

STUDENT: Ella

ACADEMIC YEAR: 2021-2022

7/2/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selections, online research & videos, signs/written documentation at National Aviary).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., National Aviary Sloth Encounter presentation and interactive question/answer session; reading, listening; highway signs & GPS).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten messages on cousins' birthday cards) and on the computer (i.e., Ipad apps, online searches, personal story doc).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., group discussion around timed math quizzes when in Montessori school; calculating addition/subtraction/multiplication in head versus on calculator; distance and time, presentation time on clock and length of encounter; heights and weights of various penguin species, the sloth and other inhabitants of National Aviary).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating cost of penny smashing machine; calculating difference of cost of various souvenirs versus stated budget; calculating time arrived for encounter and time spent at aviary)
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., purchase of souvenirs at National Aviary; determining which, if any, items to purchase).
- Student continued to use mathematical concepts in free play (i.e., Ipad apps converting actual dollars to app moneys to specific currencies per game) as well as age appropriate math related media.
- Student continued to use measurement other practical situations (i.e., viewing size accurate cut outs of various species of birds and comparing own size against these).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group travel to National Aviary for Sloth Encounter program as well as tour of aviary. Group participated in private encounter with Linnaeus's Two-Toed Sloth, Vivien, where group members were each able to pet Vivien, feed her and participate in interactive discussion about her; the Aviary's male two-toed sloth, Valentino; and the Aviary's three-toed sloth, Wookiee, who does not participate in encounters and is located in the Aviary's rainforest section. The group learned about sloth nutrition, body makeup, behaviors, lifespan, common habitats and predators. Following the presentation the group further explored the National Aviary observing and reading about its inhabitants including penguins, toucans, canaries, flamingos, bald eagles, condors, various owls, multiple parrot species, bats and more.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel to National Aviary of Pittsburgh.
- Student continued to use maps and other resources to navigate roads and public transportation on local family outing to National Aviary of Pittsburgh.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion of environmental conservation and options for participating in protecting the environment on an individual, group and community level.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including safe options for interacting with Vivien, the sloth, and other animal inhabitants of the National Aviary.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussion of nutrition, energy consumed versus energy expended, and movement.
- Group discussed current COVID conditions on local and national level; vaccinations and percentage of individuals who have received vaccinations; and protocols for National Aviary (i.e., masks required, hand sanitizer provided, social distancing encouraged).
- Student continued to learn about the human body, at a level appropriate for their age and ability. The Sloth encounter included comparisons to the human body, other animals' bodies and the sloth.

PHYSICAL EDUCATION

- Student continued to have regular physical activity (i.e., walking around the Aviary, walking from parking area to Aviary, bouncing on trampoline) aimed at developing health, coordination and strength.

MUSIC

- Student continued to have the opportunity to pursue their own musical interests with student created playlists to listen to on drive to Aviary.

ART

- Group was shown examples of Valentino, the Linnaeus Two-Toed Sloth's, acrylic free style painting.

ENRICHMENT

- Student participated in group travel using GPS to navigate local roads/highways to reach the National Aviary of Pittsburgh for a scheduled private Sloth Encounter. Group members discussed and participated in current COVID safety protocols within the Aviary. Group participated in interactive presentation on two and three-toed sloths and met Vivien, the Aviary's two-toed female sloth. Group members were able to touch the sloth's back, observe her closely, participate in feeding her and listen to staff members' presentation on sloth behavior, body makeup, habitat, lifespan, behaviors, nutrition, and any other topics that came up during presentation. Group members then toured the National Aviary exploring each section (i.e., grasslands section, rainforest section, penguin enclosure; museum-style exhibit with canaries, lorikeets, bats, etc.; eagle hall, condor court section, wetlands section) and the inhabitants present in each. Based on predetermined budget, group members were able to calculate available funds versus cost of souvenirs and utilize critical thinking skills to determine if/what souvenir to purchase within their budget.

7/3/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection; online games/research; sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos, reading, group discussion, music, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, chats).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, days/weeks/months/years, money, ages, prices of ferrets & supplies).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how old are ferrets based on certificate given upon purchase; how long do ferrets usually live? If ferrets live ___years and domestic rabbits live ____, how old will student be when they no longer have ferret or rabbit?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student and guide traveled to pet store to purchase ferrets and supplies needed together.
- Student continued to use mathematical concepts in free play (i.e., dimensions of cage, amount to feed ferrets) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., length of ferrets).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student continued to research and read both online & in hardcover book about ferret habitats, care, nutrition, and training. Guide and student's dad chose to surprise student with late birthday present same day to also honor student's choice to vaccinate themselves in an attempt to help other community members and lessen their experience of COVID if they were to get it. Student and guide chose 2 ferrets at a local pet store and received additional information from pet store employee.
- Student received 2nd dose of COVID vaccine. Continued ongoing discussion of vaccines, possible experience following 2nd dose, common experiences of other pre-teens & teens, how vaccine differs from others, how it works, and process for obtaining/documenting.

- Student's youngest sibling chose to bake cupcakes from scratch with a favored online recipe. Sibling decorated cupcakes and provided them to group members for a taste test. Cupcakes earned an enthusiastic positive rating from each member.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to unfamiliar Rite Aid for student's 2nd COVID vaccine appointment then traveled to a familiar local pet store to get ferrets and supplies.
- Student continued to use maps and other resources to navigate local roads to travel to Rite Aid and Pet Supplies Plus pet store.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Student shared information found about which states ferrets are legally permitted to be had as pets and which they are not. Student learned more about how ferrets became pets.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Continued ongoing group discussion about COVID, vaccinations and ability to help community members, in general, and the very young, old, and immune compromised, specifically.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing discussion of federal government's role in COVID vaccine for the U.S. as well as the world. Discussed how other countries are able to obtain vaccines and how this then affects their citizens receipt of said vaccines (i.e., India).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion of COVID, vaccines, and impacts on human body at various ages.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play with ferrets).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.

7/4/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, birthday cards, road signs, GPS, games/apps, online research/book research).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with extended family).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., messages in birthday cards) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., greater than/less than, temperature, age, heights, addition/subtraction, large numbers, distance, mph).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., group figured out from oldest to youngest where each of the cousins fit in descending order).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., to use actual money to purchase online resources that would then be transformed to coins/points/designated money forms for individual apps).
- Student continued to use mathematical concepts in free play (i.e., power/speed/angle of hitting pinata to make most of a hitting turn) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to observe and determine height differences with extended family after not seeing them for over a year).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group researched current CDC recommendations, read additional scientific articles, and discussed each members comfort level attending same day 4th of July/birthday celebrations. Based on current advisories, the outdoor nature of the celebration, and group members desire to interact with individuals outside of family household, group decided to attend celebrations.
- Group discussed use of fire safety as well as fireworks, sparklers, outdoor fire pit, Tikki torches and candles. Group revisited their experiences and experimentation with fireworks and sparklers. Celebration also served as experiment for group members around nutrition.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and

the world through travel, maps, play and stories. Group traveled to extended family same day celebrations. Group discussion of local, state and national recognition of 4th of July.

- Student continued to use maps and other resources to navigate local roads on a family trip to extended family's house.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the history of the U.S. Independence Day or 4th of July.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, when using fireworks, sparklers, Tikki torches, fire pits, and candles.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion around nutrition. Group chose to experiment with their nutrition at today's celebrations and a group member experienced the side effects of overeating or overindulging in treats.
- Continued ongoing discussion around the expression of strong emotions in appropriate and inappropriate ways; COVID, isolation and returning to socialization and interactive activities
- Student continued to learn about the human body, at a level appropriate for their age and ability. Guide modeled first aid for burns and discussed the visual presentation of burns versus the pain associated with burns.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.

ART

- Student continued to sketch in the Procreate app with their Apple pencil.

ENRICHMENT

- Group attended a Fourth of July/birthday party combination celebration at extended family's house for first time in several years. Group discussed the history of 4th of July Independence Day for the United States. Group revisited fire safety with fireworks, sparklers, outdoor fire pit, Tikki torches and candles. Guide demonstrated first aid for sparkler burns when group member grabbed sparkler by the heated side by accident. Experimentation with nutrition and the side effects of overeating or overindulging in treats. Continued ongoing discussion around the expression of strong emotions in appropriate and inappropriate ways as well as the human experience of holding in strong emotions or reactions until an experience is over then being overwhelmed by said strong emotions once in a safe, calm environment. Group discussed their thoughts, experience, and feelings around COVID, the isolation the group had

self-induced during COVID and how returning to socialization and interactive activities feels.

7/7/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music, Zoom app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, music notes/tempo/metronome, addition/subtraction, time, calendar, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to figure out by ear what musical notes/tempo to play on either instrument).
- Student continued to use mathematical concepts in free play (i.e., music composing) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student played original and existing music using the human ear to evaluate sound/notes/tempo.
- Student's youngest sibling chose to conduct online research for best moist vanilla cake recipe to bake from scratch. Sibling measured ingredients, mixed as necessary and baked 2 layers of moist vanilla cake. Sibling learned how to remove cooled cakes from pans without sticking and chose to ice the layers as well as decorate the finished multi-layer cake.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music. Student chose to research existing songs online using sheet music found to play chosen songs on either the piano or guitar.
- Student continued to have the opportunity to pursue their own musical interests with online Zoom piano/guitar practice and lessons.
- Student's instructor stated online lessons would remain in place and he would inform guide of in person options as pandemic information and the studio's choices continued. Student

stated they currently prefer online lessons.

ART

- Student continued to use music to create art.

ENRICHMENT

- Group participation in observing youngest sibling research online recipes; print out chosen recipe; gather ingredients, measure & mix before baking 2 round layers for the cake. Sibling waited for layers to cool, removed from pans, and, upon complete cooling, iced/decorated a 2 layer vanilla cake. Group chose to taste test the cake providing enthusiastic feedback to youngest sibling.

7/8/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, road signs, GPS, Costco products/prices/café menu).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with Costco staff and shoppers).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, calculating total of Costco purchases, distance, speed limits, mph, inches/feet).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group calculated money saved versus products desired at Costco.
- Student continued to use mathematical concepts in free play (i.e., games with coins/monies, levels/points) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to determine current height/weights of group members and whether these measurements would work for the Costco products with height/weight scales/limitations).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group members each chose window clear seed growing kits with included supplies of dirt disks, seeds for 2 different vegetables, clear planters with window suction cups, and instructions. Each group member prepared the soil by measuring the necessary water into a container, adding the dirt disk for the amount of time recommended before fluffing the ready soil. The instructions told group members at what depth to plant the seeds; how far apart to place the seeds; and when to transfer the seedlings to a larger planter or outdoors. The clear plastic seed container allowed group members to be able to observe the seeds growth into seedlings including the root system, the emergence from the seed pod, and the seedlings travel upwards thru the dirt and above. Each member placed their 2 containers on a chosen window.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and

the world through travel, maps, play and stories. Group traveled to local Costco for first time in over a year.

- Student continued to use maps and other resources to navigate local roads to travel with group to Costco.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Group continued ongoing discussion about nutrition, energy in/energy out, and the impact of movement.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking thru Costco, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.

ENRICHMENT

- Group chose to travel to local Costco. Group did so after brainstorming a list of places each group member would like to go when COVID guidelines from the CDC stated it was safe to travel to indoor public places masked. The youngest group member had Costco at the top of their list. Group traveled to Costco to explore products, honor group member's request, and eat foods from the Costco café.

7/12/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, distance, costs/money, measurement of radon gas).
- Student continued to use measurement in practical situations (i.e., radon manometer portion of fan system that measures the amount of vacuum the fan system is generating).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed radon gas; how to measure it; safe versus unsafe levels for humans; levels read by radon test guide and students' dad conducted; long term impact on human health; and options to correct current levels.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Radon evaluator came to determine levels of radon gas present in basement; discuss options to lower radon levels to safer readings; and install fan system.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor play, swimming, hikes).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with

piano/guitar practice. Guide rescheduled student's music lessons at instructor's request due to conflict in instructor's schedule (i.e., canceled on 7/14 & rescheduled to 7/18).

ENRICHMENT

- Students each agreed to participate in individual meetings with guide to discuss current and upcoming daily schedule for summer and upcoming academic year. Group also individually discussed activities they would each like to participate in now and in future. Group discussion and agreement on first attempt at week's schedule. Group will reevaluate within agreed upon timeframe to determine if best fit for group.
- Student's siblings discussed and created contract with guide to participate in tasks to earn money towards Ipad app resources. Wrote out, read aloud and signed contract.

7/15/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, treadmill manual & screen, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with treadmill delivery people).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, using treadmill touch screen).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., percentages, minutes/seconds, distance, fractions, mph, measurements, angles).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how many laps using the manual screen of the treadmill would equal a mile?).
- Student continued to use mathematical concepts in free play (i.e., running speed measured by treadmill, distance, time) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., used measuring tape to determine length & width of treadmill and possible locations it could be placed in exercise space).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of tools and angles needed to maneuver the treadmill down the basement steps. Group observation, discussion and experimentation with lifting/rolling treadmill; moving treadmill to multiple locations in exercise room; and placing treadmill in ready position to observe how treadmill would look/work at different angles within the given space.
- Group explored library of treadmill workout options noting that workouts can be individual or part of a series; can be on locations throughout the world; and can be offered by a wide range of instructors. Group received 1 year free subscription to IFit with treadmill purchase. In playing a sample workout, group found that information about a location including topics such as history, language, culture, foods, housing, flora & fauna, politics, religion or geography are woven throughout many of the workouts along with gorgeous footage of the global locations. Opportunities to learn terms in the local language spoken are also offered for each location with the instructor, Tommy Rivs.

- Student's youngest sibling found a bug in the house. Group was uncertain of identity and chose to take picture in an attempt to conduct online research and possibly narrow down what insect it is. Sibling released insect outside and group searched up possibilities on guide's phone.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group found that their same day delivered treadmill offers workouts on locations around the globe with interesting footage, stories, history, culture, etc. for each location.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group listened to a little of the history described during the treadmill workouts.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussed treadmill safety and guidelines to follow.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the fitness instructor known as Tommy Rivs who had been diagnosed with a rare and very aggressive cancer in July 2020. Group discussed healing process and instructor's current status.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, walking, swimming).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to practice piano playing existing songs they have memorized or had found sheet music for on Ipad apps/websites.

ENRICHMENT

- Family researched, discussed, ordered and scheduled a treadmill delivery for same day. The delivery people brought treadmill in box, removed packing materials, carried to specified area for placement, set it up and confirmed it was working. Student observed this process and joined in group experiments with treadmill including first attempts to put to use. Student chose to walk/run a self-created workout after observing other siblings also initiate a manual start run. Student demonstrated speed and the ability to remain on the treadmill despite its increasing belt speed.

7/16/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music, music books, Zoom app, Kiwi Camp Crate instruction books/book/magazine).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., music notes/tempo/metronome; fractions, time, addition/subtraction, calendar, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., what fraction equates what musical note?).
- Student continued to use mathematical concepts in free play (i.e., slime, kinetic sand, bath bomb step by step making kit) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., to make own meal) and other practical situations (i.e., with Kiwi Camp Crates; to observe and track ferret growth).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to research ferret care and training. Student described their online research around behaviors/reasons for with the group. Student conducted online search for appropriate ferret harnesses in order to permit ferrets more freedom to safely roam or play especially outdoors.
- Group members experimented with their Kiwi Camp Crates. Student chose to attempt Animal Bath Bomb Kit transitioning to play with mixing varying amounts of kinetic sand and slime to observe what was created. Student's younger sibling chose to experiment with both (1) a Marshmallow Vacuum where group members could observe and test out themselves the vacuum's abilities to shrink and expand a marshmallow placed inside it and (2) a Rocket Launcher kit. Student's youngest sibling chose to use a Kiwi Camp Crate to also create Animal Bath Bombs with bath time chemistry.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to monitor safety guidelines for COVID and utilize appropriate safety precautions to protect their community.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing discussion of local, state and federal COVID reactions and protocols as well as agencies such as the CDC's role in the pandemic.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety including the dangers and prevention of fires while cooking on the gas kitchen cooktop as well as microwave safety.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion of nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music; instructor's singing/guitar or piano playing of new music genres and songs; and music apps that offer various existing songs' music to learn.
- Student continued to have the opportunity to pursue their own musical interests with online Zoom guitar and piano practice/lessons.

ART

- Student continued to create art through music.

ENRICHMENT

- Guide researched camp-like options for group and found at home kit options with varying themes. Group reviewed what guide had found and each chose a week's worth of camp kits to try. Group chose to begin Kiwi Camp Crates with student attempting an Animal Bath Bomb kit. Student's younger sibling chose both a Marshmallow Vacuum kit where the pressure within the vacuum can either thin and expand a marshmallow or thicken and shrink a marshmallow using a sealed chamber as well as a Rocket Launcher kit. Sibling completed work with Kiwi Camp Crate and offered demonstrations for the group. Student's youngest sibling also chose an Animal Bath Bomb kit. Each of the group members worked with their Kiwi Camp Crates in close proximity to the other members so each member could both observe their siblings' works and participate in their own hands on attempts at the various final products.

7/23/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music, music books, Zoom app, Kiwi Camp Crate instruction books/book/magazine).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with guitar/piano instructor, listening to sibling read aloud their Kiwi Camp Crates' written materials).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., music notes/tempo/metronome; fractions, time, addition/subtraction, calendar, money, shapes, step by step clock construction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., what fraction equates what musical note?).
- Student continued to use mathematical concepts in free play (i.e., step by step clock making kit) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., to make own meal) and other practical situations (i.e., with Kiwi Camp Crates).
- Student's youngest sibling created their version of "school" area for self, student and student's younger sibling. Student's youngest sibling chose to write out math calculations both in a notebook and on the whiteboard. Student, younger sibling and guide assisted in largest calculations.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student and youngest sibling chose to work on another set of Kiwi Camp Crates. Student chose a step by step Make Your Own Clock kit that involved painting the wooden pieces, putting together the working mechanisms of the clock, setting the clock to the correct time, and letting the work dry before mounting it on a wall. Student's youngest sibling chose a space themed Kiwi Camp Crate that included 3 activities—(1) a Galaxy Bottle where sibling filled a sealable bottle with oil, water, dye, and glitter to resemble the galaxy and provide a

calming option to look at; (2) a Meteor Toss game for sibling to assemble and play; and (3) a Glowing Moon project where sibling used provided supplies to create a miniature model of the moon with glow in the dark white clay and a stand to set it on. Each kit provided a step by step instruction manual, a magazine with age appropriate information about the topic in a fun format, and a book on subject covered. Student's younger sibling observed Kiwi Camp Crate creations asking questions as other siblings worked on their projects.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to monitor safety guidelines for COVID and utilize appropriate safety precautions to protect their community.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing discussion of local, state and federal COVID reactions and protocols as well as agencies such as the CDC's role in the pandemic.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion of nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group chose to do Kiwi Camp Crates outdoors to benefit from the sun's Vitamin D and enjoy the beauty of nature.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music; instructor's singing/guitar or piano playing of new music genres and songs; and music apps that offer various existing songs' music to learn.
- Student continued to have the opportunity to pursue their own musical interests with online Zoom guitar and piano practice/lessons.

ART

- Student continued to create art through music.

7/25/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music; signs/materials/instructions/quotes posted or hanging around Little House, Big Art studio; yard signs supporting politicians, BLM movement, LGBTQIA+ community).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with Little House, Big Art studio staff).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, distance, mph, angles, laser cutting, kilns, terrariums, costs of supplies at art studio, total cost to create art at studio, money, tipping, calculating percentages, percentage of tip & it's use to express satisfaction, shading/perspective/light & shadow, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating total number of art pieces created and total cost in order to keep even between the 3 siblings).
- Student continued to use mathematical concepts in free play (i.e., art) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to determine in inches the height and width of art piece; to determine overall size in square feet of art studio and compare with other residents such as home or previous rental house).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to art studio for the first time utilizing their timed, private art studio appointments where participants and staff are required to wear masks. Group continued to discuss individual and community safety with current COVID statistics in area. Group discussed art, plants, terrariums, soil options, watering protocols, light requirements, art studio cat, paints, LGBTQIA+ safe businesses and other topics with the art studio staff and each other.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled for first time to local area of town previously not explored to participate in private studio time at Little House, Big Art studio.
- Student continued to use maps and GPS to navigate local roads on family trip to Little House, Big Art studio for the first time.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group continued ongoing discussion of Black Lives Matter movement, Black Excellence and Black histories in U.S. and world.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed continuing to research, seek out and support local LGBTQIA+ inclusive businesses.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing discussion around federal current and former federal government officials responses to systemic racism and homophobia.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to art studio; outdoor play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student chose to continue a free hand sketch with their Apple pencil in Procreate app on the way to Little House, Big Art studio. Student chose to show completed original artwork to group.
- Student chose to paint a carved wooden light box with cut outs of a chameleon, a toucan and tropical foliage; create a bracelet with various beads; and paint a paint your own ceramics piece.

ENRICHMENT

- Guide set up a private studio time at Little House, Big Art studio who had begun masked private studio times and take home kits as a response to the pandemic. Group members could create any piece of artwork from the supplies available in the studio with staff cleaning up areas after artists left. Student chose several pieces—a light up box with tropical animal theme laser carved in front; a ceramic piece; a bracelet with chosen beads. Student's younger sibling chose to create a terrarium with guide as well as paint a small treasure box. Student's youngest sibling chose to paint a small paper mâché cupcake box and a ceramic piece.

Student's dad chose to paint a ceramic piece also. Ceramic pieces will be fired in next month and group can travel to pick up when called. Group members also were invited to pick completed ceramic pieces that needed a home off the "please take me" table.

7/28/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selections, games/apps, online research, music, sheet music, Zoom app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, music, conversations with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lesson) and on the computer (i.e., searches, texts, messaging).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, music notes/tempo/metronome, fractions, calendar, days/weeks, schedule, COVID statistics).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., determining what note would fit or sound best in original composition writings).
- Student continued to use mathematical concepts in free play (i.e., music writing and playing) as well as age appropriate math related media.
- Student continued to use measurement practical situations (i.e., height of Zoom camera to include heights of both student, piano and width of guitar).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Continued ongoing discussion and practices during pandemic based on CDC recommendations as well as business operations (i.e., masks required in grocery store).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Continued ongoing discussion around positive, clear communication; listening skills; and comprehension of conversation. Also continued to discuss concept of self-care, mind/body/emotional connection, and attending to individual needs. Group continued to explore appropriate expression of strong emotions as well as methods to decrease frustration and anger.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed current daily schedule; personal hygiene and its significance; and the introduction of agreed upon changes beginning next week (i.e., less structured beginning

to the day, transitioning to more focused preparation to go places in morning with personal hygiene practice, then spend afternoon at home). Group agreed to try this and reevaluate at end of next week.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement, free play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student participated in final summer online Zoom guitar/piano performing existing songs, various genres of music, and an original composition. Student and instructor brainstormed to create goals for timeframe between summer and fall lessons for student to work on.

ART

- Student created art through music.

7/29/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selections, online research, road signs, GPS, weather app, Settler's Cabin Wave Pool website, Target signs/prices/products).
- Student chose to purchase books at Target to begin reading.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, listening, group discussions, online videos).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, online searches).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, reading to recall, autocorrect).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, temperature, wind speed, likelihood of rain percentage, distance, time, addition/subtraction, greater than/less than).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., is this item within student's budget? How much money would remain if this amount was spent?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., budgeting, choosing items for purchase within budget, going through checkout).
- Student continued to use mathematical concepts in free play (i.e., buying items at Target) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group had planned an outing to local wave pool. Group discussed how wave pools work. Group research and discussion of same day's weather. Discussion of forecasted thunderstorms and rain; safety protocols followed by outdoor pools when faced with thunderstorms; and alternate outing options. Group decided upon a trip to local Target to purchase items that fell at or below each individual's budget.
- Student chose to purchase a Smithsonian Plasma Ball where the plasma light inside the sphere responds to touch, music and sound. Student read literature included, demonstrated the ball's reported abilities, and offered group members opportunity for hands on experimentation on their own. Student's younger sibling chose a Build Your Own Bot kit that allowed sibling to put together their own unique bots which could then battle to observe which tools/attributes/speed/weight worked best to overpower the other bot. Student's

youngest sibling chose an LOL Surprise Doll pack with a doll who changed colors depending on the temperature of water exposed to.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community with travel to local Target.
- Student continued to use maps and GPS to navigate local roads on group outing to Target.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety when at an outdoor pool during lighting/thunderstorms.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Group continued to discuss nutrition particularly around food/snack selections at local Target. Discussed moderation, mindful eating and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice. Student worked on goals set by themselves and instructor to work on in between summer and fall music lesson sessions. Student created a second recording of their playing a chosen piano piece; conducted online research to find an image to accompany piece; used a video editing app to import audio recording and their chosen image; and created a video with their audio track playing as their chosen image is displayed on the screen. Student will send finished video to instructor.

ART

- Student continued to use Procreate app to sketch/draw with their Apple pencil.
- Student created a musical video with video editing app and their own piano playing.

7/31/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selections; Urban Air signs/rules, Urban Air sign in screen and waivers).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, listening to Urban Air employees explanations, speaking to extended family, online videos).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, online searches).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, reading to recall, autocorrect).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., height measurements for Urban Air activities; angles, motion/movement, time, money, division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if participants must be __ height and student is ___ inches tall, will student be able to try zipline?; if we have a 2 hour time window to participate at Urban Air and a half hour has passed, how much time do we have left?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., to buy food concessions).
- Student continued to use mathematical concepts in free play as well as age appropriate math related media (i.e., to determine how long until reached destination, music, angles/jumping/climbing).
- Student continued to use measurement in practical situations (i.e., to measure height and whether could participate in Urban Air activities based on size; to determine harness size needed).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group travel for first time to local Urban Air Adventure Park to participate in extended family birthday party. Group observed the zipline course, rock wall climbing area, options for climbing/jumping from various tall obstacles/shapes, obstacle courses, and various types of swings. Group were informed they could not participate on zipline course or in rockwall climbing area because of limitations of party package. Group discussed how they could be respectful of party hosts and how guide could also return with group to try out portions of the trampoline park they could not participate in today. Group agreed with this arrangement and chose to climb through obstacle courses, jump in areas they were permitted to, and play on

the balance beam/foam pit area. Group members read printed signs throughout the adventure park to determine whether their passes covered the activities and the rules associated with each. Group discussed how ropes course worked with balance and safety cord. Group discussed nutrition when choosing food concessions. Group also discussed current status of COVID variant, CDC recommendations and preference to utilize masks in indoor activities.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel to a new community area for Urban Air Adventure Park.
- Student continued to use maps and other resources to navigate roads on local family outing to Urban Air Adventure Park.

