



Weekly Recap

October 22-26

Upper School

Monday, October 22

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we continued our focus on the Growth Mindset. We discussed self-talk, both negative and positive as well as how it does or does not serve us. Your brain, your body, and your mindset are heavily influenced by the quality of your self-talk. The things you say to yourself, and how you feel about yourself, have a big impact and are incredibly powerful. Positive self-talk is kind, supportive, and affirming. It sounds like this "I'm making progress" or "I will keep trying." Negative self-talk is unkind, critical, and upsetting. It can sound like "I am not worth it" or "My opinion doesn't matter." We made a collaborative list of examples of both negative and positive self-talk. We will be using these for this week's Growth Mindset art project.

MATH 1

Mr. Kris

Charli, Eva, Gio, Zoey

This Monday started our discussion on subtracting larger numbers with borrowing. Our word problem of the day involved borrowing. We discussed what cases would initiate the need to borrow and how it worked. After our discussion we started on a long worksheet that was filled with borrowing math problems. Only $\frac{1}{2}$ of the worksheet was completed by class end.

MATH 2

Ms. Denise

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

9:20-9:40: Individualized Binder Challenges: Multiplication, Division, Unit Conversion, and Word Problems

9:40-10:10: CHOICE: Work on DIY multiplication table, make a "multiplication cootie catcher"

MATH 3

Ms. Savannah

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

Neven, Samuel

Today, we discovered why we are able to change the fractions (by finding common denominators) in adding and subtracting problems and still have a correct sum or difference. The answer: Equivalent fractions! To instill the concept of what equivalent fractions are and how they work, we worked with fraction bars that allowed the students to manipulate fractions in order to see their equivalence.

INTRO TO UKULELE

Mr. Andrew

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

We reviewed the major chords G and C, and how to switch between them quickly and efficiently without moving our fingers too far off the fretboard. We practiced Mr. Frog, and introduced drums one by one.

INTRO TO SPANISH

Mr. Seth

Genevieve, Brie, Landen

Today we introduced the conjugations of the two verbs that mean to be, *ser* and *estar*. We also introduced question words, like who, what, when, etc. We used these words to describe ourselves and each other, paying attention to the change between first and second person conjugations and which correct form of *to be* to use. We also reviewed the formal pronouns Usted (Ud.) and Ustedes (Uds.) which we interpret as *thou* and *ye*. We finished class by introducing the questions we would ask in Spanish to get basic biographical information from someone we don't know, as well as answering the questions for ourselves.

MAKERSPACE

Ms. Denise

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

Open studio. Provocation: wood.

PE

Mr. Kris

Xavier, Jonas, Jacob, Christian, Damian

This week the class decided to give badminton a rest. We moved on to foot sports. Xavier wasn't present for Monday's class so we saved soccer for Tuesday. We played Kickball! Not ordinary kickball, but one with an oversized ball. The large silly ball aided in creating some exciting and funny games. Everyone made great plays on the field and scoring was high. Most of the action between bases as runners tried to avoid being hit by

the silly ball.

STUDY HALL

Ms. Savannah

Charlotte, Ayden

The students continued to work with adding and subtracting fractions, as well as equivalent fractions.

LIT 1

Ms. Lorelei

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

On Friday, we read *Homes Around the World* to kick off our unit about homes. Today I introduced our Rolling Knowledge chart and Rolling Vocabulary chart and modeled how to chart the new, most important information from our texts and the most essential words that build knowledge on our topic. The students then picked Daily 5 centers and I met with individual students for conferencing and ability work. Before moving to the next class, I modeled how to write a book recommendation.

LIT 2

Ms. Bridget

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

Today we worked on our PBL Comic Book Projects. We learned more in depth what a plot summary is and pulled examples of what this would look like in books that we are all familiar with. We practiced summarizing in different ways such as summarizing what happened in one weekend. This helped with summarizing the book that the students are currently reading. We went over specific reading strategies. We shared with the class an update on where we are at in our projects. Students asked questions to each other about one another's books and gained understanding into different pieces of classic literature. We practiced writing with a creative writing prompt. Tomorrow, we will be learning homophones and more about the editing process.

LIT 3

Ms. Savannah

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

Today, the students continued their author and time period study for their assigned reading. The students researched and discovered how the life of their author contributed to the book, how the time frame in which it was written may have contributed to the

content of the book, and how perspectives have shifted over time. They were also given time to work on their essay from last week, answering the question: With the knowledge that you've gained thus far, does banning and censorship infringe on your rights?

