

January's Guiding Principle is... "Self-Control"



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From the Principal's Desk...

Dear Genet Families!

Happy Friday to all of our families! Another week is in the books, and we have been going on full cylinders. There are a few updates for everyone looking forward:

The week of January 25, 2021 will be an **A Week** and the 4th week in our Specials Rotation at Genet.

COVID-19 Precautions:

As we continue to move forward in these winter months, it is crucial to the success of our school and school community that we continue to have open communication with families regarding when our students have either had contact with someone that has tested positive to COVID-19 or has begun to develop symptoms. The first line of support starts at home with each of you. If your child has developed any of the symptoms related to COVID-19, please do not send them to school. If anyone with your family is being tested for COVID-19 and your child has been in close contact with them, please refrain from sending them to school and reach out to us at Genet. Please call or e-mail our amazing school nurse, Mrs. Condo (condoma@egcsd.org), or myself at school to notify us of what is going on with your child. We can advise you moving forward. We rely on your support to ensure our school continues to remain open. We will continue to update our families as cases are brought to our attention. If you have any questions, please feel free to reach out.

SAFETY DRILLS REMINDER

This coming week Genet will be holding two safety drills on January 28th and January 29th. These drills are required by the NYS Department of Education. The drills will be held in coordination with local law enforcement. A communication will go out to families just prior and at the commencement of the drill via School Messenger. If there are any questions, please do not hesitate to contact the school.

RECESS and RECESS ATTIRE

As a reminder to our school community, we strive to get our students outdoors as much as possible, especially during recess. This does require that students will need their appropriate outdoor attire for the cold weather. Please remember to send your child to school with the necessary clothing for outdoor recess. Warm jackets, hats, gloves and snow boots/appropriate foot attire is required.

Each morning we review the local weather and make a determination if the air temperature outside with the wind chill is safe for our students to go outside. We notify students and staff if we are going out for recess prior to lunches. If the air temperature feels like 20 degrees or higher (with the wind chill) we take our students outside. If the air temperature is below 20 degrees, students will have indoor recess in their classrooms.

DAILY COVID-19 SCREENING TOOL

I would like to thank all parents for your diligence in filling out the daily COVID Screening tool. Please remember that when you fill out the form, **you are doing so for your child** and must enter their name when completing the screening tool. This must be filled out online everyday for each of your children. The COVID-19 Screening Tool link is: <https://entry.neric.org/egcsd>. Save the link on your phone for quick access each morning.

Updates from the Library by Mrs. Garno

Library has been different this year, but we are still having lots of fun. Students have been checking out books and reading lots of new titles this year. Thanks to the Book Fair and donations through DonorsChoose, the library has almost 100 new books on top of the books that were purchased at the beginning of the year. The students love seeing new and different titles to choose from.

Students in 4th and 5th grade have also been learning about history through Primary Sources. They are finding it very interesting to see how different some things were in the past and also how similar things looked during the flu pandemic of 1918.

I want to let parents know that if you receive an email about an overdue book, it is being sent as a reminder that your child has a library book checked out. I know that this year is a little crazy and that the schedule for the Library is different every week. Students are able to return library books any day they are in school. Each classroom has a basket near their door for book returns and they are collected every morning. Please let me know if you have any questions or concerns by emailing me at garnosa@egcsd.org

I wish you all the best and thank you for your continued support!

Sincerely,


Wayne Grignon

1/22/21



Use fraction benchmarks

What does $\frac{3}{8}$ of a sandwich look like? If your youngster compares it to a familiar fraction (a benchmark), she'll know it's close to $\frac{1}{2}$ of a sandwich. She can try these tips for visualizing benchmarks and using them to solve fraction problems.

Walk to benchmarks. Let your child line up five “benches” (perhaps kitchen chairs) equally spaced along a path. She should label them 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1.

Take turns telling each other where to stand.

Example: “Walk $\frac{5}{8}$ of the way down the path.” Your youngster would think about which bench $\frac{5}{8}$ is closest to. (“Hmm, $\frac{5}{8}$ is close to $\frac{4}{8}$, which is $\frac{1}{2}$.”) Then, she can find the right spot (halfway between $\frac{1}{2}$ and $\frac{3}{4}$).



Estimate with a number line. Have your child draw a number line with benchmarks at 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1. Suggest that she fold her paper in half, then in half again. When she unfolds it, she can write the benchmark fractions on the fold lines.

She could use her number line to estimate before she adds fractions so she knows whether her answer is reasonable. Perhaps she is adding $\frac{1}{3} + \frac{1}{5}$. She might think, “ $\frac{1}{3}$ is a little greater than $\frac{1}{4}$, and $\frac{1}{5}$ is a little less than $\frac{1}{4}$. And $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$, so the answer has to be close to $\frac{1}{2}$.”

Q & A Be a persistent problem solver

Q: My son gets frustrated when he can't figure out the answer to a math problem right away, especially if there are multiple steps. How can I help him?

A: Try asking your youngster questions that help him think through the problem to find the solution.

What kinds of questions should you ask him? Try these: “Can you explain what you've done already?” “Where did you get stuck?” “What is the last step you understood?” “What do you think the next step might be?” “Is there another method you could try?”



And here's an idea to help him help himself. Suggest that he write each of those questions on a separate index card. The next time he's stuck, he can pull one out to get moving again.

Finally, let him know that mistakes are part of the learning process—and “sticking with it” will help him in all subjects.

OUR PURPOSE

To provide busy parents with practical ways to promote their children's math and science skills.

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SCIENCE LAB

Brrr! Keeping animals warm

Whales and seals survive in very cold climates thanks in part to their layer of blubber (fat). Your child can feel how that natural insulation works with this experiment.

You'll need: 2 quart-size plastic bags, bowl of ice water, tablespoon measure, shortening (or margarine)

Here's how: Have your youngster put his hand in one bag and briefly plunge it into the bowl of ice water. How did it feel? Then, he should measure 8–12 tbsp. shortening into the second bag. Let him stick his bag-covered hand into the shortening-filled bag and squish the shortening around so it surrounds his hand through the plastic. How does his hand feel when he places it in the water this time?

What happens? In the first bag, his hand will feel very cold. But when his hand is protected by shortening, he won't feel much cold at all.

Why? The shortening acts like blubber, providing insulation that retains the heat from your child's hand—keeping his hand warm.



MATH CORNER

The angles in my name

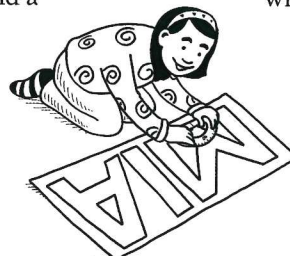
Letters contain lots of angles! Build your youngster's geometry skills with these games where family members find the angles in the letters of their names.

1. Each player uses a ruler and a pencil to write her name in large block capital letters.
Idea: Let your child make one for your pet, too.

2. Now everyone measures each of their angles with a protractor and

labels them. For instance, an I has four 90° (right) angles, and perhaps the top of an A has two 115° angles.

3. Each person adds up the total degrees of all the angles in her name. The person with the highest total wins.



Play again with the names of your favorite sports teams, foods, or colors. Your youngster can even do this activity with her spelling words.