



Weekly Recap

October 15-19

Upper School

Monday, October 15

NO SCHOOL - TEACHER PLANNING DAY

Tuesday, October 9

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we made sure that everyone had their visual schedules completed and knew what to expect for this week.

GROWTH MINDSET: This morning, we started a new unit focusing on the *growth mindset*. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

We talked about some fixed mindsets that the teachers are noticing “I can’t do this!” “This is hard!” “I am stupid!”. We talked about the importance of perception and that each child is in control of their own mindset.

We illustrated simple posters to represent what we already know about having a growth mindset.

Class Agreement Ritual

Wish Well Ritual

Safekeeper Ritual

MATH 1

Mr. Kris

Charli, Eva, Gio, Zoey

We had some fully charged kids after the long weekend. This Tuesday we started the class with a large word problem, and extracted the information we needed to answer the math problem within the question. The question had something to do with a pinata! I let the class know, we have something exciting planned for next Wednesday. If we focus solid on addition and subtraction for the next four days, we’ll have a pinata party. We

are in agreement on maintaining focus in order to achieve our goal. For the remainder of the class we worked on adding 2 and 3 digit numbers. Read Wednesday's story below.

MATH 2

Ms. Denise

Athena, Christian, Harper, Ian, Jacob, Jonas, Keonte, Olivia, Ricky, Selena, Grady, Xavier, Sarah

9:20-9:40

Individualized Binder Challenge: Multiplication, Division, and Unit Conversion

9:45-10:10

Math Art - DIY Multiplication and Division Tables

10:15-10:15

Cleanup

MATH 3

Ms. Savannah

Avery, Ayden, Charlotte, Brie Carlisle, Damian, Genevieve, Grace, Kenley, Nate, Neven, Sarah, Samuel

In response to last week's independent integer work, the students were given the opportunity to review and practice integers with the operations. They were also given the chance to finish and correct their independent assignment from Friday. This gave the students and I an additional opportunity to ask and answer questions, and to fill in any remaining gaps in learning.

INTRO TO UKULELE

Mr. Andrew

Gio, Eva, Grady, Olivia, Charli, Ian, Ricky

Tuesday we reviewed the basic chords learned last week, G, C, and D. I also introduced them to a new song called Mr. Frog by my colleague Ms. Anna Lusk, which they loved! We passed the Djembe [African Hand Drum] around the circle, they loved hand drumming so much I went after class to get some more for them. I also learned of their love for Michael Jackson's "Thriller" and they were wanting me to teach them that song. It's hard to imagine that song played on a Ukulele, but it really taught me what vibrant imaginations they have! I am still trying to learn a third song to teach them, if any parents have any suggestions I am all ears! By focusing on something they're into I can hold their attention a bit longer, that's the goal anyways!

INTRO TO SPANISH

Mr. Seth

Genevieve, Brie, Landen

Today we introduced using a bilingual dictionary. I brought in three different ones for us to compare contents, structure, and quality; one was a pocket dictionary, one was more thorough, and one was a business dictionary. Introducing the expressions to express likes and dislikes, we will learn to use the dictionaries to fill in the blanks to questions the students will want to ask in a dialogue. We wrote a sample dialogue using greetings and we will build on that tomorrow as the students learn to introduce and describe themselves and express their likes and dislikes.

MAKERSPACE

Ms. Denise

Avery, Harper, Neven, Nate, Samuel, Charlotte, Brie, Kenley, Sarah, Grace

Open Studio and Makerspace. Provocation: Autocad and 3-D printing intro.

PE

Mr. Kris

Xavier, Jonas, Jacob, Christian, Damian

This Tuesday Ayden one of our classmates joined us for PE. Ayden plays football at a competitive level so we focused on learning football for the day. I printed off route sheets for various running routes. I explained how the route sheets worked, and we played a full game, making sure to call plays. We also talked about the importance of the “fake-out” and the physics behind manipulating your defender.

STUDY HALL

Ms. Savannah

Charlotte, Ayden

The students continued to work with integers within the operations.

