Dear Foster Families,

As we step into the month of November, I want to take a moment to reflect on the incredible journey we have had so far this school year. It has been a period of growth, learning, and resilience, and I am immensely proud of our school community, staff, and students for the dedication and commitment that have made it all possible. I am incredibly proud of my teachers, many of whom have been pushing themselves to learn and teach a very new math curriculum Illustrative Math. We have made our school goal connected to math growth and all teachers who teach math have their IEG goals connected to math growth as well. We are all in!

Thank you to the Foster PTA for another incredibly fun fundraiser for the school through the Foster Fun Run! This was very successful and everyone in the school participated in this event. The dedicated crew that plans this event begins planning it months in advance and they tap into their own specialized talents to make this much more than just a fundraiser. Thank you to all who worked so hard to make this such a successful event!

I want to express my gratitude to our amazing staff, students, and parents for their unwavering support and dedication. Together, we make Foster a vibrant and nurturing learning environment where every child can thrive.

As we move forward into November, let us continue to foster a sense of unity, gratitude, and academic excellence within our school community. Together, there is nothing we cannot achieve.

Thank you for being part of the Foster family! I look forward to another month of growth and success.

In Peace,
Leigh

Foster School Accountability Committee

Please join us for our next School Accountability Committee (SAC) meeting of the school year. The SAC meets several times a year to discuss our school Unified Improvement Plan, school performance framework, budget, staffing, and student achievement. Our next meeting will be on November 16th at 2:30 in the Cafeteria. Please join us!
Hello,

It’s been a fantastic October engaging in annual community events at Foster PK8 Dual Language School! I enjoyed the absolute excitement and pure bliss during both the Fun Run and Field Day; these annual events demonstrate the commitment to a sense of belonging in our community.

Thank you for your patience as I continue to learn each student’s name, strengths, and needs. As part of our school team, I strive to support the continued development of positive and supportive relationships within our school community through engaging in restorative practices and social-emotional learning of our students and further develop our behavior management systems. These commitments all support a positive school culture and climate. This month has been super busy with these goals in mind. Here are a few highlights:

I presented to the PTA regarding the Social Engagement Window, which highlights the importance of restorative practices. The goal is to work with students when social conflict arises to support their social-emotional development and build skills needed to work well in complex social settings. Restorative practices build healthy relationships and restore harm in the community when a conflict arises.

During the PTA meeting, we discussed how each classroom develops social-emotional learning skills through weekly 2nd Step curriculum lessons. It is intended to teach children to identify and understand their own and others' emotions, choose positive goals, and successfully manage reactions when emotionally elevated. The lessons build social competence and develop a common language within the school community.

I am continuing to develop our Proactive Behaviour Safety Team (PBST). The team includes myself, our Social Emotional Learning (SEL) specialist, Social Worker, and several teachers. Our goal is to support school-wide and class-wide behavior management systems. This month we are reviewing routines, expectations, and procedures in the school handbook and school-wide language and messaging regarding those expectations and procedures.

Finally, in middle school, I have begun to collaborate with our MS lead, Ms. Carissa, and students to discuss the climate and culture of middle school. We worked with 7th and 8th grades to begin developing agreements of how they want middle school to feel and how people should treat each other. We will continue this work with all middle school teachers and 6th-grade students.

The weather is changing rapidly, and once again I’m looking forward to the time change. I certainly love some light when the alarm goes off!

Have a safe and wonderful November!
Dear preschool families,

We cannot believe it’s November. Time is going by too fast and cannot wait to see what our preschoolers can achieve before Thanksgiving break!

We have some celebrations to share with you. Our students are becoming familiarized with our Sonidos Iniciales Chart. They are chanting the chart every morning. They are singing and dancing the songs we sing in the classroom. Yay!

Inquiry Study #3: Past, Present, and Future: What is different about today?

This following information is for you to know what our next study unit will be about. Our new study unit will start on November 6th. During this unit, students will expand their understanding of the past, present and future. Students will be looking at these concepts through the lens of a historian. The conversations in the classroom will be and will continue to be about what happened today, what happened yesterday, and future events. Through investigating these different ideas, students will gain an understanding of what history is. Students will continue to engage in learning experiences that develop literacy and math skills at individual levels of readiness as will continue to build understanding around the key Social Studies content of this Inquiry Study. We will have a family project to represent your student’s past, present, and future. We will give you more information in the coming days.

Key Vocabulary:
past, present, future, sequence, time, change, environment, buildings, memory, yesterday, today, tomorrow, and historian.

