

What's
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p13



P.S. 29 POST



Toys
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Gadgets
p13

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SPRING 2019

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THE JOHN M. HARRIGAN SCHOOL

(DON'T) BREAK A LEG!



Fifth graders in dress rehearsal for their Lion King production. The play premiered on May 10 and 11 to sold-out, wildly enthusiastic audiences. See page 5 for more exclusive rehearsal photos and to read a behind-the-scenes account of the preparation for the play. Photo by Tiziana Indelicato.

Super Science Saturday is Biggest Ever!

BY AUDREY WILLSCHER (4-508) AND ELEANOR
MARIC (4-508)

This year was the biggest Super Science Saturday ever. One of P.S. 29's most beloved annual events, this special day featured science experiments, animal experiences and fun family activities for all ages.

This year's event took place on March 2 and brought in a huge crowd, thanks to the efforts of science teachers Ms. Tina Reres and Ms. Megan Tiso and the more than 100 volunteers needed to pull it off.

There were more activities this year than ever before, including a slime room where everyone could make lots of different colored examples of one of P.S. 29's favorite trends.

Popular choices were orange, blue, purple and maroon. The materials used for the fluffy slime included glue, shaving cream, baking soda, food coloring and contact solution. Second grader Alma Maric summed up the feelings of most of the kids. "I love making slime. It is the best thing ever," she said.

There were also many opportunities to conduct experiments like constructing a house out of gumdrops and seeing how many books it could hold. This activity was in the outer cafeteria with a volunteer helping in case kids needed help getting their towers in the right shape.

In the outer cafeteria there was an area where participants took folded

pieces of paper, chose a couple of different flowers to put inside the folded paper, put some baking paper over the whole thing and pressed it down with a rock, which somehow moved all the color onto the paper.

Another popular activity allowed kids to make mini-hot air balloons as they learned about the principles of propulsion. "I love the excitement when the balloons go up into the air," Ms. Reres said.

When people got hungry they could go to the outer cafeteria to get some liquid nitrogen ice cream, sandwiches, cake or popcorn!

Meanwhile, upstairs in the fourth floor

New Rules For Your Devices

BY SIDONIE MOULTON (5-506), JACKSON MAIDA
(5-500), ROMAN MARTINEZ (5-500)
AND ANNA WHITE (5-506)

P.S. 29 established stricter electronic policies for the 2018-2019 school year. For example, last year in Kids Club, students could play games on electronics like iPads and Nintendo Switches, but this year, they can only use phones if they need to text or call a parent or caregiver. Some kids wonder what moved the school administration to make these changes.

Before School

In Newspaper Club, students used to work on Chromebooks, but since the fourth and fifth graders were separated into different groups, there are fewer kids in each session, so kids use the library's Apple desktops.

In the cafeteria before first period, kids can only use phones when necessary.

During School

Phones and devices are off-limits in classes. However, Cool Clusters offer another time for devices to be used in



CONTINUED ON P8

CONTINUED ON P6

Embracing Diversity

BY PENELOPE LOGAN (5-527)
AND OLIVIA MOHINDRA (5-527)

Most parents want to send their children to a good school where they believe their child will do their best. But do they care about diversity?

Believe it or not, research shows that students can learn more in a diverse school than a segregated one. The more diverse the people, the more diverse and amazing skills they learn. So what is P.S. 29 trying to do more to promote diversity in our school?

Are We Making an Effort to Be Diverse?

At P.S. 29, there is something called the Inclusion, Diversity, and Equality for All (IDEA) committee, whose parent and teacher members work to help P.S. 29 have more inclusion, diversity, and equality for all. Another thing they do is something called *Did You Know?* It teaches about important historical or current things.

To learn more, we asked a member of the committee, fifth-grade teacher Tristram Carver (5-527), some questions. He thinks the school should encourage people with diverse backgrounds to attend P.S. 29 by providing them with more reasons to come here. We also spoke to the principal, Dr. Rebecca Fagin.

“Teachers and staff are working with an organization called Raising Race Conscious Children,” explained Dr. Fagin. “The organization has been supporting our teachers and staff with

revising our curriculum to be more diversity-oriented, meaning we have developed a culturally relevant tool to apply to teaching and learning practices and curriculum at our school. These are ways to ensure that we are moving in a direction whereby we are representing more voices and acknowledging those that are absent in the content and curriculum. We also want to be sure that all of our students can see themselves in the books they read.”

Dr. Fagin also explained that for the past couple of years, through support from Raising Race Conscious Children, P.S. 29 has been using strategies for “proactive and reactive conversations about race in the classroom.”

The Potluck

Every year, P.S. 29 hosts a potluck dinner event in June, called *A Taste of P.S. 29*, for families in the school community, to share their different cultures and types of food. It is when all the kids in a class come to the cafeteria with food, for dinner. There, all kids and families get a chance to know each other better and eat different kinds of food.

Social Studies

The school curriculum is also a place where we can learn about diverse cultures beyond our own communities. Social studies is a subject that students learn in school. It is kind of like a history class. In second and fourth grade, we learn about Native Americans. Even though Native

Americans are a different culture from the settlers who came here, it is still U.S. history, in fact, the very first American culture. In third grade, we learn more about non-American cultures, including units on Brazil, China, and Africa. Third graders also do research projects on other countries. They can focus on studying almost anything about any country, such as food, clothes, religions, and more. In fourth grade, we study some Native American tribes, but we also learn about things like the American Revolution. Also in fourth grade we learn about immigrants and refugees. We collected clothes for Syrian refugees in Jordan this year.

District 15 Middle School Plan

Lots of people want to make their schools more diverse. One way they’re trying to do this is with the new District 15 middle school plan. (District 15 is P.S. 29’s school district.) This means that to get into middle school, instead of kids getting screened, the Department of Education is using a lottery system. Some people think that this will make schools more diverse. This started this year. Zoe Taylor (5-506), says, “It’s a bit difficult because some people were very worried but I think it’s good that everyone has a more equal chance of getting into the same school as other students.”

There are ways people and schools like P.S. 29 are trying to be more diverse. We should all try making a difference too.

Veteran Teachers’ Secrets

BY LUCIA LUXTON (5-504)
AND CATE CAGNAZZI (5-506)

Have you ever wondered what teaching at P.S. 29 was like before most students came here? You can learn a lot from the teachers and other workers at P.S. 29. Mrs. Crowley, Ms. Pender, Ms. Nobles, and Ms. Maria are a few of the many teachers that know a lot about the history of P.S. 29.

We asked some longtime educators how P.S. 29 is different now than from when they started.

Mrs. Crowley began her student teaching here in the spring of 1999. She was hired that June and began teaching her own class in September, 1999. She says, “a change that I don’t like or agree with is the change in class size. When I started teaching first grade, the classes were capped at twenty students. It was wonderful; I was able to give so much more individual attention to each student. This year first grade classes are at twenty six or twenty seven. A couple of years ago they were twenty nine or thirty. I think it’s sad that the Department of Education doesn’t understand that this is an injustice to our young learners.”

Ms. Nobles came to P.S. 29 in 2000. Making this her 19th year at the school. She shared that, “teachers used to have to meet students in the school yard in the morning and walk them up to class everyday.” Ms. Pender started here in 1995 and told us that when she started teaching, “we used to use textbooks during reading.” Ms. Maria told us that in the main office there were “no copy machines, no loud speakers, and no computers. We had less students and less classrooms.”

“One thing that hasn’t changed over the years,” Mrs. Crowley says, “is that the P.S. 29 staff cares about our students and community. We all want to help our students be successful in life. Our goal is to have our fifth graders graduate as respectful, empathetic, responsible, and educated young adults. This common goal has been pursued and achieved at P.S. 29 for the twenty years that I have been here.” Ms. Pender agrees that “All the teachers love kids and teaching.”

What different classrooms have you taught in?

Ms. Nobles said, “I’ve always been in the same room, but it was repainted, the basketball hoops were changed, there were no lines on the floor and the floor itself was changed from tile to wood.” Mrs. Crowley said, “I’ve been in a few. I taught kindergarten in rooms 204, 220 and 216 (my favorite room!). I’ve been in room 300 for all my years on first grade.” Ms. Pender said, “I’ve been in 510, 505, the hallway and the room I’m in now.”

What are your favorite memories from your years at P.S. 29?

Ms. Nobles: “When we started the running club, at first there were only 20 kids, but now there’s about 90.” Mrs. Crowley: “I’ve made some lifelong friends here at 29. I have many wonderful memories of moments and days spent with them laughing, and, yes, sometimes crying together. I’ll cherish these memories always.” Ms. Pender: “When I was waiting to meet Beverly Alexander, the principal then; I was sitting in the main office, and a child sitting next to me asked ‘will you be my teacher next year?’”

The Books You’re Reading Now!

BY MAGGIE PARK (4-521), ALIDA BENNETT (4-507) AND AOIFE GERAGHTY (4-521)

You know how the library has a lot of books? Well, we were curious about what the most popular book was when Ms. Susannah Sperry, the library and technology teacher, first came to the school more than ten years ago and what it is now. “Some books are always popular, like *Magic Tree House* and *Harry Potter*,” Ms. Sperry told us. “But back in the earlier years, books by Andrew Clements, Louis Sachar and Jerry Spinelli were more popular than today. This year, kids have been loving *The Land of Stories* and graphic novels by Raina Telgemeier and Nathan Hale. My favorite childhood books are 1) *The Phantom Tollbooth* by Norton Juster, 2) *From The Mixed-up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg, and 3) *Bridge to Terabithia* by Katherine Paterson.” We asked first grade teachers Ms. Katy and Ms.



Lindsay what their students liked to read: “The most popular books in the class are *Piggie & Gerald* books, because they are funny and the kids love acting out the parts. All of the kids read the books. There are twenty-six of them!

It is definitely the most popular book series in the grade.”

Moving on to second grade, teachers Ms. Molly and Ms. Chantelle said, “the most popular book in the class is *The Dog Man* series because of the graphics. The

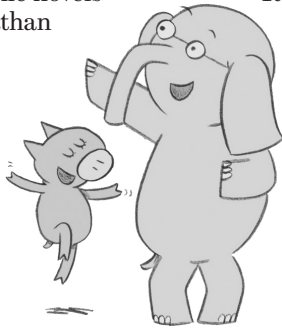
most popular books in the grade are *Dog Man*, *National Geographic* books, *Ivy and Bean*, and *Horrid Henry*. They are all

really fun books to read.” In third grade, Ms. Lynn and Ms. Lindsey reported that, “the most popular book in our class is *Dog Man*. Students like this book because it is so funny and the class can’t stay away from it. But only about 10 kids in the class read it. Another popular book in the grade is *Diary of a Wimpy Kid*. Students

like this one because it’s funny and because of the flip-o-ramas.”

Moving up, Ms. Nancy, a fourth grade teacher, told us, “*Big Nate* is the most popular book in the class; the most popular book in the grade is *The One and Only Ivan* by the always popular Kate DiCamillo.”

Finally, in fifth grade Ms. Elisabeth told us that the *Land of Stories Series* is the most popular series in her class and across the grade because fifth graders love fantasy and adventure stories and this is a fresh one skillfully told.”



