

Weekly Recap

December 10 - 14

Upper School

Monday, December 10

MORNING MEETING & MINDFULNESS

Ms. Denise and Ms. Savannah

All

Greeting at door.

8:15-8:30

MORNING CENTERS:

- Decorate the cover of your Winter Semester Schedule
- Create a thank you card for the Brevard Zoo or for your zoo educator

8:30

MORNING MEETING

Brain Smart Start Game: Mystery Partners

Breathkeeper Ritual

Schedule updates and pass out individual schedules

Safekeeper Ritual

MATH I

Mr. Kris

All

Charli, Eva, Giovanni, Zoey

Today was our first day back after a long math break at the zoo. We started the class with everyone telling me how their experience was at the zoo. Then we discussed things they counted at the zoo. We also discussed how many teeth various animals have in their mouths. After that we started our review of last semesters concepts to see what was retained. We completed three worksheets.

MATH II

Ms. Amanda Rose and Ms. Savannah

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

Today, we introduced FRACTIONS! Which, for some was very new and some pretty old hat. We kept it simple and learned about the parts of a whole and how fractions fit into the picture through demonstrations and group work.

CHOICE CLASS: UKULELE

Mr. Andrew

Landen, Damian, Nate

Today we learned the basics of The Ukulele: how to pronounce it, it's origins, what the word means, how to hold it properly, how to strum, etc. We learned the four most commonly used chords: C Major, G Major, F Major, and D Major. These three caught on really fast! We spent our brain break discussing what type of music we like to listen to so that I can decide on which songs to teach them, and get to know them a little better!

CHOICE CLASS: URBAN GARDENING

Ms. Bridget

Samuel, Avery, Neven, Genevieve, Charlotte, Kenley, Brie, Grace

Today we had an introduction to all of the plants currently growing in the garden. We had an educational discussion of what to look for when finding the health of the Plant. We evaluated which plants appear healthy and which show signs of needing extra care. The students found the plants that they would like to check each time they are in the garden. We learned about what urban gardening is, how it is growing in popularity as well as how it is positively influencing and growing communities. We reflected on how this garden that we have in class has influenced our own community on a large scale in the Eau Gallie Arts District and also in our own school. We did an exercise where we observed our surroundings for one minute and then wrote down everything we could hear, see, and feel. This showed how urban gardening is a gift to our senses and how we could also see how although we are in nature we are also surrounded by cars, businesses, and are immersed in an urban environment.

PLANT-BASED COOKING

Ms. Bridget

All

Today we made guacamole served with corn tortillas. We are thankful for the generous donation from the Johnson family who graciously provided us with all of this week's ingredient list. The children thoroughly enjoyed the guacamole. We also made pico de gallo and then for dessert, we created some stuffed dates. In the stuffed dates, we used unsweetened shredded coconut, gluten free vegan granola, sunflower butter mixed with maple syrup, and sprinkled some cinnamon on top. For the guacamole, we chopped up an onion as well as a tomato and added black pepper and sea salt to the mix. Students learned about plating (food display) and how to do a cooking demonstration.

PE

Mr. Kris

All

This semester we are trying a new format for PE class. We started the class with a discussion on activities that everyone might be interested in doing this semester, and we made a list. After that we played dodgeball.

PBL 1 & 2

Ms. Denise and Mr. Kris

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

PBL Entry Event: The Everglades

The students worked together in a “I think, I see, I wonder” activity in order to discover the topic of our next unit: The Everglades National Park! The students then worked within teams to play Everglades Trivia as a pre-assessment to see what they already know.

PBL 3

Ms. Savannah

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

PBL Entry Event: The Everglades

The students worked together in a “I think, I see, I wonder” activity in order to discover the topic of our next unit: The Everglades National Park! The students then worked within teams to play Everglades Trivia as a pre-assessment to see what they already know.

LITERACY 1

Ms. Lorelei

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

We started class by practicing phonemic awareness; sound games that support the sound-symbol connection of phonics. Next, we reviewed different phonics patterns, depending on where each student falls on the continuum. Finally, I introduced our semester’s focus - writing an informational nonfiction text all about an animal--the students get to choose which animal to write and “publish” a book about. I modeled what it looked like to brainstorm about what we already know about an animal. I chose earthworms. As a shared writing experience, the students helped me collect my information about earthworms on my prewriting sheet. Each student chose his or her animal and filled out their prewriting sheet.

