



# Weekly Recap

*August 20 - 24, 2018*

*\*UPPER SCHOOL*

*\*JOURNEYS*

*\*STUDENT CHOICE THURSDAY*

*\*FARM FRIDAY*

# UPPER SCHOOL:

Monday, August 20

BRAIN SMART START, YOGA/MINDFULNESS, COMMUNITY BUILDING

**Ms. Denise & Ms. Savannah**

**All**

## *Brain Smart Start*

This morning we started the week with a new Brain Smart Start game - The Detective. One student was the “leader” and one was the “detective”. The leader led body motions and the rest of the group mirrored. The job of the detective was to guess who was leading. Our kids did such a great job staying in sync with each other for this connecting team building exercise.

## *Conscious Discipline Focus*

This week we continued to lay the groundwork for safety and connection. Throughout this week, our classroom’s Safe Spaces were introduced, modeled, and opened. The Safe Place is a center where students can go to change their inner state from upset to composed in order to optimize learning. We started this morning by identifying and discussing the first step in using the safe space “I Feel.”

We began with a discussion about negative emotions. What are negative emotions? Students independently listed examples on index cards, and as a class we taped them up on the board. They were able to identify many of these emotions - sad, anxious, frustrated, embarrassed, overwhelmed, stressed, scared, angry, jealous, etc. Next, each student responded to the self-reflective writing prompt in their mindfulness journals: “What negative emotions do you sometimes feel at school? What do you do when you feel these emotions?”

I was impressed by the honesty and vulnerability of the kids in their journals. Their ability to express the depth of their emotions astounded me. The entries gave me insight into the reasons behind some of the challenging behaviors I see pop-up during the school day. They let me know that even my quietest, most composed students struggle with handling their emotions sometimes too.

I left this morning meeting so grateful for the tools and structures of Conscious Discipline. In every other school I've taught, we've not taken enough time to focus on the social-emotional state of our kids. I firmly believe that students can not progress as steadily through reading, math, science, and all other subjects without knowing the tools to self-regulate and calm themselves when life doesn't go their way. This is a crucial life skill. My goal during our morning meetings is to teach our students how to recognize and shift from an emotional brain state to an executive brain state in order to maximize learning.

Before breaking for our classes, we completed our safekeeper ritual (educator tells each student individually that they are going to keep them safe, each student verbally responds with an agreement to help keep everyone safe).

#### PE

***Coach Reed***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena Xavier, Zoey***

#### MATH

***Ms. Savannah***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah***

This morning the kids were given three challenge word problems to work through based on their individual abilities. Students first worked to solve the problems independently, and then worked together to continue to problem solve. The problems this week were challenging, and required students to work from many different angles in order to come up with a solution. All of the word problems centered around the four foundational operations, but posed a challenge in the problem solving process. It was a great first day working through these challenges!

#### PE

***Coach Reed***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah***

Team building relays and coordination activities.

#### MATH

***Ms. Denise***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena, Xavier, Zoey***

## Focus: Operations and Algebraic Thinking, Number and Operations in Base Ten

We're starting to get into a great rhythm with math! Most remembered our routine as we walked into the classroom - grab a paper, pencil, put the heading on your paper and answer the math prompt on the board. Today's prompt: What do you already know about math?

Mr. Kris (also known to our students as Salsa Kris!) joined us today for his first day as our math aide. He connects so well with our kids, and in addition to being a great dancer, Mr. Kris has a degree in economics and loves math. I've asked him to come help with our class to give more individualized attention to our small groups during our math block.

### What's the Word?

Zoey, Eva, Charli, Jacob, Grady, Gio, Xavier

This week, I wanted to focus on decoding word problems relating to addition and subtracting to assess their understanding of math vocabulary (add, subtract, sum, take away, total, decrease, difference). I gave the group some custom word problems and gave them the "challenge" to work together to solve them without my help. It was a very helpful formative assessment for me to watch them as they discussed together solving the problems. I was able to see what knowledge and skills were missing for the individual students. Next, I had them each cut out cards with the math vocabulary words written on them. Tomorrow we will place them under "addition" or "subtraction."

