

## Updates for the Week of 4/28/25

**Homework:** April HW Packet (Due Friday 5/2); **PARP** (Due Thursday 5/1)

Mon 4/28	Tues 4/29	Wed 4/30	Thu 5/1	Fri 5/2
Day 3 - Library and PE <i>Library book due</i> <i>Wear sneakers</i>	Day 4 - Music	Day 5 - Art	Day 6 - PE <i>Wear sneakers</i> <b>APRIL PARP DUE TODAY</b>	Day 2=1 - Music  <b>April HW Checklist DUE TODAY</b>

### UPDATES:

- Yearbook orders due May 14th
- Now that the weather is getting warmer:
  - Students **still need to bring a coat** but may take it off if they get too hot outside.
  - Please have your child **keep a spare change of clothes in a ziplock bag in their backpack** so if they get muddy at recess, they can change.
- Please make sure your child has a **water bottle** at school every day.

### Concepts For This Week:

- Phonics
  - silent consonants (kn, gn, wr, mb)
  - signal vowels for soft and hard sounds of *c* and *g*
- Reading
  - Continuing book clubs
    - Readers make connections and fiction books teach lessons
    - Characters respond to what happens in a book and they learn lessons
- Writing
  - Writing will include: introduction, the problem, the problem gets worse, the problem gets solved, happy ending
  - Making our characters move, talk, think, and feel
  - Using time words such as: all of the sudden, a little later, after that, meanwhile, then, next, so
  - Revising / Editing
- Math
  - Understanding measurement with different units
- Science
  - How plants and animals survive and depend on each other
  - Biodiversity

*Please see back →*

- Positivity Project Trait: Purpose

Reminders:

- Please make sure your child is completing their **homework** each week.
  - Reading should be done every day. While your child reads, please make sure they fill out the **PARP** sheet that went home at the beginning of the month.
    - If the whole class (or almost the whole class) turns in their PARP, our class can be recognized on the announcements and we receive a class reward and ribbon.
    - Your child should be reading every day for HW so while they read, they can color in one of the items on the PARP sheet.
    - You can have your child keep the PARP sheet in their Home Folder so it does not get lost, or where they read at home, or even on the fridge.
  - Math flash cards and worksheets are attached to the HW packet, as well as the Weekly Updates. Twenty minutes of i-Ready reading should be done each week, as well as twenty minutes of i-Ready math (if your child has access to a computer).
  - Please make sure your child is studying their snap words

Have a great week, Partners!



Best,

Miss Alexander

# **DON'T FORGET TO PURCHASE THE MYERS CORNERS ELEMENTARY SCHOOL YEARBOOK!**

**BEFORE THE DEADLINE!**

**To purchase your yearbook go to:**

**Treering.com**



**Regular Price:**

\*Does not include sales tax, if applicable

**\$26.54**

**To Purchase Your Yearbook,  
Use The QR Code Below, or:**

**Must be a parent or student 13 years or older.**

**1 Go to: [www.treering.com/validate](http://www.treering.com/validate)**

**2 Enter your school's passcode:**

**1016988448444794**

**Deadline: May 14**

**treering**





# WAPPINGERS

CENTRAL SCHOOL DISTRICT

Empower  
Challenge  
Grow

Sydney Goldstein, Principal  
Olivia Christian, Assistant Principal  
Myers Corners Elementary School  
156 Myers Corners Road, Wappingers Falls, NY 12590 (845) 298-5260 Fax (845) 298-5258

April 23, 2025

Dear Parents and Guardians:

As we enter springtime the staff at Myers Corners Elementary School begins to consider next year's class placements.

Many factors go into the construction of each class. We know that as parents you want the best possible learning situation for your child. Much time and thought will be given in reaching individual placement decisions by staff members who work regularly with your child. For example, classroom teachers, special area teachers and resource personnel consider the following aspects in order to make up well balanced classes: strengths and weaknesses of each child, academic balances of the class, behavior characteristics, ability levels, social and emotional needs, as well as maintenance of heterogeneity of classes.


As a result of the need to consider all the factors listed above, parents are not able to pick the teacher of their choice for their child. However, parent input will be considered when a unique situation may exist and consideration needs to be extended to cover class placement.

If a parent feels that such a situation may exist, the information should be put in writing and submitted to me no later than **Friday, May 2, 2025**. Student name, current teacher and next year's grade should be on the top of the letter with a brief description of the type of teacher you are requesting. Decisions will be made on the basis of information provided by parents in writing. Due to the timeframe and the demands of creating classes, I will not contact parents personally as to the decisions. This will give school personnel time to reflect on proper placement as the class lists are constructed.

