



# PS 98 SCHOOL NEWSLETTER

Home School Connection

January 2020

## Principal Kim's Message

Happy New Year to all our PS 98 families and friends!

A New Year inspires us to try new things and make new commitments. It motivates us to set new goals and encourages us to be our best selves. It also provides us an opportunity to be reflective of what we have done and appreciative of what we have.

We kicked off the new decade with our Kindergarten Open House. The library was filled with prospective parents who had learned of our reputation and hope to send their young children to a top notch school. This serves to remind us that PS 98, The Douglaston School, is an extraordinarily special home for our students where they are loved, respected, nurtured and have the opportunity to grow to their full potential. In partnership with our parents, teachers and staff, we are committed to creating educational experiences that provide opportunities for our students to grow academically, socio-emotionally and physically. We are fortunate to have such a strong, dedicated community.

I would like to share a few upcoming events. The Spring Afterschool session starts on Monday, February 3<sup>rd</sup>, 2020. The PTA sponsored Midori and Friends Afterschool program begins February 25<sup>th</sup>, 2020. Also, we will celebrate *Respect for All Week* from February 10<sup>th</sup> to the 14<sup>th</sup> and will begin with the NYPD's visit. Our students will engage in special activities or events to guide and remind them to respect who they are and respect people around them. I would like to invite all families to our PTA sponsored, school-wide assembly with a motivational speaker on Wednesday, February 12<sup>th</sup>. Wednesday, April 8<sup>th</sup> is our 5<sup>th</sup> Annual Vocabulary Day where our students dress up as their favorite vocabulary word.

We welcome you to join our awesome PTA and become involved in our many school activities. Our PTA works hard to support our students, parents, and staff. We always have a full calendar of student-centered activities throughout the school year. For detailed information please inquire with our wonderful parent coordinator, Mrs. Holle, and join us and support our school, students, staff and community.

With much appreciation,  
Lena Kim  
Principal

Our current unit of study is *Transportation*. In this unit we are exploring how people move from place to place. We are reading about and discussing the many ways to travel. Children are recalling and sharing some of the types of transportation they have used. The children are exploring the concept of rules, safety and traffic as they relate to transportation. We are extending our learning by reading about the people who operate the vehicles in our community, such as bus drivers, conductors, taxi drivers, pilots, fire fighters, police officers, Emergency Medical Technicians (EMTs) and other community helpers.

During Outdoor Play, the students are looking for the many traffic signs and vehicles in our neighborhood. When we return to the classroom, they have been designing signs in the Writing Center and using them in the Block Center. Students also have been creating various modes of transportation out of recycled materials and using them in the Block Center after thinking critically about how they want to make them.

In the Math Center, the children are counting playdough rocks to load into their dump trucks. They are also recording, on graphs, the number of times they roll a certain transportation vehicle. Finally, they are folding paper airplanes and discussing if they think they will fly. They are flying the airplanes and measuring how far they are traveling using pipe cleaners as a non-standard unit of measure.

In Science the children are learning about ramps. They are making predictions and conducting experiments to test their theories about different lengths and heights of ramps. After reading many books about boats, the children will be making boats of different sizes and shapes. They will look to see which boats float and which boats sink. They will ask questions and make predictions based on their observations.

After voting on a site to transform the Dramatic Play center into, the children have decided to make it PS 98's Pre K Fire Station. They constructed a fire truck and fire hose to use as they put out imaginary fires in the classroom.

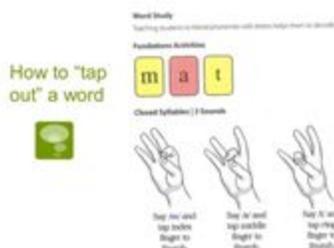
It has been delightful learning and exploring about Transportation with the children this month. We are excited to see how the children develop an interest in our upcoming unit on Light.



## Kindergarten News

Mrs. Eisenberg, Mrs. Borgese and Mrs. Sheridan

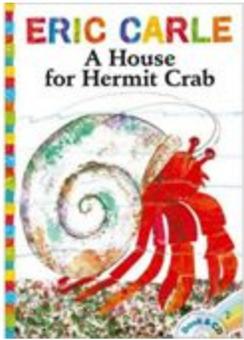
### Fundations



We have begun our second unit in Fundations. In Unit 2, the children will learn how to blend and read three-sound short vowel words by tapping out using their fingers. These words are often called CVC words. During the first few weeks, the CVC words will begin with the consonants f, l, m, n, r, and s. These consonants have sounds that can be "held" into the vowel sound and are easier to blend. The children will also learn how to form capital letters A-Z. These will be taught to the students in alphabetical order. The children will continue to use their magnetic tile

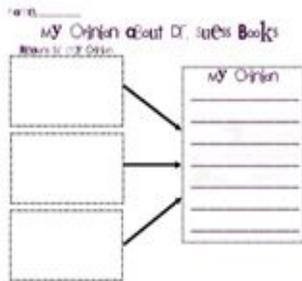
boards and dry erase boards to help them practice sounds and letter formation.

## Reading



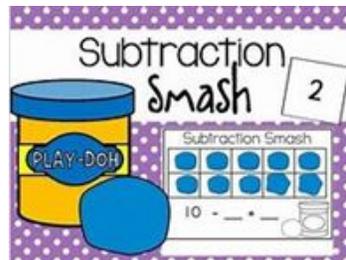
We have been reading the story, *A House for Hermit Crab* by Eric Carle. Our essential question for this unit is: How can retelling help readers to understand stories? The children were introduced to a new Thinking Map to help them understand the story. We created Brace Maps to identify the parts of a hermit crab and the parts of an ocean. The children created beautiful illustrations using their Thinking Maps as a guide.

