrote an expository informational essay on a famous North American inventor. Students researched facts about the inventor and grouped these facts into categories. Students learned how to organize their essays with an introduction, body paragraphs, and conclusion. They were taught how to write a thesis statement and include a “hook” in their introduction to engage their readers. Students were encouraged to use a checklist to make edits to their work to assure it is clear to their readers. Currently, students are working on Narrative Storytelling and are developing fictional stories about a character on a journey to discovery.



Math

Fifth graders started this year with a deep dive into place value. 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

Fifth grade students have been doing experiments, observing models, and manipulating simulations to engage in our Modeling Matter unit. We are learning about what makes up matter and how molecules of different substances react to each other. Students are introduced to a variety of scientific vocabulary to strengthen their understanding of matter and how substances interact with each other.

Social Studies

In social studies, we are fortunate enough to have received a grant to have the New York Historical Society come into our classroom and provide lessons. With a focus on American democracy, students are learning about how our country is modeled after the origins of democracy in Greece. Additionally, we are exploring our role as American citizens, and how “people power” is the key to our country’s success.



Social Emotional Learning

SEL in fifth grade began with a focus on the importance of identifying and understanding our emotions and how these relate to our actions. As our school year started, we had many opportunities to talk about how to use an understanding of our emotions to make good decisions. Students practiced role playing scenarios to discuss how feelings might affect the choices we make and gave each other feedback on the impact of those choices.

Physical Education

Mr. Sciabarassi

Grades Pre-K – 5th



We have been very lucky with great weather, having many of our Physical Education classes outside in our beautiful courtyard. During the winter months, Pre-K through 2nd grade classes will become more familiar with fitness testing exercises. They will participate in activities that involve more fitness. This is great practice for them for when they are in 3rd, 4th and 5th grade where they will be participating in the "FitnessGram" fitness testing.

Grades 3 through 5 will be practicing for their FitnessGram fitness testing. The fitness testing includes the pacer test for cardiovascular endurance, the push-up and sit-up test for muscular endurance and the stretching test for flexibility. We will begin with buddy-up's and different fitness stations, and games and activities to make fitness fun. This helps students become familiar with the proper technique in performing certain exercises while still having fun. This will then lead them into the "FitnessGram" fitness testing. The fitness test will include the student's best scores on all of the above listed activities. I will be inputting the student's height, weight and fitness test fitness scoring into the DOE FitnessGram system. This will help track the students progress as the years go on.

Muscular endurance: Push-ups, Sit-ups

Cardiovascular: Pacer test

Flexibility: Sit and Reach

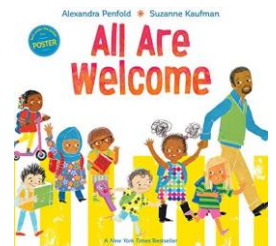
During the time of the fitness testing and practice, I still enjoy watching the students perform sports skills as well. We will be diving into our basketball unit during the winter, along with Volleyball and badminton. I am very excited to watch all the students work hard and learn how fitness is fun and great for you!

Music

Mr. Carpentieri

Pre-K-Grade 2

In September, Pre-K, Kindergarten, first, and second grade students began the year with *Welcome To Music* units. Students learned music class procedures such as the *Good Morning*, *Welcome To Music* and *Goodbye* songs. Students were also introduced to various circle games to help learn their classmate's names, likes and dislikes. We finished the month with a reading of *All Are Welcome* and listed ways to welcome classmates regularly.



In October, students learned about the different changes that happen during the season of fall. We continued the month learning about changes that happen in music. Opposites in music such as fast-slow, loud-soft, high-low, up-down and start-stop were explored through various songs, games, and stories such as *Leafman*, *Up-Up Down*, *Grizzly Bear*, and *Hot Potato*.

In November, students began learning winter concert music. Pre-K students will be singing and playing *Jingle Bells*, *Kwanzaa is Here*, and *The Dreidel Song*. Kindergarten students will be singing *Winter Wiggles*, and *Snow is Falling Today*. First grade students will be singing *Hot Cocoa*, and *Hey Winter*. Second grade students will be singing *Winter Again*, and *Dancing Snow Dog*. Information and details regarding the Winter Concert will be sent out shortly.

Grade 3-5

In September, third, fourth, and fifth grade students began the year by interviewing each other about what they did over summer break. After presenting what they learned about their classmates, third graders began working on various games and songs involving cups and clapping to reinforce previously learned concepts such as steady beat. Fourth grade students created a *Respect Rap* addressing specific ways in which they can show respect in the music classroom and community. Fifth grade students learned about the seven musical elements and how to describe our favorite song. We listened to students' various favorite songs and described the songs using the musical elements.