Again, the process of developing new classes for the 2025-2026 school year will begin in May. It will not be possible to take into consideration any unique situations after May 2nd.

Thank you for your cooperation.

Sincerely,

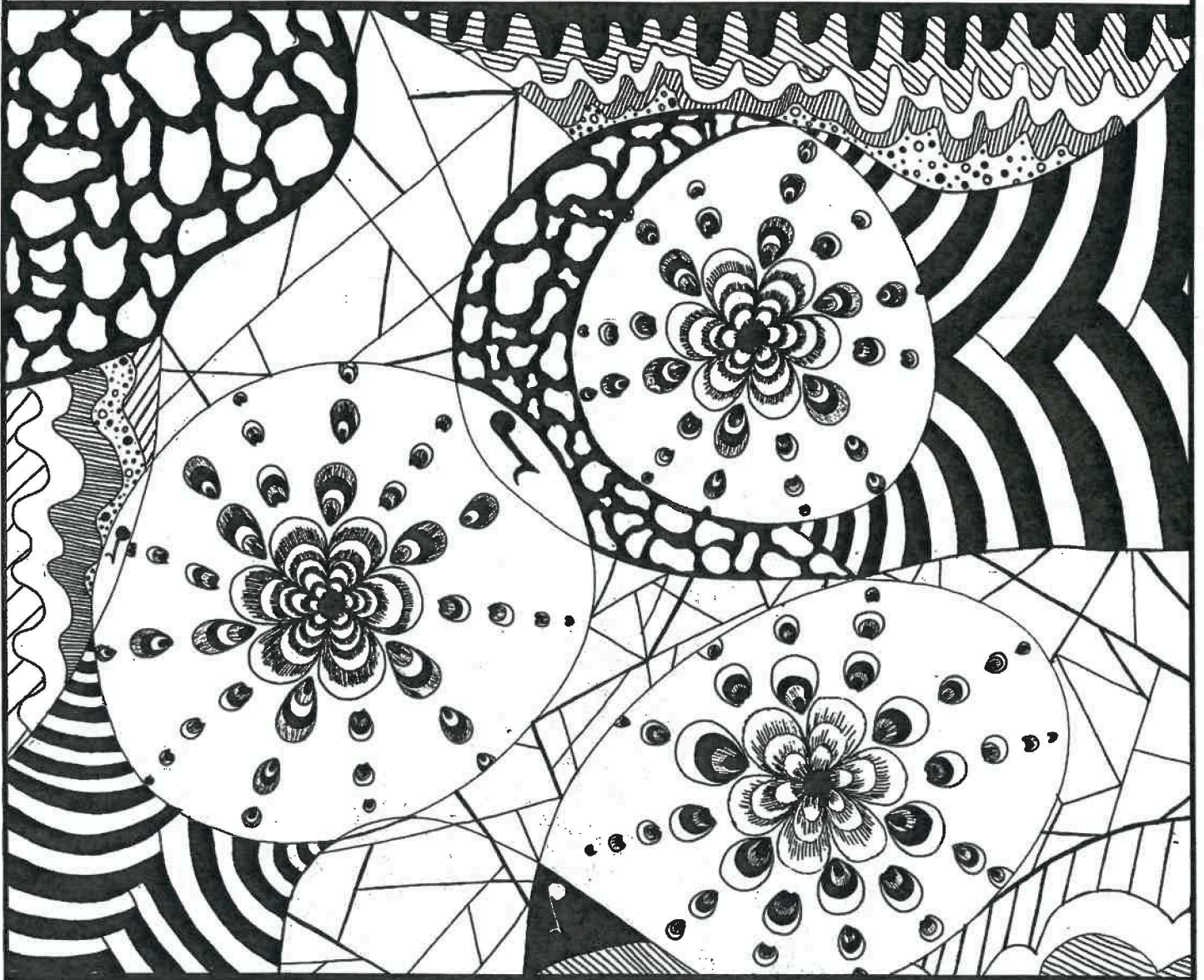


Sydney Goldstein  
Principal



# FESTIVAL OF THE ARTS

PRESENTED BY THE WAPPINGERS CENTRAL SCHOOL DISTRICT  
FINE & PERFORMING ARTS DEPARTMENT



MESIER PARK, WAPPINGERS FALLS  
SATURDAY, MAY 17, 2025 FROM 10AM - 4PM  
(RAINDATE: SUNDAY, MAY 18 FROM 10AM - 4PM)