PBL 1 & 2

Ms. Denise

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

Student work day. Everyone is in different places in their PBL/Lit project and we spent the whole period today progressing. Some students continued to read their classic lit books. Some filled out their first plan sheet which asks them to determine the characters, setting, and plot of their classic lit book. Some even got to work on their comic book plan sheet which asks them to adapt either the character, setting, or plot of their book and to start drawing out some sketches for their comic book.

PBL 3

Ms. Savannah

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

Today, the students were asked to work within their groups to develop their stance in regards to whether or not the book they are reading should be banned within the Verdi Eco School, and to formulate a response through a persuasive speech outline.

INTRO TO SPANISH

MS. Ivette

Athena, Keonte, Selena, Zoey

We started with Greetings and Introductions. The teacher greet the kids in Spanish: Hola, buenos días and tell them that it means Hello! And Good Morning! We started with ho-la, the kids repeat and clap with each syllable. They wave with their right hand and say "hola", say it back and wave. Then we have them repeated and sang. We did the same with the others concepts: buenos días, buenas tardes, buenas noches, gracias, adiós y hasta luego.

Tuesday, October 23

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

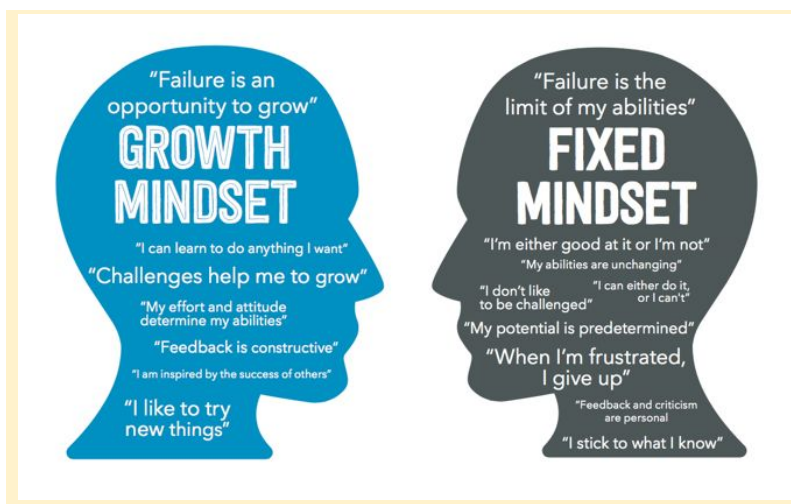
This morning we started on working on posters that represent a fixed mindset vs. a growth mindset.

Class Agreement Ritual

Safekeeper Ritual

Wishwell Ritual

Breathkeeper Ritual



MATH 1

Mr. Kris

Charli, Eva, Gio, Zoey

Tuesday was a continuation of Mondays discussion. I was able to keep our class motivated because two weeks before we agreed to keep focus in exchange for a Pinata party. After our word problem for the day was completed we returned to our long subtraction worksheet. Students were given the opportunity to use the whiteboard to work through problems. I was able to work with people individually. I must mention, that on this day Charlie had the most focus. She was also very encouraging to others.

MATH 2

Ms. Denise

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

9:20-9:40: Individualized Binder Challenges: Multiplication, Division, Unit Conversion, and Word Problems

9:40-10:10: Read and solve book: *Divide and Ride*. A group of eleven friends visit the carnival. They learn that some friends will be left off of rides after the group is divided into smaller cars. Can you help them solve the division problems?

MATH 3

Ms. Savannah

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

The students started their day with an entry ticket: Match the equivalent fractions: $\frac{1}{3}$, $\frac{3}{5}$, $\frac{12}{18}$, $\frac{7}{14}$, $\frac{22}{77}$, $\frac{21}{35}$, $\frac{1}{2}$, $\frac{2}{7}$, $\frac{50}{150}$

After going over the entry ticket, the students broke out into groups. Group one worked with me, where they were introduced to mixed numbers. Group two played equivalent fraction “spoons” in order to help the students practice their ability in recognizing an equivalent fraction. After twenty minutes, the groups swapped places so that group one was able to play equivalent fraction spoons, and group two was able to work with me.