## Writing



Every morning the children work in their monthly writing journals. We work on writing a complete thought, with a capital letter and period. The children draw a picture to match their thinking. In Writing Workshop, the children have been learning how to write expository writing pieces where they give their opinion and reasons to support their opinion. They learned how to organize their thoughts using a Partial Multi-Flow Thinking Map. For our first opinion writing piece, the children had to choose who their best friend is and write reasons why they are best friends. The children used both a Bubble Map and Partial Multi-Flow Map to help guide their writing. For our next opinion piece, the children will write about a favorite sport or hobby.

## Math



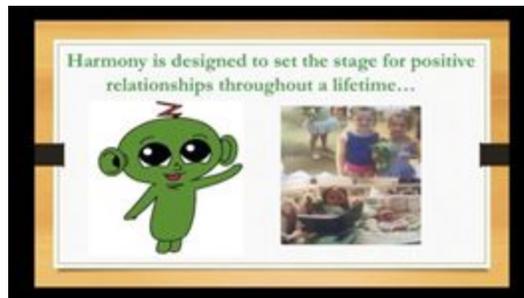
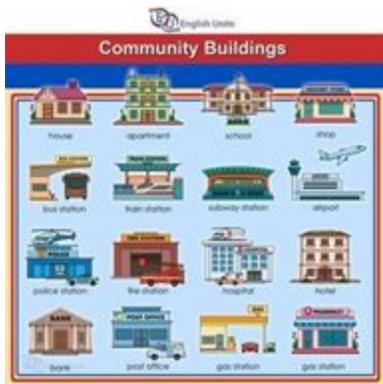
We just finished our chapter on addition and we are now working on subtraction. The children will be learning how to represent subtraction as taking apart and taking from. We will solve subtraction word problems using objects, drawings, and even ourselves to represent problems! The children will continue to work in math stations to practice addition and subtraction skills.

## Science



The children have been learning about living and nonliving things. We learned that living things find nutrients, water, sunlight, shelter, living space, and other essentials they need to survive. The children created Tree Maps to sort living and nonliving things. They used the information on the Tree Map to write about living and nonliving things. The children also created Circle Maps to identify animal needs. We have also continued our study of the wetlands. The children create collages to represent the animals and plants that live in the wetlands. For our next project, we will be working in groups to create dioramas of the wetlands.

## Social Studies and Sanford Harmony



We have been learning about what makes us unique. The children compared and contrasted themselves to one another using a Double Bubble map. They were able to see what they had in common and what makes them unique. For our next unit, we will be learning how people change and grow over time. The children will be creating Flow Maps to show how they changed from a baby to a toddler to a child. In Unit 3, the children will be learning what makes up a community. They will be creating Circle Maps to brainstorm the places that make up a community. We will be learning about the different buildings that make up a community and the purpose of each building. The children will be working in groups to create community buildings that will be placed in the block center for imaginative play.

In Sanford Harmony we have been learning how to be a "feelings detective." The children listened to stories about Z and learned how feelings change the way you look and sound on the outside, and feel on the inside. The children created Tree Maps to represent the different emotions people have. Our next unit will be about communication.

**Fundations**

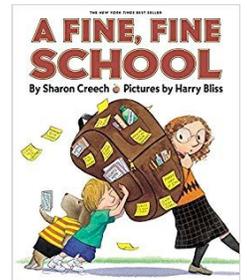


The first grade students are currently completing Unit 7, in which they learned new “glued” sounds that end with ng and nk (ang, ing, ong, ung, ank, ink, onk, and unk). The students have been practicing blending, reading, segmenting and spelling words with ng or nk. Shortly, we will begin Unit 8; in this unit the students will learn the difference between a blend and a digraph. They will be expected to blend, read, segment, and spell words with up to 4 sounds. They will focus on the following r-controlled vowel sounds: ar, or, er, ir ur. In the following unit, the students will learn about closed syllables. They will learn the difference between a closed syllable and an open syllable.

**Reading**

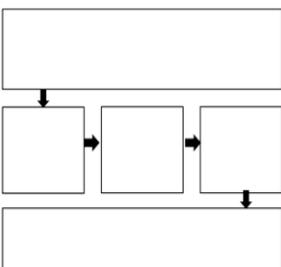


Our classes are completing a nonfiction unit of study. During this unit, the students read and listened to a variety of nonfiction texts including, All About the Wetlands, by Christina Gardeski, Elephant and Their Calves, by Margaret Hall, and What Do You Do With a Tail Like This?, by Steve Jenkins. The students learned all about the different nonfiction text features found in informational books, such as table of contents, chapter headings, photographs/ illustrations, labels, diagrams, glossary, etc. The students studied the purpose of each of these features in a nonfiction text. Soon, we will transition back into fictional texts! The students will engage in two exciting



fictional stories that focus on the theme of classroom citizenship. We will begin the unit by reading A Fine, Fine School by Sharon Creech. The students will be immersed in a number of different lessons around character analysis and point of view. We will use the same skills to read and understand a similar text titled The Recess Queen by Alexis O’Neill. In addition to the reading skills mentioned above, we will incorporate social emotional lessons that focus on friendship and how to be a good classroom citizen.