LIT 1

Ms. Lorelei

Charli, Eva, Gio, Ricky, Sarah, Selena, Grady, Xavier, Zoey

We worked hard today! We started by reading a complex poem called *Friends* about the relationship between people and nature. After an initial read, the students had a difficult time voicing what the poem was even basically about. In order to unpack the meaning, we first numbered the lines of the poem and defined the difficult vocabulary. Next, I listed what the students noticed and wondered after reading. We did a quick write response of what we thought the poem was about. We'll do more tomorrow. Then we switched gears and went to Daily 5 Centers, where I was able to work with a few different ability groups. Before we got focused on our centers, I gave the students

procedures of what to do when they finish reading a book--they can choose between a teacher conference, reading into SeeSaw, or sharing a Book Talk to the class. I modeled a Book Talk. They were excited!

LIT 2

Ms. Bridget

Athena, Christian, Ian, Jacob, Jonas, Keonte, Olivia, Charlotte

Today we finalized our classic literature choices for our Comic Book Project. We discussed certain titles that were examples to choose from. Students finalized their choice by writing it on grid paper in comic form stating the author and the title as well as why they decided to pick that specific book. Our writing time consisted of students journaling from a prompt regarding finding \$1,000 dollars in a brown paper bag without any form of identification attached to it. Students wrote about what they would do with the money. We discussed parallels between books that have become movies and our perspective on how the content translates between the two medias. Students will be creating their own bookmarks this week for their book of choice and learning punctuation rules.

LIT 3

Ms. Savannah

Avery, Ayden, Brie, Damian, Genevieve, Grace, Harper, Kenley, Nate, Neven, Samuel

In continuation of our Supreme Court activity, the students worked together to read through and summarize two prominent court cases in regards to the banning and censoring of books. The students then presented their findings to the rest of the class.

PBL 1 & 2

Ms. Denise

Charli, Eva, Gio, Ricky, Sarah, Selena, Grady, Xavier, Zoey, Athena, Christian, Ian, Jacob, Jonas, Keonte, Olivia, Charlotte

Today we had a visiting artist come to our class. Mr. [James Turek](#) is an international comic book writer and illustrator! He showed us the comics he created, gave us a drawing tutorial, and answered our questions about being a professional artist!

PBL 3

Ms. Savannah

Avery, Ayden, Brie, Damian, Genevieve, Grace, Harper, Kenley, Nate, Neven, Samuel

Today, the students read, analyzed, interpreted and formed opinions around quotes by famous people in regards to banning and censorship. Some of the quotes were:

- “What is freedom of expression? Without the freedom to offend, it ceases to exist.”
-Salman Rushdie
- “There are worse crimes than burning books. One of them is not reading them.”
-Joseph Brodsky
- “Books can not be filled by fire. People die, but books never die. No man and no force can abolish memory....In this war, we know, books are weapons. And it is a part of your dedication always to make them weapons for man’s freedom”
-Franklin D. Roosevelt

INTRO TO SPANISH

MS. Ivette

Athena, Keonte, Selena, Zoey

Introductions and Greetings

Today we introduced the greetings through some pictures. The kids look at each picture and then they say the phrase out loud in Spanish. Later they refer to the Work Bank to translate the Spanish phrases into English.

Wednesday, October 17

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we talked a bit more about the importance of our mindset and our ability to shift to a Growth Mindset:

Have you ever thought "I am not good enough" or "I will never be able to do this"? These types of thoughts usually make us feel unmotivated, defeated, and stressed. It's perfectly normal to think this way sometimes. However, when we think this way most of the time, these thoughts can prevent us from creating the life we want.

We completed a self-assessment about our current mindset.

Class Agreement Ritual

Wish Well Ritual

Safekeeper Ritual

MATH 1

Mr. Kris

Charli, Eva, Gio, Zoey

What an opportunity! We have a group of four friends working together to understand Math. Carrying over the focus gained from Tuesday's announcement, I was able to work individually with each person for 15 minutes each. We worked on problems that got progressively harder. We do have a range of abilities with adding and carrying numbers. My goal is to get each person in this group to mastery. Please encourage them throughout the weekend. Feel free to contact me if you have any questions on where your student may need extra help.

