



# Learning Safari Adventures

## *Becerra Safari, 3<sup>rd</sup> Grade*

11/14/16 - 12/2/16



### **IB Adventures:**

#### **HOW WE ORGANIZE OURSELVES:**

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

- 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 newly-gained local government knowledge to develop Becerraville!
  - Students finished working on plans for Becerraville. Our local community is in full swing! After making plans, each group presented to the citizens to get the “ok” to move forward with completion.
  - Boulevard County Convention: The four 3rd grade classes came together to share their local community facts, patriotism, and functions. Pictures of the fun event are on our class website, [www.superbecerra.com](http://www.superbecerra.com) in the “IB/How We Organize Ourselves” section.
- Summative Assessment:
  - Each student wrote a narrative essay about why he/she would make a good leader for Becerraville. Before Thanksgiving, students completed a graphic organizer, wrote the leadership essay, self-scored the essay using a rubric and then partnered up with a peer to peer-edit and practice the speech.
  - This lesson/activity joined in well with Language Arts lessons the past two school weeks, as it was the major area of language instruction.
  - This week, each student delivered his or her speech to the class. A number of students wanted their names added to the official ballot to become the Mayor of Becerraville. After hearing from all of the “candidates,” every student cast their vote in the mayoral election and we are happy to announce that our class Mayor is Matteo Morelli. Our Chief Administrator Officer is Owen Forsyth. Congratulations to Owen and Matteo for a job well done – and congrats to all of our citizens for being such leaders and role models!
- Veterans Day Cards: We discussed how some citizens choose to help protect and serve communities by joining the armed forces. In honor of Veterans Day, each student wrote a card to a veteran connected to students in our class. Six veterans were represented, including one from Egypt! 😊 Every country has citizens who serve their country! Cards were written to: Quinn's grandpa, Jack's grandpa and uncle, Paul's grandpa, Matteo's grandpa, and Farrah's great grandpa. Thank you for serving!
- Choice Menu Share Outs: Students who completed an item off of the Choice Menu reflected over the project with Mrs. Goulden. Students shared the projects with classmates.

### **IB Adventures:**

#### **HOW THE WORLD WORKS:**

Central Idea: Earth's nonliving resources can be used for energy.

- Provocation: I put a mystery object in my pocket and gave a few hints to the students (It's older than me. It's older than the school. It's the color of grass and clouds.) I then took 10 questions geared towards gaining information. Questions about size, color, and texture were answered. Students quickly guessed the object...a ROCK! Afterwards, partners received a bag of rocks and sorted them. The sort was open-ended. Students were encouraged to sort the rocks based on multiple characteristics/properties. We then brainstormed properties of rocks under the categories of: color, size, shape, luster, texture, and height/weight.
- 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. This week's SOLE had students inquiring into the following question: **Are rocks and soil formed the same way?** After discovering facts and commonalities/differences between rocks and soil, groups shared out with the rest of the class.

## **Language Arts Adventures:**

- **Word Study:** New Word Study lists went home after Thanksgiving break. The test will be on Friday, 12/9/16.
- **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 & Details for Non-Fiction Text
    - During Reading Groups: reading passages, sorting games, discussions
- **Narrative Essays:** (explained further in IB section): Topics deeply covered: topic sentence, details, closing sentence, spacing, indenting, margin, and title
- **Cursive Handwriting:** cursive lowercase letters: i, t

## **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 topic (unit) has 7-12 different lessons. 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 5 Lessons:**
  - Patterns for Facts
  - 10 as a Factor
  - Multiplying by Multiples of 10
  - Problem Solving Strategy: *Two-Question Problems:* Students solved problems that required two steps.
- **Topic Test Corrections / Game Day:** Students rotated through 3 stations while adults called up students one at a time to make corrections on the Topic 5 Test. The rotations were: *Compass Learning, Multiplication Top-It, & fact practice.*
- **Topic 6 Pre-Test**
- **Topic 6 Lessons: Multiplication Facts**
  - **Distributive Property:** This property was confusing in the beginning, but after a couple of days, students will be saying, "Oh, I get it now!" The distributive property can be used when solving an unknown fact. Known facts can be distributed. For example:  $7 \times 6$  can be thought of as  $(5 \times 7) + (2 \times 7)$ . The factor of 7 is split up into 5 and 2; and those addends are distributed to the 6.
- **Fact Fluency Tests:** As I shared at conferences, fact fluency assessments are given once a month. I shared the first two scores with you during conferences. The November score went home on Wednesday in your child's Take Home Folder. Students will be re-assessed again before winter break.

## **Information Hut:**

- **Compliment Party:** On Wednesday, 11/16, students earned their first Compliment Party. Students enjoyed watching Tarzan.
- **AIR Tests:** As you know, students took the AIR Tests the week before Thanksgiving. The projected month for scores released is January. That may change -- so stay tuned!
- **Report Cards** go home on Friday, 12/2/16.
- **Rotary Dictionaries:** Thank you to the Shaker Hts. Rotary Club for presenting and donating awesome dictionaries to the every 3<sup>rd</sup> grader! They came the week before Thanksgiving. The dictionaries will stay in students' desks for now, but will eventually go home.
- **Absence:** Thank you to everyone for being so supportive and understanding about my absence! While I will miss everyone dearly, I am looking forward to resting, recovering, and getting my health back on track. I will keep you posted with any major updates. I

feel so incredibly fortunate to have Mrs. Barden as the substitute. It's been amazing working with her this week – and she is outstanding!