



Learning Safari Adventures

Becerra Safari, 3rd Grade

9/24/18 - 10/5/18



IB Adventures:

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

- Scientific Inquiry: The past two weeks students practiced identifying and performing the steps to the scientific method, while inquiring into, and learning about, matter and energy.
 - *Root Beer Floats*: What happens when you combine the solid of ice cream and the liquid of root beer? Well, besides a tasty treat – you get a chemical reaction! Students performed this experiment using the scientific method; and yes, students were able to enjoy the experiment as well!
 - *Ice Cube Energy*: Students inquired into the best way to transfer heat to melt an ice cube the fastest. Each group determined and tested a specific method. Some of the methods tested were: friction with hands, friction with the carpet, transferred heat from hair, transferred heat from a warm electronic force, warm water, the microwave, and hand sanitizer. Warm water and the microwave both melted the ice cube in about a minute. The other methods were close behind. This generated a fun and interesting conversation about heat transfer.
 - *Magnets*: Magnet bars, nails, and staples were used to transfer magnetic energy. Students hypothesized which method (out of three) would transfer the most energy to pick up staples. The 3 methods tested were: a nail touching the magnet bar, a nail almost touching the magnet bar, and then JUST the nail. All scientists came up with the same result, the nail touching the magnet bar picked up the most staples. However, even **just** the nail picked up staples. This prompted lots of questions and great discussions about electrons, magnetic fields, and energy transferring.
 - *Sound Stations*: Students inquired into sound while rotating through three stations: 1. Rice Vibrations and Matching: sound waves through solids (pot and bowl) 2. Eggs & Brain Pop Video: Guess items in eggs based on level, pitch, and vibration 3. Pitch & Alphaboxes: Which glass has the highest, lowest, and middle pitch? (3 cm, 6 cm, 9 cm) Afterwards, students searched through books for sound vocabulary words, using non-fiction text features as a guide (bolded words, glossary, captions...). Thank you to Mrs. Dunnings for coming in to run a station!
- Planetarium: Mr. Childs, the district's Planetarium teacher, taught the students about the states of matter in space. After a lesson up front involving water, ice, and atoms (acted out by a student), we viewed the states of matter under the space dome!
- Holden Arboretum Preparation: Holden Arboretum lessons will be woven throughout the school year. To prepare for the trip, students inquired into the forest floor and maps. After discussing the form and function of the forest, I read aloud the book The Giving Tree with students, which took us through a tree's life cycle and the ways the tree helped living things throughout the forest. Also, students worked with a map of Holden and became familiar with the area we toured. We also reviewed the form and function of all maps.

Language Arts Adventures:

- Guided Reading Groups: At the start of the school year, I informally assessed reading levels and placed students in "loose" reading groups, while I began the process of assessing students one-on-one. This is well worth it because I gather great information about each student's reading fluency, comprehension, and strategies. I finished up last week, and my "loose" assessments were right on! I'll share more at our conferences, which are just around the corner!
- Word Study: Differentiated spelling lists started last week. Students have practiced saying, spelling, and sorting during Daily 5 rotations this week. I also taught students a game called "Speed Sort."
- Alphaboxes: This activity aligns with our IB unit and with our study of the scientific method, matter, and energy. Students practiced using non-fiction text features to search for words that relate to the states of matter. The feature practiced the past two weeks were: *Types of Print*, *Photos*, and *Captions*. (This was also completed during the sound station described in the IB section.
- Non-Fiction Reading Comprehension: Students practiced using the non-fiction text features (described above) of *Types of Prints*, *Photos*, and *Captions* while reading a variety of non-fiction passages (comprehension pages, books, science text book).
- Writing: During the writing block and during the Daily 5 rotations, I stressed the importance of writing a title, indenting the first sentence, and writing on the margin.

(Page 1 of 2)

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 Assessment Review: correct mistakes with an adult and game day
- Topic 2 Lessons:
 - Mental Math: *Break-Apart Method*: $37 + 86 = 30 + 80 + 7 + 6 \rightarrow$ We also called this the “The Aarav & Van Method!”
 - Subtraction with regrouping
 - Estimating Sums
 - Estimating Differences
 - Problem Solving: Reasonableness (using estimation to check for reasonableness)
 - Topic 2 Assessment
- Topic 3 Pre-Assessment
- Next week I’ll go over corrections in class with students. I’ll share the results with you at our conference.

Information Hut:

- Holden Field Trip: On Monday we went to Holden Arboretum. We hiked through the forest for 2 hours observing and inquiring into nature. Our docent had students using maps as guides, leading students into activities involving the collection of items that match antonyms and synonyms, learning facts about chipmunks, searching for acorns, searching for living things, collecting soil, and more! You can view a slide show of this on our class website!
- Goal Setting: This week I met with each student about his/her Reading & Math MAP scores. 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 will receive 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.
- Computer Choice Time: Last week students spelled out “RAIDERS” for the second time. The reward was a Computer Choice Time, which was “cashed in” on Wednesday. Every student had a computer available for choice time. It took some planning with other teachers, but it was well worth it! We’re almost done spelling RAIDERS for the third time!
- ABSENCE: I will be out the afternoon of Thursday, 10/11, for a grade 3 meeting.
- HOMEWORK PACKET & SPELLING TEST: Friday, 10/12.
- SCIENCE CENTER Field Trip: Wednesday, 10/17: The volunteers are: Laurie Brem, Shatoya Dunnings, Shawn Dunnings, Candace Hazzard, Tanya Houston, and Jeff Jacques. I am beyond grateful to have 6 volunteers. This is fantastic since groups will be touring (independently for an hour)!
- AIR Testing: Just as a reminder, students will take the AIR Reading on **Tuesday, 10/23**, and **Wednesday, 10/24**, from **1:30-3:00**. Students will take the AIR again in spring (for reading and math). Mr. Robinson sent a letter home about this on Thursday, October 4th.
- CONFERENCES are just around the corner. I look forward to meeting with you the week of 10/14.
- Due to the 3-day week (conferences) and AIR testing the following the week, the next homework packet and spelling list will go home on 10/29.
- Have a good weekend!