MATH 2

Ms. Denise

Athena, Christian, Harper, Ian, Jacob, Jonas, Keonte, Olivia, Ricky, Selena, Grady, Xavier, Sarah

9:20-9:40

Individualized Binder Challenge: Multiplication, Division, and Unit Conversion

9:45-10:10

Math Art DIY Multiplication and Division Tables

10:15-10:15

Cleanup

MATH 3

Ms. Savannah

Avery, Ayden, Charlotte, Brie Carlisle, Damian, Genevieve, Grace, Kenley, Nate, Neven, Samuel

Today, the students reviewed what fractions are, how fractions can be seen in percentages and decimals, and adding and subtracting fractions with like denominators. This review is in response to our desire to teach ratios and proportions in coming semesters. Understanding and applying fractions is a foundational skill that leads to understanding ratios and proportions.

INTRO TO UKULELE

Mr. Andrew

Gio, Eva, Grady, Olivia, Charli, Ian, Ricky

Today I brought in a second djembe, and two ashikos. The ashikos have more of a bongo sound to them, but they each got a turn on each drum, and we learned a basic rhythm, and worked most of the class on playing in sync together, having the other two who were present play ukulele with me while the others played rhythm in sync to the chorus of Mr. Frog. Really working on the whole teamwork aspect, paying attention to what others are doing, not so much their individual performances. For a brain break I put on Thriller and they all danced around and sang with great satisfaction. Before we move on learning new chords I really want to get them playing more together in sync. I learned of expressed interest in learning bass, guitar, and piano, so I can see them catching on and enjoying it.

INTRO TO SPANISH

Mr. Seth

Genevieve, Brie, Landen

Today we finished our lists of greetings and pleasantries to begin writing some dialogues portraying the greetings and introductions between to hypothetically unfamiliar acquaintances. The students practiced some pieces of a dialogue, as we paid particular attention to the changing of an adjective's spelling because of it matching the gender of the person the adjective was describing. We also continued discussing how all Spanish nouns are either feminine or masculine and that when an adjective is used to describe that noun, the adjective may change spelling because of the noun's gender. Next we

discussed formal pronouns and how Spanish has two verbs that mean ‘to be.’ One (estar) is to describe temporary things like emotions or locomotion, and the other (ser) is for permanent things, like souls and roles.

MAKERSPACE

Ms. Denise

Avery, Harper, Neven, Nate, Samuel, Charlotte, Brie, Kenley, Sarah, , Grace

Open Studio. Provocation: create a tiny house.

Avery, Nate, Neven, and Samuel were our first group to work with our amazing volunteer and retired engineer Mr. Mike. He showed them how to use Tinkercad to make designs to be printed with the 3-D printer.

PE

Mr. Kris

Xavier, Jonas, Jacob, Christian, Damian

Last week I promised the guys we’d play badminton again this week. Everyone is getting better and better at this sport and we’ve managed to maintain our raquettes’ original shape. For next week, we’ve agreed to move on to soccer and kickball.

STUDY HALL

Ms. Savannah

Charlotte, Ayden

The students and I continued to review integers, and began reviewing adding and subtracting fractions with like denominators.

LIT 1

Ms. Lorelei

Charli, Eva, Gio, Ricky, Sarah, Selena, Grady, Xavier, Zoey

Building on what we started yesterday, we re-read the poem *Friends*. For each stanza, we wrote or drew (or both) to represent what was happening in that stanza. We realized that in the first three stanzas, the author is talking about different parts of nature as if they were real people; the Sunshine (capitalized in the poem) is “kissing” and the Sky is “smiling at” the narrator. In the fourth stanza, the author refers to her “Friends,” or the different parts of nature she was experiencing. Using these clues and stanza summaries, we wrote a TEA paragraph answering what the poem was about. This was structured with sentence gambits: I think the poem is about _____. I know this because in line(s) _____ the author says _____. This tells me _____. After, students selected Daily 5 literacy centers and I pulled ability groups.

