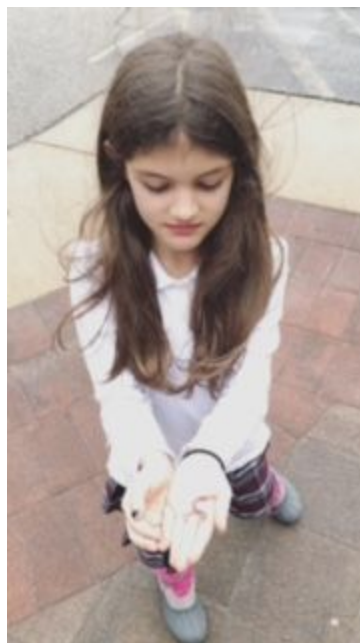
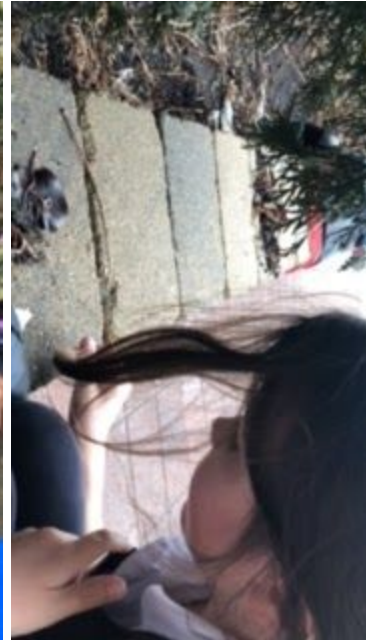


Plato Academy- Room 9

Classroom Journal: Matific, Culture Night, Worms, and the Lumiere Brothers!

2/23/2018

Fortunately for our sporadic 60 degree weather on Tuesday, the children were able to explore worms during outdoor play. They made cozy beds with fallen leaves and loose tree parts, and moved them out of harm's way (recess soccer game) so they would not get hurt. The next day, the children checked on them and they were still there, must have loved their new habitats!





Matific and Math Olympics week is in full motion! The children have been eager to complete as many math games possible for their school to win! Thank you for keeping me posted throughout the process and more importantly, I would like to congratulate all of the children for their hard-work and dedication! It is a great playful way to practice math skills and a great use of desired "screen time". Go Room 9! Of course these events have not replaced our math story or math games. This week we had a special student-written math story on fashion!





We have finished *The Invention of Hugo Cabret*, and the movie as well. After completing some provoking film study questions in their journal, we will host a discussion Monday moving critiquing the film itself and then comparing it to the context of the book. For example: When Uncle Claude shows Hugo the station clocks, he says, "Time is everything." In this context, he is talking about making sure the clocks run on time, but his statement is also a metaphor for the movie. How else is time "everything" in the lives of the characters in the film?; Why did the film director choose the actor he did for Georges Melies? Did you notice similarities in the pictures that we saw of him in the documentary?; The director Scorsese put clips of the actual movies of Georges Melies in the movie, why?; Why does Georges compare himself to Prometheus? Why

does the author choose that myth?" These thought provoking questions seem lengthy and completely over the moon however, they are put on the board and the children journal about them for 10 minutes individually throughout the day at a moment of their choice. It is more of a guide to get them thinking of different critical questions. Then, Monday morning we will bring our journals to the rug and have our "film/book talk" their notes help them remember what points they want to bring to the conversation. The children aren't limited to these specific questions and may write some of their own ideas to add if they wish.

The librarians suggested a Georges Melies documentary for the children that supported a lot of inspiration from the author of our book, Brian Selznick. We began it last week briefly, however felt that it was that much more beneficial after we finished the whole book. A lot of the story aligns with real (non-fiction) events of Georges Melies and the children made great connections with the documentary. It was definitely a different and new format of movie that the children are used to, but they really enjoyed it because of all the connections they knew from our story. For example, Mama Jeanne in our book, was really the name of Georges Melies' wife who was sort of the "first superstar" being the first leading face in silent films. Also, Georges Melies really did own a "jouets" store in the train station just like the book! The children also were introduced to two very important film artists the Lumiere Brothers. They invented the "Cinematographe" a camera and projector, or first "motion picture". Now, the project work continues. The children are accountable for completing 24 sketches from Hugo (with captions), their automatons, and of course the mural. They continue to take time paying attention to detail with their sketches and manipulating different parts of their automaton. How can I get the arms to move? Hm, the torso seems to big maybe we should take it apart again?







In lieu of culture night, Room 9 is doing Europe! Each child chose a country meaningful to them to represent on our map! Of course, France will be represented however we also have students with different roots in Europe such as, Bosnia and Herzegovina, Poland, and Germany. In addition to studying a landmark, we have been coloring flags from various European and Caribbean countries that will be displayed during culture night! The children have chosen their favorite "landmark" from each country to be recreated and then placed on the map. We have also started a new game the last 10 minutes before dismissal, its called "the capital game". The

children look at two maps (US and Europe) while I say the capital, country, or state they say the corresponding answer. We have been enjoying playing with Ms. Dionysia's class and it's a great way for fun memorization and awareness of states, capitals, and European countries.



Have a great weekend!
5 days left of Math Olympics!!

Warmly,
Ms. Bia and Mr. Foti