

## **CHES Meeting Minutes Wednesday, Feb. 3, 2010**

We began the meeting with introductions as we had a couple of new people attend.

Dani introduced the Learning through History for Classical Education magazine by conducting a Spartan Quiz from the Ancient Greece magazine. The group almost got 100%! Those Spartans certainly were not “mama’s boys!” There are binders of these magazines kept on Dani’s bookcase and they are available for making copies. Also visit [www.learningthroughhistory.com](http://www.learningthroughhistory.com) to access mini-units, games, and timeline stickers.

At the previous meeting someone requested help with teaching place-value, so Dani prepared a lesson using Base 4 to do groundwork for place-value understanding. We discussed the three stages of learning: concrete, connecting, and symbolic levels, invited our students to join in, and practiced using each stage when we played the Zurple game in Base 4. Regrouping in Base 4 is less tedious than learning in Base 10. It also requires some critical thinking skills.

Tina informed the group about the Backyard Bird Count taking place Feb. 12-15. She provided us with additional sources: Bird Sleuths-Cornell Lab of Ornithology and Project Feeder Watch. Tina also shared a book she was really finding useful called, The Big WHAT NOW Book of Learning Styles, by Carol Barnier. We had a seminar earlier this Fall by Carol Barnier on the distractible child and she became instantly popular with those who attended.

Sarah shared some pop-up books she and her first grade daughter created. The books were a recording of the history they learned. Sarah used blank books called, ‘Creativity for Kids’ which one may find at Michaels or Target.

Maria shared that she was working on putting together a Lego Engineering Class that would start in April and run for six weeks. Parents would pay a fee of \$13.50 per class or \$81 for all six classes for this opportunity. Classes would be held in one of PACT’s classrooms.

There was a discussion on History and what to do when students weren’t interested in every chapter of Story of the World. That will naturally happen, so focus on the chapters and civilizations that they are interested in and don’t spend too much time on the ones that are not so interesting. History is not always exciting! Logic stage students should be keeping a timeline and may be interested in some of the projects offered in the activity guide.

Next meeting is on March 3 and we will complete a lesson from ‘Teaching the Classics’ that will focus on elements of a story.