CIVICS

- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of masks and COVID response on both a state and federal level.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group safety discussions and learning from Urban Air employees around trampolines, ziplines, rock wall climbing, harnesses, safety cords and appropriate sizing of safety equipment.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussion of nutrition and balance with food concession choices at Urban Air and afterwards.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group exercise and play at Urban Air Adventure Park with trampolines, obstacle courses, swings, and a balance beam/foam pit area.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music. Group listened to new musical selections during travel to home from Urban Air.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student created art through music.
- Student chose to continue a drawing in Procreate app while traveling to/from party.

ENRICHMENT

- Group continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills when discussing benefits and challenges of having different thoughts/actions around COVID than any other extended family member present at cousin's birthday party.
- Group travel to Urban Air Adventure Park, a local trampoline park, for first time to attend a cousin's birthday party. Group discussed the party schedule and departure time needed to arrive on time for the party. Group agreed and followed through on preparing for timely departure. Group members each decided on sock size based on outlines found on floor to measure foot size. Group members verified height requirement for various attractions at the trampoline park. Student and siblings all met necessary height requirements for trampoline areas and obstacle courses. Group also engaged in swings, tube, and slide areas. Group wore masks indoors given current CDC recommendations. Group chose to purchase food at concession stand before leaving the party.

8/1/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., wave pool rules signs, concession stand information, restroom signs, park signs, GPS & road signs, distance markers, current kindle selection, Ipad app written messages/conversations/information).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, Wild Kratts).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, Ipad pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, calculating cost of concessions and budget; calculating cost of Ipad app resources and translating into dollars, time, calendar, age).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if a raft rental at the wave pool is \$5 per raft and we need 3 rafts, how much cash will we need? What will our change be after handing the person a \$20 bill?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., purchases on Ipad apps for characters, resources, leveling up, etc. both with actual dollars and currency within the app or both).
- Student continued to use mathematical concepts in free play (i.e., depth of pool, time it takes to run or swim) as well as age appropriate math related media (i.e., Ipad apps).
- Student continued to use measurement in other practical situations (i.e., depth of pool).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group viewing of Wild Kratts: A Smelly Disaster! episode with information on termites, termites sense of smell, termite diet, termite life cycle and termite predators.
- Student participated in group outing to local area wave pool for first time. Group discussion of wave machine, physics of waves, options for swimming in waves, weather and ways to forecast inclement weather.
- Group observed and discussed individual at wave pool struggling to stay above water and subsequent rescue efforts by lifeguards.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel for first time to community wave pool in local park.
- Student continued to use maps and other resources to navigate roads on local family outing to community wave pool.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Group discussion of pool safety and rules for wave pool.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group noted and discussed snack options available at wave pool concession stand. Continued ongoing discussion of nutrition and nutritional choices.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength with swimming and walking at local area wave pool.

ENRICHMENT

- Student and group traveled to local area wave pool for first time. Group learned and calculated cost of 3 innertube rentals. Group participated in swimming until inclement weather resulted in wave pool closure. Group visited and discussed concession stand options by reading menu. Group also read rules and expectations posted at entrance to pool. Group listened to PA system announcements and left location with closure.

8/3/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, sheet music, video editing app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, how to videos).
- Student chose to research and read through aspects of video editing app then create one of their first longer videos set to music.

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., video editing, seconds/minutes, time, music, fractions, addition/subtraction/multiplication/division, tempo/scales, speed/distance, angles, shapes, geometric designs).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how far did student run on treadmill and at what speed?).
- Student continued to use mathematical concepts in free play (i.e., video editing, art) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., length/width of wood pieces for art projects).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student used video editing app to learn and experiment with matching chosen music to images to organically unfold the story they wanted to tell viewer. Student permitted group to view completed video and other short videos they were working on.
- Group continued to use and learn more about the family's treadmill (i.e., upward/downward slopes, speed, distance in .25 or ¼ mile increments, spoken information about workout locations).
- Student's younger sibling chose to create spray paint artwork which was to resemble the galaxy. Sibling offered group information around black holes and dead stars they had researched in online videos. Group discussed impressions of student's other piece (i.e., appeared to be an unintentional landscape).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group learned more about world geography through use of family treadmill and videos highlighting workout locations history, culture, language, music, fauna, flora, geology and world location.

HISTORY

- Student continued to add to their basic understanding of the history of the world through reading, research, discussion and virtual field trips to workout locations on IFit treadmill training videos.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety including the use of spray paints in artwork and the use of the family treadmill.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed use of aerosol sprays; the chemicals impact on breathing & the brain; and the use of such sprays in well-ventilated locations. Continued ongoing discussion around significance of movement in the human body.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor play, treadmill runs).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music and student's live performances while practicing guitar.
- Student continued to have the opportunity to pursue their own musical interests with guitar practice.

ART

- Student chose to use different colored spray paints, self-created stencils and left over pieces of wood from previous projects.
- Student created art through video editing design with chosen music and images.

8/4/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, silent reading during day on own, online research on creating own slime).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, how to videos).
- Student chose not to accompany group to the local Barnes & Noble bookstore or to the local Rec Center pool.

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, measuring slime ingredients, dates/timeline, time, addition/subtraction/multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to double the slime recipe, student would put in ___ amount of bath foam, ___ saline solution, and ___ drops of food coloring).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student chose not to spend any of their own money at bookstore.
- Student continued to use mathematical concepts in free play (drawing, art) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., making own slime).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to look up how to make your own slime on their Ipad, gather ingredients, and experiment with to create their own slimes. Student showed the rest of the group their creations upon group's return from bookstore.
- Group continued to discuss current COVID recommendations per the CDC. Those group members who chose to go on the same day outings wore masks while indoors.
- Group observed rainbow arching over family home. Group discussed rainbows, how they are

made, and the weather.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group chose to have fruit smoothies to hydrate during the day.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student chose to search their Procreate drawings stating they were going to attempt to recreate their earlier artworks as a means of observing changes in drawing style and artistic progress.

ENRICHMENT

- Student chose not to accompany other group members to either the local bookstore or outdoor pool.

8/5/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., TV captions & titles; current kindle selections; Urban Air signs/rules).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, listening to Urban Air employees explanations, speaking to others, TV, being read to, online videos).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, online searches).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., height measurements for Urban Air activities; angles, motion/movement, time, money, division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if participants must be __ height and student is ___ inches tall, will student be able to try zipline?; if we have a 2 hour time window to participate at Urban Air and a half hour has passed, how much time do we have left?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., to buy food concessions).
- Student continued to use mathematical concepts in free play as well as age appropriate math related media (i.e., to determine how long until reached destination, music, angles/jumping/climbing).
- Student continued to use measurement in practical situations (i.e., to measure height and whether could participate in Urban Air activities based on size; to determine harness size needed).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group travel to Urban Air Adventure Park to participate in zipline course, rock wall climbing, climbing/jumping from various tall obstacles/shapes, obstacle courses, and various types of swings. Student tried jumping from various obstacle heights at different angles with harness/rope that slowed fall speed. Student attempted different speeds on zipline course with different outcomes (i.e., running and jumping from platform equals greater speed on zipline course and greater impact at next platform). Group read printed signs throughout adventure park to determine whether their passes covered the activities and the rules associated with each. Group discussed how ropes course worked with balance and safety cord. Group

discussed nutrition when choosing food concessions. Group also discussed current status of COVID variant, CDC recommendations and preference to utilize mask in indoor activities.

- Group observed an individual with an amputated left leg below the knee on way home from Urban Air Adventure Park. Group discussion of prosthetics, homelessness; universal healthcare vs for profit insurance companies and pharmaceutical companies; and geography/countries with universal healthcare. Student's younger sibling demonstrated empathy (i.e., question posed by student to imagine what it is like to walk distances with 1 leg) and group offered thoughts/feelings in responses.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel to new community area for Urban Air Adventure Park. Group discussion and stories about national and world geography when discussing universal healthcare.
- Student continued to use maps and other resources to navigate roads on local family outing to Urban Air Adventure Park.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Briefly discussed healthcare in U.S. over the years to present day.

CIVICS

- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of masks and COVID response on both a state and federal level.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group safety discussions and learning from Urban Air employees around trampolines, ziplines, rock wall climbing, harnesses, safety cords and appropriate sizing of safety equipment.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussion of nutrition and balance with food concession choices at Urban Air and afterwards.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of amputation, prosthetics, healthcare and community resources.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group exercise and play at Urban Air Adventure Park with trampolines, obstacle courses, swings, ziplines, rock walls, and various heights of obstacles to climb and jump from.

MUSIC

- Student continued to be exposed to a variety of musical styles, through recorded music and attending or performing in live performances. Group listened to new musical selections during travel to home from Urban Air.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student created art through music.

ENRICHMENT

- Group continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills when discussing benefits and challenges of learning through living approach versus traditional learning options.
- Group travel to Urban Air Adventure Park for second time. Timed tickets purchased and waivers signed online the day prior. Group discussed schedule and departure time needed to arrive during ticket window. Group agreed and followed through on preparing for timely departure. Group members each decided on sock size based on outlines found on floor to measure foot size. Group members who met height requirement as measured by metal measuring stick participated on zipline course. Student and siblings all met necessary height requirements for rock wall and various height structures for climbing/jumping off. Group also engaged in obstacle courses, swings, trampolines, and tube/slide area. Group chose to wear masks indoors given current CDC recommendations. Group chose to purchase food at concession stand during break.

8/11/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, pool signs/rules/COVID protocols).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, addition/subtraction/multiplication/division, temperature, money, freezing points).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group found out that outdoor concession stand at the local outdoor pool is not be currently open. Group could purchase items from the vending machine only.
- Student continued to use mathematical concepts in free play (buoyancy, depth, splash perimeter) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to determine depth of various locations in the outdoor pool).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group chose to experiment with dry ice included in their dad's food delivery. Group observed the effects of air at varying speeds on the dry ice vapor or gas form. Student's youngest sibling experimented with the addition of both hot and cold water onto the solid dry ice pieces observing that while the vapor increased, the size of the solid ice piece decreased. Group discussed some properties of dry ice (i.e., it is carbon dioxide in its solid form that passes directly into its gas form when melting; it is so cold that it will cause a burn similar to frostbite if touched; it is different than regular ice). The group attempted to save the dry ice experimenting by placing it overnight in the family's deep freezer. The dry ice was not there when group checked its Ziplock bag the next day.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco,

alcohol and drugs, and the advantages of good nutrition and other health practices. Group chose to return to the local outdoor pool to exercise, play and be outdoors.

- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, active play, swimming).

ENRICHMENT

- Group chose to return to the local outdoor USC Rec Center pool to continue COVID safe, outdoor activities.

8/12/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, Brain Games Sticker By Number: CATS!, Straw Constructor STEM Building Set instructions/suggestions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., wrote name on artwork) and on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., geometric shapes/designs; use of different sizes/colors of building straws with connectors; addition/subtraction, fractions, time, money, video editing app).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine which numbered geometric piece goes where to put together cat artwork).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group received money, they each reviewed online resources available/wanted, and chose to spend their pre-determined budgeted amount on chosen items that were lesser than set amount.
- Student continued to use mathematical concepts in free play (i.e., geometric cat artwork; straw and connector building set) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., group chose to trim and modify straws to create varying sizes of building pieces to be able to create additional shapes/creations).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group worked on geometric cat designs in student's sibling's book, Brain Games Sticker By Number: CATS!, where each sticker piece is numbered, color coded, and shaped to fit into a designated cat puzzle in order to create a geometrical cat art piece. After completing cat art pieces, student chose to return to video editing. Student's younger siblings chose to cut out their cat art pieces to create cat masks. The younger siblings chose to use the family printer to make several copies of each art piece to create additional layered designs; to have additional copies to alter to create a cat dressed in attire for each season; and to share the art pieces with

the rest of the family. Each artist signed their artwork. Student's siblings chose to each take 2 seasons and uniquely modify their cat art pieces to represent chosen seasons with their own designs. For example, student's younger sibling drew a pair of ski goggles and a scarf for their winter cat and drew green vines/leaves to represent a spring cat. Student's youngest sibling chose to draw sunglasses and a sun on their summer cat and red leaves falling around their fall cat. Siblings described the seasons each cat represented and the artwork was placed on the refrigerator.

- Student's younger siblings chose to continue geometric shapes with the Straw Constructor STEM Building Set. The siblings chose to modify the sizes of straws to create additional shapes & designs. Student's younger sibling created flying and space vehicles with the capacity to hover and self-stabilize due to included safety features. Student's youngest sibling chose to create a disco helmet and a microphone to be used for interviews for local news teams.
- Student offered a group viewing of their video creations from the KineMaster app. At group's request student explained how they figured out how to use this video editing app which included watching tutorial videos on the app then conducting online research to better understand unclear concepts mentioned in tutorial videos. As group watched the videos, student described creating the characters themselves as well as the apps needed to layer and import the chosen audio tracks, images and video pieces into the KineMaster app to edit to the final creations.
- Group again conducted various experiments with dry ice that arrived with their dad's food delivery.

GEOGRAPHY

- Student continued to use maps and GPS to navigate local roads to return to USC Rec Center outdoor pool.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active free play, swimming).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music from Google Home device random playlist.

ART

- Student created geometric Siamese cat art piece with numbered, color coded geometric puzzle pieces that placed correctly turn into a unique cat artwork.
- Student created video art pieces with video editing app.

ENRICHMENT

- Student continued to explore their interest in online video editing. Student has a growing library of short and long original edited videos with music and/or sound tracks; original drawn images; and existing online images and video clips carefully constructed to elicit an emotional response from the viewer while telling a story.

8/15/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, online slime recipes).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., guided instructions to assemble new larger rabbit hutches; time, angles, shapes, perspective, proportions, fractions, torque).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how to assemble rabbit hutches with given materials).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to calculate money saved vs money spent on online resources.
- Student continued to use mathematical concepts in free play (i.e., assembling rabbit hutches; slime) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., slime making, rabbit hutch assembly).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to research online slime recipes; gather and mix ingredients; and create various consistencies and colors of slime.
- Student's siblings, dad and guide worked together using written instructions, materials provided, and power tools to assemble 2 newly arrived large rabbit hutches for each of the family's rabbits. Rabbit materials were moved to new assembled hutches. Group discussed rabbit care, average lifespans, nutrition, and unrestricted rabbit movement versus living in a hutch.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety including power tool safety.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play, hutch assembly, playing with rabbits and ferrets).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student created own original slimes.

ENRICHMENT

- Student offered to share slimes with group and assist others in creating their own. Group members chose to mix playdohs, sands, and existing slime with newly formed slimes to experiment with consistency, color and textures.

8/17/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, road signs, GPS, Michael's Craft Store signs/prices/products, craft directions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., direction, time, step by step craft directions, timers, minutes/hours, addition/subtraction/multiplication/division, fractions, measuring).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate amount of ingredients to add).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to discuss budgets, money saved, money spent and options for buying their own craft supplies.
- Student continued to use mathematical concepts in free play (i.e., angles/perspective/proportion with drawing or sculpting) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., height/width of craft supplies, resin ingredients).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group travel to local craft store resulted in purchase of several arts and crafts supplies. Student chose acrylic paints, brushes, a wooden treasure box, a blank plastic mask and white modeling clay to create a sea themed art piece and their own unique mask. Student came up with the idea of using aluminum foil to create a base model to layer the molding clay over top. Student chose to measure, mix and create with their existing resin supplies in order to add a wet water appearance to the sea piece. As each piece was hardening student would work on an additional sculpting piece. Student's younger sibling chose a Crystal Aquarium where they could measure out the included materials, place inside included aquarium,

measure out water, add water and watch different colored crystals grow. Student's youngest sibling chose a Plush Craft kit where pre-cut out fabric pieces of different colors are poked/punched into a provided stuffed animal. Student had completed several Plush Craft kits and was able to offer pointers to youngest sibling.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed upcoming road trip travel from Pgh, PA to Chincoteague Island, VA. Google maps allowed group to observe possible routes to take.
- Student continued to use maps and other resources to navigate local roads on trip to Michael's Craft Store.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed use of human figure in art such as student's blank mask, a small wooden posable wooden figure at craft store or the human models guide described drawing in college art class.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, exploring craft store).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student used resin supplies, paints, a small wooden treasure box and modeling clay or foam to begin creating conceptualized art piece (i.e., octopus arms emerging from treasure box using resin and paints to create realistic wet sea look).
- Student used a purchased blank mask as a foundation to layer sculpted model foam/clay and create their own unique original mask. Student let layers completed dry and harden so they can be added to and painted.
- Student sculpted a realistic rose and placed it on top of their terrarium cloche lid to dry/decorate.
- Group discussed use of human figure in art such as student's blank mask, a small wooden posable wooden figure at craft store or the human models guide described drawing in college art class.

ENRICHMENT

- Group traveled to a local Michael's Crafts Store to purchase arts and crafts supplies to work

on now and to take in the car for road trip to Chincoteague Island for student's younger sibling's birthday travel. Group spent afternoon crafting with supplies purchased for immediate use.

8/23/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to do list) and on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., calendar, time; getting ready for trip with # of outfits to match days, etc.).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if group is going for ___ days, how many outfits, pjs, books, etc. will student need?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group discussed money available for students to spend for upcoming vacation.
- Student continued to use measurement in practical situations (i.e., clothing sizes, shoe sizes).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed weather, terrain, camping and activities available at upcoming travel spot as well as appropriate clothing options, foot wear, accessories and hygiene products to pack.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group asked again for most likely route to reach Chincoteague Island, VA.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed growth of students and need for different sizes of clothing/foot wear.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination

and strength (i.e., walking, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student continued to work on their original mask adding see through eye hole covers so their eyes would not be visible.

ENRICHMENT

- Student and guide remained at home to prepare for student's younger sibling's birthday celebration and family's departure in 3 days to Chincoteague Island, VA. Student's younger siblings and dad traveled to local USC Rec Center to swim in outdoor pool.

8/24/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, road signs, GPS, Miniature Golf course with friend, CDC guidelines/recommendations).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., direction, time, addition/subtraction/multiplication/division, distance, calculating variations of golf swing speed and pressure to get ball into hole, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate cost of food items and golf while with friend).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Guide gave student money to use for food, beverages and anything else while with friend.
- Student continued to use mathematical concepts in free play (i.e., angles/perspective/proportion with drawing or sculpting) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., golf club fit, beverage size).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Continued ongoing group discussion around COVID statistics, CDC guidelines/recommendations, and safety practices for family (i.e., masked indoors, vaccinations in all able ages). Student was fully vaccinated and felt comfortable visiting with their friend and doing outdoor activities. Friend's mom checked in on option of outdoor miniature golf in area. Student and family felt comfortable with this activity.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and

the world through travel, maps, play and stories. Group continued to discuss upcoming trip to Chincoteague Island, VA. Student's friend's mom informed guide and student of their experiences there and accommodation choices.

- Student continued to use maps and other resources to navigate local roads to drop student off at their friend's home.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student described experience of increased movement when playing or around friend.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., friend's trampoline, dog walking with friend, miniature golf with friend).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student continued to observe their original created mask piece. Student requested guide order a sealant that would protect and maintain paints student put on mask.

ENRICHMENT

- Student spent afternoon with close friend at friend's home and at outdoor miniature golf course. Friend's mom let guide and student know that they make an annual trip to Chincoteague Island, VA and actually stay in the same campground student's family will be staying.

8/26/2021-8/29/2021

Birthday trip to Chincoteague Island/Assateague Island in VA & Maryland

Group traveled to Chincoteague Island, VA to stay at the Chincoteague KOA campground to celebrate student's younger sibling's 10th birthday. Sibling chose to travel on family weekend trip to celebrate their birthday rather than host a party at a chosen venue. Sibling chose the destination of Chincoteague Island with its beaches, camping options, and drivable distance from home. Group drove from Pittsburgh, PA on Thursday, August 26th to arrive at Chincoteague Island, VA that evening. Group stayed at the KOA campgrounds.

Sibling chose to request donations from extended family to be made to Partners In Health, an organization that offers health care to all ages who would otherwise not have access to it. Sibling stated this is particularly significant due to the current pandemic. Siblings all exchanged gifts (i.e., birthday gifts to student's younger sibling and sibling's gifts to student and youngest sibling) and guide/group's dad also gave sibling their birthday presents prior to departure per sibling's request.

Activities during travel included such things as: noting each state the group traveled through; learning about highways, interstates, and toll roads; camping in an upgraded little house on the Chincoteague Island KOA campground; going to a local waterpark within walking distance from the campgrounds; traveling to both Chincoteague Island beach and Assateague Island beach to swim in the Atlantic Ocean, explore observable wildlife, aquatic life forms, and search for seashells to add to the family collection; discuss ocean safety, tides, and rip currents; observe a local kite festival on the beach; try out foods in the area; get to observe the Chincoteague and Assateague wild horses, learn about their history and the different ways each herd is cared for; and travel for the first time since 2017.

8/30/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, video editing app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music, conversation with dog breeder, listening to others announce what they had learned about French Bulldogs in their online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, searches).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., height/weight of French Bulldogs, time, calendar, ages, money, addition/subtraction/multiplication/division, fractions).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate student's age as puppy ages, when Neo is ___ age, how old will student be? What age will student be able to get their own puppy?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student's younger sibling chose to earn money by completing designated jobs around the family home. Sibling then added up total and chose to divide it equally between the 3 students to use on upcoming update on favorite online game.
- Student continued to use mathematical concepts in free play (i.e., video editing) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to measure puppy's height and weight; to fit puppy for collar).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group received a surprise same day delivery of a male French Bulldog puppy. Group discussion with dog breeder who hand delivered puppy to family home. Group took turns holding new puppy named Neo—meaning new in Greek; gift in African; and sound & cherry blossom in Japanese. Group chose to have student go first because it was their birthday weekend. Group excitedly discussed common characteristics of French Bulldogs, puppy care, nutrition, crate training, estimated height/weight of breed, and any other questions group brought up.

- Student chose to participate in care and handling of new puppy and asked to babysit whenever needed.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Guide told story of where Neo was born (i.e., North Carolina), how he traveled to Pennsylvania, and how he stayed at local breeder's house until family was back from traveling.

HEALTH & PHYSIOLOGY

- Student continued to learn about the human body, at a level appropriate for their age and ability. Given current COVID recommendations/guidelines family and dog breeder chose to wear masks inside family home.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

ART

- Student chose to create and edit a video in the KineMaster app with original drawings imported from their Procreate app.

ENRICHMENT

- Group received new French Bulldog puppy first day back from Chincoteague Island trip. The local dog breeder offered to maintain the surprise by hand delivering the puppy to family's home. Group spent the day holding, playing with and caring for the new puppy, Neo.
- Student's youngest sibling chose to create a report in Pages app about Neo and a French Bulldog book in their Procreate app. Student looked at sibling's work in progress.
- Student chose to show the group a video they had created/edited with drawings in their Procreate app.
- Student's younger sibling chose to focus on upcoming update in Genshin Impact app, the new resources included in the update, and the money student would like to earn for these new resources. Sibling chose to work towards that financial goal by completing designated jobs around the family home. They then chose to total the amount earned and divide that between the 3 siblings so that each would begin the update with the same resources.

9/1/2021-9/6/2021

Group revisited Learning Goals from previous year as well as Learning Goals 2021-2022 (see Learning Goals 2021-2022 Fall). Each member met with guide individually to review previous year's learning goals, transfer any chosen remaining learning goals from 2020-2021 year, discuss 2021-2022 year, brainstorm options/interests, and conceptualize learning goals for this learning year. Members each requested a follow up individual meeting to give them more time to brainstorm ideas in the time between the meetings.

Guide attended puppy orientation individually at local dog training/boarding organization, Misty Pines. Guide gathered information provided verbally and in written format at the presentation and reviewed with group upon return home. All group members requested to attend puppy training classes with guide. Guide will set up online and inform group of dates/times. Group also expressed interest in attending puppy's veterinary appointments with guide.

Group prepared for this month's family travel to the Outer Banks, NC. Guide followed up on activities requiring reservation and each group member agreed they would like to try a Jeep Wild Horse Tour and Kitty Hawk Hang Gliding.

Group requested ongoing discussion around finances and budget. Student's younger sibling asked guide to explore option of personal credit cards for group members for increased autonomy with their purchases, saving and financial monitoring. Student added information from best friend who already has their own credit card. Guide and group's dad will research options and group will meet to discuss.

9/6/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, video editing app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging, texting, searches, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., angles, perspective, proportions, fractions, money, savings/checking accounts, how banking works, check books, credit cards, calendar, travel dates for Fall 2022, music/notes/tempo/metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate personal finances).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued weekly receipt of money for savings/spending at their discretion. Guide and group members' dad continued research into personal credit card options.
- Student continued to use mathematical concepts in free play (art, video editing, creating edible creations) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., student melted different amounts of sugar, flattened, rolled out and created spiral candies) and other practical situations.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student's younger sibling chose to spend a birthday Target gift card on a Jurassic World Velociraptor mask. Group viewed mask both before and after sibling modified with paint. Group discussed dinosaurs; velociraptors according to online science websites versus movie presentations of said dinosaurs; and the changes in science over the course of guide's lifetime as well as group members' lifetimes regarding dinosaurs. Group continued ongoing discussion about the study of science, as a method for increasing knowledge and stating theories based on current knowledge with the caveat that this may or will change with further information/study.
- Student chose to experiment with butter, sugar and melting points while attempting to make

sugar a malleable solid that could be molded into different shapes for candies. Student chose to present end results to group who taste tested the spiral shaped candies.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the history of Labor Day in the U.S. and its celebration of labor forces the first Monday of each September in the U.S.

CIVICS

- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed how Labor Day became a national holiday as of 1894.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around how movement feels in the body.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice. Student's Fall 2021 guitar and piano lessons will begin this week.

ART

- Student continued to use the Procreate app to draw and modify original as well as existing images.

9/7/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, Ipad app written messages/conversations/information, online games, online research, video editing app, family doctor's office literature, videos, written information, road signs, GPS, veterinarian signs/literature/models/cost).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, group discussion, online discussions, Ipad apps, online videos, music, discussions with doctor's office staff, discussion with vet staff).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., on artwork) and on the computer (i.e., messaging, texting, searches, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, reading to recall, group discussions).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, miles, metric conversions, time, money, heart rate, scale for puppy).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued weekly receipt of money for savings/spending at their discretion. Guide and group members' dad continued research into personal credit card options.
- Student continued to use mathematical concepts in free play (i.e., Procreate app, video editing app) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size of flu nasal mist, gauge of needles, height/weight of puppy).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to family doctor's office for flu shots (i.e., guide) and nasal mists (i.e., students). Group discussed medical topics displayed on doctor's office TV, wall screens, and written pamphlets.
- New puppy, Neo, had first veterinary appointment for well check and vaccinations. Group discussed timeline for puppy vaccinations as listed on the AKC website. Student and guide took Neo to first vet visit with current provider. Group discussed what took place at appointment; height & weight of puppy; Neo's reactions to his vaccinations and being chipped; and Neo's next appointment.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed Pittsburgh roads and driving patterns as well as driving in London or the Netherlands where students' dad had traveled.
- Student continued to use maps and other resources to navigate local roads when traveling to family doctor's office and veterinarian's office with guide.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued to discuss nutrition, alcohol and drugs particularly the impact these can have on human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion around vaccinations, students' history with, and how vaccinations work.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student continued to use music to create art.

