



PS 98 SCHOOL NEWSLETTER

Home School Connection

February 2021

Principal Chan's Message

Dear P. S. 98 Families,

This has been a school year like no other. Despite many obstacles, we were able to safely open our school 5 days a week to all of our in-person students and lower class size for all of our remote students. Your children's safety, education and well-being are always our priority.

Here is some good news!

- Three of our students are being highlighted at our District 26 Computer Science Celebration! They are **Wania Sohail** from Kindergarten, **Julieta Wiygul** and **Zain Alkurdi** both from fifth grade. We are so proud! See the Technology section for more.
- Four of our P. S. 98 Teachers have received Big Apple Award nominations! They are **Ms. Eisenberg, Ms. Mei, Ms. Rodgers,** and **Ms. Seligson.** I know that you join me in wishing them the best of luck!
- Many students have taken advantage of our virtual music enrichment program partnered with Midori.
- Our Fifth Grade Committee and teachers have organized two Family Fun Nights for the whole family to enjoy! I hope to see you on Friday, February 5th at 6:00 pm.
- We have been awarded a School Wellness Grant! The Wellness Committee will be meeting soon to discuss allocating the funds.

All of our teachers and staff have been working especially hard this year to provide quality education despite many challenges.

Thank you to all of our P. S. 98 families for your willingness to communicate and work together as a school community. Collaboration allows us to accomplish so much.

Please read on to learn more about our instructional highlights. Stay safe and stay well!

Kind regards,

Kristy Chan

Instructional Focus

P. S. 98 students will actively engage in collaborative conversations and writing that encourages the exchange of ideas that is based on evidence that generates deeper, stronger understanding and new thinking across content areas.

Schoolwide Instructional Priority

Know every child well

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, social awareness, self-awareness, self-management and responsible decision making. We plan to know our students well, collaborate with families and support SEL to build supportive relationships between students and between students and staff.

Pre K News

Mrs. Tulimeri

Our Pre K children have been learning all about 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 vehicles they have used.

The children are exploring the concept of rules, safety and traffic as they relate to transportation. We have stressed the importance of looking left, right and then left again before crossing a road with an adult. We are also discussing the importance of wearing a seatbelt when riding in a vehicle. Finally, we are learning about important people who operate vehicles in our community such as firefighters, Emergency Medical Technicians and police officers.

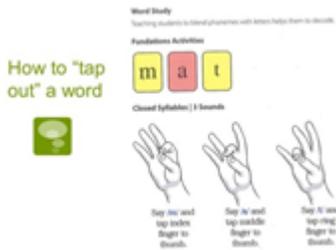
In the Art Center, the children are creating various vehicles out of recycled materials. They are thinking critically about how they want to use the materials to create the different parts of each vehicle.

In the Math Center, the children are counting playdough rocks to load into dump trucks. They are also rolling vehicle dice and recording the number of times they roll specific vehicles on their bar graphs. They are taking time to compare and discuss the results of their graphs.

In the Science Center the students are learning about ramps. They are making predictions and conducting experiments to test their theories about the heights of ramps and the distance their vehicles travel. The students will also fold paper airplanes and discuss if they think they will fly. Then they will fly the airplanes and measure how far they travel using pipe cleaners as a non-standard unit of measure.

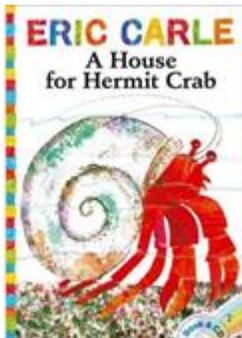
It has been wonderful learning with the Pre K children about Transportation this month. We look forward to making discoveries with them in our next unit on Light.

Foundations



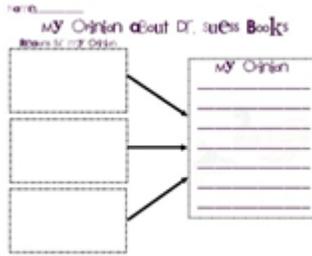
We have begun our second unit in Foundations. In Unit 2, the children will learn how to blend and read three-sound short vowel words by tapping out using their fingers. These words are often called CVC words. During the first few weeks, the CVC words will begin with the consonants f, l, m, n, r, and 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 letter 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



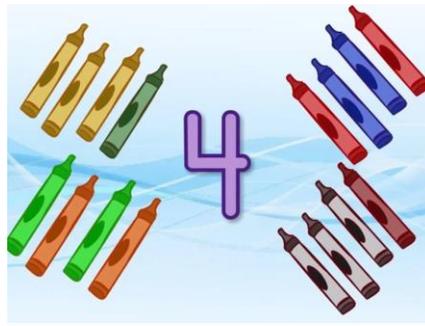
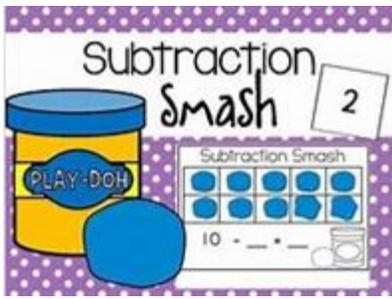
Our essential question for reading is: How can retelling help readers understand stories? Last month we read and studied the story, *A House for Hermit Crab* by Eric Carle. We learned new vocabulary words to help us understand the story. We used Circle Maps to study each new vocabulary word. The children 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. This month we are working on the story, *A Bed for the Winter* by Karen Wallace. Before reading the story, the children were introduced to new vocabulary words and illustrated and wrote sentences to demonstrate their understanding of the new words. The children learned how to create a Bridge Map to compare the common relationship between animals and their beds for the winter. We learned how to write sentences using the Bridge Map as a guide.