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A Look Back at the Building of P.S. 29

BY CHIP POOR (4-508)

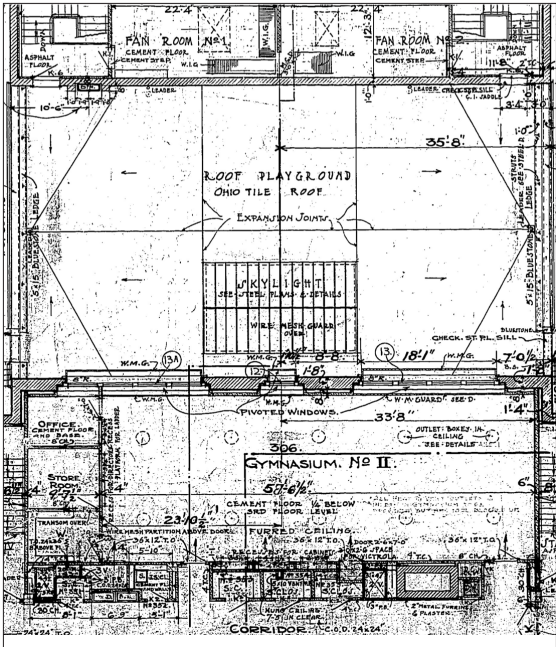
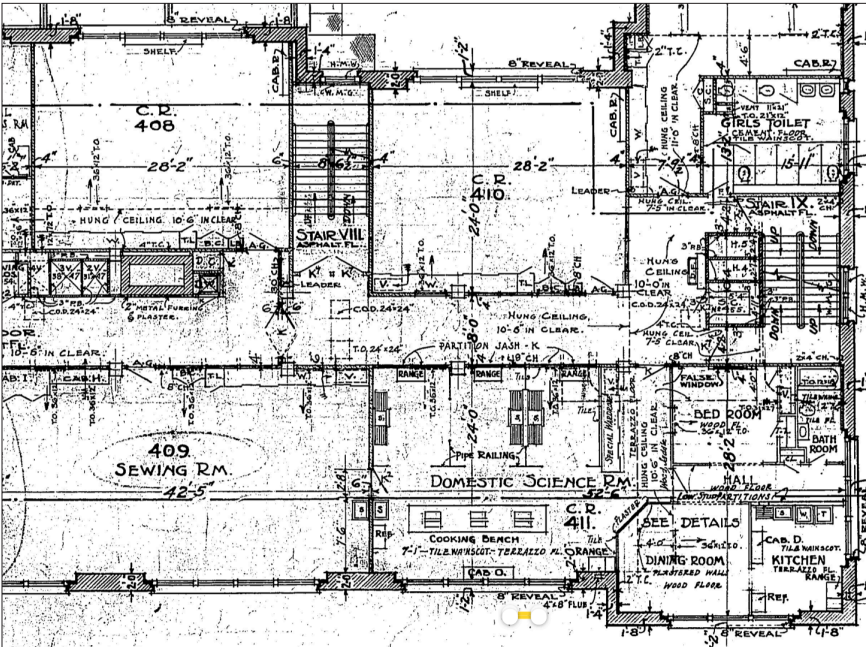
Even though P.S. 29 has been here for almost 100 years, the school wasn’t always where it is today, in a big building on Henry Street. It used to be a few blocks away on Columbia and Amity Streets. But that changed on October 12, 1921, when the new school building opened. There are a lot of interesting facts about the old school, and the building we’re in now.

The old school on Columbia and Amity was called the “worst school in Brooklyn.” The building wasn’t even safe for the almost 1,000 kids who went there. The Brooklyn Board of Education called it a “fire trap” in 1884, according to a story in the Brooklyn Daily Eagle in 1915.

When the school moved to the current building on Henry Street, there were lots of exciting plans. The architectural drawings for the building included a rifle range, a bowling alley, and two swimming pools! Those plans were not approved.

Charles B.J. Snyder, who was the superintendent of school buildings in New York, from 1891 to 1923, designed and built the new school. He liked to use a lot of windows to let in light and air into the classrooms, and was good at using small pieces of land in smart ways. This was really important, because when the school was built, a lot of immigrants were moving to New York and there were many new students who needed more space. He used materials like terracotta, a kind of brick, and metal instead of wood, to make the school fireproof. When it was built, P.S. 29 was really high tech! It took six years to build and it cost \$463,916.

In Snyder’s design, the whole 4th

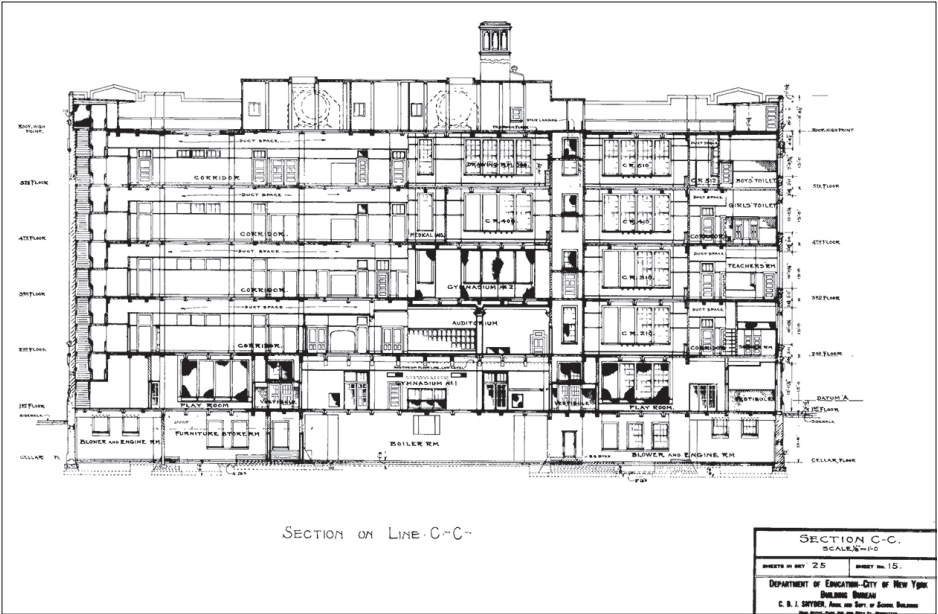


floor was made to look like a real house so girls could learn home economics. Back then, people thought only girls should learn domestic skills. It even had a kitchen.

Snyder’s design for P.S. 29 also included a lot of bathrooms, which was something he made sure to put in all of his schools. Snyder was in charge of creating over 140 elementary schools, 10 middle schools, and 20 high schools.

The first principal of the new P.S. 29 was Dr. Frederick W. Memmott, who moved from P.S. 2 in Brooklyn. In the announcement of his new job, the New York Times said “the congestion in the schools in this neighborhood will be greatly lessened by the opening of the new school.”

The way P.S. 29 was designed made it a great school for students in 1921, and it is still a wonderful place to learn.



Clockwise from top left: a mock of a real house for girls' domestic classes. Roof playground.

Up, Up, and Up. But Remember to Breathe

BY BIJS DAVENPORT (5-504),
ANYA MATHUR (5-504), MIA ARNON (5-506)
AND ELENA CHATZILIAS (5-504)

Walking up stairs every day really impacts people’s lives. Some people love it, some people hate it. If you built a school now you probably would not build it with 5 floors and no elevator. Want to know more? Keep reading!

Walking up approximately 130 stairs is tiring, especially when you have to do it multiple times a day. Well, if you are in fourth or fifth grade, you are probably sick of it. Third graders, you are probably tired too.

However, eliminating the stairs is a much harder job than just walking up them daily. To get an escalator would be very expensive, and it would probably break down all the time. If you had a broken leg or needed to use crutches or a wheelchair, an escalator still would not be the best thing for you.

How about an elevator? What most people don’t realize is that if we got

an elevator, it would have to be big enough to fit an entire class, and there would have to be more than one! Not to mention that it would cost tons of money, and we don’t have the budget for that.

The good news is: we have a dumbwaiter. A dumbwaiter is a small freight elevator or lift intended to carry objects rather than people. Dumbwaiters are found in commercial, public and private buildings, and move between multiple floors. The bad news: it’s broken. The rope that holds it up has broken. Right now it is stuck on the first floor. Good news again: P.S. 29 is getting it fixed!

The fact that our school does not have an elevator or some other easier way of traversing the different floors may be fine for you, but it is not fine for other kids. Kids whose legs are injured or kids who are disabled can’t walk up the stairs, and that means they can’t go to our school. In fact, those kids cannot go to many schools across the city. A full 83



Fifth graders struggling up the fourth floor staircase on their way to class after finishing another early morning session of Newspaper Club.

percent of New York City schools are not fully wheelchair accessible. This means some kids may have to travel many miles before getting to a school that has a ramp or elevator. It is now actually a law that schools must be wheelchair accessible, but P.S. 29 was built before that law was in place.


Ms. Norah, a fifth grade teacher who

has to walk up to the 5th floor every day, said, “I usually feel fine until the 4th floor and then I get tired.”

We also interviewed Ms. Julie, a fourth grade teacher, who has a much different approach. She likes climbing all the stairs! She said, “I only feel I get stronger if I push myself harder.” We asked her what she would do to change the stair situation. “I don’t really like the handles. I also would change how you can’t see the back of your class in the small stairways.”

Finally, we interviewed Ms. Nobles, our PE teacher, and she said, “I like that it’s built-in exercise.” Though she did admit, “I guess some days if you’re tired it’s hard.”

In fact, in one day (not including specials), the average fifth grader walks up around 520 stairs! Walking up to the fifth floor from the first is 275 stairs, and after you went all the way down to recess, guess what? You have to climb right back up! Adding that together equals 520 stairs. To sum the whole situation up, we can only say: Get ready for some exercise.




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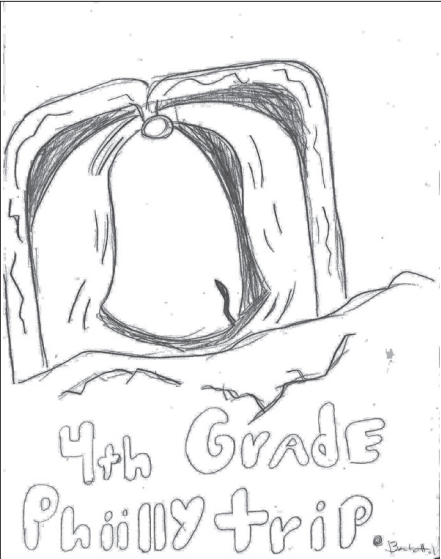
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Philadelphia Stories



One of the highlights of the year for fourth graders at P.S. 29 is the annual class trip to Philadelphia. This past Wednesday, April 17, the entire grade supplemented by numerous bleary-eyed parent chaperones assembled at 6:30am in the schoolyard to catch their buses to the City of Brotherly Love, where they visited several sites that they have studied in their social studies curriculum. Here are some “postcards” from Philadelphia written by 11 Newspaper Club reporters.

We The People

On our Philadelphia trip, we went to the National Constitution Center and saw a one-woman performance about the Constitution. Throughout this performance, the actor kept repeating the first part of the Constitution, “We The People” showing that if all of us tried, we could change the world. Another important message she gave us was: “The American Revolution is still happening.” The aim of the Revolution was to make America perfect and equal, but there is still racism and discrimination and other terrible things are still happening all over America. I thought the performance was great and truly inspiring.

– Leo Roiphe (4-508)

Penny Wishes

In Philadelphia we went to Independence Hall. It was amazing to see where people were tried in Colonial court and where the Declaration of Independence was actually written. It was one of the best ways to look at history. Benjamin Franklin’s grave was really cool. There were a lot of coins on it. I threw a penny on his grave and made a wish. I hope it comes true! In the gift shop I got a very pretty locket that reminds me of the trip and I think it always will. The Benjamin Franklin Fountain sold great ice cream. It was funny when Viola dropped her ice cream; it was so heavy it snapped right off the cone!