Literacy:

We will continue to use Estrellita, our supplemental curriculum in Spanish to build on phonological awareness. Students have been learning about the vowels: a, e, i, o, u in random order. With this next unit, we will focus on the next four sounds in the chart: m (mano), p (pez), s (sombrero), l (luna). We continue to encourage you to practice with your student the initial sound chart that was sent home. Students have been learning about isolating syllables in words. For example, in class we clap our hands as we break down a word in syllables. We will also continue to work on combining syllables, rhyming words, letter recognition, and initial sounds.

Math:

In math, we are working on subitizing and number identification. For example, as students line up, students are asked to tell the teachers how many fingers she is holding in her hand. Some of the students are able to identify the number of fingers shown, while others need to count. We have been playing bingo with numbers from 1-9. We will continue to work on patterns, measurements, graphs, classification, and shapes.
October has been full of fun! We did the Fun Run, Field Day and got some exercise; we had a mini break, celebrated Halloween and Día de los Muertos and enjoyed some goodies. Thank you parents and volunteers.

We have started our third module of the year in literacy “Heroes in Our Community.” The main takeaway for this module is for students to see that we accomplish more together, and that they don’t need to wait to contribute. Communities are about pooling our unique backgrounds and skills— the more diverse, the better— and that’s something they can get started on right away! Reading will be done in Spanish with Ms. Alma and writing in English with Ms. Annika.

In our new Math unit, students look for shapes in the world around them, describe, and compare them using their own language. Students begin by identifying objects in books and in their world that look like flat shapes. For example, students may look at a tissue box and say it looks like a rectangle. (The difference between flat and solid shapes will be investigated in a later unit.)

Our Science unit will be an 8-week unit, the first 4 weeks will be in Spanish and we will focus on observing the weather, asking questions and preparing for weather by picking the right kinds of clothes and equipment for protection.

IMPORTANT DATES

11/3 . . . Picture Re-takes
11/9 . . . PTA Meeting 6-7pm
11/13 . . . No School (No Student Contact Day)
11/17 . . . Report Cards Go Home
11/20-11/24 . . . Thanksgiving Break
Hello 1st Grade Grownups!

We have had such a great year with your students so far and are so excited to continue this school year! We are becoming experts at 1st grade classroom expectations and routines. Halloween was so much fun! Thank you for bringing things in so we could have an awesome party! Make sure to bundle up for the **Zoo Field Trip** coming soon! We are excited for more Field Trips in the near future!

We have been working hard in **literacy**. The students are doing so well and growing in their skills. The students are Reading with Ms. Rosa in Spanish while doing Writing with Miss Brie. We are working on Module 3. Students have had both reading and writing with Miss Brie and Ms. Rosa at this point. We will be in this module until November 10th and moving to Module 4 (Reading in English and Writing in Spanish) on November 13th. It has been so much fun seeing them grow with their reading and writing skills in both languages.

Each Friday we will continue to send home the worksheets that were not done in class, and these will continue to be **OPTIONAL**.

We are working on Unit 3 for **Math**. This is a long unit and will continue all the way until December. We will be switching half way through and this will be the only Math unit students will work on in both English and Spanish. **Please practice math facts within 20 (for fluency) as well as counting to 120 both forwards and backwards with your children.**

We have started our new unit in **Science** where we will be learning about animals and their external features. We will be looking for animals and identifying their external features at the Denver Zoo.

We hope you have a wonderful break at the end of the month!
Wow! It’s hard to believe that we are already into November. Second graders had a great month in October! With a fun bilingual play, CoGaT testing and field day, it was a busy month!

Literacy:
Our module, Meet in the Middle (How can people work out disagreements?) goes right along with the Social-Emotional lessons called “Second Step” that the students have been learning each week. Students are learning how to solve problems and come to an agreement. We are continuing to work on foundational skills for literacy. Students are learning new vocabulary and sight words in both Spanish and English daily. They are very motivated to learn and that is exciting for us to see. For November, students will have Writing/Math in Spanish and Reading/Social Studies in English.

Math:
In math, students are practicing adding and subtracting within 100 using a number line. Students will build on their learning from our previous measurement unit in order to understand how number lines can be used in different ways.

Social Studies:
In social studies we will be focusing on how/why communities change over time and how do we know? Students will understand that all communities change over time due to the influence of various people, events and developments. As young historians, students will gather evidence of change from primary and secondary sources.

Extra note:
It would be very helpful if students continue to build fluency with math facts 1-20 addition and subtraction. Also, soon we will begin learning how to tell time on an analog clock, please start talking to your students about telling time!

