The kindergarten unit on Ancient Greece began with a discussion of old vs. new and what it means to be “ancient”. The class referenced books and images to study the ancient ruins. We decided to build the Parthenon for our dramatic play center. Using large cardboard pieces cut into arches and columns, the children painted the structure white and added black detail. We added ivy headbands, white and gold tunics, fruit, baskets and other items that may have been found in Ancient Greece. The children enjoyed dressing up and pretending they were part of the ancient civilization.

One of the favorite activities from the unit was making and tasting a variety of the Greek foods. Ambrosia, the food of the gods, was the all time favorite, but we also enjoyed spanakopita, grape leaves, olives, honey, pita, tzatziki sauce, and asparagus.
THE GREEK GOD PROJECT: AN OLYMPIAN TASK

This year, we have been working very hard on building a caring school community. Friday mornings have been dedicated to a variety of collaboration projects. During our Ancient Greece Unit, the children were paired and then assigned a Greek god to represent in a larger than life painting.

Communicating was key from the very start of the project. The children had to decide who was the model and who would draw the outline. They discussed the pose that they wanted the god to have and the “model” had to position himself in such a way.

Once the initial drawing was finished, the group worked together to paint the body with flesh colored paint. Since the bodies were life size, this took teamwork, perseverance and patience.

As we were waiting for the paint to dry, the children worked in their pairs to decide what symbols they wanted to add to their god painting. Each god had symbols to represent a strength such as Zeus and his thunderbolts. Once the symbols were chosen, the children divided the task and worked independently to recreate them.
THE GREEK GOD PROJECT CONTINUED

The monumental task of painting the clothing and adding the detail took lots of discussion and collaboration. The children looked through several library books to get an idea of what their god looked like and how he or she were dressed. They had to choose together the type of clothes to draw and the color to paint. Then the tasks were divided and the children measured, drew and painted the clothing.

Once all the pieces were finished, the children assembled their god and to display on the hallway bulletin board.

The children wrote labels and facts about the gods to share the information that the learned with the entire school community.

The finished products are SPECTACULAR! Make sure you come in and see our Greek God display.

POSEIDON
by
Collin and David

ZEUS
by
Jeronimo and Pryns

HADES
by
Hugo and John

Lexi painting Athena’s dress.

Collin writing facts.
Surround Patterns

Radial patterning was introduced to the children by creating a surround pattern. The children worked on a paper grid working from the center out using colored tiles. We repeated the color on the top, bottom, left side and right side of the middle square working our way to the edge of the paper. After completing the vertical and horizontal axes, the children continued the pattern from the center by repeating the color in each quadrant. We practiced the concept with plastic colored tiles and then began gluing colored paper squares onto a grid. The children quickly understood the concept and were able to complete a colorful pattern independently.
GREEK MYTHOLOGICAL CREATURES

In their effort to understand their environment and the forces of nature, the Ancient Greeks invented stories to account for the things that happened in their lives. These tales, known as myths, were spread by travelers. The myths told tales about the powerful Olympian gods, half gods, human heroes, mythological creatures and their courageous adventures or quests.

We had wonderful whole group discussions about courage, fairness, heroism, goodness and evil. The children had many insights on being responsible for the power that you possess and using it for good. We talked about being fair and that things are not always fair but we need to be able to adapt to all situations. The children loved the stories of bravery and how the heroes used their brains to battle evil. These stories became a good place for children's concerns to be voiced.