LITERACY 2

Ms. Bridget

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

Today in Literacy class, we did theatrical readings from different pieces of literature. The class had two different groups that were formed. One group read from “Paul Revere”, while the other group read from the “Oregon Trail”. Each group had specific characters that they were and in which they read the lines from the scripts. Students had a wonderful time learning about Paul Revere as well as the courageous struggles that the settlers had on the Oregon Trail. Students described and wrote about how they would feel and what they would experience if they were on the Oregon Trail. This was also applicable as well to how they would feel if they were with Paul Revere. We had a whole in class discussion about theater and the importance of dialogue. We are learning about being better communicators and including details that matter when we write and speak. We will start our personal narratives tomorrow.

LITERACY 3

Ms. Savannah

All

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

This semester, we will be exploring narrative writing in literature and the genres that fall under that category. Today, we started the class with brainstorming as many genres as possible. We then discussed what the genres had in common. After, I circled specific genres that fall under narratives in one color, and genres that fall under narratives depending on how they are written in another color. We then brainstormed what they had in common. While there were many common characteristics, the overarching commonality was that they were all narratives.

After discovering the genres of narrative writing, we learned about the elements found within narratives and played a story telling game that required each student to add an element to the story that we were creating.

MAKERSPACE

Ms. Denise

Gio, Jacob, Olivia, Zoey, Xavier, Grady, Christian, Selena, Keonte, Athena, Sarah, Eva, Jonas

WEEK 1: DRAWING

We started by discussing the new format of the Makerspace class:

MONDAYS - INTRODUCTION TO MEDIUM, ART CHALLENGE

TUESDAYS - LET'S LOOK AT ART, ART "ADVENTURE"

WEDNESDAYS - OPEN STUDIO

We went through the drawing tools (pencils, markers, colored pencils, oil pastels, chalk, pastel) and resources (how-to-to-draw books, objects, drawing prompts) always available in the makerspace classroom.

This week's focus is the medium of drawing. We discussed the following as a group: What do already know about drawing? Why is drawing important? What tools do artists use to draw? Where do artists get their ideas?

ART CHALLENGE:

The students spend the rest of the class free drawing using the tools and resources provided. They were required to turn in at least one drawing that they spent 10 minutes or more drawing. They made such creative work!

URBAN GARDENING

Ms. Bridget

Ian, Charli, Ricky, Harper

Today we had an introduction to all of the plants in the garden. We had an educational discussion of what to look for when finding the health of the Plant. The students claimed plants that they would like to check each time they are in the garden. We learned about what urban gardening is, how it is growing in popularity as well as how it is positively influencing and growing communities. We reflected how this garden that we have in class has influenced our own community on a large scale and also in our own school. We did an exercise where we observed our surroundings for one minute and then wrote down everything we could hear, see, and feel. This showed how urban gardening is a gift to our senses and how m we could also see how we are in nature and we are also surrounded by cars and businesses in an urban environment.

MATH III

Ms. Amanda Rose

Avery, Charlotte, Brie, Damian, Genevieve, Grace, Kenley, Landen, Nate, Neven, Samuel

Today, we learned about THE METRIC SYSTEM as it is a HUGE gap between elementary, middle, high, and even introductory college courses. This will serve as a nice segway into our focus this semester on Introductory Algebra skills. We practiced conversions by

measuring body parts and just about everything in the room. We also learned helpful mnemonic devices and tried to come up with our own.

Tuesday, December 11

MORNING MEETING & MINDFULNESS

Ms. Denise and Ms. Savannah

All

NO COTTER FOR MORNING MEETING DUE TO CHURCH EVENT

GREETING RITUAL

Handshake, hug, or fist bump

8:15-8:30

MORNING CENTER:

Make a thank you note for the Brevard Zoo and/or your zoo educator.

8:30-9:30

SAFETY DRILL:

Mr. John led us in a practice safety drill to remind us how to get out of our classrooms quickly and safely in the event of an emergency.

MATH I

Mr. Kris

All

Charli, Eva, Giovanni, Zoey

Today we had another review day of last semester's concepts. I am trying to get a firm grasp on past concepts so that we will be ready for division after the holiday. Each child came to the board to answer math problems in front of their friends, and we completed 2 worksheets of subtraction with borrowing.

MATH II

Ms. Amanda Rose and Ms. Savannah

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

Continuing on in our week of introducing fractions, things got hands-on with an exercise involving dividing up portions of pizza and pie to share among classmates. Students were allowed to choose their toppings for ideal pizzas as long as they were able to represent portion covered using fractions. Those beyond this scope were given a more challenging variation that reflected their knowledge of simplifying equivalent fractions.

