



THIRD QUARTER SNAPSHOT

DEAR FAMILIES, HERE ARE SOME HIGHLIGHTS FROM THE HIVE & GIFTED@GUNSTON STUDENTS: SCIENCE

- **Congratulations to all the Gunston students** who participated in the **Arlington County Science Fair** on March 4-5. A **special congratulations to Broadcom Masters Nominees** Courtney H. and Lillian U., and Kareena S. and Eliana G.!
- On March 10, students participated in the **Science Discovery Day at the University of DC**. This event was sponsored by Minority Student Services, Gifted@Gunston, and the Science Department. Through this event, GMS students got to learn about coursework and careers in Apology, Chemistry, Civil Engineering, and Mortuary Science. The following students participated:

- **Maythem Al-A., Sara A., Bayan Al-R., Ananaya B., Rachel C., Amelia C., Chelsea DLC., Tytiana E., Jail F., Jhandira F-C., Jackson F., Grace H., Trinity J., Jade M., Laetitia K-N., Akua S., Caitlin S., Rugia T., Tuvshinzaya U., Jarlyn V., and Valeria Z.**



SOCIAL STUDIES

On their April 17 field trip to **Gunston Hall**, the home of George Mason, **sixth graders** took on multiple activities to immerse themselves in life on a colonial plantation, including writing with quills and re-building “antique” plates in an archeology challenge. Special thanks to **6th grade Social Studies** teacher **Allison Bell** who spearheaded this strip, and to the **6th grade team** for creating this opportunity for our students.

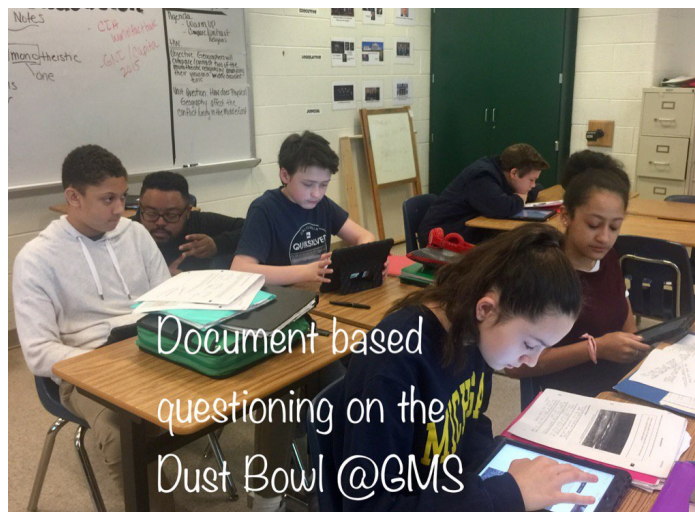
CONGRATULATIONS THEO! On March 31, **8th grader Theo B** advanced to the **Virginia State Competition** of the **National Geographic Geography Bee**. This is the second year Gunston has competed at State!

"WHAT CAUSED THE DUST BOWL?" In mid-March, **7th grade Social Studies students** grappled with answering this question through **The DBQ Project**. The DBQ (Document Based Questioning) Project involves a six-step method of investigating primary sources. Each step builds students' curiosity and increases motivation and confidence to answer a compelling, authentic question.

In order to answer this question, students engage situational analysis, examine primary sources, and classify information into "buckets" in order to answer the question. This DBQ had students documenting the plight of Southern Great Plains farmers during the Great Depression.

The final step for students? Students play the role of a journalist, and craft a multi-paragraph, evidence-based essay using their documents,

buckets, and outlines to support and explain their reasoning. **"MOTHER NATURE NOT THE ONLY CRIMINAL"** one chilling masthead declared. Many Gunston teachers have been trained on the The DBQ Project through a partnership between APS Social Studies and Gifted Services. **Learn more at TheDBQProject.com**



ENGLISH/LANGUAGE ARTS

6th grader **Charlotte H-P** won **Outstanding Interpretation of the theme "What's Your Story"** in her category at the **County-wide level for her Reflections** submittal. She won in the literature category for a poem she wrote. She has since earned an **Honorable Mention** at the District level, and was honored at a ceremony in April.

Reflections by Charlotte Haldeman Papacosma

I am not a book, I cannot be read.
I do not have pages that can be flipped,
Nor is my life poured out onto a piece of paper.
And yet, when I am asked about my story,
I do, in fact, have an answer.
I am a snowflake in a blizzard,
Delicate, yet strong.
No one can know for sure where I will strike next.

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Reflections continued

I am a drop of water in the mighty ocean,
Small, but part of something big.
Just a little drop, but I will never be alone.

I am the wind in the trees,
Loud, yet still not quite sure where to go.
I am in charge of myself; nothing can change my mind.

I am a star in the night,
Bright and one in a million.
The same as the rest from afar, but up close, I am quite unique.

On the outside I am human,
But the inside is not the same.
On the inside, I see the world, but on the outside, the world sees me.

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Photo at left: On March 24, **Gifted@Gunston** hosted **FriYay GameDay**. The Hive was abuzz w/friendly competition- we played with games from the **@ThinkFun Strategy Lab @GunstonLibrary**



Photo at right: With **Topher Paterno**, **Tech Ed** students built to test propulsion and kinetic energy with machine tools. For more, check out **@GunstonTechED**

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Quality Feedback: Conversation Starters for Families:

Feedback (definition): helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.

First- Remember feedback is a part of a TWO-WAY conversation. Kick off the conversation with an observation.

- *"Jesse, you focused so much on studying for the Geography final. I remember that when you started the class, some of the concepts were really tough."*
- **Next, ask your child,**
 - *"What did you do first to understand the concepts better?"*
 - *"How did you figure that out/decide to try that?"*
- **Listen to exactly what they say** (this may be the hardest for us all)
- **Mirror back, paraphrasing what they said without judgement.**
 - *"You said that when we watched the world news report at dinner, you got a clearer picture of how economic unions work in the real world. I noticed that you wanted to talk about current events even more often, and saw that you started listening to the Freakonomics podcast."*
- **Finally, offer encouragement that increases your child's involvement and persistence,**
 - *"It sounds like you learn best when you can see a concrete model of something in the real world. Geography and economics can feel really abstract when we learn about them without context. I think it's cool how you found a podcast that made this interesting to you- I think I've even learned something new because of you. It was really mature of you to give extra effort to a concept that's pretty tricky -- you persisted and that helped you get on the right track."*

LOOKING BACK/LOOKING FORWARD

This newsletter features so many accomplishments our Gifted@Gunston have achieved- we really have a lot to be proud of in our students and children. In our fast paced days, it's special when we can take the moment to celebrate and tell our children "way to go." What if we told them that in addition to being proud of our kids, we told them *why* we were proud and *why* their extra efforts paid off? This kind of feedback is different because it elevates our conversation so that we apply metacognition, and thinking about our actions, to our feedback. When we provide a higher quality of feedback, we help our children learn how the outcomes of their engagement, and how their strategies worked or could work in the future. I hope you find the "Conversation Tips for Quality Feedback" useful at home.

I look forward to a FULL fourth quarter with more accomplishments, fun, and challenges for our students as we power close out the year.

-Ms. Pearson

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