### Multiplication Games

Olivia, Selena, Jonas, Keonte

I'm noticing that all of these students have been exposed to single-digit multiplication (1-12), but they all need to brush up a bit on memorizing their facts. I'd like to make sure they have a solid multiplication fluency base before moving on, as many subsequent skills depend on this knowledge. We reviewed several of the multiplication rules as they got stuck (those pesky 7's!) and I'm seeing them use several different strategies to get the answer (repeated addition, arrays, equal groups). I like to expose my students to many strategies, and have them pick whatever works best for them. Today we played Multiplication War after some teacher-led instruction. They were having a great time AND learning. Yes! I'm already seeing some progress here.

## LITERACY

***Ms. Lorelei***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Kenley, Olivia, Sarah, Selena, Xavier, Zoey***

We learned our work building teams, and created team names. These teams will help us focus on decoding skills in a systematic, logical progression with students on the same path. We talked about what readers look and sound like, and how to build our stamina as readers. Each student was allowed to pick a book bin to “check out” books from our classroom library. Then we began our writing workshop. We are focusing first on creating personal narratives focusing on times we got hurt. We set up the perimeters of the writing workshop and students got to writing.

## LITERACY

***Ms. Savannah***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Nate, Neven, Samuel***

Today, we jumped further into our research entry and worked through the parts of an introduction! We discovered what makes a good introduction, and practiced identifying the hook, bridge and thesis in sample introductions.

## PROJECT BASED LEARNING (PBL)

***Ms. Denise***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena, Xavier, Zoey***

We reviewed our essential question:

How can we, as amusement park designers, construct an educational and fun theme park that represents the basic human organs and their systems to encourage visitors to make healthy choices?

We reviewed our timeline:

Week 1 - Intro, Week 2 - Research, Week 3 - Design, Week 4 - Build, Week 5- Revise, Week 6 - Share

I introduced them to their first [project rubric](#)! This document explains exactly what I am expecting of them and how they are going to be assessed at the end.

We reviewed our groups:

Cardiovascular System - Grady, Xavier, Keonte

Skeletal System - Gio, Jonas, Jacob

Nervous System - Olivia, Eva, Charli, Selena, Zoey

We discussed together “What is research?” and “How do we find the answers to the questions that we have?”. We started with kids anatomy books to find the answers to our three main research questions: What are the organs in your system and what do they do?, How do the organs work together in the larger system? How do you keep your system healthy?

FYI for parents - here are the standards that are informing this 6 week hands-on PBL project:

HE.2.C.1.1: Identify that healthy behaviors affect personal health.

HE.3.C.1.5: Recognize that body parts and organs work together to form human body systems.

HE.4.C.1.5: Identify the human body parts and organs that work together to form healthy body systems.

5: SC.5.L.14.1: Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, kidneys, bladder, and sensory organs.

VA.2.S.3.2: Demonstrate growth in craftsmanship through purposeful practice.

VA.3.F.3.2: Collaborate to complete a task in art.

VA.4.C.2.3: Develop and support ideas from various resources to create unique artworks.

VA.5.O.2.2: Use a variety of sources for ideas to resolve challenges in creating original works.

LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### ***The BBQ Hamsters (w/ Ms. Savannah):***

Today, we learned about the heart, its function and the cardiovascular system. In teams, we discovered the role of the cardiovascular system and how it works. We also discovered the parts of the heart itself, and the functions of each component within the heart.

## **Tuesday, August 21**

### **BRAIN SMART START, YOGA/MINDFULNESS, COMMUNITY BUILDING**

***Ms. Denise & Ms. Savannah***

***All***

***Brain Smart Start***

We started today with a Conscious Discipline “I love you ritual” called the [brain hand](#).

***Conscious Discipline Focus***

Yesterday, we introduced our Safe Space by talking about negative emotions (Safe Space “I Feel”). Today, we talked about *composure* - our ability to remain or regain our calm in

difficult situations and it's opposite *upset*. They each wrote in their mindfulness journals a time someone they or someone they knew acted in a state of upset.

Today, we focused on two more steps of the safe space "I calm" and "I choose." "I calm" prompts us to choose a deep breathing technique to begin. This could be any of the many breathing techniques we practice at morning meetings (S.T.A.R, pretzel, balloon, blowing out a candle, etc.). "I choose" prompts us to choose a positive strategy to calm our upset. Today we brainstormed together what may be possible options for this step and we came up with: looking at a picture of your family, writing in your mindfulness journal, drawing, close eyes and think of happy place, stress ball, positive affirmations.

Before breaking for our classes, we completed our safekeeper ritual (educator tells each student individually that they are going to keep them safe, each student verbally responds with an agreement to help keep everyone safe).