CHOICE CLASS: UKULELE

Mr. Andrew

Landen, Damian, Nate

Mr. Andrew was out unexpectedly today. The kids practiced their Ukuleles with Ms. Savannah.

CHOICE CLASS: URBAN GARDENING

Ms. Bridget

Samuel, Avery, Neven, Genevieve, Charlotte, Kenley, Brie, Grace

Today in Urban Gardening we explored the ideas and opinions of Greenhouses and their importance. The students learned the pros and the cons of growing food in a greenhouse. Students then created their own blueprints of their own green houses. Some of the examples included greenhouses on the bottom of the Ocean, a greenhouse with hydraulics, and a solar powered greenhouse. Students documented the measurements and dimensions of their greenhouses. They also recorded what vegetables and fruits they would grow in their provided greenhouse space.

PLANT-BASED COOKING

Ms. Bridget

All (in small groups)

Today we created raw vegan energy balls and coconut cakes for our main entree. We followed it up with spiced cucumbers and chopped carrot kabobs dipped in a maple sunflower seed butter glaze. The students learned how to utilize different kitchen appliances and tools today. We reviewed kitchen safety, discussed recipe modifications when translating a non vegan recipe into a vegan recipe and how to use ratios which converting measurements.

PE

Mr. Kris

All

Today we decided to play capture the flag. There were a few kids who didn't understand the rules, but everyone caught on very quickly. We had some great games. This will be a school favorite for weeks to come.

PBL 1 & 2

Ms. Denise and Mr. Kris

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

WEEK 1: PROJECT INTRODUCTION

For this project, we are going to be Everglades State Park Rangers and will be hosting visitors for our presentations about the park on February 6, after winter break.

Today we went through the six week project timeline so the students know what to expect. I introduced the essential question: *How can we, as Everglades National Park Rangers, create an interactive program that informs the public about the Everglades and inspires them to protect it?*

The kids were presented with 4 “choice challenges” (listed below) for their project. The kids put their names on sticky notes to record interest in each challenge and let me know if they preferred to work together or alone on their challenge of choice.

1. Create a detailed map of the Everglades National Park.
2. Create a field guide to native, non-native, and invasive plant species in Everglades National Park.
3. Create a model to display the different habitats found in Everglades National Park.
4. Perform a Ranger Program to bring awareness to one endangered animal species.

PBL 3

Ms. Savannah

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

Today we started our class with a collaborative activity. The students were to form a circle, and create a knot by holding the hands of classmates across from one another. The students then needed to work together to untie the human knot without letting go! The students utilized their communication and problem solving skills in order to unknot themselves. After the game, I asked the students what the game and PBL had in common: teamwork, collaboration, a willingness to persevere, problem solving, etc. The students and I then spent the remaining time exploring the driving question, purpose and expectations for the class. The students received a copy of their unit calendar, creativity and innovation rubric, and project rubric. They also received copies of the above, along with a parent letter, to take home in their take home folders.

LITERACY 1

Ms. Lorelei

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

After practicing sound games and phonics patterns, the students explored different informational nonfiction texts to share what they noticed. Students noticed that many books had photographs had sentences under them. We learned those sentences are called captions. Another student noticed different sections had titles like the title on the front page, but they told about a part of the book rather than the whole book. We learned those are called headings. We then went on a text feature hunt with sticky notes to find other examples of headings and captions. The students shared at the end their findings.

LITERACY 2

Ms. Bridget

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

Personal narratives with Intro, Body, Conclusion Lesson

Today we accomplished the pre-writing phase of our personal narratives. We mapped out our introduction paragraph, discussed how to write an attention grabber, followed up with three body paragraphs (making up the main parts of the essay), and finishing it with the conclusion (from which the core word “conclude” is derived from). We went over how to sprinkle a taste of what is to come in the introduction paragraph and chronologically list the details in the three main body paragraphs to follow.

The students each have their own subject they are writing about for their personal narrative. Some of these include:

-Who is my Hero and Why?

-The Worst Vacation Ever.

-The Day I Met My First Pet

LITERACY 3

Ms. Savannah

All

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

Today, the students were reminded of the elements of narratives in literature, and were introduced to various types of figurative language and literary devices. We read “Freedom On The Menu: The Greensboro Sit Ins” as an example of a narrative text with strong elements that enhance the overall story. During reading, the students took note of

each example of a literary device that they heard. We then came together to discuss each example. After, in partner groups, the students found literary devices used in chosen books.