– Moby Soohoo Schwartz (4-509)



An eager group of tourists assembling in front of Independence Hall before visiting some of Philadelphia’s historic sites which they’ve been studying in their social studies units. Photo by Michael Park.

Hard Rock Lemonade

This year, all the fourth graders who went on the Philadelphia trip visited Independence Hall, The Museum of American Revolution and The Constitution Hall. Students also could visit other historical sites in their free time depending on where their chaperons wanted to take them. I visited the Liberty Bell, The Mint, and Benjamin Franklin’s grave with my group. My group also visited some gift shops. At the end, all the kids met and had dinner at the Hard Rock Cafe. At the Hard Rock Cafe, I had a pink lemonade, French Fries, and 2 chocolate chip cookies for dessert.

– Maggie Park (4-521)

Sing, Eat, Sleep

Philly was a great experience. We visited Ben Franklin’s grave and we had lunch near a fountain (the fountain had no water coming out, so we were allowed to go in it.) We also got to visit the Liberty Bell, but we were quite far away sadly. We got to go to gift shops and we got ice cream at the Benjamin Franklin Fountain (the ice cream was quite hard and it could come off easily.) We had dinner at the Hard Rock Cafe. We also had a lot of fun on the bus: we listened to music, sang a little and we ate a bit. By the end we all felt like sleeping.

– Viola Fontaine (4-509)

A Boring Revolution

We went to Ben Franklin’s grave. We also went to the Museum of the American Revolution, which was boring.

Dinner was fun. The bus ride was the best part to me next to the gift shop.

– Orly Roberts (4-509)

Part of the Play

When we went to Philadelphia, my group went to a play in the Museum of the American Revolution. The play was about the war and slaves. It also involved Martin Luther King Jr’s famous “I have a Dream” speech. It was fun because it felt like you were part of the play.

– Dylan Zweben (4-521)

Sitting With Benjamin Franklin

I had lots of fun on the trip. One of the things that really caught my eye was the We The People speech, and at the same Museum I got to see a statue of all the signers of the constitution. I even sat on Benjamin Franklin’s lap!

– Ella Klingensmith (4-508)

Know Your History

I learned a lot during my trip to Philadelphia. For example, I learned why the Declaration of Independence is so important. It’s important to keep up with your math and writing, but it’s also necessary to know your history.

–Tegan Waxman (4-521)

Inside the Mint

In Philadelphia, I took a two-hour bus ride. I visited Independence Hall. I went to the Museum of the American Revolution. I had lunch at a park and played cops and robbers. I toured the US mint. I had fun!

– Obee Comfort (4-524)

Inspired By The Bell

In the first part of the trip, we divided in half and my group went to visit the Liberty Bell. The Liberty Bell is a symbol of civil rights in the United States. Every year, it is rung on George Washington’s birthday, the fourth of

July, and Martin Luther King Day by the descendants of those who have rang the Liberty Bell in the past. During the American Revolution, the Liberty Bell was rung after the adoption of the Declaration of Independence – the United States was then an independent but unrecognized country, although it was divided into completely self-governing states, only united by a treaty called the Articles of Confederation, which hardly even served as a Constitution. This would not change until the end of the Constitutional Convention. Once, when the Liberty Bell was rung, the bell was cracked, and the Liberty Bell, the “bell with a crack”, is now a symbol used by many civil rights or justice groups around the world. It still continues to inspire thousands of movements around the world searching for justice.

–Enzo Gilchrist (4-509)

Heart-shaped Flag

The bus ride was really fun. I sat next to my friend and we chatted the whole way. We played games because our TV was the only one that was not working. The ride went really quickly. (Both ways). I also really liked the new Museum of the American Revolution. We saw a lot of models of people in the war. We saw a lot of secrets they had, and they even gave each of us our own character for ourselves in the war. Our group was called the marshmallows, and of course there was a gift shop. I really liked the gift shop and I got a necklace of the flag shaped as a heart. Four of my friends got the same thing.

– Libi Arnon (4-524)

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Behind the Scenes at the Fifth Grade Play

BY ELLIE MYERS (5-505), EMILY BELASKY (5-505), JUNE SELIB (5-505), SOPHIE FOGEL (5-505) AND HAYLEY WINDER (5-505)

Based on a movie or well-known story, the P.S. 29 school play is an event our community eagerly awaits each spring. This year, the performance is *The Lion King* and it will be significantly different from past productions. With only one cast and a whopping 108 kids, including crew, it's a huge undertaking for everyone involved.

Ms. Jodie, the school's drama teacher, decided on one cast because she believes the musical is so large, there are more characters which need to be filled. "It makes us feel like a community," she says. "In past years you were always separated from the cast you were not in."

The Auditions

Auditions took place on January 4 and 5, and kids had to sign up outside the music room. To prepare, everyone was sent home with a packet containing five monologues from Mufasa, Simba, Zazu, Scar, and Nala. Students got to choose which monologue they would read at the audition and they had a week to memorize the passage.

Everyone was nervous before the auditions and some were excited. And though most kids read the monologue of the character they wanted to play, technically, you weren't trying out for a

specific role.

Each student auditioned individually so the teachers could see who was right for each part – though in the end, every kid was included so it would be as fair as possible.

Joining the play is a big commitment with up to three rehearsals a week and practicing at home. If you miss a certain amount of rehearsals you're not allowed to be in the play.

Rehearsals started on Jan. 15 and students were split into two groups, though sometimes everybody learned a piece of music or a scene together. Animal characters (both Simbas, Scar, Zazu, Nalas, Rafiki, the three main hyenas, etc.) worked more with Ms. Jodie and Ms. Fitzpatrick was in charge of the ensemble (Jungle Critters, Pideland Herd, Lionesses, and Hyenas).

Memorizing lines is the biggest part of rehearsals, and students do this in different ways. For example, some kids write them down and some just practice in front of a parent, friend, or sibling. Penelope Logan (5-527) says, "It is always easier for me to memorize my lines if I sing it, so I am probably going to make up a song out of my lines."

The crew did not start coming to rehearsals until March, but the two stage managers Sofia Nicolli (5-505) and Otavia Maller (5-500) have come to every rehearsal! They also take attendance, which is a big deal with so many kids.

The Costumes

A big part of the play is the costumes. Each year, parent volunteers sign up to make amazing costumes. According to Ms. Jodie, *The Lion King* costumes will be very simple and beautiful. She said they'll be using "lots of fabrics with colorful African patterns and animal prints." She also noted that the play is inspired from the Broadway production not the movie. "Our costumes will look very similar to the Broadway costumes!" Ms. Jodie informed us.

Kids don't have to pay for the



costumes. The school and volunteers cover the costs of the entire production. Kids just have to show up with a base outfit made of a black t-shirt and pants/leggings.

We also asked P.S. 29 parent Tiziana Indelicato a few questions about the costumes. "The costumes will be made out of colorful, African print fabrics and lots of masks made of paper mache." She told us. "The biggest challenge is always to come up with something that does not take too much time or money. Kids are the protagonists here and the costumes are only supposed to complement their talents!"

The Rehearsals

Because it takes a long time to memorize lines, everyone was supposed to practice at home using a Lion King Google Classroom exercise. We asked Cate Cagnazzi a Jungle Critter, if she used it consistently. "I always try to practice at home, but sometimes I forget!" she says.

Many fifth graders have different feelings about the play. Olivia Mohindra (5-527) is in the Prideland Herd and we asked her if she got the part she wanted. "Yes! I actually didn't want an acting part because we get to sing and dance in the part that I have." Olivia is lucky, because lots of people didn't get the part they wanted with so many kids involved.



Wondering why they chose *The Lion King*? At the first practice, Ms. Fitzpatrick answered a few questions. "Ms. Jodie and I thought of *The Lion King* last school year, right after *James and the Giant Peach* was over. I chose *The Lion King* because I did it at my old school and it turned out really well." Ms. Jodie also told us that *The Lion King* is one of her favorite stories ever. "The original movie came out on my 9th birthday!" Ms. Jodie said.



ERIN SILBER
PHOTOGRAPHY

The NYC Subway and Cobble Hill

BY ODYSSEAS CAMBANIS (5-500)
AND ANKI ALVAREZ (5-504)

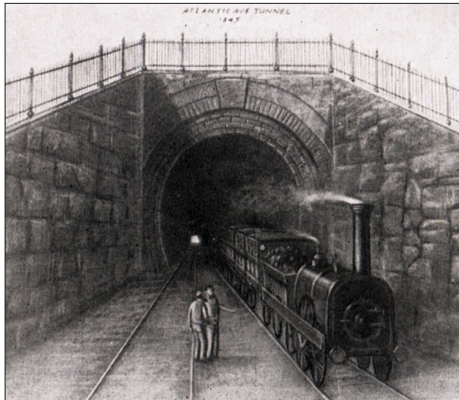
The subway has had a long and bitter relationship with Cobble Hill, Carroll Gardens, and Red Hook. There is no easy subway access in the western part of Cobble Hill and Carroll Gardens, and no subway at all in Red Hook. The eastern parts of Carroll Gardens and Cobble Hill, however, have access to the Culver line (F and G trains) but the G train does not run frequently and the F sometimes uses the unused express track to skip the stops between Jay St-Metrotech and 7 Ave. in Park Slope. Many people probably wonder why the F and G trains sometimes go very slowly.

The reason is that there is a fast descent between Smith-9th Street and Carroll St, they need to make the trains go slower to make sure they have enough room to stop safely and avoid accidents, says William Wall, a historian and vintage train coordinator for the MTA. And going uphill, he adds, “gravity works against the train, so higher speeds are not attainable.”

Many people in Red Hook are stranded without a subway. They probably wonder why there was not a line near the waterfront in the first place. “Most train lines are deliberately positioned further ‘inland’ so that more riders can utilize the service when they approach from either side of the line,” says Wall. This means that placing a subway line by the waterfront would have been impractical, as it is better to place a subway station between two neighborhoods so people can approach the line from all sides.

Cobble Hill used to have much easier access to transit. Atlantic Tunnel was a Long Island Railroad tunnel under Atlantic Avenue between Atlantic Terminal and the waterfront. This tunnel was discontinued after people complained about the noise and pollution from the steam locomotives, and they did not want smoke going by their houses or stores.

Red Hook also had a good transit mode: streetcars. There were streetcars on many streets. However, they were removed in the 1950s. “Streetcars were removed for no good reason,” wrote



An 1844 view of the old Atlantic Avenue tunnel entrance. Photo: Brooklynrail.net



The proposed 1 extension to Red Hook

Bob Diamond, head of the Brooklyn Historic Railway Association, an association that tries to put streetcars back on the streets. “This was a huge blunder mostly fueled by nothing other than fraud, deception and the greed of a handful of ‘robber barons’. The last streetcars in Brooklyn stopped running in 1956.”

Plans for the future

Governor Andrew Cuomo proposed a line in Red Hook around the Red Hook Terminal in a speech this past March though few experts expect it to happen any time soon. Nonetheless, engineers and inventors are going to the drawing board to design a possible subway to Red Hook. Although there are no official plans to undertake such a project, there have been quite a few proposals. The most commonly talked about is the 1 train extension.