**Writing**



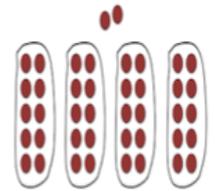
The first grade students just completed their first informational book! The students took all they learned during our nonfiction unit of study to create an All About book about an animal of their choice from the wetlands. Their books included multiple chapters on the same topic, facts and details, and many nonfiction text features such as chapter headings, bolded words, diagrams, labels, photographs, a glossary and index. Shortly, the students will begin learning how to write their personal opinions about a specific topic or issue. They are expected to organize their thoughts using Thinking Maps. They start by brainstorming their ideas on a Circle map. Once they identify their topic, they create a Partial Multi-Flow map to provide reasons to support their opinion.

Next, the students create a Flee Map to help organize their thoughts and to plan their writing. The students are expected to include an opening sentence that states their opinion, and a closing sentence that summarizes this same thought using different words. Between the opening and closing sentences, the students will write several sentences explaining their reasons why. These sentences should also include transition words (first, next, last).

## Math

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The children are currently learning that two-digit numbers represent amounts of tens and ones. In this topic, the students are learning to count two-digit numbers in groups of 10 with some ones left over.



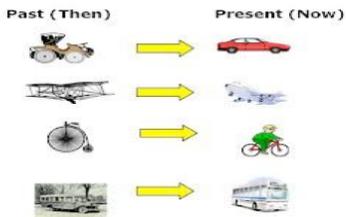
This will provide a foundation for future topics including place value. In the next topic, the students will learn to compare numbers. They will use a hundred chart to show the relationships of 1 more than, 1 less than, 10 more than, and 10 less than a given number. The students will also learn to use the symbols  $>$ ,  $<$ , and  $=$  to compare numbers.

## Science



Students have been engaged in learning all about animals and the structure they have to help them survive. The students created animal clay models and utilized different materials to mimic the structures they have learned about. The students are currently learning about how animal offspring survive where there are predators. They also will recognize that offspring will resemble their parents, both in structures and behaviors. The students reflect on the idea that when offspring are grown, they defend themselves in the same way as their parents.

## Social Studies



The students are currently learning about families now and long ago. During this unit of study, students will be able to answer the following question: How do families grow and change over time? Students have been looking at books, photographs, and articles to help them compare and contrast things, such as toys, transportation, school, communication, clothes, and homes. Students will work with their families to create a family crest that includes things from the past and the present.

## Second Grade News

Ms. Kawal, Ms. Convery and Mrs. Cassidy

We would like to begin by wishing all of you a Happy and Healthy New Year!

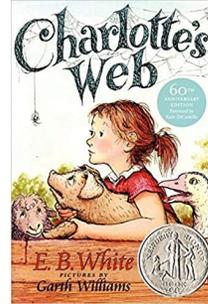
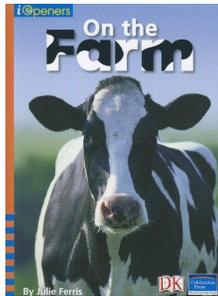
## Fundations

The children are hard at work learning about different types of syllables and how they can be combined to make new words. We have looked at closed syllables, closed syllable exceptions, open syllables, vowel-consonant-e syllables, and now we are looking at r-controlled syllables. In r-controlled syllables, a single vowel is followed by an r (ar, or, er, ir, ur). The vowel is neither long nor short and it can be combined with other syllables to make multisyllabic words. The spelling words are reflecting these new rules, and they will begin to be more complex. You will see your children marking up these multisyllabic words, as well as any suffixes and prefixes they notice. The children will also be able to identify, or mark up, the letter "y" as a vowel, consonant, or suffix. It is wonderful being in the classroom hearing all the tapping and clapping going on while the children are putting these rules to use in their reading and writing!



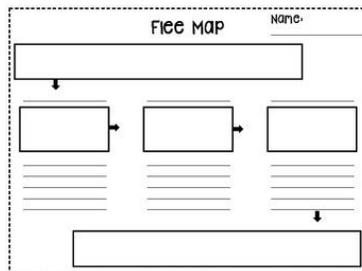
## Reading

We are immersed in reading *On the Farm* by Julie Ferris. The children are learning how to identify and use nonfiction text features when reading an informational book. They are using Thinking Maps to identify these features, as well as to discuss the main idea and details. The students will also be starting *Charlotte's Web* by E.B. White. Using Thinking Maps to discuss story elements, the students will be focusing on the major theme of friendship. During the reading, the students will compare the fiction and nonfiction features in these two books and discuss how they take place in a similar setting but are presented in different ways.



## Writing

The second graders have begun their informational writing unit. Within this unit, the students will be choosing, and researching about an animal that lives in the wetlands. The children will learn to organize their information onto a tree map, which is followed by planning their writing using a Flee Map. Each child will be an author of an informational book that will include a title page, table of contents, chapters, and illustrations. Throughout this process, the children will be using the Thinking Maps they create to help with the writing process.



## Math

The second graders have been busy learning how to add and subtract numbers using different strategies such as using a hundred chart, using an open number line, the break apart strategy, and compensation. They have learned to regroup by subtracting both 1-digit and 2-digit numbers. In order to apply these strategies, the children are working on both one-step and two-step word problems. When solving these word problems, the children must model their work by using pictures, numbers, and words. When solving in class, the children are also able to use manipulatives to help model a problem. These might include counters, place-value blocks, and cubes. Please continue to review this work at home so that the children become proficient in using these strategies and to help them identify whether they add or subtract based on certain keywords used in a problem.