INTRO TO UKULELE

Mr. Andrew

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

Today we reviewed the D Major chord and incorporated it into the Baby Shark song, which also includes the G Major and C Major chords. We learned a new drum beat that goes along with that song as well. Adding the third chord might be a little soon for them, so we went back to Mr. Frog and really tried to “count to four in our minds” while we play, really stressing the rhythm more so than ukulele fingerings at this point, as proper rhythm translates to every single instrument and music in general. The left hands will, over time, generate their own muscle memory, there’s really no way for me to get them to learn it any faster, but each day every single one gets better and better. They are encouraged to take ukuleles home and practice, there are actually extras if you think they would benefit from having one at home for the next four weeks so they don’t have to bring it back and forth every day, we can arrange that.

INTRO TO SPANISH

Mr. Seth

Genevieve, Brie, Landen

Today in Spanish class I presented on the board my five sentence autobiography with certain information underlined that the students would replace with their pertinent information. The students learned the names of their birth month and the number for the date so they could tell someone when their birthday is, as well as the number of their age to tell someone how old they are. Before the end of class each student read his or her autobiography and repeated it again as I asked the respective questions in between their statements so they could become familiar with the sounds of the questions they will ask and be asked tomorrow.

MAKERSPACE

Ms. Denise

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

Open studio. Provocation: painting with acrylic.

PE

Mr. Kris

Xavier, Jonas, Jacob, Christian, Damian

Xavier was back, so for class today we played soccer. Xavier plays soccer at a competitive level, so at the beginning of class he was given the opportunity to give us a few pointers. We had a short conversation afterwards discussing situations where Xaviers moves could be used. I personally love playing soccer. I was very happy with the amount of excitement and participation that all of the players brought to the game that day. Everyone played well.

STUDY HALL

Ms. Savannah

Charlotte, Ayden

The students continued to work with adding and subtracting fractions, as well as equivalent fractions.

LIT 1

Ms. Lorelei

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

We watched a time-lapse of a house being constructed from start to finish and read Gail Gibbons' *How a House is Built*. The students learned that it takes many people with different jobs to build a house, and the difference between a contractor and an architect. We pulled from the text the most important vocabulary words for the topic and charted

them. We also had some unexpected practice in researching. While the students were at Pineapple Park for free exploration just before Lit, they found some painted rocks that said #Carsyn and #BrevardRocks. We searched the terms and learned of the Brevard Rocks group. We read a news article about how the organization came to be and how it impacts the community. The students were really excited! We took a picture of the rocks we found and posted it on the group's Facebook page. While the students were working, I met with individual students to discuss what they have been reading/working on, take progress monitoring assessments, and set new goals on their progress.

LIT 2

Ms. Bridget

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

Today we started to edit what we have already written on our two main PBL worksheets. While editing, we learned to look for capital letters, proper punctuation, and grammatical errors. We also discussed how as a writer, we bring our own perspective into our writing. This led directly into our writing prompt which was about seeing through special binoculars that provide a certain perspective into our worldview (both positive or negative) and how it would be to live in a way where one could only see the good or the bad in everything. Students shared their writing and it allowed an in-depth discussion to take place about perspective. We learned the difference between there, their, and they're. Students practiced using these correctly in sentences.

LIT 3

Ms. Savannah

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

As per student request, the students were able to have a work day that allowed them to focus on reading and note-taking. While the students were working, I engaged with specific students in the form of a student/teacher book conference. I asked questions like,

- 1- How's it going? How do you like the book so far?

- 2- What's happening in the book so far?

- 3- Which character do you like so far? Why?

- 4- Are there any words that you've come across that you just can't figure out?

- 5- What can I help you with? Do you have any questions?

PBL 1 & 2

Ms. Denise

Charli, Eva, Gio, Ricky, Sarah, Selena, Grady, Xavier, Zoey, Athena, Christian, Ian,

Jacob, Jonas, Keonte, Olivia, Charlotte

Student work day. Everyone is in different places in their PBL/Lit project and we spent the whole period today progressing. Some students continued to read their classic lit books. Some filled out their first plan sheet which asks them to determine the characters, setting, and plot of their classic lit book. Some even got to work on their comic book plan sheet which asks them to adapt either the character, setting, or plot of their book and to start drawing out some sketches for their comic book.

PBL 3

Ms. Savannah

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

Today, the students were asked to work within their groups to develop their stance in regards to whether or not the book they are reading should be banned within the Verdi Eco School, and to formulate a response through a persuasive speech outline.

