



Learning Safari Adventures

Becerra Safari, 3rd Grade

10/10/16 - 10/21/16



IB Adventures:

HOW WE ORGANIZE OURSELVES:

Central Idea: ***Some individuals within organizations desire and seek out leadership.***

- SOLE Inquiry: Self-Organized Learning Environments (SOLEs) are created to encourage students to work as a community to answer a vibrant and challenging question by using the Internet. Each IB Transdisciplinary Theme (unit) has/will have 2-3 SOLEs. Last week's SOLE had students inquiring into the following question: **What makes a local government?** Students discovered facts about the leaders, services, structure (and more) about local government. While the state and federal government came up in discussions, readings, and presentations, the focus was on local government. Look for pictures of this on our website soon!
- Book Connections: I read two short stories to the class, Farmer Brown and Click, Clack Moo. Both stories are about local communities (farms) with poor leaders (farmers). In both stories, the citizens take action to make their community a better place to live. These short stories were great leads into the form and function of government.
- Concept Map: A concept map is large visual representation of a concept, or a topic. We have an on-going concept map of "LOCAL GOVERNMENT." Information is added onto the concept map frequently. I'll post pictures of this soon (hopefully over the weekend).
- Government:
 - Ohio Community Studies Weekly: The Social Studies newspaper provided non-fiction reading to reinforce Social Studies Standards and to develop non-fiction text features. The following topics were covered: jobs of local government, kinds of local government (Mayor/City Council and City Manager/City Council), and characteristics of leaders.
- Kid Leaders: Our study into leadership continues through kid leaders. You don't have to be part of a government structure to make a difference. What does it take to be a leader? Does everyone have to be a leader? What characteristics do leaders have? During the provocation (with the Kid President) we discussed adult leaders who made significant contributions. Next, we examined 6 kids who happen to be contributing leaders. After wondering and making connections about each kid leader, the identities were revealed! Then, each student chose 3 leaders of interest. I formed groups based on student interest. Small groups of 3-4 students worked together. Groups completed the following:
 - Inquiry sticky note: wonder questions
 - Article: Groups read a short article about the kid leader, determined the main idea and supporting details, and defined leadership characteristics.
 - Websites: Students found interesting facts about the kid leaders.
 - Posters: The information gathered from the research was shared in poster-format. The posters will be shared with the class next week.

Language Arts Adventures:

- Word Study: Differentiated lists are going well. Soon, bonus words will start. Bonus words come from words that students spell incorrectly in class and/or homework writing. I am out of school on Monday. The new Word Study lists will go home on Monday, but I won't meet with the groups until Tuesday.
- Café Strategy: Each week I will teach a direct lesson (or two) on a specific strategy. Each lesson involves modeling and guided practice. Students practice that strategy during the Daily 5 rotations, IB activities/readings, and while in reading groups. The strategies covered over the past two weeks are listed below.
 - Check for Understanding: This strategy allows students to self monitor understanding of a text, story, or passage. After reading a page, students check for understanding. The visual used is a check mark with 5 questions: Who? What happened? Where? When? Why?
 - Summary: *Somebody, Wanted, But, So Then* – This strategy assists students in giving a summary of a text. After identifying the 5 prompts, students translate the information into a 3-5-sentence summary. After a lesson on this strategy, we practiced whole class with the book Farmer Brown.
 - Text-Based Evidence: Text-based evidence involves students citing, or referring, to the text while writing answers to comprehension passages. The acronym "R-LAW" can help students remember the steps of using text-based evidence. R = Read the question. L = Locate the evidence. A = Answer the questions in your own words. W = Write a phrase or location to explain where the evidence

was found. Students practiced using specific phrases to identify the location of answers. (Here are some examples: On page ____, it said..., The author wrote..., Based on what I read...)

- Students practiced the skills described above during our literacy block (Daily 5 and Reading Café). Often times, texts that relate to the current IB unit are read and discussed.
- **Reading Assessments:** In the last newsletter I typed about one-on-one reading assessments. I'm almost done (only two more)! I plan on finishing today (tomorrow if you're reading this the night it was emailed). As soon as they are done, I'll start working on data sheets for each student.
- **Paragraph Writing:** Students write every single day, in all content areas. I encourage strong writing habits at all times, but I don't always stress it. For example, during Daily 5, students are independently writing. While I look over the writing, I don't "score" it because I want students to get down ideas and thoughts in a creative and non-stressful way. Last week, students began a story about *magnetized super power*. While students are using the checklist to guide the writing progress, I focused the most on spacing and on writing a strong topic sentence. The paragraph will be finished up next week.

Math Adventures:

- **Guided Math:** Guided Math allows for differentiation, movement, and small group instruction. Small groups are formed from each unit's pre-assessments, and the groups change depending on the lesson's topic. Each unit has 7-12 different topics. The flexible grouping is powerful and meaningful to instruction because it's specific and data-driven. After a whole-class mini lesson (through direct instruction and small group interaction), the students watch a short video (2-3 minutes). Discussions take place during this visual learning to deepen understanding and to stretch concepts. Afterwards, students rotate through 3 stations. The stations are:
 - 1. *Teacher Time:* specific lesson activities and problems
 - 2. *Compass Learning:* computerized individualized math program
 - 3. *Daily Common Core Review & Fact Fluency:* review worksheet / Fact fluency (at level)Each student is on task, learning at his/her level, and is greatly improving. The lessons taught during Guided Math the past 2 weeks are below.
- **Topic 3 Lessons:** We began this topic 2 weeks ago. (It has 13 lessons.)
 - Problem Solving Strategy: *Draw a Picture*
 - Subtracting with an expanded algorithm
 - Models for subtracting 3-digit numbers
 - Subtracting 3-digit numbers (any strategy)
 - Subtracting across 0 (Uh oh, there's a zero!)
 - Making sense of addition equations
 - Making sense of subtraction equations
 - Inverse operations for checking work
 - Problem Solving Strategy: *Draw a Picture & Write a Number Sentence:* The "picture" is a graphic organizer/diagram. Two weeks ago this strategy was practiced for addition problems. This lesson focused on subtraction problems.
- Topic 3 Review Test
- Topic 3 Post-Test

Information Hut:

- **Absence:** I will be out on Monday morning, 10/24, to help Mr. Robinson with instructional rounds. Students may see me around the building. If so, they should wave and smile! ☺ (Fortunately, I was able to schedule an infusion for the afternoon.) Mrs. Eagleton is the scheduled substitute.
- **Science Lab:** We went to the Science Lab on Wednesday. I'm sure you saw your child's chemical reaction-created flubber!
- **Picture Retake Day** is on Wednesday, 10/26.
- **PTO Meeting:** The next PTO Meeting is on Wednesday, 10/26/16, at 7:00 pm.
- **Absence:** I will be out on Thursday, 10/27 (just in the afternoon) for 3rd grade training on Compass Learning. I'm excited to learn more about the program!
- The **Halloween Parade and Party** is on Monday, 10/31/16. Costume changes will begin about 2:15. A flyer went home about this on Monday. A reminder flyer will also be in the new homework packets (going home on Monday, 10/24).
- The **October Power Calendar/Fact & Reading Log** is due on Wednesday, 11/2/16.
- Have a good weekend! ☺