**Subtraction Poem**

More on **top**?  
No need to stop!

$$\begin{array}{r} 58 \\ - 5 \\ \hline 53 \end{array}$$

More on the **floor**?  
Go next door...  
and get 10 more!

$$\begin{array}{r} 58 \\ - 8 \\ \hline 47 \end{array}$$

Numbers the **same**?  
Zero's the game!

$$\begin{array}{r} 58 \\ - 8 \\ \hline 50 \end{array}$$

**addition**

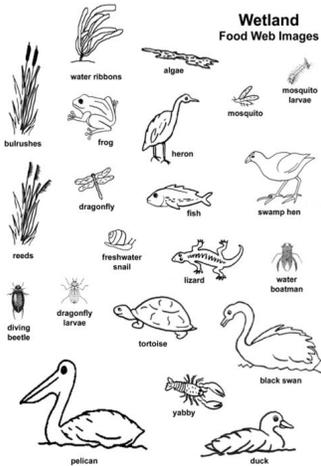
in all add  
altogether  
total PLUS  
join both  
sum more  
combined

**subtraction**

difference  
remain fewer  
how many more  
take away  
are left  
LESS MINUS

## Science

The second graders have begun a new unit in *Amplify Science* that discusses different states of matter and the properties of materials. For our first experiment, the students were given mystery materials in a bag to identify using only their sense of sight and touch. They learned vocabulary that allows scientists to classify different materials such as solid, soft, powdery, smooth, grainy, and hard. They identified the three materials as salt, baking powder and cinnamon. As a culminating activity, the children will be making glue and identifying the properties that are needed to make it a specific consistency.



To continue our study of the wetlands, the students are studying the relationship between the animals and plants, and how they rely on each other to survive in the wetlands. The children have also learned how the animals benefit from the wetlands and use the resources they give, such as shelter and food. The children are learning why the wetlands are an important habitat for the animals and why it is so important to protect them.

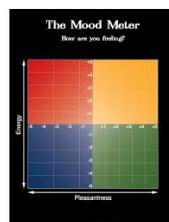
## Social Studies

Where in the world are our second graders? The students are continuing their study of maps and are now going to begin learning parts of the world and where they live. We will be focusing on words such as continent, country, town, city, and state. The students will be able to identify where they live on a map and be able to describe their location using these vocabulary words. They will continue using the compass rose, along with cardinal directions, to describe their locations. As we finish this study, we will move into a study of community. The children will be able to compare and contrast urban, suburban and rural communities.



## Social Emotional Learning

The second graders are learning about different emotions and how they make us feel and act. When we are learning about these words, the students identify where they lie on the mood meter, which is in the classroom. We also discuss ways we can deal with these emotions and things we can say and do to help others deal with the same emotions. There will also be lessons tied into other curriculum areas, such as reading. While studying *Charlotte's Web*, the children will identify different emotions the characters feel and how they cope.



We would like to wish all of you a Happy and Healthy New Year!

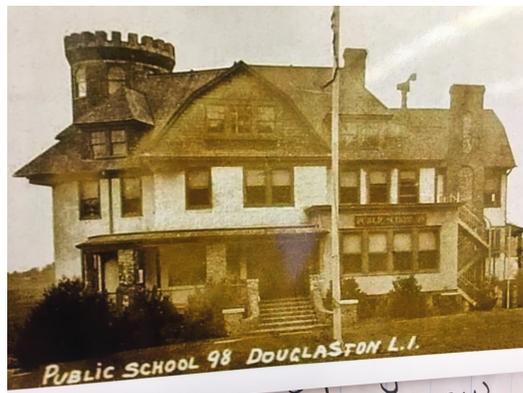
### Math

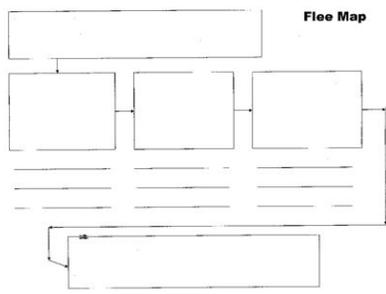
We've been busy learning all about fractions. The children have been exposed to a wide range of vocabulary words related to fractions and are encouraged to utilize these words as they engage in classroom conversations as well as in small groups. Some of these words include: numerator, denominator, equal parts, unit fraction, region & equivalent fractions. Furthermore, the children have learned how to read and write unit fractions for equal size parts of a region, to represent fractions on a number line, identify missing information from a word problem as well as determining if there is information that is not relevant, and to find equivalent fractions that name the same part of the whole just to name a few. We have been reinforcing how important it is for the children to label their work when solving word problems and to take their time to avoid careless errors. Please continue having your children review what they have learned each day as this will help them tremendously moving forward. Our school has purchased IXL for both Math and ELA and having your child practice daily would be beneficial.



### Writing: Science/Social Studies

We have been working on an in depth study of the Matinecock people and how they have lived here in Douglaston and Little Neck. How did these people survive in the Wetlands? We were very fortunate to have some guest speakers come visit our classes to teach about these amazing people and how they used the land to survive. We had Miss Bonnie from Alley Pond Environmental Center come teach us many things about how they hunted, made shelter and lived their daily lives here in our town. After that we were extremely fortunate to have a real Matinecock come visit our classes to teach more about the people and bring actual photos of what our school looked like when it was first built and talked about how tribes were formed among many other things. Donna Barron came to teach us more about the Matinecock people and told us how her people passed down legends to one another. She still lives in Little Neck and the children were all so surprised to see Matinecocks are still around today!





Our next writing piece will be Informational writing. We will take the children through the Writing Process to create an informational writing piece. We will begin our unit with rubrics and checklists which includes the various aspects of an Informational Writing Piece informing the children of the expectations of informational writing before we begin our unit. Class 3-209 will create books that focus on Black History Month, recognizing African Americans who have helped to make our world a better place in which to live. Class 3-207 will create books learning all about our Wetlands. The Wetlands play a significant role in our science exploration throughout the school year.