We are very grateful to have such wonderful families. Thank you for all you do! Happy Holidays and we look forward to an exciting new year!
Hello Third Grade Dual families,

October was such a busy month with the Fun Run, field trip to the Denver Art Museum and Field Day. We also sent home progress reports and are moving along our new math curriculum. As the mornings and evenings start to get cooler, please be sure your child is prepared for chiller recesses by ensuring they bring a sweater or jacket to school.

We have begun our Bullying unit with Second Step, the Social Emotional learning curriculum. Please look for a weekly update on what was taught in students' Friday Folders.

Here is what we are learning in class with Ms. Paola:

**Reading:** Over the next three weeks in MODULE 3, our class will develop knowledge of United States documents and symbols, with a focus on the non-fiction genre. We will read texts and watch videos about why certain things came to represent the values and ideals of our country. Children will also write an informative article for an exhibition on American places, documents and symbols.

**Social Studies:** Students in this unit use geographic and primary sources to learn about the characteristics of different regions and how culture is influenced by local geography. This foundation sets the “stage” for students to investigate change over time within the regional area of the unit. As students investigate change, they explore the roles of different people who influence the region’s development. Students illustrate and explain unique cultural elements of historic and modern Native American cultures. Ultimately, students could examine issues related to development/change within the region or cities. Students will also use sources to examine the different types of interactions that occur within the economic marketplace. Personal Financial Literacy (PFL) standards are in this unit and students demonstrate their personal participation in the market.

**SLD:** Students will focus on their Spanish fluency and phonemic awareness. They will also review and practice the vocabulary from Arriba la lectura.

Here is what we are learning in class with Ms. Mari:

**Writing:** At the end of this module, students will understand how to write a descriptive essay to inform how places leave impressions. They will know the critical attributes of descriptive essays. They will understand features of descriptive writing, plan a first draft by describing a special place and develop a topic sentence to form a central idea. Students will work through the writing process (drafting, writing, revising and editing) and use a rubric to write their essays. They will be able to use a graphic organizer to draft a description of a special place, use precise details and sensory words, focus on beginning and ending in their writing, begin sentences with different parts of speech to vary sentence structures, proofread their descriptive essay for spelling, edit their draft for capitalization, punctuation, and correct spelling, and publish a descriptive essay and share their writing with their peers.

**Math:** In unit 3, students use place value understanding to round whole numbers and add and subtract within 1,000. They also represent and solve two-step word problems using addition, subtraction, and multiplication and assess the reasonableness of answers. The goal of section A is for students to fluently add within 1,000 using algorithms based on place value and properties of operations. They also use place value understanding to compose and decompose numbers. In section B, the goals are for students to fluently subtract within 1,000 using algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Then in section C students work on rounding whole numbers to the nearest multiple of 10 and 100. Finally, in section D students assess the reasonableness of answers as well as solving two-step word problems using addition, subtraction, and multiplication.

**ELD:** In English Language Development (ELD), we are building our listening, speaking and comprehension skills in English. We will focus on making and confirming predictions of particular text and continue to develop vocabulary, grammar, and foundational skills. For foundational skills, we will look at three letter blends, words with -ge and -dge, and works with silent letters like kn-, wr-, gn-, -mb.

**Reminders:**
- Library checkouts are on Friday, so please return books by Thursday.
- Students MUST come to school with their chromebooks fully charged each day. We have had several students come to school with Chromebooks not charged.
- Students need headphones at school daily.
- Please let us know if you would like to volunteer in our classroom.
Happy November!

Enjoy the spectacular colors of Autumn in our beautiful state of Colorado!

Thank you to those you chaperoned our field trip to Rocky Mountain National Park. It was a huge success even with the cold weather.

In Reading, we just started learning about how to meet a challenge and stories about people that persevered in the Spanish environment. Our next unit students will read and learn about what makes someone a hero in English.

In Writing, we just started writing opinion essays in English and really diving deep into how to write an excellent paragraph. Our next unit will be writing a story about how a person has made a difference in their lives in Spanish.

In Math, we learned about fraction Equivalence and comparison with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100. in Spanish. We sent home both the English and Spanish book for extra practice. Now we are working on multiplying fractions with whole numbers, adding and subtracting fractions with common denominators, adding and subtracting tenths and hundredths with fractions. At home, we encourage students to log into MAP Accelerator to help boost those MAP scores and IXL to fill in those gaps.

