



BLOCK KIDS COMPETITION 2016

The National Association of Women in Construction held the 3rd Annual BLOCK KIDS Competition where students from grades 1st to 5th grade compete by building a structure made of a specific set of materials. 2nd grade student, Isaiah and 3rd grader Jaeden Arjona competed as representatives from our school. They received a free tee shirt, a bag, and snacks just for participating.

After presenting to the judges, our students got to share their ideas with the Superintendent of Schools, Jon Fernandez.

CONGRATULATIONS to Jaeden Arjona who placed 1st in her division. She received a plaque and a Lego Kit that she could use to practice her engineering skills.



UPCOMING DATES

March 4—Fieldtrip to Southern High for Guam Symphony Society Performance

MARCH 18—MATH KANGAROO COMPETITION

March 14—GATE meeting; No GATE Classes

March 21 to 25—Easter Break

March 28—Classes Resume

March 29—1st and 4th Grade Science Projects Due

March 30— Half Day PD; 2nd Grade Science Projects Due

March 31—Kindergarten and 5th Grade Science Projects Due

April 1—3rd Grade Science Projects Due

April 5th and 6th — Schoolwide Science Fair

GATE FAMILY PROJECT FOR KINDER TO 5TH GRADE

The GATE students will be conducting simple science experiments while learning about the scientific method. For the 4th quarter family project, please have your child prepare a science project that he/she will present in class as well as enter in the School Science Fair. Students will include the following information on a tri-fold board:

- **Question:** What is it you are trying to find out? Refer to the given list of Science Questions.
- **Hypothesis:** make a guess to answer your question. You can write it as an IF-THEN statement.
- **Materials:** what you used to conduct the experiment
- **Procedures:** what you did when you conducted your experiment
- **Data Collection:** how many times did you test your hypothesis? What happened when you tested your hypothesis in each trial?
- **Results:** What happened after you conducted your experiment. This is your data.
- **Conclusion:** What you learned after you conducted your experiment. Also provide how you would improve or change your project as a follow-up.
- **Images:** pictures of you conducting your experiment

3rd, 4th and 5th Grade must include RESEARCH: *what have you learned about your topic of study? Provide at least 3 to 5 facts that are relevant to your topic. Include science terms or concepts that may be relevant to your topic.*

Students will be receiving homework that will prepare them for their science projects so be watching out for feedback regarding their plans for their projects.

Please have your child practice the presentation so he/she can be prepared to share with the class.

Projects are due as follows:

Kindergarten: Thursday, March 31 **1st Grade: Tuesday, March 29** **2nd Grade: Wednesday, March 30**
3rd Grade: Friday, April 1 **4th Grade: Tuesday, March 29** **5th Grade: Thursday, March 31**

Acknowledged by: Derrick R. Santos

Mrs. Prudente, GATE Teacher

Cut and Return to the GATE Teacher

I have read the November 2015 GATE newsletter with my child.

Child's Name

Parent Signature

DATE

Kindergarten to 2nd Grade Science Project Rubric

CATEGORY	5	4	3	2	1
Hypothesis	Hypothesis was written independently by the student and clearly answered the given question in the "if-then" format.	Hypothesis was written with adult help and clearly answered the given question in the "if-then" format.	Hypothesis was written in "if-then" format and answered question but was answer unclear.	Hypothesis was not written in "if-then" format and answered question but was answer unclear.	Hypothesis was poorly written for the following reasons: unclear, did not answer the question, not written in "if-then" format.
Data Collection	Data was collected several times. It was summarized, independently, in a way that clearly describes what was discovered.	Data was collected more than one time. It was summarized, independently, in a way that clearly describes what was discovered.	Data was collected more than one time. Adult assistance was needed to clearly summarize what was discovered.	Data was collected only once and adult assistance was needed to clearly summarize what was discovered.	No data was collected.
Description of Procedure	Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. No adult help was needed to accomplish this.	Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. Some adult help was needed to accomplish this.	Procedures were outlined in a step-by-step fashion, but had 1 or 2 gaps that require explanation even after adult feedback had been given.	Procedures that were outlined were seriously incomplete or not sequential, even after adult feedback had been given.	Procedure was incomplete and did not pertain to the hypothesis.
Results/ Conclusion	Student provided a detailed conclusion clearly based on the data and related to the hypothesis statement(s). Student also shared what they would do as a follow-up for the project.	Student provided a somewhat detailed conclusion based on the data and related to the hypothesis statement(s). Student provided what they would do as a follow-up for the project.	Student provided a conclusion with some reference to the data and the hypothesis statement(s). Student provided what they do as a follow up to the project.	No conclusion was apparent OR important details were overlooked. Student did not provide a follow up to the project.	Conclusion and results were poorly written and did not pertain to the data. No follow-up was provided.

Kindergarten to 2nd Grade Science Project Presentation Rubric

CATEGORY	5	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	Did not present at all because they did not know material
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.	Could not talk about topic without help
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student could not present without help and prompting	Student does not seem at all prepared to present.
Posture, Eye Contact, and Speaking	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Speaks clearly and distinctly 100-95% of the time.	Stands up straight and establishes eye contact with everyone in the room during the presentation. Speaks clearly and distinctly 94-85% of the time.	Sometimes stands up straight and establishes eye contact. Speaks clearly 84-75% of the time. Few mispronounced words.	Slouches and/or does not look at people during the presentation. Mumbles frequently or cannot be understood.	Made no eye contact and looked only at display board. Could not read present.