**ELA/Science**

Currently we are reading a book titled: **“At the Root of It.”** It is a non-fiction text that exposes the children to knowledge about how roots help trees and plants to grow and thrive. In addition, they are also learning that not all roots grow the same way and have different needs. By studying the different diagrams, labels and photographs that are provided in the text, the children are able to identify the similarities and differences there are in roots and why they grow the way they do. We have shown the children actual root vegetables (carrots, beets, turnips, onions) so they could see the roots and how they have similarities and differences. The children had the opportunity to plant bean seeds using hydroponics and clear containers so they could observe the roots as they change on a daily basis and document their findings on a Flow Map. Throughout our exploration of a non – fiction text, the children are also learning about text features.



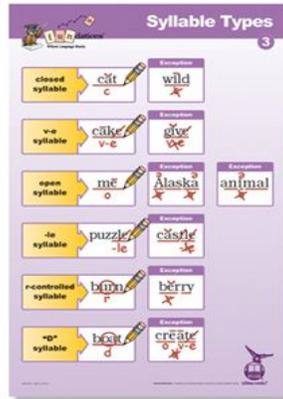
**Social Emotional Learning**

We know how important it is to engage in conversations with our students about feelings and how our feelings affect others in our class. The Mood Meter allows the children to identify feelings and expresses how they feel at a particular time/moment. These feelings very often change throughout the day. In addition to the Mood Meter, Sanford Harmony provides us with activities which are done with buddies, small groups and as a whole class to better understand the feelings and emotions that one might be experiencing and the best ways to help. We also read many books aloud that focus on a particular feeling/emotion that leads to meaningful conversations. Social Emotional Learning plays a vital role in helping all of our students work towards becoming kind, compassionate, and empathetic individuals.



## Fundations

Third Grade foundations is extremely detailed with many different words and components. We have learned about how vowels make long, short and schwa sounds. We can identify the difference between each different vowel sounds. Our spelling words are more complex and we can mark -up multisyllabic words with a variety of different syllable types. Our favorite part of our foundation work so far has been our study of script writing. The children have been diligent in trying their best to write in script for all of our lower case letters. Once we have had more practice with lower case letters we will begin upper case letters. *Soon we will be able to write all of our sentences in script.*



## Fourth Grade News

Mrs. Mei, Ms. DiAmore and Ms. Kiss

## Math

### Comparing Fractions

1. Common Denominator → Compare the Numerators  
MORE PIECES  $\frac{4}{10} > \frac{3}{10}$

2. Common Numerator  
DEEPER PARTS  $\frac{2}{8} < \frac{2}{6}$

3. Use  $\frac{1}{2}$  as a Benchmark Fraction  
 $\frac{4}{6} > \frac{1}{2}$

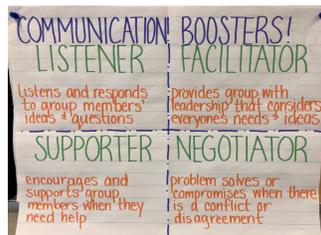
4. One Away  
THE BIGGER THE DENOMINATOR THE SMALLER THE FRACTION  
 $\frac{7}{8} > \frac{4}{5}$

5. Find the Common Denominator  
 $\frac{3}{10} > \frac{2}{5}$   $\frac{3}{10} < \frac{4}{10}$

In Math, 4th grade has been focused on multiplication, division, and are currently moving into fractions. We will be finishing Topic 8 and moving onto Topic 9. We use our knowledge and work with "Algebra For All" as part of our flow for every day. Students are able to reflect and share with one another their mathematical thinking and practices for how they solved the questions. Being able to see how someone else solves a question gives students the ability to understand that problems can be solved in more than one way. They have been creating word problems in all these areas which help students develop strong math skills.

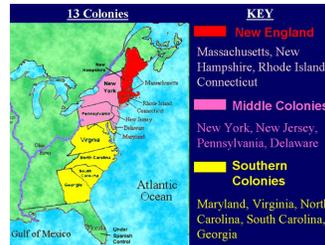
## Social Emotional Learning

In Social Emotional Learning, 4th grade is learning about Communication Bloopers and Communication Boosters. When we make a mistake or don't think in a positive way, we are making a Communication Blooper. Students are sharing how they can turn these thoughts, feelings and actions into Communication Boosters, by doing things such as supporting their friends and changing our thinking. Being mindful of one another and taking others feelings into consideration is a goal of the students. In addition to this, we practice using restorative circles so everyone can become more self-aware of their actions and the results that positive communication can have on someone else.



## Social Studies

In Social Studies, we just finished our unit about Native Americans. We have now moved into Colonial America. Students are learning about the three main reasons that explorers came to The New World- for gold, glory and God. We have created a variety of thinking maps to explain these three key aspects of Colonial America. We have now been working on comparing maps of the land, how different parts of the new territory that was being discovered was important for things such as trade and how we can learn the uses of what was being traded, and why it was a necessity to that area being charted.



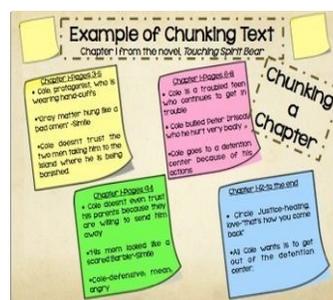
## Writing

In Writing, 4th grade just completed a unit in informational writing. They brainstormed, researched, drafted, edited, revised, and proudly finalized copies of their informative essays on the wetlands and its many plants and animals. Each student chose one plant or animal to become an expert on and teach others. We have now moved on to our expository writing unit and have just begun our opinion pieces. Students have chosen a topic they have a strong opinion about and will be writing with reason and a strong voice to defend their opinion to their readers. Their topics range from books, animals, saving the planet, politics, and more.