ENRICHMENT

- Group traveled to family doctor's office to receive flu shot (i.e., guide) and flu nasal mists (i.e., students).
- Student chose to accompany guide to veterinarian's office for new puppy's first visit. Discussed various models of dog and cat anatomy around office; pamphlets and written literature/signs; and common initial care for puppies. Student was able to observe the well check exam, measuring of new puppy, and chipping/vaccinations for puppy.

9/8/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music, music books, Zoom app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, conversations with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., music notes/tempo/metronome; fractions, time, addition/subtraction, calendar, money, shapes, step by step clock construction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., what fraction equates what musical note?).
- Student continued to use mathematical concepts in free play (i.e., to create original composition on piano) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., to make own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student continued to experiment with sound, tempo and musical notes to combine for original composition on the piano.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to monitor safety guidelines for COVID and utilize appropriate safety precautions to protect their community.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing discussion of local, state and federal COVID reactions and protocols as well as agencies such as the CDC's role in the pandemic.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco,

alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion of nutrition and movement.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed everyone's growth spurts over last year and differences in heights, weights, and clothing/shoe sizes.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music; instructor's singing/guitar or piano playing of new music genres and songs; and music apps that offer various existing songs' music to learn.
- Student continued to have the opportunity to pursue their own musical interests with online Zoom guitar and piano practice/lessons. Student stated they preferred online lessons at this time. Instructor and student reviewed goals set at last summer lesson and brainstormed goals for Fall 2021 semester.

ART

- Student continued to create art through music.
- Student continued to use digital options to draw original artwork as well as create and edit their own videos.
- Student also continued to use air drying foam to create original pieces of artwork.

9/9/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music, chocolate chip recipes).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, convection versus baking, timers, fractions, division, music/tempo/notes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to follow and double chocolate chip cookie recipe).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., cooking and experimenting with different measures of ingredients) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., chocolate chip cookies).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group participated in baking experiments with various treats.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, particularly in terms of cooking with the oven or stovetop.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued

ongoing discussions around health, nutrition, moderation, mindfulness when eating, and movement.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed students' dad's next day procedure to which group would be driving him. Group discussed sedation during procedures, the procedure itself, human anatomy, the professionals who would be present, the schedule for next day, as well as the importance of rest and recovery.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano/guitar practice.

ART

- Student continued to use digital options to draw original artwork as well as create and edit their own videos.
- Student also continued to use air drying foam to create original pieces of artwork.

ENRICHMENT

- Group prepared to participate in transportation and recovery of students' dad's next day medical procedure. Group discussed current CDC recommendations and guidelines as well as the outpatient procedure requirements. All group members and students' dad would be masked as would the medical staff.

9/10/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research/book research, sheet music, medical facility signs/posters/literature).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., temperature, distance, time; seconds/minutes/hours/days/weeks/years; inches versus millimeters).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if dad's procedure starts at ___ p.m. and it is supposed to take ___ time with recovery included, when will dad most likely be done?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., games/apps) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., inches versus millimeters).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed students' dad's same day medical procedure; human anatomy and different surgical procedures depending on location; the digestive process and human elimination; and genetics and potential medical issues with a high genetic correlation.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group transported students' dad to same day

medical procedure in area of community they had not previously traveled to.

- Student continued to use maps and other resources to navigate local roads to transport students' dad to same day outpatient medical facility.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group transported students' dad to his same day medical procedure. Group continued their discussion of dad's procedure; the reasons for and potential outcomes; the prep and post-procedure expectations; and a proactive approach to health and wellbeing.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.

ART

- Student continued to use digital options to draw original artwork as well as create and edit their own videos.
- Student also continued to use air drying foam to create original pieces of artwork. Student created foam horns to wear affixed to their forehead. Student will paint in over next 24 hours after shapes dry.

ENRICHMENT

- Group participated in transportation and assistance with recovery for students' dad's same day medical procedure. Group discussed current CDC recommendations and guidelines as well as the outpatient procedure requirements. All group members and students' dad masked as would the medical staff. Group transported dad home after procedure and assisted him in resting and putting together his chosen post-op meal.

9/12/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music; road signs, GPS, clock, Little House, Big Art studio signs, quotes, artwork, materials, prices, posters/stickers).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks; conversation and learning from Little House, Big Art studio staff; conversations with Fetch Dog Sitter, Maria and her family).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., on artwork) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, distance, money, prices, percentages, portions, levels, size, addition/subtraction/multiplication/division, fractions, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if ___ amount is budgeted for art materials, what other materials can student use to keep their purchases less than that amount?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., # of layers of paint, assembling terrarium) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., items to fit in size of chosen terrariums; size of materials).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group each created a terrarium with chosen items from the materials provided at Little House, Big Art studio. The staff member took the time to explain the process and order of putting soil, gravel, a coffee filter, various organic materials, and chosen plants when

creating a terrarium. Group discussed plant care, best locations for plants in family home, diffused light versus direct light, and the different materials available to decorate the terrariums.

- Student and guide conducted a consultation experiment with the Fetch Dog Sitter, Maria, her family and 2 Beagles for Neo, family's new French Bulldog puppy. Neo was too young to stay at ongoing dog boarding facility. Guide conducted research, online phone interviews, and was meeting for a same day in person meet/greet. Student asked to accompany guide and Neo. Those present discussed Neo's current daily schedule, ongoing care, supplies and observed how Neo and the sitter's family dogs interacted. Neo seemed to enjoy playing with the 2 Beagles and seemed to fit into the dogs' existing dynamics. One beagle chose to play and one chose to investigate Neo before returning to lay on outdoor furniture. Maria, the primary sitter, asked questions about Neo and his care stating they would be happy to replicate guide's responses at their home. A drop off time of Friday, September 17th, was agreed upon. Guide will return with Neo and his supplies on the 17th. Student requested to come with guide for drop off and pick up upon return.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to Little House, Big Art studio for the second time. Student and guide traveled to a Fetch Dog Sitter's home for a first time meet and greet between family's puppy and sitter's 2 Beagles.
- Student continued to use maps and other resources to navigate local roads on a family outing to Little House, Big Art studio as well as an individual trip with guide and puppy to pet sitter's home.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion around addiction, drugs, alcohol and treatment options.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, participating at art studio).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student chose to paint a bendable wooden lizard figure and create a terrarium with the materials provided by the studio.
- Student chose to continue digital drawing on Procreate app on way to and from studio experience.

ENRICHMENT

- Group returned to Little House, Big Art studio at a prescheduled private studio time. Group members chose to create an assortment of different sized and shaped terrariums with the glass containers; small succulents, ferns and ivy plants; soil, sands, tiny toys, natural woods items (i.e., sticks, wood discs, rocks, moss, shells, sea glass chips, etc.), and nonorganic items (i.e., glitter, gems, etc.) available at the studio. Materials were placed all around the studio to choose from and group members explored reading quotes, signs, and prices for materials. Group members experimented with paints and wooden animal figures; original ceramic pieces created by the studio owner that artists can purchase and paint; and paper mâché figures, wooden 2D shapes, and paints. Group held ongoing conversation with studio staff and interacted with the studio cat. Group continued ongoing discussion on payment for services and tipping at different percentages as guide paid. Group discussed their thoughts on the experience while driving home and observing another area of the city that was previously unfamiliar to the group.
- Student and guide conducted a consultation experiment with the Fetch Dog Sitter, Maria, her family and 2 Beagles for Neo, family's new French Bulldog puppy. Neo was too young to stay at ongoing dog boarding facility. Guide conducted research, online phone interviews, and was meeting for a same day in person meet/greet. Student asked to accompany guide and Neo. Those present discussed Neo's current daily schedule, ongoing care, supplies and observed how Neo and the sitter's family dogs interacted. Neo seemed to enjoy playing with the 2 Beagles and seemed to fit into the dogs' existing dynamics. One beagle chose to play and one chose to investigate Neo before returning to lay on outdoor furniture. Maria, the primary sitter, asked questions about Neo and his care stating they would be happy to replicate guide's responses at their home. A drop off time of Friday, September 17th, was agreed upon. Guide will return with Neo and his supplies on the 17th. Student requested to come with guide for drop off and pick up upon return.

9/14/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, angles, percentages, money, distance, estimated drive time to NC, puppy age/height/weight).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., ways to divide up driving time from PA to NC).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Group continued to discuss personal finances and ongoing discussion of what the budget would be for the students during family travel.
- Student continued to use mathematical concepts in free play (i.e., digital drawing, video editing) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own meal while guide and siblings at Target) and other practical situations (i.e., suitcase versus items to put inside).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student continued to use computer science to create and edit original drawings or images, existing images, audio tracks and video splices to create original videos of their own.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss current COVID safety recommendations and responses locally, statewide and in North Carolina. Group discussed their own roles in continuing to participate in keeping fellow community members safe as well as themselves.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed which government officials were leading COVID guidelines and safety recommendations.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion around the significance of movement.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music in student's playlists as well as in searches of YouTube and Apple music.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student continued to use Procreate app and KineMaster app to create drawings and videos.

ENRICHMENT

- Student chose to remain at home with their dad working from home office while guide traveled with younger siblings to Target for remainder of trip supplies needed. Student was able/willing to pet sit new puppy while guide was gone. Student was also able to begin packing for upcoming family travel to the Outer Banks, NC.

9/15/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., on artwork) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, addition/subtraction, time, calendar, ferrets' height/weight/ages, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., continued to use math to prepare for upcoming travel).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., Procreate app, KineMaster video editing app) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own lunch) and other practical situations (i.e., ferrets' height/weight/ages).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Guide and student's youngest sibling took family's 2 ferrets to their first veterinary appointment at a new veterinarian, Robinson Vet Hospital or The Gentle Vets. Guide and student's youngest sibling were able to talk to the vet who specializes in exotic pets and ferrets for best care practices and diet/nutrition as well as scent issues, vaccination schedules and observable behaviors where vet care is recommended. Guide found out their research on vaccinations and vaccination schedules for ferrets were incorrect. Vet informed guide and

sibling that ferrets are no longer given distemper vaccines but do require rabies vaccines. This would be the ferrets only required trip for a well check and vaccines until next year at an annual visit. Student's youngest sibling was able to independently voice concerns and questions to the vet. Guide and sibling reported back to group upon return home.

- Student continued use of digital drawing and video editing.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued ongoing discussion on vaccinations for humans and animals. Students asked questions around rabies, rabies carriers, presenting symptoms, and options for treatment if a human comes into contact with a rabid animal.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano and guitar practice. Same day music lessons were canceled.

ART

- Student continued to use Procreate app and KineMaster app to create original drawings and original edited videos.

ENRICHMENT

- Student's youngest sibling and guide traveled to a new veterinarian who specialized in exotic animals and ferret care. Student chose to attend the next appointment ferrets would have based on guide's research into ferret vaccination schedules. Guide and sibling shared results of well check and vaccinations with group upon return. Student will be able to attend ferrets' annual well check in September 2022. Student's younger sibling reported no desire to attend ferret appointments.

9/17/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, books selected for trip, online games/apps, road signs, GPS).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks, conversation with pet sitter and their family).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., on artwork) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., organization based on height/width/weight of travel items in storage areas of family vehicle; addition/subtraction/multiplication/division, time, distance, COVID stats, temperatures).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., travel calculations).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc. Group finalized budgets for upcoming travel.
- Student continued to use mathematical concepts in free play (i.e., video editing) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., to create snacks for next day travel) and other practical situations (i.e., organize vehicle with all travel items within dimensions available).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussed weather and conducted online research to view travel dates' weather forecast in the Outer Banks, NC. Group compared with local predicted weather. Group asked questions about hurricanes, common storm season in NC, and safety procedures if ever in a hurricane.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group prepared for next day NC travel.
- Student continued to use maps and other resources to navigate local roads on return trip to drop off family puppy, Neo, and his supplies at pet sitter's home.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around movement, nutrition and upcoming travel. Group brainstormed options for movement when on an extensive car ride (i.e., frequent stops to walk around, visit bathroom if needed, purchase or eat snacks, etc.)
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed concerns elderly or pregnant individuals might have with long travel that requires sitting.
- Student's younger sibling traveled to a same day well check at the family doctor's office. Group revisited ongoing discussions of human development, vaccination schedules, and current doctor's well check process.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music. Student reported having a music playlist they could listen to for a large portion of the driving trip.
- Student continued to have the opportunity to pursue their own musical interests with piano/guitar practice. Student will resume guitar and piano lessons on Wednesday, September 29th.

ART

- Student continued to use their Procreate app and KineMaster app to create original drawings and original edited videos.

ENRICHMENT

- Student traveled to family puppy's pet sitter's house to drop off Neo and his supplies prior to leaving for next day NC car travel. Guide and student discussed sadness around leaving young puppy. Student also expanded on life experiences that do or do not elicit strong feelings for them. Student expressed thoughts on death and potential options for an afterlife. Discussed ways to increase lifespan (i.e., nutrition, movement, exercise, lower stress levels, find what brings joy).

9/18/2021-9/24/2021

Family travel to Outer Banks, NC

Family left for road trip to the Outer Banks in North Carolina on September 18, 2021. Group discussed the 8 hours of travel time to Outer Banks and whether group members would prefer 1 day of driving or two with a motel stay. Majority of group members chose to follow 2 day driving schedule dividing up time equally (4.5 hours over 2 day period). Group discussed distance, speed, time, tolls, cost of eating, and other arithmetic topics over course of the trip. Group drove from PA to WV to MD to VA bypassing Washington DC. Group then traveled from VA to their final destination to an Airbnb house on Kitty Hawk Beach in the Outer Banks, NC. In the last leg of their journey, the group traveled for the first time through a tunnel that went under the ocean. Group was able to see dolphins jumping and swimming in the ocean as road trip continued over bridges built to travel over the ocean. Group members faced several fears and demonstrated great bravery throughout the trip (i.e., crossing bridges, tunnel under the ocean, hand gliding). Group members practiced coping skills throughout trip. Group members chose to journal and sketch things they saw along the way on the road trip. A box of surprise activities, crafts and fidgets were provided in the car to play with and explore.

Group discussed, explored and experienced with their senses the Atlantic ocean, beach sand, various sizes/shapes of shells, and the varying weather in this location (i.e., storm prior week, slight rain current week, results of as viewed by what was on beach). The group had conducted online research around ocean safety, rip currents, and ways to escape rip currents (i.e., swim diagonal to shoreline) prior to swimming. Group was able to discuss further with a park ranger monitoring the beaches. Group discussed with ranger how to recognize rip currents; flags flown on the beach who are displayed by local fire and ocean rescue group who patrol beaches as well as the meaning of a red flag which advises the public not to swim. Group explored the rental home and discussed rules for that house versus family guidelines followed at home. Group also paused to notice how each member's physical body and emotional wellbeing felt after the long 2 day car trip. Group brainstormed ways to expel strong emotions appropriate and options for personal space in rental house.

Group was able to cook their own meals at the rental house (i.e., measuring, time, boil point, nutrition, try new things to eat, order groceries, etc.) Students chose to spend each day conducting online research on topics of interest or aspects of the trip they wanted to learn more about. Group members also used technology to read, draw, create art, conduct video editing or play a game during down time on the trip.

Group members were able to consider their personal budgets and whether they would like to spend their earned monies on additional items while traveling. Students chose when to spend and when to save their personal finances.

Group focused on the beach almost every day. Guide introduced the idea of body boards with a surprise board for each student. Students also chose to build sand moats, trenches, and large holes in the sand. Students were able to experiment and search for sea creatures, shells and strata in the sand. Group members found crabs and fish; observed many species of birds; and found a

range of sizes and different shapes of sea shells. Group discussed and researched the creatures who may have inhabited the shells prior to them arriving on the beach or where the waves break on the shore. Group discussed waves forming and breaking on the shore; the tide and high tide or low tide; sand formation and erosion; methods to minimize erosion; and common weather systems for the current time of year and for the location. Group chose to exercise and increase learning around swimming, body boarding, beach walks, running on the beach, hiking sand dunes, shell searches, hang gliding, throwing airplane devices, and flying kites.

Group was able observe the full moon while at Kitty Hawk Beach on Monday, September 20. Group took a walk, ran and swam at the beach and continued their sea shell search.

On September 21st, the group first watched the hang gliding prep video provided by Kitty Hawk Kites YouTube channel at home. This was a requirement before class and hang gliding. Upon arrival at Kitty Hawk Kites location an instructor provided an intro class to the group and others hang gliding that day that included rules/regulations from a park ranger for the dunes at Jockey Ridge State Park in Nags Head, NC where gliding would take place as well as a history of the invention of a glider, its connection to NASA, the history of Kitty Hawk Kites, how to fly a hang glider, and hands on practice with a smaller model glider. The group was then instructed to obtain their safety equipment and begin the hike to Jockey dunes to begin the adventure. Student's younger siblings requested to go first after reconsidering participating or not. The participants were sorted into groups each group was able to rotate thru each person's multiple turns. Instructors discussed wind speed, angle of the glider, speed and height most common with flying on the dunes, and the weather's impact on flights. Group members explored the dunes between turns and remained hydrated with the drinks/fruit group brought. After everyone had rotated through their turns, everyone hiked back to the Kitty Hawk Kites store and snack area. The group provided positive feedback around the experience requesting to repeat the experience in the future. Group members chose plane gliders and kites to purchase as souvenirs then also bought snacks.

Group members chose to fly their kites and plane glider when everyone returned to the rental home that evening. Group also searched yard of house for additional shells and beach debris.

Beach days with more body boarding, swimming, and exploring continued as much as possible throughout trip. On September 23rd, the group participated in a Jeep Wild Horse Tour where the group was able to drive their own Jeep on the beaches and off road portions of the Outer Banks following other participants who chose to ride in a driven open safari type vehicle. The tour was led by a guide who took the groups to areas to view the wild horse herds of the Outer Banks. The tour guide shared historical information about the Outer Banks, about the horses on the Banks, and the Atlantic Ocean around the Outer Banks, NC. Group was able to experience driving on the beach for the first time, driving this particular type of off road Jeep for the first time, and being able to observe the wild horses present up close for the first time. The tour guide was able to tell participants about the makeup of the herd, who cares for the horses, rules around the horses, how many babies had been born and offer a close up of 2 babies, point out which horses were pregnant, and describe what life is like for the horses on the Outer Banks. The group ended the tour with a stop at a local ice cream shop before returning to Kitty Hawk Beach for further exploration.

Group noticed what they researched and found out were Palmetto bugs in the rental house. Group found out these are very common inhabitants of beach communities and are not a result of uncleanliness. Group also observed a large live cicada on the rental house's deck listening to the loud sound it was making and getting a close up view. This observation initiated a group discussion of some insects observed on this trip as well as other wildlife observed.

Student offered guide a tutorial on editing and creating videos in KineMaster app one evening. Student walked guide through the creation of an original video using both original drawings and edited photographs/backgrounds the student had imported from online, their photos library and their Procreate app. The student also demonstrated the use of other apps (i.e., Procreate, iPhoto, YouTube) to import, modify and create aspects of their videos (i.e., pictures, drawings, music, sound effects, video segments, filters, etc.).

On September 24th the group began their return road trip home traveling through the states of NC, VA, WV, MD, and PA. Student chose to show the group an original drawing they had been working on the previous 24 hours stating they were going to focus on sketching and video editing on the way home. Other group members again explored the items in the things to do box (see initial paragraph), sketched in a journal, read books and watched online videos or shows.

9/25/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., on artwork) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, time, timers, temperature, adding fractions).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue the process of creating digital art and edited videos).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., outdoor running, jumping) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student's youngest sibling conducted You Tube Kids research on desserts and baking then chose a recipe of sugar cookies to attempt from scratch. Sibling chose to gather the appropriate ingredients and assemble the measuring instruments independently. Sibling then mixed the necessary ingredients according to the recipe. Guide assisted student's sibling in turning on and preheating the oven. Sibling placed the dough on cookie pans and baked it with an accompanying timer. The cookies were then cooled before adding rainbow sprinkles. Student's youngest sibling then presented their beautiful sprinkled sugar cookies to the family group for taste testing. Student chose to observe sibling's research, baking and decorating.

- Group discussed outside temperature and current weather as well as common attire for such temperatures. Each group member chose their own outfit and proceeded outside for active play and exploration.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, particularly when baking.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Ongoing discussion on nutrition.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor exploration, play).

ART

- Student chose to create art through original drawings and edited videos in Procreate and KineMaster apps.

ENRICHMENT

- Student's youngest sibling displayed favored learning modality and independent thinking with online research in baking and dessert videos; finding and choosing a recipe; assembling needed ingredients, baking tools and bowls independently; baking sugar cookie dough made from scratch; and decorating the results before presenting to family. Student's younger sibling displayed support and acknowledgement while observing and kindly commenting to younger sibling as they worked. Student praised youngest sibling during taste test of from scratch sugar cookies.

9/26/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, road signs, GPS, clock, Universal Yum Subscription Box materials on Czech Republic and Taiwan).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks, conversation with pet sitter when picking up puppy).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, distance, calories or energy in, calendar, addition/subtraction, calculating ages, scaling or quantifying responses).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue video editing).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., digital art, video editing) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., smoothie making) and in practical situations (i.e., to equally divide Universal Yum Box products into thirds, fourths or fifths).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to explore, read and discuss their current Universal Yums Subscription Boxes. The boxes had come in quick succession so group chose to open 2 boxes—the Czech Republic and another with a Taiwan focus. Each box contained a map, a pamphlet explaining what the snacks or treats were, as well as some interesting cultural facts about the country and its food choices. The group adventurously tried the majority of the items in each box,

discussing their thoughts on each piece, and using the Universal Yum rating system or scale to quantify each answer.

- Student chose to experiment with various measurements of fruit and other ingredients to make original smoothies for self.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide returned to pet sitter's house to pick up puppy and his supplies. Sitter, Maria, discussed Neo's reactions to staying at a new home, how much her teenagers liked having Neo there, and requests for further sitting opportunities.
- Group explored and discussed the maps, literature and food items that came in the group's Universal Yum Subscription box (i.e., Czech Republic and Taiwan).
- Student continued to use maps and other resources to navigate local roads on way to and from pet sitter's home.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion of nutrition and movement in the body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed their thoughts on memory in dogs as well as memory in humans.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student chose to create art with original digital drawings in Procreate app and original videos in KineMaster app.

ENRICHMENT

- Student accompanied guide when driving to pick up puppy from local pet sitter's home. Upon their return, the group chose to open both a Czech Republic Universal Yums Subscription Box and a Taiwan Universal Yums Subscription Box. The group discussed the food items, maps and written literature in each as well as the geographic locations of these countries.
- Student chose to research wig wearing. Student found an older wig they had purchased and a skull cap to attempt to place wig on their head in most natural manner they could. Student also used the experience as an opportunity to test having different colored, long hair.

9/27/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online searches, clock, indoor pool rules/instructions/signs; searches for Halloween costume options; Hoot Owl Hoot board game).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., seasons and calendar; birthdays and ages; donation amounts, distance, shapes, time, depth, feet versus inches, board game).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate days until departure for Great Wolf Lodge birthday travel).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., digital drawing, video editing) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued discussion of student's youngest sibling's upcoming 7th birthday and birthday trip to Great Wolf Lodge, Sandusky, OH. Group discussed travel time, length of stay, options for activities within the Lodge, as well as the geographic location of this Lodge versus the Arizona Lodge. Student's sibling and group continued to discuss if sibling would like to request donations to a specific organizations from extended family. Sibling decided they did want to request donations of whatever amount family members felt comfortable making so it would not be a stressful experience. Group brainstormed options for organization and student decided up on Nose 2 Tail cat rescue.

- Group continued to discuss possible Halloween plans, COVID statistics, and possible costume ideas. Following discussion group chose to conduct online research into images of costume ideas (i.e., youngest sibling: Genshin Impact app character or My Little Pony character; younger sibling: dragon or dinosaur; student: wants to create own costume based on online character from Genshin Impact).
- Student's youngest sibling chose to use an online video tutorial on 3D perspective drawing to create 3D rectangles, 3D pyramids and 3D squares. Student's younger sibling observed sibling and offered to demonstrate their version of the 3D drawings. Student chose to observe and not participate.
- Students and their dad chose to go to the local indoor USC Rec Center pool to explore their whirl pool feature, hot tub, slides and swimming area. Guide ran outside around Rec Center.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students and their dad traveled to local indoor USC Rec Center pool while guide ran outside the Rec Center.
- Student continued to use maps and other resources to navigate local roads to the USC Rec Center pool.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Student and siblings demonstrated ways to play an active role in community by requesting donations from extended family for birthdays rather than gifts. Student's youngest sibling chose a community cat rescue organization, Nose 2 Tail.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion of nutrition, energy in versus energy out, as well as mood and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students described physical experience of swimming particularly in the whirl pool area of the indoor pool. They described the difficulty of changing directions or leaving the whirlpool area once caught in the swirling waters.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., swimming, slides, whirlpool area of indoor pool, active water play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student chose to practice piano.

ART

- Student continued digital drawing and video editing.

ENRICHMENT

- Student's youngest sibling chose I Never Forget A Face matching game with kids around the world cards; a Hoot Owl Hoot! cooperative board game; and a Mermaid Island cooperative board game to try to play with guide and other participants. Sibling chose the Hoot Owl Hoot! cooperative board game to demonstrate and play with anyone who wanted to play.

9/28/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music; road signs, GPS, clock, appointment location signs, sheet music, composition).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks, music, composition).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., writing out composition) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, mph, time, fractions, music notes/temp/metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to write original composition for music assignment).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., composing music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student described online ad for “depression sticks” describing the online video that popped up and the advertisers discussion of a correlation between smoking and increased risk for depression. Group discussion around cigarettes, vaping and possible side effects including mental health issues. Group conducted online research into to discover the level of legitimacy of such claims and found supportive scientific evidence that over time it has been noted that smokers disclose depressive symptoms 2.4 times more often than nonsmokers. Group also discussed correlation versus causation. Group discussed possibilities such as: individuals who are depressed, anxious or stressed seek out coping strategies such as smoking versus

individuals who were not depressed, anxious or stressed choose to smoke then experience an impact to their overall wellbeing. Group continued to discuss scientific studies, bias in studies, interpretation of results, sample sizes and descriptors of the participants in a study (i.e., how generalizable are the results if the study was conducted on say, 50 older white men?).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Traveled to scheduled local appointment for student as well as a return to the local USC Rec Center indoor pool.
- Student continued to use maps and other resources to navigate local roads to a community appointment and to the USC Rec Center indoor pool.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussion around cigarettes, vaping and possible side effects including mental health issues. Student described online ad for “depression sticks” describing the online video that popped up and the advertisers discussion of a correlation between smoking and increased risk for depression. Group conducted online research into to discover the level of legitimacy of such claims and found supportive scientific evidence that over time it has been noted that smokers disclose depressive symptoms 2.4 times more often than nonsmokers.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Discussed lungs, brain and oxygen levels as impacted by smoking.
- Group agreed to every 2 hour movement break throughout the day for the next week.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., swimming).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice. Student and guide discussed student’s assignment from guitar/piano instructor to write their own song utilizing specific notes and chords provided by the instructor for the next day’s music lessons.