Artwork by Peyton Mott, John Jay Class of 2028

# Hard and Soft "C"

The letter "c" has two sounds- a "hard" and a "soft" sound. If the letter after the "c" is i, e, or y the "c" makes the /s/ sound (soft sound). If it's any other letter, the "c" makes the /k/ sound (hard sound). The hard sound of "c" occurs most often.



cat

/s/



e, i, y



cent

/k/



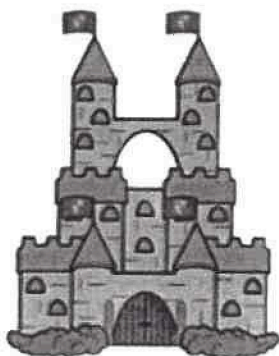
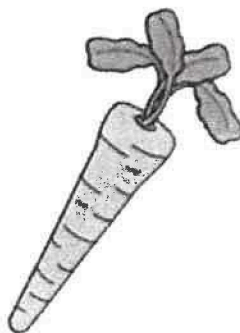
any other  
letter

**Hard**

**"C" Words**

corn  
card  
cat  
cook  
camp  
cake  
cup  
cast  
cold  
cuddle  
candle  
current

castle  
comb  
camel  
cop  
cable  
cuff

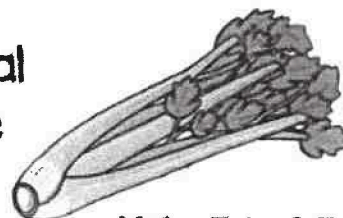


**Soft**

**"C" Words**

braces  
face  
lettuce  
police  
pencil  
rice  
price  
city  
cent  
mice  
cereal  
circle

space  
juice  
ice  
price  
ace  
voice  
recess  
icy  
celery

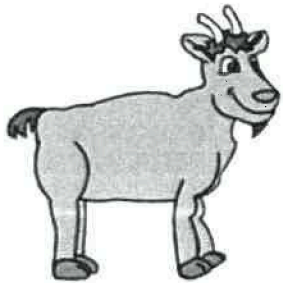


Make, Take & Teach



# Hard and Soft "G"

The letter "g" has two sounds- a "hard" and a "soft" sound. If the letter after the "g" is i, e, or y the "g" makes the /j/ sound (soft sound). If it's any other letter, the "g" makes the /g/ sound (hard sound). The hard sound of "g" occurs most often.



goat

/g/



any other  
letter

/j/



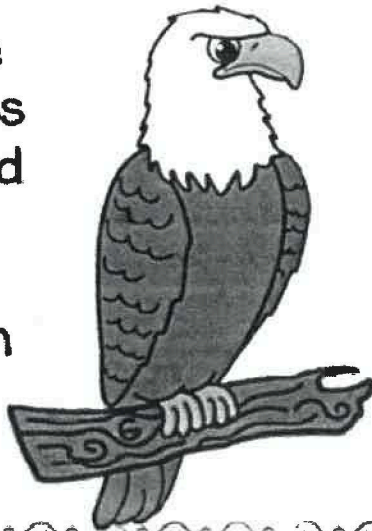
e, i, y



giraffe

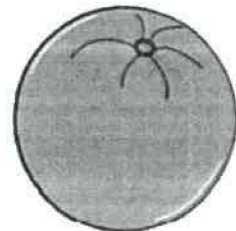
## Hard "G" Words

goat	gutter
game	dragon
gobble	foggy
goal	
gap	
glue	
glass	
good	
go	
gas	
gum	



## Soft "G" Words

gist	angel
gentle	huge
gym	sledge
giant	danger
genius	age
germ	bridge
gem	orange
general	cage
engine	
nudge	
wage	



Make, Take & Teach

# Estimate and Measure Length



Dear Family,

This week your child is learning about estimating lengths of objects using benchmark objects.

If you know the length of a common object, you can use that length to estimate the length of other objects.

Here are some helpful benchmarks you can use with your child to estimate length.