## Reading

In Reading, 4th grade has been integrating what they've been learning in social studies, science, and other subjects. We've learned about how people used to live, how scientists do their work, and much more through our reading. Students have used their Thinking Map skills to organize their thoughts and generate writing pieces and organize information that they learned while reading. Now, with state tests in our view, we have begun practicing questions and learning strategies for test prep. Students have been working on test prep packets, applying test prep strategies in all subjects, and hosting conversations about it. We have been dissecting our everyday reading stories as we would the texts on the state test.



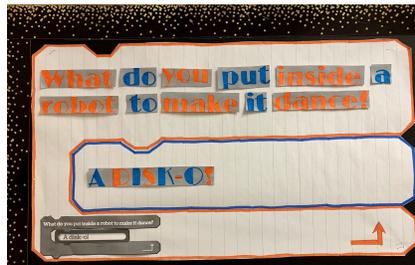
## Science

In Science, 4th grade has been working on wrapping up their knowledge of vision and light. They have been doing research on and creating models and projects on the way that animals use light to see. Students have been integrating their reading and writing skills to learn and explain their thinking as well. We have begun preparation for the state science test as well, learning through STEAM and other avenues. Much of the writing structure that we do in science is in the form of Thinking Maps organization and state test structuring. In STEAM we have also completed a few projects from Doodling Robot Snowmen, where we learned about circuits, to spider webs, where we learned about strength in patterns vs materials.



## Computer Science

In Computer Science, we completed a week long hour of code to celebrate the importance of coding and computer science. Students continually use coding strategies in their everyday lives to problem solve, brainstorm, organize, and more. We have been working on many unplugged activities such as looping, robot dance routines, and more. Through programming, students learn to break down problems into individual steps and use strong and precise language to logically create a working program.

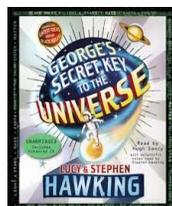


## Fifth Grade News

Ms. Barongi, Mr. Grossman and Mrs. Kelly

## Reading

After completing our unit on African American history with the thought-provoking book Heart and Soul, 5th grade has now ventured into space. We are now reading the book George's Secret Key to the Universe, which is an entertaining and science-based book penned by Stephen Hawking and his daughter, Lucy. With an entertaining and informative story told through the eyes of friends George and Annie, we are learning about space exploration. Comets, asteroids, planets and black holes are just some of the topics detailed on this journey about friendship and maturity, and the classes are learning to classify and synthesize information from multiple sources. This unit will culminate with a trip to the Museum of Natural History, where we will visit the Hayden Planetarium for an in-person experience of our solar system.



## Writing-Literary Essays

Fifth grade is now on to literary essays, which is an important skill for middle school, high school and beyond. Here, students are learning the skill of composing an argument that is clear, organized and full of text references. After reading literary essays written by other authors, students get practice identifying an author's purpose for writing, as well as naming the big parts of an essay and they all fit together within the writing piece. The mentor video/text we used for this is about the Panyee Football Club, a famous youth soccer team in Thailand. Students wrote thesis statements in which they are proving their opinions.



## Math

Fractions are taking over in fifth grade, and we are expanding our already existing knowledge of equal parts of a whole to learn how we can add, subtract, multiply and divide these values. To test our understanding of equivalency, we got competitive with BINGO, and we will continue to have fun with fractions through projects with our family recipes. As we continue to deepen our understanding of values that reflect parts of a whole, we will relate fractions to our work with decimals from the previous units. As always, to support this learning, please practice fluency of basic facts at home.

1 Whole					
$\frac{1}{2}$			$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$	
$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$	
$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$	

## Science- Amplify

Up and up and away! To space that is. After an adventure to the rain forest to explore how plants and animals grow, and help to restore what may have been lost, it is time to take our exploration into space. In connection to our current ELA text, George's Secret Key to the Universe, students will be exploring the phenomenon of space. In this unit, students take on the role as astronomers and team up with archaeologists to explain the significance of illustrations of an architect that has a missing piece. Students will use simulations, kinesthetic models, and informational texts to observe patterns in the sky at night and during the day. They will learn that stars are all around us in space, develop an understanding of scale and distance, and learn about the Earth's orbit and spin. We are also planning a trip to the Hayden Planetarium in February to further our experience with space!



## Wetlands/Social Studies

In connection with our Amplify Ecosystem Restoration, students explored ways to restore wetlands to their greatness. As a group, we discussed why the wetlands are not thriving. Students collected data about air quality and what causes



pollution to enter the wetlands. One reason is the use of leaf blowers and the spread of pesticides. They used leaf blowers to blow "pesticides" in their Amplify terrariums to show the impact it had on the plants. In addition, students learned about how their own voices can be heard and the creation of a bill to help protect the wetlands and modify the uses of leaf blowers.

## Physical Education

Mr. Sciabarassi

### Grades Pre K - 2nd

These classes are just finishing up our winter basketball unit. They worked on dribbling, passing and shooting. This was a great way to combine skills, fitness and teamwork. Moving forward these students will become more familiar with fitness testing exercises. They will participate in activities that involve more fitness. This is great practice for them when they are in 3rd, 4th and 5th grade where they will be participating in the fitness gram fitness testing. As the weather gets nicer, these students will move on to other teamwork and community building games in preparation for our upcoming field day this spring. We will be focusing on skills they will need to use during this amazing day of competition and fun! Some things to expect are relay races, obstacle courses, throwing, catching and other fun games that involve teamwork and age appropriate skills.