INTRO TO SPANISH

MS. Ivette

Athena, Keonte, Selena, Zoey

Today we introduced Food concepts; Food and Drink, My Meal, Food Meanings and Food Words. The students said each word out loud, copy the each word and color the picture. They used some clues and the word bank to find the answers. The children circled the Spanish word in a crossword puzzle, and then, wrote the English meaning of each word.

Wednesday, October 24

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we continued on working on posters that represent a fixed mindset vs. a growth mindset. I pulled the Lit 1 group to the classroom to remind how to use the Safe Space in times up upset.

Class Agreement Ritual

Safekeeper Ritual

Wishwell Ritual

Breathkeeper Ritual

MATH 1

Mr. Kris

Charli, Eva, Gio, Zoey

Today was the day. We started our day with a short word problem, and then quickly went back to working on our long worksheet. Everyone knew that in order to participate in the Pinata party, they had to complete their worksheets. Gio was first, Zoey second, Charlie third, and Eva fourth. Out came the Pinata, but there was one more catch, each player had to be blindfolded. What fun! Each child got a couple opportunities to strike the Pinata, and it was tough. Gio cracked it pretty good, and the contents came out. Mr. Pinta was injured, but will be back with a vengeance for multiplication.

MATH 2

Ms. Denise

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

9:20-9:40: Individualized Binder Challenges: Multiplication, Division, Unit Conversion, and Word Problems

9:40-10:10: CHOICE: Work on DIY multiplication table, make a “multiplication cootie catcher”

MATH 3

Ms. Savannah

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

Neven, Samuel

The students started their day with an entry ticket:

Entry Ticket: Dylan read his book about animals for $2\frac{2}{3}$ hours this week. His sister, Faith, read her football book for $1\frac{1}{5}$ hours this week. How much longer did Dylan read his book than Faith read hers?

After completing the entry ticket, the students broke out into groups. Group one worked with me in going over the entry ticket, and learning to add and subtract mixed numbers. Group two worked on identifying equivalent fractions (With mixed numbers) by playing equivalent fraction go fish. After twenty minutes, the groups switched so that group one could work with equivalent fractions, and group two could work with me.

INTRO TO UKULELE

Mr. Andrew

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

Wednesday we discussed using creativity. I started out by asking them how they are already creative. This was a fun introduction to class and gave me a great glance into their minds. Eventually we wound up where I wanted: writing our own song. They were very excited at the idea. Towards the end of class it was brought to my attention that they would like to choreograph a dance to Michael Jackson's "Thriller" - which is obviously not a part of ukulele learning, but I'm trying to think of a way to incorporate it somehow. For our brain break we played musical chairs to the song. They did such an excellent job, we are playing through the chorus of Mr. Frog together as a whole and I am starting to see really clear signs of traction and improvement as a group.

INTRO TO SPANISH

Mr. Seth

Genevieve, Brie, Landen

We finished our week practicing the five sentences of each of the students' autobiographies they wrote in Spanish the day before. Then, the students wrote in their notes the Spanish questions that would be asked to get each of the five answers. We practiced asking the questions and giving the answers. We will be practicing exercises next week with the questions and answers in form of interviews, so I've asked the students to begin memorizing some of the responses and questions. Also, we reviewed how some the nouns in the questions could be changed to ask a different question. To finish class, we went over the numbers from 1-100.

MAKERSPACE

Ms. Denise

Avery, Harper, Neven, Nate, Samuel, Charlotte, Brie, Kenley, Sarah, Grace
Open Studio. Provocation: Tinkercad and 3-d printing.

PE

Mr. Kris

Xavier, Jonas, Jacob, Christian, Damian

The kids decided to play another round of Kickball with the silly big ball. I can understand why, because it is hilarious. We had a very high scoring game with many exciting innings. Everyone seemed exhausted after this game. Next Monday we have a big surprise guest who will teach a requested sport. I'm crossing my fingers that the guest will show up because it's gonna be awesome. I will let the kids know Monday.

STUDY HALL

Ms. Savannah

Charlotte, Ayden

The students continued to work with adding and subtracting fractions, as well as equivalent fractions.

