



# Weekly Recap

*September 3-7, 2018*

*\*UPPER SCHOOL*

*\*JOURNEYS*

*\*STUDENT CHOICE THURSDAY*

*\*FARM FRIDAY*

# UPPER SCHOOL:

## Monday, September 3

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

*Ms. Denise & Ms. Savannah*

*All*

*No School- Labor Day*

### 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*

*No School- Labor Day*

### PE

*Coach Reed*

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

*No School- Labor Day*

### MATH

*Ms. Denise*

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

*No School- Labor Day*

### LITERACY

*Ms. Lorelei*

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

*No School- Labor Day*

### LITERACY

*Ms. Savannah*

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

No School- Labor Day

### PROJECT BASED LEARNING (PBL)

*Ms. Denise*

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

No School- Labor Day

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

No School- Labor Day

## Tuesday, September 4

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

*Ms. Denise & Ms. Savannah*

*All*

Today we welcomed a new student into our school family. Welcome, Ricky!

*Brain Smart Start*

We think-pair-shared in teams of two one fun thing we did over the long weekend. A few students decided they wanted to share with the whole group.

*Conscious Discipline Focus*

The breathkeepers Olivia and Eva led us in three deep “faucet” breaths together.

Job check-in: We used our “thumb-o-meter” to check in on how well each of us are doing our class jobs and made a commitment to continue or improve.

Next, we created hand motions to go with our class agreements. We will be going through this ritual, with the hand motions we created, each morning to connect the community and remind us to commit daily to the class agreements we created.

Our safekeepers Samuel and Nate led us in our safekeeper ritual.

Our kindness keepers Jonas and Selena led us in our wishwell ritual.

## 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**

Today, we welcomed in Mr. Dave, our temporary math specialist. Mr. Dave was our math specialist last year, but business ventures and an island paradise took away his ability to be full time. He has graciously offered to step in, until we can find the perfect, full time math specialist of our dreams! Throughout our math period, Mr. Dave, Mr. Kris and I continued to work on long division within the group, giving them challenging “brain teaser” entry tickets, and working with the students in small groups based on ability.

Group 1: Division with three digit dividend and one digit divisor

Group 2: Division with a four digit dividend and two digit divisor

Group 3: Division with a four digit dividend and two digit divisor, with decimals.

## 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, Ricky, Selena, Xavier, Zoey**

Math Writing Prompt:

What can we do to make math class better?

Place Value and Base 10 Blocks

Zoey, Eva, Charli, Jacob, Gio, Xavier

Today we practiced multi-digit addition and subtraction problems, varied by student.

Multiplication and Division

Olivia, Selena, Jonas, Keonte, Grady, Ricky, Grady

Today Mr. Dave (our amazing part-time math specialist from last year), joined us to help with our most advanced students in the group with the introduction of division and how it relates to multiplication.

### LITERACY

***Ms. Lorelei***

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

We had a special visitor! Ms. Mary Lou came to work with students on their individual phonics decoding skills. These strategies help students understand the phonics patterns that will enable them to decode, or read, and spell unknown words. She led them in small ability groups building word chains, words with patterns where students need to hear and identify the sound different. Meanwhile, I was able to pull groups to start a unit on comparing two similar texts from different cultures—*The Rough-Face Girl* and *The Korean Cinderella*. We began with an opening hook, asking the question: Would you rather be rich or good looking? Students shared with a partner and discussed whole group before writing to answer. Then we listened to *The Rough-Face Girl* as a read aloud.

### LITERACY

***Ms. Savannah***

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

One thing that the students do after class is complete an exit ticket before transitioning to a brain break. Exit tickets help me to gain student feedback and adjust my plans in order to meet the kids needs. The one thing that my students continuously ask for is time to work with their outlines, and overall research entry. Due to this feedback, I decided to pivot and give the students that time. For this reason, the students will be having many student work days for the next two weeks. Within these work days, I focus on individual students and their individual needs. I do this by setting up our time to work with specific students, one-on-one. Together, we talk about the expectations of the assignment, my observations of their individual work and what they can do to improve, and any needed clarification. I also take the time to notice whether or not my students need specific accommodations to help them succeed. Please see Seesaw for information on how I've

done this for each student!

### PROJECT BASED LEARNING (PBL)

***Ms. Denise***

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

Week 4 - Build!