In Science, we learned all about the rock layers and erosion and now we are working on learning about the different types of energy.

Please remember to visit our classroom Class Dojo frequently for up-to-date information about what’s going on during the week and important updates. Don’t forget to have students charge their Chrome books every night.
Reading Natural Disasters with Narrative Nonfiction and Realistic Fiction texts (Spanish)
Students will read informational and realistic fiction stories about natural disasters and the importance of preparing for natural disasters. Students will focus on use of text and graphic features to organize and acquire information.

Writing Argumentative & Persuasive Writing about Natural Disasters (English)
Students will write a persuasive argument stating what they would do if a natural disaster destroyed their town. Would they stay and rebuild or would they leave and start over. Students will support their argument with opinions and evidence and persuasive language.

Math Multiplication and Division with Multi Digit Numbers (Spanish)
Students use the standard algorithm to multiply multi-digit whole numbers. They divide whole numbers up to four-digits by two-digits divisors using strategies based on place value and properties of operations.

Social Studies Early Colonies & Colonization (English)
Students will learn about migration from founding countries and how settlers settled in different regions of the United States. We will learn about cultural interactions between European colonists, Indigenous peoples, and enslaved individuals.
ENGLISH LANGUAGE ARTS
MS. CARISSA

Students have been working hard on writing narratives using precise words and phrases, relevant descriptive details, and sensory language to write a story that has tension, resolution, realistic characters, and a theme.

6th Grade:
Use precise words and phrases, relevant descriptive details, and sensory language to write a story that has tension, resolution, realistic characters, and also conveys a theme.

7th Grade:
I can use precise words and phrases, relevant descriptive details, and sensory language to capture action in a story that has tension, resolution, and realistic characters while developing a theme.

8th Grade:
I can use precise words and phrases, relevant descriptive details, and sensory language to comment on a social issue, teach a lesson, and/or develop a point of view that has well-developed characters and conflicts in a story.

Our next unit will focus on elements and ideas in nonfiction.

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6th grade:
6th grade students will continue to explore cultural and historical aspects with the second unit with a study of different mythological, historical or cultural events or individuals that represent key aspects of their heritage through interviews with elders in their families or community. From these interviews, students will identify, analyze and explain an event or individual to investigate. Parents should be waiting for their children to come home with their research to begin their projects in the final weeks of the unit. The purpose of the study and project is for students to discover traditional oral stories from past generations that are passed down to their families.

7th grade:
7th grade students compare different geographic regions or countries to explore how the natural, historical, and political characteristics of the area affect the lives of the people who live there. Students will explore creative and informative texts, maps, visual aids, and other tools to analyze and summarize the characteristics of a region. From this knowledge, they will generate a hypothesis about the patterns and relationships in the region, and reach a conclusion about the region that is supported by reasoning and evidence. Students will read a variety of different materials to discover similarities and differences about life and languages across different Spanish-speaking regions of the world, using comprehension strategies, summarizing, and making personal connections to the text, to other texts, and to the world. Structured conversations about the materials will help improve understanding, as will note-taking strategies. Studying roots and affixes can help expand young writers’ vocabulary, and editing and revising with a partner will ensure that writing is fluid and natural. At the end of the unit, students will create a presentation of their hypotheses and conclusions about a region of the Spanish-speaking world, adapting its format, register and style to the audience they are addressing.

8th Grade:
8th grade students continue the study of mythology and legends with an analysis of different Latin American legends, studying traits of the different indigenous people of ancient times to understand the real and fictional elements and facts of the different legends. Additionally, students will analyze the plot, theme or moral of the legends. They will study figurative language such as simile, metaphor and personification. As a conclusion to this unit, small groups of students will create a script for a dramatized reading based on a myth of their choice, using the conventions of the read drama genre and making collaborative decisions about word selection, figurative language, and narration. Next, students will perform their play from the script with inflection, actions as well as props and clothing. Then they will reflect on the repercussions of the different versions of the story.

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- 11/20-11/24 . . . Thanksgiving Break

11/20-11/24 . . . Thanksgiving Break
6th Grade:
We have been working on the physical and chemical changes of matter, we will continue this unit and then start the ecosystems unit.

7th grade:
We are learning about the human body systems and the care we must take to maintain adequate health and avoid diseases. We are recognizing some common diseases that are caused by a lack of adequate nutrition.

8th grade:
We will learn about the evolution of living things, recognizing Charles Darwin and Wallace as the ones who founded evolution and different scientists who helped improve the theory.

