

# Swans' Classroom News

## August 2018



### Greetings Swans Class Parents!

Thank you for joining us for our Back to School Night and Classroom visits. We really appreciate you all taking the time to join us. Check out our class page at [gpcp.org](http://gpcp.org). Where you can find our Weekly Journals that highlight what explorations are happening in the classroom. Please note the flow of the day change for parent helpers: your child's snack chart will be presented while meeting at the playground, and your child's Show and Share item will be presented at morning meeting.

### Period of Adjustment - Inserimento

Relationships amongst both first year and second year children in the class have

already developed during project work. The second year children have been extremely helpful in guiding the younger year children in learning our daily routine by showing them what the class does when we arrive back into the classroom after playground time. If the younger children do not know where paper or scissors are located, the older children will show their younger friends where materials live in the classroom. This not only empowers the older children but builds confidence. The classroom culture created by this incredible group of children is truly special. We witness so many displays of kindness, creativity, and collaboration each day. We are excited to see how our classroom dynamic evolves.



### Focus for the Year

As we shared with you all at Back to School Night, our intentions and direction for designing the classroom environment comes from our GPCP interpretation of the relationship between Reggio's Fields of Knowledge (FOK) and the Georgia Early Learning Development Standards (GELDS). Over this period of Inserimento we give great attention to the ways in which children build relationship with each other but also with the environment and the tools and materials in it. Through this period of adjustment we will observe and evolve strategies as the children navigate the process of becoming a group. We look forward to sharing with you how this process unfolds at our first class meeting in September. Until then we will share our observations with you through the weekly journals. Here is a peek through our eyes.



### Space Order Measurement

To learn spatial orientation-the ability to group, order, quantify, measure-the value and use of numbers-comparisons, relationships, correspondences, classification, serialization-the use of natural materials, both structured and unstructured-the assimilation of mathematical and formal languages-solutions to practical problems-development of logical, intuitive, and abstract thought.

### Things Time Nature

To learn exploration, discovery, creating systems of natural and artificial knowledge-human interaction-nature-the interaction of logical, spatial, temporal dimensions and their relationship with the self, others, things, events-experiences of practical, personal, and social life, phenomena of biological, natural, animal interest-experience in anticipation, planning, evaluation.

### GELDS: Cognitive Development and General Knowledge

#### Sub Domain Math:

- Strand 1: Number and Quantity
- Strand 2: Measurement and Comparison
- Strand 3: Geometry and Spatial Thinking
- Strand 4: Mathematical Reasoning

#### Sub Domain Science:

- Strand 1: Scientific Skills and Methods
- Strand 2: Earth and Space
- Strand 3: Living Creatures
- Strand 4: Physical Science
- Strand 5: Interaction with Environment

#### Sub Domain Social Studies:

- Strand 3: History and Events

## The Iconic Languages

To learn the iconic, graphic, pictorial, and plastic languages and how they complement the verbal languages-expressive, communicative, descriptive, cognitive, symbolic, imaginative, creative functions-creative freedom-technique, different materials for specific ends or integrated with other activities and disciplines-the role of the aesthetic values of the environment, of processes, of products.

### Communication

#### Language and Literacy: GELDS

Strand 1 Receptive Language

Strand 2 Expressive Language

Strand 3 Early Reading

Strand 4 Early Writing

#### CD; Creative Development:

Strand 2: Visual Arts

Strand 3: Music

Strand 4: Drama

## The Spoken Word

To learn the oral, communicative, expressive, imaginative, narrative, reasoning, and metalinguistic languages-phonological, lexical, morphological, syntactic, and semantic aspects-acquisition of communicative rules and strategies-personal, interpersonal, intercultural, heuristic, imaginative, poetic, referential, and metalinguistic functions-interaction between spoken and written

### Messages, Forms, Media

To learn the languages of information, the communicative and expressive forms of multimedia-logical and critical activation through body language, sound, visual language-self defense against the risks of homologation and becoming passive, the preservation of subjectivity and creativity-comprehension, meaning and codes of multimedia messages, their reprocessing and utilization-the contribution of manipulatory-visual, sound-musical, dramatic-theatrical, audio-visual activities.