LIT 1

Ms. Lorelei

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

Adding to our Rolling Knowledge chart, we read a fictional narrative story called *The House in the Meadow* that actually gave us more information about our topic. We learned about another job, the inspector, who checks to make sure everything built in a house is up to code. We also practiced Sentence Imitation with a sentence from *How a House is Built*. We discussed what the sentence meant and how it was constructed. The students noted how many nouns, verbs and adjectives. We discussed how and why the comma was used in the sentence. Then the students practiced writing their own sentence constructed the same way. At the end of class, we painted a rock in response to the news article about Brevard Rocks. From our Facebook post, we learned that the rocks we found were in honor of someone who had passed away. The person who made the rocks asked that we "pay it forward" by making and placing new rocks. We learned what it meant to pay it forward--and then did just that!

LIT 2

Ms. Bridget

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

I was sick today but Ms. Denise and Ms. Carmen helped out and did a wonderful job with

the students. They made progress on their PBL Comic Book Projects.

LIT 3

Ms. Savannah

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

Today, the students continued to work through their persuasive outline within their groups, and began finishing draft one and refining.

PBL 1 & 2

Ms. Denise

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

Student work day. Everyone is in different places in their PBL/Lit project and we spent the whole period today progressing. Some students continued to read their classic lit books. Some filled out their first plan sheet which asks them to determine the characters, setting, and plot of their classic lit book. Some even got to work on their comic book plan sheet which asks them to adapt either the character, setting, or plot of their book and to start drawing out some sketches for their comic book.

PBL 3

Ms. Savannah

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

Today, the students were asked to work within their groups to develop their stance in regards to whether or not the book they are reading should be banned within the Verdi Eco School, and to formulate a response through a persuasive speech outline.

INTRO TO SPANISH

MS. Ivette

Athena, Keonte, Selena, Zoey

Class started with a review of the food concepts and vocabulary. After that, we introduced the Animals All Around. The children chosen four animals and draw its animal in its home and then label it with the Spanish animal word. After that, they completed a puzzle and answered the questions using the clues and the Spanish words from the word bank.

Thursday, October 25

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we continued on working on posters that represent a fixed mindset vs. a growth mindset. I pulled the Lit 2 group to the classroom to remind how to use the Safe Space in times up upset.

MAKERSPACE

Ms. Denise

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

Open studio. Provocation: Sewing machine.

CAPOEIRA

Ms. Jessica

Jacob, Eva, Charli

Students got to work on some new combo moves that are a bit more advanced. We worked on their cartwheels as well. I encouraged them to practice some things we learn in class while at the park or outside to get some more practice in. We also worked with the drum (atabaque) and tambourines (pandeiros).

MATH 3

Ms. Savannah

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

The students began their day with an entry ticket:

Explain, in words, how you would solve the following two problems:

- $3\frac{3}{4} - 2\frac{11}{12}$

- $2\frac{1}{2} + 4\%$

After completing and going over the entry ticket, the students worked in teams to solve problems involving equivalent fractions and adding and subtracting mixed numbers. Students were unable to move on from number to number unless each student understood the problem and solution. If a teammate did not understand, then the rest of the team had the responsibility of banding together and helping the other teammate out. The point of this exercise is not necessarily the quantity that the team answers correctly,

but the quality in which they answered and interacted.

GROWING FOOD IN FLORIDA

Ms. Mikael

Olivia, Charli, Xavier (FRI only), Grace

Today we observed our garden beds to notice how our plants were doing, if there were any sprouts from the seeds we sowed, or if the soil needed any water. Then, because we have planted so much, each student made a map with a key so that we can keep a track as to where each plant and each type of seed has been sown into their garden bed.

Eva and Zoey joined us today, too! They chose 5 edible plants to draw. I had them tell me which part of the plant was edible and what the most nutritious way to prepare it was.

PLANT-BASED COOKING

Ms. Bridget

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

Ms. Bridget was sick today. Eva and Zoey joined Growing Food in Florida. Gio and Selena joined PE.

FARM ENTREPRENEURIALISM

Mr. Seth

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

In class today, after reviewing our ABCs of entrepreneurialism the students came up with the first week (appreciation, bravery, creativity), I divided the class into two groups to consolidate their elevator pitches into the two that best reflected farm entrepreneurialism: tuna farm and potato farm. Then, we talked about how one man's trash is another man's treasure, or upcycling - using refurbished material or rubbish as a means to offset costs with new raw materials for projects within the business or to sell (old wood, aluminum cans, old fishing net line etc.) We also mentioned how some local eateries use compostable cutlery and cups. Then, the students were directed to develop and draw the logos for their respective teams' company. They had some super creative work.