This would take the 1, or Broadway/7th Av line, down to Atlantic Basin, also stopping at Governors Island. Then it

EDITORIAL: WHY IS THE SUBWAY IMPORTANT?

BY ALESSANDRO PIOTELLI (5-527)

The subway is important because it is a huge mode of transportation, and without it, New York City would not be the same. Without it, kids would have to walk to school, and for some people, who live in Brooklyn and go to school in Manhattan, or vice versa, walking to school would be SOOO hard. You might say, “What if I use my car?” Well, that will contribute to climate change, and your parents might not want to drive you either.

Yes, there are boats and buses, but those aren't convenient for many people. People go to their jobs on the subway, and without people working, no money comes to that family, and that leads to homelessness.

Another reason why the Subway is important is because if you have to get somewhere in a rush, and you grab your car, there is a risk of CRASHING! Subways almost never have crashes. So, they're safer too.

would stop at Red Hook Terminal, and connect with the F and G lines at Smith-9th Street. Another proposal calls for extending the W line on the same route as the proposed 1 extension.

There is also a non-subway idea championed by Mayor Bill de Blasio. The BQX, or Brooklyn-Queens connector, is a proposed streetcar that would connect the Brooklyn Waterfront to Queens. It is estimated to cost \$26,000,000. (The subway extensions would cost even more!)

The problem, says Barry Greenblatt, Vice President & Chief Officer of Service Delivery for the MTA, is that “different areas of the city have different types of soil or rock, some areas have many buildings and several other considerations to work around. It would be extraordinarily expensive, however.”

There are many people who would like the subway to expand, including residents of the P.S. 29 zone, who live far from any subway stations. However, it won't happen too soon.

A Brief History of the NYC Subway

BY ALESSANDRO PIOTELLI (5-527)

The first elevated subway line in New York City was introduced in 1868. Back then it was called the West Side and Yonkers Patent Railway. Then, thirty-five years later, the first underground subway line was opened on October 27, 1904. The subway was originally owned by two separate train companies, the Brooklyn Rapid Transit Company (BRT, later Brooklyn-Manhattan Transit Corporation, BMT) and the Interborough Rapid Transit Company (IRT). But, after 1913, all new lines built for the IRT and most other lines built or improved for the BRT were built by the city and leased to the companies. And, eventually, the city took over the entire system.

The first city-owned Independent Subway System (IND) opened in 1932. This system was made to compete with the private systems and allow some of the elevated railways to be torn down. However, it was solely in the core of the city because of the low amount of startup capital (money used to start a business) provided to the Board of Transportation by the state. This required the line to make money, which meant the usual fare of five cents was increased to a dime. And that was bad, since the fare of 5 cents was popular at the time.

In 1940, the two private subway systems were bought by the city. Some elevated subway lines closed immediately, while others closed later on. The process was slow, but several connections were built between the IND subway line, and the BMT subway line, which now operate as one line called the B Division. Since the IRT tunnel segments are too small and the stations too narrow to accommodate B Division cars, the IRT remains its own division, the A Division.

Jointly operated lines run by the BMT and IRT together were a rarity in the 1940s. There were only two: the Corona line and the Astoria line in Queens. Subway tokens were the currency for a ride, the diamond jubilee token was issued to celebrate the 75 anniversary of the 1979 subway, this cost 50 cents. The first electric subway line was also started in the 1940s. Electric Lines also started the expansion and modernization of the subway.



How did this newspaper come together?

See the inside story of the 29 Post on p14

New Rules For Your Devices

CONTINUED FROM P1

clusters like Blogging, Creative Coding, and Video Game design. You can also use them in Library Media Literacy and in S.T.E.A.M. lab.

Sometimes people's phones ring in school, and that distracts everyone. Mr. Adam Gerloff, a fifth-grade teacher, takes the disruption as an opportunity for his class to work on not being distracted.

Even though they can be distracting, devices are still allowed. “No electronics were banned, as long as you don't use them during school,” said Assistant Principal Halee Hochman.

This means that there aren't rules against electronics in school, but you can't use them unless a teacher lets you.

After School

Some kids need to use phones in the schoolyard right after school because they self-dismiss when they

don't have a parent to pick them up. But, the students who attend After School must then put their devices away.

Last year in After School people were able to use devices but the rules changed this year. Now nobody can use any electronics, except for texting in emergencies. (Except for the teachers who use the walkie-talkies so they know if a parent is here to pick someone up.)

Many kids didn't like this rule when they first heard it but now everyone is used to it.



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Getting To Know Social Media

BY EDEN SCHNEE (5-505), OLIVE SOLFRIAN (5-504), AND ANNA LEALE (5-505)

What are the most popular social media apps at P.S. 29? To find out, we spoke to students and teachers in the third, fourth and fifth grades and polled opinions from survey sheets we placed around the school. Here they are, ranked by popularity.

#1: TikTok

TikTok is the most popular app at P.S.29, and mostly fourth and fifth graders use it. TikTok allows you to take a video lip syncing to your favorite songs and includes hand movements and dance. You can then post it on the app for others to see. It doesn't have to go public; you can make your account private so only people you accept can follow you and see your videos. And, you can also show support to other people by "liking" or commenting on their content.

Recently, TikTok got in trouble for allowing users under 13. As a result, they asked every account holder on TikTok to enter their age, and if they were under 13, their account was deleted. At P.S.29, some parents allowed their kids to create accounts with false, older birthdays so they can still use it, but some kids had to stop using it – for now.

#2: Instagram

Instagram, known as Insta, is an app where you post short videos or photos, and your

friends can like them. You can follow people and people can follow you. You have the choice of a public account, where anyone can follow you, or a private account, where you can approve or disapprove followers.



teens, and sometimes kids in fifth grade. There are many cool filters for your face. You can take a snap (a picture with filters) and send it to your friends. People also make stories (a bunch of pictures). Many people post a new story nearly every time they take a picture, and they also send their story to their closest friends and family. The main thing that makes Snapchat different from other social media is that the posts disappear after 24 hours. This is why some kids like it. And why some parents don't.



Instagram and Facebook, but doesn't use them much. "It can be good for communication and bad because it's addictive," he says. Mr Dylan is a former fifth grade teacher and remembers that his fifth graders used social media last year, but he doesn't see any of his third graders using it.

WHAT KIDS THINK:

Annabelle Chaix (5-527) has social media apps. She uses Instagram, TikTok, and Pinterest, but her favorite is Snapchat. She watches YouTube but doesn't have a personal channel. Annabelle uses social media for about one and a half hours a day.

Emma Amigon (5-500) has Instagram, and Snapchat, but she deleted TikTok because of her age. She watches a lot of YouTube and likes personalities like Emma Chamberlain, James Charles, and Shane Dason. She uses social media often but tries to limit herself. "I used YouTube for seven hours this week," Amigon admits.



#6: Facebook

Facebook is the most popular social media app for adults. The original social media company is still popular, but a lot of people are getting cyber-bullied and Facebook is in trouble for sharing personal information. Kids don't use it often at P.S.29, but their parents do.

WHAT TEACHERS THINK:

Mr. Carver, a fifth grade teacher, uses social media personally. But he understands that if it's used too much or incorrectly, it can be bad for you. He also knows some of his students use it. "I don't look at it much, but when I do, I use it mostly for the news," he says.

Mr. Dylan, a third grade teacher, has

#3: YouTube

YouTube is a popular app/platform where you can watch videos of your favorite YouTubers, and watch movie trailers and videos on how to do all kinds of things. We have a larger story about how P.S.29'ers are using YouTube so please see page 14.



Pinterest #4:

Pinterest is an app where you can look at things that are for sale, check out room decor, hairstyles, jewelry, houses, etc. Many people love Pinterest because there is something to look at for everyone. We like it because it can help you decorate or find gifts.



#5: Snapchat

Snapchat is a very popular app for

All About the 4Rs

BY DANIEL RIVAS (5-506)

At P.S. 29 we have a program called 4Rs. The 4Rs are Reading, Writing, Respect and Resolution. During 4Rs, we focus a lot on resolution and respect. This is a time where students get to talk about things that are concerning them about their classes or anything else that is going on at school. It also is a period where students will talk about a topic of their teacher's choice. A possible topic might be a time that you have stood up for someone, or you might talk about a time when you should have stood up for someone but did not.

These exercises are important because they cause self-reflection and that is a very important skill. During 4Rs you also learn to resolve your conflict and solve problems. It makes P.S. 29 a better community.

WHAT DO KIDS LIKE ABOUT 4RS?

The 4Rs period is a time where students can cool down when they are upset or have a problem. Sometimes classes are a little crazy and there is so much going on, or maybe someone has a problem and wants to talk about it with their class. When students participate in 4RS, we get to express our feelings. Many people need to just get those feelings out of their system. Sometimes people do not feel comfortable talking

about their feelings but in 4Rs students can feel safe about talking about them. Anki Alvarez (5-504) says, "I like it because you can feel safe about telling people about your feelings." He also says, "it teaches stuff about life."

DO TEACHERS LIKE THE 4Rs PROGRAM?

We interviewed Ms. Elisabeth, the teacher of 5-506. "I like that 4Rs teaches kids important skills and helps kids become good community members and have a good life. I think it really helps kids solve problems."

HOW DID THE 4Rs START?

The 4Rs program was developed at the Morningside Center. The Morningside Center is a program that promotes progressive educational policies and has become a national leader in the fields of social and emotional learning. The idea for the 4Rs started with a teacher reading a book aloud to her class. She told the class to role-play the scene and talk about the conflict of the story.

Since then, many educators have been using the ideas of 4Rs to teach their own students important lessons about how to interact at school and in the world.

A Code For Living, In Just Four Simple Words

BY DASHA CREAM (5-504) AND JULIETTE HOUSELOG (5-504)

This year, P.S. 29 implemented the Code for Living, which is a set of principles we follow to create a better community for our school.

There are four different elements to the Code for Living: respect, empathy, integrity and responsibility.

Over the last summer, 15 people from our school got together and came up with these four words to represent what P.S. 29 wants to emphasize. According to Ms. Emma Fitzpatrick, the school's music teacher, who was part of the founding group, they decided to come up with the Code for Living to help teachers deal with certain behaviors they were noticing in every class.

There are only four words to explain the ideas the school wants to promote because when they started to think about what was important, all the other words they came up with fit into these categories.

Dr. Fagin is excited about the new Code. "Our staff engaged in a deep

process of selecting the big ideas – empathy, respect, responsibility, and integrity – that we believed anchor many behaviors and actions of which we want our students to always be mindful", she said. "I think for this year it was about establishing a common language to be used across our school, no matter what classroom, teacher, content area or part of the school building. I'd like to work more on internalizing these concepts in the future."

All the different classes at the school are trying hard to talk about the Code and figure out how to best represent it but there are a lot of other subjects to discuss too – like math, writing, and test prep, so sometimes it is hard to fit it in.

We think we should try to be our best and use the Code for Living in our everyday life, even outside of school, because it will help us when we are older.

We hope you'll think about it because really trying to understand these four words can make it easier for you to be responsible and to be able to respect other people's choices.

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Super Science Saturday

CONTINUED FROM P1

gym there was the wondrous experience of Zachary’s planetarium, dedicated to Zachary Pavese. In the planetarium you could sit and look at different constellations and planets. Participants talked about the solar system and showed students where different stars and planets are located in the universe.

One of the most exciting stations at Super Science Saturday is always the animal show. This year, there were three different animal performances. One was the Ranger Eric animal show, which is always wildly popular. This year Ranger Eric brought a large snake, a gerbil and even a tarantula.

