Message from the Principal...

Dear Green Gables Families,

I would like to thank the 119 people who filled out the Family School Partnership Survey recently. We just received the results of the survey and will be looking at celebrations and areas of growth at our School Accountability Committee Meeting in March. Look for more information to come soon.

It was wonderful to see many of you at for our school wide Celebration of Learning on February 27th. I loved seeing the students show off their growth and hard work, as well as set goals to finish the last trimester of the school year strong. We are all so proud of our Leprechauns and we value your partnership.

March is also the beginning of Spring State Assessments. The CMAS (Colorado Measures of Academic Success) determine a student’s achievement and academic growth in English Language Arts, Math, Science, and Social Studies in relation to the Colorado Academic Standards. Each area of CMAS is a timed assessment and is given annually each spring. Students in the following grade levels are assessed:

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Continued...
**Message from the Principal, continued...**

**Grade Levels Assessed**

Grades 3rd thru 5th - English Language Arts and Math
Grade 4 – Social Studies
Grade 5 - Science

As we get closer to the assessment window, look for information in your student’s Friday folder. The spring testing window is open from March 16th – April 24th. You can also find the schedule on our school website for each grade. We highly encourage all families to schedule vacations and appointments around the scheduled testing dates. We have minimal make-up days restricted to a specific window scheduled for students who are ill or absent for unavoidable reasons.

If you have any questions, please feel free to contact me.

Warm Regards,

Suanne Hawley
Green Gables Principal
Leading, Learning, and Growing...TOGETHER!
March 2\textsuperscript{nd} - Class Picture Day

March 6\textsuperscript{th} - World’s Finest Chocolate Orders Due

March 10\textsuperscript{th} - Accountability Meeting 4:30-5:30pm

March 10\textsuperscript{th} - PTA Meeting 5:30-6:30pm

March 11\textsuperscript{th} - 1\textsuperscript{st} Grade Field Trip to Arvada Center 9:15am – 1:45pm

March 14\textsuperscript{th} - St. Patrick’s Parade Downtown

March 16\textsuperscript{th} - CMAS Testing Begins For Grades 3-5

March 17\textsuperscript{th} – 4\textsuperscript{th} Grade In-School Field Trip Molly Brown House

March 18\textsuperscript{th} – School GOLD Circle 8:30-9:00am

March 18\textsuperscript{th} – 4\textsuperscript{th} Grade Family Movie Night 5:30-7:30pm

March 19\textsuperscript{th} - No School For Students

March 23\textsuperscript{rd} through March 27\textsuperscript{th}—SPRING BREAK
Jump Rope for Heart

Thank you to all Green Gables Families that help us raise $3,461.65 for the American Heart Association. The Kids Heart Challenge was a success both in and out of the classroom. If you have other prizes coming please give it time. Once they arrive, I will get them to students as soon as possible. The slime Mrs. Miner event details will be coming soon! Thank you again and I look forward to our event next year.

Mrs. Miner
### CMAS Schedule

#### Green Gables 2020 CMAS Schedule

**March 2020**

<table>
<thead>
<tr>
<th>March 16</th>
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<tr>
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<td>4th ELA 3 10:00 - 12:00</td>
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<tr>
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<td>5th ELA 2 1:00 - 3:00</td>
<td>5th ELA 3 1:00 - 3:00</td>
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<td></td>
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<td>3rd Grade Math 3 8:45 - 10:15</td>
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<td>No School</td>
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<tr>
<td>5th Grade Math 2 8:35 - 10:05</td>
<td>5th Grade Math 3 8:35 - 10:05</td>
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<tr>
<td>4th Grade Math 2 10:15 - 11:40</td>
<td>4th Grade Math 3 10:15 - 11:40</td>
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<th>April 15</th>
<th>April 16</th>
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</thead>
<tbody>
<tr>
<td>5th Science 1 1:00 - 2:30</td>
<td>5th Science 2 1:00 - 2:30</td>
<td>5th Science 3 1:00 - 2:30</td>
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<tr>
<td>4th SS 1 1:00 - 2:30</td>
<td>4th SS 2 1:00 - 2:30</td>
<td>4th SS 3 1:00 - 2:30</td>
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Save the Date

Next PTA meeting is April 14, at 5:30 p.m. in the library. Join us to discuss what’s happening at Green Gables and in our community. Children are welcome.

Ongoing Fundraisers

TBA – Magill’s fundraiser day

More info coming soon!

Box Tops
Clip and bring to the office, or scan receipts with the app.

Amazon Smile
Purchase through https://smile.amazon.com/ch/84-6111907

Contact Us:
greengablespta@gmail.com

Sponsorship

Huge thanks to URBAN FOREST SERVICES for supporting our PTA!