## PE

***Capoeira - Ms. Jessica***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena Xavier, Zoey***

This weeks Capoeira classes we went over a brief history of Capoeira and what instruments we use unique to Capoeira. The students then did a short warm up, learned a few kicks (bensao & martelo) and two escapes (esquiva & cocorinha). Also, we went over the base and movement for Capoeira called "Jinga" followed by some stretching before we ended class.

## MATH

***Ms. Savannah***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah***

Day two working on our challenge problems! This time, the kids moved to a different challenge problem from the previous day. They again worked independently, and collaboratively to solve these challenges. I could tell that today, the kids were becoming more comfortable with attempting to solve problems from different angles, and realizing that sometimes it takes multiple ideas and attempts to solve a problem! Many of the students ended up solving all three problems!

## PE

### ***Capoeira - Ms. Jessica***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah***

This week students got to kick at a kicking bag with some movements they learned last week. Having an actual target allows them to feel where they need to stand and how to position the entire body correctly. I think everyone enjoyed this exercise!

### **MATH**

***Ms. Denise***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena, Xavier, Zoey***

Math Writing Prompt: What do you need to know about math?

What's the word?

Zoey, Eva, Charli, Jacob, Grady, Gio, Xavier

We continued our focus on decoding word problems relating to addition and subtraction. We finished cutting out cards with the math vocabulary words written on them (add, subtract, sum, take away, total, decrease, difference, etc.) and I had each student glue their cards in two columns - either addition or subtraction - to gauge their current understanding individually. Next, we made two class columns together, and through group discussion were able to debate which words should go in each for consistent reference while decoding word problems. We started working on a word problem and talked together how we could decode it to make the equation that we need to solve the problem.

### **Multiplication Games**

Olivia, Selena, Jonas, Keonte

Today we played Multiplication Bingo (1-12) and discussed which multiplication factors were giving us the most trouble. Most agreed that 3, 7, and 8 are the hardest. I reminded them of the communicative property that states that  $7 \times 2$ , for example, is the same as  $2 \times 7$ . This helped a few to solve some of their multiplication problems a little more quickly. Next, I proposed them with a "challenge!" - multi-digit multiplication. I put the question on the board and reminded them that if they didn't know how to solve it, no problem! I'd just like to teach everyone new things, not what they already know. Half the students were emerging, but not fluent in multi-digit multiplication and half seemed like they had never been exposed. This is what we will be working on together next!



## LITERACY

***Ms. Lorelei***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Sarah, Selena, Xavier, Zoey***

We continued to build our stamina as readers, selecting texts that match our interest and ability. We learned the model for student-led sharing, what it means to give a meaningful compliment, and how to use questions to strengthen our writing. Students were excited to share! We then had a mini lesson on good beginnings. I shared some models of mentor texts, and we studied the different ways authors began their texts. We discovered that most beginnings begin with establishing a time, a setting, and the characters. The students went back to crafting their narratives. Some revised their beginnings!

## LITERACY

***Ms. Savannah***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel***

Research is an important part of everyday life. Whether it's having a simple question like "How do I make cupcakes?" to having a more complicated question like "How does the Endocrine System work?", research must be performed in order to find the answers. Today, we reminded ourselves of the questions that we needed the answers for in regards to our research entries. We spent the majority of the time researching within our groups, as well as note taking in order to organize the information found.

In addition to researching, I spent some time working with individuals to ensure that they understood the Google Classroom Forum. This is where students can go to gain additional information about their project (instructions, helpful tools, tutorials) as well as interesting information that I found in regards to each system. Google Classroom provides an additional place to clarify information, as well as gain new knowledge!

## PROJECT BASED LEARNING (PBL)

***Ms. Denise***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena, Xavier, Zoey***

Today we worked on group research answering our three main research questions: What are the organs in your system and what do they do?, How do the organs work together in the larger system? How do you keep your system healthy? Since they worked so diligently together researching with books yesterday, I also allowed them to use devices on pre-chosen websites.

## PROJECT BASED LEARNING (PBL)

***Ms. Savannah***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah***

Today, we continued and wrapped up our work within the Cardiovascular System, and the heart. Students worked in groups to label the parts of the heart, as well as discovering the functions of each component.

## Wednesday, August 22

### BRAIN SMART START, YOGA/MINDFULNESS, COMMUNITY BUILDING

***Ms. Denise & Ms. Savannah***

***All***

*Brain Smart Start*

Genevieve led our follow-the-leader Brain Smart Start game and we took three deep breaths together as a school family.