1 centimeter



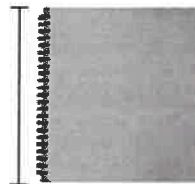
a crayon is about 1 centimeter across

1 inch



a quarter is about 1 inch across

1 foot



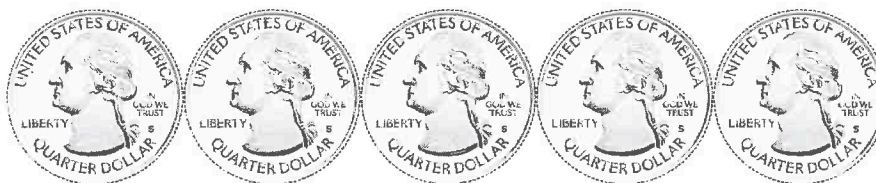
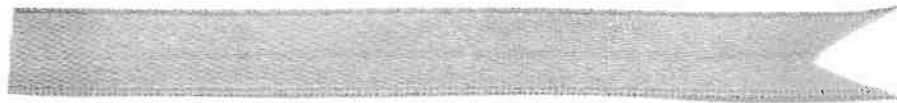
a notebook is about 1 foot in height

1 meter



a doorway is about 1 meter across

To estimate the length of this ribbon, your child might compare it to quarters and estimate that it would take 5 quarters to measure the ribbon. So, it is about 5 inches long.



Invite your child to share what they know about estimating length by doing the following activity together.



## ACTIVITY ESTIMATING LENGTH

Do this activity with your child to estimate and measure length.

**Materials** quarter, ruler, toys or household objects

- Have your child collect three of their favorite small toys.
- Work with your child to estimate the length of each toy in centimeters. Encourage your child to use the width of a crayon as a benchmark measurement of 1 centimeter.
- Estimate the length of the toy in inches, using a quarter as a benchmark measurement of 1 inch.
- Fill in the table below with the estimates. Then use a ruler to measure the toys' lengths to the nearest inch or centimeter.
- Ask your child which of their estimates was closest to the actual length.

	Centimeters		Inches	
	Estimate	Actual	Estimate	Actual
<b>Toy #1</b>				
<b>Toy #2</b>				
<b>Toy #3</b>				

Keep an eye open for examples of benchmark lengths in your everyday life. Share these with your child. For example, the height of a tree might be a good example of 20 feet, and the length of a sidewalk square might be a good example of 1 meter.





## LESSON 23

## Using Different Units to Estimate Length

- 1 Use the quarter to estimate the length of the gray bar.

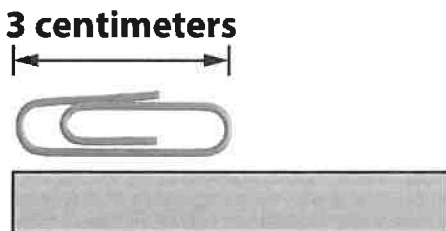


The gray bar is about \_\_\_\_\_ inches long.

- 2 Use an inch ruler to find the actual length of the gray bar.

The actual length is \_\_\_\_\_ inches.

- 3 Use the paper clip to estimate the length of the gray bar.



The gray bar is about \_\_\_\_\_ centimeters long.

- 4 Use a centimeter ruler to find the actual length of the gray bar.

The actual length is \_\_\_\_\_ centimeters.

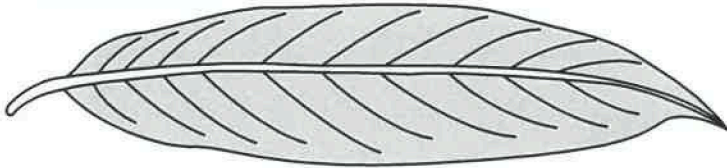


## LESSON 23

**Using Different Units to Estimate Length** *continued*

- 5** Use the paper clip to estimate the length of the leaf.

**3 centimeters**



The leaf is about \_\_\_\_\_ centimeters long.

- 6** Use a centimeter ruler to find the actual length of the leaf.

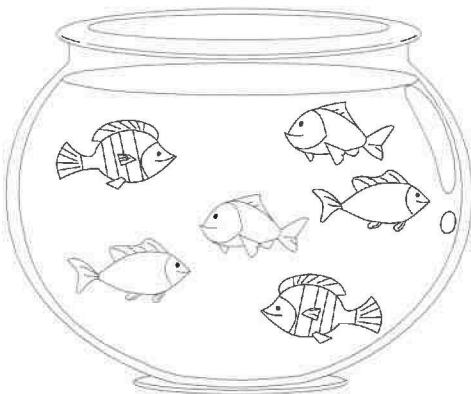
The actual length is \_\_\_\_\_ centimeters.

