



# Learning Safari Adventures

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

10/29/18 - 11/9/18



### IB Adventures:

#### HOW WE ORGANIZE OURSELVES:

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

- 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. Last week's SOLE had students inquiring into the following question: **What makes a local government?** Students discovered facts about the leaders, services, structure (and more) about local government. While the state and federal government came up in discussions, readings, and presentations, the focus was on local government. Look for pictures of this on our website soon!
- Book Connections: I read two short stories to the class, Farmer Brown and Click, Clack Moo. Both stories are about local communities (farms) with poor leaders (farmers). In both stories, the citizens take action to make their community a better place to live. These short stories were great leads into the form and function of government.
- Concept Map: A concept map is large visual representation of a concept, or a topic. We have an on-going concept map of "LOCAL GOVERNMENT." Information is added onto the concept map frequently. I'll post pictures of this soon (hopefully over the weekend).
- City, State, Country Song: What's the name of our city, state, and country? While talking about levels of government I realized that some students were confusing the names of our city, state, and country. So I taught the class a song. See if your child can sing it by memory. ☺
- Once Upon a Time, Local Democracy: Students watched a short video about citizens trying to solve a problem: what fell from the tree, and what does it do? (It was a coconut.) One of the citizens traveled far to consult the federal government. The end result: The community developed their own local government to solve their problems. Local government in the most powerful because it's closest to your needs. You can watch the video on our class website.
- Web Quest: Students worked together to inquire into our local government's website. Students searched for facts about the City Council, the recreation department, the mayor, special events, Shaker's map, and more. This information, along with our Concept Map, will be applied to create our own local government. Stay tuned for more details about the name of our community.
- Government:
  - *Ohio Community Studies Weekly:* The Social Studies newspaper provided non-fiction reading to reinforce Social Students Standards and to develop non-fiction text features. The following topics were covered: characteristics of leaders, responsibilities of a citizen and government, what makes a democracy, and the power of voting.

### 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 strategy covered and practiced the past two weeks is below.
  - Text-Based Evidence: Text-based evidence involves students citing, or referring, to the text while writing answers to comprehension passages. The acronym "R-LAW" can help students remember the steps of using text-based evidence. R = Read the question. L = Locate the evidence. A = Answer the questions in your own words. W = Write a phrase or location to explain where the evidence was found. Students practiced using specific phrases to identify the location of answers. (Here are some examples: On page \_\_\_\_, it said..., The author wrote..., Based on what I read...)
  - Students practiced the 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.
- Persuasive Writing: We have been discussing the power of persuasiveness, the ability to "argue" without fighting, and how this can be done aloud or on paper. We also discussed debate clubs and the professional "arguers," lawyers. ☺ (Those words came from a student.) After a variety of Smart Board and Power Point lessons about persuasive writing, some modeling, and whole-class writing, students began planning their own persuasive piece. Students are writing about whether they should be allowed to bring ANYTHING to school for snack, on any given day (not just a special day). As it stands right now, the school rule is healthy snacks. Each student completed a graphic organizer with a strong opening, 3 reasons, and 2 examples for each reason. Next week, each student will use the graphic organizer to guide the writing process.
- Handwriting: Teach/review and practice the cursive letters: i, u, e

## 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 3 Lessons:
  - Making sense of addition equations
  - Making sense of subtraction equations
  - Inverse operations for checking work
  - Problem Solving Strategy: *Draw a Picture & Write a Number Sentence:* The "picture" is a graphic organizer/diagram. Two weeks ago this strategy was practiced for addition problems. This lesson focused on subtraction problems.
- Topic 3 Post-Test & Review Corrections: The Topic 3 Test went home on Thursday.
- Candy Corn Math: Groups of students were challenged to build a freestanding tower using toothpicks, candy corn, candy corn pumpkins, and chewy watermelon candy (because I couldn't find the chewy candy pumpkins). This was a great follow up to the "Marshmallow Challenge" from the start of the year. We have some future architects and engineers in class! It was great hearing words like: support, strong and solid base, and top heavy!
- 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.
  - Day 1: Groups made essential agreement and the scene was set! The unit starts with a context-based inquiry, meaning a real world mathematical problem, as opposed to a textbook problem. What's the investigation? It's about a big dinner! I started by explaining a big dinner coming up for my family (and "fr-amily"), Thanksgiving! My sister is typically the leader for big dinners, whether it's for a holiday, a celebration, or just for fun. She LOVES to cook, and I don't! It just so happens that my sister surprised me with a visit on Monday during Tour Your Schools, which was a fun surprise, as I hadn't see her since August. I explained how we need a big turkey since there are lots of people coming over. The biggest turkey she could find was 24 pounds. I showed a short funny video to the class about a turkey unattended on a table – which the dogs got to while everyone was watching TV. While it didn't directly relate to the inquiry, it got the turkey juices flowing! Then the big question → If the turkey costs \$1.25/pound, **HOW MUCH IS THE TURKEY?** Students were set off to solve!
    - There were so many great strategies, and all different. My job is **not** to tell what to do or how to "fix" a problem. My job is to guide, develop, and support students with the strategies they were utilizing. Here are a few examples of strategies: using money, skip counting, drawing number lines, grouping the quarters, doubling, and ratio tables.
    - Proof Poster: After each group solved the investigation, they created a proof poster. The purpose of making proof posters is to foster further reflection, solidify ideas, decide the important ideas to explain, the extraneous info not needed on the poster, and to clearly display the strategy.
  - Day 2: Finish proof posters and practice a quick explanation
  - Day 3: Gallery Walk & Presentations: Students toured the proof posters and left comments on sticky notes. Afterwards, I chose a few groups to explain their strategy to the entire class.

## Information Hut:

- Halloween Party & Parade: Thank you to Jill Davies and Tanya Houston for making sure our party went smoothly. Thank you to all of the volunteers who helped with costumes, food, and crowd control!
- Rotary Visit: Thank you to the Rotary Club of Shaker Heights. They gave every 3<sup>rd</sup> grader their own dictionary!
- Diwali: On Friday (11/8), **Aarav and his dad** shared their special holiday, **Diwali**. Students learned about the symbolic meaning of this special holiday through a Power Point. Afterwards, I read a short story about Diwali and students made a colorful Diwali picture. THANK YOU for sharing your holiday with us!
- Have a good weekend! ☺