



Learning Safari Adventures

Becerra Safari, 3rd Grade

12/3/18 - 12/14/18
(and info about next week)



IB Adventures:

HOW WE ORGANIZE OURSELVES:

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

- Boulevard County Convention: The three 3rd grade classes came together to share their local community facts, patriotism, and functions. Pictures of the fun event are on our class website, www.superbecerra.com in the “IB/How We Organize Ourselves” section.
- Choice Menu Projects: Students who completed a Choice Menu Project presented to the class this week. I’m very proud of the nine students who took the initiative to extend their learning!

HOW THE WORLD WORKS:

Central Idea: *Earth’s nonliving resources can be used for energy.*

- Provocation: I put a mystery object in my pocket and gave a few hints to the students (It’s older than me. It’s older than the school. It’s the color of grass and clouds.) I then took 10 questions geared towards gaining information. Questions about size, color, and texture were answered. Students quickly guessed the object...a ROCK! Afterwards, partners received a bag of rocks and sorted them. The sort was open-ended. Students were encouraged to sort the rocks based on multiple characteristics/properties. We then brainstormed properties of rocks under the categories of: color, size, shape, luster, texture, and height/weight.
- 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. This week’s SOLE had students inquiring into the following question: **What are the types of rocks and how are they formed?** After discovering facts about the types of rocks and how they’re formed, groups shared out with the rest of the class.

NEXT WEEK:

- Rocks: Hard, Soft, Smooth, and Rough: This book paired with a hands-on activity teaches about the different types of rocks: igneous, sedimentary, and metamorphic. Some rocks are actually minerals, and you can even find fossils in some types of rocks. While reading the book aloud, pairs of students used their own set of rocks to identify the types of rocks and completed a graphic organizer—recording rock properties into each section. The rocks identified were: obsidian (igneous), granite (igneous), sandstone (sedimentary), limestone (sedimentary), and marble (metamorphic).
- If You Find a Rock: I read this story aloud to the class. The story is about all the different functions of rocks. This led to a good discussion about rock functions and properties. Each student practiced identifying rock properties with a partner.
- I Found a Rock: Each student was given a rock to observe and study. Students drew a picture of the rock and recorded the characteristics of color, texture, luster, and size. Afterwards, the recording sheets were collected and the rocks were moved around.

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, and next week, are below.
 - Summary: *Somebody, Wanted, But, So Then* – This strategy assists students in giving a summary of a text. After identifying the 5 prompts, students translate the information into a 3-5-sentence summary. After a lesson on this strategy, we practiced whole class with a book, and then each student practiced during Daily 5 with passages at his/her level.
 - Main Idea & Details for Non-Fiction Text
 - During Daily 5: ongoing non-fiction reading on rocks & minerals, sorting games, discussions
- Informative Writing: Topics deeply covered: pulling facts from non-fiction reading & putting into own words to write informative summaries on rocks, using transition words and topic sentences in writing.
- Persuasive Writing: The culminating writing assignment for How We Organize Ourselves was an extensive persuasive writing assignment. Each student wrote an essay persuading other community’s to adopt one of our community’s laws, paying taxes. Each student completed a graphic organizer about paying taxes: opening, 3 reasons with 2 details, and a closing. Afterwards, the essay was written, revised, and edited. Next time you get frustrated about your tax bill, ask your child to explain why taxes are important! ☺

Math Adventures:

Muffles Truffles- Last week we started an enrichment unit for multiplication and problem solving. The unit is called “Muffles’ Truffles.” The focus of this unit is the development of the open array as a model for multiplication and division. The unit used a series of investigations based on the context of Muffles’ Truffles shop. Muffles makes and sells truffles. His truffles are so scrumptious that the demand increases and he needs to hire a helper. This story leads students into investigations.

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- Students worked in small Math groups to problem solve, inquire into, and investigate various problems. There were three main investigations covered in 10 days.
 - Students figured out how many boxes would be needed for various quantities of truffles and how many pieces of candy would be left over to make mixed assortments. This exploration led to wonderful insights about place value, multiplication, and division. Ideas were presented and explained during Math Congress (when groups shared findings with the rest of the Math community).
 - Groups were challenged to design new boxes for the truffles that were two-dimensional. This investigation led to discussions and insights about the “big ideas” of multiplication (the distributive, associative, and commutative properties).
 - (Next week): Students will work with open arrays to label and price out wrapped boxes of truffles.
- **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.

Information Hut:

- **Art-to-Go:** This special program came to our classroom last week. Artifacts were brought in by the Cleveland Art Museum and handled by the 3rd graders. Special gloves were worn so that students could handle the items with care. Students sharpened their inquiry, observation, and questioning skills before the “big reveal!”
- **Holiday Studies:** Last month Aarav’s dad share information and pictures about Diwali. Our holiday studies are continuing. Thank you to Mrs. Hackney for coming in to talk about Hanukkah last week. Next week Ba’sil’s family will share some information about Eid al-Fitr. (Thanks in advance to them!) Also next week, we’ll have mini lessons on Christmas, Kwanzaa, and Jehovah’s Witness. The purpose of these studies is to promote understanding, perspective, tolerance, and respect.
- **Gingerbread Houses:** Everyone is very excited for gingerbread houses next week! Thank you to all who volunteered to donate goodies for the project. Please send in your assigned items on Monday.
- Have a good weekend! ☺