ART

- Student chose to create art through music.

ENRICHMENT

- Student and guide traveled to local appointment for student. Continued ongoing discussion of expression of emotions. Student decided to brainstorm options for activities to engage in with family. Student described creating a bag of options that student could easily access and randomly choose an activity.
- Group discussed conducting an experiment where every 2 hours during the day the group will agree to pause and engage in active play or exercise. Group also suggested increasing

opportunities for healthy nutrition. While conducting this experiment, the group agreed to observe and note any fluctuations around energy levels and mood in evening.

- Student and guide discussed student's current schedule and activities engaged in (i.e., guitar, piano lessons). Student stated they would like to add singing lessons and horseback riding to their schedule. Guide and student discussed doing things they are not so excited about versus activities student feels passionate about.
- Group chose to use various wigs to demonstrate their self-expression and style. Group chose to modify wigs with hair cutting in an attempt to customize the wigs to match each group members style even more. Group measured the length of hair both before and after modifications.

9/29/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, music app; Zoom app for online music lessons; online research of existing songs for piano and guitar; online research into Naruto Japanese Anime TV show; scientific articles on smoking).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks, conversation and learning from guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, musical notes/tempo/metronome, addition/subtraction/multiplication/division, proportions, perspective/symmetry).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to compose original Blues song within parameters set by instructor).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., music, computer programming/research) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to determine best set up with charging Ipad for online Zoom music lessons).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student conducted online research into Naruto, a Japanese Anime TV show. Student then initiated a group discussion around Naruto, the Japanese Anime TV show, letting the group know the main characters, the premise of the series, and that it was based off of a Japanese

manga graphic novel series. Student described the online reviews they had found to the group. Group discussed reviews, what reviewers were concerned about with the series, and how, with family philosophy, group members did not share these concerns. Student planned to watch tv series and use critical thinking skills to determine appropriateness of fit.

- Group continued to discuss smoking habits and its potential impact on mental and emotional health.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed Japan, its geographic location, and Japanese Anime.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussion continued around Japan's involvement in World War I (i.e., as an ally because of its treaty with England) and World War II (i.e., Pearl Harbor, December 7, 1941).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Followed up on group discussion from previous days discussion of "depression sticks ad" student had found in online research. Student described further the organization that had put the advertisement information on social media. Group continued discussion of correlation between depression and smoking citing additional online scientific articles stating depression is found in increased numbers in smokers though studies have not yet determined if smoking causes depression or individuals with depression smoke.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued to discuss the impact of sleep and sleep quality as well as nutrition and self-care on emotions and expression of strong emotions. Group also discussed the significance of personal hygiene.
- Group continued ongoing discussion around communication (i.e., assertive versus aggressive); appropriate expression of strong emotions; setting boundaries; taking time for self; and coping strategies options.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music and viewing in live performances by their guitar/piano instructor during lessons.
- Student continued to have the opportunity to pursue their own musical interests through piano/guitar practice and same day lessons.
- Student's weekly practice assignment for this week included writing an original Blues composition based on specific notes/chords given to the student by their instructor at

previous week's lessons. Student had composed an original Blues song to meet instructor's criteria and practiced it repeatedly throughout week.

- Student also chose to conduct online research into existing music and practice said songs on both guitar and piano. Sometimes student was able to find existing sheet music for the songs and sometimes student played the song by ear.

ART

- Student created art through original composition in music.

ENRICHMENT

- Student conducted online research into Naruto, a Japanese Anime TV show. Student then initiated a group discussion around Naruto, the Japanese Anime TV show, letting the group know the main characters, the premise of the series, and that it was based off of a Japanese manga graphic novel series. Student described the online reviews they had found to the group. Group discussed reviews, what reviewers were concerned about with the series, and how, with family philosophy, group members did not share these concerns. Student planned to watch tv series and use critical thinking skills to determine appropriateness of fit. Student offered to give feedback to group at later date.
- Ongoing group discussion of personal finances, credit card options for minors, budget limits, and receipt of monthly payment options. Students' dad shared information they had found that would seemingly be the best fit for family—a credit card for each student through existing Chase bank with options for online checking and savings accounts. Students will be given an actual debit credit card to use while out and can check their balances on an app on their Ipad. Group agreed to experiment with this system and balance amounts were set for a once a month larger payment then daily options to work to obtain additional smaller sums.
- Group continued this week's experiment of breaking up static moments with movement every 2 hours.

9/30/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Minecraft app/messages).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., shapes, time, calendar, age, multiplication, measuring, architecture).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to design, build and accessorize their home, gardens and lands in Minecraft app).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Guide and students' dad continued to use the month of September to research personal credit card options for the students as well as discuss the amounts to put on the cards, options for earning additional monies, etc.
- Student continued to use mathematical concepts in free play (i.e., Minecraft) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., comparing height and weight with younger siblings).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student's younger sibling and guide found a large Praying Mantis in backyard. Discussed known facts about mantises (i.e., the female eats the male's head after mating) with younger sibling and then again with group. Student's sibling assisted in carefully moving the mantis to the wooded area behind the family home from the cement patio area. Guide took pictures to show to group.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition and movement. Student chose to continue 2 hour movement challenge where student engages in something active every 2 hours during the day.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed student's youngest sibling's same day well check visit as compared to student's and younger sibling's within the past month.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, trampoline jumping).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student chose to continue practicing existing music on the piano.

ART

- Student continued to use Procreate app and KineMaster app to create original drawings and artwork pieces as well as original edited videos.

ENRICHMENT

- Group chose to create their own world on Minecraft app working together to each build and gather their own homes, landscaping, gardens, and animals located next to each other. Students worked as a team offering tips, suggestions, or short cuts to each other. Group first chose what type of landscape they would like to build on (i.e., a tundra, a forest, a beach, a mountain) before then creating their own neighborhood choosing exteriors, landscaping and interior layouts/furnishings for their home structures.

10/1/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Minecraft app/messages, slime recipes).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online audio tracks).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, money, credit card concept, checking/savings, addition/subtraction/multiplication/division).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., mix various slimes in different proportions) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to gather multiple kinds of slimes and experiment with mixing existing slimes as well as introducing new materials (i.e., water, cornstarch, kinetic sand, food dye, borax) into slimes. Student experimented with liquids and solids to observe the end solidity and texture of the slimes.
- Younger students explored Kiwi Crates and chose to each independently work on one. Student's younger sibling chose to create a Bubble Machine powered with wind through a hand built fan system. Youngest student chose to set up 3 planters and an irrigation system to grown beans from seed. Both crates included instructions, materials needed, a magazine with related facts/games, and a book on a similar topic. Group members chose to conduct their experiments in close vicinity so that all members were able to observe each other's works.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. When mixing slime contents with borax, student asked if group members had heard of possible effects on human eyes, nose, throat and lungs when exposed to mixing ammonia and bleach cleaning products. Group discussion continued around what products this would entail; what toxic gas is produced (i.e., chloramine gas); and what range of symptoms could present (i.e., irritation to coma/death) depending on the concentration or amount of exposure.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student created art with slime and added ingredients as well as sketches with charcoal pencil.

ENRICHMENT

- Student's youngest sibling chose to independently make breakfast for the group and student's younger sibling chose to independently prepare lunch for the group. Student stated they would like to make dinner independently one evening.

10/3/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, written contract).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., list of ideas to earn money, handwritten contract) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate money earned per activity, total money earned, and timeframe to be earned in for student's contract).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., games/apps) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., student measured self to determine amount of fabric needed for Halloween costume idea; student also measured youngest sibling for potential costume idea).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Group discussed animal husbandry/care with existing animals in home (i.e., who is fed what; how often they are fed; how often their waters are changed; how often to groom each animal;

who is bathed and who isn't; what would constitute exercise, training and play).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student continued to create original digital artwork in their Procreate app.

ENRICHMENT

- Student requested to discuss options for earning additional money for online resources with guide and student's dad. Student and guide took time to consider options before meeting again with student's dad that evening to discuss. Student, guide and student's dad collaborated on a written contract for the upcoming week involving animal care/husbandry for the family's 4 cats, 2 ferrets, 1 bird and 2 rabbits. Student requested later that evening to add to the timeframe of the existing contract to increase their monetary compensation. Group agreed upon new terms to take place over multiple weeks. Student will check in with guide and their dad in future for additional extensions to this contract.

10/4/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock; Joanne Fabrics and Michael's Craft Store signs, products, prices; road signs, store signs, GPS).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with Joanne Fabrics and Michael's Craft Store staff and shoppers).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., list of supplies for Halloween costume idea) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, mph, distance, yards vs feet).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine overall cost of fabric based on cost per foot).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., crafting) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., measuring out length of fabric from uncut bolt).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student conducted additional online research in search for Halloween costume ideas. Student found coats, a handmade wolf tail, and images referencing furry ears for a potential costume. Student attempted to recreate images found after purchases made at craft/fabric store.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled first to a scheduled appointment for student's younger sibling where remaining members of group waited in waiting area. Group then chose to travel to both Michael's Craft Store and Joanne Fabrics store before returning home to craft.
- Student continued to use maps and other resources to navigate local roads to travel to scheduled appointment location, Michael's Craft Store, and Joanne Fabrics.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed what a patriarchal society versus a matriarchal society. Group discussed the role of women in history and society's expectations or norms over the years.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group requested guide place some cash into the deposit area for local families at the Joanne Fabric store. Group discussed options for financial assistance for community members.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group continued to discuss the differences in the Republican Party's overall beliefs around government funded programs for citizens versus the Democratic Party's stance on government assistance. Group discussed myths and misconceptions about those who seek assistance.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, shopping, play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student chose to use online research images and videos as references when beginning to create the animal ear portion of their Halloween costume idea.

ENRICHMENT

- Group traveled to Michael's Craft Store and Joanne Fabrics to purchase items on group members' lists for upcoming Halloween costume ideas. Student chose to purchase various fabrics and faux fur pieces to recreate a tail and ears for their costume. Decorative items were also purchased such as hoops that could be made into earrings for the fur ears. Student's younger sibling chose decorative items for their ninja swords and their ninja costume. Youngest student chose fabrics as well as decorative items for a potential Halloween costume idea that student offered to assist with.

10/5/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, sheet music, road signs, GPS, USC Rec Center indoor pool signs/guidelines/depths).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with indoor pool staff and swimmers).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., piano composition) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., piano composition).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., piano) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., different depths of indoor pool).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories.

- Student continued to use maps and other resources to navigate local roads to travel to USC Rec Center indoor pool.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student chose to go to the USC Rec Center indoor pool with siblings and students' dad.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice. In addition, student memorized and practiced an existing composition on the piano.

ART

- Student continued to create art with music.

10/6/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Zoom app for online music lessons).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, discussions with music instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine notes to play per compositions).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., sketching) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., for perspective and symmetry in sketches).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Student continued to research, discuss and attempt to sketch the human form. Student found online tutorials and reference images to observe and learn from.
- Student's youngest sibling observed and shared with group the first bean sprout in their Irrigated Planter System from their recent Kiwi Crate.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to research current COVID statistics as well as CDC and scientific recommendations and precautions. Group researched and found that fall festivals would continue this year with timed entrance tickets and limited numbers of participants in outdoor settings.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Discussed emotional well-being in humans and the importance of fun, play and self-care.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., group returned to pool to swim and play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- At same day music lessons, student's instructor requested to move their weekly lessons to Thursdays beginning the next week. Student's instructor also shared an upcoming performance opportunity where student could attend a live performance of instructor's Meanwhile musical performance at the local New Hazlett Theater. Guide and student discussed opportunity to see a live performance created by student's instructor at local theater. Guide will look into ticket costs and COVID protocols for theater.
- Student continued to have the opportunity to pursue their own musical interests through piano/guitar practice and lessons.

ART

- Student continued to create art through music.

ENRICHMENT

- Student requested to visit a local fall festival this year. Group discussed the idea of attending a fall festival this year with positive feedback received from all. Guide conducted online research as well as recommendations given to family. Guide set up local fall festival tickets for Sunday, October 10.th
- Guide and student continued discussion of student's contract at their request. Student asked to add 2 weeks onto their contract in order to share their money with their siblings. Group discussed this option and the generosity involved.

10/7/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS, park signs/guidelines).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to modify contract) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, distance).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculate actual money and how that translates into Genshin Impact app currency).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., Genshin Impact app) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., creating strawberry shortcakes for group) and in other practical situations (i.e., to determine best fit in bike size).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group traveled to local USC Rec Center park to increase skills in bike riding and roller blading as well as active park play, climbing and running. Group discussed balance, center of gravity, safety equipment/practices, and physics of motion.

GEOGRAPHY

- Student continued to use maps and other resources to navigate local roads to travel to the family doctor's office and the USC Rec Center park.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the history of polio, the polio vaccine, medical interventions with polio, and current status of polio around the world.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Discussed significance of vaccinations in assisting the community.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed the government's role in funding the distribution of the polio vaccine. Group also discussed the reported differences in acceptance of the polio vaccine versus current vaccination distribution/acceptance for COVID.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student and youngest sibling both attended same day vaccination appointments at the family doctor's office. Student had the first in a 2 shot series of the HPV vaccination. Student's sibling received both their Hepatitis B vaccine and a DTaPP (including polio) vaccine. Group discussed polio and the effects of; vaccinations and ways they assisted with polio; and the potential managing the effects of polio over a lifetime.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Students went to the local USC Rec Center park to play, climb, ride bikes, roller blade and run.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student continued to use their Procreate app to create original digital artwork.

ENRICHMENT

- In addition to active park play, students assisted each other in the Genshin Impact app on their Ipads. Students discussed and translated their actual money into game's online currency. Student offered to continue to add to work contract to receive money for siblings and

modified contract. Group discussed how siblings could counter this (i.e., kind acts for student) and agreed to continue brainstorming.

- Guide shared information about the venue and protocols for attending the student's guitar/piano instructor's live Meanwhile musical performance at the New Hazlett Theater. The theater currently requires masks by all attendees and staff as well as photo id and proof of vaccination status. Group members all expressed an interest in attending. Student and guide are only available group members who are fully vaccinated. Younger students stated they would like to attend live performances and plays once they too are fully vaccinated.
- Student created strawberry shortcakes for each member of the group by dicing up strawberries and layering portions of strawberries and whipped cream inside small angel food cake cups. Group taste tested results and offered positive feedback to student.

10/10/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock; Triple B Farms Fall Festival signs, products, prices, guidelines, rides & associated tickets; Trax Farm Fall Festival signs, products, prices, guidelines).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with staff and attendees at both Triple B & Trax Farms Fall Festivals).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., hand outline and noting measurements for sibling fabric wings) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, inches & feet, height, product prices).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if student would like to participate on 3 activities/rides at the fall festival, how many tickets will that require? And how much money would student need to buy said amount of tickets?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., height, distance, speed of festival rides) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., height for rides/activities; measuring youngest student for hand drawn wing pattern).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group experimented with first Fall Festival at Triple B Farms. Guide purchased time tickets

ahead of same day event. Limited number of attendees were to be permitted daily so tickets were required. Group traveled to area of community they were unfamiliar with to attend Fall Festival at Triple B Farm. Group observed corn maze, hay figures, signs, picture areas, fields of flowers, various butterflies, farm animals, slides; climbing and jumping equipment; as well as a store and snack food area. Because of the large number of attendees and the shortage of staff working the festival, lines for each activity, lines for the store, lines for bathrooms and lines for snack purchases were very long. The weather was quite warm and group members began to lose energy and hydration. The group decided to try again at another time with more appropriate clothing choices and hydration. Group drove by a second festival on their way home and chose to stop to purchase fresh beverages and snacks including funnel cakes. The group noted that the Trax Farm Fall Festival seemed very different than previous years with no rides or activities, no petting zoo, no pony rides, and less attendees.

- Student continued to experiment with fabrics and Halloween costume ideas. Student created a wing cape pattern after measuring youngest sibling and tracing their body shape. Student attempted to model their design after a Sky app character.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to a new area of their community to attend Triple B Farm Fall Festival.
- Student continued to use maps and other resources to navigate local roads to travel to 2 different farms for Fall Festivals—Triple B and Trax Farms.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed effects of dehydration and overheating on human body as well as group member's reported experiences in the heat of the first attended Fall Festival.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group, guide and students' dad chose to travel to 2 separate Fall Festivals where each person walked quite a distance around the farms; ran from various activities; and tried slides and climbing activities.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Trax Farms Fall Festival showcased live performances by local musicians.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student continued to their Procreate app to create original digital sketches and art pieces.
- Student also chose to work on Halloween costume ideas for self and youngest student (i.e., fabric wing capes to be added to costumes).

ENRICHMENT

- Group attended 2 separate Fall Festivals at Triple B Farm and Trax Farm. Triple B Farm required timed prepaid tickets to enter during your time slot as well as a limited number of attendees. Trax Farm had not set parameters or limitations on attendance. Group noted the differences in the approaches to community safety and COVID. Group also noted the limited activities or rides at Trax Farm in comparison to previous years. Group had the opportunity to learn from the strong emotions attending an outdoor venue with larger crowds can elicit along with the impact of hunger, heat and thirst on the human body.
- Youngest student created a Snack Store with handwritten product price list; a checkout area with cash register and play monies as well as a cardboard laptop for recording transactions and online work; and a toy refrigerator for keeping an products cool that require it. Group continued to discuss the impact of nutrition, hydration and breaks from the heat on human's overall emotional and physical well-being. Youngest student encouraged all family members to shop at their store.

10/11/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Genshin Impact website, road signs, GPS, park signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., compiled list of questions for guide to email local youth book club) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate total cost of online resources available in upcoming update in Genshin Impact and statistical likelihood of getting said resources).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., Genshin Impact app) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., continued work on Halloween costume options).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group explored outdoors with longer dog walk through USC Rec Center park. Group observed other dogs, dog walkers, wild animals (i.e., rabbits, birds, squirrels, insects), trees, flowers, and cloud patterns. Younger students chose to run and play in the park area as well.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories.
- Student continued to use maps and other resources to navigate local roads to travel to USC Rec Center park.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., dog walk at local park).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student chose to use their Apple pencil and Procreate app to sketch digital freehand drawings.
- Student also chose to use KineMaster app to continue video editing art.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student demonstrated critical thinking skills with their list of questions for guide to email to local youth book club. Youth book club is reportedly meeting monthly over Zoom to discuss the current book being read and interact socially. Guide emailed set of questions to admin for the group and requested further information for student.
- Student informed group of an upcoming update on the Genshin Impact app on Wednesday, October 13th. Group calculated the number of hours until the reported appointed time and the amount of money needed to acquire all the online resources students would like.

10/12/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, New Hazlett Theater website).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, drawing tutorials).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, proportions, symmetry).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to use shapes and lines to initiate base human form in sketching with attention to proportions & symmetry).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., free hand sketching) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own lunch) and other practical situations (i.e., to attend to symmetry and proportions when sketching the human figure free hand).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student continued to conduct online research and observe tutorials on how to sketch the human form. Student chose to sketch and draw digitally with Procreate app. Student

demonstrated for the group a human figure they had free hand sketched in Procreate. Student described the process of learning how to sketch as well as how to create a time-lapse video in Procreate. Student shared the time-lapse video of their sketching process from start to finish. Student then pointed out that Procreate also allows artists to see how the total time spent on each art piece in the app as well as what times they started, finished or last worked on a piece. Student described their process with attention to proportions, size, and symmetry when free hand sketching with a model. Group asked questions as presentation continued and student offered answers as well as the opportunity to work with other students if they would like to attempt for themselves.

- Continued ongoing group discussion of current COVID statistics, levels and scientific recommendations.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group researched location of New Hazlett Theater, a self-professed “incubator for artists” where out of the box thinking and viewing nothing as deemed to outrageous come together to create great art. The staff of the theater collaborate with artists at every step to support the artist’s vision and bring it to fruition with the theater’s resources. Student’s instructor had worked on their performance for over a year collaborating with the theater as well as a 2 other local musicians. Student’s instructor stated the process to perform at New Hazlett Theater involved an extensive application process and a rigorous selection process before the collaboration aspect begins.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the reuse of existing buildings in Pittsburgh such as the New Hazlett Theater or the Dragon’s Den (i.e., a renovated church that offers tiers of ropes courses and a zipline for the community). Online research into the New Hazlett Theater and the theater’s website stated that the Carnegie Free Library of Allegheny featured the first Carnegie Music Hall in the United States. In 1967 the community rallied together and saved the original building from demolition paying to renovate the space. In 1980, the building was renamed the Hazlett Theater after Theodore Hazlett Jr., a local Pittsburgh community member and president of the Melon Trust, an urban renewal trust that viewed the arts as vital in the community. The Pittsburgh Public Theater called this location their home from 1974-1999 before relocating. The Hazlett Theater was reborn as the New Hazlett Theater in 2004 and continues to work with and support local performing artists in the Pittsburgh area.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Student requested to attend their instructor’s live performance to support their instructor and the New Hazlett Theater. Student asked if guide could make a donation to support the arts with the theater. A donation section of the website was available as well as an option to add to the cost of tickets with when purchasing through the website. Guide purchased tickets and added a donation as well.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Group continued ongoing discussion around COVID, safety guidelines, vaccinations, masks and attending indoor group events.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the delay in vaccinations for younger students and the reasons behind.
- Group discussion around thoughts on travel and upcoming trips for the family. Group continued ongoing discussion around strong emotions and coping skills especially when not in home environment.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.
- Student requested to attend their guitar and piano instructor's live performance on 10/29/21 at the New Hazlett Theater. Guide will check in with student again before purchasing tickets for student and self.

ART

- Student chose to sketch and draw digitally with Procreate and their Apple pencil. Student described their process of free hand sketching a human figure with attention to proportions, size, symmetry, and the use of a model. Student also shared the time-lapse video they learned to record to show their entire sketching process.

10/13/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock; Carnegie Science Center website to view descriptions and images for the Pompeii exhibit; Genshin Impact app and website).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music; online resources vs dollars saved; conversion of dollars to online currency, percentages, levels).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to progress within Genshin Impact game).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., Genshin Impact play) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group discussed plans for of upcoming field trips including (1) Pompeii Exhibit at Carnegie Science Center, (2) Meadowcroft Village (i.e., colonial village and Indigenous people's rock dwelling), and (3) local pumpkin patch to choose Halloween pumpkins and decorations.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed upcoming planned field trips and locations of each site. Group will be visiting the historical village and rock shelter at Meadowcroft Village for the first time.
- Group used Google maps and GPS to travel to local park with their dad.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the anime characters in Genshin Impact world and gender non-conforming clothing, voices, hair styles, and relationships.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group traveled to local park with their dad to run, walk, climb and play at the park. Student chose to take their ferret along and walk her on a harness with leash. Student said many kids asked questions about the ferret and asked to pet the ferret.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Group noted the Genshin Impact music and researched online Genshin Impact musical playlists.

ENRICHMENT

- Student requested discussion with guide and student's dad to brainstorm concept of extending their current contract to increase monetary gains in time for same day Genshin Impact app update and newly available online resources in the game. Group play on Genshin Impact app with group members providing assistance and finances to each other in order to all progress in the game and attempt to obtain wanted characters or resources.
- Group discussion of upcoming field trips including (1) Pompeii Exhibit at Carnegie Science Center, (2) Meadowcroft Village (i.e., colonial village and Indigenous people's rock dwelling), and (3) local pumpkin patch for Halloween pumpkins. All agreed they would still like to participate in these activities. Group asked if their aunt could accompany them to the Pompeii exhibit. Guide will follow up to ask and purchase an additional ticket.

10/14/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online apps, messaging, online research, sheet music, music, Zoom program, current kindle selection, Genshin Impact app, road signs, GPS; Misty Pines Pet Training and Boarding signs/training cues, dog breeds poster, products, prices).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., Zoom music lessons, sheet music, singing, music, conversing with music instructor, online videos, group discussion; puppy training class and conversations with trainer and other participants).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., note taking by hand for music lessons) and on the computer (i.e., typing, messaging, Apple pencil to write/draw, typing for games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, autocorrect, online search).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, clock, addition, fractions, music/notes/chords/patterns, perspective, symmetry, proportions, money, calculating money for online materials).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., measurement to sketch human figure; fractions equated with music notes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., Genshin Impact) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., height and weight of puppy, estimated sizes of puppy participants in puppy training class, dog breed wall art stating average heights/weights of various dog breeds).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student chose to attend group puppy training class with guide and puppy, Neo. Student and

guide were able to observe other puppies; talk with the trainer and participants; try out agility equipment with Neo; practice basic commands and manners with Neo; and purchase any needed training items including chew bones, a harness, and various kinds of training treats.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled north to Misty Pines Dog Training and Boarding Facility for group puppy training classes.
- Student continued to use maps and other resources to navigate local roads to travel to puppy training classes at Misty Pines.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion around COVID and safety precautions. With indoor group puppy classes student and guide chose to wear masks.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, running, agility training with puppy).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice and same day Zoom guitar/piano lessons.

ART

- Student continued to their Procreate app to create original digital drawings.

ENRICHMENT

- Student requested to accompany guide to Neo's puppy training class. Student chose to demonstrate basic commands and manners individually with puppy for a portion of class. Student and guide observed all the other puppies attending the class including an Irish Wolfhound puppy, several Labs, several combination breeds, a Collie, a Rhodesian Ridgeback, and several others. Student read the large wall art listing all recognized dog breeds; their average heights and weights; common features; and their classes. Student explored the small shop area of the facility noting the bones, treats, and toys. Younger students had asked to attend class in the future.

10/15/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock; Meadowcroft Rockshelter and Historic Village signs, products, written literature, exhibits, map, age appropriate schoolhouse readers from Historic Village Schoolhouse, Rockshelter video captioning; road signs and GPS).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; interactive presentations, conversations, and learning with Meadowcroft Rockshelter and Historic Village staff and fellow explorers).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, miles per hour, historic dates/timelines).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., angle/speed/direction to throw hatchet to meet mark at Meadowcroft interactive exhibit).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., online games/apps) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., presentations provided measurements of some building dimensions, furniture sizes, farrier tools/equipment, and wagons to compare with current homes, schools or nails).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.

