



Learning Safari Adventures

Becerra Safari, 3rd Grade

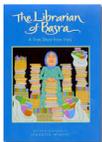
8/27/18 - 9/7/18



IB Adventures:

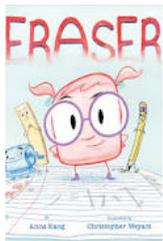
Central Idea: *Inquiry provides opportunities for discovery and exploration into how individuals learn.*

- Learner Profile Posters: I made a Power Point highlighting the Learner Profile Attributes displayed at *Rift Valley Children's Village*. After sharing the Power Point (and some stories), students formed attribute groups. Each group illustrated and captioned a specific attribute. The attribute posters will be hanging in our room soon.
- Learning Styles: Do you know your learning style? Last week we all took a Learning Styles Survey. We're all different...we look different, talk differently, have different backgrounds, languages, and cultures. We also each have a dominant learning style. Being aware of your dominant learning style can improve your learning and knowledge. After learning about each style, we made a class graph. Most of the learners in our class our kinesthetic learners.
- Tanzania Learning Tools: Last week I presented to the class about learning tools in Tanzania. My presentation included the school on the campus of *Rift Valley Children's Village*, and the local rural school. We discussed the differences between learning tools in rural Tanzania and learning tools in Shaker Heights.
- Schools Around the World: While students around the world all learn, not all students have the same access to learning tools. Stemming from the discussion about schools in Tanzania, we looked at schools around the world. The lesson centered on schools, the available learning tools, and accessibility to education. This mini inquiry lesson broadened knowledge of how individuals learn around the world. The following two books generated some knowledge and excitement about the project. We didn't get a chance to read these books in their entirety yet, but we will!
 - One World, One Day: This story shows different ways that students go to school around the world.
 - The Librarian of Basra: This story is about a librarian who takes action during a war.
- Save Fred: Students engaged in an activity that required communication, cooperation, and open-mindedness. Pairs of students worked together to save Fred (a gummy worm), whose boat (a plastic cup) capsized...and his life preserver was under the boat! The mission was to use the few tools available to save Fred. Hands were NOT to touch Fred, the boat, or the life preserver. Only 4 paper clips could be used. Lots of problem solving and curious minds were at work!
- 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. Students completed the first SOLE of the year this week. Students had 30 minutes to inquire into the following question: **What makes the states of matter different?** After the research, students gave a brief share out of their research notes to the rest of the class about their findings.
- Inquiring Minds: Today (Friday) students inquired and observed into a mystery object. I brought out a jar filled with liquid and an object. I walked around with the mystery jar while students silently observed with the senses of touching, smelling, hearing, and seeing. We discussed why tasting might not be such a good idea. After sharing observations, students began to question and wonder. What is in the jar? What's the liquid? How long has it been like that? What's that bad odor? I removed the object from the jar and put it in a bowl for further investigation...and then...I poked it with a pen. Wowsers--was that ever exciting! At that point I revealed that the object was an egg and the liquid was vinegar. Ask your child what happened when the egg was popped. This activity led to lots of other inquiries. Many students were going home wanting to conduct similar experiments. What if the egg was soaked for a week, rather than 2 days? What if a different type of liquid was used, or a different object? I hope some experiments and inquiry happen at home this weekend!

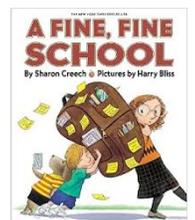


Language Arts Adventures:

- I shared two books with the class last week that related to the start of the new school year, relationships, and the IB Learner Profile. Both books tied into Language Arts and IB.



- A Fine Fine School: This story is about a principal who is so excited about his fine school, his fine students, and his fine teachers. He's so excited that he extends the school year to include many more days! Towards the end of the story, the principal realized the importance of being **BALANCED**.
- Eraser: This story is about an eraser who feels lost without meaning. It **REFLECTS** about its strengths throughout the story and realizes that it helps others with second chances and provides opportunities to learn.



- Writing Skills: After sharing the story *Fantastic Elastic Brain* with the class, each student wrote about his/her brain. Here are some examples of prompts: How does it work? How does connect to other functions of your body? How does your brain learn best? The stories are hanging up in the hallway.



- Reading Levels: Next week I will begin 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! 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.
- Reading for Detail: 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.) Next week, students will take the facts and present them on a poster – and then share out with the class.
- MAP Reading: Most students took the MAP Reading test Thursday morning. (Some students take the test with other teachers, and will do so soon.)

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:

- Read and write 3-digit numbers (standard, expanded, and word form)
- Locate and write numbers on number lines
- Identify the pattern on a number line
- Finding the halfway point on number lines
- Rounding numbers to the nearest ten and hundred
- Fact Assessment: The addition and subtraction fact fluency tests were given. These are 2.5 minutes in length. Students who test out of subtraction fact fluency will move into multiplication. (After multiplication is division, then double-digit by single-digit multiplication, then reducing fractions...and much more. There's always room for growth!)
- Computer Stations: Until Compass Learning accounts are all activated, students have been going on www.sheppardsoftware.com.
- Math MAP: This is scheduled for Wednesday, 9/12, in the afternoon.
- Topic 1 Test: This will most likely happen on Friday, 9/14. I say most likely because it depends on how the lessons go. Sometimes I spend two days on a lesson if needed. A review test (OPTIONAL homework) will go home two days before the test.

Information Hut:

- Monthly Calendar: Each month I will provide a calendar. The calendar can be accessed from the class website, through a link I send, and a hard copy will go home. The hard copy doesn't have as much information. The online calendar provides more notes and details when you click on an item. Here is the link to the September calendar: https://calendar.google.com/calendar/embed?src=shaker.org_3c2172gsaibb5iph9g3tvcfr9s%40group.calendar.google.com&ctz=America%2FNew_York
- KWL Chart: Last week students started a KWL Chart all about me. The "K" (what they Know) and the "W" (what they Wonder) sections were completed. Next week, I'll answer the W's and share more information about myself.
- The **Back to School Bash** is **TONIGHT**, Friday, 9/7/18. I hope to see you there!
- Raider Day is on Saturday, 9/8/18.
- There is **no school on Monday, 9/10/18**. Happy Rosh Hashanah to those who celebrate.
- Mrs. Becerra is out the afternoon of Wednesday, 9/12, for a meeting at the middle school.
- There is a **PTO Meeting** on Wednesday, 9/12/18 at 7:00 pm.
- Word Study (spelling) starts on Monday, 9/17. Just a reminder...everyone will have the **same** list. After the initial "training," lists will be individualized. Language Arts homework packets will also begin on Monday, 9/17/18.
- There is **no school on Wednesday, 9/19**. To those who celebrate, have a nice Yom Kippur!
- Thursday, 9/20, is "Fatherhood Walk Day!" Fathers and/or father figures are encouraged to walk their child(ren) to school.
- Please **HELP**, if possible! We go the **Science Center** on **Wednesday, 10/17**, from **9:30-12:30**. The trip has two parts: self-guided tour for just under an hour, and a lesson/demonstration called "Jumping Jitterbug." The demonstration is about batteries. Right now there are **ZERO** volunteers. Are you willing to help? If so, please (pretty please) let me know! I'm looking for 2-4 volunteers. ☺