FALL HARVEST

Ms. Jamie

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

We went on our garden walk as a group and prioritized our to-do lists for Friday. We took note that many of Seminole pumpkin seeds that we sowed last week sprouted.

PE

Mr. Kris

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

Thursday's small class is great because we use this time to finetune our skills in sports that we play at our school, and after school. These classes are non-stop. I was very happy to hear how much Grady enjoyed to small class size. This particular day a few kids joined us from another class, since Ms. Briget was pit sick. We played Badminton and Soccer.

SOCIAL SKILLS GROUP

Ms. Sydney

Keonte, Xavier, Jacob, Jonas, Damian

The group began with our connection and safety ritual. We went over our interactive social skills notebook to review what social skills are and why they are important. We focused on identifying and recognizing feelings and interests that we have within ourselves. I explained to students why it is important to identify what you like/don't like and why it is important to recognize how you're feeling. Students shared a partner a time where they felt happy, mad, sad, and anxious. The students used a mirror to make faces, they identified what they were feeling in the moment.

LIT 1

Ms. Lorelei

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

Today we went to the library. While some students explored the books, the other students were able to work on their PBL planning sheets writing their stories.

LIT 2

Ms. Bridget

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

I was unfortunately sick today but the lesson plans included:

Writing prompts: 1 What would happen if kids ruled the world?, 2.If you could be any animal you like (real or fantasy), which would you choose, and why?, 3.Everyone in your family has a super power. Which family member has which super power and how does each one work? -Homophones: each of two or more words having the same pronunciation but different meanings, origins, or spelling,new and knew. On board writing and discussion of homophones (there,their, they're) -have the students write down all of the homophones they can think of -go over its, it's, and its' -DOL on the board with editing, write sentences that have mistakes and teach the students how to fix them: example of this would be for Capitalization & Punctuation:

1. flowers bloom in spring
2. the storm is coming closer
3. mr. vanzant is a teacher

The students have to fix the above sentences.

Ending of class writing prompts: Write about a difficult decision you had to make. Explain how bad situations can have a good side. The thing I wish other people would understand about me is...

LIT 3

Ms. Savannah

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

As per student request, the students were able to have a work day that allowed them to focus on reading and note-taking. While the students were working, I engaged with specific students in the form of a student/teacher book conference. I asked questions like,

- 1- How's it going? How do you like the book so far?
- 2- What's happening in the book so far?
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- 4- Are there any words that you've come across that you just can't figure out?
- 5- What can I help you with? Do you have any questions?

MATH IN THE GARDEN

Ms. Denise

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

Today we worked in small groups on completing our bar graphs based on the height measurements we took around the farm last week. Early finishers helped to water the plants at the farm.

CURSIVE

Ms. Bridget

Gio, Eva, Zoey, Olivia, Xavier

Ms. Bridget was sick today. Mr. Kris subbed.

Kris- Just so happens that I love cursive. It is my writing style of choice. I let the kids know I wanted to see how well they were writing, so I wrote a sentence on the board and

asked them to copy it in cursive. I was impressed! After our quick exercise, students were given the option to water the garden. What surprised me the most, was the amount of kids who wanted to keep writing. I gave the kids a few poems to copy. Olivia really enjoys cursive, and she sat for the entire time copying poems.

MYTHOLOGY

Ms, Jamie

Jonas, Nate, Samuel, Grace

We read two short plays today - both about Daedalus an intelligent but perhaps unwise inventor.

FLORIDA NATIVES

Mr. Seth

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

Our lesson today covered Timucua “plant technology.” To compare modern civilization with First Nations’ civilizations, we discussed the technologies that are hallmarks of modern society - the students came up with the phone, Disney, and I added space travel (since we live on the Space Coast.) With zero waste management as a reprieve to modern ills, we talked about how our tools keep or make us civilized: phones to communicate; entertainment to relax; and, space travel to explore, and maybe escape. In Timucua culture, tools other than stone implements included many plant remedies to meet daily life’s challenges, like insect repellent, gum and candy, and many others. We discussed how shaman, or medicine men, through observations, like when deer painfully lose their antlers chew willow bark, deduce that animals use certain plants for certain reasons, like learning to use willow bark to ease headaches.

Friday, October 26

MINDFULNESS AND MORNING MEETING

Ms. Denise & Ms. Savannah

All

This morning we continued on working on posters that represent a fixed mindset vs. a growth mindset. I pulled the Lit 1 group to the classroom to remind how to use the Safe Space in times up upset.