- Group explored the outdoor Meadowcroft Rockshelter and Historic Village where students were able to walk through a 16th century Native American Village, an 18th century Frontier Trading Post, a 19th century Rural Village; the Miller Museum with County History, Transportation, and Farming History Rooms; a Covered Bridge, and an archeologically significant Rockshelter where Paleoindians sheltered in a rock overhang area as early as 19,000 years ago. The group was able to enter Meadowcroft through the Welcome Center with pre-purchased online tickets. The Welcome Center also contained a small gift shop where Meadowcroft related items were available for purchase; various exhibits such as different types of wood identified by name in a beautiful tactile wall exhibit or a taxidermized Groundhog with signs outlining the role of Washington County farmer, Albert Miller, in discovering a groundhog's burrow in 1955 that contained archeological evidence of prehistoric people on his property. Years later in 1973, Miller was able to interest an University of Pittsburgh archeologist, J.M. Advasio, to begin excavation of the site. In addition to the Rockshelter exhibit and timed presentation, the group explored all other areas of Meadowcroft and engaged in the interactive activities and presentations throughout. Students observed the tour guide for the Historic Village in traditional 19th century attire while other staff could be identified by their green Meadowcroft embroidered polo shirts and khaki pants. Group tried to imagine what it would be like to live on the property at the various historic timeframes depicted at Meadowcroft.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students had the opportunity to explore villages and frontier trading posts from the 16th to the 19th centuries through interactive presentations, historic attire, stories, play, maps, authentic structures, exhibits, and materials at Meadowcroft Rockshelter and Historic Village.
- Student continued to use maps and other resources to navigate local roads to travel to Meadowcroft Rockshelter and Historic Village.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Students spent Field Trip Friday at Meadowcroft Rockshelter and Historic Village.
- Group participated in interactive presentations at:
 - The 16th century Monongahela Native American Village where students could enter the protected wooden circle of the village, view living structures, read the history of the site, view drawn images of tools of the village farmers, listen to a presentation on the site, and practice spear throwing at a set station.
 - An 18th century Frontier Trading Post with examples of items that would be traded in that timeframe as well as hatchet throwing site with demonstrations by the staff member there.
 - A 19th century Rural Village where students were able to explore inside and out the village buildings with an accompanying village tour guide. The tour guide provided context for each building, described what daily life was like for the village residents when in each building, and demonstrated tools or materials associated with each building.

For example, the village tour guide stepped into the Blacksmith's Shop and demonstrated how and what a blacksmith might make. The tour guide led the group through a private farm home, the blacksmith's shop, a church, and a schoolhouse. In the school house students were able to sit at desks, view items the schoolhouse utilized in learning, read the actual readers used, see signed chalkboards behind plexiglass where actual former students signed their names at a reunion, and many other engaging learning activities.

- The Miller Museum building with its separate rooms for Working The Land: Farm Vehicles And Equipment exhibits; On The Go: The Story Of Rural Transportation; and The Miller Museum: A Washington County Legacy offered self-guided tours where students and guide could view farming equipment, wagons, barns, a preserved Miller parlor, Miller photographs, artwork and Miller interest paraphernalia while also reading detailed written descriptions of what was in the exhibits.
- An archeologically significant Rockshelter where Paleoindians sheltered in a rock overhang area as early as 19,000 years ago. The Rockshelter had an elaborate framework built around it to stop any further erosion and destruction of the naturally forming hillside rock shelter. While seated on benches facing the rock shelter, the group was able to participate in a presentation by a Meadowcroft employee who used accompanying video and written information on a large flat screen within the rock shelter. The presentation put the site into context within the world of archeology as well as into a timeline for the initial inhabitants of what is now the United States. Following the presentation guests were encouraged to climb the stairs that went into and over the rock shelter for a better view of the archeological site.
- The group was able to enter Meadowcroft through the Welcome Center with pre-purchased online tickets. The Welcome Center also contained a small gift shop where Meadowcroft related items were available for purchase; various exhibits such as different types of wood identified by name in a beautiful tactile wall exhibit or a taxidermized Groundhog with signs outlining the role of Washington County farmer, Albert Miller, in discovering a groundhog's burrow in 1955 that contained archeological evidence of prehistoric people on his property. Years later in 1973, Miller was able to interest an University of Pittsburgh archeologist, J.M. Advasio, to begin excavation of the site.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed options for what to do if any member were to find an archeologically significant piece in the community.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued ongoing discussion around physical check ins to monitor thirst, hunger, fatigue or heat prior to it beginning to effect each individual's emotional well-being. Group discussed respectful ways to leave a presentation when a student is unable to sit any further, has lost interest, or needs to take care of a physical need. Group brainstormed code

words or gestures to indicate it needs to be time to leave a presentation.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group hiked outdoors throughout each area of Meadowcroft Rockshelter and Historic Village.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Students chose to engage in photography while at Meadowcroft Rockshelter and Historic Village.
- Student chose to continue their original digital art pieces on their Procreate app.

ENRICHMENT

- Group chose to travel to Meadowcroft Rockshelter and Historic Village for Field Trip Friday.

10/17/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Carnegie Science Center parking and exhibit information; Pompeii exhibit tickets, exhibit signs, plaques, video captioning, wall information posters, and archeological pieces' names/dates/description of use).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations and interactive learning with Carnegie Science Center docents, attendees and Aunt Jen).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., hand signing artwork with name) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music; dates and timeline of Pompeii exhibit items with calculation of how far in the past these pieces were created; dimensions of Pompeii exhibit sculptures, daily tools, furniture; and casts of adults, children and dogs from Pompeii).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how heavy was the original piece of marble used to sculpt the statue of Aphrodite? How far in the past did Pompeii exist?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Students chose to explore the Carnegie Science Center gift shop and chose a magnet wheel spinner as well as other scientific/mathematical items to play with.
- Student continued to use mathematical concepts in free play (i.e., robotic area of Carnegie Science Center) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., students compared their current heights with their heights in a similar picture taken in Carnegie Science Center prior to COVID to demonstrate amazing growth and development during COVID; students compared approximate heights of human casts of Pompeii citizens with their current heights

to observe larger stature of today's humans).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group traveled for a field trip with guide, students' dad, and their Aunt Jen to the Carnegie Science Center of Pittsburgh with timed pre-purchased tickets for the Pompeii Exhibit. Group had the opportunity to view more than 180 artifacts on loan from the Naples National Archeological Museum in Italy. The artifacts included such items as the marble statue depicting the Roman goddess, Aphrodite, from the 1st century C.E.; original drawn or painted artwork pieces; decorated cups, pottery, plates, pigment filled pots, and food vessels; metal anchors, fishing tools, hand tools, scale weights, hydraulic valves, helmets and furniture; jewelry, and casts of Pompeii residents and animals preserved during Mount Vesuvius's eruption in late August of 79 C.E. The exhibit also offered a 4D eruption theater experience that attempts to simulate the eruption with floor shaking, smoke, surround sounds, vibrations, and CGI imagery.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled in their community to the Carnegie Science Center of Pittsburgh to attend the Pompeii Exhibit on loan there until April 2022 from Naples, Italy. Group discussed where Pompeii would be located on the current geographical globe. Group discussed what it would be like to live near an active volcano such as Mount Vesuvius. Group also discussed other land structures in the world where there is an active or dormant volcano such as Hawaii or Mount St Helens in Washington State, U.S. Guide shared a memory of a childhood experience where Mount St Helens erupted on the West Coast and, due to a weather current, ash could be seen in the air in Pittsburgh, PA.
- Student continued to use maps and other resources to navigate local roads to travel to the Carnegie Science Center of Pittsburgh's traveling Pompeii Exhibit.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group traveled for a field trip with guide, students' dad, and their Aunt Jen to the Carnegie Science Center of Pittsburgh with timed pre-purchased tickets for the Pompeii Exhibit. Group had the opportunity to view more than 180 artifacts on loan from the Naples National Archeological Museum in Italy. The artifacts included such items as the marble statue depicting the Roman goddess, Aphrodite, from the 1st century C.E.; original drawn or painted artwork pieces; decorated cups, pottery, plates, pigment filled pots, and food vessels; metal anchors, fishing tools, hand tools, scale weights, hydraulic valves, helmets and furniture; jewelry, and casts of Pompeii residents and animals preserved during Mount Vesuvius's eruption in late August of 79 C.E. The exhibit also offered a 4D eruption theater experience that attempts to simulate the eruption with floor shaking, smoke, surround sounds, vibrations, and CGI imagery.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco,

alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group wondered how the casts of the human bodies and animals from Pompeii were formed. Group discussed the information shared at the exhibit and in online articles about the exhibit. During the first phase of Mount Vesuvius's eruption in late August 79 C.E., approximately 1,000 Pompeii residents who had not yet left the city were trapped; buried by a shower of pumice stones and lapillo; or crushed beneath the weight of falling debris. National Geographic states that an 392 degrees to 1,292 degrees Fahrenheit flow of dense, swiftly moving lava pieces, ash and hot gases then hit the city a short time later at high speeds and filled all the spots not yet covered by other volcanic materials. When the bodies decomposed they left behind bones and bone fragments as well as a preserved, detailed void or impression. Scientists have been able to fill these voids with plaster to preserve the humans and animals who died in Pompeii's tragedy. The original plaster casts with the remaining bones in them remain in Italy while additional casts have been reproduced and continue to travel to exhibits such as the Carnegie Science Center's Pompeii Exhibit.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play, walking & running around Carnegie Science Center exhibits).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student continued to use their Procreate app to create digital art pieces.
- Student was introduced to and viewed many art pieces at the Carnegie Science Center's Pompeii exhibit.

ENRICHMENT

- Group, guide, students' dad and Aunt Jen traveled to the Carnegie Science Center for the Pompeii Exhibit. Group researched and discussed current COVID statistics and Science Center guidelines prior to attending. Group chose to wear masks in the group indoor exhibit. Group walked through the Pompeii Exhibit including the 4D theater experience to view the 180 artifacts on loan to the Science Center. Group processed the tragedy, death and destruction that took place in Pompeii in late August, 79 C.E. and the concept of observing casts of dead Pompeii residents.

10/18/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock).
- Group reading of parts of Factopia: Follow The Trail of 400 Facts and An Illustrated Tour Of The Night Sky: What We See In The Stars.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).
- Group viewed online videos together about para athletes such as wheelchair basketball. Group observed and discussed the athletes abilities and perseverance both in life and in their sports. Continued ongoing discussion of perspective and how many humans are able to function and even thrive regardless of their life circumstances. Students shared experiences viewing additional videos such as one where an individual was born without limbs and was able to quite well in their daily living. Guide shared a story about an online article describing an individual whose friends used a backpack type seat in order for the individual to participate in mountain climbing with their friends.

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, tempo, notes, metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if a video is ___ minutes long and student has ___ amount of time remaining on their technology time, will the student have enough time for the video?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., Genshin Impact game) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meal) and other practical

situations (i.e., suitcase choice, size and items to bring).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group viewed online videos together about para athletes such as wheelchair basketball. Group observed and discussed the athletes abilities and perseverance both in life and in their sports. Continued ongoing discussion of perspective and how many humans are able to function and even thrive regardless of their life circumstances. Students shared experiences viewing additional videos such as one where an individual was born without limbs and was able to quite well in their daily living. Guide shared a story about an online article describing an individual whose friends used a backpack type seat in order for the individual to participate in mountain climbing with their friends. Interactive discussions with question and answers around what causes bodies to be born or to become like those in the videos, about what prosthetic options are available, etc.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Youngest student traveled to scheduled appointment in community and younger students traveled with their dad to the local USC Rec Center indoor pool in the evening.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group continued to discuss previous Field Trip Friday to Meadowcroft Rockshelter and Historic Village. Group shared their thoughts on highlights, noticings, surprises, authentic clothing and business attire, the presentations and impressions of the Rockshelter.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Youngest student received a birthday card in the mail with a printed out receipt showing the donation made to Nose 2 Tail Cat Rescue. Group discussed hopes for donations/monetary gifts to the rescue and remembered being able to bring home family's rescue cats. Student stated they would also like to request donations from extended family in lieu of gifts for self. Student will brainstorm options in time until their birthday.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed their dad's same day follow up appointment with a urologist regarding an annual follow up appointment about kidney stones.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student's younger siblings chose to accompany their dad to the USC Rec Center indoor pool while student sought out movement through active play.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student continued to use their Procreate app to draw original digital art pieces.

ENRICHMENT

- Group conducted online research into potential future wish list gift options for themselves. Student's younger sibling found a 2020 Venom Racing Quad they reported wanting to save up for and purchase. Student's youngest sibling also chose to rewatch an online review for the Great Wolf Lodge and chose to screen mirror onto the TV to share with group. Group discussed parts of their upcoming family trip they were most looking forward to and things they would miss about home. Student's youngest sibling repeated request to exchange birthday gifts (i.e., from guide and students' dad to youngest student; from siblings to youngest student; from youngest student to siblings) on Thursday, October 21st before departing for the family trip.
- Group began readying for upcoming family travel figuring out how many outfits to bring and what type as well as which books, games, comfort items, personal hygiene, snacks and technology to include in their suitcases.

10/20/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Trax Farm products, prices, numbers on pumpkins and associated cost/size, Halloween decorations, signs, guidelines, festival news).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations and information shared with Trax Farm staff and shoppers).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, pumpkin sizes & weights, prices, tax, distance, budget).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate the number of chosen pumpkins cost based on the written number on the individual pumpkins and the cost associated per number on the hanging price list).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., estimating weights of pumpkins, counting # of pumpkins, generalizing # of pumpkins in a pile based on the observed outer #) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size and weight of pumpkins, ranking in size order).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group traveled to a local farm, Trax Farm, to explore their pumpkin piles and pick out

Halloween pumpkins. Group found a wide variety of pumpkins including very mini pumpkins, white pumpkins, yellow pumpkins, all shapes/sizes of pumpkins, and many color variations of pumpkins. The group also found a wide variety of sizes and colors of gourds. Each student and guide chose a variety of pumpkins and gourds to take home. Group discussed options to prolong pumpkin decorations and agreed to not carving the smallest pumpkins or the gourds and waiting until right before Halloween to carve the large pumpkins for the front porch.

- Group engaged in experimenting with dry ice that arrived same day in students' dad's food delivery. The dry ice arrived in several large pieces and students were able to divide it up equally to experiment with.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local farm, Trax Farm.
- Student continued to use maps and other resources to navigate local roads to travel to Trax Farm.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group read signs at Trax Farm announcing the years they had held a Fall Festival as well as the year Trax Farm was established with black and white photos of the initial set up.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students experimented with different weights and heights of pumpkins to see what each could carry individually.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, running, climbing at Trax Farm).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student continued to use their Procreate app to create original digital art pieces.
- Group chose to decorate home with the variety of pumpkins and gourds purchased at Trax Farm. Students also began to plan designs for their pumpkin carvings.

ENRICHMENT

- Students traveled with guide to local Trax Farm to explore Halloween decorations, pumpkins and gourds. Group climbed onto and over pumpkin piles; explored and sat on parked tractors around the farm; perused the indoor products, plants, decorations, hay bales, dry corn stocks, pumpkins and gourds; chose a treat from the indoor bakery and candy area; and discussed past Fall Festivals versus this year's. Group chose pumpkins and gourds for their dad also. Students brainstormed design ideas for this year's pumpkin carving. Group also discussed ideas for trick or treating this year in the family's neighborhood. Group continued to process previous few Halloweens and impact of COVID on trick or treating.

10/21/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online apps, messaging, online research, sheet music, music, Zoom program, current kindle selection, Genshin Impact app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., Zoom music lessons, sheet music, singing, music; specific audio tracks for musical pieces student would like to learn; conversing with music instructor, online videos, group discussion).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., note taking by hand for music lessons; birthday messages to youngest student) and on the computer (i.e., typing, messaging, Apple pencil to write/draw, typing for games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, autocorrect, online search).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., birthday messages) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, tempo/metronome/notes/chords, calendar, distance & hours to Great Wolf Lodge).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if the Great Wolf Lodge is approximately 3 hours away and family would like to arrive before 4 p.m., then what time will family depart home?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., budgeting birthday money gifts from guide & students' dad for online resources) as well as age appropriate math related media.

- Student continued to use measurement in practical situations (i.e., to determine if all items for trip will fit in students' suitcases and then in car storage).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student conducted online research on existing musical pieces they would like to learn to play on the piano. Student then searched their music apps for sheet music or the lyrics for chosen song(s). If unable to find results or if results provide sheet music for another instrument, student was able to learn the existing piece(s) by listening to audio tracks and playing by ear.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group continued to discuss upcoming family travel with departure to be next day. Group will be traveling across Pennsylvania to the Great Wolf Lodge in Sandusky, OH. Group will depart on October 22nd and can arrive any time after 4 p.m.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss donations from extended family made to Nose 2 Tail for youngest student's birthday.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group reviewed current status of COVID for the travel path to the Great Wolf Lodge as well as Great Wolf Lodge requirements (i.e., mask indoors, no mask required in indoor water park or while eating/drinking in indoor restaurant).

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., group active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice as well as same day Zoom guitar/piano lessons.
- Student's guitar/piano instructor discussed upcoming recital options for student to perform live at the studio's in person November 14th recital. Student's instructor's also reminded student of his own upcoming live in person concert at a local theater, the New Hazlett

Theater. Student discussed learning a new song they had researched online on their own and figured out how to play and sing both with the assistance of a music app and partly by ear alone.

ART

- Student continued to create art through music.

ENRICHMENT

- Family began to celebrate youngest student's upcoming birthday per their request. Gifts for siblings' and from siblings to birthday student were exchanged. Youngest student requested guide and students' dad's gifts be given last. Youngest student and younger student worked together to set up and begin charging the birthday Nintendo Switch. Younger students typed in identifying info for youngest student and explored the options and abilities of the chosen version of Nintendo Switch. Group brainstormed options for spending the birthday money received by each student. Upcoming travel and remaining items to pack were also discussed. Youngest student requested to hear stories, reactions and memories to finding out youngest student would be joining the family and their actual birth day story.
- Student and guide reviewed information for student's guitar/piano instructor's upcoming October 29th live performance, *Meanwhile*, at the New Hazlett Theater. Student requested to attend the performance with guide and guide purchased tickets.

10/22/2021-10/25/21

Family Birthday Travel to Great Wolf Lodge, Sandusky, OH

Family completed packing suitcases in the morning of October 22nd then brainstormed best fit for all items making the trip in the family car. Group purchased lunch and snacks for the car ride before departing Pittsburgh. Student, younger sibling and youngest sibling chose technology, Nintendo Switches, books, fidget toys, and various other squishies, drawing materials, geometric shapes activity book, sculpting foam, and art supplies to use during the car ride. Group arrived around 5 p.m. noting the Halloween decorations and signs distributed over the Great Wolf Lodge's parking areas and the Lodge itself. Birthday student read aloud the various visible signs as family parked.

Group excitedly found the pathway to the Great Wolf Lodge lobby and entered the hotel. Because the reservations were for a birthday stay, family received a special greeting and package supplies (i.e., Wolf pass, wolf ears, map, short descriptive presentation of where various activity locations could be found, what was currently open, and where family's room was located). Concierge added birthday student's name to rotating video display so that "Happy Birthday, Fiona!" could be read as the birthday hotel residents names rotated by in alphabetical order. Family chose to first check out their room navigating through the hotel to find the room. A birthday banner was hanging on the outside of the door and birthday balloons, plates, napkins, etc. along with redeemable coupons for a free birthday pizza, free birthday beverages, a free birthday cake, and a filled arcade token card were found on the inside table.

Group chose to visit the hotel restaurant for first in person restaurant meal since COVID. Students noticed the décor of the restaurant with a large plane hanging from the ceiling, oars making up a fence like wall structure around the outside restaurant wall, TV screens playing various shows or sports events, and signs stating COVID protocols. Students read the menus and chose dinner options for themselves, beverages and desserts. Following the meal the family explored the hotel to see the Build A Bear station, the Candy Store, the Souvenir Shop, the Magic Store (i.e., capes, wands, options to decorate your wand, information on the magic wand scavenger hunt), the Arcade, the Ice Cream/Pizza shop, the Dunkin Donuts store, the Gem Stone Mining Station, and the Indoor Water Park. Trick or treating would take place each evening throughout the hotel. Musicals with the Great Wolf characters took place once or twice daily.

Over the course of the 4 day stay, group members, guide and students' dad explored each activity within the hotel. Group members chose wands (i.e., self-expression, creativity, physical activity, logic, direction, numbered locations, visual art) and began the magic scavenger hunt (i.e., coins, characters, addition/subtraction, math problems, reading, science, number of items to find) both individually and as a team. Students, guide and students' dad spent a large portion of time in the Arcade playing a wide range of games to earn a specified number of tickets per turn. Tickets could be hand counted and/or inserted into counting machine to translate into token points. Token cards could be bought and filled with designated dollar amounts at a machine, tickets became token points, and only token points could be used to purchase items from the prize wall. Items ranged from less than 10 tokens all the way up to hundreds of token points for large prizes. Games could be physically challenging, strategic, require precision and thought, and/or be a lot

of fun like throwing basketballs in a hoop with a timer and an opponent; Whack A Barrel (i.e., hitting barrel with just enough power/force to raise scale to top but not over or under; option to win 1,000 tickets); Piano Keys (i.e., eye/hand coordination, calculating score, time limit, gross motor skills, music, physical movement, attention/focus, listening, patterns, notes); or numerous claw games (i.e., earn a large Great Wolf Lodge ball, Squishmallows, tiny stress squishies, or an assortment of prizes). The Indoor Water Park had speed slides, large tube slides, a climbing area, a pool to swim in, a lazy river, a shallow area, and a snack food eating area. Students utilized math concepts throughout the stay with budgets, souvenir shopping, tips, money, percentages of completed scavenger hunt items, computers, the water park components, etc.; science with the geology aspects of the mining activity, the examples of aviation vehicles, the water park and its components, and the discussions brought on by the Build A Bear animals, heartbeat, scent and senses; geography with travel; civics with options to be the best citizen while sharing the Great Wolf Lodge with other community members; health and the human body with Build A Bear conversations, nutrition choices, sleep practices, personal space and down time, expression of strong emotions and the birthday student losing a tooth on their actual birthday; reading, writing, and spelling continuously with the literature surrounding hotel residents, audio, conversations with staff and residents, menu choices, writing down food preferences, games and activities; fire safety with maps, fire extinguishers, sprinklers, fire exits, and smoke detectors; music with constant music playing in the background, musicals with characters, and the option of personal playlists on I pads; art included both individual creations as well as art found throughout the hotel and in the family's room; and, lastly, enrichment with travel as a means of learning and experiencing different locations, foods, culture and people.

Family departed the Great Wolf Lodge in Sandusky, OH after a final few hours in the Arcade where students cashed out whatever token points they wanted to purchase final prizes. Group chose to leave remainder of the cards with money and varying amounts of token points on them for the next family or child that needed them. Arcade staff said they would be happy to pass the cards out. Family repacked car and drove the return trip from Sandusky, OH to Pittsburgh, PA and home.

10/26/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, online recipe research, ingredients, baking instructions, oven queues, road signs, GPS, Misty Pines signs/prices/products).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, science videos).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, oven use, timer, Sugar Cookie recipe from scratch).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to double a recipe, calculate the measuring amounts).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., baking) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., sugar cookie recipe from scratch) and other practical situations (i.e., confirm accuracy of fit for final Halloween costume).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student conducted online research for baking sugar cookies from scratch. Student reviewed several recipes, observed ingredient options in family home, and chose a recipe to follow. Student chose to double recipe and did so by calculating new measurements. Student readied

oven, set timer and baked cookies. Student then set cookies out to cool before offering a taste test experiment to group.

- Group discussed avian anatomy, particularly that of a goose. Group described science videos they often view to learn about such subjects.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and younger sibling traveled with guide to a joint scheduled appointment in the community. Group members also chose to travel with guide to pick up 2 family dogs at a local dog training and boarding facility.
- Student continued to use maps and other resources to navigate local roads to travel to local scheduled appointment in the community and dog boarding facility, Misty Pines.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed avian anatomy, particularly geese, and discussion journeyed into comparing and contrasting avian anatomy with human anatomy.
- Group continued ongoing discussions around expressions of strong emotions, assertive communication, and impact of both on sibling relationships.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student chose to create art through baking.

10/27/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, online research into chocolate chip cookie recipes).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, chocolate chip cookie recipe, oven, timer).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., steps and measuring of chocolate chip cookie recipe from scratch).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., baking) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., chocolate chip cookie baking).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Student chose to conduct further online recipe research. Today student chose a chocolate chip cookie from scratch recipe and prepared ingredients. Student measured and mixed said ingredients, readied dough to bake, baked said dough, cooled cookies and offered group a taste test of both cookie dough and baked cookies. Group noted the dough had a less salty taste than previous batches.

- Student chose to participate in animal husbandry, care, and play with ferrets. Student chose to video the ferrets and use photography to capture their antics.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed moderation in nutrition and impact on human body especially when combined with aging.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student chose to play and care for both ferrets playing chase, running and following active ferrets around.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student created art through baking.

10/28/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online searches, clock, online videos, music app).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand and on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, addition/subtraction, coins/levels/online monies, calendar, schedule of family's remaining travel, where daylight savings time falls on calendar, distance).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., attempting to calculate amount of pressure needed to result in observable changes in solid objects).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards through Chase Bank are in the mail on way.
- Student continued to use mathematical concepts in free play (i.e., periodic table elements used in Ipad app) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., height and weight of puppy at current time).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Group discussion of the properties of various items and possible observations when the item is subjected to increasing pressure (i.e., how much pressure is needed to break a cement cinder block?). This conversation was inspired by a science/chemistry Ipad app where students could choose various elements from the periodic table and place the elements in

different scenarios (i.e., in a beaker being heated over a Bunsen burner; under immense pressure; in a setting where it would be frozen; in various states (i.e., solid, liquid, gas); in a container where it would be mixed with other chemicals or elements). Group discussed the periodic table, the elements' symbols, and their groupings.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed family travel to date (i.e., Chincoteague Island, VA & Assateague Island, MD; Outer Banks, NC) and upcoming family travel (i.e., Harrisonburg, VA; Key West, FL) in November and December.
- Student and guide reviewed tomorrow's travel to New Hazlett Theater for student's guitar/piano instructor's live performance at 11 a.m. Researched on Google Maps to see needed travel time in order to arrive by 10:30 a.m. Student and guide used satellite view to familiarize themselves with the area and potential parking options. Tomorrow morning's schedule was brainstormed and agreed to.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group researched and discussed the history of Halloween in Europe (i.e., the Celts), with the spread of the Roman Empire (i.e., Catholic Church and Popes), in colonial America (i.e., more so in MD and further south), and with large scale immigration in the mid-19th century (i.e., Potato Famine) Halloween increased to more of a national holiday.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the power of music especially live music to influence mood, energy levels, and physical movement or letting the rhythm take you.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano and guitar practice. Guide informed student their guitar/piano instructor canceled their same day Zoom lessons.

10/29/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS, parking signs; New Hazlett Theater signs, advertisement, posters, performance program).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; interactions with staff, audience, instructor).
- Student and guide met individually to review and revise student's Learning Goals as needed.