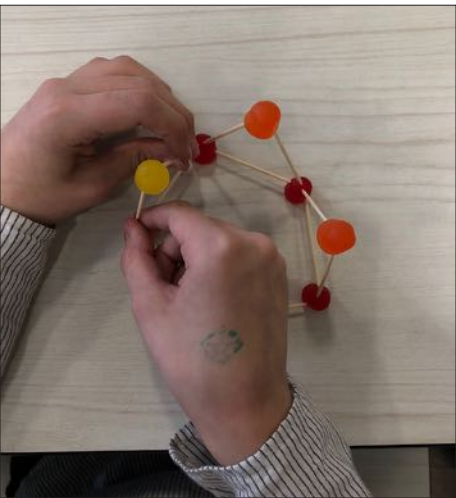
The second animal show was arranged like a nature show with information about how different animals survive in different natural settings. The third and final animal show was more for younger kids. It featured a chicken, a small snake, a bunny and a turtle, all of which the kids could touch.

There was also a new activity called “What’s your DNA? Participants made a DNA necklace using Gatorade ice and a little bit of alcohol. After it was finished it produced a little cloud of your own DNA!

There was also a mad science fire and ice show where two mad scientists lit money on fire and put evaporating ice on people’s heads and in their hands using volunteers to help with almost all of the acts and tricks.

As you can see, the school’s two science teachers, Ms. Tiso and Ms. Reres and all of the volunteers worked incredibly hard to come up with ideas to make this year’s Super Science Saturday the best one yet.

Events like this can’t be successful without the parents and kids who volunteer their time. Ms. Reres has been organizing the event for 14 years. When it started, it was a much smaller production. With her leadership and the help of so many volunteers, Super Science Saturday has evolved into one of the school’s most distinctive community events.



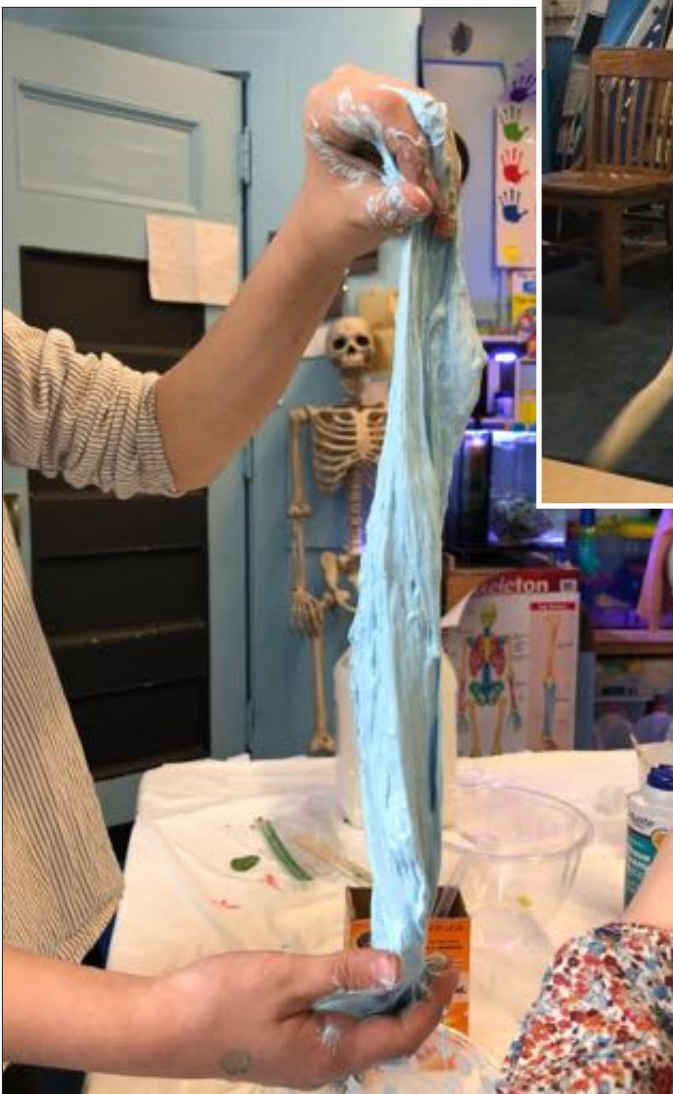


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29 Post photographers were out in force at Super Science Saturday. These photos were taken by Newspaper Club members Eleanor Maric and Audrey Willscher.



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P.S. 29

Meet the Pooches of Cobble Hill

BY TINI ALLAM (4-508)

There are many different types of dogs living in Cobble Hill. Maybe you have noticed that they all have different traits. Maybe you are trying to decide on a dog for yourself. I asked dog owners a few questions and found out some fantastic facts about some of the coolest dogs in Brooklyn.

Boston Terrier

I spoke with Eva Meyers, a fourth grade student at P.S. 29 about her dog. Eva has a Boston Terrier called Cosmo. Cosmo kept Eva up the first few nights she had him but now he has settled in. Eva thinks Boston Terriers are the perfect dogs because they are super cute and fun to play with. Eva also loves that he is a great travel size. Cosmo helps Eva get through hard times but Eva loves that they go through hard times together.

Some fun facts about Boston Terriers:

A Boston Terrier is as American as apple pie. It was the first breed to be recognized by the American kennel club. Boston Terriers are a loyal, intelligent loving breed. The Boston terrier was originated in 1865. It is a mix of a English bulldog and a white English terrier, which is now extinct. The Boston Terrier was originally bred to be a fighting dog but now we know it as a great companion to humans.

Poodle

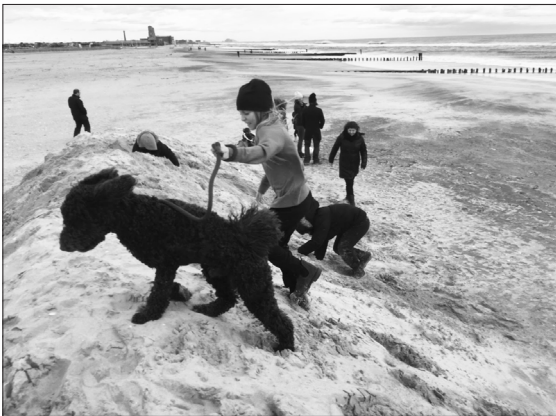
I spoke with Violet, who is in fourth grade at P.S. 29, and her mom, Erin. They told us about about their 14-month-old poodle called Bear. He is super sweet and friendly. He is gentle with other dogs and kids. He is always excited to go outside and meet new people and look for dogs to play with. He loves running at the dog park and the beach.

Some fun facts about poodles:

According to dogtime.com, poodles are intelligent, proud, clever, loving, elegant dogs. They are also very impressive in show business as they can do incredible tricks and are very smart. They are also famous hair winners as they can pull off amazing hairstyles . They are an amazing family dog with a great ancient history.

Rescue Dog

I spoke with Fumiko, a former P.S. 29 mother who has a Stafford Terrier Retriever mix called Ivy. She has to take



Clockwise from top left: Bear and Violet on Rockaway Beach; a cuddly Pomeranian; Ivy the Stafford Terrier Retriever mix; Eva and Cosmo. Photos by Tini Allam.

it walking all the time. She told me the amazing story behind how she got Ivy. Fumiko rescued Ivy. She is a true hero.

Here is her rescue story: It was a really bad day for the puppy because it was going to be put down if it couldn't find someone to take it in. It was put into a truck with other rescue dogs from South Carolina. The truck was headed to New York City to look for foster families. Fumiko saw a photo of the puppy on the internet and decided to foster it for a week, but she fell in love with it and had to keep it.

“My favorite type of dogs are mixed breeds as I think they have a lot of personality, they are unique and they are often the healthiest, taking the strength of every breed of the mix,” says Fumiko.

Pomeranian

I spoke to my old babysitter, Amanda, who grew up in our Brooklyn neighborhood. (Pomeranians are my fav dogs too!)

She told me that her “Pomeranian keeps her company and also keeps her

going.” She does not like picking up dog poop but she loves Pomeranians’ attitudes.

Some fun facts about Pomeranians:

A Pomeranian is a perky friendly dog, even though the Pomeranian is small it still needs regular exercise. Pomeranians thrive when it comes to training which is a great thing for their owners. Pomeranians are intelligent and were originally bred to be toy dogs. There are lots of names for the Pomeranian but two of them were called the German Dwarf Spitz because it was so small. Another name was Wolf Spits because it turned out it liked to control sheep and cattle like a wolf. The Pomeranian is one of the most popular dogs in the world because of its travel size and its adorable looks. According to the Kennel Club, “the tiny Pomeranian, long a favorite of royals and other commoners alike, has been called the ideal companion. They have a glorious coat, smiling fox face, an amazing personality that have helped make the pome most popular dogs.”

Improving Your Recess Experience

BY ANA CHAPLE (5-500), CALI BOHNER, (5-500) AND MADDY WALLACE, (5-500)

At P.S. 29, many students think that the schoolyard is falling apart. Balls are deflated, soccer nets are broken, and even the fences are starting to snap.

“The soccer nets and basketball hoops are terrible because they are broken,”said Anna Leale (5-505).

We asked Dawn Pender, an assistant principal, what her budget was for the schoolyard. “We do not really have a budget, because we have everything we need in the schoolyard,” Ms. Pender said. “When there is something that we think is important that we don’t have, we will just buy it.” We asked Ms. Pender how she decides what is important to have in the schoolyard, and she said, “We survey the PTA and ask kids what equipment they want in the school yard.”

Some students ask why Ms. Nobles, the phys ed teacher, doesn’t let kids bring down the gym balls, which actually bounce well, and she explains “recess has its own equipment closet, and we have our own gym closet.”

“The equipment that is most important to have are soccer nets that don’t fall down, and good balls that you can play with. We are also planning to create a quiet zone in the schoolyard for kids who want to read or draw,” said Ms. Pender.

Multiple students think that we need to add more equipment to the schoolyard. Eden Schnee (5-505), said “I think that jump ropes should be added to the schoolyard because younger students like to play with them, so it would give them another thing to do.”

Emma Amigon (5-500) said, “I think that the hoops and nets need to be fixed because they’re old.”

But overall, the students interviewed for this article all said they think recess is fun.

Students in grades three and below have lunch before recess. This means that after lunch they are sent out to recess one class at a time.

Though some classes were unhappy earlier in the year that classes were dismissed in the same order each day, which made it difficult for later classes to get any equipment, students say the problem has been fixed.

“They started rotating which classes go out first and last, and it makes it more fair now because whoever goes out first gets whichever equipment they want,” said Laith Taylor (2-308).

But Laith said there are still ways to make recess better.

“It would be good to have grown-ups give out the pinneys [for soccer] because the teams would probably be more fair. Now, it’s all fighting after the game because the teams aren’t even,” he said.

Did you know that P.S. 29 has a stellar new website? Created by library and technology teacher Ms. Susannah Sperry, the site features an easy menu to find out everything you ever need to know about your school community. Check it out at ps29brooklyn.org



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What’s Up with WITS?

BY VIOLA FONTAINE (4-509)

Do you like WITS Lab but wonder why we are cooking in school?

WITS Lab is an organization that works in some schools teaching students how to make healthy foods like apple sauce, kale salad, and hummus. (In case you were wondering, WITS stands for Wellness In The Schools.) We do WITS Lab in order to learn healthy recipes and healthy habits to help us grow to be healthy people.

