



A-JIS MEGURO

Monthly Newsletter
June, 2021



This month's newsletter will be a celebration of learning throughout the school year (August 2020 to June 2021).

Important dates for the new school year

August 23 - Online orientation. Google Meet links will be provided in July.

August 23 & 24 - Optional Partnership Conferences. Sign-ups will be available in July.

August 25 - Children start school.



Ichi & Julien-Rae - 3 years old

Hiroyuki & Erika - 4 years old

Yoha - 5 years old

Aco, Mayu and Mei - 6 years old

Ms. Maria

Happy Birthday to the July and August children and teachers too:

Iris, Hong Tong, Lily, Rina, Mana, Riki, Kyoichiro, Fuki, Taihou, Soraha and Ms. Merle



K2 children have grown so much over this school year. There were lots of tears and not wanting to let go of mummy/daddy at the beginning of the year. At the end of the school year, however, it was difficult for the parents to take their children home. Over the past 10 months, the children began building the foundations of the IB PYP.





Teachers also ensured that the learning outcomes were targeted in the following areas:

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy & Mathematics
- Understanding the world
- Express arts and design



K2

Who We Are

Central Idea: We can learn about ourselves and others through reflecting on who we are and what we can do.

Lines of inquiry:

- Me and my characteristics
- What we are able to do
- Similarities and differences between myself and others

K3



Exploring the number of people in our families

What letters are found in your name?

How many letters are in your name?	1	2	3	4	5	6	7	8
ERIKA								
LEO								
KAZUKI								
MARISU								
TOM								
NOA								
HIRO								
HIDEAKI								

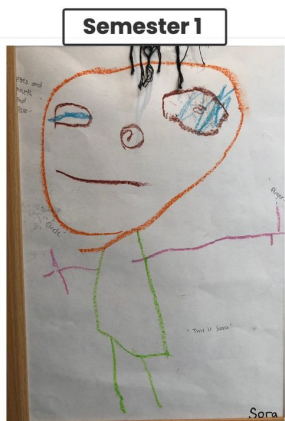
Exploring and identifying the letters in our names



Learning about our feelings and how we can stay balanced



Learning about our likes and dislikes in our food



How Tall Am I? (Sunflower Class)

Name	September	October	November	December	January	February
Ilima	110	110	111	113	113	113
Mana	102	108	109	111	111	111
Qingyan	113	114	115	117	117	117
Sora	111	111	111	113	113	113
Sota	104	104	104	106	106	107
Seigan	102	102	103	104	104	105
Toranosuke	99	100	101	102	102	102
Mieko						105
Rina						100



How We Express Ourselves

Central Idea: Cultures can be expressed through celebrations and traditions.

Lines of Inquiry

- Different ways we celebrate and share traditions
- Every culture recognises its own celebrations
- Similarities and differences in celebrations and traditions

K3



Celebrating different types of New Years. Exploring Korean, Chinese and Japanese New Year. The children went to the post office to send a New Years Nengajo postcards to the parents.



Celebrating a variety of traditions and celebrations in Japan



Making Halloween decorations



Celebrating birthdays and learning about how we can make cards to wish people happy birthday.



How The World Works

Central Idea: We may notice and interact with the world around us.

Lines of Inquiry

- Changes we see in our environment
- How the changes affect people
- Responsible actions to take in response to the changes



Researching how clouds form and how rain falls down



Applying self-management skills in putting on our jackets when it is cold outside.

K3

Watering plants to make sure they can keep growing.



Observing the changes in nature during Spring time, drawing pictures of flowers and using the iPad to take photos



Identifying the daily weather and reporting it to the class

Where We Are in Place & Time
Central Idea: We can make discoveries through play.

Lines of Inquiry

- The different ways we play
- How we play with different materials leads to discovery
- We can respect each other's discoveries when we play
- Changes in the way we play



Learning ICT skills to be better at using new technology

Making slime and learning how slime can form different shapes



K3

Playing games in Japanese class and learning how to share, take turns, cooperate and collaborate



Enhancing gross motor skills to confidently play with the different equipments at the park.