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6th Grade: Human Environment Interactions and Geographic Connections

We will be learning how the world is interconnected through our environment and the way we engage with it. We will look at climate change and how it affects different people around the world, as well as the different perspectives held around the world. We will also look at solutions and how different countries work together to try and mitigate some of these issues.

7th Grade: Ancient Greece, Rome and the rise of Democracy and Republics

We will continue with our GRAPES (ask your student what this stands for!) framework to analyze how these ancient civilizations advanced human society and how their accomplishments influence us still today. Specifically with Greek and Roman society, we will look at how they influenced our Government and Economic Systems in modern times.

8th Grade: The Constitution

We are now getting into the formation of a new American Government. The promises of the constitution and the many compromises that had to be made in order to get it ratified. Students will create a collage which answers our guiding question: What do Americans expect from their government?
6th: Arithmetic in Base Ten

In this unit, students compute sums, differences, products, and quotients of multi-digit whole numbers and decimals, using efficient algorithms. They use calculations with whole numbers and decimals to solve problems set in real-world contexts.

7th: Rational Number Arithmetic

In this unit, students interpret signed numbers in contexts (e.g., temperature, elevation, deposit and withdrawal, position, direction, speed and velocity, percent change) together with their sums, differences, products, and quotients. (“Signed numbers” include all rational numbers, written as decimals or in the form a/b). Students use tables and number line diagrams to represent sums and differences of signed numbers or changes in quantities represented by signed numbers such as temperature or elevation, becoming more fluent in writing different numerical addition and subtraction equations that express the same relationship. They compute sums and differences of signed numbers.

8th: Linear Equations and Linear Systems

In this unit, students write and solve linear equations in one variable. These include equations in which the variable occurs on both sides of the equal sign, and equations with no solutions, exactly one solution, and infinitely many solutions. They learn that any one such equation is false, true for one value of the variable, or true for all values of the variable. They interpret solutions in the contexts from which the equations arose. Students write and solve systems of linear equations in two variables and interpret the solutions in the contexts from which the equations arose. They learn what is meant by a solution for a system of equations, namely that a solution of the system is a solution for each equation in the system. Students use the understanding that each pair of values that make an equation true are coordinates of a point on the graph of the equation and conversely that the coordinates of each point on the graph of an equation make the equation true.
**Computer Science with Ms. Carla**

Our second quarter computer science elective will provide students opportunities to learn about and interact with various robots. Students will cover three areas during the course: features of robots, familiarization with robots and software, and robotics projects. We will use various digital platforms to explore coding of robots and apply that coding in projects and activities. Sphero RVR+ and Edison Robots will be incorporated into lessons and experiences. We are also partnering with Jefferson County Public Libraries to bring additional opportunities to students.
November is Empty Bowls month! All of our 3-8th grade students have been busy working on making ceramic bowls for our Annual Empty Bowls event.

Empty bowls is a fundraising event that benefits the Arvada food bank. We are so excited to be able to be a part of it! With multiple schools participating, we always have a great time! This is a great fundraiser with food, entertainment and ceramic bowls that are available for people to purchase. We are also lucky enough to have our choir perform.

For a month or so, our Foster artists have been creating ceramic pieces to take home. Luckily we have Ms. Natalie, who happens to be a great ceramicist. In addition to creating these bowls the students have also been challenged with creating “light boxes” (Middle School) and ceramic houses (3-4). 5th grade will be creating ceramic pieces as well. K-2 have been busy learning how to use different mediums to create some amazing artwork!
Hello Foster families!

We have some exciting activities planned for the month of November. Please read on for more information!

Students in lower elementary classes will learn about tempo and dynamics - how fast and slow or loud and soft the music sounds. We’ll learn about these concepts through Native American music, traditional Thanksgiving songs, and songs about everyone’s favorite food this month: turkey! Students in 3rd and 4th grades will delve deeper into the music of specific Native American tribes with instruments, songs, stories, and dances.

Students in 5th grade have begun working with a new program called SoundTrap: a Digital Audio Workstation (or DAW). All students in JeffCo have access to this professional-level program. Ask your child to share their compositions with you!

The second quarter middle school music elective is already underway. Our choir will be busy this quarter! I am so delighted to announce the return of the Arvada Vocal Music Festival on Tuesday, November 14th! The middle school choir will be participating in an all-day field trip to Arvada High School for master classes and vocal workshops with the AHS choir and Arvada area choral directors. The students will prepare for and perform a concert open to all families and friends. Foster’s Elementary Choir Club through Project Prepare, and led by RTA Ms. Kiara will be joining us after lunch and for the concert.