*Conscious Discipline Focus*

Today our classroom Safe Spaces were officially opened! We reviewed the Safe Space steps (I Calm, I Feel, I Choose) and introduced the fourth (I Solve). I solve is a step in which students identify the trigger of the upset and make a plan to solve the problem.

The Safe Space log was also introduced. When students choose to enter the Safe Space, they must fill out the log and hand it to a teacher after they've calmed their upset. This helps the teachers understand and address students' upset and track patterns and frequency that students use the Safe Space.

## PE

***Soccer - Mr. Seth***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena Xavier, Zoey***

This week we reviewed who I am and why I'm so glad to be here. We incorporated two stretches into our warmup: the "Seed to Tree" stretch, and; the "Wacky Waving Inflatable Tube Guy" stretch. We practiced our passing and trapping in a drill where each student had a chance to trap and pass the soccer ball by receiving a pass from each of the other students. We also partnered up and practiced passing through a target and trapping

through an obstacle course. I saw one of the biggest smiles ever on a student's face working in tandem with a partner, kicking the soccer ball back and forth and navigating the obstacle course.

### MATH

**Ms. Savannah**

**Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah**

Today, we went over our challenge problems from the week and really broke down strategies in problem solving! We also discussed the importance of foundational operations, and how we utilize them at any age! We also discussed that, even though foundational skills are seemingly basic, they can still pose a huge problem solving challenge! I'm extremely proud of the perseverance and determination these kids showed this week!

### PE

**Soccer - Mr. Seth**

**Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah**

This week we reviewed who I am and why I'm so glad to be here. We counted off in Chinese and incorporated two stretches into our warmup: the "Seed to Tree" stretch, and; the "Wacky Waving Inflatable Tube Guy" stretch. We practiced our passing and trapping in a drill where each student had a chance to trap and pass the soccer ball by receiving a pass from each of the other students. We also partnered up and practiced passing through a target and trapping through an obstacle course. Also, we spent some time getting to know each other a little better; I found out what everyone did on summer vacation and got to work one-on-one with a student.

### MATH

**Ms. Denise**

**Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena, Xavier, Zoey**

What's the word?

Zoey, Eva, Charli, Jacob, Grady, Gio, Xavier

Today we worked together through several addition and subtraction word problems. I was able to assess their current skills in both. Some need to be introduced (or re-introduced) to place value and carrying/borrowing completely. Some just need more practice before moving on to place value. We also can also use more practice in decoding

and solving word problems.

### Multiplication Games

Olivia, Selena, Jonas, Keonte

Today I introduced (or re-introduced) multi-digit multiplication! We learned one strategy and then tried a few problems together. I then let the students try some on their own. We also certainly need at least a bit more practice before moving onto division! We will continue on multi-digit multiplication next week!

### LITERACY

***Ms. Lorelei***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Sarah, Selena, Xavier, Zoey***

We started reading by looking at a sentence to study and imitate from our extended text, *Hoot*. Students were asked to explain the meaning of the text and study how the sentence was crafted to create that meaning. Students were asked to share what they noticed--any familiar word parts, parts of speech, punctuation marks, etc. After studying the word parts, we were able to “imitate” the sentence, or craft a sentence using the same elements the author used. We were able to continue our study of the extended text, *Hoot*, before starting our writing workshop. New students were able to share what they have so far for their narratives before we learned our focus of the day--adding the transitional word “suddenly” as a tool for making our writing more interesting. We studied what we noticed about the events in the middle of a narrative, then students got to writing.

### LITERACY

***Ms. Savannah***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel***

We started our Literacy course by ensuring that everyone understood exactly the expectations and instructions for the research entry. We clarified confusions, reminded ourselves of our ability to use google classroom to refer back to (the instructions can be found there) and the power to ask questions assertively and to voice our needs. I also reminded the students of the video tutorial that I created (on Google Classroom) in case they were ever in a place where they could not directly ask me questions. I spoke to each and every student to make sure that they knew what was going on, and that they felt

heard.

After clarifying the entry, we moved into discovering the power and importance of paraphrasing. We learned that paraphrasing is conveying the same meaning as an original text, but saying it in a different way. We learned that this can be done through replacing words and phrases with synonyms, rearranging sentences to create new sentences, and realizing that some words (like names, events, dates, etc.) cannot be changed without changing the meaning of the text.