- 7** Which is the best estimate for the length of a fish bowl?

12 inches

5 feet

15 meters





Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Measure the objects from your desk that your teacher tells you to. Measure to the **nearest whole inch**. Remember to **estimate** the object's length first.

Object	Estimated Length (in inches) <i>How many inches do I <u>think</u> it is?</i>	Actual Length (to the nearest whole inch)

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Estimate the length of the following objects in centimeters (cm) FIRST. Then use your ruler to measure and record its actual length in centimeters.

<b>Object</b>	<b>Estimated Length (in centimeters)</b> <i>How many centimeters do I <u>think</u> it is?</i>	<b>Actual Length (to the nearest whole centimeter)</b>
<b>Highlighter</b>		
<b>Pencil</b>		
<b>Post- it</b>		
<b>Width of a folder</b>		
<b>Glue stick</b>		
<b>Crayon</b>		
<b>Free Choice!</b> <b>Name of object:</b>		



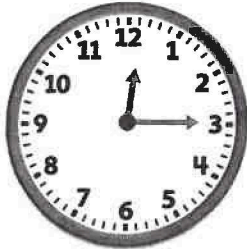
## LESSON 11

## Telling and Writing Time

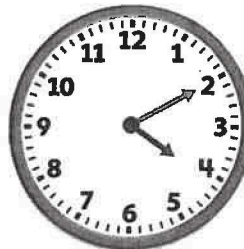
**What time does the clock show?**

**Write the same time on the digital clock.**

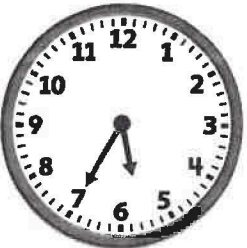
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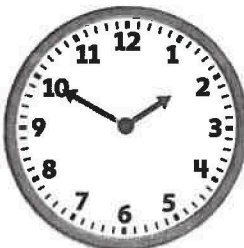
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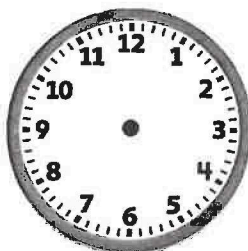
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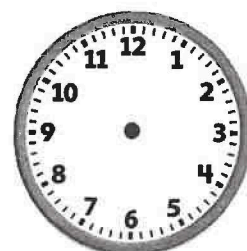
**What time does the digital clock show?**

**Draw the same time on the other clock.**

5



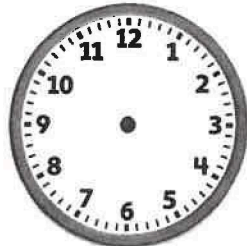
6



7



8



**9** What strategy did you use to find the time for problem 4?

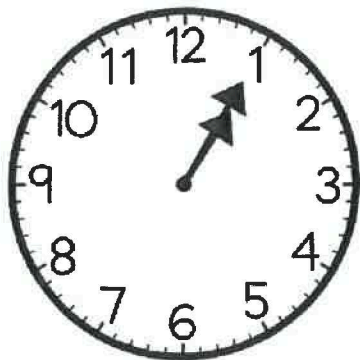


Name \_\_\_\_\_

Date \_\_\_\_\_

# Time to the Nearest 5 Minutes

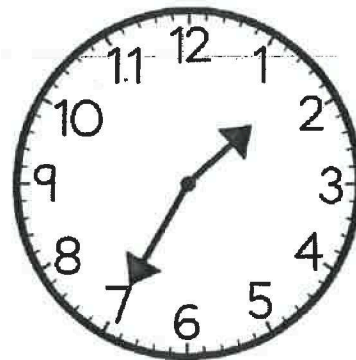
Directions: **Write** the time under each clock. 



