



Learning Safari Adventures

Becerra Safari, 3rd Grade

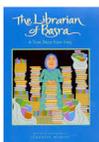
8/29/16 - 9/9/16



IB Adventures:

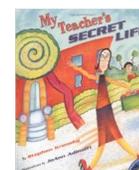
Central Idea: *Inquiry provides opportunities for discovery and exploration into how individuals learn.*

- **Learning Styles:** Do you know your learning style? Last week we all took a Learning Styles Survey. We're all different...we look different, talk differently, have different backgrounds, languages, and cultures. We also each have a dominant learning style. Being aware of your dominant learning style can improve your learning and knowledge. After learning about each style, we made a class graph. Most of the learners in our class our kinesthetic learners.
- **Tanzania Learning Tools:** Last week I presented to the three 3rd grade classes about learning tools in Tanzania. My presentation included the school on the campus of *Rift Valley Children's Village*, and the local rural school. You can view the PPT on www.superbecerra.com.
- **Schools Around the World:** While students around the world all learn, not all students have the same access to learning tools. Small groups of students completed mini-research about school life in a specific country. The research centered on schools, the available learning tools, and accessibility to education. This mini-research broadened knowledge of how individuals learn around the world. The following two books generated some knowledge and excitement about the project.
 - **One World, One Day:** This story shows different ways that students go to school around the world.
 - **The Librarian of Basra:** This story is about a librarian who takes action during a war.
- **Marshmallow Challenge:** Students worked cooperatively in small groups to build marshmallow towers. The object of this challenge was to inquire into, and to use, the limited resources provided (20 noodles, one marshmallow, one yard of tape, one yard of string, scissors, and 15 minutes) to build the tallest freestanding tower with a marshmallow on the top. One tower was left standing at the end of the challenge! When Mr. Robinson did this with the staff, ZERO towers were left standing--they ALL fell!
- **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. Students completed the second SOLE this week. Students had 30 minutes to inquire into the following question: **What makes the states of matter different?** This SOLE was even better than the SOLE two weeks ago. Cooperation and knowledge of where to find resources on the Internet both improved. After the research, students gave a brief share out of their research notes to the rest of the class about their findings.
- **Inquirers & Scientists:** We have a bunch of inquirers on our hands! Students put on their Safari/Learning Gear to go outside and observe. Each scientist used an observation note pad and a writing utensil to observe objects and list them under the states of matter. Then each scientist inquired into the observations. This is the first step, *Observe & Inquire*, to the scientific method. (We will talk more about the scientific method and perform many experiments throughout the next few weeks.)
- **States of Matter:** Students have been inquiring into solids, liquids, and gasses. Students read about, talked about, acted out, made matter models (out of Cheerios), and sorted items into the 3 states of matter.
- **Naked Egg Experiment:** Can an egg be cracked without breaking the shell? Today (Friday) we started this experiment. After each student made a hypothesis, I set up the experiment with eager observers closely watching! The egg was placed in a closed-lid jar with vinegar. A reaction occurred immediately. The results will be revealed on Monday—and hopefully it'll lead to more questions and some personal experiments at home.



Language Arts Adventures:

- At the start of every school year assessments are given to get an exact description of each child's level. The DSA (Developmental Spelling Analysis) was administered last week. Assessments will continue to be woven in throughout the next few weeks.
- **Writing Skills:** Building relationships with students is important. I enjoy learning about students' lives, and I enjoy sharing parts of my life with the students. After reading *My Teacher's Secret Life* aloud, I shared a PowerPoint presentation of my life with the class. Students saw pictures of my family, my friends, and my pets. You can view my secret life by visiting www.superbecerra.com. It's in the "All about Mrs. Becerra" section. After my presentation each student wrote a paragraph about his/her secret life. I reinforced three writing expectations: title, indent, and margin. These stories are hanging up in the hallway, and you probably saw them at Curriculum Night.



- Daily 5 “Training” & Review: Daily 5 is the structure used during Guided Reading Groups. Students are quite familiar with the Daily 5 rotations and activities from grades 1 and 2. So this week, we reviewed Read to Self, “Just the Right Fit” books, and the I-Chart. The I-Chart represents **independence** – so that students can be independent while instruction is completed.
- Daily 5-Book Bags: Each student chose “just right books” to add to his/her book box.
- Stamina: This vocabulary word is an essential part of learning. I used stories, videos, and discussions to foster every-day use of this word. Challenge your child to use STAMINA in his/her communication.
- Sentences: Students practiced identifying complete sentences, sentence fragments, and run-on sentences.

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 1:

- Read and write 3-digit numbers (standard, expanded, and word form)
- Locate and write numbers on number lines
- Identify the pattern on a number line
- Rounding numbers to the nearest ten and hundred
- Problem Solving: *Making and Organized List* Strategy – This is my **all-time** FAVORITE strategy because it involves lists AND organization! 😊
- Topic 1 test: The test will go home next week for you to review with your child.
- Fact Assessment: The addition and subtraction fact fluency tests were given. These are 2.5 minutes in length. Students who test out of subtraction fact fluency will move into multiplication. (After multiplication is division, then double-digit by single-digit multiplication, then reducing fractions...and much more. There’s always room for growth!)

Information Hut:

- International Families – Library Night: Library staff will tour families through the many wonderful resources available at the library, including the children's book section, multilingual books and internet-connected computer lab. Staff will assist families in getting their library cards so that families can check out materials for themselves. To get their library cards, families will need to bring TWO of the following: a utility bill such as electricity bill (which shows current address); identification with cu
- The **Back to School Bash** is on Friday, 9/9/16. I hope to see you there!
- There is a **PTO Meeting** on Wednesday, 9/14/16 at 7:00 pm.
- Word Study (spelling) starts on Monday, 9/12. Just a reminder...everyone will have the same list. After the initial “training,” lists will be individualized. Language Arts homework packets will also begin on Monday, 9/12/16.
- Happy Eid-al-Adha on Tuesday, 9/13/16!
- Picture Day is on Wednesday, 9/14/16. Remember to wear your smile! 😊
- Thursday, 9/22, is “Fathers’ Walk Day!” Fathers and/or father figures are encouraged to walk their kids to school.
- We go to **Holden Arboretum** on Monday, 9/19/16, from 9:30-2:15. Students and volunteers should all bring a bagged lunch (unless arrangements have been made through school). Please make sure that names are on lunches. Holden requests for long pants and old closed-toe shoes to be worn (for safety reasons). The volunteers are: Dalia Elimam, Stephanie Miller, Jonida Morelli, Winthia Mickler, and Katie Montague. **An important note about lunch for this trip will go home on Monday!**