### PROJECT BASED LEARNING (PBL)

***Ms. Denise***

***Charli, Eva, Gio, Grady, Jacob, Jonas, Keonte, Olivia, Selena, Xavier, Zoey***

More research! I'm noticing they had the least information for our last question: How do we keep our systems healthy? We had a class discussion about what we already know about this question for each of our groups' systems - cardiovascular, nervous, and skeletal. We then made a list of what we NEED to know and continued our research.

### PROJECT BASED LEARNING (PBL)

***Ms. Savannah***

***Athena, Avery, Ayden, Brenden, Brie, Charlotte, Genevieve, Harper, Kenley, Nate, Neven, Samuel, Sarah***

We started our PBL course by ensuring that everyone understood exactly the expectations and instructions for the research entry. We clarified confusions, reminded ourselves of our ability to use google classroom to refer back to (the instructions can be found there) and the power to ask questions assertively and to voice our needs. I also reminded the students of the video tutorial that I created (on Google Classroom) in case they were ever in a place where they could not directly ask me questions. I spoke to each and every student to make sure that they knew what was going on, and that they felt heard.

After clarifying, the students broke out into their groups to continue working on their design plan for their model of the chosen system. I noticed a lot of creativity, collaboration and more organization!

## Thursday, August 23

- [SEE STUDENT CHOICE THURSDAY FOR WEEKLY RECAP](#)

## Friday, August 24

- [SEE FARM FRIDAY WEEKLY RECAP FOR WEEKLY RECAP](#)

# JOURNEYS:

## Monday, August 20

### YOGA/MINDFULNESS/SOCIAL EMOTIONAL

***Ms. Lorelei & Ms. Britty***

Ms. Britty lead our day with advanced poses for “I am Yoga.” We sang our morning greeting song, participated in our safekeeper ritual and sang the song “I am Special/You are Special” together and to partners. We reviewed how to keep it safe when we are with our school family!

### LITERACY CENTERS

***Ms. Lorelei***

Each student was able to select a center that would help each of them become better readers and better writers. The choices are: reading, writing or word work centers. Students at this point get to choose which centers they explore. Each child received a special book box to hold their self-selected books, their handwriting and writing practice, and special ability-specific activities that I give them. We talked about how each book

box is like your safe space for your literacy materials, and how we need to be respectful of each others' things.

## PE

### ***Mr. Seth - Soccer***

Our first week, we introduced ourselves, the game of soccer, and what to expect this semester: my name is Mr. Seth and we are beautiful people (the students always say "beautiful kids") playing the beautiful game. We practiced soft, controlled passes along with trapping. We also had free play, where the students each had a soccer ball to kick around at will. We finished with practicing dribbling. They all did really great!

This week, we incorporated two stretches into our warmup: the "Seed to Tree" stretch, and; the "Wacky Waving Inflatable Tube Guy" stretch. We practiced shooting, dribbled through an obstacle course, and played "Freeze Dribble," a game we created from a student idea; with music playing, we dribbled in a contained area and when the music stopped, the students stopped dribbling and practiced trapping the soccer ball. We had another good day and look forward to our third week together.

## PBL

### ***Ms. Lorelei***

We are continuing our study of ourselves by exploring what makes up our face! We talked about different parts of our faces, and students were able to explore different hands on stations creating faces with loose parts, finding and cutting out face parts we find in magazines.

## STEAM

### ***Ms. Denise***

To align with Ms. Lorelei's focus for the second week of school, we made paper emotions masks to express all the kinds of emotions we could think of - from excited to jealous. Each student made their own and the others tried to guess which emotion it represented.

## Portfolio/Reflection

### ***Ms. Lorelei***

We talked about all we did! We journaled to complete the sentence "I am..." Some friends shared their names, their feelings, or explored silly sentences like "I am a truck."

**Tuesday, August 21**

## YOGA/MINDFULNESS/SOCIAL EMOTIONAL

***Ms. Lorelei & Ms. Britty***

We practiced big breaths, animal poses, and partner yoga. We sang our morning greeting song, participated in our safekeeper ritual and practiced being a “mirror” of each other. Can you reflect someone? We reviewed how to keep it safe when we are with our school family!

### LITERACY CENTERS

***Ms. Lorelei***

We practiced identifying rhyming words for phonemic awareness today. Can you hear the rhyme at the end? Do the word pairs sound the same or different? Then we continued practicing our literacy skills through reading, writing and word work! The students are much better able to safely get out their work mats, select an activity and clean up an activity with practice! I was able to work with individual students on their specific literacy needs.