### Grades 3rd - 5th

These classes have been finishing up their winter basketball unit as well. In the upcoming classes, they will be practicing for their fitness gram 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, games and activities to make fitness fun. This helps the students become familiar with the proper technique in performing certain exercises while still having fun. This will then lead them into the "Fitnessgram" fitness testing. The fitness test will include the student's best scores on all the above listed activities. I will be inputting the student's height, weight and fitness test fitness scoring into the DOE Fitness gram system. This will help track the students progress as the years go on.

**Muscular endurance:** Push-ups, Sit-ups

**Cardiovascular:** Pacer test (laps running back and forth in the gymnasium)

**Flexibility:** Sit and Reach Stretch Test

For the remainder of the year we have activities like volleyball and field day preparation that we will be doing. These are great ways to keep the students active and fit while learning new skills and using teamwork to achieve their goals.



Thank you to everyone who came and helped for the winter concerts in December! Since the performances, each grade has been busy working on instrument families, instrument technique, and musical literacy.



### Pre-K



Pre K has been working on identifying and grouping instrument and instrument families. By exploring percussion instruments and describing the sound, and look of brass, woodwind, and string instruments, children will be able to accurately describe instruments of the orchestra with detailed musical vocabulary.

### Kindergarten

Kindergarten has also been working on identifying and grouping instrument and instrument families. By exploring percussion instruments and describing the sound, and look of brass, woodwind, and string instruments, children will be able to accurately describe instruments of the orchestra with detailed musical vocabulary.



### First Grade



First Grade has been working on reading quarter note, quarter rest, and eighth note, rhythms and applying that knowledge to drumming technique. As we continue to work on drumming into February and celebrate Black History Month, students will be playing and singing several songs native to Africa such as *O Desayo*, and *Che Che Koolay*.

### Second Grade

Second Grade has been working on reading quarter note, quarter rest, eighth note, half note, and half rest rhythms and applying that knowledge to drumming technique. Students have also created and performed their own rhythm compositions. As we continue to work on drumming into February and celebrate Black History Month, students will be playing and singing several songs native to Africa such as *Funga Alafia*, and *Che Che Koolay*.



### Third Grade



Third Grade has been working on reading notes and rhythms on the treble clef and applying that knowledge to recorder technique. Currently, children are working on playing notes B, A, and G. In the long run, this will help students form proper technique for woodwind, and brass instruments in a band instructional setting. Recorder technique exercises are guiding students to perform songs such as *Hot Cross Buns*, *Mary Had A Little Lamb*, and *In The Lion Sleeps Tonight*.

## **Fourth Grade**

Fourth Grade has been working on reading notes and rhythms on the treble and bass clefs and applying that knowledge to keyboard technique. Children are using a new software called *Yousician* (which is a free purchase on the app store) where they are performing and reading notation. Piano technique exercises, chord progressions, and scales are guiding students to perform popular, and classical songs such as *Lean On Me*, and *Pachelbel's Canon*.



## **Fifth Grade**



Fifth Grade has been working on reading notes and rhythms on the treble clef and applying that knowledge to Ukulele technique. Children are strumming four chord songs and implementing previously learned knowledge to perform pop songs such as *Thunder* by Imagine Dragons.

## **Technology/Computer Science**

**Mrs. Georgiou**

Last month, PS98 held its second HOUR OF CODE school wide event! During Computer Science Education Week, all students took part in activities related to computer science. These activities were fun, engaging and an easy way for students to practice basic coding.

As part of the CS4ALL initiative, we will continue our computer science instruction to learn about important concepts like algorithms, abstraction, programming, data and networking. The NYC CS4ALL Blueprint is used as well as the curriculum from code.org. Scratch programming is also integrated into the curriculum.

Here are some additional websites for students to use to practice their computer science skills:

<https://www.tynker.com/hour-of-code/>

[http://monstercoding.com/app.html#lab/:en/:mystery\\_island/:4/:0](http://monstercoding.com/app.html#lab/:en/:mystery_island/:4/:0)

<https://code.org/learn> (Filter activities by grade and type of device)

<https://blockly-games.appspot.com/?lang=en>

## **Scratch - Computer Science Practice**

Scratch is a wonderful website for grades 3-5 to create interactive games and animations using basic computer science skills. Upper grade students have their own accounts. Please encourage your child to create in Scratch.

In addition to Computer Science instruction, students in all grades are practicing their word processing and keyboarding skills. These skills are very important as they grow up in a world where technology is part of just about everything. Please encourage your child to use Typing Pal to practice their keyboarding skills at home.

All students in grades 1-5 have an individual account. Practicing a few minutes each night and during the weekend can make a world of difference in terms of speed and accuracy in typing.



### **Typing Pal - Keyboarding Practice**

This is an excellent program to practice keyboarding skills. All students in grades K-5 have an account and they know their passwords. Kindergarten students will be receiving this login information in a few weeks. If you ever need help logging in or if students have forgotten their username/password information please email me at [jgeorgi@schools.nyc.gov](mailto:jgeorgi@schools.nyc.gov).

In the upper grades (4 and 5) we are learning how to be savvy researchers. The internet offers an abundance of information which is not always reliable. Knowing which sites are trustworthy and safe is very important. We are also learning how to use PowerPoint as well as the basics for delivering an effective oral presentation.



### **IXL - ELA and Math Practice**

IXL is a subscription-based learning site for K-12. It provides practice in more than 7000 topics, covering math and language arts. All students have their own account. Login information was sent home. If you have trouble logging in, please contact me at [jgeorgi@schools.nyc.gov](mailto:jgeorgi@schools.nyc.gov) or your child's teacher.



