**Weekly Memo # 3**

The children have completed their presentation on the answers to the questions based on the 8 key concepts. It was simply amazing as the groups presented their work to the whole class. The knowledge that was shared by some groups was excellent beyond compare, however, I realised that almost the whole class needs to develop oral presentation skills, that is tone of voice and expression as well as posture. This week the children inquired into the transformation of energy. First and foremost, they looked at their immediate environment as well as at home, and identified areas where they could see energy in use. They drew simple diagrams, labelled them and wrote captions for their drawings. I must admit that the diagrams reflected understanding of the concept of ***change***. They will continue to learn this concept going from simple to complex areas where energy conversion can be seen. Using this knowledge, they will then write an explanatory text on how the force of falling water is used to generate electricity. They will be in pairs for this activity and will choose one source of energy to inquire into.

The children are now reading consistently with the ***exception of a few*** and are settling into routines for the handing in of their reading journals every Monday. They practised one of the strategies taught, namely ‘**Synthesising**’ and it was truly thrilling and satisfying to see the children concentrating and being focused on the story being read to them. Yet again, it was a lovely story’ **The Smoky Night**’ by ***Eve Bunting*** whose stories and illustrations help young readers to immerse themselves in the story. When the children were asked to share their findings about what the story was, everyone in the class was able to give the ***literal meaning*** of the story. However, when they were given time to reflect on, ‘***what message is the author giving us’***, I was filled with so much joy as one by one the children shared their understanding of what they ***had inferred*** from the story. This has been possible because from the very first day of the Reading Workshop I have taught children how to infer the ‘**theme**’ of the story. Let’s see what this week will reflect as this week the children will be concentrating on Visualising as a strategy but will go one step further as a challenge in adding details to their illustrations.

The writing workshop is going on smoothly and all the young writers are learning what it is to be an author. They had learnt one revision strategy that is marking areas in their rough drafts where they can add interesting details and this truly helped in adding details to their stories. After having gone through their first revisions, I felt that the children still need help with elaboration. Hence, I decided to teach the second revision strategy that is writing step-by-step of how the story took place. This was first demonstrated by the teacher’s own writing of one story. They were shown two drafts of the same story, one of which was a summary and the other of the story with step- by- step details of what was seen, said and heard by the teacher. Having carefully watched the demonstration and clearing any doubts they may have had, the children felt confident enough to try it on their own with their own stories. Children are still practising the strategy and will be able to apply it in developing true stories of their lives and making it more vivid to their reader. They will have one guiding question, ‘**what message are you trying to give your reader?’**

Once again, in the Maths Workshop, the children are really enjoying the stations and are working independently on consolidating their understanding of place value,while other children are still concentrating on understanding the concept of fractions. This week they will construct meaning on equivalent fractions. Moreover, they will also practise adding and subtracting fractions with the same denominators and show their understanding in diagrams.