The kids have been working so hard on their research and plans to get to this point - building models their human anatomy theme parks!

Today we started by laying out some basic expectations - “craftsmanship”, glue gun safety, asking your team members before gluing anything on the board, and cleaning up all the materials you get out. Then we got to building. They were so excited to apply their knowledge in a hands-on way.

### PROJECT BASED LEARNING (PBL)

***Ms. Savannah***

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

Week 4- Building!

The students took the full hour to work within their groups collaboratively, and build their models of the chosen body system. The students got creative, came across problems and solved them, and worked together as a unit striving for a common goal! The models are really coming along!

## Wednesday, September 5

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

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

***All***

*Brain Smart Start*

Student led/chosen - “Follow the Leader”

*Conscious Discipline Focus*

Today we paused to take a moment of gratitude. We expressed to the kids why we are grateful for them and why we love being their teachers. In their mindfulness journals,

kids were prompted to write down three people in their lives that they are grateful for and explain why. After sharing out with a friend, we each wrote letters of gratitude to those people and took the notes home in envelopes. It was really sweet to see their faces when they got notes of gratitude for each other. This is a community-building practice we will revisit during different parts of the school year.

## PE

***Soccer - Mr. Seth***

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

Today we mostly used the chalkboard instead of the practice field. After we did our stretching and introduced new ways to stretch our hamstrings, we used the chalkboard to draw formations of a soccer team and we discussed what the main positions mean. Then, the class was divided into two teams and were positioned as if a game were to begin. We quizzed to see if the students knew their position and their role. To wrap up, we had a quick mock game with chain passing and finished with a shot on goal.

## MATH

***Ms. Savannah***

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

Today, the students walked in to individualized division entry tickets that were made with each student in mind. Some students had division problems with three digit dividends and one digit divisors that could evenly be divided or was a commonly known factor (like 5), while some students had problems with five digit dividends and two digit divisors that did not divide in evenly or was not as commonly known. There were five entry tickets in total. Each student was assigned an entry ticket based on ability, and what we wanted to see from them. Each student had one-on-one time with an educator where we addressed specific needs. After, we broke out into two groups. The first group worked with Mr. Dave to continue their education in higher long division. The second group worked with me in practicing our multiplication tables and discovering how that knowledge helps to make higher order math a lot easier.

## PE

***Soccer - Mr. Seth***

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

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## MATH

***Ms. Denise***

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

Math Writing Prompt:

Each student was handed back their word problems from last week and worked on re-doing the problems they missed.

Place Value and Base 10 Blocks

Zoey, Eva, Charli, Jacob, Gio, Xavier

Today we practiced multi-digit addition and subtraction problems, varied by student.

Multiplication and Division

Olivia, Selena, Jonas, Keonte, Grady, Ricky, Grady

Today Mr. Dave (our amazing part-time math specialist from last year), joined us to help with our most advanced students in the group with the introduction of division and how it relates to multiplication.

## LITERACY

***Ms. Lorelei***

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

We continued our study of the first text, The Rough Face Girl. We retold the story and reviewed the elements of story structure. Based on each student's grade level and ability, students were asked to chart the characters, setting, events and for some the problem and solution of the story. Students also went on "Word Hunt," looking through texts for particular phonics patterns in the texts they have self-selected to read.

## LITERACY

***Ms. Savannah***

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

### ***Neven, Samuel***

One thing that the students do after class is complete an exit ticket before transitioning to a brain break. Exit tickets help me to gain student feedback and adjust my plans in order to meet the kids needs. The one thing that my students continuously ask for is time to work with their outlines, and overall research entry. Due to this feedback, I decided to pivot and give the students that time. For this reason, the students will be having many student work days for the next two weeks. Within these work days, I focus on individual students and their individual needs. I do this by setting up our time to work with specific students, one-on-one. Together, we talk about the expectations of the assignment, my observations of their individual work and what they can do to improve, and any needed clarification. I also take the time to notice whether or not my students need specific accommodations to help them succeed. Please see Seesaw for information on how I've done this for each student!

### **PROJECT BASED LEARNING (PBL)**

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

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

Week 4 - Build!