Shapes can make different things

Who We Are

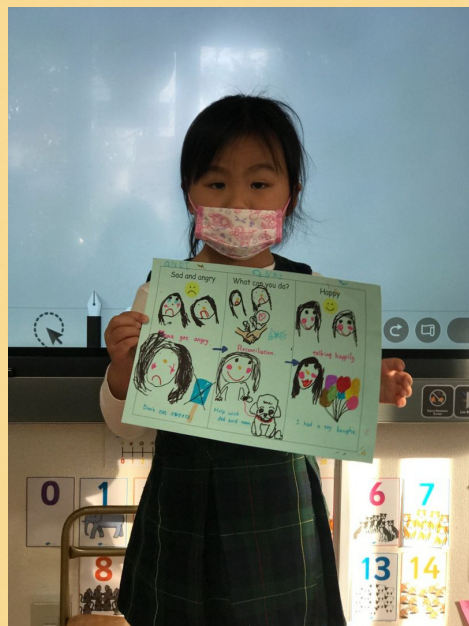
Central Idea: Relationships with others shape who we are.

Lines of Inquiry

- Identifying the relationships
- How we change as a person as a result of our relationships
- How relationships evolve
- The action we take in maintaining relationships



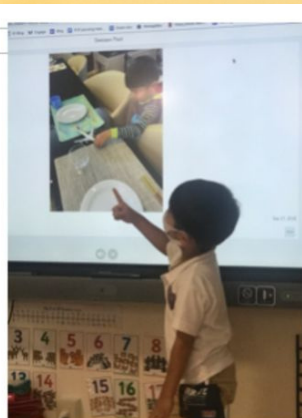
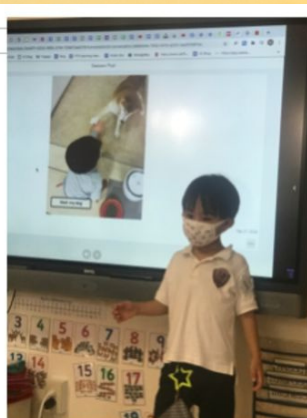
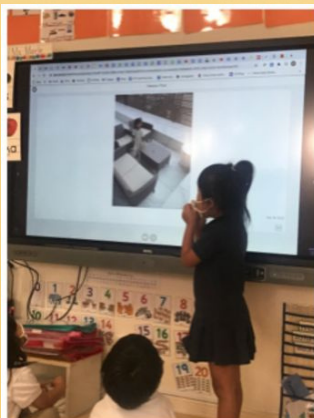
K4



The actions we take to help our friends.

Learning and maintaining positive relationships with the people around us.

Discussing and presenting to our friends what we enjoy doing with our families.



How We Express Ourselves
Central Idea: We use our 100 languages to learn and express ourselves.

Lines of Inquiry

- Different ways of expressing ourselves
- Ideas can be shared with an audience
 - Responding to forms of expression
 - Materials used to express ourselves

How We Organize Ourselves
Central Idea: Putting things in order can help achieve a purpose.

Lines of Inquiry

- How things are put in order
- Importance of shared strategies in sequencing
 - How sequences help

K4

Writing and drawing their own books.
Children learned about how books are arranged in an order (cover page, setting, problem, solution, and ending, etc). They also experienced that the order of the story elements can help them make their stories more meaningful.

The children also decided to open a toy store to sell items and raise money to buy picnic mats for the whole school. They went to the 100yen shop and bought a variety of items, wrapped them into little bags and sold them to all the children at our school.



Sharing the Planet

Central Idea: Living things need certain things to survive.

Lines of Inquiry

- The characteristics between living and nonliving things
- What living things need to survive
- How living things are similar



Learning and researching about what living and non-living things are.



All about my flower
Name Mari Zemba

What does it look like? 	What does your flower need? <u>San</u> <u>Water</u>
Where is the best place to keep your flower? <u>by the</u> <u>Sunny</u> <u>Window</u>	Any other information! <u>Zinnia</u> <u>Japanese</u> <u>hameis</u> <u>hyaku</u> <u>nichiso</u>



Planting seeds in Spring and documenting their growth

Thinking about how to look after living things



After growing their plants for many weeks, the children decided to sell their plants to the parents during Student Led Conferences.



K4

Sharing the Planet

Central Idea: Responsible actions may contribute to conflict resolution.

Lines of Inquiry

- Causes of conflicts

- Strategies used to resolve conflicts.

- Consequences of our actions

Applying strategies on how to resolve conflicts at school and at home.

How can we solve our conflicts at home?

apologize. Share sweets talk each other
Seeing eyes

listen carefully massage trust you

Minoku
Sep 26 2020



Discussing and learning about big and small problems and how we can resolve our conflicts independently.