### PE

***Ms. Jessie - Dance Fitness***

### PBL

***Ms. Lorelei***

We continued our exploration of faces, creating different face parts from construction paper. These kids LOVE to create! Not only were they strengthening fine motor skills with scissor practice, but they were exploring spatial distance and how shapes work together to make facial parts. We made amazing faces!

### STEAM

***Ms. Denise***

Today we read the book “I Like Myself” and started creating life-size self-portraits. We traced our bodies, drew details with marker, and even started painting with watercolor!

### Portfolio/Reflection

***Ms. Lorelei***

We shared about our day and wrote to the journal prompt: I like...

## Wednesday, August 22

### YOGA/MINDFULNESS/SOCIAL EMOTIONAL

***Ms. Lorelei & Ms. Britty***



We are getting really good at partner yoga! We sang our morning song, practiced our safekeeper ritual and practiced being a balloon! We fill up our balloons when we breathe in, lifting our hands higher and higher! Then we let the air out with a “pppbbbbblllllll” sound out of our mouths. This routine helps us feel calm and in control.

## LITERACY CENTERS

### ***Ms. Lorelei***

This morning we practiced hearing how many words in a sentence before our literacy center choices. I was able to meet with the students individually to meet their ability needs.

## PE

### ***Mr. Salsa Kris - Salsa and Teambuilding***

The past two weeks have been great. Each week we are learning at least two dance moves during our time together. The first week we learned how the class will be structured. We lined up in rows of three and marched forward completing a series of steps. After the series was complete, each group returned to the back of the line to repeat the series again. We have learned the basic salsa march, cumbia step, and basic salsa step. We also practiced dancing in a circle, which is the direction I want take the class. By the end of the semester I hope to have the kids dancing in a Rueda. Sample seen here: <https://www.youtube.com/watch?v=WuKro8SHEJw> . This year we’ve started doing the freeze dance challenge in teams. After people are called out, because they didn’t freeze in time, they are encouraged to cheer on their teammates.

## PBL

### ***Ms. Lorelei***

We read *The Colors of Us* and talked about all the different shades of skin our faces and bodies can be. We talked about how, in nature, different colors make life around us more interesting and beautiful. We went on a color search, finding different shades of colors around our classroom. Then we created faces using different interesting shades.

## STEAM

### ***Ms. Denise***

Today we finished our life-size self-portraits. We finished painting, each student cut their bodies out (wow, awesome fine motor skills!) and adding the finishing touches with 3-D “treasures” to express themselves. Isn’t it awesome that everyone’s look so different?

Wouldn't it be boring if everyone was the same?

### Portfolio/Reflection

**Ms. Lorelei**

We reviewed our day and journaled to the prompt "I can..."

## Thursday, August 23

- [SEE STUDENT CHOICE THURSDAY FOR WEEKLY RECAP](#)

## Friday, August 24

### YOGA/MINDFULNESS/SOCIAL EMOTIONAL

**Ms. Lorelei**

We practiced our "I am Yoga" song even though Ms. Britty was not with us! One student let me know my moves weren't quite right, but they were ok anyway!! Haha! We sang our morning song, did our safekeeper ritual, and played the game called "Everybody Goes," where we imitate the movements of each friend going around the circle.

### PBL:

**Ms. Lorelei**

We are now exploring how our senses make us more "aware." We read *The Five Senses* by Alike and talked about the functions of different parts of our body in helping us become more aware of our surrounding. We explored different materials that we could feel, see, taste, touch or smell. Some students even used describing words to share what they experienced. We each practiced our sense of taste by sampling a tiny dab of honey. We explored "I Spy" books to practice our sense of sight. We are continuing our exploration of the senses next week!

- [SEE FARM FRIDAY WEEKLY RECAP FOR REMAINDER OF THE DAY](#)



# STUDENT CHOICE THURSDAY:

## BRAIN SMART START, YOGA/MINDFULNESS, COMMUNITY BUILDING

*Ms. Denise, Ms. Savannah, Ms. Lorelei*

*Upper School and Journeys*

*Brain Smart Start*

On Thursdays, the Journeys classroom joins us for student choice day and the Brain Smart Start. We played the “Everybody Goes” improv game. Charli led the group in the breath of her choice - she chose “balloon.” We completed our safekeeper ritual.

