

Plato Academy- Room 9

Classroom Journal: Mighty Book Lift, Subtraction Bingo, and Zhaands

2/2/2018

We commonly use the word 'machine' to refer to a complex mechanical device powered by a motor which is very different to our scientific use of the term "simple machine". The children thought so too! The learning objective of our "simple machine" exploration is that the children identify the types of simple machines around them every day and the purpose of the important parts such as a lever/ fulcrum point. Our exploration started this week with different ways to lift a "load". The first challenge was to use materials (water bottle, books, ramp, and plank) to figure out how to use one finger to lift the books. Through trial and error they figured out that the water bottle would sit on the plank and the ramp would hold the books and act as a "seesaw". The exploration continued with materials from our kit (washers, spring scale, and a string). This experiment was a little more guided. An "experiment card" was placed on the table with some questions and a group (at a time) had to work together to weigh the "load" with the spring scale and the "force" needed to lift the load. Did it require more force with or without the lever? Why? What was the difference in the force? Does it matter where the lever is placed? This exploration's learning objective is to create a basic understand of the laws of physics implementing math and scientific vocabulary such as "force". The spring scale weight unit is "oz" or "ounces" introducing another unit of mass. An example of the implication of Newton's laws: In order to move an object at rest a force must be applied and the greater the object's mass is the greater the force is needed to be applied; for example, even though you each used two books why was one force more than the other? "Because, those two books were heavier." Without stressing the "textbook" idea of Newton and his laws we figured we would just play and learn them through experimenting just like he did!







“Ms. Bia he is hobbling around because his ankle hurts from soccer”. An example of our vocab word “hobble” being used at recess on Wednesday. The children practiced hobbling around the room and grimacing while pretending to eat something bitter. We officially know that Papa Georges is Georges Melies but we have only predicted why he wouldn’t want to be a famous filmmaker anymore?! Why does his compare himself to a “dry ocean”? Why does he get so mad when Hugo and Isabelle find his box of drawings in his armoire? Speaking of, what is an armoire? Do you have one in your room? The children will begin to make their mechanical man on Monday and so any small recyclables (toilet paper rolls, screws, etc.) that you may have around the house send them to room 9! We are excited to start our Paris mural with structures Hugo will see on Monday (Part 2, chapter 4).

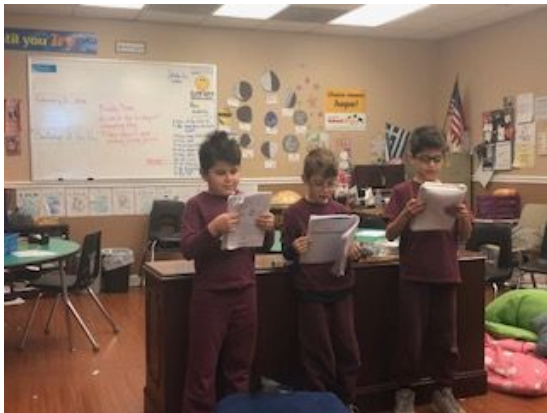
We enjoyed subtraction Bingo and figured out that if the numbers are read “what is the difference between 19 and 10?” it can be trickier than “19 minus 10”. The children will continue to solve subtraction based word problems. Knowing when to apply is more important than applying rotely. Therefore, our focus will continue on different scenarios allowing for subtraction. Such as, If groundhog day started in 1700 and today is 2018 how many years ago was that? Our buddy’s told us 318. How did they figure that out? We also had some challenging math

stories that organically applied opportunities for multiplication and division. For example, if there are 240 squares of toilet paper and they are 4 inches long how long is the whole roll of toilet paper?



As mentioned before our buddy time with Ms. Dionysia's had to do with groundhog day! We learned some great facts and some groups got creative and performed groundhog day skits. Did you know groundhog day was brought here by the Germans? The children continue to practice working collaboratively to research and write about non-fiction information. This compliments our TIME kids activities each month. In addition to our news articles the children will begin to be accountable for the questions/opinion articles that correlate with each month's issue. It keeps the children reading about current non-fiction events and the packets our filled with comprehension/inference questions that are challenging but allow the children to reflect and discriminate information they have read in order to apply it to specific questions. It allows them to support their opinion in their writing with factual information they have read. PS Our first TIME packets were completed today and we will go over them Monday together.





This week we also finished book two in “The Story of Pawn” series. The class used the characters and story as prompts for their journals, where they wrote about themes such as

teamwork and leadership. We again practiced playing chess, and the students kept track of each other's points on their boards. We also engaged in a group game, which involved everyone playing on a team and taking turns against the teacher. This was a big hit the with the class, as they learned about chess opening strategies and endgame tactics.



Have a great weekend!!

Warmly,

Ms. Bia and Mr. Foti