We talked to WITS Lab instructor and former P.S. 29 parent Victoria Baluk about the program. She told us it started about 15 years ago. “The biggest message of WITS Lab is that healthy food can taste good,” she said. “Also, when you work hard to make a



A WITS instructor entices some P.S. 29 students with a tray of flavorful and supremely healthy vegetarian snacks. Photo by Viola Fontaine.

healthy dish like vegetables it can taste better.” She explained how she became interested in WITS: “One reason is when I was younger I was overweight and I was bullied. When I was in high school, I learned how to eat healthier and I changed and now that I’m older I want to help kids like no one ever helped me.”

The response to the program at

our school has been enthusiastic. Almost every kid I spoke with said they liked WITS Lab. “I love it,” said Sadie Gordon (4-524). “I find it very enjoyable,” said Chip Poor (4-508). “I like WITS because you learn so many new things,” said Eve van den Brulle (4-524). Only one kid I spoke to, Obee Comfort (4-524), didn’t like WITS: “I didn’t like the food they made.”

Four Local Eating Spots We Love

BY MOBY SOOHOO SCHWARTZ (4-509)

Whether a restaurant is a small drive thru or a famous hot spot, it should still be recognized. You probably already know some of these places from past experience but maybe not all of them. They’re all within a close walk of P.S. 29.

First is **Gersi**. Delicious! It’s a great Italian place; I’ve never had better. There are so many great choices that I would have to say they are all my favorite. Waiters there are very nice. They are never impatient and always have a joke to crack you up. Even if you don’t really like Italian food, after Gersi you will! Fourth grade teacher, Chelsea Proud (4-509) is a fan: “I like how close it is to my house.” They also have a really nice outdoor space. Gersi is located at 316 Court St, Brooklyn.

Second up is **Hibino**. It is a Japanese place with amazing food. With the music and wallpaper, you feel like you are actually in Japan. The interior is great and the staff just make it better. They always try to help you out: if you are torn between two options they will give you their opinion. The breaded chicken is definitely my favorite. Georgia Daly (4-509) says: “It gets lots of customers. It gets hard to get a table. Also, it opens at five o’clock which is annoying. I like the pancakes with ice cream the most.” Hibino is located at 333 Henry St, Brooklyn.

Number three is **Moo Burger**. Hot dogs and burgers and fries oh my! I always have the same thing: a burger. The owners probably help more than anyone. Even though they had a fire, Moo Burger has risen from the ashes and is back in business. Marley DeFilippis (5-504) says: “I like that they have so many kids’ options and my favorite is the sliders and fries.” Moo Burger is located at 240 Court St, Brooklyn.

Number four is **The Chocolate Room**. Can you guess what they sell? Chocolate! Lots and lots of chocolate. They have about 20 different kinds of desserts that all include chocolate! But if you don’t love chocolate, they also have delicious vanilla desserts. I think the service is also really good. This is very popular for birthday parties. The Chocolate Room is located at 269 Court St, Brooklyn.

These are four amazing places that you should totally try. Who knows, maybe you will try something you never even thought of and it will be your new favorite! Enjoy!

THIRD GRADE GRADE RUNNING CLUB



Third Graders warm up for another wildly popular running club. The annual club, organized by the tireless Stephanie Manski (left), saw dozens of kids give up their recess to run around the block the school sits on every Monday for three weeks, assisted by parent volunteers.

Improving Our Recess Basketball Experience

BY LOGAN GEISLER (4-508)

I play basketball every day and I really enjoy it. I play it with my friends at recess and after school. We do a lot of dribbling and shooting. But the thing is, we can’t seem to get along. Every day we have a problem; either the teams are unfair or someone doesn’t want to play on someone’s else team.

Lots of days at recess we waste time by fighting over teams. Sometimes at recess people make unfair teams and people don’t like that. So they argue. For example, someone says me vs. Everybody! People say it’s unfair but the kids don’t care and just keep playing.

Basketball players always have problems with referees. Even in the NBA, the professional players fight with the refs. How this applies to recess is that people don’t respect other players’ calls so it wastes time that we could be playing and puts everyone in a bad mood for the rest of recess.

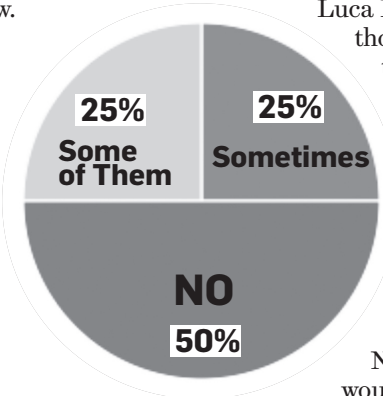
Another thing is getting hurt. For example someone smashes somebody into the fence and they get hurt and the people who hurt them just keep playing, or they say “you’re fine, get up!” but the kids are really hurt. Maybe by raising these issues, we will all think about how to improve our play at recess.

Rules for Snow

BY MARLEY DEFILIPPIS (5-504) , HANNAH MCCULLOCH (5-500), ARUNA VAITHILINGAM (5-504) AND ISABEL SIGLER (5-527).

At P.S. 29, students seem to love snow. But, what many students don’t like are the rules for the snow. Have you ever wondered about these rules? Have you ever wondered why the school has these rules? Here’s what you need to know.

P.S. 29’s Head Custodian, Carlos Hosking, says “You could get hurt when you play in the snow. But, it is cleared away immediately so kids can play in the school yard.” Shoveling during a big snow storm is done by Carlos and three other people, and he especially hates it when it rains, because then it’s too cold and the snow is so heavy. But, he does all that for us so we can stay safe.



Do you like the rules for snow?

Some of the rules include no stepping in the snow and no picking it up or running on it. We asked fifth grader, Emma Amigon (5-500) what she thought about the rules for snow. She said “they’re stupid.” When we asked Luca Rickman (5-527) what he thought, he said “I think that the rules overall are fine except I think the school should clear the snow the day after so the kids can have recess and I think that we should be allowed to touch the snow.”

When we asked fifth grade teacher Ms. Norah (5-504) how she would change the rules, she said, “I wish that either all the snow could be removed or that kids could play in it because it’s hard to keep kids away from the snow! I understand why it is important because we need to keep kids safe and dry but it’s like kids and snow are magnetized!”

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How to Choose a Summer Camp

BY TEGAN WAXMAN (4-521), ORLY ROBERTS (4-509), ELLA KLINGENSMITH (4-508) AND DYLAN ZWEBEN (4-521)

Are you trying to decide which camp to go to this summer? Well this is the article that can help you choose. There are many camps out there and deciding which one is right can be very difficult. In this article, you can do a survey to help you decide which of the camps below fits you best. We interviewed the director of the popular sleepaway camp, Camp Onas, as well as the owner of the Breezemont day camp, to learn more about what they have to offer.

Circle ONE answer that fits you best!

What activity do you enjoy?

- A: Archery
- B: Kayaking
- C: Zipline
- D: Logrolling
- E: Environmental education
- F: Volleyball
- G: Baseball

What are some traditional activities you would like to try?

- A: Camp band
- B: Dance-off
- C: Golden rush
- D: Beach party
- E: Lip sync
- F: Softball
- G: Gymnastics

What favorite food do you like to eat at camp?

- A: Spaghetti and meatballs
- B: Ice cream
- C: Coco Roos (any cereal), mozzarella sticks
- D: Baked ziti (pasta), sloppy Joes
- E: Rocky road pie
- F: Burgers
- G: Hot dogs

Where do you like to sleep?

- A: Open-air cabins
- B: Dark cabin
- C: Closed cabin
- D: Silent cabin
- E: Little houses
- F: N/A (day camp)

What camp tradition do you think you would like most?

- A. Visiting the candy store
- B. A sundae tradition
- C. Disco parties
- D. Theme nights
- E. Counselors singing the campers favorite song on the last night
- F. Magic shows
- G: Song & percussion

Here are your results:

If you picked mostly A, you chose Camp Onas! This camp is a fun, active sleepaway camp with tons of activities. The activities include swimming, fishing, archery, and so much more! Camp Onas is a co-ed (boy/girl) camp. This means you can make all kinds of friends. And if you like competition, this place has it. There are a bunch of sports that you can choose and play against other campers. Camp Onas also has an eco-friendly ethos. Located in Ottsville, Pennsylvania. For more information, visit camponas.org

If you picked mostly B, you chose Frost Valley! Frost Valley is a sleepaway camp with a lot of fun activities. You can spend a lot of time in the lake, and make tons of new friends. Located in Catskills, New York. For more information, visit frostvalley.org

If you picked mostly C, you chose Camp Half Moon! This sleepaway camp is fun for kids that like big lakes and intense competition. One reason kids like this camp is because it has sand pits and ice cream sundaes! It is good for any age and the counselors are very comforting. Another reason this camp is popular is because the staff are very helpful at any time and it has an eco-friendly ethos. Located in Great Barrington, Massachusetts. For more information, visit camphalfmoon.com

If you picked mostly D, you chose Camp Mohawk! This sleepaway camp has lots of fun activities and you can make lots of friends. This camp has gotten great reviews and feedback from

kids that have never been to any sleep away camp before. Another example why this is a good camp is because everyone is very friendly. Located in Armonk, New York. For more information, visit campmohawk.com

If you picked mostly E, choose Camp Hukins! This camp is fun for kids from third to ninth grades. This camp encourages great leadership roles. Camp Huckins is a simple camp with many nature-based activities that create memories that last a lifetime. This is a girls-only camp. For more information, visit <https://camphuckins.org>

If you picked mostly F, you chose Birchmont! Birchmont is a great camp located in Wolfeboro, New Hampshire. It has a great campus too. Fun Fact: Dr. Fagin went to Birchmont! And her dad was the camp doctor! It is a co-ed camp and has many fun activities. At Camp Birchmont you can either go for 3, 4, or 7 weeks. For more information, visit campbirchmont.com

If you picked mostly G, you chose Breezemont! Breezemont is a fun co-ed day camp for kids of all ages and genders. There are fun activities to do. These include Zip Lining, canoeing, and tons more. Also, every Thursday there's a campfire where you can talk and hang out with friends. The counselors are willing to help any camper in need, and the camp has an eco-friendly ethos. Breezemont is located in Armonk, New York. For more information, visit breezemontdaycamp.com

Camp Traditions

Camp traditions are a huge part of the camp experience. It's what makes a camp special and keeps kids and families coming back. Here is a list of a few camp traditions that are offered at these fun and unique camps.

Camp Onas: Onas band, outdoor Skills (hiking, canoeing, fishing), and camp fires.

Camp Halfmoon: Disco parties, color

war, soccer tournament.

Camp Frost Valley: Campfires.

Camp Mohawk: Flag chants, theme night, beach party.

Camp Birchmont: DJ socials, breakfast in bed, banquet.

Camp Breezemont: Lake swimming, gaga, soccer.

Camp Activities

Many camps offer similar activities such as swimming, baseball, basketball, soccer and nature. But, some camps offer unique activities that no one else offers. It's important to review what kind of activities are offered in advance before choosing a camp because you want to make sure there is something you will enjoy doing.

Camp Onas: Photography, critter catching, movie making.

Camp Halfmoon: Soccer tournaments, horseback riding, pottery.

Camp Frost Valley: Kayaking, trampolines, capture the flag.

Camp Mohawk: Baking, media arts, logrolling, farm swimming.

Camp Birchmont: Volleyball, softball, bungee trampoline, craft.

