



Learning Safari Adventures

Becerra Safari, 3rd Grade

10/8/18 - 10/26/18



IB Adventures:

WHO WE ARE: (ended on October 12th)

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

- **Food Coloring Experiment:** Does food coloring mix more quickly with hot or cool water? We conducted this experiment and discussed the outcome. The food coloring mixed with both - but it mixed the quickest with hot water. Why? The molecules are further apart in hot water, allowing the food coloring to mix in more quickly.
- **Is that a SOLID or a LIQUID? -- Summative Assessment:** This unit went by so quickly! At the end of each unit, students complete a summative assessment that involves inquiry, careful thought, and reflection. This unit's summative assessment involved a **mystery object**? Students applied their knowledge of matter to determine if a mixture was a liquid or a solid. Students used hands and items to "play" in the mixture to make a decision. After exploring, each student defended his/her thoughts by writing an explanation. Some students explained that it was a solid because a fist wouldn't go through. Some students explained that it was a liquid because when it was taken out of the container, it took the shape of wherever it was put (hand, floor, desk...). Many students even wrote about atoms and molecules. You may be wondering which answer is correct. BOTH ARE! This assessment could be either phase of matter, as long as it was explained. There is an actual scientific term for this, "colloid." While we discussed the word, it is not a 3rd grade term. The purpose of this activity was to justify and explain the properties of a solid and a liquid.
- **IB Portfolio:**
- **Great Lakes Science Center Field Trip:** What fun students had inquiring into energy and the "Grossology" exhibit! What makes a Jitterbug jitter? How can materials be used to make the needed energy? Watch the video on www.mrsbecerra.com.

HOW WE ORGANIZE OURSELVES: (started on October 17th)

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

- **Provocation:** Our new IB unit started this week. I told the class that one person truly inspires me to be a better person and to make the world more awesome. I took ten questions to guide students into my inspiring leader's secret identity. Afterwards, I revealed the secret leader (THE KID PRESIDENT!) and we watched some inspiring videos of the leader. Then, I posed a question to the students. **What can YOU do to make the world more awesome?** Each student recorded his/her answer on a hand cut out. After sharing and discussing the responses, I explained that this unit would involve an inquiry into leadership. This first lesson was a provocation to generate excitement and inquiry. Next week, students we will begin to dig deeper into leadership and local communities.
- **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:
 - Sticky Notes: inquiry and connection
 - 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. (We'll finish sharing next week.)

Language Arts Adventures:

- **Word Study:** Due to the 3-day school week (conferences) and AIR Testing week, students did not get new spelling words (or a language arts homework packet). Differentiated spelling lists will start back up on Monday, as will a new language arts homework packet.
- **Café Strategy:** This week I started direct instruction on reading strategies. Each week I will teach a direct lesson on a specific strategy. Each lesson involves modeling and guided practice. Students practice that strategy during the Daily 5 rotations and while in reading groups. The strategy covered this week is listed below.
 - **Main Idea & Detail:** Students have been identifying the main idea and details and writing them in their own words. Power Points, Smart Board lessons, short videos, and read aloud stories were all used to practice this strategy.
- **Guided Reading Groups:** At conferences I talked about flexible grouping for reading groups. Sometimes I meet with students based on reading levels, sometimes based on interest, and other times based on needed skills and strategies. Over the past few weeks, I've met with groups in all three forms. Groups have read books about sound, practiced finding text-based evidence while answering comprehension questions from a passage, and have identified the main idea and details in passages. The strategy "main idea and detail" was covered whole class, in leveled groups, and in interest groups (for Kid Leaders described in the IB section).
- **Synonyms and Antonyms:** Students practiced identifying, writing, and creating synonyms and antonyms. Students played a memory game, matched words, and watched a short Brain Pop video.
- **Handwriting:** Teach/review and practice the cursive letters: a, d, c, l, h, k, 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 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 2 Assessment Review: correct mistakes with an adult and game day
- Topic 3 Lessons:
 - Expanded Algorithm (Break-Apart Method for 3-digit numbers): $371 + 625 = 300 + 600 + 70 + 20 + 1 + 5 = 996$. It was so exciting to see many students practice this method by mentally grouping in their heads, rather than by using a calculator and paper and a pencil.
 - Review of addition with regrouping (2- and 3-digit numbers)
 - Review of estimating (2- and 3-digit numbers)
 - Adding 3 double-digit addends (regrouping and break-apart method)
 - Problem Solving Strategy: *Draw a Picture*
 - Subtracting with an expanded algorithm
 - Models for subtracting 3-digit numbers
 - Subtracting 3-digit numbers
 - Subtracting across 0 (Uh oh, there's a zero!)

Information Hut:

- Goal Setting and Conferences: It was great meeting with families over the past two weeks. I always enjoy discussing students' successes and goals. At our conference, your child presented his/her language arts, math, and IB goals. A copy of the goals will go home with your child's report card.
- John Carroll Visitors: Welcome to Miss Quayle and Miss Ellrich! They were with our class Tuesday morning and will be for two additional mornings. They are doing practicum work as part of an IB education class.
- AIR TESTING: Yaaaay! Students are done testing! It was a busy week coordinating schedules and needs for roughly 60 third graders – all without a computer lab, just lap top carts. Students were very flexible, cooperative, and demonstrated perseverance and grit.
- Dewey's Night: Come to Dewey's Pizza on Monday, 11/5, for dinner. Not only will you enjoy delicious pizza (my favorite pizza in fact), you'll be supporting the PTO!
- Tour Your Schools: This special day is on Monday, 10/10/16. I hope you're able to tour the schools!
- Have a good weekend! ☺