

February's Guiding Principle is... "Perseverance"



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From the Principal's Desk...

Dear Genet Families!

Love was in the air this week at Genet! All the excitement about celebrating Valentine's Day brought a renewed excitement to the school. I hope you and your child(ren) had an enjoyable week with us at Genet whether it be remotely or in person. As a reminder to families, there is no school February 15th through February 19th. The weather forecast for our Winter Break looks like it will hold a snow storm for us. More snow for fun outdoor activities! While over Winter Break, your child(ren) is/are playing outside building snow forts or snowmen, feel free to take a picture and share it with me. I would love to include them into the Genet Yearbook! You can e-mail me the photo.

Here are a few updates for everyone looking forward:

The week of February 22, 2021 will be a **B Week** and the 2nd Week in our Specials Rotations for Genet.

This week the East Greenbush Board of Education supported a proposal that will allow for our Kindergarten students to return to Genet five days a week starting March 1, 2021. The Kindergarten and Maintenance teams have been meeting with me to ensure a smooth transition to this model for our students. All space changes will be made over the Winter Break which will allow for our Kindergartens to have a week to adjust before reporting weekly. I will be sending a separate communication to our Kindergarten Parents who are currently in the hybrid model, outlining more information in the coming week. If anyone has any questions, please do not hesitate to reach out.

Genet has officially closed out our read-a-thon month in support of the Albany Ronald McDonald House. If your child (ren) has/have participated, please turn in any reading materials or collections to their classroom teacher so it may be counted and turned over to Mrs. Davis and Genet Student Council. We will make an announcement of our totals once everything has been collected!

Reminders: *One of the most important factors in determining student success is a student's attendance at school. When students are frequently absent, they miss out on important activities, learning opportunities and student-teacher interactions that take place in the classroom. This can also have an impact on student learning when students are habitually tardy (coming in late or leaving early) to school. Please also remember to send your child(ren) in with a note upon their return to Genet. We look forward to a continued year of success working together and watching your child(ren) grow!*

"Soup"-er Bowl Can Drive

A big Genet "THANK YOU" to all of our students and their families for supporting our "Soup"-er Bowl Can Drive. It was a tremendous success and our student council is busily counting cans and additional non-perishable foods that were donated. I heard a few of our students saying the count was nearing 500 cans! All food donations will be delivered to CoNSERNS-U. I will share out a total with families once the counting has finalized.

Winter Recess

Monday, February 15 - Friday, February 19 is Winter Recess for all students and staff. School will resume on Monday, February 22.

I sincerely hope you all had a great start to the new month. Thank you for your continued support of Genet. I look forward to the week we return with our students.

Sincerely,


Wayne Grignou

2/12/21



Math+Science Connection

Beginning Edition

Building Excitement and Success for Young Children

February

Genet Elementary School
Wayne Grignon, Principal

TOOLS & TIDBITS

Cook with fractions

Let your child begin to explore fractions when you cook together. Say your recipe calls for 1 cup flour. Give him a $\frac{1}{2}$ -cup measure, and ask how he could make 1 cup (fill the $\frac{1}{2}$ cup twice). Also, show him fractions like $\frac{1}{3}$ or $\frac{1}{4}$ in recipes. Can he find the cup or spoon with the matching fraction?



Talk like a scientist

Pretend your youngster is a scientist on a TV show! Interview her about an experiment she did in school or at home. Pose questions like “What did you predict would happen?” “Was your prediction accurate?” and “What did you learn?” Explaining the science in her own words will help her understand it better.

Book picks

📖 In *100 Days of School* (Trudy Harris), your child will read rhyming word problems and learn different ways to make 100.

📖 Your youngster can learn how animals use tools like rocks and sticks in *Tooling Around: Crafty Creatures and the Tools They Use* (Ellen Jackson).

Just for fun

Q: Since two’s company and three’s a crowd, what are four and five?

A: Nine.

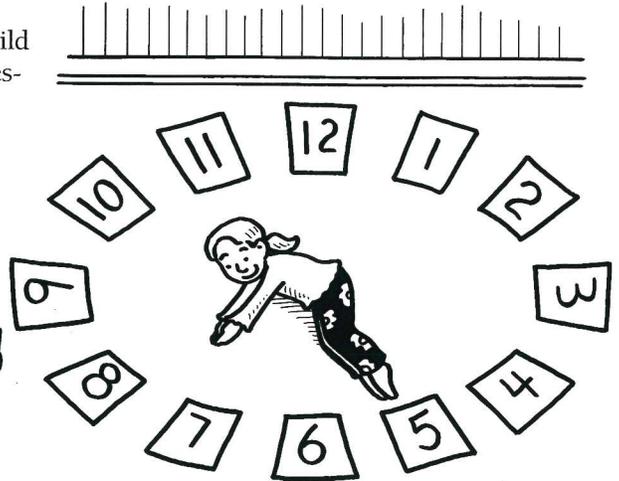


Learning to tell time

“What time is it?” Your child can answer this common question when she learns to tell time. Try these activities to help her use both analog and digital clocks.

Life-sized clock

Tick-tock...your youngster’s arms and legs can be the hands of a clock! Have her number sheets of paper 1–12 and arrange them in a circle on the floor. Now call out times for her to “set” the clock to. For 7:25, she would lay on her left side with the “hour hand” (her arms) pointing at 7 and the minute hand (her legs) pointing at 5. *Idea:* Take pictures so she can see how her body shows the times.



She might put 6:45 beside “Eat breakfast” and 8:30 by “Go to bed.”

Matching times

Your youngster will see analog and digital clocks side by side with this idea. Ask her to create a clock face on a paper plate and cut a straw into two “hands” (one longer than the other). Now set a digital clock (say, the one on the microwave) to a random time, such as 2:10. Can she show the same time on her clock? Then, trade roles. 🐛

Daily schedule

Suggest that your child list things she does every day. *Examples:* “Wake up.” “Go to school.” “Eat dinner.” Beside each one, she could draw a digital clock showing what time she normally does it.

My cardboard binoculars

Inspire your youngster to take a closer look at nature with a pair of homemade “binoculars.”

Help your child tape together two empty toilet paper tubes. Punch a hole in each side, help him string yarn through, and tie a knot.

Now head outdoors so he can use his binoculars, and take along a notebook and colored pencils for sketching observations. He might spot a crow perched on a power line, a pinecone on the ground, or a holly bush by the mailbox.

Ask him to describe what he sees. Zeroing in on one thing at a time will make it easier for him to notice details like feathers on a crow, scales on a pinecone, and berries on a bush. 🐛