LIT 2

Ms. Bridget

Athena, Christian, Ian, Jacob, Jonas, Keonte, Olivia, Charlotte

We created interactive bookmarks today that will be used while students read their classic literature book of choice for the PBL Comic Book Project. These bookmarks were designed in a way to bring encouragement and hope to the student that is reading the book. Phrases like “You can do it!” and “You’ve got this!” were written on the book marks. Students also had the option to add different 3D objects to their bookmark and make it fascinating. Students spent time journaling based on two writing prompts. After journaling, we did a lesson on proper punctuation. We learned how to use a semicolon, parentheses, quotation marks, commas, exclamation marks, and question marks. The last part of class was designated to the PBL project, reading their book of choice, and starting to work on the first PBL worksheet (author/title/setting/plot summary).

LIT 3

Ms. Savannah

Avery, Ayden, Brie, Damian, Genevieve, Grace, Harper, Kenley, Nate, Neven, Samuel

In response to student feedback, the students were given a student work day in order to accomplish their reading and note taking goals.

PBL 1 & 2

Ms. Denise

Charli, Eva, Gio, Ricky, Sarah, Selena, Grady, Xavier, Zoey, Athena, Christian, Ian, Jacob, Jonas, Keonte, Olivia, Charlotte

We all have our classic literature books chosen! Today we worked on reading our books, and completing the plan sheet which asks us to identify and describe the characters, setting, and plot of our classic literature books.

PBL 3

Ms. Savannah

Avery, Ayden, Brie, Damian, Genevieve, Grace, Harper, Kenley, Nate, Neven, Samuel

Today, the students worked collaboratively to research the author of the assigned book, the time period in which it was written, and what was occurring within society during that era. The students then utilized this information to discover how these things may have influenced the writing of the author, and the then-perspective of the reader. They also explored how these instances influence the banning and censoring of a book over

time.

INTRO TO SPANISH

MS. Ivette

Athena, Keonte, Selena, Zoey

Since Introductions & Greetings is a long lesson, we continued today with part two. The kids were able to practice the greetings independently and out loud. They referred to the Work Bank to translate the Spanish vocabulary. They were very successful and the was very impressed!

Thursday, October 18

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we had a special guest - Ms. Britty (Charli's mom). She is a ukulele player and jazz singer. She has volunteered to join us for a series of songwriting sessions during morning meeting to create a school song with the kids! Today was our first session. We brainstormed ideas for lyrics by coming up with words and phrases that represent our school. Then, we listened to the "Yellow Submarine" to learn the different parts of a songs - verse, chorus, and bridge.

Class Agreement Ritual

Wish Well Ritual

Safekeeper Ritual

MAKERSPACE

Ms. Denise

Keonte, Selenia, Athena, Grady, Zoey, Jonas, Olivia, Xavier, Christian, Harper, Ricky, Gio

Open Studio. Provocation: sewing!

CAPOEIRA

Ms. Jessica

Jacob, Eva, Charli

Ms. Jessica was out this week. The Capoeira kids joined Ms. Denise in Makerspace on both Thursday and Friday.

MATH 3

Ms. Savannah

Avery, Ayden, Charlotte, Brie Carlisle, Damian, Genevieve, Grace, Kenley, Nate, Neven, Sarah, Samuel

Today, the students were introduced to Least Common Multiples, Common Denominators, and adding and subtracting fractions with unlike denominators

GROWING FOOD IN FLORIDA

Ms. Mikael

Olivia, Charli, Xavier (FRI only), Grace

Today we observed how the tomato starts that we planted last week were doing. Then we broadcasted lettuce seeds in all the beds. They will grow nicely with the tomatoes as they fill a different niche in the garden, they stay low as tomatoes tend to climb upward. We fertilized with neem seed meal and watered all our lettuce seeds in. We also filled some cinder blocks by the fence with soil and planted beans to climb up the fence.