Camp Breezemont: Baseball, cooking, theater.

DECISION TIME ...

Tegan Waxman interviewed **Holly M. Hecht**, one of the Directors of Camp Onas. Holly chose to run Camp Onas because "she believes it is a wonderful and unique place, and that the experience it offers kids is valuable and life changing in all of the best ways."

There are many camps out there to choose from. In order to make your decision, you will want to consider things like traditions, activities, and location. The seven camps mentioned are great choices but there are also many, many more. We suggest that you take a look at the many resources out there and talk to the camp directors to help choose the camp that's best for you and your family.

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These Colors DO Run

BY CATE GOLDSCHMID (4-507) AND EVE VAN DEN BRULLE (4-524)

Did you know that P.S. 29's longtime P.E. teacher, Ms. Kathy Nobles, came up with the idea of creating a special shirt for the school's physical education program? You have probably seen that our PTA has produced a P.S. 29 shirt, but our school has been around for 98 years and has never had a P.E shirt. Nobles has been working here for 19 years and thought it was time to have one.

First, Ms. Nobles got input for the design from students, and a graphic designer named Cinzia Pais (a P.S. 29 parent). It took almost a year to finalize and create the design. Ultimately, there were three different designs that were named finalists, and the kids voted on the one they liked best.

Each shirt sells for \$10, which is about the cost of making each one.

Any extra money goes to the school PTA. Ms. Nobles hopes the shirt will build more of a P.E. community.

"I would one day like every student at the school to have the T-shirt," she told us. The shirt's design is inspired by all the different things students



Proud fifth graders showing off P.S. 29's new PE shirts. Photo by Cate Goldschmid.

in all grades do in P.E. The shirt is not a uniform; it's something you can wear whenever you want and it also symbolizes exercise and community at P.S. 29.

Maybe in the future, music, art, drama, science, library – even Newspaper Club – will have t-shirts too.

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Minecraft vs. Fortnite

BY JONAH ZINOMAN (4-508)
AND ELIJAH ABRY (4-521)

You may think Fortnite is better than Minecraft, or Minecraft is better than Fortnite. In this article we will look at both games and ask what the students at P.S. 29 think about this pressing issue. Minecraft was created in 2009 and was originally called Cave Game. It was developed by Markus Persson, a Swedish Game designer who created Mojang, which got many updates and was eventually bought by Microsoft.

In 2011, Fortnite arrived on the gaming scene. It was originally called Save The World, and then in 2017 it became more popular because of the new mode called Battle Royale. A lot of people started to play it and Epic games made a lot of money. Fans started to record YouTube videos of themselves playing it. Two of the bigger Fortnite streamers, Ninja and Tfue became really popular and rich. It's reported that Ninja makes \$50,000 a month and has \$18,924,055, while Tfue makes \$5,000 a day and has \$21,087,391.

But what does the P.S. 29 community think? We found the kids were split. West Keh (4-521) prefers Fortnite, saying it is "a good game." Elan Landesberg (4-521), is another Fortnite fan, and claims that "Minecraft is boring."

However, Jaxon Beke (4-507), says: "Minecraft is better since it is more creative." Jackson Cole (4-507), agrees, and describes his favorite game as more "fun" than Fortnite.

Amanda Z, a mom at P.S. 29, feels that Minecraft is better for school kids. "It's a cool game and creative," she explains.

But a new game might end up being more popular than either. Apex Legends is like Fortnite, and some people say it is better, but also more violent. If you consider the percentage rating of these games, Minecraft is rated 25.5% violent, Fortnite is rated 93.5% violent, and Apex Legends is rated 95.5% violent. It is something to be aware of.

Want to know more about Apex Legends? Check out the summer issue of the *29 Post*.

What's Hot Now

BY LEO ROIPHE (4-508), MIRO KUBICA (4-507), CHARLES JAFFE (4-524), AND RAPHAEL COHEN (4-507)

Have you ever wondered about the latest trends at P.S. 29? Well, you've come to the right place! A trend is a change in the direction of interests. For example, in the early 20th century, kids liked to play outside instead of playing video games, because video games weren't invented yet. But now, they do like to play video games so that is the new trend. We have found that there are a lot of different trends in all of the grades in our school.

As you can imagine, the trends in kindergarten are different from the trends in fourth or fifth grade. We've collected a lot of information about what they are and how different from each other they are, but we also figured out the similarities.

In Pre-K, we interviewed Ms. Jackie, who said that the kids enjoyed choice time (of course), outdoor play, building blocks, and Legos. They also like superheroes and drawing at choice time. They even have a weekly gallery of the drawings, which the teacher puts up on the wall.

We interviewed Ms. Aurora (1-304).



She said her first-grade students like Pokémon, and many of the boys especially like a new book series called Press Start (a graphic novel about video games.) They also like making comics, and they are interested in Legos.

A third-grade teacher, Ms. Leah (3-405), said that some kids in her class are interested in slime, and one boy is really interested in fancy cars! We interviewed another third-grade teacher and she said that a lot of kids in her class like soccer, and some like drawing.

Ms. Lindsay (3-414), another third-grade teacher, said that one kid in her class likes figure skating, and some other kids like chess and a popular video game called Roblox, which is kind of like digital Legos.

We found that one trend in fourth grade is still going strong: Fortnite. Most kids in our classes like the scratch coding unit in library and social media. Many fourth graders also like choice time, similar to the younger students in the first and second grades.

We interviewed



fifth-grade teacher, Mr. Carver (5-505), and he said that the kids in his class like Fortnite and sports (such as football and soccer). We also interviewed Penelope Logan (5-527), who said the girls in her class really like the bouncy balls from a corner store on Court Street called "Optimo."

All of the grades like video games – except maybe kindergarten and pre-K. The video games that kids like most are Roblox, Apex Legends, Scratch, and obviously, Fortnite. There has been a constant battle between

Fortnite and Apex Legends.

In conclusion, we noticed that some trends – like Legos, Pokemon, and sports – are classics, and others, like bouncy balls from Optimo are new, but change quickly and there will be more.



The 29 Post is more than just a newspaper. Read articles on the 29 Post blog and listen to 29 Post Podcasts at ps29brooklyn.org

Amazing New Toys

BY ELAN LANDESBURG (4-521)
AND LOUIE FOXWELL (4-509)

We asked P.S. 29 students to tell us about what they think are some of the most popular toys in the school currently.

1. L.O.L. Surprise! Dolls.

There are many kinds of dolls like Confetti Pop edition, Pearl Fizz Ball edition, Glitter Series edition and many more. The LOL series is divided into different groups like the pets editions and the glitter series editions.



2. GizmoWatch Smartwatch

The GizmoWatch smartwatch is like an apple watch or Fitbit for kids. It was released on September 20, 2018, and now it's really popular! Like really! The watch comes with a section to call and text.



3. Nintendo Switch.

The Nintendo Switch, unlike the Wii or Wii U, doesn't come with much.

The main Nintendo Switch bundle is just the hardware: the console, the left and right Joy-Con controllers, two wrist straps for them, one Joy-Con grip, one dock, an HDMI cable and an AC adapter. That's it. It's still really fun though.

4. Hatchimal

A Hatchimal is a type of animal doll that is really popular for children ages 2-10. A Hatchimal actually hatches, as its name suggests. It takes about 20 to 30 minutes to hatch. You can help your Hatchimal while it's hatching. When your Hatchimal is finished pecking, you help it by breaking away any leftover parts of the egg, and pulling the top off of the egg.

5. Lego City Pickup-Truck

The lego pickup truck is a good toy. It comes with 844 pieces and multiple characters This an amazing toy for somebody who really likes legos. Harrison Sherer (4-524) told us that "it's cool and really cool and really, really cool!"

Let's Talk Homework

BY SADIE GORDON (4-524)
AND LIBI ARNON (4-524)

Every day, students in grades second through fifth have homework after school. Homework is a big deal for most kids. They have math, writing, reading, and more. Many students don't like homework. We asked the teachers about the kind of homework they assign.

First Grade: Mrs. Bruno

Mrs. Bruno's class always has a sheet of paper outlining the homework: Word work, two math sheets, 15 minutes of reading and while eating with your family use new adjectives when talking to them.

Ms. Rachel

"Is the homework hard?" we asked. "I think it depends on the kid because the homework is aligned with work that they are already doing. That said, many first graders think homework is hard"

Second Grade: Ms. Kletter

"We have week homework due on Friday: word work, reading and math. It should take a total of about 15 to 20 minutes, and it helps get kids ready for third grade. I think that math work is the hardest for most kids."

Ms. Molly and Ms. Chantel

"Math is the hardest because sometimes the parents don't even understand when we use charts. We try not to make the

homework too hard because our students are still pretty young."

Fourth Grade: Ms. Julie and Ms. Stephanie

"In the beginning of the year we give reading homework and about 30 minutes of math a day. It does get harder through the year. We try to make it harder a little bit at a time.

Ms. Proud

"The hardest homework unit is decimal fractions. I notice a lot of confusion. I know I should make the homework harder when I see that the kids are ready for the next step, and they know what they are doing in class."

Fifth Grade: Mr. Carver

"We start with reading for 40 minutes a night and jotting about it for a page or two. We also have math homework and read news articles and do independent word study. The kids think the math homework is hardest because it usually takes the longest to complete. I know to make the homework longer when the kids all start understanding the routines and principles of the problems."

Ms. Norah

"In our class we assign reading, math, words-of-the-week, independent writing, and current events projects. But I ask the kids to try to not spend more than 15 to 20 minutes on math and 20 minutes on writing so it does not take too long."

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Making Sense of YouTube

BY COLIN SHERER (4-521)

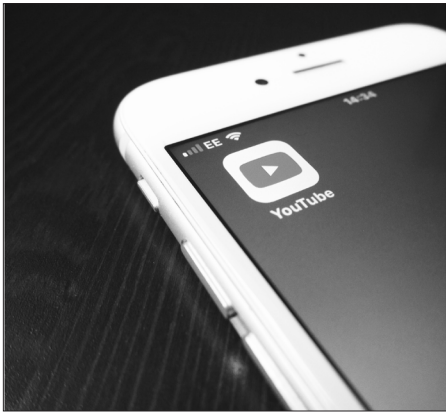
YouTube is one of the world’s most popular websites. According to Wikipedia, YouTube has over a billion users! It’s like watching TV on the Internet with unlimited channels.

Kids all over the world, including many P.S. 29 students, watch YouTube regularly and subscribe to popular channels. A person who has a YouTube channel is known as a “YouTuber.” Many kids create their own channels where they post videos and share them publicly or just with their family and friends. According to recent articles, there is an estimated 300 hours of footage uploaded to YouTube per minute!

YouTube is a video sharing service where users can watch, like, share, comment, and upload videos. It is a type of social media. People watch YouTube for fun and entertainment and to learn how to do things. A lot of people like to watch YouTubers play video games or make slime! Those channels are very popular and have a lot of subscribers.

According to one survey of 1,000 kids aged 6-17, more than three quarters of children say they’d consider a career in online videos.

Many kids use YouTube to search for music videos, comedy shows, how-to guides, recipes, sports highlights and more. Kids also use YouTube to follow the lives of their favorite celebrities. You can subscribe to their channels and



every time they make a new video, you will be notified.

Evan (4-521) said that he regularly watches YouTube. He likes watching Dragonball but mostly, he enjoys watching YouTube to learn things and to watch funny videos. He does not think that he will become a YouTuber one day because his mother does not encourage him to do this type of social media.