MAKERSPACE

Ms. Denise

Gio, Jacob, Olivia, Zoey, Xavier, Grady, Christian, Selena, Keonte, Athena, Sarah, Eva, Jonas

WEEK 1: DRAWING

ART “ADVENTURE

For today’s art adventure, we walked to the farm to complete four observational drawing challenges in an outdoor setting.

- 1 . Draw an object in front of you to scale on graph paper.
2. Draw an object without looking at your paper.
3. Draw without picking up your pencil (contour line drawing).
4. Spend 10 minutes drawing one object at the farm.

URBAN GARDENING

Ms. Bridget

Ian, Charli, Ricky, Harper

Greenhouse Project:

Today in Urban Gardening we explored the ideas and opinions of greenhouses and their importance. The students learned the pros and the cons of growing food in a greenhouse. Students then created their own blueprints of their own green houses. Some of the examples included greenhouses on the bottom of the ocean, a greenhouse with hydraulics, and a solar powered greenhouse. Students documented the measurements and dimensions of their greenhouses. They also recorded what vegetables and fruits they would grow in their provided greenhouse space.

MATH III

Ms. Amanda Rose

Avery, Charlotte, Brie, Damian, Genevieve, Grace, Kenley, Landen, Nate, Neven, Samuel

Today, we used our new found knowledge of the metric system to solve word problems through conversions that led to creating a really cool color by number design! It also

ended up being a super relaxing approach to math!

Wednesday, December 12

MORNING MEETING & MINDFULNESS

Ms. Denise and Ms. Savannah

All

GREETING RITUAL

Handshake, hug, or fist bump

8:15-8:30

SKETCHBOOK/JOURNAL RESPONSE

What part of Winter Semester are you most excited about so far?

What can we change to make it better?

8:30-9:00

MORNING MEETING

Share out: which classes are you most excited about?

BRAIN SMART START GAME

Zip-Bong

BREATHKEEPER RITUAL

Breathkeepers lead 3 deep breaths for group.

SAFEKEEPER RITUAL & LINE UP

Go through motions of class agreements together

MATH I

Mr. Kris

All

Charli, Eva, Giovanni, Zoey

Today we had another review of last semester's concepts. We focused on multiplication, and the kids really enjoyed it. Each child came to the board to answer questions in front of their friends and we completed three worksheets. Everyone knows that division is on

the horizon, and two of the four are excited for that.

MATH II

Ms. Amanda Rose and Ms. Savannah

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

Today, we did a station rotation of all the skills we had learned regarding fraction basics (What is a fraction? Parts of a whole, and equivalent fractions.) The final station was designing a christmas-themed snowman that involved decoding the problem to figure out the fraction of each part that needed to be a certain color to get us all in the spirit!

CHOICE CLASS: UKULELE

Mr. Andrew

Landen, Damian, Nate

Normally I only teach two chords on the first day, 'C' and 'G', however these guys had already learned those at a previous 'interest workshop' that I did, so I decided to teach them 'F' and 'D' on Monday. Today, we reviewed each chord, made some minor tweaks on strumming technique, finger positioning, and practiced changing from one chord to the next. It was determined that we'd be learning "You Are My Sunshine" first. We also expressed interest in possibly learning a Pixar Short song "I Lava You" which would be an amazing accomplishment in the 6 weeks, however I demonstrated to them that the song is comprised primarily of chords that we already learned, and they seem up to the challenge! I encourage them to take a Ukulele home and practice, specifically on Wednesdays so they can pick it up a couple times in the 4 days that we are not together. It's important that they play it, even for just a few minutes, every day to develop the muscle memory in their fingers so they can switch between chords quickly. Without practice it's a steep volcano to climb.

CHOICE CLASS: URBAN GARDENING

Ms. Bridget

Samuel, Avery, Neven, Genevieve, Charlotte, Kenley, Brie, Grace

Mock Trial of GMO vs. Non GMO:

Today in Urban Gardening, we had a court trial of a case that was GMO vs NON GMO. We had designated jury members, a judge, as well as lawyers and plaintiffs. The students were able to choose their parts and presented their case (whether it was pro gmos or anti gmos). A heated debate soon occurred and students truly debated on whether GMOs should be legal. The Pro GMO side brought up legitimately solid points such as the financial well being of the gmo farmers, which the Non GMO side brought up such

powerful persuasive points that in the end the judge chose their side as the verdict. Overall it was a wonderful educational time of learning about the political side of gmos vs non gmos.

PLANT-BASED COOKING

Ms. Bridget

All

Today we made a vegetable Tri Melody with a dessert Of Vegan Honey Caramel Delights. This was made from raw honey, salt, cinnamon and sunflower seed butter. The Vegetable Tri Melody was created with tomatoes, cucumbers and carrots. It was served in muffin tins and seasoned with salt and pepper. The avocado was used for a small serving of optional guacamole for the Tri Melody.