PLANT-BASED COOKING

Ms. Bridget

Gio, Eva, Zoey, Jonas (FRI only), Selena, Athena

Today we made pumpkin pie flavored waffles and pumpkin pie filling using a waffle maker on the farm. We experimented with different amounts of ingredients to create the perfect consistency. We used ingredients such as oatmeal, honey, coconut milk, cinnamon, pumpkin pie spice, sunflower butter, allergen free chocolate chips, raisins, and other yummy ingredients to make the filling of the pumpkin pie. This taught the children that you can take a recipe (pumpkin pie) and adjust it to fit what you already have. We weren't able to have an oven on the farm to make pumpkin pie (a requested item from the class) but using a waffle maker allowed the heat to cook the waffles which tasted like pumpkin pies. We learned about each ingredient and also had a great discussion about allergens. We have been cooking completely gluten-free, soy free, nut free, and dairy free.

FARM ENTREPRENEURIALISM

Mr. Seth

Harper, Neven, Samuel, Charlotte, Kenley, Ricky, Ayden

Today we reviewed the history of farm entrepreneurialism in terms of colonial, frontier, and pioneer survival. We introduced our Founding Father George Washington as the Founding Farm Entrepreneur based at Mount Vernon and prepared for our guest speaker tomorrow, a former curator of Washington's Mount Vernon farm. We further discussed how the first Thanksgiving was actually held in St. Augustine, more than fifty years before the one in Plymouth Rock. Furthermore we talked about the pioneers in Brevard County, the Sams on Merritt Island and the Rossetters down the block in Eau Gallie.

FALL HARVEST

Ms. Jamie

Christian, Damian (FRI only), Avery, Brie, Genevieve, Sarah

We went on our Thursday Farm Walk and made a list of to-do priorities as a group to work on Friday.

PE

Mr. Kris

Jacob (FRI only), Grady, Nate, Keonte (FRI only)

Nate joined us for this Thursdays PE class and I was happy to see how quickly leaned badminton. It is the sport of the semester, so games are getting more exciting. We are focusing on encouraging each other so we can have more exciting games. The amount of consecutive volleys are increasing. Since the class is small, I'm able to work on drills that help each person's badminton skills.

SOCIAL SKILLS GROUP

Ms. Sydney

Keonte, Xavier, Jacob, Jonas, Damian

The group greeted each other appropriately with handshakes, fist bumps, and eye contact. We played a game called All about you, All about me to share information about themselves and find common interests within the group. We spent time talking about Conscious Discipline brain state models: survival, emotional, and executive function brain states. I explained to the students that each brain state expresses themselves through different behaviors. Hitting, kicking, biting are survival state behaviors and what we use when we feel threatened. Blaming, excluding, and whining are emotional state behaviors. Problem solving, planning, reflecting on an event, and focusing on what you don't like are executive functions. I had each student act out a scenario that a toy was taken from them and how they would act in each brain state. The student would first perform the hurtful brain state behavior (pretend hitting) and then the helpful skill (taking a breath to get out of survival state). Next, they would go to emotional state and practiced using their words to identify how they were feeling. After they completed helpful behaviors in the first two brain states, they had the ability to problem solve (take breath, i don't like it when you take my toy, give it back. Next time, ask me for my toy).

LIT 1

Ms. Lorelei

Charli, Eva, Gio, Ricky, Sarah, Selena, Grady, Xavier, Zoey

Today we went to the library and got to explore some books and independent reading time!

LIT 2

Ms. Bridget

Athena, Christian, Ian, Jacob, Jonas, Keonte, Olivia, Charlotte

We went to the library today. I had the school's library card and the children appreciated being able to check out one book. Students were separated into two groups. One group stayed in the meeting room and worked on reading, while the other group explore the library discovering different genres, reading levels, and observed the culture of the library. It was a wonderful time of learning, and students are excited to go back to the library.