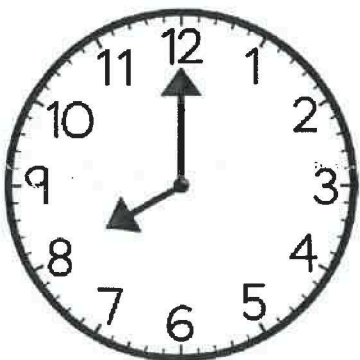
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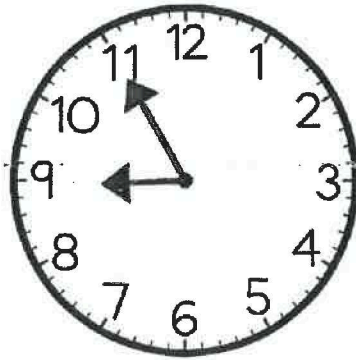
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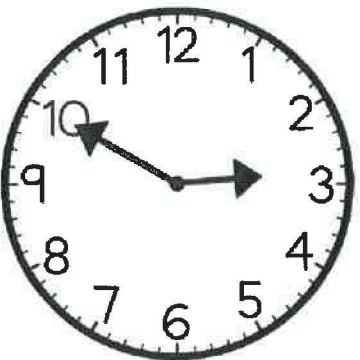
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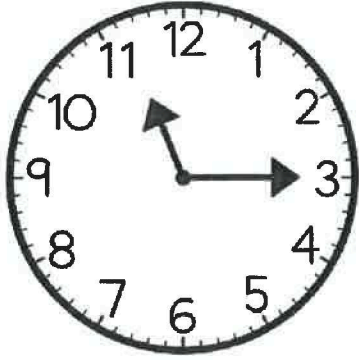
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# Counting Coins

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write the total value of the coins.

	\$
	\$
	\$
	\$
	\$
	\$



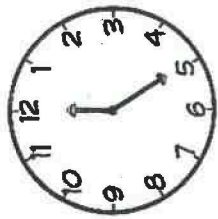
# TELLING TIME TO THE NEAREST 5 MINUTES

NAME: \_\_\_\_\_

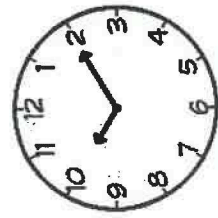
DATE: \_\_\_\_\_

DIRECTIONS: WRITE THE TIME IN DIGITAL FORM UNDERNEATH EACH CLOCK

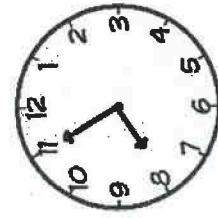
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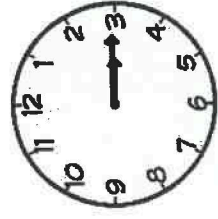
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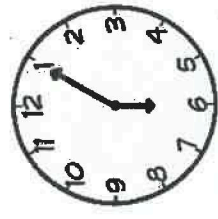
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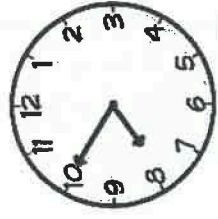
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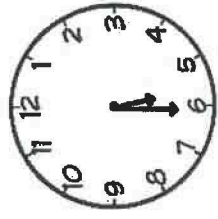
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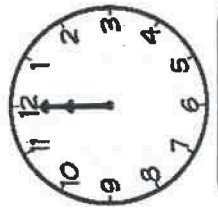
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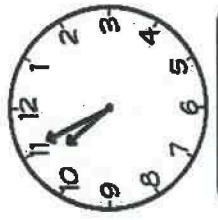
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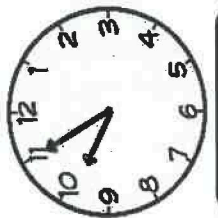
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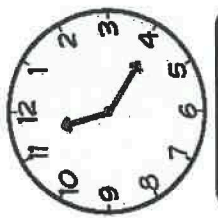
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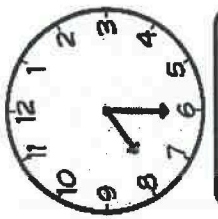
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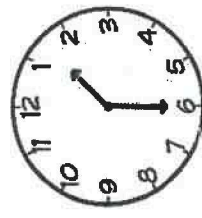
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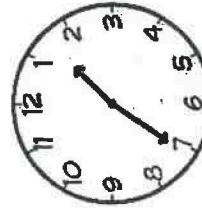
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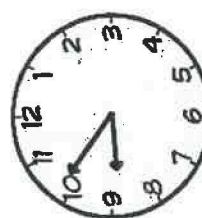
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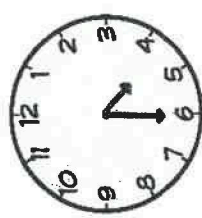
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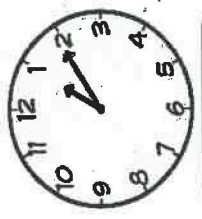
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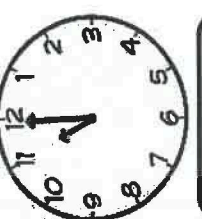
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