We had a great discussion on other salad varieties as well as how to modify salad ingredients.

PE

Mr. Kris

All

On Tuesday we played capture the flag. We had so much fun that we decided to play it again today. The competition was fierce. We did have a few kids who exhibited unsportsmanlike conduct which we will need to address going forward.

PBL 1 & 2

Ms. Denise and Mr. Kris

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

WEEK 1: PROJECT INTRODUCTION

EVERGLADES ORIENTATION

Location info for all: Florida, south, south, approx, 250 miles away, scale of park

Entry ticket questions:

Why do you want to work alone? OR Why do you want to work in a group?

What skills do you have that makes you confident you can complete this project yourself? OR What skills do each of your group members have that will help you with the project.

Break into small group or individual work:

1. Create a field-guide of native plant species in Everglades National Park.

Gio, Olivia and Ricky

Independently use a web-based picture encyclopedia to look through the plants, draw and write the names of their favorites.

2. Create a model to display the different habitats found in Everglades National Park.

Grady; Charlotte and Zoey; Selena and Charli; Sarah and Christian; Eva, Jacob, and Athena; Jonas

Ms. Denise worked with group to introduce the five different habitats founds in the everglades including the plants and animals that live there. Students chose the habitat they wanted to focus on and started drawing sketches

3. Perform a Ranger Program to bring awareness to one endangered animal species.

Xavier, Keonte

Using the web-based resources provided, work together to make a list and draw pictures of 10 endangered or threatened species that live in the Everglades National Park.

PBL 3

Ms. Savannah

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

Today, in order to better understand the expectations of the project, the students created a team project checklist based on the rubric. After going through the rubric and creating the checklist, the students created their “knows” and “need to knows” posters and offered their first sticky notes of “knows” and “need to knows” about the Everglades project. The purpose of the “knows” and “need to knows” poster is to monitor understanding throughout the unit and to address any questions or curiosities about the unit.

LITERACY 1

Ms. Lorelei

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

The students were upset over a disagreement that occurred during free exploration just beforehand, so some time was dedicated to talking. The students practiced taking turns to share, responding to each other and asking questions. It was like a Socratic discussion! After, we were able to learn about and practice our new literacy choice centers. The students explored authentically reading, writing and working on word

building while I pulled groups to practice those skills in a guided way.

LITERACY 2

Ms. Bridget

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

We continued to work on our personal narratives today. We also participated in our daily positive ritual of “positive snaps” where we share the most positive event that has happened to us today which holding the rhythmic beat through snapping our fingers and then passing that beat across the room to the next person to share. We went over how to organize a personal narrative as well as why personal narratives are so important. During the last ten minutes of class, we reviewed specific spelling lessons and grammar rules that some students needed extra practice with.

For example, we worked on making plurals from singular form (dropping the -y and adding -ies.)

LITERACY 3

Ms. Savannah

All

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

Today, the students analyzed a narrative work written by Nelson Mandela by working in teams to identify the elements of narrative writing and the literary devices used. They then compared and contrasted this nonfiction narrative to its fictional counterpart.

MAKERSPACE

Ms. Denise

Gio, Jacob, Olivia, Zoey, Xavier, Grady, Christian, Selena, Keonte, Athena, Sarah, Eva, Jonas

OPEN STUDIO

The kids earned their first Open Studio of the year! They were all bursting with ideas and were focused on working the whole time.

URBAN GARDENING

Ms. Bridget

Ian, Charli, Ricky, Harper

Mock Trial with Gmo vs Non GMO:

Today in Urban Gardening, we had a court trial of a case that was GMO vs NON GMO. We had designated jury members, a judge, as well as lawyers and plaintiffs. The students were able to choose their parts and presented their case (whether it was pro gmos or anti

gmos). A heated debate soon occurred and students truly debated on whether GMOs should be legal. The Pro GMO side brought up legitimately solid points such as the financial well being of the gmo farmers, which the Non GMO side brought up such powerful persuasive points that in the end the judge chose their side as the verdict. Overall it was a wonderful educational time of learning about the political side of gmos vs non gmos

MATH III

Ms. Amanda Rose

Avery, Charlotte, Brie, Damian, Genevieve, Grace, Kenley, Landen, Nate, Neven, Samuel

Today, students participated in the METRIC OLYMPICS, where conversion skills were put to the test through the cotton ball shot put, straw javent, paper plate discus throw, and the legendary left handed wash-cloth squeeze. All these exercises showed a unique way to measure distance, volume, and mass using metric conversions.

