

**Plato Academy: Room 9**  
**Classroom Journal: "Catch-Up"**  
**3/16/2018- 4/13/2018**

**Enjoy reading a "catch-up" journal on our work, incorporating things done the week before break as well. Due to brief week/ spring break I thought it best to do a compiled journal and start fresh next Friday. I hope you all had a great spring break!! Happy Easter and Passover to those that celebrated!**

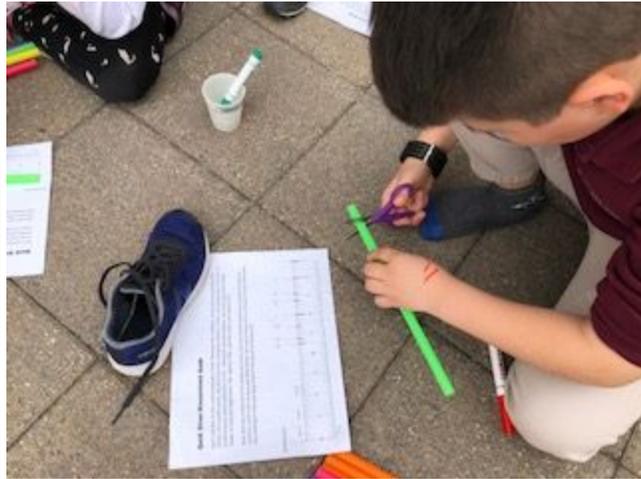
**Moment of celebration of Room 9 kiddos!** As all Plato teachers work hard to get ready for conferences (anecdotes, report cards, etc.) in Room 9, the children also work hard to prepare for their conferences. The days leading up to conferences they cleaned their cubbies, organized their journals, and wrote honest letters to each of you reflecting on their successes and well as their goals. They decided which work of theirs was to be presented and by doing so, they each demonstrated accountability for all of their hard work and growth this quarter. Some chose to "edit" their work checking for capital letters, punctuation, and our favorite "grammar" reference "their, there, or they're". I am so proud of them!

Mr. Vogdanos joined our class Thursday afternoon (March 15th) for an introduction to drawing/sketching, and gave each child a step by step book of different shapes to make to create drawings of different animals. The children really enjoyed this and are excited to incorporate in their sketchbooks and illustrations for their stories. Thank you Mr. Vogdanos!

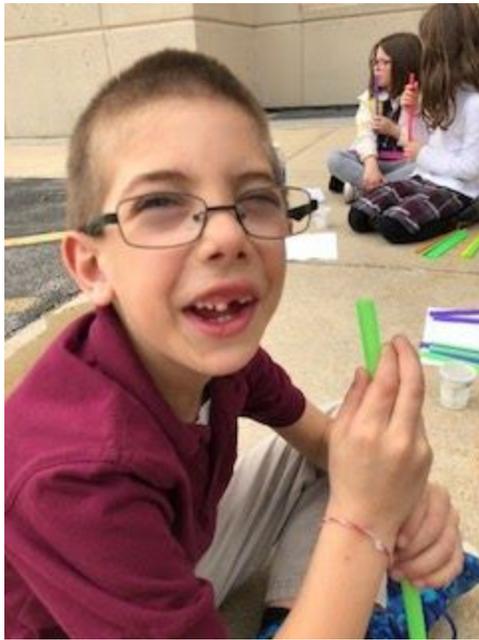
On March 22nd, also Ms. Mary's birthday, we celebrated St. Baldrick's day and six of our room 9 kiddos were either shavees or cut 8 inches off! Congratulations to our brave classmates and to all of the room 9 children who participated in the basketball shoot-out and dance off. The children all got to meet a special guest of the day Tommy and then last week we read a beautiful letter from his grandparents commending our special school and students.

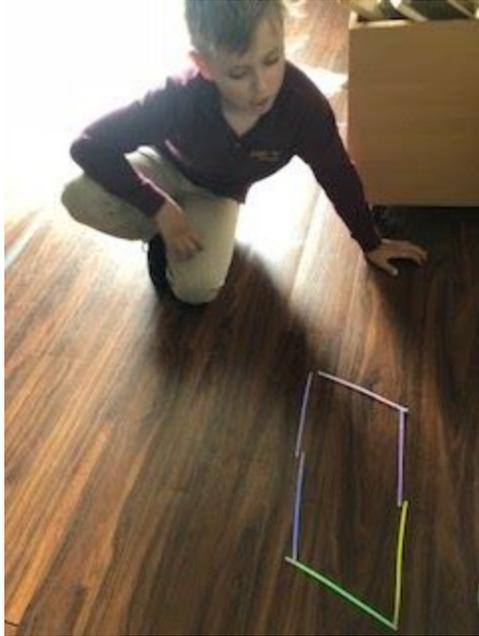
Choose a secret number, don't let anyone see! Now, add 22 to that number. Using the new number, call on a friend to guess your secret number. Now, choose a 1 or 2 digit number to add or subtract from the secret number, call on a friend to guess your secret number. Even though the secret number remains the same the new number creates a distraction to the secret number. The children really enjoyed playing this game, suits for family fun too! We kicked off our "crazy 8 math club" with glow-in the dark geometry and getting loud with pan flutes! For glow in the dark geometry the students were each given 8 glow sticks. First they were instructed to make 3-sided figures. All made triangles of course, but did all the triangles have equal sides? Hmm. I wonder if there is a different name for a triangle that has one longer side? There is!! Can you guess if its an equilateral or isosceles? Equilateral? Why? "Because it sounds like equal." How about a 4-sided shape? Trapezoid, Rectangle, Rhombus, oh my!! Our second exploration was with milkshake straws and sound waves. A sound is measured by decibels and the volume is how loud it can get! The children measured each straw with the paper rulers for the pan flute,

