



Learning Safari Adventures

Becerra Safari, 3rd Grade

10/24/16 - 11/11/16



IB Adventures:

HOW WE ORGANIZE OURSELVES:

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

- 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. Over the past few weeks more detail has been added.
- Services: Mrs. Eagleton shared a short story about services in local communities. This was compared to ideas on our class Concept Map. A connection was made to the military. Although the military isn’t a local government service, local citizens join the military. At times, the military is called on to serve a local community.
- 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 and comprehension. The following topics were covered: Law & Order.
- Kid Leaders: In the last newsletter, I shared information about students researching kid leaders. Two weeks ago the projects were shared with the class. Pictures of this are on the class website.
- IB Rotations: 1. *Vocabulary Match:* Students matched local government terms with definitions. 2. *Brain Pop Jr. Videos:* Students chose biographies to watch and then completed a chart recording leadership characteristics. 3. *Clinton/Trump Articles:* As a small group, I led students in reading short passages about each candidate and their history, not their policies.
- Councilman Malone: Thank you to Quinn’s dad, a Shaker Heights City Council member, for speaking to the 3rd graders about the form and function of the City Council.
- Ruby Bridges: Ruby Bridges was a young girl when she chose to be a leader. After sharing a short story and video with students, we discussed Ruby’s leadership characteristics and how she made a difference. This was a great connection to our unit of study and a good history lesson. Students were shocked that this happened not too long ago!
- Web Quest: Students worked in pairs to inquire into our local government’s website. Students searched for facts about the City Council, the recreation department, the mayor, special events, Shaker’s map, and more. This information, along with our Concept Map, will be applied to create our own local government.
- Roxaboxen: This short story is about a child who builds a local community. It was a great lead-in into our class’s creation of our own local government.
- Local Government Project: *Becerraville:* Have you heard about our classroom’s local community? That’s right—we have a local community! Using knowledge gained from IB lessons, we are creating a community. Students are applying thoughts, ideas, and new-gained local government knowledge to develop Becerraville!
 - There are many functions of a local community, and a community’s government is sectioned off into groups with leaders. Becerraville is no different. Last week, students selected which function they wanted to support and develop. The function groups will work together to create a product/service for Becerraville. Each group must present to the citizens (our class) before final decisions are made. Ask your child which group he/she is supporting and developing. (The choices are: City Council, symbol/motto, public relations, city map, recreation, and services.)
 - Students began working in groups on Wednesday – the work will be completed next week.
 - After Thanksgiving break, all four 3rd grade classrooms will join together as a county (Boulevard County) and present our local governments.

Language Arts Adventures:

- Word Study: New Word Study lists will go home after Thanksgiving break. With only 3 days of school this week, and then AIR testing next week, it makes the most sense to wait until after Thanksgiving.
- 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.
 - Main Idea and Detail: The past 3 weeks during reading groups, students have been identifying the main idea and details and writing them in their own words.
- Paragraph Writing #1: As you read above in the IB section, the students discussed and learned about the importance of Ruby Bridges as a historical young leader. Each student wrote about what he/she would do as Ruby Bridges. Sound familiar? I shared your child’s story with you at our conference.
- Paragraph Writing #2: This week I introduced transitional words. Transitional words add sequence and detail to writing. After a lesson about these special words (involving a hunt for transitional words in the story “Goldilocks and the 3 Dinosaurs”), I read *If You Give a Mouse a Cookie* aloud. Next, each student wrote a story modeled after the book mentioned above. Students’ stories involved safari animals, not mice. Each student highlighted or underlined the transitional words, read the story to a peer, read the story to an adult, and illustrated the story. They will be hanging up in the hallway soon.
- Thank Your Cards: Students wrote thank you cards to Councilman Malone (Quinn’s dad) and to Mr. Sheru (Talia’s dad). Both dads are referenced in the newsletter for their special contributions.
- Baseball Activities (from our INDIANS DAY): alphabetical order, synonyms, parts of speech (common nouns, proper nouns, adjectives, verbs), and poetry comprehension. (You can view pictures of this fun day in the “Special Projects section.”)

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.
- INDIANS DAY Math: baseball fact fluency, baseball fractions, baseball time
- Topic 3 Test Review / Game Day: Students rotated through stations while being called up to make corrections one-on-one with an adult.
- Topic 4 Pre-Test
- Topic 4 Lessons:
 - Multiplication as Repeated Addition
 - Arrays and Multiplications (rows x columns)
 - The Commutative Property
 - Writing Multiplication Stories
 - Problem Solving Strategy: *Writing to Explain:* Students wrote a math explanation using words, pictures, numbers, and/or symbols.
- Topic 4 Post-Test & Review/Correct Test/Game Day
- Topic 5 Pre-Test
- Topic 5 Lessons:
 - 2 and 5 as Factors
 - Multiples of two have an even digit (0, 2, 4, 6, or 8) in the ones place value spot.
 - Multiples of five have a 0 or 5 in the ones place value spot.
 - 9 as a Factor: Students practiced a variety of "Nine tricks."
 - Multiply by 10 and take away a group
 - Finger Trick: For example, 9×7 ... Hold up your ten fingers. Put the seventh finger down. To the left of that finger there 6 fingers are visible. To the right of that finger there 3 fingers are visible. $9 \times 7 = 63$
 - The sum of the two digits (of the product) will always equal 9. For example, 9×6 ... Write one less than the factor that isn't a 9, in this case 6. One less than 6 is 5. $9 \times 6 = 5$ __... The digit in the ones spot must equal 9 when added to the 5. Since $5 + 4 = 9$, the missing digit is 4. ... $9 \times 6 = 54$.

Information Hut:

- Goal Setting: On 10/26/16, I discussed Reading & Math MAP reports with students. We discussed the parts of the test, the end of the year goal, and personal end-of-year goals (to show a year's worth of growth). We also discussed the importance of the time spent taking the test. Each student graphed his/her score and charted the MAP Goal for the end of the year. Each student also choose steps to take to reach the MAP Goal (also known as "RIT.) You received a copy of your child's MAP graph and goal sheet at our conference.
- IB Goal Setting: After completing a self-rating of each attribute of the Learner Profile, each student chose an attribute to improve. This was shared with you at our conferences.
- Data Sheet Review: Last week Data Summary Sheets went home. Before going home, I spent some time looking at the data with students. I made a data sheet for my dog, Lily—the smartest dog around, to use as a model! ☺ We discussed each assessment, what it measures, the class average, the benchmarks, and the ranges. As you know, we discussed the data sheets during our conference.
- Halloween Parade and Party: A huge THANK YOU goes to Catherine D'Cruz & Jonida Morelli for planning a fun Halloween celebration! Thanks also to all of those who volunteered! If you haven't seen them yet, pictures are on the website!
- Diwali: On November 1st, **Talia and her dad** shared their special holiday, **Diwali**. Students learned about the symbolic meaning of this special holiday through a Power Point, an activity, and special treats. Each student made a Rangoli and/or colored a symbolic meaning of this holiday. THANK YOU for sharing your holiday with us!
- Half-Day Absence: I will be out Tuesday (11/15/16) for an infusion. Ms. Barden is the scheduled substitute.
- AIR Testing: Just as a reminder, students will take the AIR Reading on **Wednesday, 11/16**, and **Thursday, 11/17**. Wednesday's test time is from 9:30-11:00. Thursday's test time is from 1:30-3:00. Students will take the AIR again in spring (for reading and math).
- Report Cards go home on Friday, 12/4/16.