



# Learning Safari Adventures

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

1/21/19 - 2/1/19



### **HOW THE WORLD WORKS:**

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

- The Boy Who Harnessed the Wind: This is a TRUE and touching story about a boy named William. At the age of 14, William built a windmill for his village in Malawi, Africa. His determination, creativity, and desire to learn and take action helped his village gain energy through the use of a natural resource, wind. His actions saved thousands from famine. The class had a great discussion about William's action--and afterwards each student made an Adjective Windmill and wrote a retelling of the story.
- Cookie Mining: Students mined for non-renewable resources. Prior to the mining, we discussed and reviewed the form and function of non-renewable resources. Students used toothpicks to dig up the non-renewable resource of coal (a.k.a. chocolate chips). This became more difficult as time went along. Afterwards, we connected the mining to real-world disasters. I showed some videos of the BP oil spill, which prompted some great questions and discussions.
- Renewable Resources: Students chose either solar, wind, or water energy to research. Each research group read a two-page article, identified the main idea and details, and shared their knowledge with the class. Due to the days off (3 in the past two weeks), not all groups have presented. The presentations will be finished up next week.
- Renewable Resources in Tanzania: Next week I share a presentation about the use of renewable resources in Tanzania. (This was supposed to happen on Wednesday, but there wasn't school.)
- Summative Assessment: At the conclusion of every unit, students showcase their knowledge about the concepts learned. For this unit, students created a renewable resource that could be in place of fossil fuels. Some students worked individually, some in pairs, and some in trios. (Students were able to decide.) Students began this, and will finish up early next week. (The three days off put us a bit behind.) Knowledge of renewable resources and energy is definitely evident!

### **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.
  - Summary: Students wrote a summary about the book described above in the IB section, *The Boy Who Harnessed the Wind*.
- Adjectives: Review adjectives, brainstorm adjectives describing William
- Content-Based Reading: Books and reading passages on renewable and non-renewable resources
- Handwriting: lowercase cursive letters: n, m, x

### **Math Adventures:**

- Topic 8 Lessons: Division Facts
  - Relating multiplication and division
  - Fact families with 2, 3, 4, and 5
  - Fact families with 6 and 7
  - Fact families with 8 and 9
  - Making sense of multiplication and division equations

### **Information Hut:**

- Around the World: Come join the fun for this PTO-sponsored event are on Thursday, 2/7, at 6:30! You'll learn all about the different cultures the make our school wonderful!
- Valentine's Day Party: Our Valentine's Day Party will be on Thursday, 2/14. A flyer about this will go home early next week.
- The next newsletter will be on Friday, 2/22.
- Have a good weekend! ☺