## ***COURSE BLOCK ONE:***

### ROCK BAND: RHYTHM

*Mr. Brock*

Students learned about another new drum set rhythm called the “Bo Diddley” beat. We listened to the song that first inspired the beat, and related it to the 3-2 clave pattern predominantly used in afro-cuban music. By the end of the session, each student had a chance to play the “Bo Diddley” beat on the drum set, as well as on shakers, cowbells, djembes, and claves.

### SEWING:

*Ms. Natalia*

This week the students refreshed their skills on threading an embroidery needle with embroidery thread (this needle is blunt and has a larger eye for them to see). We worked on weaving in and out of holes on animal cut outs. Later in class we moved on to real sewing needles and the students successfully threaded their needles and tied a knot and also continued to work on another exercise that involves weaving in and out for hand stitching practice. The students did very well with review from previous class and also being introduced to new skills.

### FIGURE DRAWING:

*Ms. Tracey*

Students were introduced to facial proportions, using directional lines we located where our features are placed on our face. Taking a look at the skeletal structure of the skull

we discussed the intricacies of the face and how our features sit nicely within that structure. We covered some fun facts about our bodies and then the students created a portrait using their knowledge of proportion. The students were able to explore using different materials, each student came up with something very unique and original, great pieces were created!

## ***COURSE BLOCK 2:***

### **MAKERSPACE:**

***Ms. Natalia***

This week we continued to go over ideas of what a maker is and how an initial idea is so vital in the creative process. The students were very excited to continue working on their projects from last class and also create new projects. There were a variety of creations that included rocket ships, hand costumes, miniature beds and mini vehicles that actually move. The students in this class are full of wonderful ideas and were very creative in their choice of material and project.

### **TEST KITCHEN MATH:**

***Ms. Mikael***

This week we made a raw watermelon gazpacho soup and ate it with tortilla chips! We focused on fractions, what they are, how we can use them, and what they looked like. Everyone was paired with a fruit or vegetable that they cut into half, then quarters, and eighths. From there, we tried adding and subtracting pieces.

### **CAPOEIRA:**

***Ms. Pike & Ms. Jessica***

This week students got to kick at a kicking bag with some movements they learned last week. Having an actual target allows them to feel where they need to stand and how to position the entire body correctly. I think everyone enjoyed this exercise! We also got to do some acrobatics on our gym mats. We love seeing how the students “au” cartwheels improve over time.

## ***COURSE BLOCK 3:***

### **AMERICAN NINJA WARRIOR:**

### ***Coach Reed***

Obstacle course and gross motor skills activities.

### **MAPMAKING:**

#### ***Ms. Jamie***

The students recreated a model of the schoolhouse together as a warm-up and then built models of their own bedrooms individually. Then the students made their first attempt at abstracting a space onto paper by making a 2-D map of their bedrooms.

### **CHEMISTRY LAB:**

#### ***Ms. Barbie***

Chemistry students expanded our lesson on density to include acids and bases this week. Students used the same two ingredients (vinegar and baking soda) but altered the amount for each experiment. Students observed two different reactions and discussed what made the reactions different. Pictures and videos were posted in Brightwheel!

### ***COURSE BLOCK 4:***

### **INTRODUCTION TO SPANISH**

#### ***Mr. Seth (sub)***

We had an awesome day together. As the substitute, I introduced myself as 'don Set,' but all the students remembered me as Mr. Seth from soccer class! We reviewed the alphabet and recited it together and individually. In particular, we practiced the difference between long vowels in English and short vowels in Spanish - to say in English Ā-Ē-Ī-Oh-you takes a couple seconds, but to say in Spanish ah-ā-ē-o-oo takes about one second.

Most of the class time was spent introducing the colors in Spanish; we went over the pronunciation of colors and most of the classmates knew most of the colors. Our projects included classmates drawing pictures of things that could be their favorite color, spelling a student's name with pictures off of a Spanish alphabet pictorial, looking at diagrams of other languages' alphabets, and reading Spanish words from the Spanish alphabet pictorials. We finished by naming in Spanish items that students had drawn, each student naming in Spanish his or her favorite color, and by practicing our Spanish vowel exercise - ah-ā-ē-o-oo, in as close to one second as possible.

### PICTURE THIS:

*Ms. Barbie*

This week we discussed “describing” words (adjectives). While reading a story, students identified the adjectives being used. Students learned how to draw a shark and were encouraged to create a scene from the story.

### MYTHOLOGY:

*Ms. Jamie*

We read the script-story, ATALANTA’S RACE – Greece’s foremost female hero.