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, timeline for live performance, distance, 6 feet social distancing, COVID statistics).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., experiencing instructor's live performance on the mandolin with another 2 invited musicians, a bass cello and an acoustic electric guitar; the timing involved and calculating the number of songs performed within the performance's timeframe).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards are on way for each student.
- Student continued to use mathematical concepts in free play (i.e., performing own music) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., attempting to maintain 6 feet social distancing space with others).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and

learning about computers, computer programming, and computer science concepts.

- Guide and student traveled to New Hazlett Theater to be in the audience for student's guitar/piano instructor's live performance, *Meanwhile*. The stage was set up with different hanging and inflatable round spheres of varying sizes that appeared to represent the moon. Each performer (i.e., instructor on mandolin, guest musician on bass cello, another guest musician on an acoustic guitar) had an amp set in facing their place on stage and student noticed the performers adjusted their volumes and other amp functions throughout the performance as needed. Student also noted how happy their instructor looked while playing based on facial expression, body language, smiling interactions with other players, and joy that seemed to radiate from each performer.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled for the first time to the area of the New Hazlett Theater and their first time inside the theater. Discussed amazing renovations to the building; the minimal, creative stage set up with focus on performers with spacing and lighting; and reuse of the building for an amazing contribution to artists and the community.
- Student continued to use maps and other resources to navigate local roads to travel to the New Hazlett Theater.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Guide and student discussed the history of the New Hazlett Theater which was also reiterated by the director who introduced the history of the space, the mission of the New Hazlett Theater, options for further supporting the organization, COVID guidelines, and the performers themselves.
- Student's instructor's performance included spoken song introductions and explanations by the instructor that often referenced historical musical figures whose methods of playing influenced the performer. Pieces of these methods were demonstrated also

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Student and guide discussed the donation at the time of the ticket purchases.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Student pointed out fire exits in the theater, the fire exit map on the bathroom door, and the fire safety equipment in the lobby and entrance hall of the theater.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student discussed feelings in their body brought on by nervousness before any

performance.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walked quickly from parking to theater).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student attended their guitar/piano instructor's live performance, *Meanwhile*, at the New Hazlett Theater. The performance contained original works by student's instructor as well as spoken explanations and introductions to each piece where instructor shared a current or historic musician who had influenced the instructor's choices and methods for the piece. Student learned many new musical composers along with their methods demonstrated in the performance and the genres they would be grouped in (i.e., Jazz, Blues, Bluegrass). The instructor chose individuals who had a unique, individual take on their instrument and playing said instrument.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student chose to digitally draw a Halloween themed sign with a black cat, a pumpkin, black birds and spiders.
- Student witnessed a powerful, amazing form of art with same day attendance of live performance art piece, *Meanwhile*.

ENRICHMENT

- Student and guide attended student's guitar/piano instructor's live performance titled *Meanwhile* at the New Hazlett Theater in town. Student and guide reviewed current COVID guidelines and the theater's protocol for performances. Guide brought masks, photo ids, and proof of vaccinations for self and student. Student and guide received a program outlining the performance and were invited to choose socially distanced seats in the audience. The program described *Meanwhile* as a "spirited exploration of American improvised music" by student's instructor. Student read through the program listing the song titles to be performed; the bios of each performer; and the ads for future performances as well as donation options. Student and guide described the performance in great detail as well as the theater itself upon returning home with the rest of the group and the students' dad. Other group members asked questions and restated they also would like to attend live performances when able to do so.
- Guide chose to order students Kiwi Crate's Build A Wooden Christmas Village countdown to Christmas calendars to assure timely shipping arrival prior to beginning of countdown.
- Student requested guide check in with best friend's mom to see if the friend is available to trick or treat with student. Guide will follow up with best friend's mom first thing tomorrow. Younger students expressed great excitement at the idea of best friend coming over. Group discussed options for students to trick or treat (i.e., together, allowing oldest student and friend to have own space, or a some combination of both).

10/31/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, make own pizza ingredients & directions, Halloween signs; Halloween messages from neighbors who weren't home but left out treats; candy names, ingredients).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with neighbors, best friend, best friend's mom at drop off).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music; neighborhood layout, # of houses participating in trick or treat, houses participating without anyone home, nonparticipating homes, walking strategy and pattern).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if student takes 1-2 pieces of candy per house and plans to go to all houses in immediate neighborhood, how much candy will they get?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., Trick or Treating, pounds of candy to give out, pounds of candy received) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., make your own pizzas with

ingredients offered) and practical situations (i.e., weighed candy).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group discussed local toy stores annual promotion to donate up to 5 pounds of candy and received in store credit. The candy is then given to community food banks or other organizations. Group stated they would like to participate again this year and would weigh their candy at the end of the night.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students and oldest student's best friend trick or treated around neighborhood with either students' dad or guide for entire designated trick or treat time (6-8 p.m.).
- Student continued to use maps and other resources to navigate local roads to travel to best friend's house after trick or treating and some final time together.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety including pedestrians on the road safety and Halloween safety.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed sugar, potential effects on human body, and special treat of Halloween.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group participated in a 2 hours of trick or treating with walking, speed walking, and running to go around the entire neighborhood.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student created art with their choice of Halloween costume, accessories they chose, and the way in which they chose to wear it.

ENRICHMENT

- Group each chose their final Halloween costume and chose to accessorize it independently. Students all chose to participate in community trick or treating from 6-8 p.m. with oldest student's best friend. Group invited friend to dinner prior to trick or treating choosing a menu of make your own pizzas. Students kept track of time prior to and during trick or treating. Group commented on the increasing levels of darkness, the number of candies received, the visible house numbers on each neighbor's home, the brightly lit moon and stars, and the decreasing temperature as the evening progressed. Group and friend sorted through their candies, traded if desired, and taste tested new options. Oldest student and their dad drove best friend home following the festivities.

11/2/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Songbird Artistry website and teen art class description).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, biweekly teen art class meetings; Google Maps satellite of art class shop location and distance/time from home).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., determining percentages or proportions of ingredients for making own smoothie).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own fruit smoothie).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Student and guide researched teen art class currently available at Songbird Artistry shop downtown. Student and guide reviewed previous discussion on its Facebook page and read the descriptive paragraph for the class. Student decided they would like to attend a class. Guide will be able to attend a simultaneous parent meeting. Guide reserved a paid spot for student. Together they searched on Google Maps satellite view for the location and possible parking areas.
- Group discussed current COVID levels and scientific recommendations/guidelines. Guide and students' dad shared they had voted via mail in ballot instead of choosing to vote in person. Students' dad shared information from online articles about potential set backs with the U.S. postal system.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed student's request to attend a teen art class meeting on November 7th for the first time. Younger students also expressed an interest in a similar class for their age groups if available. Guide will make inquiries.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed voting practices and options to participate in playing an active role in supporting candidates. Group also discussed option to mail in vote this year due to pandemic versus in person voting.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed in detail same day Election Day, candidates (i.e., presidential candidates), and offices citizens would be voting for. Group members shared their opinions, thoughts and hopes with this election. Group and guide reviewed previous presidential nominees and different events that occurred during those presidencies (i.e., wars, the Depression, Vietnam, COVID).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued to discuss the use of movement and self-care as means to assist with mood and overall well-being.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via

online research, online videos, playlists and music heard in community.

- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student chose to attend first teen art class meeting at Songbird Artistry shop on November 7th. The class meets biweekly for a total of twice monthly. The local artist instructor provided a description for the upcoming class so that attendees would know what to expect (i.e., create a super hero or sidekick and turn them into a comic strip). Community coordinator also sent a message letting parents know there would be an accompanying parent meeting during the teen art class. A journalist had requested to stop by, take pictures and interview participants/parents if he had permission. He would share his organizations name, mission and community resources.

11/4/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online apps, messaging, online research, sheet music, music, Zoom app for music lessons, current kindle selection, Genshin Impact app, road signs, GPS, pool rules/guidelines/depths).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., Zoom music lessons, sheet music, singing, music; specific audio tracks for musical pieces student would like to learn; conversing with music instructor, online videos, group discussion).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., note taking by hand for music lessons) and on the computer (i.e., typing, messaging, Apple pencil to write/draw, typing for games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, autocorrect, online search).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, tempo/metronome/notes/chords, calendar; contract for monetary assist with Genshin Impact app divided up over time/jobs).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., dollars needed for Genshin Impact resources, calculating money to online resources and online resources to game products received; for \$10 player receives 9 wishes, for every 3 wishes player will be given 1 additional character in the game to add to their group).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., Genshin Impact) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student continued to conduct online research on existing musical pieces they would like to learn to play on the piano. Student then searched their music apps for sheet music or the lyrics for chosen song(s). If unable to find results or if results provide sheet music for another instrument, student was able to learn the existing piece(s) by listening to audio tracks and playing by ear. Student then brings what they have accomplished to guitar/piano lessons for feedback from instructor and/or additional assistance with the song.

GEOGRAPHY

- Student, group and students' dad continued to use Google Maps and GPS to travel local roads to drive guide to a scheduled medical appointment. Group waited for medical procedure to be complete and then took guide home.
- Student, siblings and students' dad chose to navigate local roads to travel to the USC Rec Center indoor pool.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed options for food donations to local community resources for upcoming holiday.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed prep and procedure guide had undergone/would undergo for scheduled medical appointment. Group discussed human anatomy, the digestive tract, the impact of healthy and less healthy foods, and reasons for same day medical procedure. Guide and group discussed being proactive about your health versus reactive or ignoring concerns.
- Group discussed current expanded status of COVID vaccinations to include ages 5-11 also. Group discussed younger students thoughts and feelings around receiving their COVID vaccinations. Guide will research vaccination locations and open appointments.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., swimming, slides, indoor pool play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through

piano and guitar practice as well as same day Zoom guitar/piano lessons.

- Student's guitar/piano instructor reminded student of the upcoming recital options for student to perform live at the studio's in person November 14th recital. Student stated they would not like to participate at this recital. Student discussed learning a new song they had researched online on their own and figured out how to play and sing both with the assistance of a music app and partly by ear alone.

ART

- Student chose to create art through music.

ENRICHMENT

- Group discussed current expansion of COVID vaccinations to include younger individuals ages 5-11. Guide researched options and locations for vaccinations and was able to find 2 openings at a more distant Rite Aid family had not previously visited on November 11th. Students' dad let group know that their cousins would also be receiving their COVID vaccinations prior to family's travel to Harrisonburg, VA. Students' grandparents would be receiving their COVID booster shots. Therefore, everyone who would be spending time together would be vaccinated with at least a first shot.

11/5/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS; Home Away From Homeschool signs, posters, areas, book titles, snack area; book selections from Barnes & Nobles, B & N signs, book titles, book genres, toy section).
- Students and guide then later students' dad read aloud the Hi-Lo graphic novel book series.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with HAFHS co-owner and son).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, prices, days of week).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how many books can be purchased at the book store? What is the budget?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., Genshin Impact) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled for the first time to a local Home Away From Home School Rec Center in the community then traveled further on to a local Barnes & Noble bookstore.
- Student continued to use maps and other resources to navigate local roads to travel to HAFHS Rec Center and Barnes & Noble bookstore.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking thru HAFHS & bookstore, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Group was able to listen to HAFHS co-owner's son play the piano.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student continued to use their Procreate app to create original digital drawings.

ENRICHMENT

- Group traveled to local Home Away From Homeschool Rec Center to participate in tour set up by guide at students' request. Co-owner of the organization showed group around the building pointing out reading areas, libraries, a video game playing area, toys, Legos, a piano, several separate rooms for classes or club meetings, an art room, a parent meeting area, a fish tank, and a wall with posters to advertise upcoming or current classes/clubs. The co-owner informed guide of the cost and membership and asked her son to talk with the students a bit. Bennet asked questions of the group, introduced himself, talked a little about his interests, mentioned a few clubs taking place, and demonstrated a song on the piano. Students and guide left after the tour and discussed everyone's thoughts/feelings. Students stated they would like to return and would like guide to set up the annual family membership. All 3 students requested to participate in the weekly Monday noon art class. Guide will follow up with membership applications and payment, find out how to register for the art class, and see if appointments can be shifted around to match this change in schedule.

11/7/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs; GPS, Songbird Artistry shop's signs, art with quotes, prices).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with teen art class instructor as well as other participants and the visiting journalist).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to write on artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, size, perspective, dimensions, sketching into a comic strip series, age, dates).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if student and guide need to arrive at Songbird Artistry shop for teen art class at 12 p.m. then student needs to get up at ____, get ready by ____, and be in the car to leave at ____).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student explored Songbird Artistry shop's art pieces for sale, reviewed prices and chose a piece to purchase. Student went to register and with guide's credit card assistance paid for item.
- Student continued to use mathematical concepts in free play (i.e., sketching piece at teen art class) as well as age appropriate math related media.

- Student continued to use measurement in practical situations (i.e., to determine best fit necklace chain for them—16”, 18”, 20”).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student and guide experimented with first visit to a teen art class and parent meeting at Songbird Artistry shop in a part of town new to both. Student participated in class to be able to have the experience and observe whether it was something they would like to engage in further. Student observed other participants, their conversations, and art work; student answered questions asked of them by group, instructor and visiting journalist. Student created an original piece of art work during class with guidance and supportive feedback from the instructor. Each member shared their own life interests, concerns and experience at the level they were comfortable.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to area of town they were unfamiliar with to Songbird Artistry shop for the first time. Student and guide described experience and navigation for rest of group and students’ dad upon return.
- Student continued to use maps and other resources to navigate local roads to travel to Songbird Artistry in Pittsburgh.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the historical aspects shared by the visiting journalist at student’s teen art group including his and others’ at his organization (i.e., QBurgh) experience of growing up as part of the LGBTQIA+ community in the Pittsburgh area.
- Group discussed the Supreme Court’s Marriage Equality Act of 2015 legalizing gay/lesbian marriage in all 50 states as well as how some states continued an ongoing ban of gay marriage.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Student requested to support Songbird Artistry shop’s involvement and support of the local community by purchasing items in their store. The necklace student purchased was a handcrafted resin design created by the shop owner’s adult child.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed how communities are impacted when the federal government is supportive of the LGBTQIA+ community and when they are not. Group discussed the roles of state and federal governing bodies in the legalization of gay marriage (i.e., the Supreme Court’s Marriage Equality Act of 2015 legalizing marriage in all 50 states; some states ongoing ban of gay marriage).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student and guide discussed Children's Hospital located diagonally from the Songbird Artistry shop and the reasons children may need to go to Children's or Children's ER. Student and guide recalled previous family visits to the ER there (i.e., younger student hit head at about age 2 years; youngest student cut their throat area during a fall off bike). Discussed falls in young children; types of fractures, sprains and breaks; cousin who dislocated their arm; and other medical memories.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to art class from parking area several blocks away; movement at home).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student learned from other group members various different songs to try to see if they also liked the new music.

ART

- Student participated for first time in Songbird Artistry's teen art class.

ENRICHMENT

- Student participated in teen art class held in a community space at Songbird Artistry shop. Songbird Artistry hosts various art classes for different ages, classes for specified groups including members of the LGBTQIA+ community, and other community groups or art project groups. Songbird Artistry's owner described recent travel to participate in a community activism art project out of state. With participants permission, the owner had invited a visiting journalist from QBurgh or Queer Pittsburgh to come to the parents and teen groups to interview both groups and photograph the teens. Student experimented with attending the class to be able to make an educated decision if it was something they would like to participate in. Student reported greatly enjoying the group despite feelings of nervousness due to being a new participant and not being sure what to expect. Student requested to continue attending. Student and guide described their experiences in detail to the remaining group members and students' dad upon their return. Younger students requested guide check into options for them as well.
- Younger students shared their experiences with their dad during student and guide's absence. Younger student chose to play driving game with their dad on the family TV (i.e., speed, direction, vehicle dimensions, colors, location of race) and youngest student chose to play a dancing game (i.e., chose from songs, read instructions during dance, read lyrics, engage in active dancing to follow along).

11/8/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock).
- Student conducted online research into upcoming birthday gift options from guide and student's dad as well as from each sibling. Student read information on the items as well as price, took a screen shot of each, and texted the screen shots to guide.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).
- Student and younger sibling chose to play together on Ipad world while guide and youngest student traveled to an ongoing scheduled appointment in the community.
- Student and guide met individually to discuss their upcoming birthday travel, optional activities during travel, and if any such activities met their Learning Goals.

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how long would student and younger sibling have to play together before guide and youngest student arrived home).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount

received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.

- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Student and guide explored activities that could take place on student's birthday trip to Key West, Florida, such as interacting with a dolphin at the Dolphin Research Center; a Mermaid Swim (i.e., dress up as a merperson, swim the a hotel pool with adult mermaids, receive breakfast snacks & beverages); or exploring the beaches located within driving distance from the family's hotel. Student will consider options and let guide know of interest levels. Discussed if any of the options would address student's or younger students' Learning Goals.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Students all requested for guide to register them for the upcoming Home Away From Homeschool Art Classes that will be weekly on Mondays from 12-1 p.m. guide was able to shift schedule and register all students for the upcoming Monday, November 15th class.

ENRICHMENT

- Guide followed up with the group about Home Away From Home School Monday Art Classes to determine interest. Younger students stated they were interested and would prefer to attend HAFHS art class versus Songbird Artistry art class option. Songbird Artistry owner had stated they would advertise a group for group's younger students or younger students could attend as siblings themselves to meet with art instructor. Guide let owner know of younger students decision. Oldest student also expressed an interest in trying HAFHS art class. Guide discussed moving ongoing scheduled appointment in community with appointment individual and was able to shift Monday 12 p.m. appointment to Wednesdays at

12 p.m. Guide then registered all students for HAFHS Monday, November 15th Art Class. Classes must be registered for on a weekly basis.

- Group discussed upcoming family travel to Virginia and extended family's invitation to participate in the annual Turkey Trot in Virginia. Group chose to each offer their pro's and con's about the run/walk and youngest student stated they'd like to try. Student and younger sibling would prefer to consider this idea and learn more before making a decision. Group will research the exact parameters of the race, research current COVID recommendations, and revisit whether they would like to participate or not.

11/9/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with guide and ongoing scheduled community appointment staff).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes to self on artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, melting point of sugar, perspective, dimensions for drawing, a mile and fractions thereof).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., timing how long to melt sugar and added ingredients in pan on cooktop and at what heat strength to reach a pliable melted but still solid state to turn into desired candy shapes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., drawing instructions and modeling) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., candy making with youngest sibling) and other practical situations (i.e., to comprehend length of Turkey Trot by comparing it to milage on the treadmill—1 lap = $\frac{1}{4}$ mile).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student offered to guide an interactive candy making activity for youngest sibling. Sibling excitedly agreed. Student gathered ingredients with sibling's assistance; readied ingredients and tools; discussed fire safety with cooktop; and walked sibling through melting ingredients to point that they are mixed and pliable to turn them into candy shapes.
- Student chose to experiment with a stuffed seal pillow they had been given previously by a sibling. Student observed similar size of stuffed seal to family cat but a difference in weights between the two. Student theorized that if they added more stuffing or a different stuffing type to the seal they could create a weighted seal pillow that could serve as a substitute for the family cat to sleep with. Student placed seal in a bowl to catch any stuffing that may escape, carefully opened a seam, inserted additional stuffing, weighed the seal, continued to insert necessary stuffing to reach desired weight, and sewed seam closed. Student will experiment with seal pillow tonight to see if it would serve as an acceptable weighted substitute for the cat.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to ongoing scheduled community appointment.
- Student continued to use maps and other resources to navigate local roads to travel to ongoing scheduled community appointment location.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, particularly around cooktop use.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion around the ingestion of sugar in various amounts.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Students chose to travel to USC Rec Center park with their dad to engage in park play, running, and, for student, ferret leash with harness walking.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student used markers and colored pencils to sketch original art pieces.
- Student offered younger students instruction on how to create original artwork pieces of their choosing.

ENRICHMENT

- Group follow up discussion around Turkey Trot participation and specifics of the race/walk (mileage, distance, exercise to prepare, Kids Walk/Run versus adult versions). Each group member agreed to take some time to consider participation in the Turkey Trot.

11/10/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selections, games/apps, online research, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, audio portion of Ipad, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how much time remains until younger students next day COVID vaccination).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and

learning about computers, computer programming, and computer science concepts. Group discussion of group learning goals around technology. Guide offered options moving forward to meet these goals with students' dad's assistance. Guide discussed timeframe for building family PC from scratch with students' dad and having PC components sooner rather than later. This would mean the group may have to pause building to travel to Virginia and restart when family returned. Group did not mind having to pause and expressed an interest to begin as soon as possible. Guide will share group votes with their dad and request remaining components be ordered.

- Group continued to discuss younger students' COVID vaccinations, what to expect, the reasons they had chosen to receive the vaccine, and the location of the vaccination site. Younger students' next day 1st shot COVID vaccinations were scheduled at a new Rite Aid for 11:20 a.m. and 11:40 a.m. Oldest student offered their input from their own COVID vaccination experience. Younger siblings expressed their worries about shots and brainstormed self-care/comfort options. Youngest student chose to pick out a lighter t-shirt that they drew a rainbow, a heart, and wrote a message "Fi I love you" stating it would be their "bravery shirt." Youngest student also to bring their large strawberry squishy to squeeze while receiving their shot. They offered strawberry as an option for student to use as well.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Students described their reasoning for receiving the COVID vaccination including its contribution to helping those in our community who may not be able to receive the shot (i.e., medically recommended not to) as well as those who were more vulnerable to COVID (i.e., babies, the elderly, immune compromised, etc.).
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed how the current federal presidential administration was offering the COVID vaccine to citizens free of charge.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.
- Student engaged in piano playing on an Ipad app in an attempt to learn new existing songs.

11/11/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS; Rite Aid products, prices, signs; Zoom online lessons through app).
- Group engaged in bacteria experiments reading parts of *The Bacteria Book: The Big World Of Really Tiny Microbes* book as well as the instructions in the Bacteria Science Kits.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with guitar/piano instructor on Zoom lessons).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten labels for the bacteria petri dishes; notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, notes/tempo/chords/metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time to COVID vaccine shot; number of petri dishes in bacteria kit and length of time for the bacteria to grow).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Group agreed to a healthy living challenge contract where students would attend more closely to healthy nutrition choices; decreased sugar limited to before 4:30 p.m. daily; increased movement during but not limited to 2 hours a day (later switched to 3 hours per student request); and decreased technology time. Group members discussed options for

earning money through the challenge and what online resources they would purchase. Group members translated American dollars to online currency for a specific game, the cost of desired resources, and how actual dollars would translate to final items or characters.

- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., Ramen noodles) and other practical situations (i.e., measuring amount of water for filtered water system container).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group agreed to participate in a movement experiment where students spend less time online and more time in real life moving. Group agreed to observe what, if any, changes in energy levels, mood, frustration tolerance, or quality of sleep during the experiment.
- Group participation in a science experiment with Bacteria Science Kit for each student that contain all necessary supplies including petri dishes with pre-poured LB agar plates for growing bacteria and fungi. The group discussed how this experiment will create a visual of bacteria present in the areas of the family home they choose to swab. Group discussed good and bad bacteria with examples of each. The kits offered examples of how to wipe the swab onto the agar. Group members then explored the home and chose their swab sites; used the sterile swabs to first wipe the area then zig zag the swab gently onto the agar; replaced the petri dish lids, taped them closed securely, and hand labeled each one before moving on to the next. Group brainstormed a location to keep the completed petri dishes in based on the parameters set by the instructions (i.e. warmer temperature, flat solid surface). Group agreed on laundry room with a heater so that they could monitor the exact room temperature. Petri dishes were assembled in laundry room. Group will check on dishes daily and monitor bacteria growth.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled with guide for the first time to a Rite Aid vaccination site in the community. Group noted stores and businesses around the site as well as condition of roads, distance from home, and time it took to travel there. Younger students chose that evening to accompany guide and puppy, Neo, to a puppy training class at Misty Pines Dog Training and Boarding facility.
- Student continued to use maps and other resources to navigate local roads to Rite Aid vaccination site.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Students discussed how their participation in receiving the COVID vaccine creates a feeling of assisting the community especially those who are most vulnerable.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued ongoing discussion around COVID, COVID vaccinations, potential side effects or physical symptoms of the 1st shot, and coping strategies for increasing nervousness/worry.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to pursue their own musical interests with guitar/piano practice and same day Zoom guitar/piano lessons.

ENRICHMENT

- Group travel for first time to Rite Aid location for younger students to participate in COVID vaccine 1st shot. Group explored Rite Aid while waiting for the pharmacist to be ready. Younger student found a tool/kitchen aisle and remained there to read and explore items. They found a water filter system container they believed they would like to get to assist them in consuming more water. They agreed to share with the family if able to purchase it. Other students explored the food, snack and treat aisles finding something in each aisle (i.e., Ramen noodles, Chips Ahoy cookies, new types of chips). Group also noticed the travel size products aisle and together chose multiple products that could be put into a bag for any homeless individuals in the community (i.e., a toothbrush personal grooming kit, travel size band aids, etc.). Group noted other items they could put in the bags including some cash, uplifting caring notes, feet/hand warmers, a bottle of water, and a scarf or hat. Group was called to participate in vaccinations. Group worked through challenges of strong emotions and worries. Both students received their 1st COVID vaccine shot.
- Group discussion of a potential experiment with the students' schedule (i.e., limited online use). Group continued ongoing discussion around the significance of movement and nutrition. Group discussed their thoughts and feelings about less time on technology and more time moving or participating in field trips/activities. Group created a healthy living challenge contract for this experiment where participants would agree to attend to healthy nutrition, decrease sugar, increase movement, decrease online time, or some combination of the above that best fit each student. Students agreed to observe and note any changes in mood, sleep, frustration tolerance, energy levels, and quality of sleep during the challenge. Group requested to add an additional hour of movement to the 2 currently on the contract.

11/12/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online searches, online video captioning, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, addition/subtraction, larger numbers, computer science, music, sizes in inches of dog bones).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Group members followed up on bacteria growth that occurred overnight by observing science experiment. Students observed bacterial growth on the majority of petri dishes.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco,

alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Youngest student was scheduled to receive a 2nd Hepatitis B vaccination at the family doctor's office same day. The office staff called guide to inform them the vaccination had not arrived with today's shipment and they would have to cancel appointment. Office will contact guide again when vaccine shipment arrives. Guide and youngest student discussed cancellation and rescheduling. Student offered to go to appointment with youngest student to help with their worries over the vaccination.
- Group continued their healthy living challenge contract.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play and movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student shared original colored pencil art sketches and drawings. Student described choosing one of their journals to dedicate to a sketching journal. Student had drawn the shared art pieces from that journal. Student plans to fill sketch journal.