Thursday, December 13

MORNING MEETING & MINDFULNESS

Ms. Denise and Ms. Savannah

All

8:15-8:30

MORNING PLAY:

Bandshell Park

8:30- 8:45

MORNING MEETING:

Discussion about friendships

What is a friend? Why is it important to have friends? How can you be a friend?

You support them and don't judge them. You are helpful, and not hurtful.

JOURNAL PROMPT:

Find a quiet sit spot anywhere on the farm. Draw someone who is a real friend to you.

Write their name and write 5-10 words to describe them.

8:45-8:55

BREATHKEEPER RITUAL

Breathkeepers lead 3 deep breaths for group.

Class Agreement to focus on for the day (check-in at end of day).

Be positive and helpful.

MATH I IN THE GARDEN

Mr. Kris

All

Charli, Eva, Giovanni, Zoey

For math in the garden today we focused on estimating. Each child found a group of similar plants that we close in size, counted the leaves on one and multiplied it by the number of plants. Our higher math kids estimated the amounts of leaves on large bushes and were multiplying into the thousands.

MATH II IN THE GARDEN

Ms. Amanda Rose and Ms. Savannah

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

To take our new fraction knowledge outdoors, students were each assigned to a quadrant of a larger “whole” square. Students counted the number of millipedes in each quadrant which was later compared to the total number collected. Students were able to say what fraction of millipedes had come from their quadrant.

CHOICE: ENVIRONMENTAL SCIENCE

Ms. Bridget

Samuel, Neven, Charlotte, Landen, Nate

Today’s lesson was titled “Changing The World You Live In”. The lesson included having the students narrow in on what positive change they want to bring to the environment, create a game plan as to how to implement this, and then develop a way to present the information to the class in a way that would clearly convey the information. All of the students were able to find a project that they will complete that addresses all of these components. Some of these include documenting picked up trash as the beach; charting the growth of a plant at home, making a plan to decrease the amount of straw use, recycling and reusing cans that would be thrown out, amongst many more fascinating topics.

CHOICE: PLANT ANATOMY & PHYSIOLOGY

Ms. Mikael

Avery, Kenley, Grace, Genevieve, Brie, Damian

CHOICE: WINTER GARDENING

Ms. Mikael

Christian, Jacob, Charli, Eva, Sarah, Ricky, Harper, Jonas

CHOICE: ENTOMOLOGY 2

Ms. Amanda Rose

Gio, Olivia, Zoey, Xavier, Grady, Selena, Keonte, Athena

Today, we started by discussing projects we want to work on this semester in Entomology. We all are interested in starting a curation project to design a “museum” display of insects for the school. Students were told they can bring in bugs they find which I will happily freeze for later use. We also want to fine tune our collecting methods so we will be building various tools and practicing technique throughout the

semester. We also discussed what is an insect and what is not an insect. PROJECT GOALS: 1) Ecoschool Museum (curation) 2) Biodiversity survey of garden (Collecting technique)

SCREEN PRINTING

Ms. Sabrina

Kenley, Landen, Samuel, Avery, Charlotte, Brie

Today, students learned about the history of screen printing, or serigraphy, and how it was popularized by Andy Warhol. The class project was introduced where students paired up as partners and will together create a drawing/design that they will develop and screen print on shirts or tote bags. Towards the end of the semester, they will have the prints on display at the FLEAGAD Market where they may sell items they've made in order to raise money for other Verdi Eco School class projects. Each student received their own sketchbook that MUST be brought to each class because they will use it to develop their ideas, document their process, and write any thoughts that they'd like. The students cut out pictures of history hand out and taped them into their sketchbooks for future reference.

HERBALISM

Ms. Jessica

Neven, Genevieve, Grace, Nate, Damian

The students were introduced to their Herbalism notebooks where they will document plant information through the 'Materia Medica' method. An ancient method, which translates 'medical material' from Latin to English. It is a reliable form of learning about a new plant, listing it's botanical and common plant name down to it's uses, chemical constituents and room for students to write about their personal experiences or thoughts about a plant.

Our first plant to exercise this method was the common Spanish Needle plant. We went over what we had learned about Spanish Needle, and shared any previous experience with herbalism in their general day to day lives. We talked about the importance of herbs in the environment and in our diets.

PE

Mr. Kris

All

Today we started the class with a discussion about sportsmanship. We discussed the safety expectations and made clear that if any student can not keep it safe, they will not participate in PE for the day, but can try again tomorrow. It was mostly a chill PE day,

and we played a few dodgeball games.

