

March's Guiding Principle is..."Honesty"



G From the Principal's Desk...

Dear Genet Families!

E This week was a shortened week for us at our wonderful school. A reminder to families that tomorrow (Thursday, April 1st) is a Remote Learning Day for families. Teachers will be posting work to their Google Classrooms for students to access.

N There is no school on Friday, April 2nd. Spring Break is April 5th through April 9th. Monday April 12th is a Remote Learning Day for all students, similar to tomorrow April 1st. Students should check their google classrooms for materials posted.

E On April 13th, Genet will welcome back our 2nd Grade students to our school five days a week. Over the break classrooms will be staged to accommodate the students coming back. If you have any questions regarding this, please do not hesitate to contact me directly at Genet. As I have mentioned before, our Superintendent continues to look at all available options to increase in-person days for all students in our district. Recently the CDC has issued guidance and a recommendation of reducing social-distancing requirements from 6 ft to 3 ft, Mr. Simons explained at the recent Board of Education meeting, there has been no guidance from the state at this time regarding this update. Districts around the state are awaiting guidance from NYS for planning purposes.

J Here are a few updates for everyone looking forward:

D The week of April 12, 2021 will be an **B Week** and the 3rd Week in our Specials Rotations for Genet. In an effort to help families plan, here is the schedule through the week we return from April Recess:

Week Of:	Type of Week:	Monday	Tuesday	Wednesday	Thursday	Friday
April 12th	B Week	Remote Learning Day A Day (April 12th)	B Day (April 13th)	B Day (April 14th)	A Day (April 15th)	B Day (April 16th)
April 19th	A Week	A Day (April 19th)	B Day (April 20th)	A Day (April 21st)	A Day (April 22nd)	B Day (April 23rd)

Additional important information on next page—please keep reading...



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NYS Grades 3-8 Exams:

Last week, communication from the district was sent out to families regarding NYS testing for grades 3-8. Please, if you did not receive it, you can view the information on the East Greenbush website or I will attach the documents as a PDF in this week's communication. If you have any questions after reading the documents, please feel free to reach out to me at Genet.

Upcoming Events:

Thursday, April 1st - Is a Remote Day for all students - Student work will be posted within their Google Classroom or sent home as needed

Friday, April 2nd - No School - Good Friday

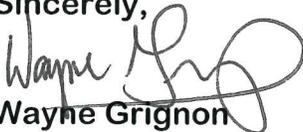
April 5 - April 9th - Spring Recess - No School

April 12th - Remote Learning Day for all students - Student work will be posted within their Google Classroom or sent home as needed

April 13th - 2nd Graders return to Genet full time (5 days a week)

I wish you all the best and a very relaxing Spring Recess! Thank you for your continued support of Genet. Have a wonderful weekend and break!

Sincerely,

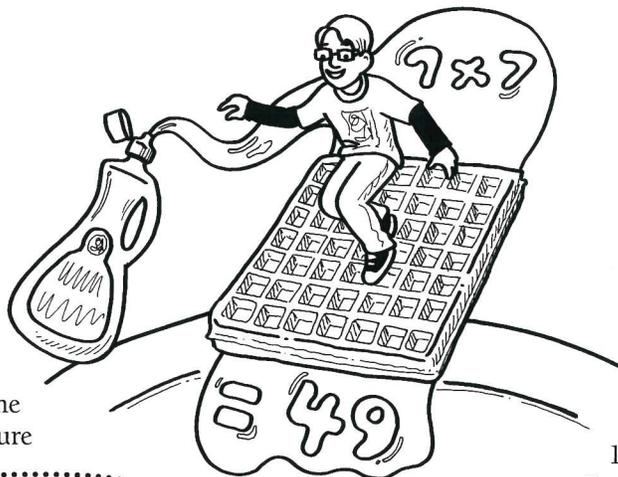


Wayne Grignon

Fun with area

What's the area of that waffle your child is eating? How about the room he's sitting in? He can practice calculating area any time with these ideas.

Waffles. A waffle square makes a tasty unit of measurement. As your youngster pours syrup onto his waffle, encourage him to count the squares along one edge (perhaps 7). How can he figure



out the number of squares in the whole waffle without counting each one? *Hint:* He should use the formula for area (length x width). If the waffle is a square, he would multiply $7 \times 7 = 49$.

Floor tiles. Let your child use floor tiles to calculate the area of a room. He could measure one tile in your kitchen or bathroom, or in a waiting room, then count the rows and columns of tiles. If each tile is 1 square foot and there are 9 rows and 7 columns of tiles, what is the area of the room? (*Answer:* $9 \times 7 = 63$ square feet.)

SCIENCE LAB

Fly a hovercraft

How does air help a hovercraft ... well, hover? This project lets your young engineer see the phenomenon with her own eyes.

You'll need: pencil, paper plate, straw, uninflated balloon, tape

Here's how: Use a pencil to poke a hole in the center of the plate. Have your child turn the plate over and stick the straw in the hole so about $\frac{1}{2}$ inch comes out the bottom. Now help her fit the balloon over the top of the straw, secure it with tape, and blow through the bottom of the straw to inflate the balloon. Carefully pinching the neck of the balloon so air doesn't escape, she can set her "hovercraft" down with the balloon on top—and let go.



What happens? The plate hovers above the table, scooting around until the balloon deflates.

Why? Your youngster blew air into the balloon. As the air escaped, it formed an air cushion under the plate, causing the hovercraft to lift off the table.

OUR PURPOSE

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

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PARENT TO PARENT

Understanding state math tests

My daughter Lyla will take a standardized math test this month. When she showed me a completed practice test, I was surprised by how different it was from the ones I took as a kid.

I asked the teacher about the test, and she said students will be asked to apply math problems to real situations like converting a recipe for six servings to one with four servings. They'll also be required to show their work and explain their reasoning for each test problem. These are skills they've worked on all year, the teacher said, so Lyla can feel confident that she's prepared.

Finally, the teacher suggested that I have Lyla tell me about problems on the practice tests she brings home. She said that explaining her reasoning out loud will help Lyla do well on test day.



MATH CORNER

Explore line graphs

A *line graph* is used to measure data over time and spot trends. Here's how your youngster can create his own on a sheet of graph paper.

1. Decide what to plot. Maybe your youngster would like to track how many pieces of mail you receive each day.

2. Set up the graph. He should write the days you get mail (Monday–Saturday) across the bottom of his paper and numbers 1–10 up the left side. Have him label each axis ("Day of the

week" and "Number of pieces of mail") and add a graph title ("Mail received per day").

3. Track data. If you get 4 pieces of mail on Monday, he'd make a dot at the point where the Monday line and the 4 line cross. Each day, he can connect the new dot to the previous one.

4. Analyze. On which day did you get the most mail? Let him graph more weeks—does he notice any patterns?

