**Weekly memo # 4**

During the Unit of inquiry on’ Energy’, the children were very engaged and focused in the class and learned about the conversion of energy as they still need to consolidate on this concept of change. Simple experiments showing the conversion of electrical energy in a battery to light energy in a bulb will be done. They will also learn about the most important source of energy which will be carried out through discussion and then will write a persuasive text convincing the class about which source is the most important and why. The children will be in groups on 3 and prepare a short presentation of this. At the moment, they are making use of resources that is reading the books which contain information about this. They have drawn some very good illustrations of whatever they have seen at home and school reflecting their understanding of the concept of energy conversion. The summative assessment will be given to them this week so that they can be ready and start preparing to demonstrate their understanding that energy exists in many forms and can be converted from one form to another.

The children are improving their reading skills day by day. They were able to infer the traits of a character after the book, ‘**Fly Away Home’** by Eve Bunting was read to them. They took evidence from the text to support their traits as the class discussion went on about, **’What type of character is Tom**?’ Much later, they looked at another character ‘**Aunt Tiny**’ and they practised inferring in pairs. It is amazing to see such young children infer the traits from books/stories they are listening to and give evidence for their findings. However, I am still finding it a challenge to make children read and respond in the reading journals. For this very reason, I have started asking children to use their reading journals for taking down all the teaching done during the **reading workshop** so parents can see how this works. With the exception of a few children who are practising the reading strategies taught in class, at home, the other children are using strategies learnt last year instead of consolidating whatever has been taught this year.

The writing workshop is running smoothly and the children are learning the importance of revision. A lot of revision strategies have been taught to the children so that they have a tool box of strategies to use whenever needed. This week children learnt more strategies to generate narratives and they made a list of **first times, last times and times when they** **realised something important**. They watched the teacher demonstration first and then did likewise. They will now be expected to choose one time and write about it. At the same time, children very often **tell** about their stories but never show it. For example, a child had written, ‘it was fun’. So she was asked **what does fun look like**? This was taken one step further where examples of **show don’t tell** was done with the children’s own writing. children enjoyed this activity and were able to elaborate and make their writing more visual for their reader.

Children are enjoying the learning taking place in the Maths Workshop. They are still working in stations where they are consolidating place value and are constructing knowledge about fractions. They have almost completed the engagements in the stations. Some children have moved to working on addition and subtraction of fractions while others are working on problem solving in fractions. The children are also learning the importance of neat presentation of their work while they solve numbers in their logs.