LITERACY 1

Ms. Lorelei

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

Today the students went to the library!

LITERACY 2

Ms. Bridget

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

We had class at the library today. We checked out books, read books, and also worked in small groups on our theatre scripts from Lit class. These scripts were different from the scripts we read earlier this week. The students are learning how to analyze text in the theatre scripts as well as adapt into the character they are portraying. It was neat to see the kids love the acting process and truly engage in their theatre experience! The class asked detailed questions after listening to the theatrical presentations.

LITERACY 3

Ms. Savannah

All

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

Today, the students were introduced to their “Writers Notebook”. They learned that, for the next three weeks, the students will be working on a narrative of their own. Every Thursday, we will be utilizing the writing process in order to enhance our narratives and to create a well-written final draft.

CHOICE: SOIL SYMBIOTICS

Ms. Mikael

Xavier, Keonte, Selena, Athena, Ricky, Harper

ENVIRONMENTAL SCIENCE

Ms. Bridget

Gio, Jacob, Olivia, Zoey, Grady, Christian, Eva, Sarah, Charli, Jonas

Today’s **lesson** was titled “Changing The World You Live In”. The lesson included having the students narrow in on what positive change they want to bring to the environment, create a game plan as to how to implement this, and then develop a way to present the information to the class in a way that would clearly convey the information. All of the students were able to find a project that they will complete that addresses all of these components. Some of these include documenting picked up trash on the beach; charting

the growth of a plant at home, making a plan to decrease the amount of straw use, recycling and reusing cans that would be thrown out, amongst many more fascinating topics.

MATH III

Ms. Amanda Rose

Avery, Charlotte, Brie, Damian, Genevieve, Grace, Kenley, Landen, Nate, Neven, Samuel

Today, in Bug Math (as the students like to call it), we designed our own paper airplanes based off of bug models. We were given a variety of supplies and were able to break into teams to do so. Measurements were taken in metric system, of course.

Friday, December 14

MORNING MEETING & MINDFULNESS

Ms. Denise and Ms. Savannah

All

Kids lined themselves up in order by height. We then took a walk-through of the farm to notice where water spigots had been left on and irrigation pipes had been snapped. Reminder to respect and be mindful of our outdoor classroom.

MATH I IN THE GARDEN

Mr. Kris

Charli, Eva, Giovanni, Zoey

Today was a measurement day. Each child 1st measured their handspan, and then measured items throughout the garden using their hands. With all the handspans tallied, each child then multiplied their handspan by the number of hands they recorded per item. Example (8 inches x 34 hands tall = 272 inches tall). After that we discussed circumference. We measured the circumference of a bike tire and rolled the bike tire 50 times to estimate 100 yards. After that we ran that distance to try to beat the world record of 9.54 seconds. Our best time was 19.16 seconds.

MATH II IN THE GARDEN

Ms. Amanda Rose and Ms. Savannah

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

Today, we took the millipedes from yesterday and separated them out by species (color). Then, students figured out which fraction each color (or species) was of the whole to round out our first week of fractions.

CHOICE: ENVIRONMENTAL SCIENCE

Ms. Bridget

Samuel, Neven, Charlotte, Landen, Nate

Today in Environmental Science, we did an in-depth study on Chain Reactions. We discussed the domino effect that is observed in chain reactions. We learned about how sludge recycling sends antiseptic soap (specifically triclocarban) into agriculture. There was a study at Johns Hopkins school of public health which measured antibacterial hand soap as it passed through a waste water treatment facility. This study showed that 75% of the ingredient triclocarban was washed down the drain by consumers during

wastewater treatment. This trickled into the sludge which later was used as fertilizer for crops. Unfortunately this causes human health risk because the triclocarban is toxic when ingested. This chemical can migrate from sludge into the food because it goes into the roots in which our food is grown from. We read more about this study as well as other chain reactions. The take away from the class was that washing with antibacterial soap is no more effective at preventing the spread of infection then washing with ordinary soap and water. We did a check in as to where we were at in our first project of the semester. Students are getting excited about positively changing the environment they live in through their project choices.

CHOICE: PLANT ANATOMY & PHYSIOLOGY

Ms. Mikael

Avery, Kenley, Grace, Genevieve, Brie, Damian

CHOICE: WINTER GARDENING

Ms. Mikael

Christian, Jacob, Charli, Eva, Sarah, Ricky, Harper, Jonas

CHOICE: ENTOMOLOGY 2

Ms. Amanda Rose

Gio, Olivia, Zoey, Xavier, Grady, Selena, Keonte, Athena

Today, we learned to basic collecting techniques for getting a better idea of what insects are lurking in trees. 1) Barking- carefully removing dead bark to look for life underneath 2) Beat Sheeting- lightly hitting foliage, knocking what may be on it to a white sheet underneath (to better see tiny creatures).