LIT 3

Ms. Savannah

Avery, Ayden, Brie, Damian, Genevieve, Grace, Harper, Kenley, Nate, Neven, Samuel

Utilizing their learning thus-far, the students worked to write an opinion piece expressing whether or not they believed that the banning and censoring of books infringes on their rights as an individual.

MATH IN THE GARDEN

Ms. Denise

Selena, Keonte, Athena, Jacob, Christian, Grady, Harper, Ricky

Today we collected measurement data (height) from around the garden. We each made a table and chose five things we wanted to measure (in feet), then recorded out data. Next, we set up our x and y axes on a sheet of graph paper so we can create a bar graph of our data tomorrow.

CURSIVE

Ms. Bridget

Gio, Eva, Zoey, Olivia, Xavier

We had four stations today during cursive. One station was the electronic station which had an instructional video playing of how to write each cursive letter both capital and lowercase. Students practiced along with the video. The second station was at the whiteboard, where students were practicing their words and letters (alphabet) with an expo marker. The third station was a place to write jokes in cursive on writing paper. The fourth station was a "writing your full name/signature" and writing your family names station. We had a great discussion about how cursive is like art.

MYTHOLOGY

Ms, Jamie

Jonas, Nate, Samuel, Grace

We continued the saga of the Volsungs with the reading of the script-story, 'Sigurd the

Dragonslayer”.

FLORIDA NATIVES

Mr. Seth

Avery, Neven, Genevieve, Charlotte, Brie, Sarah, Kenley

Today we compared the patriarchal times of modernity with the matriarchal society of the Timucua, the Florida First Nation historically present in our area during the time of first contact. We discussed other cultures that are matriarchal and what maiden names are. Our lesson also included defining a clan, which is a group of families; furthermore, the Eco-Collective was portrayed as a type of clan. We also compared the activities of Timucua children with those of modern children. Lastly, we described the type of jewelry the Timucua wore.

Friday, October 19

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we each wrote down either 10 words or 5 phrases that best describe why we love the Verdi EcoSchool. This information will be used in our songwriting session with Ms. Britty next week! We also played a Brain Smart Start game.

Class Agreement Ritual

Wish Well Ritual

Safekeeper Ritual

MAKERSPACE

Ms. Denise

Keonte, Selena, Athena, Grady, Zoey, Jonas, Olivia, Xavier, Christian, Harper, Ricky, Gio

Open Studio. Provocation: sewing!

CAPOEIRA

Ms. Jessica

Jacob, Eva, Charli

Ms. Jessica was out this week. The Capoeira kids joined Ms. Denise in Makerspace on both Thursday and Friday.

MATH 3

Ms. Savannah

Avery, Ayden, Charlotte, Brie Carlisle, Damian, Genevieve, Grace, Kenley, Nate, Neven, Sarah, Samuel

Today, the students worked in teams to solve problems involving adding and subtracting fractions with like and unlike denominators. The goal of this collaborative assignment was for each team member to take responsibility in helping every other team member succeed. The kids had to work as a team, and could not progress within the assignment without ensuring that each team member understood the concept at hand. The goal was not to finish the assignment, but rather to show quality in the way that they showed their thinking, and community in the way that they supported each team member.

GROWING FOOD IN FLORIDA

Ms. Mikael

Olivia, Charli, Xavier (FRI only), Grace

Today we made signs to show that we planted lettuce and bean seeds. We also created a trellis for the beans to climb up the fence as well as planted more seeds such as spinach and bok choy.

PLANT-BASED COOKING

Ms. Bridget

Gio, Eva, Zoey, Jonas (FRI only), Selena, Athena, Keonte (FRI only)

Today in Plant Based Cooking, we made customized oatmeal bowls. We used a rice cooker to make the oatmeal bowls on the farm. We opened a can of coconut milk, poured it into the oatmeal with vegetable oil. The students enjoyed watching the oatmeal cook. We added sea salt as well as cinnamon during the cooking process. The students had fun adding the chocolate chips at the end as well as honey. After we made the customized oatmeal bowls, we made energy balls that were pumpkin flavored. Students rolled the energy balls in toasted coconut flakes, drizzled honey, and sprinkled cinnamon and pumpkin pie spice.

