



Learning Safari Adventures

Becerra Safari, 3rd Grade

9/10/18 - 9/21/18



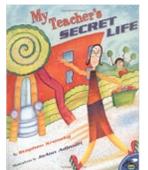
IB Adventures:

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

- **Energy:** Last week small groups of students read an article about a form of energy (magnets, light, or sound). Students highlighted important details of the articles. (We've been practicing identifying details in a non-fiction passage.) This week, students detailed the facts on a poster – and then shared out with the class. We spent a lot of time discussing and practicing how to reword facts so that they aren't just being copied.
- **States of Matter:** Students continued inquiring into the states of matter through read aloud books, experiments, non-fiction passages, short videos, and activities. Cheerios were even used to model molecules. (Yes, the "molecule" were also eaten! Ask your child to show you what the molecules and atoms look like in the phases of solid, liquid, and gas.)
- **Gummy Bear Experiment:** Do gummy bears change in different liquids? Which liquid will change the length of a gummy bear the most: water, salt water, baking soda water, or vinegar? After observing gummy bears and the 4 liquids, each student formed a hypothesis. We planned the experiment, set it up, and began the fun! Twenty-four hours later (on Friday), the outcome was revealed!
- **Gummy Bear Reveal:** This created quite a bit of excitement! It was so fun watching the students' reactions, discussing the outcome, analyzing the results, observing the results, and inquiring into further experiments. Students graphed the length of the gummy bear pre-liquid and post-liquid. Ask your child which liquid changed the gummy bear's length the most. Pictures of this will be posted over the weekend.

Language Arts Adventures:

- **Daily 5 "Training" & Review:** Daily 5 is the structure used during Guided Reading Groups. Students are quite familiar with the Daily 5 rotations and activities from grades 1 and 2. So this week, we reviewed Read to Self and the I-Chart. The I-Chart represents **independence** – so that students can be independent while instruction and learning occurs. Students have worked on the following Daily 5 activities: Read to Self, Work on Writing, and Computer Time. (Right now computer time is Compass Learning. Soon, Raz-Kids and readworks.org will be introduced.)
- **Stamina:** This vocabulary word is an essential part of learning. I used stories, videos, and discussions to foster every-day use of this word. Challenge your child to use STAMINA in his/her communication.
- **Reading Levels:** I am in the process of reading one-on-one with students to get an accurate feel for each student's reading ability, strengths, and weaknesses. I do not just want to rely on the MAP test for data; I get a lot out of conferring and listening to students! Some students are reading a passage into a computer's microphone, retelling the story, and answering comprehension questions on the website www.raz-kids.com. Then I listen to the recordings at home. (So cool!) Some students are actually reading to me, face-to-face. Everyone will do both methods over the next couple of months. While formal reading groups won't begin for a few weeks, reading lessons and learning are most definitely occurring through comprehension and fluency activities/lessons.
- **Word Study:** Last week Word Study began. Students practiced classroom routines in regards to the Wordy Study program. Next week I will introduce "Work on Words" during the Daily 5 rotations. Students will choose various Word Study activities (similar to the one for homework, but not the same) 2-3 times a week to practice sorting and spelling. Now that the routines are just about set, differentiated spelling will begin the week of 10/1. There will be 3-4 Word Study groups. Please remember, the focus is on recognizing and applying the pattern, not just spelling the words.
- **DSA:** At the start of every school year assessments are given to get an exact description of each child's level. The DSA (Developmental Spelling Analysis) was administered last week. Assessments will continue to be woven in throughout the next few weeks.
- **Writing Skills:** Building relationships with students is important. I enjoy learning about students' lives, and I enjoy sharing parts of my life with the students. After reading *My Teacher's Secret Life* aloud, I shared a PowerPoint presentation of my life with the class. Students saw pictures of my family, my friends, and my pets. You can view my secret life by visiting www.mrsbecerra.com. It's in the "All about Mrs. Becerra" section. This week each student completed a writing web about his/her secret life. Next week, paragraph writing will begin.



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/topic has 7-12 different lessons. 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 – allows for reteach, reinforcement, and enrichment
- 2. *Compass Learning*: computerized individualized math program
- 3. *Daily Common Core Review & Fact Fluency*: review worksheet / fact fluency (will be at level in 1-2 weeks)

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:

- Rounding numbers to the nearest ten and hundred
- Problem Solving: *Making and Organized List* Strategy – This is my **all-time** FAVORITE strategy because it involves lists AND organization! ☺
- Topic 1 Assessment Review: correct mistakes with an adult and game day

Topic 2 Lessons:

- Pre-test
- Addition Meaning and Properties: commutative, associative, identity properties
- Subtraction meanings – Solving word problems involving subtraction

Information Hut:

- On Tuesday, 9/25, we are going to the **Planetarium** from 9:45-11:00. The volunteers are Laurie Brem, Lisa Hackney, & Jen Steinmetz.
- We go to **Holden Arboretum** on Monday, 10/1/18, from 9:30-2:15. Students and volunteers should all bring a bagged lunch (unless arrangements have been made through school). Please make sure that names are on lunches. Holden requests long pants and old closed-toe shoes to be worn (for safety reasons). **The volunteers are: Jill Davies, Tanya Houston, Jeff Jacques, Lian Jacques, and Aaron Steinmetz. An important note about lunch for this trip will go home on Monday!**
- The September Power Calendar & Fact/Reading Log is due on Wednesday, 10/3/18.
- Mrs. Becerra is out all day on Friday, 10/5/18, for an appointment.
- PTO's **Pumpkin and Baked Goods Sale** is on Friday, 10/15, from 3:00-5:00.
- Also on Friday, 10/5 is the **International Families Potluck Dinner** from 6:30-8:00. ALL families are welcome!