Writing



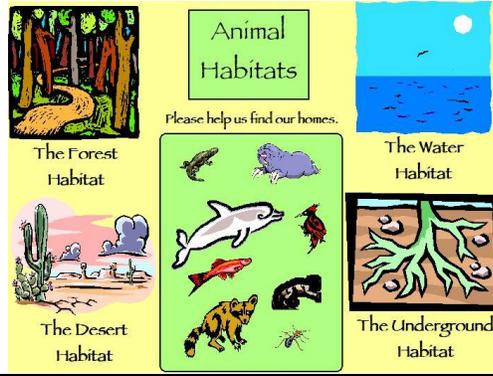
The children are doing such an amazing job in writing. They are writing complete thoughts using capitals, periods, and are now writing multiple sentences to explain their thinking. They are continuing to draw to match their thoughts, making sure to have at least 5 details in their illustrations. In Writing Workshop, the children have been learning how to write expository writing pieces where they give their opinion and reasons to support their opinion. For our January bulletin board, the children created a Partial Multi-Flow Map as a class to record the reasons why winter is such a great season. They used the map to write many sentences to support their opinions. The children have learned to use a Bubble Map to help them add details to their writing. For our next opinion writing task the children will learn how to organize their thoughts by creating their own Partial Multi-Flow Thinking Map. This map will help them think of multiple reasons to support their opinion and we will be writing across multiple pages.

Math



We just finished our chapter on subtraction. The children learned 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! One of our favorite games to play is subtraction smash. The children use Play-doh to show a subtraction sentence. They love rolling the die and smashing the number to show subtraction on their mats! We are now working on more addition and subtraction number sentences. The children are learning to decompose and represent numbers. The children use cubes and counters to show their thinking.

Science



The children have been learning about living and nonliving things. We learned that living things find nutrients, water, sunlight, shelter, living space, and other essentials they need to survive. The children created Tree Maps to sort living and nonliving things. They used the information on the Tree Map to write about living and nonliving things. The children also created Bridge Maps to show the common relationship between animals and what they need to eat to survive. We are continuing our investigation helping the children in Mariposa Grove figure out what happened to the caterpillars when they turned a field into a garden. Next we will be learning about animal habitats and why certain animals choose to live in certain places. By the end of this unit we will solve the mystery of the caterpillars!

Social Studies/SEL



In our last unit the children learned the role and responsibility of members in a school community. Recently we learned how people change and grow over time. The children created 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 creating community buildings that they can take home and use for imaginative play.

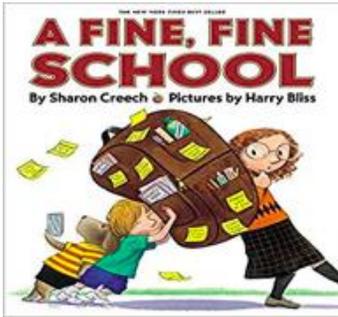
In Sanford Harmony we have been learning how to be a "feelings detective." The children listened to stories about Z and learned how feelings change the way you look and sound on the outside, and feel on the inside. The children created Tree Maps to represent the different emotions people have. Our next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

Word Study/Fundations



The first grade students are learning lots of new skills to become better readers and writers! The students are practicing how to blend, read, segment and spell words with *glued sounds*, -ng and -nk. They are learning the difference between a blend and a digraph. The students are expected to blend, read, segment, and spell words with up to 4 sounds. For the next few weeks, the students will learn the concept of a **closed syllable**. A closed syllable ends in a consonant and only has one vowel. The vowel in a closed syllable is short, as in the word "cat" or "flip". The recognition of this word structure will be key as we continue with the Fundations program. If you haven't done so already, please visit our Google classroom to see additional resources and videos for how to support your child at home. You will find all materials located in the topic, *At Home Fundations Support*.

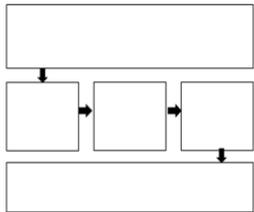
Reading



The first graders are currently reading two exciting fictional stories that focus on the theme of classroom citizenship. We began the unit by reading *A Fine, Fine School* by Sharon Creech. The students were immersed in a variety of lessons around summarizing the plot of the story, character analysis, and identifying the central message of the story. We are using the same skills to read and understand a similar text called, *The Recess Queen* by Alexis O'neill. In addition to the reading skills mentioned above, we are incorporating **social emotional** lessons that focus on friendship and how to be a good classroom citizen.

Soon, we will transition back into a nonfiction unit of study. They will continue to learn 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 will compare and contrast fictional and informational texts.

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. 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. Currently, the students are learning how to write their personal opinions about a specific topic or issue. They are expected to organize their thoughts

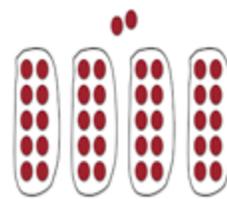
using Thinking Maps. They start by brainstorming their ideas on a Circle map. Once they identify their topic, they create a partial Multi-Flow map to provide reasons to support their opinion. Next, the students create a Flee Map to help organize their thoughts and to plan their writing. The students are expected to include an opening sentence that states their opinion, and a closing sentence that reminds the reader of their opinion. In addition, the students use a variety of transitional words to connect their ideas together.

Math



Hundred Chart									
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.

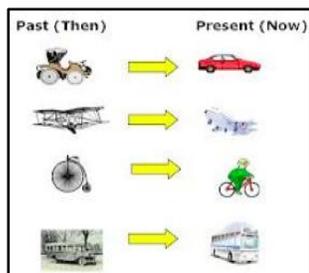


Science



In science, the students are learning about different animals and the variety of structures they have that help them survive. The students created animal clay models and utilized different materials to mimic the structures we've studied. Over the next few weeks, the students will learn about animal offspring and how they survive where there are predators. We will study different animal offspring and how they resemble their parents, both in structures and behaviors.