In October, students began the circle drumming unit. Students used drums to reinforce rhythm reading concepts such as sixteenth notes, and syncopation. Students also created and performed their own rhythm compositions. The circle drumming unit ended with the game *Rhythm Relays*, where students dictate a rhythm they hear and compete against classmates to write the rhythm quickly and accurately.

In November, students began the mallet unit. Students use metallophones, glockenspiels, and xylophones to reinforce staff reading, and ear training concepts. Students also began learning their winter concert music. Third grade students will be singing *Hot Chocolate* and *Showbiz Snowman*. Fourth grade students will be singing *Get Your Winter On*, and *Snowman Where'd You Go*. Fifth grade students will be singing *Cold Snap*, and *This Holiday*. Information and details regarding the Winter Concert will be sent out shortly.

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 will dive into digital citizenship.

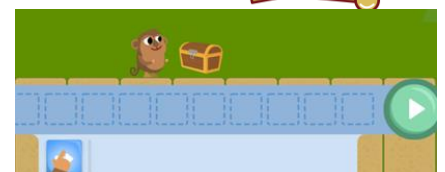
Kindergarten-First Grade

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 creating memorable and strong passwords that are hard to guess, yet easy to remember.



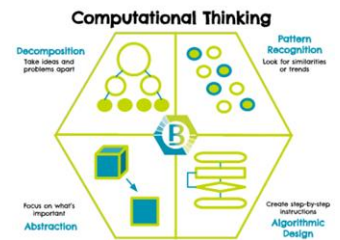
Fourth Grade

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

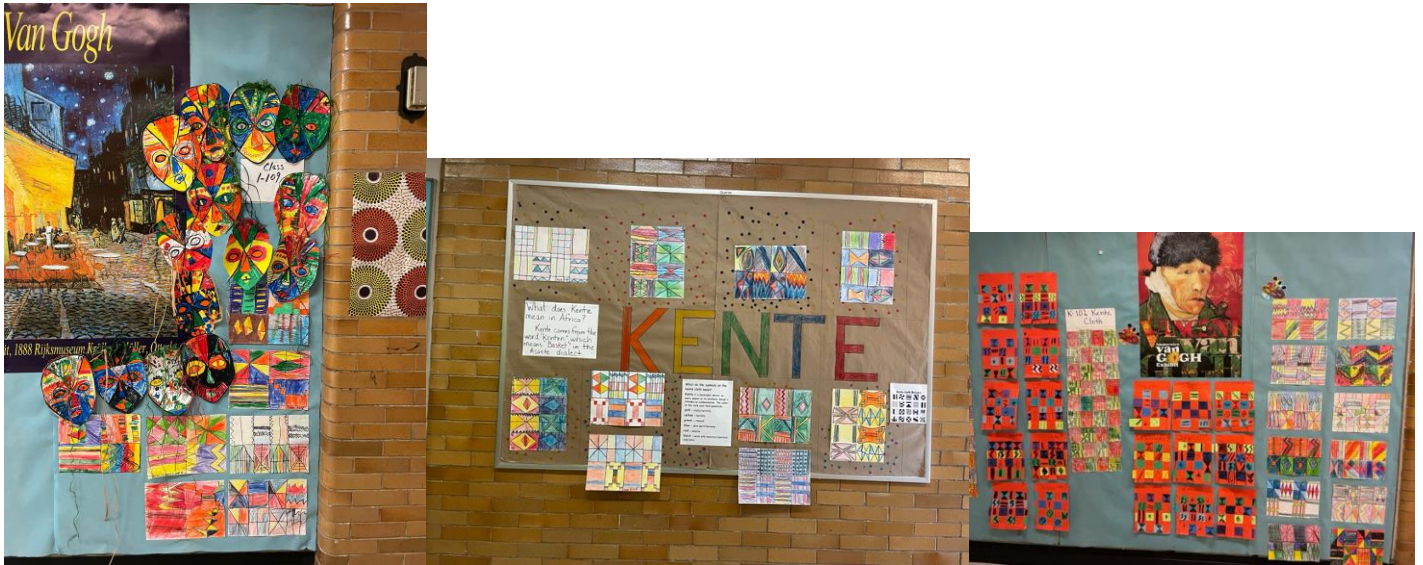
In an effort to assist students with their keyboarding skills, PS 98 has renewed our subscription to Typing Pal. This is a great program that will help students master this necessary skill. It is used in class, and it could also be used at home. Please encourage your children to utilize this resource. 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. Kindergarten students will begin keyboarding skills later in the school year.

