

May's Guiding Principle is... "Cooperation"

G From the Principal's Desk...

F Dear Genet Families!

N Happy Thursday everyone! I hope you are all doing well as we close up our last week of May together here at Genet. The Genet Team has been working on making the last few weeks together filled with learning and fun.

F As a reminder to our families, there is no school tomorrow, Friday, May 28th, Monday, May 31st and Tuesday, June 1st. When we return to Genet on Wednesday, June 2nd - it will be Joke Day at Genet in honor of the letter Jj in our ABC Countdown to Summer. Next week will only be a three day week at Genet (June 2nd - June 4th).

T This week our 4th graders had a live Zoom Meeting with Assemblyman Jake Ashby who represents our area in the New York State Assembly. He spoke with students about his role in politics and about New York State Government as part of the social studies curriculum. It was an enjoyable learning experience and we thank Assemblyman Ashby for taking the time to meet with our students. I would also like to thank Mrs. Rossbach for helping to organize the event for Genet with the 4th Grade team.

This week Genet finished our safety drills for the school year. Our students have done a tremendous job with practicing our safety drills this year and should be celebrated for their efforts.

J Here are a few updates for everyone looking forward:

The week of June 2, 2021 will be an **A Week** and the 5th Week in our Specials Rotations for Genet.

O **Master Storyteller Presentation for K-5 Students - June 3, 2021:**

U On Thursday, June 3, 2021, we are excited to have Perry Ground, from the Onondaga Tribe and member of the Turtle Clan, share stories with our students. There are scheduled two separate virtual sessions with students (K-2 and 3-5) for all students in the district. This event is scheduled as part of our social studies curriculum and cultural education programs. We look forward to this event when we return.

R **Masks:**

N As a reminder and friendly request, please send your child to school with additional masks to use if the one being worn becomes dirty or sweaty. This will help prevent your child from having to use a dirty mask on warmer days.

A In addition to the aforementioned, if your child uses a cloth mask, this is a friendly reminder to wash your child(ren)'s mask on a frequent basis.

Thank you in advance for your help and cooperation!

L I wish you all the best this long weekend. I hope you are able to relax and enjoy some downtime with family! Thank you for your continued support of our great school!

Sincerely,

Wayne Grignon
Wayne Grignon



Sandbox learning

Scoop, pour, measure, and more! These activities let your child explore math and science in a playground sandbox or at the beach.

How many scoops? Have your youngster scoop heaping shovel-fuls of sand into a bucket. Encourage her to count each scoop and keep track by making tally marks in the sand. When the bucket is full, she can dump it out and try again—this time counting tiny scoops of sand. Does she think it'll take more or fewer



scoops to fill the bucket? How could she fill it with about the same number of scoops every time? (Level off each scoop—just like when you measure flour or sugar for baking.)

“Shrinking” sand. What does your child think will happen if she pours water into a full bucket of sand? Let her try it to find out. The sand appears to shrink! Explain that water makes the tiny grains stick together, so the sand takes up less

space. Now help her turn over her bucket, tap the bottom to loosen the sand, and pull the bucket straight up. The water holds the sand together, even when she removes the bucket.

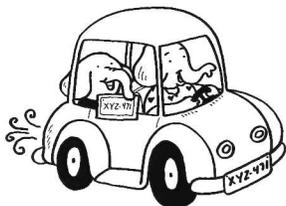


PARENT TO PARENT

License plate numbers

In the car recently, my son Josh noticed a license plate with the same numbers as ours—471. That gave me the idea to “play math” with license plates.

Now we often take turns giving each other challenges like “Spot a license plate with a smaller number than ours” or “Find a plate with the same digits but in a different order.” This gives Josh practice reading and comparing numbers.



He also invented a game for our long drive to his grandparents’ house this summer. He created a bingo card for each passenger, with a 2- or 3-digit number in each square. He and his brothers will cross out numbers they see on license plates (like 52 in 352) and call “Bingo!” when they get five squares in a row vertically, horizontally, or diagonally.

OUR PURPOSE

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

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SCIENCE LAB

A rainbow of colors

Making this “tie-dyed” paper will show your youngster the science of mixing colors—and give him an early chemistry lesson.

You’ll need: $\frac{1}{4}$ cup whole milk, shallow baking pan, food coloring (red, yellow, and blue), dish soap, white paper

Here’s how: Ask your child to pour the milk into the pan. He should count as he squeezes 5 drops of each color into the middle of the pan and adds 1 drop of dish soap. Have him wait 1 minute, then press the paper into the liquid until colors appear on it. Set the paper aside to dry.

What happens? When the dish soap hits the milk, the colors begin to swirl and blend. His paper contains the colors of the rainbow!

Why? The soap “chases” the fat molecules in the milk, bumping into the colors. As the colors move, they combine to create more colors—orange, green, and purple.



MATH CORNER

Music + math = fun

Use familiar songs to help your child explore patterns and numbers. Here’s how.

Sing counting songs

Together, sing a song that includes numbers, perhaps “Ten Little Monkeys Jumping on the Bed.” Your child can act it out with 10 stuffed animals, making one fall off the bed as you sing each verse. For a bigger challenge (without stuffed animals), make it about 100 monkeys

and count backward by 10 as you sing that version. Other counting songs: “Hickory Dickory Dock,” “This Old Man,” “Five Little Speckled Frogs.”

Make patterns

Together, sing a familiar song like “The Wheels on the Bus,” and create a pattern of movements to go with it. *Example:* “The wheels on the bus go snap, clap, stomp, snap, clap, stomp.” Do a different pattern for each verse.