Social Studies



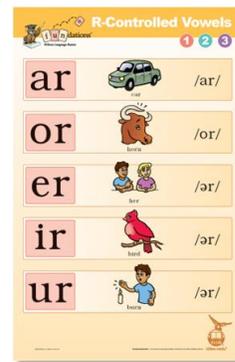
We are just beginning a new unit of study in social studies! The students will learn about families now and long ago. During this unit of study, the students will be able to answer the following question: How do families grow and change over time? The students will look at books, photographs, and articles 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.

Social Emotional Learning



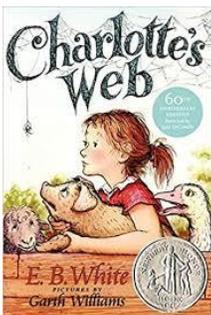
We just completed Unit 3 of our Sanford Harmony program. In this unit, we focused on promoting comfort, self-confidence, and respect when communicating with others. We also worked on developing skills for careful and thoughtful listening, positive conversational skills, and effective strategies for asserting our ideas, preferences and needs. Currently, we are working on problem solving skills. The students are learning how to resolve conflicts and work cooperatively with others. This unit is designed to help students with the following: accept and value different feelings and perspectives, develop empathy, understand how to compromise with others, and practice self-regulation. At home, take opportunities when reading stories or watching television that involve conflict or difference of opinion, to pause and ask your child to think of possible solutions to the problem (e.g., What if...?). You can guide your child in thinking about the consequences of these possibilities for each person involved.

Word Study/Fundations



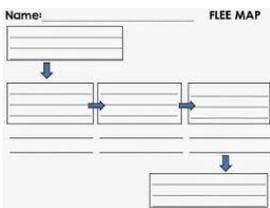
The second grade students are working hard on becoming stronger readers and writers! We have been learning about different types of syllables and how to identify them when reading a word. We have learned about closed syllables, vowel-consonant-e syllables and open syllables. The children have also learned that the letter “y” can be considered a vowel, and even a vowel suffix. Our next focus will be on r-controlled syllables (ar, or, er, ir, ur). In this syllable, the vowel is neither long nor short; it is controlled by the r. This syllable can be combined with other syllables to make multisyllabic words.

Reading



The second grade students have been immersed into the world of E. B. White’s *Charlotte’s Web*. Through read alouds, the children are focusing on story elements (character, setting, problem and solution). There are classroom discussions to allow for students to make connections to characters, as well as find the similarities and differences between the characters. The students are understanding relationships between the characters and how the events and challenges in the story affect these relationships. Throughout the story, we are also focusing on the theme of friendship, which is tied into our SEL instruction.

Writing



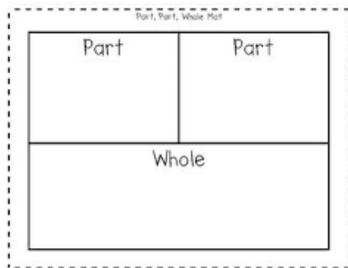
The second grade students are beginning their Informational Writing unit. The students have compared and contrasted two different types of farms using research from *On the Farm* and a double bubble map that they have created. The children are learning how to include opening and closing statements, as well as topic sentences with details to explain their topics. In order to do this, the children are using Thinking Maps to brainstorm their ideas and to organize

their writing. They will be creating an “All About_____” book to showcase their knowledge and writing skills. To summarize the process, the students will first brainstorm on a circle map, then they will create a tree map to categorize their details, and from there they will create a Flee Map, which is an organizational plan for their writing. This will include their opening and closing sentences, their details, and their transition words. Our second graders are becoming expert writers!

Math

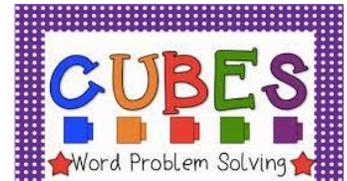
Our second grade friends are becoming excellent problem solvers as they learn to use a variety of strategies to solve one and two step addition and subtraction problems. Some strategies include using an open number line, breaking apart numbers, compensation, and regrouping with quick

pictures or algorithms. They are becoming great detectives in reading word problems closely to look for what has to be solved and finding important keywords to make sense of the words and numbers. Our second graders are showing their thinking when they write equations, draw models, list information, and draw quick pictures. The students have also learned how to check their addition or subtraction solving with the opposite operation. Checking their solving as well as reasoning if their answers make sense is making them more efficient mathematicians! In our next unit, the students will continue to use these problem solving skills as they work with time and money. Through our Google Classroom, the students are always able to practice math skills with the IXL program.



addition	subtraction
in all altogether total join sum combined	difference remain fewer how many more take away are left less minus
+ =	- =

Join		
result unknown	change unknown	start unknown
Separate		
result unknown	change unknown	start unknown
Part Part Whole		
whole unknown	part unknown	
Compare		
difference unknown	quantity unknown	reference unknown



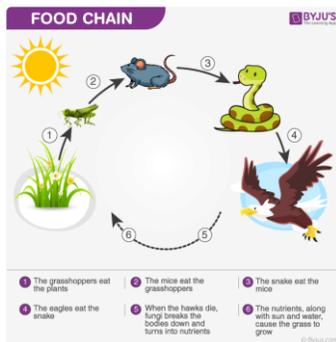
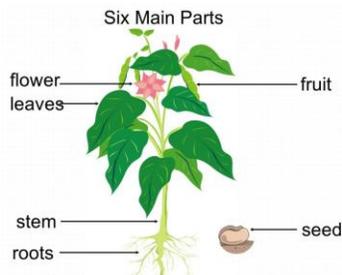
Social Studies

Our friends have finished learning about political and physical maps, and are now able to read those maps using a map key and compass rose. The children can use cardinal, and intermediate, directions to follow a map. They have also identified the 5 boroughs of New York City and can locate them on a map. The second grade students are also now learning about the three different types of communities: urban, suburban, and rural. They are learning how changes we make to the environment can affect the communities we live in, and the communities around us. Through maps, videos, and picture analysis, the students are focusing on New York City and State geography, and comparing and contrasting the 3 types of communities throughout the state.