Art

Ms. Klein

It has been an amazing experience watching the students at PS 98 create art projects based on our global curriculum. The first geographic region the students learned about is the continent of Africa. We looked at authentic African art created in Ghana from Kente cloth to Traditional Masks. Students learned about the culture, history, and traditions of weavers in Ghana. The students observed and discussed similarities and differences of textiles from Ghana. The students are immersing themselves in the various projects based on the NYC Blueprints and State Standards in art. Our curriculum started with the basic principles and elements of art and each student is able to create unique artwork that reflects their own learning style. The work is displayed outside the art room on the many bulletin boards.

The students also had the opportunity to listen to African music. They are always actively engaged in art making and are able to compare and contrast different art techniques. The students always discuss and answer questions allowing them to inference and advance their critical thinking skills in the arts.



Our kindergarten and first grade students begin each class routinely with a fun activity reinforcing lines and shapes learning art vocabulary. We create lines and shapes involving movement of our arms and hands. The kindergarten and first grade students worked together to create a class quilt of kente cloth completing different squares while learning about line, shapes, and patterns. We watched a historic video of the weavers and listened to traditional drumbeats. We incorporated traditional African colors which we learned had special meaning to the weavers. The students are finishing up their traditional inspired African masks incorporating the authentic patterns from ancient masks. We learned about swamp grass called Rafia and will be adding it on the masks. We looked at animals that are indigenous to the region and had some time to talk about The Lion King set in the Savanna of Africa.

Our second and third grade students reviewed their past knowledge of line, shapes and patterns. Students examined samples of Kente cloth hanging on the classroom walls and learned the importance of rhythm and repetition creating Kente Cloth. The students explored the different traditions in Ghana and learned that it is a male oriented job to become a weaver. Students worked on their unique original designed kente cloth projects and learned the symbolic meaning of each color. Students were able to watch a video that demonstrated the various uses of Kente cloth past and present. Students then had a discussion about different textiles from their own heritage. Students then created a kente cloth using paper strips to recreate the process of weaving and were able to complete their work with various symbolism.

Our fourth and fifth grade students delved deeper into art paying special attention to techniques to elevate their art experience. The students reviewed the art elements and principles and learned about strokes and presentation. The students are learning about revisions and how to critique artwork. The students' kente cloth demonstrates their abilities to create new patterns using actual resources. The students were introduced to 3 contemporary artists inspired by lines, shapes, and patterns of textiles

from Africa. Kehinde Wiley, Mickalene Thomas and Thandiwe Muriu. The students are using collage techniques to incorporate lines and patterns to work in the style of Thandiwe Muriu and pay homage to her photographic artwork using African textiles. They are coming out amazing!

Next stop in our global exploration is Central and South America...

Student Council

Mrs. Kelly

Student Council elections are in full swing! We had a very successful campaigning week and Speak Out Assembly. Nominees did an amazing job sharing their ideas and voicing their opinions. Following the speeches, students in grades 2-5 voted for who they would like to represent PS 98.

Congratulations to our Student Council Cabinet Members:

President- Johan Lee
Vice-President- Eric Collura
Secretary- Julian Choi
Treasurer- Olivia Dunnigan

Representatives were also chosen from classes in grades 2-5. These students will attend meetings and share information with their classes.

Congratulations:

2-206 - Lydia Xia	2-207 - Carter Huang
3-201- Anastasia Kiouzellis	3-208 - Marilyn McCabe
4-209 - Sebastian Uribe	4-203 - Bryce Lee
5-202 - Damon Bird	5-205 - Sasha Galvin

P. S. 98 Ambassadors

Mrs. Holle

Our Ambassadors are once again spearheading our City Harvest Food Drive. Thank you for the many donations received. We are extending our Food Drive until Wednesday, November 22nd.

Congratulations to our 2023-24 Ambassadors. From fifth grade we have Maximo Alesci, Rena Bae, Renee Baik, Solomia Boutcha, Emmanuelle Cheng, Sebastian Gonzalez, Olivia Han, Sarah Jun, Hayven Kim, Filippos Mountantonakis, Kayla Tan, Samantha Xia and Lucas Yee. Our fourth graders are Jacob Galmer, Asher Lee, Ashton Marasciulo and Simra Mizan.