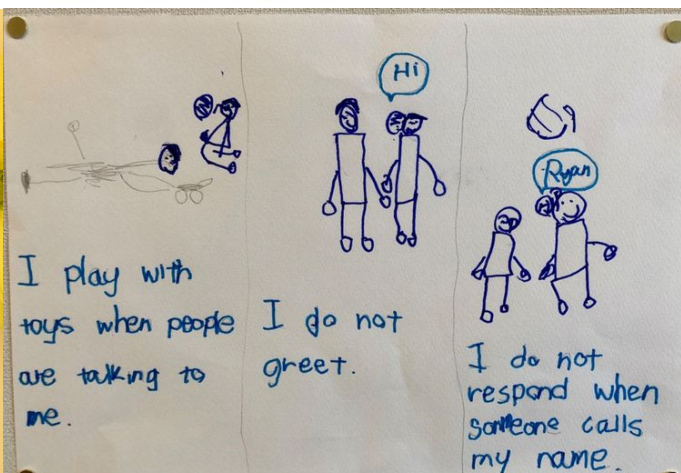
K5

Do I need to tell the teacher ?



Yes (BIG problem)

No (small problem)



How We Express Ourselves
Central Idea: We can choose different ways of communication for different reasons.

Lines of Inquiry

- Methods of communication
- Purpose of communication
- The impact of the communication methods

Communication
can be verbal or nonverbal

K5

Art
(visual/performing)
is a form of communication



Signs and posters provide us with important information



In Japanese class, children explored Braille, a form of writing for people who are blind. Children learned that Braille is everywhere, from elevators to shampoo bottles.

Where We Are In Place & Time
Central Idea: Different areas strengthen communities and help people.

Lines of Inquiry

- How communities work
- How community places help people connect
- Development in community areas

This was the children's definition of community:
"A group of people or animals (dogs, cats) coming together to help each other and communicate with one another."

The children started small with this unit by understanding what a community is. They took the initiative to create a backdrop for Mamemaki for the whole school to see and use.



K5

As the unit continued, the students had a better understanding of what a community is and decided that they could help and take action to places outside of the school. They took the initiative to clean up the local parks by wearing gloves and using tongs to pick up all the garbage.



The children were not able to go on any field trips or invite any guests this year due to COVID19. However, the children explored how COVID19 had changed their lives and how it affected the community. In teams, they collaborated, drew pictures and presented to everyone of what life was like prior to and after the COVID19.

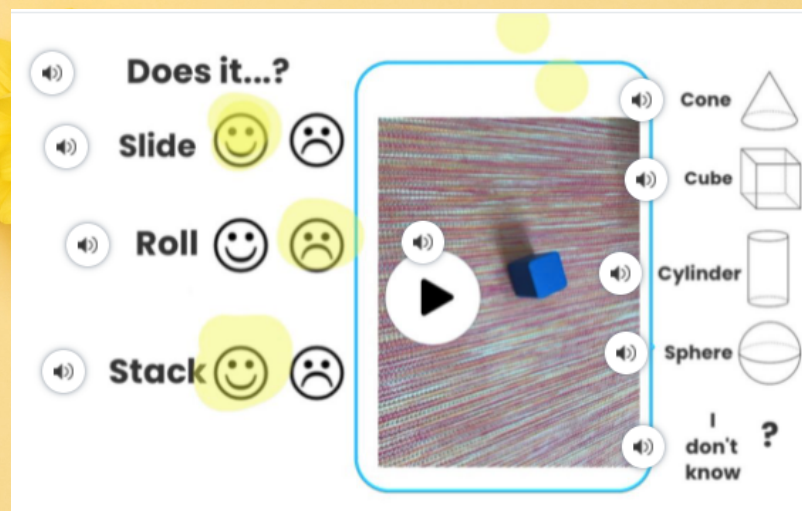
How the World Works
Central Idea: Solids, liquids and gases can be manipulated and changed for different purposes.

Lines of Inquiry

- Three states of matter
- How the states change
- How these changes affect us



Sorting items between solids, liquids or gases using our five senses.



K5

Understanding the differences between properties of 2D and 3D shapes. Learning the names of 3D shapes and identifying if they can slide, roll or stack. Documenting their learning through Seesaw.



Experimenting with how states of matter change. Children engaged in a variety of experiments. Their favourite was melting chocolate to make chocolate banana.



Who We Are
Central Idea: Body parts help the body work.