As a group we discussed stereotypes and ethics.

## **FARM FRIDAY:**

### BRAIN SMART START, YOGA/MINDFULNESS, COMMUNITY BUILDING

*Ms. Denise & Ms. Savannah*

*Upper School*

*Brain Smart Start*

Ms. Savannah led us in a morning meditation to ease into the day slowly and more focused.

### ***COURSE BLOCK 1:***

### PROPAGATION 101:

*Ms. Jamie*

The students continued in their propagation journals with the term ‘germination’ and made observations and continued hypothesizing about the seeds they planted last week. We then discussed ratios as applied to mixing media for starting transplants. The students then practiced using ratios and learned the flexibility of units (small pots, large buckets, even handfuls) and the importance of sticking with that unit to keep the relationship between amounts in the correct ratio.

### PERMACULTURE:

***Ms. Mikael***

Today we talked about the word “regenerative” which is what we seek to do in permaculture. I focused on planting trees as a regenerative action. We talked about the big effects that trees have on a landscape. We also talked about other animals that plant trees, like squirrels! We used plant lenses and magnifying glasses to observe the trees and squirrel plantings.

### ENTOMOLOGY:

***Ms. Amanda Rose***

Today, we talked about the animal with more species than any other on Earth: the BEETLE! Students were given folders with a beetle guide and a guide for prepping insect collections, which we will start next week for Verdi EcoSchool’s own Nature Museum! Students spent the rest of the time catching various beetles and trying to identify them. They were given a homework assignment to start collecting any dead insects they see to live on forever in our in-house museum.

## ***COURSE BLOCK 2:***

### BEE KEEPING:

***Ms. Amanda Rose***

All students were in attendance and super positive! I am still so impressed with how excited this group is about all things BEE! Today, we started the class with a special announcement that we are getting our own temporary hive on the farm starting next week! It is an observation hive, so the kids will have an opportunity to observe them in action. This week, we focused hard on learning what makes a bee a bee by discussing the three main types: the queen, the workers (ladies), and the drones (boys). We finished up class by observing dead bee specimens and noting where the legs, wings, and antennae were and how fuzzy they are! I reminded them to study up for next time as those who can point out the Queen in the hive will get a special surprise!

### NATURE JOURNALING AND YOGA:

***Ms. Britty***

Today we started out class with a couple of different breathing techniques in circle time. We learned how to do a cooling breath for this hot time of the year, and a lion’s breath to get some sillies out. We also performed the “I AM YOGA” song and the kids are really catching on to the movements and words! Our craft today was making Bird Cafes to



invite local birds into our garden. We used terracotta pots and different mediums such as moss, jute rope, feathers, pom poms and popsicle sticks to decorate our bird cafes. Next week we will be filling them with bird seed, cranberries, and shortening so that we can place them around the garden.

### PERMACULTURE:

*Ms. Mikael*

Today we talked about the word “regenerative” which is something we aim to do as permaculturists! We specifically focused on planting trees as a regenerative process. How do they help regenerate the land? What big effects do trees have on a landscape? Each student made an 5 senses tree observation chart where they silently went around the EGAD Garden and wrote or drew an observation they made about trees for each sense. We shared our observations at the end.

### ***COURSE BLOCK 3:***

### FLORIDA BOTANY

*Ms. Amanda Rose*

Today, we talked about our real-life dinosaur plants: FERNS! I brought jarred specimens and collected specimens to observe. We also went on a dinosaur plant hunt around the garden! We talked about how ferns reproduce (from spores) and how they could make new ferns from the spores. They were all given a frond with spores to make a spore print with as well as a guide to common ferns of Florida.

### HERBALISM:

*Ms. Jessica*

*Charli, Chase, Eva, Gage, Gio, Magnolia (not present, stayed in entomology), Zander, Zoey*

***8/25/2018:***

This week the students and I did a recap of the herbs we learned about last week and had them do so by jogging their memory by putting the plant ID signs by the plants throughout the garden.

The students made a tea blend of hibiscus flowers and chamomile. While they sipped on tea they journaled about an imaginary herb and what it would do with it's healing powers. They also has the option of drawing an herb they already know.

The students harvested dried rosemary and oregano and made their own blend in small containers to bring home (they all left their containers at the garden 😊) so they could throw it in pasta sauce next time it is made at home. I will have them bring it home next week.

### FARM TO STAND:

***Mr. Josh***

Community entrepreneur interviews.