Congratulations to our Bucket Fillers

May 2023

K-101 – Zhiwen Feng
K-102 – Calogero Gambino
1-108 – Isabelle Kim
1-109 – Bowen Shen
2-206 – Isabella Montoya Flores
2-207 – Yuna Bae

3-201 – Bryce Lee
3-208 – Noah Duan
4-203 – Sasha Galvin
4-209 – Nora Sung
5-202 – Leonardo Dobry
5-205 – Abigail Rodriguez

June 2023

K-101 – Sofia Coutsouvelis

3-201 – Ari Preston

K-102 – Ryan Dos Santos
1-108 – Declan-Dante Castro
1-109 – Sian Yoo
2-206 – Joanne Baik
2-207 – Jordan Lee

3-208 – Roland McKay
4-203 – Eric Collura
4-209 – Sebastian Gonzalez
5-202 – Andrew Lee
5-205 – Ella Yuh

September 2023

K-101 – Catalina Martin
K-102 – Omana Palliparambil
1-108 – Calogero Gambino
1-109 – Zhiwen Feng
2-206 – Lexy Lopez Serrano
2-207 – Stephanie Collura

3-201 – Ryan Pressley
3-208 – Marilyn McCabe
4-203 – Jacob Galmer
4-209 – Quinn Baum
5-202 – Sarah Jun
5-205 – William Park

October 2023

K-101 – Penelope Fox
K-102 – Keito Hsieh
1-108 – Paige Lee
1-109 – Julian Sidibe
2-206 – Patrick Han
2-207 –

3-201 – Anastasia Kiouzellis
3-208 – Nikolaos Pantelatos
4-203 – Xavier Fox
4-209 – Zhengyi Kwok
5-202 – Ariel Cutrona
5-205 – Lucas Yee

In, Out and Around The Douglaston School

Mrs. Holle

The start of the 2023-2024 school year was seamless. Everyone jumped right back into the routine of being back at school like there was only a one-week break. In a very short time, we have self-sustaining after school programs up and running. They include Chorus, Stock Market Game and Broadway Musical. In addition, our early morning Test Sophistication program started this month for grades 3, 4 and 5.

Our fabulous PTA sponsored the Sky Dome Assembly which was loved by both students and staff. Thank you for such an amazing and educational opportunity. Thanks to the continued support of our school fundraisers last year, we were able to have the NY Historical Society come in to do individual classroom presentations. We are very fortunate to have the Douglaston Garden Club and The Trust for Public Land come to show our students about pruning and gardening. Our students dressed up for Character Day and had a great time participating in the Sunrise Charity Walk. Thank you to all participants and donors. We raised \$1,665.00. The students had fun shopping at the Book Fair. The Fall Festival, run by our PTA, was tons of fun. There were activities, food, and books to purchase. Most importantly, there were smiles, laughter and sunshine. Thank you to our parent volunteers and PTA for making the Book Fair and Fall Festival possible.

PS 98 continues to have test fire drills and lockdowns to ensure all our children know what to do in case of an emergency.

Stay tuned for more exciting things to come during the school year.

Dates to Remember

Ms. Diana Gautier, Assistant Principal

November 22 – End of first marking period
November 23-24 – School Closed – Thanksgiving
December 4-8 - Computer Science Week
December 5 – Kindergarten Application Opens
December 6 – SLT Meeting
December 8 – Middle School Application Closes
December 12 – Safety Meeting (Open to the Public)
December 14 – First Report card available on NYCSA
December 25-January 1 – School Closed – Winter Break
January 3 – SLT Meeting
January 9 – Safety Meeting
January 15 – School Closed – Martin Luther King Jr. Day
February 7 – World Read Aloud Day
February 7 – SLT Meeting
February 13 – Safety Meeting
February 12-16 - Respect for All Week
February 16 – End of second marking period
February 19-23 – School Closed – Mid Winter Recess
March 6 – SLT Meeting
March 7 – Early Dismissal – 11:40 am - Parent Teacher Conference (12:40-2:40 and 4:40-7:40)
March 7 – Second Report card available via NYCSA
March 12 – Safety Meeting
March 29 – April 1 – School Closed – Easter Weekend
April 3 – SLT Meeting
April 8 – May 17 – NYS Computer-based testing for Science – Grade 5 only
April 9 – Safety Meeting
April 10 – School Closed – Eid al-Fitr
April 11-12 – NYS ELA Exam: Grades 3 & 4 Paper-based. Grade 5 only Computer-based
April 22-30 – School Closed – Spring Recess
May 1 – SLT Meeting
May 7-9 – NYS Math Test – Grades 3 & 4 Paper-based. Grade 5 only Computer-based
May 14 – Safety Meeting
May 27 – School Closed – Memorial Day
June 5 – SLT Meeting
June 6 – No Students – Anniversary Day/Chancellor's Conference Day
June 7 – No Students – Clerical Day
June 7 – End of third marking period
June 11 – Safety Meeting
June 17 – School Closed – Eid Al-Adha
June 19 – School Closed – Juneteenth
June 26 – Last Day of School (full day). Third Report card available on NYCSA