Upcoming Events

March 14 – St. Patrick’s Day Parade
April 8 – Family Science Night

Follow Green Gables Elementary PTA on Facebook

Milk Caps for Mooola
Bring your Longmont Dairy milk caps to the front office.
Read all about the exciting topics your student is learning about in EL below!!

Be sure to ask them which Habits of Character they are demonstrating as well.

**Kindergarteners** explore the big ideas that all living things in the natural world have needs in order to survive and grow. Through observation, we can discern patterns in the ways that living things meet their needs. Through a close study of trees and the living things that depend on them, students take on the roles of researcher and scientist to make observations of the natural world. From those observations, they determine patterns that explain how living things live and grow.

**First Graders** build their literacy skills as they engage in an in-depth study of birds’ bodies. The module focuses on big ideas derived from the Next Generation Science Standards: Animals have physical features that help them survive; animals behave in ways that help them survive.

**Second Graders** build their research skills and science knowledge through a study of the secret world of plants and pollinators. Students navigate informational text features, co-create Plant, Seed, Fruit, and Flower Frayer Model anchor charts, create scientific drawings, and participate in a Science Talk, all focused on learning about how plants grow and survive. Using the text *What Is Pollination?* by Bobbie Kalman, students continue to strengthen their research skills as they conduct whole group and small group research on insect pollinators. Students then use their research notes to write an informative piece. Finally, students prepare an oral presentation and create a poster to share their knowledge about a specific insect pollinator and plant.

**Third Graders** consider the answer to the question “What Can We Learn From Reading Literary Classics?” through a case study of *Peter Pan*. They also read an informational text about the author and historical context in order to make connections between what they have read in *Peter Pan* and the issues presented in the informational text. Students analyze character traits and actions and compare their point of view to the point of view of the characters. They write a book review explaining whether they would recommend the story to a friend and participate in a discussion about their opinions of the book. Then students revise a scene of *Peter Pan* using some of the reasons students would not recommend the story to a friend.

**Fourth Graders** consider how perspectives influence opinions, through the lens of the American Revolution. Students begin by building background knowledge about the Revolutionary War and the different perspectives of colonists. They will read about different groups within the Loyalists and Patriots, reading to determine the main idea, analyze the overall structure of the text, and summarize the texts. They will end the module by reading the historical fiction play *Divided Loyalties* to deepen their understanding of the Patriot and Loyalist perspectives. Students synthesize their research on the Revolutionary War and their analysis of perspectives to write an opinion piece from the Patriot perspective, outlining reasons colonists should join the Patriot cause.

**Fifth Graders** will consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change. Students determine the main ideas and identify key details, and use these to summarize chapters in the book *Promises to Keep* written by Jackie Robinson’s daughter, Sharon. They will then develop an opinion on which factor(s) were most important in his success. Then they will write an opinion essay on which factor they think was most important in Jackie Robinson’s success in leading social change. Students will read about other athletes who were also leaders of social change. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors.
Dear Families,

No doubt you’ve had conversations with your children to warn them about “strangers” or “tricky people”: Don’t talk to strangers, tricky adults that you don’t know might offer you food or gifts, don’t get into a car with strangers, etc. But when was the last time you talked to your children about “strangers” or “tricky people” online?

The prevalence of internet scams has soared in recent years and while scams can seem difficult to decipher—especially for children—many of the rules we have taught them about avoiding and/or being safe during physical encounters with “strangers” can apply to being safe when encountering “strangers” or scams online. Here are some common sense discussion points to use as conversation starters and reminders:

If something seems too good to be true (like free) then it probably is
Check the authenticity of a social media account before ordering online
Do not click on any links you are not certain about
Never share personal information on social media
Do not accept friend or conversation requests from unknown people
Read app reviews and ask a trusted adult before downloading

It’s easier to protect your children from online scams when you are educated on the types of scams currently floating around the internet. Being “in the know” can certainly help you provide useful information for your child and prevent potential threats. Families can sign up to get FTC scam alerts by email to maintain awareness of new or perceived scams.

Scammers are becoming more sophisticated in their techniques so they can target anyone at any age. While you can install parental control software onto your child’s phones and computer, no software can replace the guidance you can provide. Be honest about some of the dangers of the internet, as this will prepare children for the digital world and enable them to use it wisely. Encourage them to think critically and do not underestimate them. If they can browse online, they can also understand when you explain scams to them and what can happen if they are not careful.

Additional Family Resources
Common Sense Media Resources
Jeffco’s Tech for Ed Website
Jeffco’s Data Privacy Page