The kids were reminded that the point of the theme park builds are to display their understanding of their three main research questions (“What are the organs in your system?”, “How does your system work together and what does it do?” and “How do you keep your system healthy?”. They then continued to build their models in our makerspace classroom.

### **PROJECT BASED LEARNING (PBL)**

#### ***Ms. Savannah***

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

Week 4- Building!

The students took the full hour to work within their groups collaboratively, and build their models of the chosen body system. The students got creative, came across problems and solved them, and worked together as a unit striving for a common goal! The models are really coming along!

## Thursday, September 6

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

## Friday, September 7

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

## **JOURNEYS:**

### Monday, August 27

#### YOGA/MINDFULNESS/SOCIAL EMOTIONAL

*Ms. Lorelei & Ms. Britty*

No school —Labor Day!

#### LITERACY CENTERS

*Ms. Lorelei*

No school!

#### PE

*Mr. Seth - Soccer*

#### PBL

*Ms. Lorelei*

No school!

#### STEAM

*Ms. Denise*

***No school!***

Portfolio/Reflection

***Ms. Lorelei***

No school!

**Tuesday, August 28**

YOGA/MINDFULNESS/SOCIAL EMOTIONAL

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

Ms. Britty led us in some special mindfulness, breath and yoga cards. The students got to pick a few to do together. After, the students led us in our safekeeper rituals and we connected by sharing with each other about our weekends. We read a morning message that talked about our day, and students shared the words they recognized before echo reading.

LITERACY CENTERS

***Ms. Lorelei***

We started with a read aloud *On Market Street*, where a shopper finds different items based on each letter of the alphabet, before heading to our literacy centers. New to our centers included pipe cleaners and letter beads. The students had a great time stringing the letters onto the pipe cleaners. Some were even able to make words. Other students built words, wrote names, and read.

PE

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

PBL

***Ms. Lorelei***

Last week we talked about what could make our school house better. We decided to update the Alphabet Word Wall labels from the front room. We brainstormed different words that could represent each letter—like Dublin could represent the letter D, as well as a duck or a doughnut! We did not finish, but stopped to use our building materials. We talked about “taller,” “smaller” and “the same size.” Could you make a tower taller than yourself? What about the same size?

STEAM

***Ms. Denise***

## Architecture Week 1

Last week, the kids expressed interest in building an indoor playhouse for Highland House. Inspired by their ideas, I decided to focus the next two weeks on architecture with the end result of helping them to create their dream (foldable, cardboard) playhouse.

We started by talking about the basics “What is architecture?” “What do architects do?” and I prompted them with drawing individual designs of their dream houses. “What parts does a house have? What do those parts do?”

Next, I passed out some small cardboard boxes and we started constructing models of the houses to look like our designs.

### Portfolio/Reflection

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

We shared about our day and had some time to explore the dramatic play area. It’s interesting to observe them practice social interactions, imaginative play and language skills. Our kitchen area was momentarily a restaurant! They had to work together to get the food out to the customers!

## Wednesday, August 29

### YOGA/MINDFULNESS/SOCIAL EMOTIONAL

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

Ms. Britty had a fun activity about how animals move! It included dancing and poses that reflected different animals’ bodies. They had a lot of fun! We participated in our rituals and read another morning message. We also welcomed a visiting student! Each child shared with the student ways to be safe and kind when joining our school family.

### LITERACY CENTERS

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

The students again had time to explore centers that will enhance their literacy skills. As they work, I am able to take notes, documenting their abilities and interests.

### PE

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

This week was awesome! I was able to bring a drum to class and we gave it our best! We discussed the 8 counts found in most popular music. Another breakthrough, was figuring out a way to draw lines in the grass. I’ve been debating using chalk to draw lines in the

grass. Then I woke up one morning with the idea to use cooking flour. Worked great! The kids didn't eat it, but even if they did, its eco friendly anyways. I drew the lines and lined the kids up in fours. We marched together from line to line on the drum beat. 2 counts, then 4 counts, then 8 counts. We even threw a shimmy in between counts to make the exercise even more fun. After the exercise we had a great round of team freeze dance.

### PBL

***Ms. Lorelei***

We continued working on our Alphabet Word Wall labels. (We have SO many ideas for the letter s!) We continued building and discussing smaller, taller and the same size.