Science

The second grade students are learning how plants and animals depend on each other in different habitats, such as the wetlands and the Arctic. They have investigated the parts of a plant and have created models to illustrate how the plants and animals need each other. The students are learning how the plant is affected by both living and nonliving elements in a habitat. Our next unit will be focusing on the processes that change land over time, emphasizing the effects of wind and water. The students will demonstrate the effects of erosion and weathering on land as they develop and use models.



Social Emotional Learning

This year, our second graders have been doing a lot of social emotional learning. Now, through lessons and *Charlotte's Web*, we are working on the meaning of friendship, and focusing on all the different emotions that we can feel throughout a friendship. In order to do this, we are focusing on vocabulary to describe the different emotions we feel, and are also learning how to identify those emotions in others around us. The students are learning how to respectfully acknowledge those emotions and different ways to help support their friends, as well as ways to support their own self-awareness.

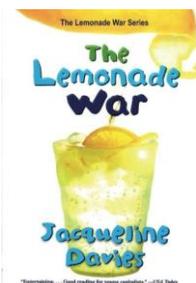


Third Grade News

Mrs. Kuchynsky, Ms. Kiss, Ms. DiAmore, and Mrs. Whitlock

Reading

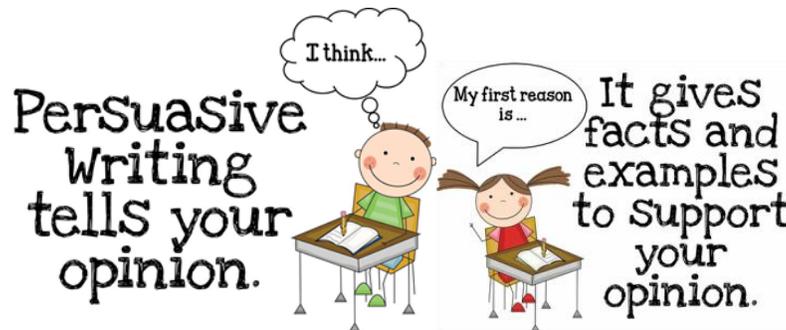
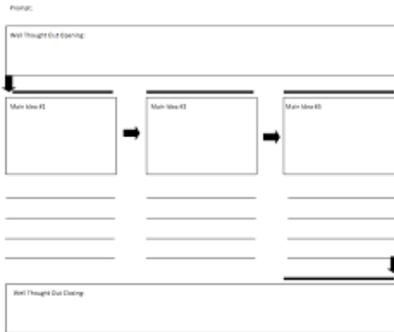
Third grade is reading *The Lemonade War!* We are learning to make inferences from the text and use the text to support our thinking. Through our reading we are learning how to describe characters by their thoughts, actions and feelings. How do the characters actions contribute to the events in the story? We are enjoying the war between brother and sister and how they are navigating the summer before fourth grade together. As we respond to our text we are practicing using RADD to support our thinking using details from the text. (Restate, answer, details, detail). By using this, it will also help for when they take the state exams in the Spring. This skill will help us elaborate our thoughts and be able to gather more text evidence as we synthesize ideas during class conversations. We can learn so many lessons through the actions and feelings of our characters in this novel. We see how the characters are persuading others to buy their lemonade away from the other team! This is very useful as we learn persuasive writing.



Writing

We are learning the art of persuasive writing. How can we persuade others to think and feel the way we do? We are learning how to use persuasion in our writing. We use our thinking maps to organize our thoughts and then write off our maps. We are doing a fantastic job giving details to explain our thinking. We love arguing with others explaining why we are correct!!

Third grade has a lot to say and we love sharing our ideas. We incorporate our text Lemonade war as well as other topics to practice our persuasive writing skills. We also practice journal writing and paragraph writing to include an opening, detail sentences and a closing. Third grade is learning many skills to become successful writers.



Science

The third grade has begun a new unit on the Environments and Survival of organisms. Prior to this, we studied organisms Inheritance and Traits. Now that we know how organisms have developed the traits, structures, and characteristics, we are studying the ways they adapt and survive in a variety of environments. There is an astounding diversity of traits among organisms living in different environments on Earth. In this unit, we have taken on the role of Biomimicry Engineers. Many engineers in the field of biomimicry engineering draw inspiration from the traits of organisms to design innovative solutions for a vast array of problems, such as painless needles inspired by mosquito stingers or body armor inspired by fish scales. We are motivated to figure out why some Grove snails are more likely to survive than others using physical models, reading informational texts, analyzing data, and engaging in discussions to investigate factors affecting organisms' survival. We have been practicing writing scientific explanations about our findings to communicate ideas back to the engineering firm. At the end of the unit, to help the engineering firm design a robot with a specific aim (spoiler, we can't say more!) we will use our newfound understanding of how the traits of organisms affect the organisms' survival.

To: Biomimicry Engineers
From: Dr. Jasmine Neel, Lead Engineer
Subject: Grove Snail Biomimicry Project, Part 1

Hello biomimicry engineers,

We are excited that you are working with our engineering firm! We often get ideas for designs from studying organisms. We have been studying grove snails, and we need your help to learn more about them and to get ideas for designs. Here is a diagram that shows some of the parts of the body of a grove snail.

Thank you!



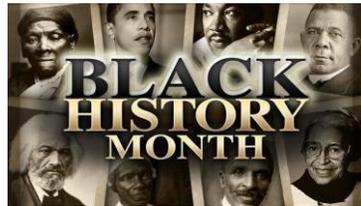
Social Studies

The third grade has begun a new case study on China. The students will be analyzing and discovering many parts of China's history and culture. They will explore many artifacts, images, and

passages that will help them identify the information they are learning about. Third grade will incorporate their background knowledge with what they are learning in each lesson to help them better understand the unit.

