

Plato Academy: Room 9

**Classroom Journal: Precepts, Pledge to kindness, & Oxidization**

**Week of: 11/7/2017**

Dear Families,

This week we started our new read aloud, *Wonder*. This book is different from our previous read aloud in many ways but one of the obvious differences we discovered is that it is narrated by the main character himself: Auggie. A narrator is the voice of the story and a theme is the main idea. So far the theme, or main idea, of the book as told by the children is to “be kind”. The children have been practicing character analysis by using things mentioned in the text as evidence on how the author wants us to view the character. For example, two days ago we met Julian. Some children suggested he was going to be the bully they had to prove why they thought this. Where in the reading foreshadowed that Julian will be a bully throughout the book? Currently our evidence is that, “Jack Will said he is a jerk and he knows him very well”. As we read through the story the children will be adding character traits to already introduced characters as well as newly introduced characters. When children practice character analysis they are reminded of the importance of text and practice comprehension skills by recalling specific details. We met Mr. Browne, Auggie’s English teacher. Every month he assigns precepts: “rules about really important things”; during the first month of school the precept is “when given the choice between being right or being kind, choose kind.” We have each taken a pledge to kindness this month to follow along with our book as well. During our buddy time (currently our “lit circle” or “book club”) with Ms. Alex’s class, we write in our journals about theme, character development, and foreshadowing. We exercise new vocab together as our buddies help us note take in our journal and make connections to our school life and community.

On Thursday afternoon, we watched the movie of *Cricket in Times Square*, and today we compared through our venn diagram the differences and similarities of the two. The children collaboratively agreed on differences and similarities as we had to defer to the book a few times since there was some debate on how Chester was introduced/arrived to New York City compared to the movie. Finally, it was solved after re-reading the few pages of the “Chester” chapter.

The children decided to begin presenting to their classmates their TIME magazine articles. They sign up for a time slot, two are offered each day. The children share significant parts of their article to their peers and demonstrate an understanding/comprehension of their reading. They work hard reading and writing summaries of their article, some include detailed pictures, and some include more writing. Presenting to their peers builds confidence in their work and develops public speaking. Since some children are beginning to get a little nervous about the winter program we thought that not only presenting each week would help boost confidence but, we have also been practicing reading our winter program song: “Miracle” by Matisyahu, every day!



We learned two new math card games this week: “salute” and “knock-knock”. Three players are required for both. One of the games, “salute”, the whole deck is dealt among two players, the third player is the “sum” giver. The two players with the cards, draw one card and hold it next to their ear (so they can’t see their own card) and the “sum” giver screams the sum of the two cards being held up and then the two players try and guess their card. Children are practicing strategy and logico-mathematical knowledge. Group games are used to foster or hinder the development of autonomy, they have to make their own decisions throughout all games such as, “who is going first?” Currently, for our number stories, we have been practicing time-telling. Such as, “how many minutes until the hour changes?”. We have two games of time bingo available during math games to enhance our number story problems as well.



How fast will it take for a penny to turn green? We added salt and vinegar to recreate the oxidation process. What other things oxidize? We have been recording our observations of our pennies in our math and science journal since Tuesday. After the weekend, we will write our conclusion. A lot of our pennies have already turned green/blue! The children will reference to their hypothesis that they wrote in their journals before performing the experiment. Practicing predictions they are using their previous knowledge connecting to our research of why/how the Statue of Liberty turned green. How long did it take for the Statue of Liberty to turn green? Recalling information from our research and applying it to our penny experience allows for another experience, building stronger connections.



During our buddies with Ms. Dionysia's class we decided to add to our mural some word bubbles of our facts we have researched on the Carnegie Hall, Statue of Liberty, Empire State Building, and title our mural. Some have been already glued up while others are still in the process of putting some of their last touches together!



Today was our first bank visit! The children waited in line, filled out their own deposit slip (money amount) and in that learned that “NET” meant total amount of money. Practicing life skills, like depositing money into a bank account, is a great way to also practice writing their address and the privacy of their account number. Some children brought all coins which was

really neat to count up! Even though coins represent smaller amounts they are especially fun to count or add on because you then get to write in the COIN line too!



Trivia: **\*\*Why is Veteran's day celebrated on the 11th day of the 11th month at the 11th hour?\***  
Your child will know this!

Have a great weekend!  
Ms. Bia and Mr. Foti