Ms. Nancy, my fourth grade teacher, said she likes YouTube to watch for yoga and meditation videos. She used to have kids that went to P.S. 29, but not anymore because they grew up. They watch Manga and Vines on YouTube now. Her favorite YouTuber is Psychic Tree and she likes YouTube because it has a variety of resources.

To set up a YouTube account you must be 18 years old or 13+ with parental consent. However, you do not need an account to access the website or to view

videos. There is also a YouTube kids version designed for children aged 3-12 years old.

But, what are the risks? YouTube can be a great place to discover new things, learn and get entertainment, however, there are some things parents and kids should be aware of when using it. For example, there are many videos that are violent, use curse words or show other inappropriate content.

Ron, a parent of a P.S. 29 fourth grader added that, "my children do watch YouTube because I don't monitor their screen time closely. I would prefer that they did not because sometimes bad language gets dubbed over innocent age-appropriate content in a very manipulative way."

Another risk is cyber-bullying. Because, unfortunately, people can



leave comments, sometimes there are instances when someone leaves negative comments and this can be so serious that it leads to bullying. In order to reduce these risks, it is recommended that you disable comments on your own channel. You can also set up parental controls, and privacy settings. If you experience harassment on YouTube, you can also block and report users.

Since it’s one of the most popular websites in the world, YouTube looks like it’s going to be around for a long time. In that case, it’s important for both parents and kids to understand how to use it appropriately while protecting themselves from its potential problems.

Behind the Scenes of the 29 Post

BY XIMENA HINRICHSSEN (5-506)
AND ZOE TAYLOR (5-506)

Have you ever wondered what goes on at the *29 Post*? Well, read on!

We talked to Anna Leale (5-505), a first year reporter to see what she thought about Newspaper Club. When asked what she does on a daily basis, she told us. “I work on my article and interview people for it.” She enjoys it because she loves writing. Anna looks forward to the issues coming out and enjoys aspects of Newspaper Club.

We also interviewed Alessandro Pioltelli (5-527), another first year reporter. When he was questioned about what he does at Newspaper Club, he replied, “I’ve spent most of my time lately working on my article with Odysseas and Anki about the history of the subway.” He enjoys it because he gets to look up things about the subway, which is interesting for him because he likes the subway. Alessandro looks forward to ripping open the boxes and seeing his name in the newspaper. His favorite part of Newspaper Club is walking into the library and saying good morning to everyone.

Writing an Article

If you walk into the school library on a Wednesday or Thursday morning, you will most likely see kids either at computers typing or walking around talking to someone. You most likely will see someone interviewing another person. You will also see kids at computers, on the floor and in the hallways. You might not think that writing an article takes time, but when asked, most kids said articles could be



Deadline approaches at the *29 Post*

hard to write and take a lot of time. It can get really heated when writing an article you might need to take a break. 99.9 percent of the time you are busy and having fun.

Celebration Time!

In Newspaper Club, when we finish an issue of the newspaper, we throw a party. The boxes arrive, we arrive in the auditorium. People bring in food and we eat. Students are called row by row to pick out a couple of small treats. Then, the big moment occurs: The fifth graders get to tear open the boxes with the newly printed articles hot off the presses. Everyone then takes a little time to deliver copies of the newspaper to every single class and staff member in the entire school.

The Importance of Teaching Kids How to Code

BY JAXON ANTHONY BEKE (4-507),
DIDAC CALVO LETHEM (4-508)
AND ADEN WOGAN (4-521)



You’ve probably heard of coding, but do you know how it helps kids learn?

More schools are using computers for different activities. In the Year of Code, many schools across the world started including computer programming. This type of education helps kids to learn the basics and feel successful at getting a computer to do what they tell it to do.

Coding is like telling a story. It can help with a thing called “critical thinking.” You can’t just dive in, you have to plan what you are doing and work on a problem and understand it on a different level, and that’s a skill you can also use in other subjects.

At P.S. 29 we use Scratch, which allows anybody to code. Scratch is an online platform for ages 8-16. You can work on a project alone or with others,

and then share it.

We asked Ms. Susannah Sperry, the school’s library and technology teacher, how coding helps kids at school and beyond. “I think coding teaches kids so many valuable skills and lessons, including persistence, perseverance, problem solving, creative thinking, and teamwork! These are skills that help us in every part of our lives, at all ages!”

We also asked kids what they thought about coding. The feedback was all good. All the kids said it was “fun,” and one even said it helped him with stress. Beckett Longfield (4-507) was also positive. “I like how you can make games and share them,” he said.

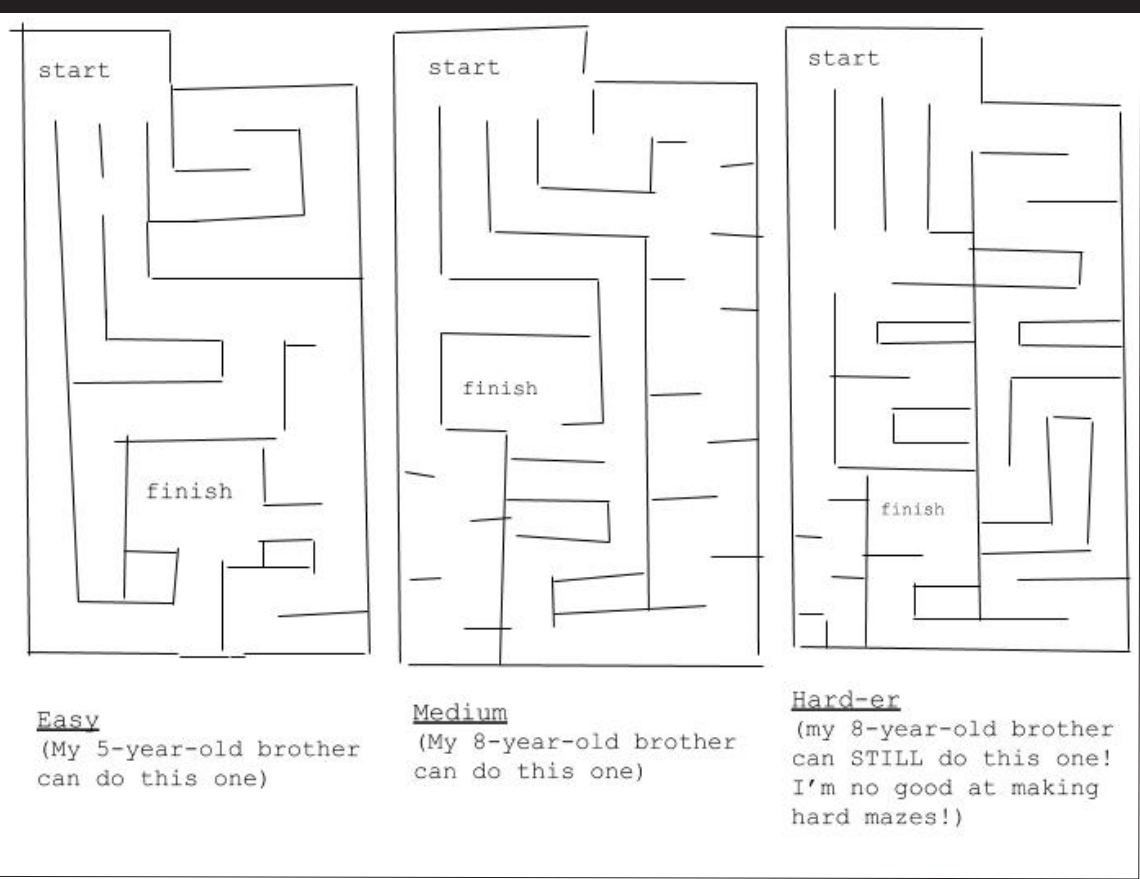
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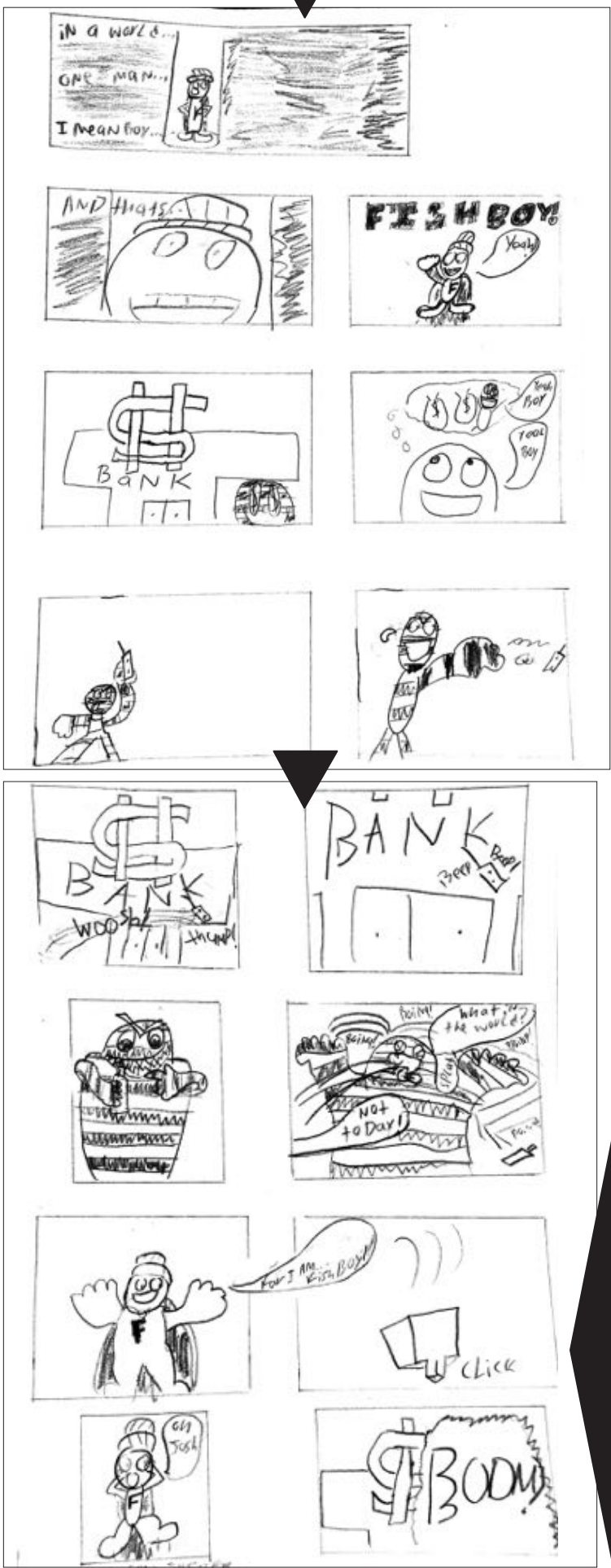
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Two lower grade Cool Clusters teamed up on a brisk early spring day in the P.S. 29 schoolyard in April to stage a bake sale with proceeds being donated to the local Sean Casey Animal Rescue Center. Kids can volunteer to walk dogs and help out at Sean Casey, as a representative from the group explained to a crowd of parents and students nibbling cupcakes, cookies and donuts. Photo by Emily Belasky.



P.S. 29 merchandise is custom-designed by students and parents from our community and our apparel is printed right here in Brooklyn. 100 percent of our profits go to the PTA to support enrichment initiatives for all students. There are hoodies, caps, shirts, umbrellas, tote bags, luggage tags, note books, water bottles, and much more. Check it all out at ps29brooklyn.org/shop

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