### STEAM

**Ms. Denise**

Architecture Week 1

Today we started by reading "The Big Orange Splot," a great story about an eccentric neighbor named Mr. Plumbean who decides to decorate his house as an artistic expression instead of having it look like everyone else's houses on the block. We talked about individuality and diversity. Wouldn't it be boring if everyone was exactly the same?

Next, we painted our cardboard house models with tempera paint.

### Portfolio/Reflection

***Ms. Lorelei***

We reviewed our day and journaled. We always end our days with a closing circle. The students take turns leading us in a goodbye song that names every student.

## Thursday, August 30

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

## Friday, August 31

### YOGA/MINDFULNESS/SOCIAL EMOTIONAL

***Ms. Lorelei***

I was absent today! Ms. Mikeal led the class in the morning, upholding our morning routines and rituals. She shared with me that students created a new safekeeper pact! I can't wait to see it!

### PBL:

***Ms. Lorelei***

With Ms. Mikeal the students completed their brainstorming for each letter. Next steps are to begin photographing and drawing pictures for the wall! Students were also able to free build, working together to make creations that they took turns describing.

- [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.

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

#### ROCK BAND: RHYTHM

*Mr. Brock*

This week in Rock Band we took the students on a musical journey to Europe, and learned how the rhythms of the European marching bands blended with the African rhythms (learned about in the weeks prior), to create a new musical style called Rock. We learned how to play an “Um, Pa” rhythm using marching bass drums and marching snare drums, and how that rhythm came to be the dominant Rhythm in all American music today.

#### SEWING:

*Ms. Natalia*

This week in sewing class we continued working on our flower petal pincushion project. The students worked on making the edges of their neatly trimmed. Button holes were marked and the students cut out the slits. We worked on making sure the different pattern pieces were evenly matched together before we pinned it in place. They practiced threading their needles again in preparation for our next class in which we will be learning a new stitch.

#### FIGURE DRAWING:

*Ms. Tracey*

students worked on self portraits, rendering who they are through their drawing. We discussed how to draw who they are thinking of the things that they love. Some students rendered themselves realistically while others drew the things they love to render who

they are. Each portrait was very unique and creative.

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

### **MAKERSPACE:**

***Ms. Natalia***

In makerspace the students were introduced to Straw rockets by Mr. Michael, a volunteer that is has a lot of experience with engineering and S.T.E.M. He introduced the materials and also asked questions as to how a rocket functions and what components go into making a rocket. The students designed their own rockets and will be testing them in our next class with a rocket launcher. The students also continued working on their project from the previous week.

### **TEST KITCHEN MATH:**

***Ms. Mikael***

We prepared our most successful recipe yet! Everyone loved the raw sweet potato salad with cranberries, pepitas and a cinnamon maple syrup sunflower butter dressing. We measured out whole cups using half and quarter cups!

### **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*

This week we went on a treasure hunt. The students used a prepared 2D “treasure” map to navigate the front and back yards of the schoolhouse. The step from orienting with a 3D model to an abstracted traditional map is huge! The students took turns tracking down hidden homemade puzzle pieces that when put together showed where the treasure was buried.

## CHEMISTRY LAB:

*Ms. Barbie*

## **COURSE BLOCK 4:**

### INTRODUCTION TO SPANISH

*Ms. Ivette*

Spanish Alphabet practice, simple words and book exploration.

### PICTURE THIS:

*Ms. Barbie*

### MYTHOLOGY:

*Ms. Jamie*

We concluded our unit on Greek Mythology with a review. We starting by locating Florida and Greece on a world map and then talked about the students favorite stories from that part of the world. After refreshing on the characters and situations we explored the past three weeks we ended with a round of charades! It was so fun to watch them get to act out and guess the people and objects from their own imaginations.

## **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***

This week we continued journaling observations on the seeds (now plants) that the students propagated in Week 1. Some really good work is happening in these moments of observation and recording. The students observed on their own a difference in leaf shape and texture between the embryonic leaves that emerge from the seed (called cotyledons) and the first true leaves. There are also a lot of opportunities for organizing their thoughts and reflecting on them from week to week in a form that allows them to follow their own development. Some connect in word-based entries, others with detailed sketches.

We then moved on to start peas, cucumbers and corn seeds in mason jars so they can begin making regular observations on root growth.