to cut them in descending order. The shorter straws have a higher pitch and the taller straws have a deeper pitch because of the air space!







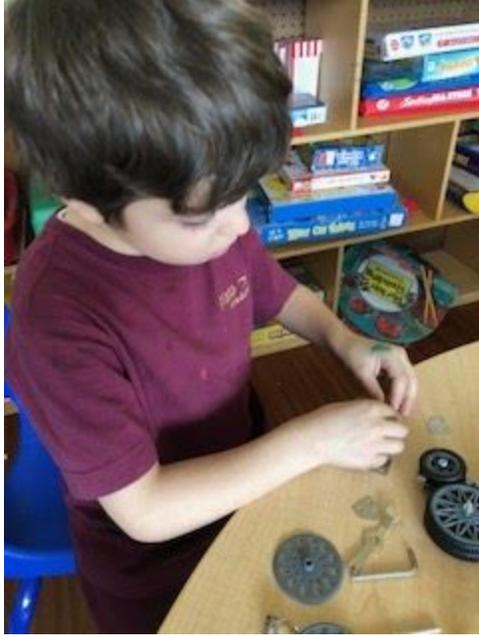








Mural work is finished! The children worked meticulously and are diligently to assure accuracy and relation to the book and our Georges Melies study. They are used paint, cardboard, construction paper, scissors, glue, tape (tons), and steel works. One student brought a book this week from the library that compares the movie Hugo to Georges Melies, and so our interest still remains! Who knows? We might continue to add to this mural all year! I wanted to note that this mural was completely child lead and created. The children were responsible for putting up their own work, background, the layout, and figuring out which materials worked best for keeping papers up on the wall, hanging toys in the "jouets" booth, etc. They started, edited, re-started, so many of their items to really appropriately and correctly represent our unit. Through this they demonstrated a measurable amount of collaborative work and problem-solving skills.



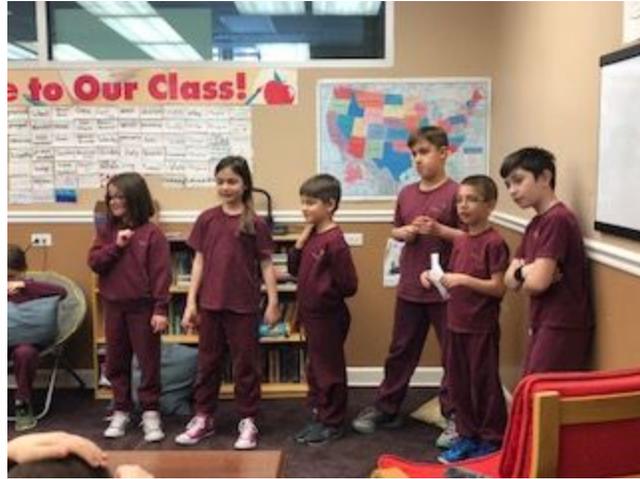


Because we are doing an Aladdin medley for the end of the year, of course as our book-movie theme has already played such a role this year, we will end our year with a novel study on “Arabian Nights”. This book was a perfect mix of the children’s interests in “folktales”/mythology and directly relative to our choice for the end of the year program. They each received an Aladdin journal where we “jump-start” each chapter (before we read) and then “sign off” at the end of the day. The journal questions are related to the story but also challenge

each student to relate it to their own experiences. For example, “Have you ever stalled to avoid something undesirable? For example, going to bed, doing chores, etc.?” That was the “jump-start” journal entry prompt, and then the chapter was about how Scheherazade began telling these elaborate bedtime tales to the king to “stall” him and keep herself alive. This week some main words were: prologue, stalled, meddle, summarize, and undesirable. Excited to add this to our book list of the year!



HAPPY BIRTHDAY THOMAS JEFFERSON! Enjoy some pictures of the children working in groups with Ms. Dionysia's class reading books and writing/performing their own skits on important parts of Thomas Jefferson's life.







Warmly,  
Ms. Bia & Mr. Foti