## Body and Movement

To experience and learn the values of body awareness and motor skills, of psycho-physical growth and development-expression of one's personality-functional, perceptive, cognitive, communicative, practical, play, creative, intrapersonal, interpersonal, intercultural conditions-connotations and problems of sexual identity and self-awareness.

## The Self and Others

To learn the rules for living together-friendship and cooperative relationships with both sexes-assimilation of communicative values-acquisition of the pleasure of interocutory and dialogical expansion-to understand the value of multicultural differences in the formation of identity and autonomy and feelings of interdependence and solidarity-construction of ethic-moral judgements-growth of the correct behavior toward religiosity, religions, and non-believing-growth of a spirit of welcoming and openness toward the rights, ideas, and needs of each person.

### GELDS

#### Physical

Strand 1: Health and well-being

Strand 2: Use of sense

Strand 3: Motor skills

#### CD: Creative Development

Strand 1: Creative Movement & Dance

#### Social Emotional

Strand 1: Sense of Self

Strand 2: Self-regulation

Strand 3: Developing Sense of Self with Others

#### CD: Social Studies

Strand 1: Family

Strand 2: People and Community

## To Be Continued...



### Please Note:

Drop off occurs AT THE PLAYGROUND at 9:00 am, unless you have signed up **and paid for early arrival. Dropping off between 8:45 and 9:00 can make the transition difficult for early arrivers heading to the playground as it is an added distraction.** Ivey Simpson will be in our classroom for 7:30 am early arrivals. Please refer to the family handbook for cost and information regarding the Early Arrival time.

Please remember to sign your child in and out daily on the attendance sheet, and check the **field trip form** on top of the sign in clipboard. We must have a parent/guardian signature to allow children to leave the campus for the Garden and weekly CSA pickup. These forms will be at the front of the classroom for early arrival, and out on the playground during drop off time.



There is also a sign in sheet for children to practice writing their name each day.

## Important Reminders:

- Always lock the classroom door upon entering or leaving the classroom
- Please bring your child's JOURNAL (new word for our Portfolios) back to school so that we may add more pages.
- Please check your child's cubby to make sure they have two sets of weather appropriate clothing.
- Please make sure that all clothes, cups, and containers are labeled with your child's first name and last initial.
- Please send fresh WATER every day in your child's labeled water bottle. Remember to take the bottle with you at the end of the day for cleaning.



- This year, parent helper days will also be your child's share day. On share day, your child is encouraged to bring an item from home to present to the class during morning meeting. The children take a lot of pride in this experience!

- If you are still working on potty training, please share with us the strategies that you are using at home so that we can be consistent in implementing them here at school. Also, make sure that your child has enough changes of clothes and pull-ups for extended day.

- Please send 3-5 family photos for us to laminate and keep in our Safe Place. This will support our home/school connection, giving the children a tangible form of security.

- We encourage your child to bring in loveys or blankets from home either for extended day or for our Safe Space in our classroom. Please no toys from home.

- Our class monthly letters are posted on our class page in the GPCP website and shared through the school newsletter that

goes out bi-monthly. You can access your child's class page from the website at any time, by clicking the "Classes tab" and choosing your respective class. In our class page, you can also access the email addresses of all GP Swans' families. You can email families individually or as a class group. Please be aware that all school related matters need to be communicated through the website.

Please feel free to communicate with us directly by emailing us at:

[candace.dupree@gpcp.org](mailto:candace.dupree@gpcp.org), [natalie.rosbottom@gpcp.org](mailto:natalie.rosbottom@gpcp.org), [ivey.simpson@gpcp.org](mailto:ivey.simpson@gpcp.org)



## Calendar:

SCHOOL CLOSED: September 3rd, Labor Day

Workday: Saturday, September 15th

Class Meetings: Thursday, September 20th

GPCP Camping Trip: September 21-23

September , Extended Day payments due

School Closed: Friday September 28th

We truly value your time as parent helpers and we believe that this participation is what makes our school so special.

This year is off to a great start! We look forward for the experiences we will share with your children (and you!) this year.

~ The Swans Team (Candace, Natalie, and Ivey), Belinda (Atelierista), Ella (Naturalist), Clara (Spanish), and Ms. Mel (Music)



**Hey, check out the Naturalist Newsletter and weekly Journals by Ms. Ella our new Grant Park Naturalist!**