### **PERMACULTURE:**

***Ms. Mikael***

This week we observed water and how it flows down hill! We want to keep the water on our site, not let it escape! So we did a demonstration where we poured water on a berm with mulch and one without. We noticed that the one with mulch absorbed water into the orgwhile the berm without mulch absorbed no water as the water just trickled down the sandy soil.

### **ENTOMOLOGY:**

***Ms. Amanda Rose***

Today, we talked about all the scale-winged creatures, better known as our butterfly and moth friends! We discussed the criteria butterflies use to choose a flower, that they taste with their feet and smell with their antenna! Students were excited to have the opportunity to use nets again and showed much improvement in skill from last week. Several students caught butterflies and all were shown appropriate ways to handle these delicate creatures. Afterwards, we discussed caterpillars, crystallis, host plants, and even met a few I.O. Moth caterpillars (one of the few stinging venomous species in our area) so they would know in the future not to touch! Students were given a great guide to the most common butterflies in our area and were reminded to continue to collect dead bugs at home for insect collections, which we will start next week for Verdi EcoSchool's own Nature Museum!

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

### **BEE KEEPING:**

***Ms. Amanda Rose***

I am still impressed by how much this group is retaining from week to week! Since we talked about behavior and communication last week, we started class today by playing a pheromone game. A few students were chosen to be Queen bees and given a unique scent (lemon, curry, or cinnamon). Other students were given scent jars and had to “smell their way” to their home colony. We ended up playing several rounds!

Afterwards, We discussed what flowers bees like best and dissected a hibiscus or royal poinciana (students choice) to find where the pollen and nectaries are. Everyone was very into it and were surprisingly dexterous in manipulating the tweezers. We finished off the day by reviewing the members of the hive by having each student identify the drones. Everyone was given a honey stick for their hard work!

### **NATURE JOURNALING AND YOGA:**

***Ms. Britty***

Today we started out class with a new song called “Dance for the Sun.” The song leads the kids through a sun-salutation which includes poses such as mountain, forward fold, plank, upward and downward dog. We chose a fun mindfulness activity of creating a rainstorm with noises we made with our hands and feet. We also talked about birds, what kinds live in our garden, what they eat, also why northern birds migrate south. Sitting quietly with our eyes closed, we listened to see what birds we could hear. We revisited our bird cafes to finish up any final details. I demonstrated filling my pot with bird seed, cranberries, and shortening, and then we hung it in a tree. I will be filling the children’s bird cafe’s and will be placing them around the garden. This is so that we can attract more birds to observe.

### **PERMACULTURE:**

***Ms. Mikael***

Today we learned about patterns in nature and how in permaculture we look to these patterns in order to create a regenerative and sustainable design that will grow an ecosystem that supports humans and animals. The children folded their paper into 8 sections and labeled the left side “specimens” and the right side “patterns”. Their job was to go out in the garden find 4 specimens, tape them to their paper and draw all of the patterns they saw in the box next to it. We even talked about more abstract patterns such

as, the patterns of the seasons, the sun's path through the sky, the blowing of wind, the branching of trees, and the migration of animals

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

#### **FLORIDA BOTANY**

***Ms. Amanda Rose***

Today, we talked about one of the most underappreciated plant families, the True Grasses! Often thought of as boring, this dynamic family hosts all the cereal grain crops such as rice, oats, wheat, sugarcane, sorghum, and bamboo! Students had the opportunity to sample several of these culture defining crops. Afterwards, we discussed ornamental grass, which several students were already fond of! Finally, I challenged the students to identify the various types of turf grass present in the square. Keonte passed with flying colors when he noticed that pretty much all lawn is composed of more than one type, despite homeowner's best efforts.

#### **HERBALISM:**

***Ms. Jessica***

***Present: Charli, Chase, Eva, Gio, Zander, Zoey .***

***9/7/2018:***

***This week, we planted seeds in pots which encircle a fairy garden. The students came together to decorate the class fairy garden and talk about the seeds we planted, which were microgreens, flower mix, and rosemary. We made iced tea with peppermint, lemon balm, hibiscus flowers and chamomile with local raw honey afterwards. Over tea we talked about what the different dry herbs tasted and smelled like and what they remind us of.***

#### **FARM TO STAND:**

***Mr. Joshua***

This week we spoke on putting a monetary value on labor. We then got all of our plants in the ground.