



COMMUNITY UPDATE

What a week! Keep in mind that this week consisted of only four days, an early release, a Veteran's Day Assembly, and a meeting to learn about ALICE. 3C always does the best that they can, and they handle change better than any other third grade class that I've worked with. So, even with all of the extras, they had a great week of learning.

One special event was when Diya presented the Indian holiday, Diwali, to us. She brought in books, pictures, and objects to help show a tradition celebrated in India each year on and around November 7. Our class has expressed wanting to know more about our differences and similarities, and during Diya's presentation, their actions showed how intrigued they were. It was a special time for us. Thank you to Diya and her family for sharing!

Dr. Anderson informed teachers that parents have received information about the ALICE talks. This was presented to our class with the other third grade class and the fourth and fifth graders too. The officer explained the steps that are taken during an ALICE drill, and in case of a real situation. The kids asked many thoughtful questions; however, from my perspective, I would recommend to invite a follow-up conversation at home.

Finally, I have saved the best for last! Our class will have their cotton ball celebration next week! Way to go, 3C!

STUDENT WORK & HOMEWORK

I'm sending home math work and science work. For some of the math assignments, I wrote the following on the top of the papers: independent, with guidance, mostly independent. I did this to let you know if an activity was completed with or without teacher help. The science work was with partners and answers were checked after each of the scenarios.

In Reading

REAL READING: Our readers made a Real Reading resource inside their reading journals. This resource is a diagram that helps show what happens when readers think about the text while they read. They know that this impacts comprehension, and that they will be learning strategies to help. They also know that the text can be any genre, topic, and any length. For example, the text can be a math word problem or even a set of directions.

INDEPENDENT READING TIME: I've started taking small groups of kiddos to the library in order to help create personalized book lists. I'm taking similar groups of readers (interests and levels) at a time so they can preview and talk about books together.

COMPREHENSION: I gave our readers a quick comprehension check, so that means a short story with some questions. For the questions I used metacognition thinking stems (real reading). I explained to 3C that this was going to be a first sample to show the kind of thinking that they are already having while they read. I will share these at conference time. Much more will be done in the upcoming weeks. :).

In Writing

SPELLING: They took their tests. I am going to send home Word Study notebooks next week. That way you can see the tests they have taken so far.

TYPES OF WRITING: They began a new writing unit by starting out with sharing what they already know about author's purpose, the components of narrative writing and of good writing in general, and what they think the different types of writing are. They did this by visiting stations around the room in small groups. Afterwards, the results were shared and that launched our goals for what we will learn.

They have learned that the four types of writing we will do this year are: descriptive, informational, persuasive, and narrative. They know that we have done a lot of descriptive writing, and that we have done some narrative writing. They are beginning to learn that narrative pieces can be true or completely fiction and that they have certain parts. Although it doesn't make sense to them yet, they are learning that narratives must have sequential events, action, characters, setting, and a plot. All of these components will be learned in this unit, and by the end, they will have a published narrative to share with parents.

In Math

WORD PROBLEMS: I see some progress with them being able to read the problem and write an equation to match the situation. They will continue to work on this.

MULTIPLICATION: With me, they reviewed multiplication and repeated addition. Then they had an assessment. This is inside the Communication Folder and it says INDEPENDENT

at the top of it. For the rest of the week, they were given more repeated addition practice and opportunity to meet with me to gain clarity and consistent accuracy. Overall, I'm seeing really good progress. I will be giving another assessment next week.

They began learning about the array model of multiplication. They made arrays using objects in the classroom. They pointed out dimensions of arrays for our November number calendar, and they made a resource page in their math journals for arrays. This page defines arrays, gives an example word problem, defines columns and rows, and gives several examples of arrays. We are going to have a blast with this model! Lots of time to build, create and design.

They are still working on Haunted Houses. I have been sending many away from the store because of incorrect calculations. Good news is- that they are getting great practice with adding money which is helping them make progress!

Fastt Math Update: I have found out that we do have the Fastt Math program. It has been ordered. I will have access to it soon. That way I can send home the site for math homework. It's a great, fun way for the kids to practice basic facts and math operations.

In Science

They finished up a climate zone activity and then worked on recording and graphing weather data for particular cities within the United States. They used iPads and QR codes that directed them to a weather data site. Once there, they were able to find average monthly temperatures and precipitation amounts. They turned this information into bar graphs and answered questions about their findings of the particular city's data.

In Open Circle

This week we only had one day because Tuesday was no school. Unfortunately there really was not another time to fit it in. We still found it valuable to begin our lesson on feelings. 3C is learning that everyone has different feelings and that it is okay to feel. They listed lots of examples of types of feelings and shared where they might feel them on their bodies. For examples, they might feel sadness in their stomach or happiness in their feet. Next week they will dive deeper into how they feel during certain parts of their school day and in certain situations.

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GET OUT YOUR CALENDARS

November 12- Holiday, no school

November 19- Field trip to Strawberry Banke Museum

November 21, 22, and 23- Thanksgiving Break

BLOG:

mrscoronato.edublogs.org

The photos from the catapult STEM challenge are on the blog. I also put some up from Diya's presentation of the Indian holiday, Diwali.

Read Aloud Books & Videos:

Can't Stop the Feeling: A Go Noodle version to go along with our feelings lesson during Open Circle

Science, No Fair! - Our chapter book read aloud

BrainPop video for Veteran's Day

EXTRAS:

I encourage any of 3C's members to share traditions or celebrations that are meaningful to them. If your child has an interest, please send me an email. :)

We are getting low on snacks. It's that time of the year. I think they're growing. Some are even coming back from lunch time hungry after having eaten their whole lunch. I'm Italian, it's not in my blood to not feed them. :). hee hee

If you can donate snacks (I will too), ones that come in pre- packages stay fresh the longest. Thank you!