

Newsletter 19

Math:

This week the students finished up their lesson on converting currency. They were able to expand their knowledge and work on two follow up sheets that focused on multiplying and dividing decimals as well as exchange rates.

Towards the end of the week, the students took their understanding of volume to a new level. We decided to find volume and surface area of spheres following our Glittering Glass article.



Science:

On Thursday the students worked on the article, *Brain Trauma Investigator*. The article focused on Robert Stern and Ann McKee who study how contact sports affect the brain. The students were able to see examples of brains that have suffered from Chronic Traumatic Encephalopathy (CTE). This disease affects athletes with a history of repeated blows to the head. It is marked on scans that cause brain damage over time. The students were also given a bar graph, that how the number of NFL players whose brains with CTE in the Boston University study, they were sorted by position. The question for the students was to see if the data was sufficient to predict which positions are most likely to develop the disease based on the graphs data.

Crispin#3:

(Vocabulary: *Abbess, brigand, contemplate, desolation, fingerpost, hapless, infirmary, meager, milestone, & tepid*)

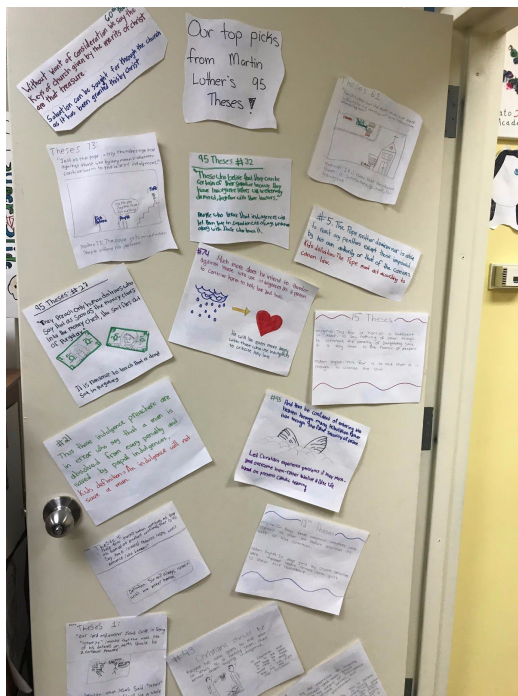
Martin Luther King Jr.:

On Monday the students and I joined together and took the time to put ourselves in the shoes of some of the most memorable people throughout the civil rights movement. The activity, *Stepping Into Selma: Voting Rights History and Legacy Today*, gave the students the chance to discuss the history of Selma with more background knowledge and insights, including the long history of organizing civil and human rights, the role of many local, state, and federal institutions that were complicit in preventing black voting, and the role of the youth, women, and key organizations during this time. It was fun for the students to be assigned the role of someone that was apart of this movement. Once they were assigned a role they then did some research, once

done the students were given an interview sheet that asked questions. The interview process gave the kids a chance to interact and impersonate their individual while asking each other questions that they believe their figure will fulfill.

Martin Luther:

While studying Martin Luther King Jr. I had the students also study a renaissance figure Martin Luther. Martin Luther was a monk that began to question the practices of the Catholic Church as he studied the Bible. He found many areas where he felt the Bible and the Catholic Church disagreed. On October 31, 1517 Luther took a list of 95 points where he thought the Church had gone wrong and nailed it to the door of a Catholic Church. After reading and studying about Martin Luther the students each picked two of their favorite theses from the 95 and rewrote them in their own words. These are all now displayed outside our classroom door.



The students all took the time to compare and contrast the similarities between Dr. Martin Luther King Jr. & the reformer Martin Luther. This was interesting for them since they learned that Martin Luther King Jr. was actually named after Martin Luther and that they both had a drive to enlighten people, encourage people to stand up for themselves/ their beliefs, and to create a society that is filled with leaders not followers.

(Vocabulary: Protestant Reformation, Indulgences, Theocracy, and Edict of worms)

GeoBEE~

On Friday, the student joined Mrs. Dionysia's kids in the National Geographic Bee. The National Geographic Bee is an annual geography contest sponsored by the National Geographic Society. The bee, held every year since 1989, is open to students in the fourth through eighth grades in participating schools from the United States. This years Plato Academy winner was Tom Pashos!

Hope you have a great weekend,
Ms.Alexandra

“Every week I preach justification by faith to my people, because every week they forget it.”

Martin Luther

