**Weekly memo #1**

Week 04.02-08.02

**Reflection from previous weeks.**

Even if the previous weeks have been quite erratic, learners were able to focus and were able to attend to their first unit of inquiry for this year that is Energy. For the provocation, learners brought in their toys from one and were able to categorize them one of them being use of energy and those not needing energy to function. They pushed their thinking further by categorizing by looking at the types of energy used and the sources of energy. This conversation got the learners involved and following this, they attended to the pre unit assessment. The results after webbing out all they know about energy and answering set questions, it was observed that most of the learners had a sound understanding of energy with slight misconceptions here and there mostly at the level of the impact of production and use of energy on the environment. A few have a simplistic of energy and hence these results have been used to create groups for attending to the unit.

Reading was quite interesting last weeks. Learners were given the opportunity to revisit the various reading strategies they encountered last year namely predicting, visualizing, making connections and questioning. Learners spoke about these and how to put them into practice. Alongside to looking at reading strategies, use of reading record book together with sustained reading everyday was established as a compulsory element of a day. It was noted that many learners are not used to reading everyday and if they did, they did not have the habit of making an entry about their reading. Most of the learners were able however to get into the picture and the reading programme is going on smoothly except for a few who can be considered as reluctant readers and need a further motivation to embark on that journey. Concerning synthesizing, which is a reading strategy, it was introduced last week without the learners being told what it was about. Some of them were able to use 3 strategies to understand the text at different pauses but it was observed that their answers quite shallow and this lead to a retell of the story rather that a gist of their understanding of the text.

Last week learners had a go writing their first seed story last week. Even if they tried it out for their holistic, it was observed then that they struggled to write about a moment. Instead, they are more able to write watermelon stories with plenty of ideas. That is why, for a start, learners webbed out ideas they had about that moment. No details was given on what to add like plot, setting characters, emotions..etc. Learners were allowed to come up with their own ideas. Afterwards, during a given period, they wrote their text before being introduced to a revision technique namely 2 pluses and 2 wishes, which are two things they liked, and 2 things they wish the author would change to make their text more appealing. In this case, their change was more adding details to make the text more interesting and lively in such a way to capture the reader’s attention.

Learners were introduced to fractions after revisiting place value during the previous week. Most of the learners were able to recall the concept of place value and showed their understanding through writing in words and writing in expanded form. However, it was observed that a few learners were still not clear about place value and these learners will need extensive help and support to get them where they ought to be in terms of numbers. At the same time, learners webbed out what they knew from last year about fractions and here it was observed that many knew about writing down fractions in words and in figures but many struggled with equivalent fractions when it came to represent diagrammatically equivalent fractions.

**Plan of work for week ending 08.02**

The coming week will be devoted to continuing to unpack the central idea. Learners have already come up with a simpler form of the central idea and now need to work on their questions, which will be grouped under each key concept question. Eventually a choice will be made to on the children’s question that will lead the inquiry and identify the lines of inquiry for this unit. Learners will also design activities that will help them know more about energy and also come up with strategies to assess their understanding along the way.

In reading, the class will get to review their synthesis, see the strategies being modelled before a class synthesis is written. After that, they will have another go at synthesis using another story as a whole class engagement before trying it out individually.

This week, in writing, learners will think whether to make a change in the original text and the reasons behind making or not making these changes. In order to help learners, they will be invited to use adjectives as a way to add details in a very thoughtful way and a few of them may even be noted on the board to help the class. Therefore, learners will continue revising their text, which it is assumed, will take at least a week before they can edit and publish their pieces.

In the light of the learners’ achievement last week, it was decided that some learners will have to revisit and consolidate their understanding of the concept of place value while others will go back to naming and identifying fractions to consolidate their understanding before going to the next step which will be equivalent fractions.

I hope this memo gives you an insight of what has been done in class and what is on the plan for the coming week. Please remember that this plan is only a tentative one that may be changed depending on the needs of the class and observation made on the responses of the class in each subject area.