11/13/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, embroidery kit instructions).
- Group chose to open 2 International Yum Subscription boxes, one representing Scandinavia and one representing Indonesia. Each box contained a map of the represented country, native snacks, native treats, and an magazine that describes facts/trivia about the country, sites from the country, examples of language, cultural information, descriptions of the foods in the box and a rating system to use when taste testing the included items (i.e., 1-5 scale with increasing satisfaction of item with emoji frown to smile faces).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to mark scale on Yum box materials) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, scaling to qualify experience of taste testing Yum box items).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how would student rate an item in the International Yum Subscription Box on the Yum scale of 1 to 5, with 1 being “I wish I had never had this item in my life” to 5 being “I absolutely love this” with accompanying frown to smiley faces).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students’ dad informed group. Guide, students and students’ dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students’ dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students’ dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss,

make requests, voice opinions, or offer suggestions.

- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Group engaged in taste testing experiment with 2 International Yum Subscription boxes, Scandinavia and Indonesia. Group tasted the various snacks and treats while reading the country map and descriptive magazine. One group member chooses to read aloud the list of items included with the listed ingredients and common times native citizens eat these items.
- Group continued their daily monitoring and observation of their bacteria experiment. Group noted with surprise the amount of growth present after less than 3 full days.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group members increased their understanding of world geography by participating in the International Yum Subscription boxes and its written descriptive materials.
- Students' dad agreed to travel individually to Little House, Big Art studio to pick up family's fired ceramics. Students' dad did so.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued their healthy living challenge.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student chose to continue to work on their embroidery kit stating they had begun the project the previous night and were spending large amounts of time dedicated to it.
- Student also conducted online research into an artist glove to wear when drawing digital

pieces as well as sketches on paper. The glove assists in the hand placed on the drawing not smudging, smearing or accidentally adding to a drawing (i.e., with digital pieces).

11/14/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection with adult, games/apps, online searches, online video captioning, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, addition/subtraction, larger numbers, computer science, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to hand sketch perspective and dimensions of human figure).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., sketching dimensions and perspective of human figure) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to monitor and observe bacterial growth. The majority of petri dishes

displayed flourishing bacterial growth. Students examined the labels they had written to determine which swabbed sites showed the most bacterial growth.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students continued to engage in healthy living challenge.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student chose to continue sketching and drawing with pencil and colored pencils in their designated sketching journal.

ENRICHMENT

- Guide followed up with additional Virginia Turkey Trot information (i.e., increased distance of 4 miles, crowded nature, early start, sleep disturbances that come from unfamiliar setting, etc.). Group processed this new information and students agreed to consider the new information. Guide will follow up in few days to discuss further.

11/15/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; road signs, GPS, Home Away From Home School Rec Center fliers, books, signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with HAFHS art instructor, student members, and parents).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., signed artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, dimensions for artwork, distance).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if group needs to be at Home Away From Homeschool at 12 p.m. and it takes __ minutes to travel there, what time should group leave home?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., artwork) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Group continued observing their petri dishes for their bacteria experiments.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to Home Away From Home School Rec Center for the 2nd time.
- Student continued to use maps and other resources to navigate local roads to travel to a scheduled weekly art class at Home Away From Homeschool Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued healthy living challenge.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, increased movement, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student participated in their first HAFHS Rec Center weekly art class. Student created a Fall thanks tree decorated with fall colored leaves and hand written people or things student was thankful for. Group members all completed activity and brought art pieces home where guide hung them in the family kitchen.

ENRICHMENT

- Group began their first class at Home Away From Home School Rec Center. Students chose to attend a weekly art class. The theme for the class was a Fall Tree of Thanks where students created a tree then fall colored leaves for the tree. The class handwrote things/people they were thankful on the leaves and affixed them in their own unique way to the branches of the tree. Students wrote their names on their art pieces.

11/16/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, video instructions for hand knitting).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, addition/subtraction, coins/levels/online monies; musical notes/tempo; fractions, measuring length of hand knitted scarf).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., determining length of hand knitted scarf).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc. Personal credit cards had arrived for each student. Students' dad informed group. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so in the next few days as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., hand knitting) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., length of hand knitted scarf).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Group continued observing their petri dishes for their bacteria experiments. Group agreed to dispose of bacteria experiments as instructed by the kit on Thursday, November 18th.
- Student chose to research hand knitting. They had previously engaged in this activity and wanted a refresher. Student watched an online video that offered an explanation, instructions and a demonstration of hand knitting. Student found a skein of yarn they liked and proceeded to hand knit a rather long scarf for themselves. Student shared their creation with the group and counted the loops it was able to make around their neck.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued healthy living challenge.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice. Student also offered to teach youngest student how to play piano and proceeded to do so.

ENRICHMENT

- Younger students participated in their trial violin lesson with in person instruction at Kathy's Music studio. Younger students then traveled to a scheduled appointment before traveling to Giant Eagle grocery store on the way home. Later students' dad took both student and youngest student to Sky Zone Trampoline Park while oldest student chose to stay home.

11/17/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online searches, clock, online videos, road signs, GPS; Michael's Craft Store signs, product descriptions, prices, aisles, and checkout).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with Michael's Craft Store staff and fellow shoppers).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, addition/subtraction, coins/levels/online monies, dimensions of wooden canvas piece, drying time, ounces).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., sizes of skeins of yarn, loops of embroidery thread, and larger canvases)
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., creating art piece with large canvas, existing strengths notes, embroidery thread) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to determine art supplies that would be best size fit for project in mind).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Group requested to travel to Michael's Craft Store to purchase supplies to attempt to create original art pieces as well as their version of art pieces viewed in online art videos. Students frequently view art videos and different methods for painting, drawing and metal work. Younger student chose to recreate their own version of an art piece where several layers of wet paint is moved and swirled by pulling a long chain through it. They also chose to build original pieces, structures, and a book out of tape and large popsicle sticks. Oldest student chose to continue hand knitting with different sizes and lengths of chosen yarn as well as create an original piece with a large canvas, embroidery thread to accent/sew strengths notes given to student by guide onto canvas, and decorative add ons.
- Group continued their healthy living challenge with attention to nutrition, increased movement and attention to mood/energy/sleep quality.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local Michael's Craft Store for supplies. Group noted the stores around the craft store including a Half Priced Books, a Giant Eagle, and Home Depot.
- Student continued to use maps and other resources to navigate local roads to travel to Michael's Craft Store.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued their healthy living challenge with attention to nutrition, increased movement and attention to mood/energy/sleep quality.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking through store, active play, Treadmill exercise).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice and assisting other students and guide in learning pieces on the piano.

ART

- Student continued to use a variety of media to make creations of their own choosing. Student requested skeins of chosen yarn, a large canvas, embroidery thread and any decorative items

they might choose. Student placed written notes from guide that describe student's strengths and moments of kindness on their large canvas and used the embroidery thread to secure the notes by sewing the notes to the canvas.

ENRICHMENT

- Student accompanied the rest of the group to Michael's Craft Store for supplies for art pieces. Student had gathered together the notes and heart notes from guide that each had a handwritten description of a strength of student's. Student placed the notes on the canvas in their preferred pattern then used their embroidery thread to sew the notes to the canvas. Student then took decorative items to finish their piece. Student plans to display the large piece in the room to be able to read the notes whenever they choose.

11/18/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection with an adult, games/apps, online searches, sheet music, clock, online videos, road signs, business signs along way, GPS; family doctor's office, signs, wall screen information, medical videos; Zoom app for online music lessons).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with family doctor's staff; conversations with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., words on art pieces, "Freedom") and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, addition/subtraction, coins/levels/online monies, dimensions, perspective, shading, human figure creation, musical notes/chords/tempo/metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., digital art piece; how to complete shaded flowing art shape).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., creating art piece) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to determine proportions and dimensions of artwork).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Youngest student traveled to family doctor's office to receive rescheduled 2nd HepB vaccine with guide and oldest student. Youngest student, oldest student and guide processed how to youngest student could or does walk thru fear and worry. Oldest student offered suggestions for distracting self while receiving a vaccine.
- Younger student chose to explore technology components that had arrived to date for the family PC students will build with their dad. Group discussed packaging for some components and reasons for vacuum sealing (i.e., the chip could not get dust or dirt in/on it to work properly). Younger student excitedly waiting for all components to arrive to begin PC building with their dad.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to family doctor's office.
- Student continued to use maps and other resources to navigate local roads to family doctor's office.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around nutrition.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed reasons for the Hepatitis B vaccine and vaccines in general.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to pursue their own musical interests with guitar and piano practice. Student also participated in same day Zoom online guitar and piano lessons.

ART

- Student continued to use a variety of media to make creations of their own choosing. Student chose to use spray paint and acrylic paints to customize a blank plastic human crafting mask.
- Student chose to use water colors, water, and water color paper to create an original flowing watercolor shaded art piece with the handwritten word "Freedom" on it.

- Student also chose to continue their original digital drawings in the Procreate app with their Apple pencil. Student visually shared latest drawing with guide then sent a copy to guide via text.

11/19/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Carnegie Natural History Museum's National Geographic Monster Fish: In Search Of The Last River Giants exhibit signs, descriptive signs, video captioning, interactive activities; The Natural History Museum's signs, other exhibit descriptors, interactive materials, maps, café menu, Live Animal Encounter program).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with Natural History Museum's staff, exhibit docents, live animal encounter presenter).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., sizes of monster fish from around the world, depths of rivers they reside in).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., imaginative play with monster fish who are __ feet long with mouth's ___ inches wide or wide enough to fit what appendage?) as well as age appropriate math related media.

- Student continued to use measurement in practical situations (i.e., inches between car door and parking neighbor; if weights of students would be heavier than a monster fish per the scale activity in the exhibit).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Group participated in Field Trip Friday at the Natural History Museum to view the Monster Fish: In Search Of The Last River Giants National Geographic exhibit. Group was able to visit several areas of the museum on the way to the Monster Fish exhibit including the Pittsburgh and Pennsylvania focused room with fossils; geological cross samples; an interactive ride towards the middle of the Earth with a video speaker describing the layers along the trip; local flora and fauna exhibits; and a Relief Map Of Pennsylvania. The group continued visiting the behind the scenes exhibit that shows and offers information about how curators ready fossils for active exhibits. The group continued through the dinosaur halls with interactive screens that describe and provide images of the dinosaurs on display and casts of dinosaur footprints to show the size of their foot as compared to the viewer.

The Monster Fish Exhibit offered closed captioned videos of the history of the monster fishes including the tales and myths that grew out of the Monster Fishes' existence and the Monster Fish's place in the river ecosystem. Actual size Monster Fish could be viewed, and some even touched, throughout the exhibit. The Monster Fish also included depictions of rivers around the world (i.e., Asia's Monster Fish, North America's Monster Fish, etc.) where these fish can be found.. One area of the exhibit had games/activities to learn more such as seeing if your group could outweigh the Monster Fish by all stepping on an actual digital scale and reading whether your combined weights were greater than the list of Monster Fish weights. There was also a boat model that attendees could sit in and watch different video portions of a National Geographic explorer, Zeb Hogan, visit various rivers and observe the fish there. The video had closed captioning. Those in the boat could choose the video clip via the buttons offered. Finally, a life size model was placed at the end of the exhibit on the floor with a sign that said "Climb On" for pictures. Each student took turns adding to their photography skills throughout the museum (i.e., oldest and youngest student using guide's phone camera and younger student brought an extra phone for this purpose).

Following the Monster Fish exhibit the group had lunch at the museum café with students choosing their own foods and paying for their purchases at the register. Students and guide then attended a Live Animal Encounter program with pre-purchased tickets. The program spokesperson talked over the course of the presentation about the animals he brought out to show the audience (i.e., a sun conure, a small snake, a skunk, a hissing cockroach, a large ball python). The speaker was careful to honor all audience members comfort levels giving a universal sign for "no closer please." They presented facts as well as conducted an interactive question and answer portion. Following the end of this presentation, the group went to the gift shop and chose to purchase some souvenirs (i.e., a periodic table, various rocks, etc.).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and

the world through travel, maps, play and stories. Group traveled together to the Carnegie Science Center in Pittsburgh. While there group learned about local and state geography as well as geography when dinosaurs roamed the Earth, locations around the world where monster fish are located, several dioramas depicting other locations in the world, and the geographical sites where the Live Animal Encounter participants' would live in the wild.

- Student continued to use maps and other resources to navigate local roads to travel to the Carnegie Science Center of Pittsburgh.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. On Field Trip Friday, the group was able to view historical casts, moments or sites with museum dioramas and exhibits including the Mesozoic Era and the timelines of Monster Fish around the world.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., touring museum and walking to parking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Group was able to view artwork as they entered the Carnegie Museum of Natural History finding the glass art particularly beautiful especially, *Mountain Skyscape* by Mark Peiser.
- Group each took turns photographing the exhibits during the group's exploration.

ENRICHMENT

- Group continued the reinstitution of Field Trip Friday with the Carnegie Museum of Natural History's Monster Fish: In Search Of The Last River Giants exhibit presented by National Geographic. The group purchased pre-paid, timed tickets and was able to explore the rest of the museum that day as well. The group was able to add on a Live Animal Encounter program to their tickets for a small additional fee. This program provided an interactive presentation with a question and answer format between the presenter and the younger members of the audience. A sun conure, hissing cockroach, small and large ball python snake, and a descented skunk were museum ambassadors that participated in the presentation.

11/20/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS, cousin's play program, prices and menu items for snacks/beverages at play, park signs to find outdoor stage; PC components, written fliers included).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with cousins, extended family, other attendees, volunteers at snack stand).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, PC components; gigabytes, terabytes, etc.;).
- Students' dad explained the units of computer information or: 1024 MB (megabyte) = 1 GB (gigabyte); 1024 GB = 1 TB (terabyte); 1024 TB = 1 PB (petabyte)
- Student continued to use problem solving mathematics skills in daily life applications (i.e., different bytes of information).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., play—number of each character, length of play in hours/minutes, temperature outside) as well as age appropriate

math related media.

- Student continued to use measurement in practical situations (i.e., the dimensions of the final PC case, monitor, and keyboard to figure out best fit for area).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students, students' dad and guide traveled to South Park to be in the audience for South Park's Outdoor Children's Theater's Christmas play. The group had researched the outside temperature, found appropriate attire for an outdoor winter play, and arrived at the play early to be able to explore the area and find out where to be. The family navigated through the South Park and followed park signs and children's theater signs to the correct location. The group greeted their extended family and waved to cousin in play. The group made their way to the snack & beverage stand to wait in line, read through the menu, choose items, calculate cash needed, ask guide for the correct amount, pay for the treats plus leave a tip, then find seats. The group read through the program and was able to actively attend to the play as it progressed. At intermission students returned to the snack stand, this time independently, and purchased more snacks. Following intermission the play finished the final acts and the group congratulated their cousin for their acting abilities. The group then asked to return home to begin building the family PC from the bottom up with their dad.
- Student chose to use their virtual reality head and hand set after finishing PC building with their dad. Student has access to vacation simulators, musical game simulator, National Geographic simulator and parkour simulator.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled for the first time to the outdoor Children's Theater stage in South Park.
- Student continued to use maps and other resources to navigate local roads to travel to the outdoor Children's Theater in South Park.

CIVICS

- Student continued to begin to gain a basic understanding of local, state, and federal government. Group continued to talk about the branches of the federal government.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety including current COVID levels in the county and mask recommendations.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the impact of cold weather on the human body, how to increase warmth, the myth that the most heat released from the body is from the head as well as the myth that blood is blue.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to outdoor play area, running at intermission, walking back to car afterwards).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Cousin's play with the South Park Children's Theater at their outdoor stage was a musical live performance.

ENRICHMENT

- Group attended an outdoor Children's Theater play in South Park, PA with extended family. Students were able to watch a play, purchase their own snacks and beverages, participate in a raffle (i.e., purchase tickets, read ticket numbers when called, see if won a prize), read the play's program and have conversations with others.
- Group returned home from play and began PC building with their dad. Students' dad offered explanations of different PC components, what they do, how they work individually & as a unit, and what group will need next. As the group finished for the day, younger student chose to set up mouse and keyboard, both with glowing blue accent lights, with their Ipad. Student moved into virtual reality play and youngest student chose to build a "café" and "store" with parchment paper, tape and kitchen stool chairs.

11/21/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS, Songbird Artistry signs, products, prices, artwork, participants' names; PC components, written fliers included).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with Songbird Artistry Teen Art Class conversations with participants, instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to create own name tag; write on artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, PC components; gigabytes, terabytes, etc.; drawing perspective, dimensions, canvas size, etc.).
- Students' dad explained the units of computer information or: 1024 MB (megabyte) = 1 GB (gigabyte); 1024 GB = 1 TB (terabyte); 1024 TB = 1 PB (petabyte)
- Student continued to use problem solving mathematics skills in daily life applications (i.e., different bytes of information).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., number of participants, length of art class in hours/minutes, temperature outside) as well as age appropriate math

related media.

- Student continued to use measurement in practical situations (i.e., continued to brainstorm the dimensions of the final PC case, monitor, and keyboard to figure out best fit for area).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Students continued working with their dad to learn about the PC components individually and how they work together as a PC.
- Student and youngest student chose to explore virtual reality worlds including musical games, vacation worlds, explore the ocean worlds, and National Geographic worlds where the participant gets to kayak around icebergs in the Antarctica or explore Machu Picchu in Peru.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to Teen Art Class at Songbird Artistry shop in town.
- Student continued to use maps and other resources to navigate local roads to travel to Teen Art Class at Songbird Artistry shop.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed different coping strategies for nervousness particularly around trying out new activities with new people.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walked to teen art class from parking and back; active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice.

ART

- Student continued to use media provided at the Teen Art Class at Songbird Artistry shop in Pittsburgh including small canvas squares of varying sizes, paint markers, sharpies, and pencils. The group drew individually and together (i.e., each participant would draw something smaller on the canvas and pass it to their left for the next person to modify or draw

their own piece. The resulting final canvas was reportedly very different than the initial artist planned it to be. Each member of the group then chose a very small canvas to draw their own version of an egg per one artist's suggestion.

ENRICHMENT

- Student attended the Teen Art Class at the Songbird Artistry shop in Pittsburgh for the second time. The group participates in an art project idea proposed by and with supplies brought by the instructor as well as organic conversations around teen life brought up by the participants.
- Students continued to participate in building a PC with a range of components chosen by the students' dad based on the students' color choices, planned functions for the PC, expense and dad's experience.
- Student and youngest student chose to explore virtual reality worlds including musical games, vacation worlds, explore the ocean worlds, and National Geographic worlds where the participant gets to kayak around icebergs in the Antarctica or explore Machu Picchu in Peru.

11/22/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; online game backstories, character descriptions, resources, tasks, new world descriptions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with AI characters and online players).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music; points, levels, percentage earned, percentage health, online currencies, human body temperature, calendar, PC components).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., translating actual money to online world's currency to cost of desired resources).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad's so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Group exploration of group Ipad play to determine cooperative methods for increasing levels, power, and monies in the online game while also determining cost of desired online resources and brainstorming potential options to purchase said resources (i.e., pool actual money together: work on tasks in online game and assist each other; wait until payday then purchase resources, etc.).
- Group found and experimented with student's plasma ball or a glass sphere "filled with a mixture of noble gases with a high voltage electrode at its center" that when hit by electricity will result in "plasma filaments" or colored lights of plasma will stretch from the center ball to the inside glass of the sphere. Students also found and experimented with student's kinetic spring slinky.
- Group continued to work on final aspects of PC building with their dad. Group closed desktop tower and placed PC on dining room table as had been agreed upon by group. After completion, students and their dad tried to turn on their creation only to find out one component was not working. Students' dad demonstrated problem-solving to determine what was working and what was not. Students and their dad found out through this experiment that 1 of 2 components was broken. Student's dad requested another motherboard and a replacement connecting wire was also ordered. Group discussed the frustration of completing such a large project only to find it does not work. Students' dad explained how common this is in the tech world and how trouble shooting can often solve the issue. Group agreed to wait until return from Virginia travel when replacement components will have arrived to test out the PC again.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Ongoing group discussion on self-care, oldest student's feeling ill, the benefits of rest and healthy nutrition, the way germs are spread, as well as the ability to care for both the community and yourself. Guide canceled the students attendance at the Home Away From Homeschool weekly art class canceled due to student's illness and in doing so modeled contacting the HAFHS Rec Center and informing them the students would not be present for class.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Weekly Home Away From Homeschool Art Class attendance was canceled for students this week due to illness.
- Student gathered their new and existing foam art pieces (i.e., 2 dragons, horns, a heart, mask decorations) and the hinged wooden lizard they had painted at Little House, Big Art.

ENRICHMENT

- Group all participated in cooperative group Ipad play. The group assisted each other in leveling up, increasing power, and sharing resources where able. Students read about the backstories of the characters; who is available and who will be available; as well as the statistical likelihood of receiving that character. Students discussed how each person wanted to outfit the character and what resources students had versus what they would like. Group cooperation to assist in increasing resources. Students demonstrated cooperative play, strategizing, and critical thinking with group problem solving as game play evolved. Group continued to discuss what online resources cost and possible options for purchase. Students set a time/timer for play.
- Group completed PC project only to find out on first test run that 1 of 2 components are not working. Students' dad modeled trouble shooting and experimenting to narrow down what was not working. Group discussed options for returning components and how to order replacements under the warranties. Group agreed to test the PC again following travel to VA and receipt of replacement components.

11/24/2021-11/27/2021

Family Travel to Harrisonburg, VA

Group had been packing and preparing for family travel to Virginia to visit extended family for past week. Family discussed and agreed upon COVID safety precautions based on researched current COVID levels and scientific recommendations. Family left for their travel to Harrisonburg, VA on November 24th around noon for an approximate 5 hour drive. Family was to arrive at Massanutten Resort (i.e., Uncle Jeff or brother-in-law's employer that permits free stays to extended family) around dinner time. Guide discussed and processed best arrival fit for group and relayed this to extended family (i.e., students' dad, guide and students would arrive to own space, decompress for 15-30 minutes, then extended family could arrive). Dinner, socializing and active play/movement filled first evening.

Group continued to discuss Thanksgiving as it is taught in traditional school and as it is reported to have truly happened in recent online history articles. Guide shared messages and information shared on various Indigenous People's social media asking the world community to consider before celebrating this day. Group agreed to continue to celebrate the diversity of the United States, their thankfulness for all the potential learning and exposure to other cultures, and the individual things/people the group, their dad, and guide are thankful for. Family traveled to aunt and uncle's house to play, spend time together, and share a meal. Uncle relayed experience of his, aunt's and cousins' joining in the annual Turkey Trot early that morning and shared the online local news article featuring them and the walk/run.

On November 26th, the group joined students' grandmother, aunt, and cousins at the Massanutten indoor water park for a day of large slides on single or double tubes, speed slides, climbing area, surfing area, lazy river rides, swimming and snacks. Family chose to wear masks inside resort until arriving in waterpark area. Group read souvenir signs, prices and explanations of products while receiving wrist bands. Group read signs, rules, area names, café menu and map for waterpark area. Students first requested guide or their dad to explore with them and ride some slides together. Students quickly increased their comfort levels with the waterpark itself and with their cousins. Students then requested to independently explore and participate in activities on their own with cousins. Students knew where guide and dad were seated and would check in periodically and for lunch. In the evening, group returned to aunt and uncle's house to spend final time with cousins, aunt, and uncle sharing stories, demonstrating musical skills, reading, using math skills, running, playing in the cousins' club house, demonstrating abilities with Minecraft and Pokémon, as well as arts and crafting.

On November 27th, after a brief visit and goodbye with grandparents, family set off on to retrace their driving route on their return trip from Virginia. Google Maps instructed them reverse their route through Virginia to West Virginia to Maryland before returning briefly to West Virginia and, finally, to Pennsylvania and home. On the travel home oldest student returned to their digital drawing while listening to their music playlists. Younger students continued with their chemistry apps on their I pads that included a periodic table, elements, and combinations of elements to form new elements. Group members also chose to search for online videos both for entertainment and for learning. Younger students spent some time playing on their Nintendo

Switches in an attempt to continue to level up characters; increase power levels and financial currencies on the game; and mega evolve whatever characters they are able to. Student's younger sibling explained mega evolution as a way to transform the character that changes how they look, increases their battle skills and stats, and offers special benefits that are unique to each Pokémon. Group viewed wind turbines on both the way down and the return trip home. Group discussed the conversion of the kinetic energy of wind into electrical energy. Group discussed options for energy and fuel that are friendly towards the Earth.

Guide had hoped to pick up younger student's cello this weekend after return trip for a Monday afternoon trial lesson but was unable to speak with anyone at the instrument rental store. Guide will follow up this week and set up an appointment time to for younger student to be measured for a cello.

11/28/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Trax Farms signs, products, prices, tree tags).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Trax Farm staff and shoppers).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, tree prices, tree heights, distance, number of decorations in budget).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if family home has ceiling heights of ____ feet and tree we want is ____ feet, will said tree fit in family home?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., tree and ceiling heights).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Family traveled to local Christmas tree farm, Trax Farm, to explore and purchase a tree that is 10 feet or less. The family set a budget for holiday decorations and ,with calculations, students were able to stay within the budget. Students also explored the winter plants and offerings at the greenhouse. Group discussed conifer trees versus deciduous trees.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local farm, Trax, to look through and choose a live conifer tree. Group also traveled to a local restaurant to pick up takeout orders.
- Student continued to use maps and other resources to navigate local roads to travel to Trax Farm and a local restaurant.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. The history and establishment of Trax Farms can be viewed both in photography form and in captions on the walls of the store, particularly at the entrance.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Group discussed the healthy living challenge. Group had agreed on the concept that all would have a brief hiatus for holiday travel the previous week then continue the next day following the family's return. Student's younger sibling stated they will be continuing the healthy living challenge stipulation of 3 sugar items a day or less as younger student feels this works for them.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed how healthy living challenge appeared to effect their mood, their energy level, and their sleep quality.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, holiday tree exploring).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student chose placement of tree and holiday decorations.
- Students worked together with their dad to create light displays that could be programmed

into their phone app then transmitted to the strands of LEDs on the tree.

ENRICHMENT

- For the first time since COVID started, students, their dad and guide reinstated the annual tradition of traveling to a local Christmas tree farm to purchase a live Christmas tree the day after returning from Virginia travel. A budget was set for the live tree as well as for any holiday decoration shopping. Group members knew the stated budget and calculated if items they wanted to get for the family home would fall within this budget. Students would compare items and think through if it was definitely a purchase they wanted to make. Group had measured the ceiling in the area family thought they would put the tree at home. Students, their dad and guide kept this measurement in mind when looking at the live trees. Students compared the measurement of tree as written on the tree's tag versus the measured ceiling height. Students, guide and students' dad read the tree tags to determine type of tree (i.e., Douglas Fir), the height of the tree, and the price of the tree. Group explored the live tree areas and inspected each tree that a group member said they liked. A tree was decided upon by all. Group observed the Trax Farm staff member take the tree, pull it through a netting machine to hold it together for transport, cut off a fresh end, and tie the tree to the roof of the family's car. Group discussed the reasons for handling the tree this way as well as the reasons for making a fresh cut. Guide talked to group about the concept of tipping for a job well done or for which you appreciate. Group discussed percentage tip options with 15% and 20% tips.