FARM ENTREPRENEURIALISM

Mr. Seth

Harper, Neven, Samuel, Charlotte, Kenley, Ricky, Ayden

Today our guest speaker of the week came to talk about George Washington, our Founding Farm Entrepreneur. My friend and colleague in eco-guiding, Mr. Brian, was a former curator and educator at Mount Vernon, George Washington's farm home. The children were captivated and had a lot interesting observations and questions. The main takeaway was that George Washington diversified horizontally, meaning in many cases he was his own middle man.

FALL HARVEST

Ms. Jamie

Christian, Damian (FRI only), Avery, Brie, Genevieve, Sarah

We worked through our A-list we created on Thursday: direct seeding Seminole pumpkins into the Hugelmounds, and weeding and watering throughout the EGAD garden.

PE

Mr. Kris - Ms. Jessica substituted this week

Jacob (FRI only), Grady, Nate, Keonte (FRI only)

We played soccer scrimmage and badminton.

LIT 1

Ms. Lorelei

Charli, Eva, Gio, Ricky, Sarah, Selena, Grady, Xavier, Zoey

Today we played a vocabulary game called List-Group-Label, where students brainstormed words on the topic of homes before grouping and labeling them into categories they created. This activity helped prepare for our unit on building background knowledge in different kinds of homes and helped students see connections between words. We read some parts of Homes Around the World and wrote facts to remember before selecting Daily 5 centers to independently practice reading and writing skills.

LIT 2

Ms. Bridget

Athena, Christian, Ian, Jacob, Jonas, Keonte, Olivia, Charlotte

Literature class today was very interesting. Students are becoming more engaged in the writing process. We did a writing prompt about having unlimited resources. They had to describe what their weekend would look like if they had their drivers license, \$1 million dollars, and literally no limits on where they could go. The writing prompts were fun to listen to and included answers that had to do with trips to the airport, flying to Hawaii, eating pizza in limousines, and living their dreams. Students demonstrated punctuation knowledge as many talked about how they were ending their sentences with periods and showing a pause in their writing with commas.

Students spent some time reading their classical literature book of choice, as well as writing about the characters, plot summary, title, author, and setting.

LIT 3

Ms. Savannah

Avery, Ayden, Brie, Damian, Genevieve, Grace, Harper, Kenley, Nate, Neven, Samuel

Today, I needed to go to the doctor, so Mr. Seth graciously took over this class in my absence. The students worked to gain new knowledge in regards to their “mystery words” within their reading, and collaborated in discussion-based, student-led literature circles.

MATH IN THE GARDEN

Ms. Denise

Selena, Keonte, Athena, Jacob, Christian, Grady, Harper, Ricky

Today we used our measurement data from yesterday and converted it from feet to inches. Then we created a bar graph to represent our data.

CURSIVE

Ms. Bridget

Gio, Eva, Zoey, Olivia, Xavier

We had four stations today during cursive. One station was the electronic station which had an instructional video playing of how to write each cursive letter both capital and lowercase. Students practiced along with the video. The second station was at the whiteboard, where students were practicing their words and letters (alphabet) with an expo marker. The third station was a place to write jokes in cursive on writing paper. The fourth station was a “writing your full name/signature” and writing your family names station. We had a great discussion about how cursive is like art.

MYTHOLOGY

Ms. Jamie

Jonas, Nate, Samuel, Grace

We concluded the saga of the Volsungs (and this terms coverage of Norse mythology) with the reading of script-story, “The Fallen Valkyrie”.

FLORIDA NATIVES

Mr. Seth

Avery, Neven, Genevieve, Charlotte, Brie, Sarah, Kenley

Today we reviewed Timucua society and drew comparisons with our country and other modern cultures. We talked about marriage and the different roles men and women had in Timucua society versus modern cultures. We ended class by roleplaying characters of a Timucua clan of families to examine how matriarchy affects responsibilities and who is more important in the established hierarchy.