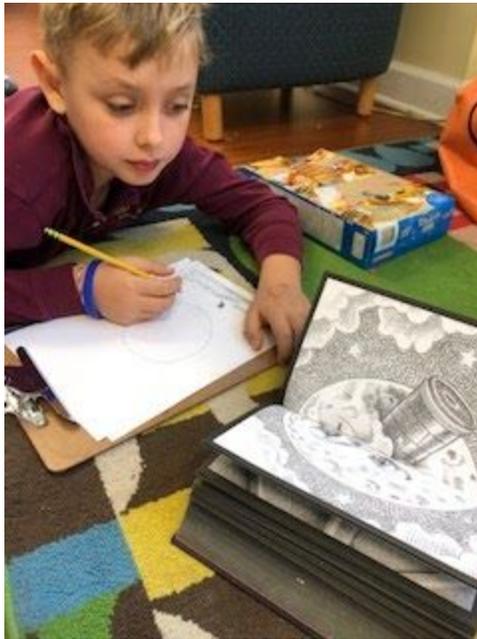


Plato Academy: Room 9

Classroom Journal: Preparation and Project Wrap-Up

3/9/2018

The children in room 9 are preparing for their conferences, choosing their best work to be presented to you! They have all worked hard on the Hugo exploration from cross-sketching to automatons; since the completion of the Eiffel Tower the mural is in full mode as the children have begun to piece it together. Because their interests led towards a study of Georges Melies and his films, the children decided that will be the mural's focus: THE MAGIC OF GEORGES MELIES! The detail in the automatons are becoming more and more specific as the children reference the automaton in the book. Some have even incorporated the calibrations that Hugo watches the automaton make before the final product... the infamous "Trip to the Moon" moon face.



By the end of “Pawn” the Zhaand and Chess kingdoms reconcile, and become friends. The children were prompted to write about a time they came to an agreement and stopped fighting with someone, a time they “reconciled”. This follows along with the reflection piece the children do at the end of each day in their journals. It is a time where they write about different things in their day silently for 15 minutes.

With their “author” buddies in Ms. Alex’s class some pairs have already begun their final draft on the “publishing” paper. Each child practiced editing their spelling and grammar in their journal first and then using sharpie, writing the final draft. Their story will also be accompanied by an illustration which they also have been practicing in their journal for their final draft. With buddies from Ms. Dionysia’s class they worked on a “DynaMath” activity practicing symmetry, what is symmetrical? What is a line of symmetry? Must a book’s pop-ups be symmetrical? Why or why not?







This week a new math challenge was introduced: using equations list the sum or difference from least to greatest. First the students had to solve and then list. Introducing this second step allows for practice in addition and subtraction as well as symbols of greater than and less than. Practicing two- step math problems engages more parts of the brain, and definitely encourages confidence as math increasingly becomes a multi-step process. The reason for math stories also aligns with this research, that children are using the left and right side of the brain to “diagnose” the math story rather than a worksheet format.

Mr. Zafiri, a teacher from Greece, joined our class this Thursday introducing a different approach to multiplication and division through a game of flashcards. The children are making their own flashcards for Tuesday when Mr. Zafiri comes to play again and to have available during math games. It is important for the children to be exposed to different methods and algorithms so that of them all, the children are choosing the one that best suits their way of thinking. For example, some children count up for subtraction and some children choose to subtract to the nearest number. Individualizing learning is empowering for the children as they are choosing their own methods (not only in math), especially as mathematical skills shift to division and multiplication.



Today we had a special visitor (Kosmas' mom) in honor of Kosmas' birthday. The children heard the story of Pandora and how it related to Prometheus, the mythological

reference from the book. Sounds like we might have to shift to mythology in Room 9 after spring break!



Have a great weekend! Looking forward to meeting with you and presenting to you your child's hard work next week.

Warmly,
Ms. Bia and Mr. Foti