### **BrainPop and BrainPopjr - All subject areas**

BrainPOP is an animated educational site for kids in grades K-12. There are thousands of videos covering topics in Science, Social Studies, English, Math, Arts & Music, Health, and Technology. The short animated videos and other materials are designed to engage students and help them understand the world around them.

BrainPOP and BrainPOPjr are now available as apps in iTunes and Google Play. Use the username and password to log in.

Our school login information is as follows:

BrainPOPjr (Grades K-2) <https://jr.brainpop.com/> **Username: ps98teach**

BrainPOP (Grades 3-5) <https://www.brainpop.com/> **Password: brainpop**



**Art**

**Mrs. Devito**



Visual Arts education provides an interactive experience creating a tangible project. Each week the students explore different artists, art movements and connect to other subjects. In the classroom we have examined the Pop Art Movement, learning about Peter Max's work in the 1970's. Also, we have discussed the artist John James Audubon. Audubon has illustrated and painted over 400 species of birds in North America. We were inspired to paint Blue Jays and Cardinals in Audubon's Realism style. We will focus next on the famous artist, Georgia O'Keeffe, in March, for Women's History month. In

the early twentieth century women artists struggled for recognition. O'Keeffe was able to enjoy a successful career during the early twentieth century. The Arts surround us and have endless possibilities to connect with all areas of life. The students, in addition to learning about Artists, Art History and artistic techniques, develop valuable skills that carry over to many other aspects of their life: hand to eye coordination, strengthen their manual dexterity, and decision making are just a few examples.

### **Congratulations to all our Bucket Fillers**

- K-101 Heaven Park
- K-102 Ava Rose Desarme
- 1-108 Charles Rodriguez
- 1-109 Sarah Jun
- 2-206 Zoey Ahn
- 2-208 Nathan Fendt
- 3-207 Rebekah Shin
- 3-209 Valentina Martin
- 4-201 Aris Alafoyiannis
- 4-203 Brian Yang
- 5-202 Noah Blake
- 5-205 Lexi Gilmore



### **Student Council**

The Student Council has had a very productive and exciting year so far. We have helped spread PS 98 school spirit by celebrating Pajama Day, Crazy Hair Day, and My Future Career Day. Thank you for all your support as we continue to celebrate our wonderful school. Look out for our next Spirit Day on February 7th- Disney Day!



Our annual Talent Show was a great success! The students showed off their talent in many different ways. We had dancers, singers, magicians, pianists, comedy acts and skits. We are so proud of the hard work the students put in to make it a show to remember!

We are currently coming together with the PS 98 Ambassadors to plan our School Leadership Project. This is a District 26 initiative to encourage all students to get involved and make a difference. The Student Council and Ambassador members asked the student body which charity they would like to support this year. The results are in and the students overwhelming felt the desire to help animals in need. Be on the look-out for updates on the ways that you can help out!

### **PS 98 Ambassadors**

The PS 98 Ambassadors have been busy helping the community. We donated 400 lbs. of food to City Harvest. In addition, we collected numerous boxes of toys for Assemblyman Edward Braunstein's Holiday Toy Drive. Many thanks to the PS 98 community for your generosity in both of these philanthropic activities. Ambassadors have joined forces with our Student Council in their School Leadership Project.

Before our Winter Break, PS 98 had some amazing events that our children participated in. Events included the Midori Assembly, Winter Concerts and last but not least, our Talent Show. This was a fabulous way to end 2019. We saw 2020 kick off with PS 98 Future Day (Career Day). Parents came in and gave presentations to the children about their careers. Police Officer's from the 111th Precinct came in and spoke to Grades K-2 about Safety and Stranger Danger. We also had "My Career Day" where the students came dressed as who they aspire to be. The month will end with our Pre-K Open House on January 30th and the PTA Seven Seas Tiki Dance on the 31st. We are looking forward to February and all the fun filled events that month holds for our students.

**Dates to Remember****Ms. Diana Gautier, Assistant Principal**

- February 3: Honor Crossing Guard Week  
Spring Afterschool session begins
- February 4: Library – Grades 3-5
- February 4, 11, 25: Chess Curriculum – Grades 1-2
- February 5-6: PTA Valentine Day Sale
- February 6: Coffee and Conversation with Principal Kim – Room 104 (8:15)
- February 7: Fabulous Friday  
Spirit Day (Disney Day)
- February 10-14: Respect for All Week
- February 10: Bully Blues Day – wear blue to block out bullying  
Bullying Workshop (NYPD Pct. 111) – Grades 3-5
- February 11: Kindness Grams
- February 12: No Excuses, You Can Do It Assembly (1:30-2:30)  
Library – Grades K-2
- February 13: Positive Post-It Day  
Kindergarten Class Trip to see Paper Bag Players  
4-201 Class Trip to Bayside Historical Society  
Fifth Grade Class Trip to the Museum of Natural History

- February 14: PS I Love You Day – wear purple to raise awareness on Mental Health  
No One Sits Alone  
Fabulous Friday  
4-203 Class Trip to Bayside Historical Society  
Elevate Workshop – Grade 5 – Student Elevation (1:00-2:30)  
End of Marking Period #2
- February 17: Presidents Day – No School
- February 18-21: Winter Recess – No School
- February 24: Classes resume
- February 25: First Grade Class Trip to APEC  
Library Grades 3-5  
PTA meeting – 7 pm Library
- February 28: Report Cards distributed to students  
School Safety Meeting – Library (11:30)  
SLT Meeting – Library (12:00)