It will be a big event you don’t want to miss! Mark your calendars: the Arvada Vocal Music Festival Concert is on Tuesday, November 14, 2023 at Arvada High School at 4:00 pm. The concert is free and open to the public. I hope to see you there!
In physical education, we are working on problem solving and sportsmanship.

In Kindergarten to second grade, they are being introduced to a variety of equipment and learning how to use it all responsibly.

In third grade to fifth grade, they are being introduced to a wide variety of activities, always rooting themselves in establishing healthy social and physical routines.

In middle school, the recreation sports elective is learning how to play a slew of non-competitive games while refining throwing and catching skills.
Middle School Orchestra:

In orchestra we have been starting to prepare for our concert in December. Both groups are working on learning two pieces right now. The main focuses we have been working on are bow control, rhythmic accuracy and note reading. Practice logs this year are optional but they are extra credit points each week towards their growth and participation grade. This is a great way for students to be earning more points to help their grade and improving on their instruments. Practicing at home helps students work on their individual skills and will help them learn even faster. Students should be taking their instruments home everyday in order to practice.

The concert dates are: December 5th, February 29th and May 14th. All of these concerts will be at Arvada High School.

5th Grade Orchestra:

It has been great starting to have classes with the 5th graders! We have been working on basic techniques such as how to hold their instruments, left hand technique, and how to start using their left hand to create notes. The start of learning an instrument can be hard so it is very important that students are practicing at home so they can start getting used to all the new techniques. Students should be taking their instruments home each day and practicing.

All of the concerts will be at Arvada High School in the gym. The dates are: November 16th, February 29th and May 2nd.

Middle School Band:

The start of the year has been a great start to the year! We have been learning our first pieces while practicing our note and rhythm reading skills. We will be continuing moving forwards with our music as we begin to learn harder pieces! Some skills that Advanced Band will be working on this month include: expanding range on instruments, new styles of articulation, and complex rhythm reading. Some skills that Intermediate Band will be working on include: articulation, part independence, and balance/blend in ensemble. Please support your young musician by helping to remind them to practice their instruments as we begin to challenge them even more!

Concert Dates this year are: December 5th, February 29th, and May 14th at the Arvada High School Auditorium.

More details to come later!

5th Grade Band:

Getting started this year has been amazing so far! We have so many students in band this year and they have been so eager to learn! We have been working on putting together our instruments, learning to properly hold them, and how to play our first notes! In this upcoming month we will be learning our first 5 notes, how to learn/read music, and will begin moving forwards with learning how to play many songs! Please support your young musician by helping to remind them to practice their instrument as often as possible. Even 10 minutes a day will make a massive difference in their growth!

Concert dates are: November 16th, February 29th, and May 2nd at Arvada High School. More details will come soon regarding the concerts.
Care of Devices:
Foster classroom teachers have all taught and discussed care of district devices provided to support learning. Continually talking with your child(ren) about careful handling, use and care of devices is appreciated. Leaving the case on at all times, only using the charger provided, keeping the device in a secure and safe location and only using approved sites and applications are all topics that support digital learning. Bringing devices to school each day fully charged is an additional student responsibility and supports being ready for daily learning.

Digital Citizenship topics for November to January relate to students being problem solvers. They will learn about being critical consumers and creators of information as well as keeping personal information safe and secure, both important topics in our digital world. Additional information and family resources to support digital citizenship and literacy at home can be found in Jeffco’s Fall Digital Citizenship Family Newsletter/Recursos de civismo digital de otoño.

Read, read, read!
Students show continuous growth in reading when they read daily both at school and at home. Exposure to both fiction and nonfiction titles allows them to experience different types of writing all while reading to learn and learning to read. Reading in both English and Spanish allows students to see language in action through books they have selected. Foster students visit the school library weekly where they select books they want to read. Students may check out books for a two week period. Encouraging and engaging with reading at home supports all students in their literacy journey.

Cognitive Abilities Test (CogAT) CogAT
Second grade students completed the Cognitive Abilities Test as a part of district-wide assessment expectations. Families will receive results in November. The CogAT includes three batteries: verbal, non-verbal and quantitative. These batteries help us identify how students learn and reason, allowing us to know more about student needs and strengths. Results are also used as a screening tool for students who may demonstrate scores indicative of giftedness. If you have questions related to this assessment, please check with your child’s teacher or Ms. Carla in the library.
Warm Greetings Foster Families!

