A "Look Into" Mr. Brown's Third-Grade
Learner-Active, Technology-Infused Classroom™

Students enter their classroom after lunch and immediately return to work based on the *schedules* they've created for the day. Mr. Brown sits down with a few students and talks with them about the work he reviewed in their folders yesterday as well as various aspects of the problem-based *Authentic Learning Unit* (*ALU*) "Migrating Monarchs." Students are currently engaged in this *ALU* and "Terrific Tours," in which they design virtual vacations highlighting historical landmarks in different regions of the United States. Both units integrate ELA and mathematics.

Throughout the week, students are required to record observations of the class monarchs, add to their reflection journals, compare monarch observations with partners, and share research with small group members to collaborate and develop a visual representation of a monarch's life cycle. Students have a choice in how they research and learn about monarch butterflies. For example, they may choose to read texts, watch videos, listen to podcasts from previous years' students, or attend *small-group mini-lessons* led by either Mr. Brown or student experts. Mr. Brown selected and created resources, both digital and print, according to the needs of his students. They access the materials in the *resource area* and on the class website.

Will is engaged in a *learning center* in which he is learning to read and analyze different types of graphs. Later, he will create graphs of data based on classroom observations. Shannon is organizing her research on Mesa Verde — its location, its history, and points of interest — for the "Terrific Tours" *ALU*.

Some students signed up for the computer station to conduct their research on monarchs. Mr. Brown linked several websites and blogs to the class website for students to conduct online research. Sam had a question as he was reading the Monarch Watch blog, so he put his name on the *help board*. Within minutes, Mr. Brown joined him and helped draft a post in hopes that the experts would answer his question directly.

Lucy, Jared, and Ryan are using their tablets to scan the QR codes on the *activity list* to access videos. Nina and April are on Milkweed Café, an interactive site. Mr. Brown scans the room ready to update his *facilitation grid*, allowing him to collect data and track students' attainment of the unit's concepts.

Tamika and Angela have chosen to start the afternoon engaged in paired reading to build fluency. While Tamika reads, Angela listens and notes any mistakes as she times the reading. After, they switch roles. They record their results to personal grids to demonstrate improvement in fluency.

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Brian's group has scheduled a group activity at this time. They are meeting to share their individual research and begin their life cycle diagram. Each student has completed a graphic organizer, and they take turns sharing their research. Brian goes first, and Mr. Brown stops to listen and notes on the facilitation grid that Brian is doing much better since he attended the *small-group mini-lesson* on note-taking. The group also decided when to sign up for the computer station to complete their diagram digitally. Mr. Brown noted on his facilitation grid that Leah was able to explain the life cycle well and asked her to add her name to the *expert board* so she could assist other students who need help with the life cycle of monarchs.

At 2:00, Mr. Brown scheduled a whole-class discussion as a follow-up to a recorded *benchmark lesson* that students were required to complete at some point earlier in the week. The *benchmark lesson*, which was only 2 to 3 minutes long, focused on the importance of accurate data collection and recording. Mr. Brown will guide the students in discussing how this was reflected in their work this week and what they can do to improve upon their observation skills next week.

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