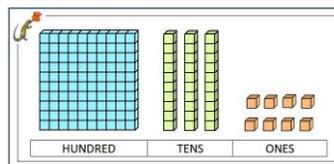
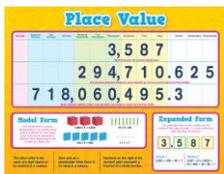
We will also be diving into February's study on Black History Month. Students will utilize prior knowledge and information they acquired while learning about Martin Luther King Jr.. In addition, we will be immersing ourselves into other biographies about famous African American figures in history who have contributed to making the world a better place. Third grade will also use newspaper articles as models to help them create pieces for their own writing. In addition, we will use comprehension passages to help better understand important moments in history. This will connect to our focus on reading comprehension for the state exams.

Lastly, we are incorporating many other cultures and heritages as they pop up throughout the months and celebrate all children within our school community.



Math

The students did a great job demonstrating their understanding of bar, graphs, picture graphs and frequency tables. They were able to read the data provided and answer questions relating to each type of graph. In addition, the children created graphs independently and incorporated all of the necessary components. Furthermore we were elated that our students had the ability to look at a graph and come up with noticings and questions of their own. We just started Chapter 9 which will focus on the students understanding of adding and subtracting numbers within 1,000. The students will learn a host of strategies and vocabulary words that they will apply throughout this chapter and others that follow. We will continue to work on multiple step word problems with the children and reinforce regularly the importance of identifying important information and what the question is requiring them to do. It is our hope that they will utilize IXL to review current skills as well as those we have already covered. Please continue to have your children work towards memorizing their multiplication facts as this will be extremely helpful moving forward. Thank you for all you do each and every day!



Social Emotional Learning

We believe that it is so important that our students develop the ability to understand and effectively handle their emotions. For this they need to have a toolbox of strategies at their disposal. Our classrooms are a place which allows the children to engage in meaningful conversations about feelings and emotions, and use words that help to express themselves. We have recently read a few books written by Patricia Pollaco about her own struggles growing up and we wrote her letters. Hopefully, we will hear back soon! Another title we recently read **“Separate is Never Equal”** by Duncan Tonatiuh had the children talking about and questioning why people of different races

weren't treated equally. Some struggled to grasp why children whose skin color was dark and their last names stereotyped them as "different" couldn't attend school with other children from the same neighborhoods. We were quite satisfied as the children were actively engaged as they vocalized how this made them feel. We are teaching the children about equity and diversity thus understanding that we all don't necessarily need the same things but should acquire what we need as unique individuals. We truly appreciate what the students bring to our daily conversations in addition to their own personal anecdotes. Sanford Harmony provides us with a multitude of topics and activities to further enhance what Social Emotional Learning encompasses,

Fourth Grade News

Mrs. Mei, Mrs. Sheridan, Ms. Fejzullaj and Mrs. Cincotta

Reading

The fourth graders have been practicing using close reading strategies across a variety of genres. The students are currently reading science and social studies books using Scholastic Core Clicks. Some of the topics discussed were about animal behavior, animal intelligence, protecting the environment, volcanoes, and Chinese New Year. They have been practicing test taking strategies such as finding the main idea and key details, sequencing, and making inferences by reading informational texts, technical texts, articles, and dramas using the Ready ELA workbooks. Students have also been using their Thinking Map skills to organize their thoughts and generate writing pieces and organize information that they learned while reading.



Writing

The fourth grade students have recently completed an expository writing unit in which they learned how to create an interesting and detailed writing piece that supported their opinion about a topic or issue. The students began the unit by learning the basic structure of an opinion piece by utilizing specific Thinking Maps to organize and record their ideas. Then, in order to bring their writing to a more proficient level, they learned new strategies to incorporate into their opinion pieces such as: using quality reasons that are global in nature and distinctly different, varied transition words, clarification statements and personal examples. In addition, they learned techniques for creating well thought-out openings and closings. The unit ended with a special writing celebration where each student shared his or her published piece and the teachers and fellow classmates shared specific feedback on the published pieces that included "glows" and "grows." It is wonderful to see how much the students have grown as writers! The next unit of writing will focus on responding to literary texts.



Math

Grade four has recently embarked on the study of fractions! We started the topic off by reviewing how to use area models and number lines to find simple equivalent fractions. Currently, we are working on using multiplication and division to find equivalent fractions. We will next move on to using benchmarks, models, and number lines to compare fractions. We as mathematicians will continue to construct mathematical arguments by comparing fractional amounts. The next few topics will extend our study in this area by allowing us to add, subtract, and multiply fractions and mixed numbers. Shortly, we will begin using our Ready Math workbooks to practice test taking strategies.

$\frac{1}{2}$	$\frac{1}{2}$
$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{7}$	$\frac{1}{7}$
$\frac{1}{8}$	$\frac{1}{8}$



Social Studies

Fourth grade has been learning all about Native American culture. We began this unit by learning about traditional roles in Native American tribes. Currently, we are exploring the impact of European influence on Native American tribes while also tackling current issues that Native Americans face today. The students have been engaged in deep conversations about these topics! We will be moving onto learning about colonization of the New World.



Science

Our scientists have been fully immersed in a unit all about animal senses focusing on animal eyesight in particular. Scientists have explored the physical structures of the eye and are learning in depth how these structures function in conjunction to allow us to understand and process information about what we are viewing. Through the use of interactive models and experiments, students have been engaged both in school and remote. To finalize our unit, scientists will learn about how light pollution impacts ecosystems. We will be engineering a solution to artificial light in these habitats!