SCREEN PRINTING

Ms. Sabrina

Kenley, Landen, Samuel, Avery, Charlotte, Brie

Today, students were asked to work with their partner to come up with ideas for their print design and to practice the creative process. Each student was tasked with find 3 images in the screen print book that they are inspired by and to mark it with a sticky note and their name. Next week, we will discuss what each student chose and how it can help inspire their own creation.

HERBALISM

Ms. Jessica

Neven, Genevieve, Grace, Nate, Damian

Today the students used their sense of smell and got to know our garden apothecary

herbs. We poured hot water over Peppermint, Lemon balm, Oregano, Thyme, Rosemary, hibiscus and Chamomile in individual cups to observe changes. The students took note of the change of aroma, how the oils of the plants are immediately extracted, and noticed how they taste compared to their dry flavor in texture. I want the students to understand their apothecary piece by piece before blending.

We then moved on to learning how to harvest and hang dry herbs by using the passion flower vine. Next week, once the passion flower is completely dry we will begin using it in other projects.

PE

Mr. Kris

All

Today we played a game that combined dodgeball and kickball. Everyone caught on to the rules well and created strategies to gain points. We played many rounds with different teams throughout the class.

LITERACY 1

Ms. Lorelei

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

Students read different sentences on an animal topic and categorized them, creating making headings. Then they reviewed their prewriting graphic organizers to see how their information could be categorized. Each student came up with four headings for their informational books. They explored literacy choices while I guided different students in reading and phonics work.

LITERACY 2

Ms. Bridget

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

We continued to work on our first draft of our personal narrative. We also worked on D.O.L. Sentences, reviewed grammar rules, and discussed the importance of organization in paragraphs. We did “interviews” in class where students interviewed one another based on their chosen personal narrative subject. Students asked good questions using “who, what, where, when, why, and how?”. This led us to learn more about the importance of asking questions to develop more well thought out paragraphs while writing. We learned that we as writers can ask ourselves these questions to bring about more details in our own writing journey.

At the end of class: We started to brainstorm and plan out the books that we will be

reading over vacation. We drew up a reading plan as to how many chapters and pages will be covered each day. Please continue to encourage your child to read at home!

LITERACY 3

Ms. Savannah

All

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

Today, the students worked within author circles to critique their peers' writing from the day before. The students followed the template given in order to ensure positive, helpful feedback. The students were then given an opportunity to edit and revise their work.

CHOICE: SOIL SYMBIOTICS

Ms. Mikael

Xavier, Keonte, Selena, Athena, Ricky, Harper

ENVIRONMENTAL SCIENCE

Ms. Bridget

Gio, Jacob, Olivia, Zoey, Grady, Christian, Eva, Sarah, Charli, Jonas

Today in Environmental Science, we did an in-depth study on Chain Reactions. We discussed the dominos effect that is observed in chain reactions. We learned about how sludge recycling sends antiseptic soap (specifically triclocarban) into agriculture. There was a study at Johns Hopkins school of public health which measured antibacterial hand soap as it passed through a wastewater treatment facility. This study showed that 75% of the ingredient triclocarban was washed down the drain by consumers during wastewater treatment. This trickled into the sludge which later was used as fertilizer for crops. Unfortunately this causes human health risk because the triclocarban is toxic when ingested. This chemical can migrate from sludge into the food because it goes into the roots in which our food is grown from. We read more about this study as well as other chain reactions. The take away from the class was that washing with antibacterial soap is no more effective at preventing the spread of infection then washing with ordinary soap and water. We did a check in as to where we were at in our first project of the semester. Students are getting excited about positively changing the environment they live in through their project choices.

MATH III

Ms. Amanda Rose

Avery, Charlotte, Brie, Damian, Genevieve, Grace, Kenley, Landen, Nate, Neven, Samuel

Today, we finished our bug inspired airplanes and took them for test flights from the

bandshell. Distance was measured and converted from customary to metric. We also did a bit with looking at metric weights by comparing the amount of honey in a cup vs. what it is actually in grams. We also compared honey to other sweeteners and looked at the difference in weights between them. It was clear that grams are a much more reliable measurement than the cup measure we usually use in cooking as the cup often was more or less than the actual amount.