**A few updates from the health room:**

- Your student must be up to date and in compliance with their immunizations to attend school!

- Immunization letters have been sent out for students that are not up to date on immunizations. -Please check in with your student if they received a letter. *Reach out with any questions!*

- Please read this [SHOTS FOR TOTS & TEENS](SHOTS FOR TOTS & TEENS) flyer. This resource will benefit families without insurance or families that currently have Medicaid.

**ILLNESSES:**
Families, please continue keeping your child home when they are sick. Remember, students who have a fever and/or are vomiting MUST be kept home. They may return when they are fever and vomit free for 24 hours WITHOUT MEDICATION.

With the holidays around the corner, we want to keep everyone as healthy and safe as possible!

Thank you all and have a wonderful Thanksgiving break!
Happy Fall!

We made it to November! I hope this newsletter finds you all well!

In the last newsletter, I explained some of the new resources we are using for literacy. In this newsletter, I will be giving more information on our math instruction. Math is broken up into about 4 weeks per unit. Sometimes, we have to adjust and extend the units. However, on a regular basis, we are teaching math one unit at a time and the language of instructions changes when the unit changes. Feel free to reach out to your classroom teachers to ask them for a Year at a Glance. This should be an estimate for how long the units are and which language they are being taught in.

**Illustrative Math** is the curriculum and it is being used in K-5 for the first year and the second year for 6-8. The resource aligns itself to a problem-based approach.

**What is a problem-based curriculum?**

In a problem-based curriculum, students spend most of their time in class working on carefully crafted and sequenced problems. Teachers help students understand the problems, ask questions to push their thinking, and orchestrate discussions to be sure that the mathematical takeaways are clear. Learners gain a rich and lasting understanding of mathematical concepts and procedures and experience applying this knowledge to new situations. Students frequently collaborate with their classmates—they talk about math, listen to each other’s ideas, justify their thinking, and critique the reasoning of others. They gain experience communicating their ideas both verbally and in writing, developing skills that will serve them well throughout their lives.

Here are the parts to a lesson sequence:

1. A warm-up
2. One or more instructional activities
3. The lesson synthesis
4. A cool-down

This kind of instruction may look different from what you experienced in your own math education. Current research says that students need to be able to think flexibly in order to use mathematical skills in their lives (and also on the types of tests they will encounter throughout their schooling). Flexible thinking relies on understanding concepts and making connections between them. Over time, students gain the skills and the confidence to independently solve problems that they’ve never seen before.

You can find more information on Problem-Based Curriculum [HERE](#).

I hope this information was helpful!

Please reach out with any questions you might have,

Vanessa Gonzalez
Instructional Coach

Vanessa.Gonzales@jeffco.kl2.co.us
Hello wonderful Foster families!

I hope November offers lots of rest and tranquility to your lives!

Below, you can find helpful resources and tips to utilize at your convenience!

HAPPY NOVEMBER!

IDEAS TO HELP YOUR STUDENT’S HOME-LEARNING PROVIDED
BY THE PARENT INSTITUTE NEWSLETTER

K-2

1. Select a spot in your home to display your child’s best schoolwork. Change the display often.
2. A nutritious breakfast helps kids learn. Be sure your child starts the day with a healthy breakfast at home or at school.
3. Ask your child, “Who is the nicest person you know?”
4. Help your elementary schooler set a learning goal. Write down the steps your child will take to reach it. Post it in a visible spot.

3-5

• Review FOSTER SCHOOL RULES with your child. Say that you expect your child to follow them.
• Watch the news together. Help your child use a world map to locate one place that was mentioned.
• Write your student’s name vertically. Have your child use each letter to begin a line of a poem.

6-8

• Make an appointment to spend time with your child this month. Write it on your calendar!
• A planning calendar can help your child stay organized this school year. Get or make one together.
• Have each family member write a funny sentence. Put them together to make a story.

Did you enjoy these ideas? HERE ARE MORE!

REMINDE RS:

• School starts at 8:40AM. Students can come in as early as 8:20AM for breakfast.
• School Ends at 3:40PM. THERE IS NO ADULT SUPERVISION AFTER 3:50PM OR BEFORE 8:20AM!
• Middle School students are NOT ALLOWED TO USE THEIR PHONES DURING SCHOOL HOURS (except for lunch/recess)

CONTACT INFORMATION

EMAIL
kenia.quezadaleanos@jeffco.k12.co.us

VOICEMAIL

WHATSAPP
303.982.1680

USEFUL LINKS

RESOURCES

COMMUNITY

Table
Gather around
Arvada Food Bank

Jefferson County
PUBLIC LIBRARY
Jeffco Public Library Events

ACTION CENTER
Community Compassion Connection

hazel
Mental Health Assistance
Kindergarten is currently working on identifying the first sound that they hear in words. We are also looking for words that share that same beginning sound and grouping those words together. We are continuing to look for rhyming words by having the students come up with words that rhyme on their own, rather than looking for a target word in an existing group.

