
Folsom Hills Elementary School

Shawn Michael Lundberg, Principal



Dear Parents of Incoming 3rd Graders in the Spanish Magnet Program –

Folsom Hills is very proud of its Spanish Magnet program (FLES - *Foreign Language Experience, Spanish*), and we are very much looking forward to having your student in our program next year. In order to adequately prepare students and their families for the upcoming grade, teachers and myself have met and reviewed what we consider to be the most important elements of ensuring student success.

Attendance is crucial to a student's success in the program. We are asking that parents of students in the FLES program make every attempt to not remove their children from school for vacation or routine appointments. Unforeseen family emergencies and illness happen to us all, however, the intense nature of the program does make absences that can be avoided untenable, in that extended absences can negatively impact a student's academics.

On a similar note, student behavior is also key to a successful year. Students who struggle behaviorally in class have been documented as having trouble catching up with their peers after suspensions, time-outs, and other off-task behaviors which interrupt their learning. If your student is new to the program, or is currently enrolled, and you feel this may be an issue, you may wish to contact the teacher or myself prior to school ending and discuss options. Please note that students who are placed in the program by their parents, but who have expressed little or no interest or resisted participating themselves, have a much higher incidence of behavior-related issues.

Academically, students participating in the program should be performing at grade level or above, and be self motivated learners who will commit to extra homework in both English and Spanish. Extra homework is found throughout the program at all grade levels. It is a major commitment on the part of the family as well as the student. Listed below is some specific information about the program as it relates to 3rd grade:

- Third grade is a particularly challenging year for *all* students. Some specific areas of note:
 - The curriculum is very fast paced and it includes many new concepts. Students are required to write a multi-paragraph composition (not just one paragraph), divide and multiply 3 digits by 1 digit (546/6, 679x7), add and subtract fractions with unlike denominators, etc.
 - The number of students goes up to 32 students per classroom. This is a big change! Not only is the subject matter more demanding, but there is less one-to-one time with each student.
 - Students in the FLES program have added classwork compared to their peers, in that Spanish is added on top of the standardized curriculum as prescribed by the state of California. However, school is the same length of time for all those enrolled at Folsom Hills, be they in a FLES classroom or a standard 3rd grade classroom.

Many parents request specific information about ensuring their child's success in the program, especially when the curriculum is different than what may be found in a typical, non-FLES classroom. The information found below may

provide parents with some assistance in adequately preparing their student for the upcoming year.

- Third grade students will learn the basic vocabulary relating to each topic below, as well as practice the following conversational vocabulary in Spanish:
 - Information about oneself: using "cuántos, dónde, tienes and tengo", "cerca de, lejos de, delante de, detrás de,"
 - Feelings: using "qué, cuándo, cómo and adónde"
 - House vocabulary: using "qué tiene, cuántas, cuántos, and hay"
 - Rooms of a house: using "dónde está, and corre a (al)"
 - Furniture in the house: "dónde hay, de qué color, quiere ver, and busca"
 - Chores vocabulary: using "pongo__en__and saco__de__."
 - Games/play: using "veo, ver, escucho, escuchar, juego con, jugar con" using "quién eres, soy, tengo, me gusta, estoy"
 - Seasons and winter activities: using "qué quieres hacer, cuáles son, and practicas"
 - Fruits and vegetables: using "comer, comes"
 - Meals/dishes vocabulary: using "cuándo comes__, como__por__"
 - Food vocabulary/ likes and dislikes: using "qué rico, qué te gusta, me gusta__, no me gusta/n__, te gusta/n__,"
 - Subjects at school vocabulary: using "qué haces en ___, estudio, pinto, dibujo, leo, canto, hago ejercicios"
 - At the zoo vocabulary
 - Describing vocabulary: using "cómo es, es__, no es__, está__, sucios, limpios, suave, flaco, gordo,"
 - Location of something or someone
 - Numbers to 90: read and write all numbers to 90: using "y"
 - Public places
 - Transportation Locations
 - Musical Instruments: using "una canción, quiero cantar ___, quiero tocar ____."
 - Restaurant Workers: using "¿Qué desea comer?, ¿Qué desea beber?, Deseo ___, No hay ____"
 - Numbers to 100: read and write numbers to 100 using "y", "cuánto es __ más __", "menos__, es__, and son__"
 - Describe physical: using "¿Dónde estás? Estoy__"

Again, we are looking forward to a great year with all of our students and families here at Folsom Hills. If you feel that your son or daughter would benefit from some review over the summer, a summer study packet is available for download on the school web page at www.fcusd.org/fheweb. Likewise, if this letter should elicit any concerns or questions please do not hesitate to contact us; as a team, all of us can help ensure student success.

Sincerely,



Shawn Michael Lundberg
Principal, Folsom Hills Elementary School