Social Emotional Learning

Social emotional learning has been a focal point due to our very unusual school year. Students have been participating in various activities that allow them to practice identifying and recognizing their own emotions and the emotions of those around them. We recently completed an activity where students had to discuss stereotypes and how these every day stereotypes impact people they are about. We had some very powerful responses from these very insightful young men and women. [Fight Like a Girl Video Clip](#)

Fifth Grade News

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

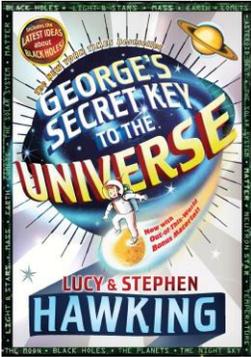
Math

Fifth grade is ready to begin their work with fractions! This month, we will explore fraction values in real context, taking a close look at what they really mean. We will work on adding and subtracting fraction amounts, and taking notice of how fractions appear all around us. Please practice these concepts at home when cooking, measuring, or working with any amounts that may include parts of a whole. Fractions are everywhere, and so much more than numbers on a page- let's make them come to life!

Reading

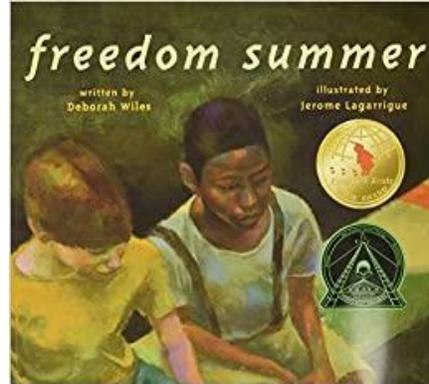
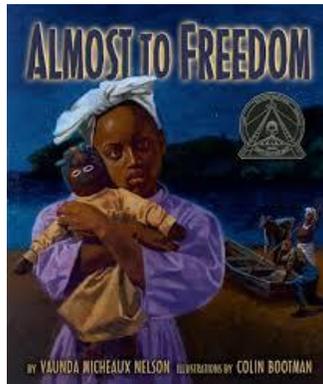
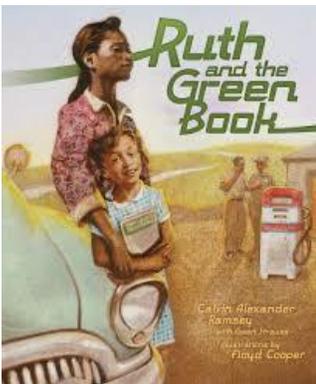
We are currently reading a science fiction book called George's Secret Key to the Universe. It was written by famous scientist Stephen Hawking and his daughter, Lucy Hawking. This book uses the friendship of the characters of George and Annie to lead the reader on an exploration through outer space. With topics such as stars, planets, comets, gravity and black holes, there is plenty of

fascinating information for us to learn, analyze and discuss. This book nicely supplements our current science unit, *Patterns of Earth and Sky*.



Social Studies

This month will focus on black history. We have already read the book *Heart and Soul*, which takes the reader on a historical journey of African Americans over time throughout our nation's history. Dating from the time of slavery until President Obama was elected into office, important society-changing events are discussed. We will also be reading various short stories that highlight specific time frames, such as the civil rights movement of the 1950s.



Social Emotional Learning

February is a great time to talk about love- and what it really means. Fifth graders will participate in Restorative Circles centered around how to give and receive love to those we care about. We will focus on building social awareness in order to develop the skills necessary to build and maintain positive relationships. Our conversations will include questions such as- how do you feel loved, and how do you show others you care for them?

Science

Students concluded their understanding of Ecosystem Restoration and have now set their sights above to outer space. We began our Amplify Unit of Earth and Stars this month. During this unit, students will explore and understand why we see stars at different times, where the stars are in the sky, and explore different constellations. We hope to have our first virtual field trip to a StarLab where we will explore space in the comfort of our school or home.



Writing



Students are continuing their exploration of space as they blast off into Feature Article writing. Students took their knowledge of expository writing and incorporated it into this new form of information. Each student picked a planet to research and recorded information in a basic-structure format that helps organize their research. They included different text features to help provide additional information to their readers. Students will learn how to take this information and format it to look like a Feature Article you would find in a magazine.

Physical Education

Mr. Sciabarassi



Our program started off the year with creating a positive, safe and fun learning environment. During Physical Education for in person learners, we started off the year very lucky with great weather. I made sure to get the students outside as much as possible.

Lately, on days we cannot be in our yard, I go to the student's classrooms to still make sure they are receiving their daily activities, along with learning new exercises and skills within their classroom space. In the classrooms we do fun exercises, learn about healthy habits, and get a lot of time to get the students heart rates up. There are so many great videos online that we follow along with, and some limited equipment I bring to the class consist of:

Scarves: Helping the students with their catching and hand-eye coordination.

Foam Dice: Helping students learn how to kick, where we kick the foam dice around the classroom and add up everyone's number they had rolled. After we kick the dice around the classroom and have a class number, we then use that number for our exercises.

-This is a great way to incorporate kicking, math and exercises all in one lesson.

For my remote students, I post videos, pictures and assignments during the week so they can follow along with what we are doing in school. On the days I have been a remote teacher due to school closings or quarantining myself, I make sure to try and get to each grade for a google meet. This allows me to have them exercise through the computer, which many of the students seem to enjoy!

Some things to look forward to in 2021 for indoor & outdoor Physical Education:

-Teamwork Games & Activities

- Classroom Move to Improve
- Health & Wellness
- Track Unit

As we all know, this year is very different from others. Students are still getting the opportunities to become involved in life-long physical activities through different individual and teamwork sport units!

Music

Mr. Carpentieri

Pre K-2

Students in Pre-K, Kindergarten, 1st grade, and 2nd grade started off the year learning how to be safe within the music classroom. CDC guidelines require students to maintain 12 feet apart if they are singing. We all had to learn how to participate and enjoy music class in a very different way.



In the past few months, students have continued to work with their instrument bundle containing rhythm sticks, scarfs, and egg shakers. Students are now focusing on the concept of steady beat and differentiating steady beat vs. rhythm. We will soon transition into early grade level rhythm concepts such as quarter notes, quarter rests, and eighth notes.