Class Agreement Ritual

Safekeeper Ritual

Wishwell Ritual

Breathkeeper Ritual

MAKERSPACE

Ms. Denise

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

Open studio. Provocation: sewing machine.

CAPOEIRA

Ms. Jessica

Jacob, Eva, Charli

Students got to work on some new combo moves that are a bit more advanced. We worked on their cartwheels as well. I encouraged them to practice some things we learn in class while at the park or outside to get some more practice in. We also worked with the drum (atabaque) and tambourines (pandeiros).

MATH 3

Ms. Savannah

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

The students worked independently on problems involving adding and subtracting fractions, mixed numbers and equivalent numbers.

GROWING FOOD IN FLORIDA

Ms. Mikael

Olivia, Charli, Xavier (FRI only), Grace

Today we observed our garden beds to take note of how they were doing. Then we sat together with a box of neem seed meal fertilizer and a poster demonstrating plant nutrient absorption to learn about essential macronutrients for plant health. Then we fertilized and watered.

PLANT-BASED COOKING

Ms. Bridget

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

We created a plant based rice with veggie salad. We used a rice cooker on the farm and learned how to make deliciously cooked rice with oil, sea salt, herbs, lime, citrus, black pepper, and onion. We learned alot about kitchen safety. We discussed the benefits of eating a plant based diet and how the right food is meant to heal and make us strong. Students learned about the different types of salads that can be created with our ingredients and we brainstormed various ways to prepare salads. Students also made a sticky rice with added in cinnamon from the cooked rice.

FARM ENTREPRENEURIALISM

Mr. Seth

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

Today we continued the creative process by adding color to our company logos. Each student was responsible for making their own design and then one was chosen as the final draft.

FALL HARVEST

Ms. Jamie

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

We worked on a number of our to-do list items today - harvesting pigeon pea seed, thinning turnips, direct seeding cucumbers, weeding the palm tree seedling from the beds and taking the flowers off the basil.

PE

Mr. Kris

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

It was a very windy day today, but that didn't stop the kids from wanting to play badminton. No problem. I did bring a few options of other sports to play, but badminton was the choice. Everyone is getting good at this game, and it's getting to the point where it's exciting even as a spectator. Today I was tasked with keeping score, hehe.

LIT 1

Ms. Lorelei

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

We reviewed all the texts on different kinds of homes and how to build them. Each student then chose a home to represent. They drew and answered the questions:

- Who lives in this type of home?
- What environment is the home built in?
- What material(s) is the home made from?
- Does the home move? If so how?
- List two reasons people build this kind of home.
- Draw a picture.

LIT 2

Ms. Bridget

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

We finished our plot summaries today and did one on one editing where students would read their pieces to the teacher (me) and go through each line with edits. While I was working with each individual students on their writing, the other students were making progress in their projects by completing the stage they were on. For example, some students started to create their covers for the PBL Comic Book Project today because they were finished with their plot summaries, while others took time to read more, finish their adaptations, sketch the plot/characters, and more. We also did VIP (Very Important Person) for two students. We went over root words for some vocabulary learning how to find the root word in more complex words.

LIT 3

Ms. Savannah

Avery, Ayden, Brie, Damian, Genevieve, Grace, Harper, Kenley, Nate, Neven, Samuel Today, the students worked on their mystery word wall in order to expand their vocabulary knowledge. They also finished up their notes, and engaged in literature circles.

MATH IN THE GARDEN

Ms. Denise

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

Today we worked in small groups on completing our bar graphs based on the height measurements we took around the farm this week. Early finishers helped to water the plants at the farm.

CURSIVE

Ms. Bridget

Gio, Eva, Zoey, Olivia, Xavier

Today we used shaving cream to write the cursive alphabet, our names, as well as other words. The students had a great time doing this! We had plastic trash bags that were placed on the ground to write on with the shaving cream. Students have been reviewing both uppercase and lower case letters and are doing a fantastic job with writing their names in Cursive!

MYTHOLOGY

Ms. Jamie

Jonas, Nate, Samuel, Grace

Today we continued with the theme of Daedalus the inventor and read about the labyrinth he created for King Minos.

FLORIDA NATIVES

Mr. Seth

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

Today we continued discussing the plant knowledge held in the Timucua collective conscience. Each student read an excerpt of a plant's utilitarian aspects, drew a picture of it, and presented the findings to the class.