

Santaquin Sentinel

May 2013

Smarter Than a Fifth Grader

For their End of Year Science Review, the 5th Grade Teachers at Santaquin Elementary came up with a totally fun idea to engage their students ... *Are You Smarter Than A Fifth Grader / Minute to Win It!* Guest contestants from the Administrative Team struggled to keep up with these fifth graders as they demonstrated their knowledge about the Earth's surface, Matter, Electricity, and Magnets. The students practiced the movement of rocks, which is called erosion, in a relay race moving rocks from one bucket to the other. They had one minute to mix pancake batter, demonstrating the chemical change that took place when the ingredients were combined together. For electricity, they had to blow up a balloon and rub the balloon against their head to make static electricity, and then they had to run down and make a complete circuit. To demonstrate their understanding of magnets, the students needed to pull apart magnets with an extremely strong magnetic force. What a fun way to review science! I think everyone learned something ... Thanks fifth grade!!

Congratulations!

On April 26th our amazing UVU Interns graduated! We are SO proud of them and so grateful for the amazing additions they are to our school. Thank you, ladies, for your hard work and commitment to the students of Santaquin. Well done!

Message from Mr. Argyle

What an *amazing* school year! Here are a few calendar items to be aware of for the last days of school:

On Tuesday, May 21st, our Kindergarten teachers will be hosting a **Kindergarten Preparation Class**. This will be offered throughout the day at: 10:00am, 2:00pm and 5:00pm. The purpose of this class is to provide parents with valuable information and materials needed to help their student get ready for Kindergarten through the summer.

On Thursday, May 23rd, we will enjoy a school-wide **Water/Pizza Celebration** to recognize reaching this year's Reading Goal, as well as our End-of-Year Testing successes! At their designated times, grade-levels will meet outside for a supervised celebration opportunity with organized water activities and pizza! All students need to come to school dressed appropriately, as per our school dress code, i.e., shirts, shorts, shoes, etc. Since the students will be getting wet during their 45 minute activity, at this time we would ask that each child wear an appropriate swimsuit underneath their clothing.

On Thursday, May 23rd, the students will receive their **Santaquin Elementary Yearbooks**. Please **do not** send your student to school on this day with any school supplies at all. Please have your student leave the following at home: book bags, backpacks, books, pencils, crayons, electronic devices, etc. Everything your student needs for this day will be provided.

The **Last Day of School** is Friday, May 24th. This will be an *Early Out* day and students will be dismissed at **12:00pm**. Lunch will be served as usual, just at an earlier time.

Thank you for your continued support of our learning!

* **Elementary School Registration** for the 2013-2014 will be held on Thursday, August 1st from 8:00am-4:00pm. 😊

May Calendar

4 th Grade Camp Floyd	16 th
Box Top Winners - root beer floats	16 th
3 rd Grade field trip	16 th
Kindergarten Graduation	17 th
9:30am (AM) and 1:00pm (PM)	

School Carnival 4:00-7:00pm 17th

Literacy Collaboration – <i>Celebrations!</i>	20 th
2 nd & 3 rd Grade field trips	20 th
Kindergarten Preparation Training	21 st
10:00am, 2:00pm, 5:00pm	
2 nd Grade Olympics	21 st
4 th Grade Spelling Bee	21 st
<i>It Pays to Read</i> Assembly	22 nd
Kickball Game - 6 th Grade vs. Faculty	22 nd
1 st Grade Parent Picnic	22 nd
Rewards and Recognition Assembly	22 nd
UEI Program	22 nd
Water/Pizza Reading/Testing Celebration	23 rd
Faculty Breakfast	24 th
Last Day of School – Early Out 12:00	24 th

2013-2014 Registration 8:00-4:00 August 1st

Ideas for Parents

- Have your child write down their memories of this school year while they are still fresh.
- Have your student write a letter to him/herself and give it to him/her at the end of summer.

Pledge of the Santaquin Chieftains

I pursue excellence in everything I do.

I accept responsibility for myself.

I show respect for myself and others.

I will make a difference for good in the world.

Counselor's Corner

Attribution Theory

Research examining the differences between high achievers and low achievers has revealed some very interesting differences with respect to their attributions for success and failure. Weiner (1972) observed that high achievers tend to attribute both their successes AND weaknesses to something within their control.....how much or how little effort they devoted to the specific task.

In contrast, low achievers tend to attribute both success and failure to uncontrollable factors. They tend to blame luck or task ease for their successes and lack of intelligence for their failures. Why try if what determines success or failure is beyond your control?

Applying attribution theory, adults can help at-risk students develop healthier effort attributions by applying the following steps:

Step #1: CATCH THE STUDENT DOING SOMETHING RIGHT.

Keep your eyes out for something the student does well. Even very small successes can have very powerful long-term results.

Step # 2: DESCRIBE WHAT YOU SEE.

"You got that problem right."
"You kept your hands to yourself."
"You finished that section."

Note: DO NOT PRAISE, ESPECIALLY IN FRONT OF PEERS. Do not qualify the student's accomplishment by saying "good job" or "that's great", simply describe the action you see.

Step #3: ASK THE STUDENT TO EXPLAIN WHY THEY SUCCEEDED

"How did you do it?"
"How did you make that happen?"

Note: Most underachievers will say something like, "I don't know" or "It was easy" or "I got lucky."....if they say something like this, go to step 4.

Step #4: GIVE A MENU OF EFFORT ATTRIBUTIONS

Smile and ask something like, "Did you work hard, keep trying, or learn something new?"

Note: It is essential to ask this as a question. Your goal is to get the student to develop their own reality rather than yours. Do not tell them they must have worked or tried harder.

**Attribution Theory is especially important to apply to gifted kids.*

Do this twice a day for three weeks and you will see a change in the student's behavior.

Love and Logic Strategies for Reaching the Apathetic Student, 1997 Jim Fay & Charles Fay, Ph.D. Love and Logic Institute, Inc. Page 29

www.loveandlogic.com

School Websites

- <http://santaquin.nebo.edu>
- <http://santaquin.nebo.edu/content/santaquin-sentinel>
- <http://santaquin.nebo.edu/news>
- <http://santaquin.nebo.edu/information>