3-5

Students in 3rd, 4th, and 5th grade have had the opportunity to focus on music technology throughout the year. We began with using different websites like Staff Wars, and The Rhythm Trainer to focus on music literacy. We continued with different music experimentation and exploration websites such as Chrome Music Lab, Soundscape, and Incredibox.

Students are now gaining access to a great website called Bandlab, where they can create their own beats, by selecting sounds from a bank of songs, as well as make original drum patterns, and use electronic instruments included in the website. Selected student's songs will be featured in an end of the year "Spring Concert" which will showcase their continued hard work and creativity.



Chorus/Midori

Even though CDC guidelines require 12 feet apart for students when they are singing, there are no restrictions for singing at home! Chorus has been meeting once a week at home. We've been working on vocal technique, as well as varied repertoire and vocal warm ups. Chorus students have participated in two projects since the beginning of the year: AWARE, and Candy Cane Lane. We are now working on our next project: Flashlight from Perfect Pitch 2, which focuses on a flashlight that helps bring someone through darkness.



Students have also been given the opportunity to participate in the Midori afterschool program on Thursdays. Grades 3-5 are currently meeting with the Talujon group and working on drumming technique, and vocabulary. Grades K-2 will be meeting with the Green Golly group in March.

TECHNOLOGY GOOGLE CLASSROOM REQUIREMENTS

If students attend school for 5 days, they are not required to complete the assignments that are on the Tech Google Classroom. They do have the **option** to work on the assignments, if they choose to. Feedback will be provided for the assignment but no grade. The in-person teacher will be providing instruction and grading the students.

Students that are learning remotely are **required** to complete the assignments in the Tech Google Classroom. Their report card grades will reflect whether they have been attending Google Meets and completing the assignments in a timely manner.

All students, regardless if they are remote or in-person, have a personal account in Wixie, Typing Pal and code.org that they may use at their leisure. In-person students are welcome to attend the Tech Google Meets and work with the assignments, if they are home, in quarantine or have decided to learn remotely.

DISTRICT 26 COMPUTER SCIENCE COMPETITION WINNERS ANNOUNCED

We are proud to announce that out of 12 district winners, 3 are from PS98! **Congratulations** to all the students that participated. You will be receiving a certificate from the District 26 CS Committee. There is an event scheduled on Thursday, Feb. 4th @ 5pm. All are welcome to attend.

The Zoom link to the event is:

<https://us02web.zoom.us/j/81580346732?pwd=Q0tiWDQ4eUxiYnpwYlg0QjBtK1BjUT09>

Passcode: 123456

Congratulations to the following students. Their video and/or coding project was selected to be showcased at the District 26 CS Spectacular.

Kindergarten – Wania Sohail ("What CS means to me" video clip)

[Wania CS Video Clip](#)

Fifth Grade - Julieta Wiygul and Zain Alkurdi (Scratch projects)

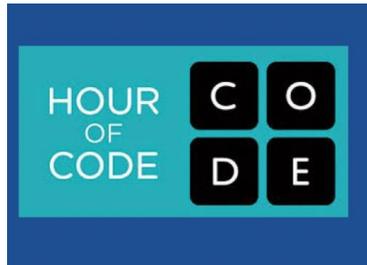
Click below to view their work:

Julieta Wiygul (interactive Scratch game) read the directions and click green flag in full screen mode

<https://scratch.mit.edu/projects/464482990/>

Zain Alkurdi (Scratch animation)

<https://scratch.mit.edu/projects/457967716/fullscreen/>



In December, PS98 held its HOUR OF CODE school wide event! During Computer Science Education Week, all students took part in activities related to computer science and computer programming. The 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, loops, debugging and conditionals. We use the curriculum offered by code.org. Students have their own accounts and work at their own pace. Code.org offers courses ranging from levels A thru F. As students master the CS curriculum, they move up through the levels.

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

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

<https://code.org/learn>

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

[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 individual accounts. Practicing a few minutes each night or during the weekend can make a world of difference in terms of speed and accuracy in typing.

Our school has purchased a web-based program called Wixie. All students have their own accounts and we have been using this wonderful interactive drawing program to respond to literature and create digital art.

Many of the technology assignments on the Tech Google Classroom reinforce lessons that the students are learning about in their classrooms. Whether it is an extension to a lesson or enrichment, the classroom curriculum drives the technology instruction.

If students need help with any technology assignments, I am available for individual Google Meets. Please reach out to me using my DOE email, as this is what I check throughout the day. My email is jgeorgi@schools.nyc.gov.

Technology/STEM

Mr. Chan

STEM is a program where students will learn how science, technology, engineering and math play a crucial role in the world around them. Students will understand the importance of scientific ideas as they build constructions to the various challenges that are given to them. They will follow the EDP (Engineering Design Process) where they will come up with questions, solutions and possible materials needed to accomplish their goals. Students will attempt to construct things such as bridges to hold a certain amount of weight, airplanes to fly a certain amount of distance, boats that can float, and more! Students will also learn through observations and experimentation on how things work such as buoyancy, heart rate, etc. All of these projects and activities are designed to help students to critically think about the world around them and to think of solutions to various problems while enjoying activities that will captivate them as they work.

Student Council

Mrs. Kelly

The Student Council is proud of the success of their first two School Spirit Days: Pajama Day and Animal Day. Whether learning remotely or in-person, students and staff showed their school spirit in fun and creative ways. The Student Council is also proud to announce our very first Virtual Talent Show! Please remember to log into the PS 98 School Spirit Google Classroom for more information about this school wide event. There are step-by-step instructions on how to participate. Everyone is welcomed! Thank you for your continued support.

PS 98 Ambassadors

Mrs. Holle

I am so proud of our Ambassadors who were able to donate 100 lbs of food to City Harvest. Thank you to everyone for their support in making this endeavor such a great success. We will be partnering with the Student Council on their School Leadership Project.