Lines of Inquiry

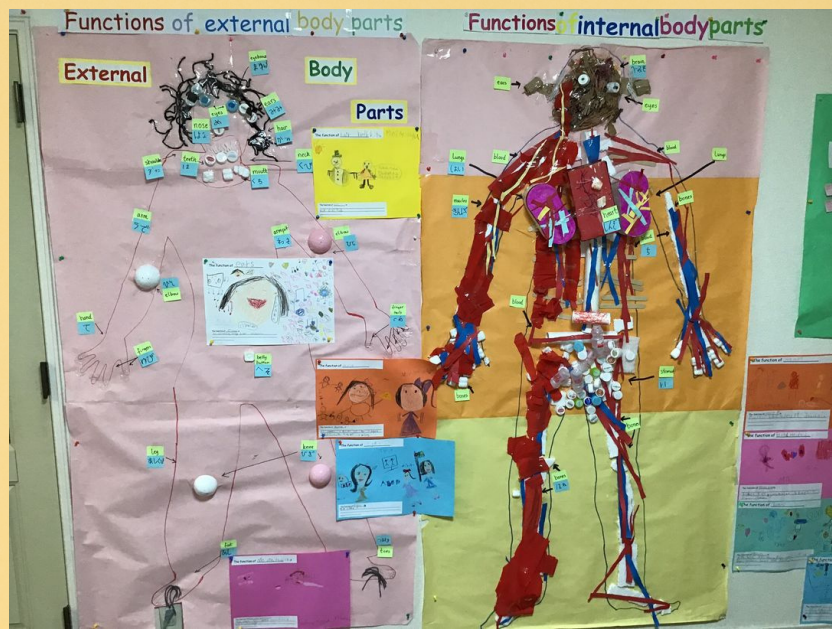
- Different body parts
- How the body parts work
- What we do to protect the body parts



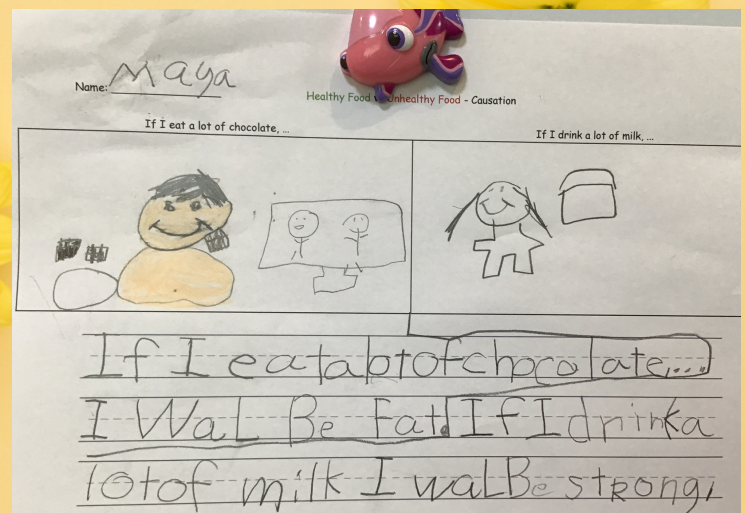
Learning about healthy eating habits.



K5



Children collaborated with their peers in drawing their teachers. The children drew and labelled all the internal and external body parts.



In teams, the children used technology and books to researched the different body parts and explained the functions of them.

Specialist Classes: Japanese, Art, Music, ICT and Library



We held two successful concerts this year, the Winter Concert and the Spring Programme.



Japanese and Art classes supported the children in further making connections to the Units of Inquiry



ICT classes provided the children with a better understanding and application of 21st Century technology



Library classes also supported the children in making connections to the Units of Inquiry. It also allowed the children to enjoy listening and reading from a young age.

Swimming and After School Program



Throughout the school year, K4 and K5 children have enjoyed going to Central Sports to swim three times a month.



Karate, Violin and Robotics



After School Programme for K4 and K5 children have provided the children with an opportunity to widen their interests.



Poster of the Month

Learner Profile: Risk Taker (Courageous)

#TEACHABLEMOMENTS

TRYING NEW THINGS

Trying new things can be a bit stressful for some children.

Here are some tips that will help
your children comfortably explore life
outside of their comfort zone.



1

Start with small challenges such as picking out their own outfit; everyday successes will build up their confidence!

2

Reinforce the idea that trying new things is a positive experience. The more secure your child feels about this idea, the more likely they will be to try new things.

3

Frequently remind your child that even if things do not go their way, they should not be afraid to try again. Being able to deal with failure will ultimately lead to success.

4

Encourage new experiences that you can do together... Physical and emotional support during this time will help your child associate new experiences with positive feelings.

WWW.CHILDRENSMOVEMENTFLORIDA.ORG

The Children's Movement
of Florida

Questions to think about ..

- Do I notice when my child wants to do things by himself/herself?
- Am I supportive to let my child try new things?
- How can I encourage my child to make well- calculated risks?
- How else can I help my child build confidence?