First grade is currently working on identifying the vowel sound that is heard in a given word. We are then deciding whether the vowel sound being made is short, or long. We are also learning about digraphs. We have already learned about the digraph /sh/, and will next be looking at the digraph /th/.

Second grade is currently working on multi-syllabic words. While we look at these words, we are identifying digraphs, trigraphs, and sound blends in these words. Identifying these features helps to build automaticity and sight recognition while reading.

Third grade is currently being introduced to the concept of the schwa sound. This is when vowels are flexed to make a different sound than the sound that they should make. We will learn how to identify when this sound is present in words, and how to properly flex it to make the correct pronunciation.
Connect your child or teen to virtual mental health support

With Hazel Health, your child can get the mental health support they need, at no cost to you.

Virtual sessions with licensed therapists

1. **Sign up**
   - Give permission for your child or teen to see a Hazel therapist

2. **Therapy referral**
   - Either you or a school staff member refers your child to therapy by contacting Hazel

3. **First therapy session**
   - Hazel matches your child with a therapist and schedules an appointment

4. **Weekly therapy sessions**
   - Over video, the therapist helps your child cope with what they’re feeling

5. **Therapy completion**
   - Your child has achieved their therapy goals and is discharged from the therapy program

6. **Care coordination**
   - If needed, Hazel helps connect your family with long-term mental health services in your community

During weekly therapy sessions, Hazel Health therapists help students understand and cope with what they're feeling.

- Anxiety
- Depression
- Grief/loss
- Self-esteem
- Change
- Academic stress
- Bullying
- and more

Learn more and consent for services [hazel.co/get-hazel](https://hazel.co/get-hazel)

Request a therapy appointment for your child by calling Hazel Health at 1-800-76-HAZEL (42935)

Services differ by district and school. To see what services your district offers, visit [hazel.co/get-hazel](https://hazel.co/get-hazel).
At Foster we utilize Second Step as our SEL Curriculum. We would like to keep families informed and have you support student learning in the home. Here are the links for our second unit, Emotion Management. This unit will begin later in November, after Bully Prevention.

If you would like to see a year at a glance, create your own Second Step Password by following these directions:
1. Go to SecondStep.org
2. Create an Account
3. Go to Family Access
4. Type in your student’s activation key for their grade
   - Kinder: SSPKFAMILY70
   - Grade 1: SSP1FAMILY71
   - Grade 2: SSP2FAMILY72
   - Grade 3: SSP3FAMILY73
   - Grade 4: SSP4FAMILY74
   - Grade 5: SSP5FAMILY75

Middle School Resource for Parents - Recurso de escuela secundaria para padres
Check Out ParenTeenConnect.org
ParenTeenConnect.org, a free website for parents and their teens created by the makers of Second Step® Middle School, is a great resource for middle school families. It provides expert advice and practical tools for dealing with real parent-teen issues.

Get Talking with ParenTeen ConnectAt ParenTeenConnect.org, you can hear from real parents and teens about the issues that cause conflict in their lives—including screen time, independence, responsibility, and communication—and get expert advice. Visit ParenTeenConnect.org at home with your child, select a topic together, and get talking!

UNIT 2: Emotion Management
- KINDER: [LINK] ENLACE
- 1ST: [LINK] ENLACE
- 2ND: [LINK] ENLACE
- 3RD: [LINK] ENLACE
- 4TH: [LINK] ENLACE
- 5TH: [LINK] ENLACE

Matthew Schroer, LCSW
Social Emotional Learning Specialist/Especialista del aprendizaje socio-emocional
Foster Dual Language PK-8
970-281-7120 text/texto
303-982-5982 Voicemail/correo de voz
Boo Bash Club finished with their Performance on Oct 23rd.
Club de Boo Bash terminó con su presentación el 23 de octubre.

Mariachi JeffCo performed at Alfred Publishing Oct 24th.
Mariachi JeffCo se presentó en Alfred Publishing el 24 de

Pumpkin Contest was so much fun! - Oct 27th.
¡El concurso de calabazas fue muy divertido! - 27 de octubre.