Congratulations to our Bucket Fillers

October 2020

K-101

Mason O'Reilly
Gabriella Rodriguez

K-102

Harper Hanft
Reagan Chou

1-108

Giovanni DiMeo
Hunter Hanft

1-109

Matthew Rodriguez
Catherine Selva

2-206

Renee Baik
Zayne Markowitz

2-207

Rena Bae
Nora Sung

3-208

Evangeline Argyris
Adelaide Mulligan

3-209

Emma Cyrillus
Joshua Yi

4-201

Liam Bird
Zhihan Chau

4-203

Vivienne Galvin
Jason Rutt

5-202

Emily King
Zoey Markowitz

5-205

Brian Yang

November 2020

K-101

Wania Sohail
Emma Sung

K-102

Kaleb Lo
Nikolaos Pantelatos

1-108

Ilan Conde
Olivia Dunnigan

1-109

Erikah Shin
Zara Wahab

2-206

Melina Pantelatos
Maximilian Perez

2-207

Sarah Jun
Sal Luca Zuccarello

3-208

Leonardo Dobry
Zion Park

3-209

Matisse Dierickx
Antonela Wiygul

4-201

Livana Fong
Emine Velieva

4-203

Elijah Lee
Gabriel Xuereb

5-202

Steven Kapnisakis
Martha Stertsios

5-205

Nikolaos Fillas

December 2020

K-101

Yuna Bae
Sia Kutub

K-102

Anastasia Kiouzellis
Isabella Montoya

1-108

Sebastian Uribe
Clementina Wiygul

1-109

Peter Zafiridis
Jayden Zhang

2-206

Omid Wahab
Lucian Cruz

2-207

Sebastian Gonzalez
Greyson Li

3-208

George Dunnigan
Elizabeth Georgopoulos

3-209

Zoe Gockerman
Jayden Han

4-201

Peter Shim
Rebekah Shin

4-203

Daniel Galmer
Alyssa Guan

5-202

Madeline Stynes
Julieta Wiygul

5-205

Audrey Finamore

January 2021

K-101

Jack DeNoia
Ryan Lee

K-102

Mia Huang
Lucas Park

1-108

Ava-Rose DeSarme
Luca DiGregorio

1-109

Jacob Galmer
Asher Lee

2-206

Sasha Galvin
Maya McHale

2-207

Alexander Chen
Emmanuelle Cheng
Abigail Kim

3-208

Joyce Hong
James Stertsios

3-209

Marco Bongiovanni
Sienna Jaffe
Cynthia Zafiridis

4-201

Dylan Eng
Ekim Wong

4-203

Caterina Ancona
Enzo DeLuca

5-202

Francesco
Tenteromano
Gillian
Panagiotopoulos

5-205

Liana Melaparast
Jasper Schwartz

In, Out and Around The Douglaston School

Mrs. Holle

PS 98 has received funding from Donovan Richards, Borough President of Queens and Paul Vallone, Council Member for the 19th District of the NYC Council and has been selected for a playground renovation by The Trust for Public Land's NYC Playgrounds Program. This Winter 2021, the Trust for Public Land is working with PS 98 students, staff, and parents to design a new school and community playground in our schoolyard.

One of the unique features of the NYC Playgrounds Program is that students, parents and community members are at the heart of designing the new schoolyard. Previous schoolyards have included artificial turf fields, running tracks, basketball courts, game tables and benches, trees, shade structures, learning gardens, playground equipment, drinking fountains and murals. In addition, the

renovation of these playgrounds will allow for increased stormwater infiltration and help in the citywide effort to keep NYC waterways clean.

An important part of our process is to discover what each of you would like to include in the new playground. **Please fill out the attached survey by midnight Feb. 8** and let us know what you would like to see in your renovated yard.

PS 98Q Playground survey is open! You can access it by clicking the link.

<https://docs.google.com/forms/d/e/1FAIpQLSeAMBPU-WkBGLRMhWh5YsXdIWpNI6Q2HDQIzvPC0Puo8alb3A/viewform>

Dates to Remember

Ms. Diana Gautier, Assistant Principal

February 3:	World Read Aloud Day
February 4:	Midori Talujon - 4:00-4:45 pm
February 5:	Respect for All Week beings Bully Blues Day - wear blue to block out bullying Spirit Day Family Fun Night - 6:00 pm
February 8-11:	Respect for All Week
February 8:	SLT Meeting – 2:20 pm
February 11:	PS I Love You – wear purple to raise awareness on Mental Health Spirit Day – Drawing Day Midori Talujon - 4:00-4:45 pm
February 12:	School Closed – Lunar New Year
February 15-19:	School Closed – Mid-Winter Recess
February 22:	School resumes for all students
February 23:	PTA meeting – 7:00 pm
February 25:	Midori Talujon – 4:00-4:45 pm
March 4:	Parent Teacher Conference - Early dismissal
March 11:	Midori Talujon - 4:00-4:45 pm
March 15:	SLT Meeting - 2:20 pm
March 16:	PTA Meeting - 7:00 pm
March 18:	Midori Green Golly - 4:00-4:45 pm
March 19:	Spirit Day - Crazy Hair Day

March 25: Midori Green Golly - 4:00 - 4:45 pm

March 29-
April 2: Schools Closed - Spring Recess

April 8: Midori Green Golly - 4:00-4:45 pm

April 15: Midori Green Golly 4:00-4:45 pm

April 19: SLT Meeting - 2:20 pm

April 20-21: ELA State Test

April 20: PTA Meeting - 7:00 pm

April 22: Midori Green Golly - 4:00-4:45pm

April 23: ELA State Make-Up Test
Spirit Day - Holiday

April 26-27: ELA State Make-Up Test

April 29: Midori Green Golly - 4:00-4:45 pm