



Learning Safari Adventures

Becerra Safari, 3rd Grade

11/12/18 - 11/30/18



IB Adventures:

HOW WE ORGANIZE OURSELVES:

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

- City Council Representatives Senturia and Malone: Thank you to Mrs. Senturia and Mr. Malone. Mrs. Senturia is on Shaker Heights' City Council and she campaigned to be mayor. She spoke to the students last week about her experience campaigning, being a leader (even though she didn't win the election), and being on City Council. Mr. Malone also serves on the City Council. (Fun fact, he's the dad of a student in Mrs. Montgomery's classroom.) Mr. Malone spoke to the students about his role on City Council, explaining how the Council listens to community members (of any age) and makes decisions with the mayor about the community.
- Government:
 - *Ohio Community Studies Weekly & Various Other Lessons:* The Social Studies newspaper provided non-fiction reading to reinforce Social Studies Standards and to develop non-fiction text features. The following topics were covered: rules/laws, local government, and types of 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: *Super Becerra Safari:* 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 Super Becerra Safari!
 - Before Thanksgiving the class brainstormed a list of names for our community – and being a democracy, we voted!
 - There are many functions of a local community, and a community's government is sectioned off into groups with leaders. Function groups will work together to create a product/service for Super Becerra Safari. 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 Monday – the work will be completed next week.
 - On 12/3, all three 3rd grade classrooms will join together as a county (Boulevard County) and present our local governments.
- 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 members of our class. Six veterans were represented. ☺ As an extra caring action, some students also wrote to Seaman Recruits in boot camp who were in need of some appreciation.

Language Arts Adventures:

- Café Strategy: Each week, or every couple of weeks depending on the focus, I 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 strategies covered and practiced the past two weeks are below.
 - Summarizing & Retelling: This skill demonstrates understanding of the story or text. Retelling is a **detailed** summary of what was read. To visually represent this, I showed students a graphic organizer. When cut out and folded, it resembles a table. The flat surface is the main idea of the story (story elements), and the legs represent the details. For example, the summary would include the characters' names. The retelling would provide not only the names, but also details about the main characters.
 - Main Idea and Detail: This skill was reinforced through reading passages and discussions.
 - Students practiced these skills described above during our literacy block (Daily 5 and Reading Café). Often times, texts that relate to the current IB unit are read and discussed. This includes websites and captioned videos.
- Content Reading: A good chunk of IB lesson involved content reading and writing, allowing for smooth integration across the curriculum!
- Persuasive Writing: Various topics: The following elements were stressed: opening, 3 reasons, 2 examples for each reason, closing.
- Data Goal Reflections: Each student read over his/her Data Goal Plan set back in October, and then wrote a reflection on the goal plan. This was done for both reading and math. A copy of your child's reflections will go home with the report card.

Math Adventures:

- The Big Dinner: This inquiry-based unit focuses on “the development of multiplication, including automatizing the facts, using the ratio table, and developing the distributive property with large numbers.” Students are grouped in pairs or trios to strategize, solve, prove, and present their findings to the mathematical community. The Big Dinner unit finished up today. The main points covered over the past two weeks are below.
 - Day 4: Charts for Grocer: Apples & Carrots: Students developed charts to solve for prices of various amounts.
 - Apples: \$1.60/pound: solve for 2, 5, 6, 10, and 9 pounds
 - Carrots: \$1.10/pound: solve for 2, 10, 5, 3, and 4 pounds
 - Students were encouraged to use efficient strategies, such as doubling and using partial products, not just skip counting. For example, to solve for 10 pounds of apples, you could double the price of 5 pounds.
 - Day 5: Gallery walk and Math Congress: Students shared strategies and solutions with the math community from the previous day’s investigation.
 - Day 6: Charts for the Grocer: Potatoes: \$0.99/pound: solve for 2, 3, 5, 10, and 9 pounds.
 - Day 7: Playing with Nines: Students investigated patterns that occur with the number 9. Here’s a pattern: Pick a number between 0-9. Starting with that number, skip count by 9 (and write the numbers down as you go). For example: 6, 15, 24, 33, 42, 51, 60, 69, 78, 87... Now add the digits of each number recorded. Carry the adding out to single-digit numbers. (For 87, $8 + 7 = 15$, $1 + 5 = 6$.) The result will always be 6! Does this happen with any number 0-9 when counting by 9s? If so, why? Prove it? Students had fun playing around with nines!
 - Day 8: Students figured out the total cost of all of the ingredients for the big dinner. This involved determining prices for potatoes, carrots, turkey, and apples → and then calculating the overall cost.
 - Day 9: Students figured out how long the turkey cooked. It was a 24-pound turkey, and the recipe called for it to cook 15 minutes for every pound.
 - Day 10: Share strategies and solutions and reflect on the unit.
- Number Strings: At the start of every lesson students worked on a string of related problems designed to encourage automaticity of multiplication facts, all **without** memorizing or using flashcards. Strings over the past several lessons have focused on: distributive property, partial products, ten-times to figure out the product of nine-times, doubling, and halving. You can see pictures our “MATH-er-pieces” of number strings on the class website.
- Next week we’ll start a new investigation called Muffles’ Truffles.

Information Hut:

- Wordy Study and Language Arts Packet: Both will go home on Monday.
- Gingerbread Houses: Gingerbread House Week is quickly approaching. As of right now, only 3 families have volunteered to send in items for the houses. Are you willing to send in an item? If so, please let me know.
- Have a good weekend! 😊