11/29/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; art class instructions/supplies; Misty Pines products, prices, dog boarding options, grooming area signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with HAFHS Rec Center's staff, parents and other students; conversations with Misty Pines staff).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., signed artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, circle wreath with certain feet of thread wrapped around).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to cover the entire holiday wreath art class project, how much length of yarn is needed?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad's so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., circle wreath wrapped in yarn) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., feet of yarn used in art piece).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group returned to HAFHS Rec Center for weekly art class. Group also traveled to pick up both family dogs from boarding at Misty Pines.
- Student continued to use maps and other resources to navigate local roads to travel to HAFHS Rec Center and Misty Pines Dog Training and Boarding Facility.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students described personal hygiene for a dog versus a human being.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student chose to use a cardboard wreath circle, yarn colors, pom poms, scissors and glue to create a holiday wreath.

11/30/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock; PC games, apps, online research, different platforms like JAVA).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with violin instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for violin lesson) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., levels, power, online currencies, to advance on the PC).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., differences in size of PC versus Ipads).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Group completed the family PC project, experimented with a trial run with replacement components, and found that it now works nicely.
- Student continued to learn about the sound of the violin, the components that make up the violin, the angles of the bow, and the ways to hold the violin when playing and at rest.
- Student chose to borrow oldest student's chocolate melting pots with their permission. Student chose to melt chocolates to create candies for self and other students. Discussed melting temperature and safety with the melting pots.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group returned to HAFHS Rec Center for weekly art class. Group also traveled to pick up both family dogs from boarding at Misty Pines.
- Student continued to use maps and other resources to navigate local roads to travel to HAFHS Rec Center and Misty Pines Dog Training and Boarding Facility.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students described personal hygiene for a dog versus a human being.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

12/2/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, sheet music, online Zoom app for guitar/piano lessons; Countdown calendar instructions, messages, numbered packages, associated number with calendar day).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, notes, tempo, metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to compose music, to determine timing, tempo, and notes for existing songs).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad's so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and

learning about computers, computer programming, and computer science concepts.

- Students and their dad began to experiment with concept of PC and guidelines for use.
- Student's younger siblings participated in 2nd COVID vaccine appointment with guide and their dad both of whom also got a booster. Continued ongoing discussion around COVID levels, COVID vaccine, coping strategies for worry, comforting or distracting objects to bring, and walk through schedule of day.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Students discussed how choosing vaccine feels like way to help others in the community.
- Group discussion of current news articles and President Biden's plan of action for winter with COVID.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing group discussion around self-care, nutrition and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed options for decreasing stress of vaccine process and fear of needles.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice. Same day guitar and piano online Zoom lessons.

ART

- Student continued to create art through music.
- Students continued Count Down To Christmas Calendars with both the Kindness Calendar (i.e., daily affirmations, kindness ideas towards self and others) and the Kiwi Crate Make It Yourself Christmas Village Calendar. The Village Calendar kit comes with numbered packages for the first 24 days of December that include a piece of the wooden village to build or serve as decoration.

ENRICHMENT

- Group participated in annual tradition of Count Down To Christmas Calendar with 2 options this year. One with the theme of Kindness where students do acts of kindness towards self and others with activities to follow along all month or (2) Make It Yourself Christmas Village Calendar where the students added a piece to their Christmas Village each day until a fully assembled wooden village with people, Christmas decorations, and accessories are set

up.

- Students began to decorate the family home for the Christmas holiday time. Students had chosen a live small Christmas tree in a pot to decorate then replant later in the year.
- Ongoing group discussion of students healthy living challenge with increased movement.
- Younger students, guide and students' dad traveled to Rite Aid COVID vaccine site for 2nd doses for students and boosters for adults. Student's experienced decreased distress after having completed 1st dose. Older student experienced increased challenges with the 2nd dose. Student empathically attempted to assist their sibling with singing and talking them through their worries. Older student was not able at that time to work through their hesitation/worry/fear despite attempted coping strategies. Group returned home to regroup. After oldest student's music lesson, guide and students conducted online research, read aloud portions of current news articles, and discussed what that means for group. Group discussed President Biden's plan of action for winter as well as what is currently known about COVID levels and the Omicron variant. After discussing this, older student asked to return to the Rite Aid pharmacy the next day for their 2nd vaccine dose. Older student was able to articulate their reasons for choosing to get their 2nd dose the next day rather than same day.

12/3/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; road signs, GPS; Home Away From Homeschool Rec Center signs and closed caption for movie Home Alone).
- Students were able to express their thoughts and opinions to their dad, and later guide, about the premise of Home Alone, the interactions of the characters, and their safety concerns with a child alone at home for an extended period as well as thieves breaking into the family home.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Rec Center members).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, pool depths, calendar, numbered countdown calendar packages, movie length).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to build Make Your Own Christmas Village buildings).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., building Christmas Village

in Countdown Calendar) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students and their dad began to experiment with concept of PC and guidelines for use.
- Students participated in 2nd COVID vaccine appointment for younger student's second attempt with their dad. Younger student was able to verbalize reasons for choosing to receive vaccine same day rather than previous day. Students' dad and younger student worked together as a team to increase older student's comfort level and decrease stress. Younger student received 2nd COVID vaccine dose.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students and their dad traveled to Rite Aid vaccine location for older student. Students and their dad then traveled to Home Away From Homeschool Rec Center for Board Game meetup only to find it was canceled. Students and their dad stayed for part of the Home Alone movie viewing.
- Student continued to use maps and other resources to navigate local roads to travel to Rite Aid COVID vaccine site and to HAFHS Rec Center.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss ways they could serve community including receiving COVID vaccines.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed potential and experienced side effects of both doses of COVID vaccine for each member.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ENRICHMENT

- Students traveled and spent time with their dad due to guide being sick.

- Continued ongoing discussion around students' maternal grandfather's life and death. Celebrated what would have been maternal grandfather's 79th birthday.

12/4/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; road signs, GPS; Resonance Instrument Store signs, products, prices, contracts).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Resonance Instrument Store staff and other patrons).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, numbered countdown calendar packages; arm lengths & height compared to instrument's neck & overall size).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to build Make Your Own Christmas Village buildings; to determine best fit for instrument size).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their I pads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., building Christmas Village in Countdown Calendar; playing musical instrument) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to choose best fit for instrument sizes). Student was able to observe younger students being fitted for their

instruments.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students, guide and their dad attended a scheduled fitting appointment at Resonance Instrument store. Students were able to observe other music students getting their own instruments as well as Resonance staff working on and with various musical instruments to tune, repair and size the instruments. Younger students were able to play their new rented instruments along with oldest student on guitar when they arrived home.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students traveled for first time to Resonance Instrument store for younger students to attend scheduled fitting appointment for a cello and violin.
- Student continued to use maps and other resources to navigate local roads to Resonance Instrument Store.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students learned how to measure to find best fit for a violin or cello based on a person's arm length and height.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with guitar practice. Student, younger student, and youngest student chose to perform as a trio with the guitar, cello and violin for the first time.

ART

- Student chose to create art through music.

ENRICHMENT

- Group celebrated the family puppy, Neo's, 6 month birthday. Reminisced about celebrating students' 6 month birthdays in the past. Discussed when each of their 6 month birthdays would fall (i.e., June 20th for oldest student, February 27th for younger student, April 23rd for

youngest student). Oldest student discussed concept of a “golden birthday” or birthday when your age matches your birthdate (i.e., oldest student’s 20th birthday, younger student’s 27th birthday, and youngest student’s 23rd birthday). Oldest student told guide and students’ dad they missed theirs at guide’s 15th birthday and dad’s 7th. Group will try to remember to celebrate golden birthdays in even more special ways.

12/5/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; road signs, GPS; Songbird Artistry Store's signs, products & prices; Kathy's Music McMurray Studio for live performance by youngest student's violin instructor's trio).
- Invitations were sent from youngest student's violin instructor to attend a live performance of her Trio Ensemble including herself on violin, another performer on clarinet, and the third performer on piano. All students, guide and students' dad chose to attend. A program was provided via a scannable app listing the pieces to be played. Students all expressed greatly enjoying the performance.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Songbird Artistry's Teen Art Class participants & instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., on artwork, on nametag) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, numbered countdown calendar packages; dimensions of canvas, perspective, shading, colors; live music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to build Make Your Own Christmas Village buildings; to fit drawing within dimensions of canvases provided).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6

months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.

- Student continued to use mathematical concepts in free play (i.e., building Christmas Village in Countdown Calendar; artworks) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to choose different sized canvases for artwork and determine where on bedroom wall they will fit).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students chose to experiment with live performance attendance with modern and historical classical pieces played by a trio ensemble with student's violin instructor. Students practiced being in an audience of such a performance with expectations discussed prior (i.e., silence, no talking, little movement or distractions, if need to leave area, process to do so). Students observed room, exits, and camera filming performance and discussed least distracting exit strategies if anyone had to go to the restroom or needed to leave to let out any noises or energy.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Oldest student traveled with guide to bi-weekly Teen Art Class at the same time younger students went to the USC Rec Center indoor pool with their dad. After all returned home, students, guide and the students' dad traveled to a local music studio for the second time to attend a live performance.
- Student continued to use maps and other resources to navigate local roads to travel to Songbird Artistry Store for their Teen Art Class. Younger students and their dad traveled to USC Rec Center indoor pool during this time. Family traveled to McMurray Kathy's Music Studio for a live performance by student's violin instructor's Trio.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed history of instrumental performances after experiencing live Trio performance on violin, piano, and clarinet. Group discussed how pieces were composed with instruments in mind, how groups who were able to afford live performances gathered at someone's home, and how various instruments were then played for guests. Group discussed lack of modern recording options or ways to share music that exist today including stadium performances or concerts, streaming services, online options, YouTube, iPhone videos, etc.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Students searched for fire safety equipment and fire exits in live performance venue.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student attended Teen Art Class and walked from further away parking area. Increased movement at home and when attending musical performance.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Students, guide and students' dad attended a live performance in the community given by youngest student's violin instructor and 2 other performers on piano and clarinet. Students were introduced to both modern classical and classical pieces. Each performer offered explanations and context for each piece prior to playing. Students reported enjoying the performance and the introduction to this genre of music.

ART

- Student was introduced to the art of classical music.
- Student created animal portraits with paint markers individually and as a group with Teen Art Class. Student also chose to create an egg painting.

ENRICHMENT

- Student traveled with family to attend a live performance offered by youngest student's violin instructor and two other performers. Students were introduced to modern classical and classical pieces performed on a clarinet, a violin and a piano. Students had not had prior exposure to these pieces or to the clarinet instrument. Students reported greatly enjoying the performance.
- Student continued to participate in bi-weekly Teen Art Class at Songbird Artistry Store. Guide informed instructor student and family would be out of town for the next scheduled class.

12/6/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; road signs, GPS; Miracle Dentist Pleasant Hills office signs and quotes; Zoom app instructions, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Miracle dentist waiting area greeter, dental hygienists, dentist and front office staff; conversation with guitar/piano instructor for same day lessons).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, numbered countdown calendar packages; notes/tempo/metronome, number of primary and adult teeth).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to navigate morning schedule with what time to get up, how much time to get ready, and when family would leave for first dental visit at Miracle Dentist).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students traveled with guide to Miracle Dentist practice for the first time. Guide had filled out paperwork ahead of time with students to describe prior experiences with dentistry, concerns and worries. Students were introduced to their individual dental hygienists who escorted the students and guide back to a larger room with 3 dental chairs for the students. Each of the hygienists explained what they were doing prior to starting and at each transition. Students were involved in decision making and explanations of experiences, worries and current dental care routine. X-rays were explained and taken to provide up-to-date images for the dentist. Cavities were noted on both younger students' images. Dentist met with each student to answer questions, give more information and explain the steps for treatment. Guide explained further to younger students. Group returned to waiting area to make additional appointments for care. Younger students set up with additional appointment(s) to address decay.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled for first time to new dental practice to see if it would be a better fit.
- Student continued to use maps and other resources to navigate local roads to travel to Miracle Dentist practice in Pleasant Hills.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussed how healthy nutrition also impacts dental health.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group learned about the number of primary and adult teeth, primary tooth loss, molars associated with certain years (i.e., 6 year, 10 year, 12 year, wisdom teeth), and options for dental treatment when needed (i.e., laughing gas, numbing solutions, attention to comfort levels). Group observed various mouth models around office area.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement during multiple appointments).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with guitar and piano practice as well as same day guitar/piano Zoom lessons.

ART

- Student continued to create art through music.
- Group noted the variety of art murals at new dental practice. Group asked both guide and dental staff about images used (i.e., Lego and Pittsburgh themed room, animal safari mural, empowering phrase artworks in rainbow colors leading down hallway).

ENRICHMENT

- Students experimented with new dental practice. Guide had conducted online research for dental practice recommendations after youngest student's last experience at previous pediatric dentist. While processing that experience with youngest student, both guide and youngest student came to conclusion that previous practice wasn't a good fit. Group discussed this thought process with rest of group and all were in agreement they would like to experiment with other providers. Group used today's experience to determine if Miracle Dentist practice was a good fit. Practice did not have option of a therapy dog at this location as guide was told on phone because therapy dog turned out to not be a good fit with kids. Group rated practice at the high end of a positive scale after leaving. Group agreed to return for further treatment.
- Student traveled to Lowe's with guide for additional holiday decorations.

12/7/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, numbered countdown calendar packages; notes/tempo/metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to navigate online game world based on GPS coordinates; ongoing learning on family PC).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their I pads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., games/apps) as well as age appropriate math related media.
- Student continued to use measuring with cooking (i.e., to make own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Student chose self-guided learning with family PC.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student continues to take breaks to increase movement.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student continued to use a sketch journal to create original sketches, drawings and watercolor paintings.

12/9/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; sheet music, Zoom app for online guitar/piano lessons).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with guitar/piano instructor for same day lessons).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, numbered countdown calendar packages; notes/tempo/metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., math focus from 10s place up to millions place in numbers; ongoing learning on family PC).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad's so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., games/apps) as well as age appropriate math related media.
- Student continued to use measuring with cooking (i.e., to make own meal).
- Group discussed subject of math, numbers in increments of 10, numbers up to the millionth place (i.e., reading this size number, writing this number, calculating with this large a number), and preferences calculating math. Group members described their preferred

methods of calculating any size numbers. Student described calculating most math visually in their head. Guide described and demonstrated functions of a calculator. Group members shared tips and hacks for various calculations (i.e., when adding 9's, etc.).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Student chose self-guided learning with family PC.
- Group discussed subject of math, numbers in increments of 10, numbers up to the millionth place (i.e., reading this size number, writing this number, calculating with this large a number), and preferences calculating math. Group members described their preferred methods of calculating any size numbers. Older student described calculating most math visually in their head. Guide described and demonstrated functions of a calculator. Group members shared tips and hacks for various calculations (i.e., when adding 9's, etc.).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussions around addiction, possible behaviors or consequences that result, treatment, and extended family experiences with these behaviors. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group considered prior family travel and options for differences with upcoming travel this month.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through guitar and piano practice as well as same day lessons.

ART

- Student continued to create art through music.
- Student continued to draw prior to going to sleep in the evening. Student stated plan to continue as a daily practice.

12/10/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; Fired Up Pottery Studio signs, paint shades, paint assigned # & wheel of associated color stars, instructions; reading aloud the dialogue, tasks, character descriptions, and world descriptions of Genshin Impact online game; International Yum Subscription Box map, pamphlet and products).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, numbered countdown calendar packages; number of layers of paint for pottery, shading, designs on piece; scaling degree of satisfaction with International Yum Subscription Box contents).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., levels, powers, percentage health, resources, money needed/spent on Genshin Impact online game).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad's so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., games/apps) as well as age

appropriate math related media.

- Student continued to use measuring with cooking (i.e., to make own meal).
- Group continued to discuss upcoming Genshin Impact update, resources available with update, money needed to purchase resources, statistical likelihood of receipt of desired character or resource, and proposed date and time based on creator's time zone of upcoming update.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Student chose self-guided learning with family PC.
- Students continued to experiment with Genshin Impact online game. Students read aloud the descriptions of the worlds and characters drawing comparisons to real life locations (i.e., Japan, China). Student noted the actual location of the creators of Genshin Impact (i.e., Shanghai, China) and the impact the pandemic has had on release dates (i.e., during shut downs the creators had been unable to travel to their office and release dates were delayed). Student described the ongoing resources received by players whenever maintenance or updates take longer than stated (i.e., given currency of game to use or other valuable resources).
- Group continued to experiment with international snacks and treats with their International Yum Subscription Holidays Around The World Box. Today's box contained sweets and salty snacks from identified countries around the world used as celebratory treats. The box contains a map; a pamphlet with facts/information; a list of the box's contents ingredients & reasons others commonly eat the item; and a sticker to collect. Group continued to adventurously taste almost every item and verbally scaled their satisfaction with the product. Students can ask to order liked items from the Yum website whenever items become available in their online store.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group continued to expand their knowledge of China and Japan through play, online research and group discussion. Student described viewing videos on Japanese culture as well as researching Shanghai, China to see if Genshin Impact creators had modeled the online worlds after a real life location.
- Group also continued to expand their knowledge of the world through their International Yum Subscription Box with snacks and treats from a specified country in the world. The contents include salty snacks, sweet treats, a map, facts/information in a pamphlet about the country, and a list of the food items with ingredients, taste specifications (i.e., spicy, very spicy, sweet, etc.), and common reasons individuals native to the country may choose to eat the item (i.e., common birthday treat, most popular chip in area, due to country's general love of ___ ingredient. etc.).
- Student continued to use maps and other resources to navigate local roads to travel to Fired

Up Pottery Studio.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students discussed the use of painted ceramics pieces for holding food and beverages as well as cleaning and heating practices.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play, travel to paint own pottery studio).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student created paint your own ceramics pieces for guide's upcoming birthday surprise.

ENRICHMENT

- Students' dad discussed guide's upcoming birthday this month with group. Group and their dad decided to create original art ceramic pieces painted by group members and their dad for guide at a local studio, Fired Up Pottery Studio. Group and their dad made sure pieces could hold foods and beverages as well as be put in the microwave and dishwasher. Group and their dad will pick up fired pieces prior to guide's birthday.

12/13/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, sheet music; Countdown calendar instructions, messages, numbered packages, associated number with calendar day; Home Away From Homeschool Rec Center signs, quotes, Art Class instructions; Zoom app for same day music lessons).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with HAFHS Art Class instructor and participants).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to write on artwork; hand written cards) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar, numbered countdown calendar packages; origami, notes/tempo/metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., guitar and piano music).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., games/apps; music) as well as age appropriate math related media.
- Student continued to use measuring with practical situations (i.e., to create size paper for origami artwork).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Student chose self-guided learning with family PC.
- Student chose to research How To Do Origami on YouTube before gathering necessary supplies. Student cut paper to create needed size and followed folding instructions to create a crane, a butterfly, and a flower. Student then created a hand drawn card with a handwritten message inside for a mentor's birthday.
- Group continued to discuss upcoming family travel to Key West, Florida. Group used experiences with traveling this past Fall and Winter as an experiment in family travel preferences. Group discussed increasing challenges for each member as travel continued monthly from August to December. Group agreed that fewer trips that are more spaced out would be preferred in future.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed upcoming travel to Key West, Florida. Group discussed process of getting to the airport for an early flight, how to proceed through security, and what seats were reserved on the flights from Pittsburgh to Washington, D.C. then from D.C. to Key West. Guide and students' dad showed students line of travel down East Coast and where Key West is located.
- Student continued to use maps and other resources to navigate local roads to travel to Home Away From Homeschool Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- While group brainstormed options for who would sit where on upcoming flights in an attempt to meet everyone's comfort levels, strong emotions were expressed by all students. Guide and students' dad agreed to give each student some space to return to calm before attempting to broach subject again.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement with walking; active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with guitar and piano practice as well as same day guitar and piano Zoom lessons. Guide had requested same time slot as previous week due to end of the week family travel for student's birthday.

ART

- Students participated in Home Away From Homeschool Rec Center's weekly Art Class. Students were able to create original holiday cards for a person of their choosing and write a handwritten message inside.
- Student researched and created original origami art pieces with cut white paper and instructions from a YouTube How To video. Student chose to give these to a mentor for their same day birthday along with a hand drawn card with a handwritten message. Student offered to deliver group's cards at next day meeting.
- Student chose to use markers with different size tips for shading, fine lines and other drawing to doodle on paper.

ENRICHMENT

- Students all participated in Home Away From Homeschool Rec Center's weekly Art Class. Students were able to create original holiday cards for a person of their choosing and write a handwritten message inside. Oldest student chose to give their dad the card they made while younger students created holiday cards for guide.
- Following Art Class, older student traveled with guide to local music studio to participate in weekly cello lesson. Guide and student returned home where guide assisted oldest student in setting up for their rescheduled Zoom guitar and piano lessons.
- Family continued to prepare and pack for upcoming family birthday travel to Key West, FL.

12/14/2021

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock; Kathy's Music Studio signs, written literature, guidelines).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with youngest student's violin instructor).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, music, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine how many items and what to pack for upcoming travel).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., games/apps; music) as well as age appropriate math related media.
- Student continued to use measuring with cooking (i.e., to make their own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Student chose self-guided learning with family PC.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Continued to discuss upcoming travel to Key West, Florida.
- Student continued to use maps and other resources to navigate local roads to travel to Kathy's Music Studio in Mt. Lebanon and scheduled weekly community appointment.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued ongoing discussion around expression of strong emotions, self-care and coping strategies.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student was able to accompany guide and youngest student to youngest student's same day violin lesson.

ART

- Student continued to use a variety of media to sketch and draw free hand.
- Student delivered birthday cards created by group to mentor.
- Student shared a completed digital drawing of a wolf sitting on a rock in a night sky they had drawn using their Procreate app.

ENRICHMENT

- Student shared a screen shot of a current event happening in the Genshin Impact game world and circled the 57 minute countdown timer at the bottom of the image. The screen shot explained what resources come with participation in the event. Students wanted to be able to participate in the time remaining. Group brainstormed options.

12/16/2021-12/22/2021

Family Travel to Key West, Florida

For the oldest student's birthday travel, the family chose to fly from Pittsburgh, PA to Washington, DC and then from Washington, DC to Key West, FL. The family experienced air travel for the first time since 2017. The group was shown how to check baggage; receive and hold onto baggage claim tags; how to navigate the airport to security and go through both accelerated TSA security and regular security; how to wait in lines; how to ride the tram to the airport gates; how to check a departure board to confirm a flight's gate; how to find a gate; how to use a moving walkway; and what foods, beverages, reading materials and souvenirs are offered at each airport. Group was able to discuss the seat arrangements and brainstorm a pattern that would meet each person's comfort levels (i.e., 5 people, 1 seat on left, 2 on right; who would sit alone, who would sit together, who would get a window, who would get the aisle). Group bought snacks and beverages for the flights.

Family arrived at a very small airport in the southernmost city in the contiguous United States, or Key West, FL. Students were shown how to gather luggage at baggage claim as well as the steps to pick up a rental car. The family chose to drive from the airport to the hotel. While waiting for their room, everyone agreed to go across the street to Smather's Beach to explore the sand, shells, rock formations, and Atlantic Ocean. The group was able to spend time at the pool afterwards and observe an iguana in the pool area.

The group had planned to participate in a Mermaid Swim at the hotel's sister hotel on December 17th but was unable to reach the hotel staff in charge of the program during the registration window. The hotel demonstrated fire safety with a daylong smoke detector and fire alarm test on December 17th. The students asked to spend most of the day at the hotel pool and swam, played, and ordered food or beverages from the poolside restaurant menu. The students and their dad witnessed a pair of iguanas explore the pool deck and relax in the sun before the larger iguana jumped into the pool, swam across rather well, and climbed out on the far side.

The students, their dad and the guide spent the weekend exploring Key West's beaches and town area. The group looked for Harry Truman's Winter White House, The Hemingway House, and the beaches including Smathers Beach and Fort Zachary Taylor Beach at the Truman Annex Naval Air Station. Group discussed some history of the area including who Harry Truman and Ernest Hemingway were as well as reasons for Key West's Naval Air Station. Students noted cruise ships passing far out in the ocean as well as sail boats and larger ships. Discussion and direct observation of the flora and fauna of Key West including the sea birds, large tropical fish, ocean hermit crabs, coral, and protected chickens in the city. The group returned to the beach each day at the birthday student's request.

On the oldest student's birthday day, December 20th, the students, their dad and the guide traveled to the Dolphin Research Center for a scheduled dolphin experience. The group was able to tour the center both before and after observing free swimming dolphins, anoles, and iguanas before heading to the correct dock area to get into the water and meet Talon, the oldest male dolphin resident of the Dolphin Research Center. The family was able to enter the water to meet,

interact with and feed Talon. The group was able to be photographed with Talon as well as participate in giving hand and water signals to Talon that resulted in various swimming, jumping, flipping, communicating and shaking hands activities. The staff educator offered facts and educational information throughout the experience pointing out the speed with which Talon could swim; the anatomy of a dolphin with Talon as an example; the different vocalizations and gestures of the dolphins; the nutrition the dolphins receive at the center; and the research conducted there every year. When the experience was over the group was encouraged to explore the center's grounds where they could find a food and beverage truck; observe other participants painting with dolphins or training for the day; or take a look at the souvenir shop. At the souvenir shop the group picked out items to remember the encounter including a digital set of photographs from that day.

The group returned to the hotel to participate in whatever activity the birthday student chose. The student chose to return to the beach one last time where they were able to snorkel by rock formations and see large, colorful tropical fish swimming. The group spend sunset on the beach before returning to their hotel to eat and prepare for the next day's flights home.

The family's return flights retraced their arriving path (i.e., Key West, FL to Washington, DC; Washington, DC to Pgh, PA). Continued ongoing discussion on self-care, boundaries, coping skills and attending to physical needs to provide for overall wellbeing. For example, the small, very crowded airport required a lengthy wait for security to arrive at a very crowded, standing room only boarding gate area with late flights. Snacks were found in an area where the students could sit on the floor and students were encouraged to put on head phones to silence some of the noise. Students noticed once on the departing flight their overall mood improved. Travel took the remainder of the day and everyone enjoyed the freedom and comfort of returning home at the end of the day.

1/3/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, PC games/apps/computer languages).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., levels, powers, strategy, logic, percentages, statistical likelihoods, directions through GPS coordinates, money to game currency to resources).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making their own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Student continued to self-guide learning on the family PC exploring known games and apps as well as searches in app and game stores. Student also continued to use the PC to conduct online research as terms, ideas or concepts come up they would like to learn more about.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion with human body development, puberty and differences in male and female experiences.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student continued to use their sketching journals to create original art pieces with pencils, markers, watercolor paints and some photographs.

ENRICHMENT

- Students and guide reviewed January schedule at Home Away From Homeschool Rec Center. Mondays all students expressed an interest in continuing the weekly Art Class at 12 p.m. Younger students expressed an interest in checking out a Fidget/Pop It Meet Up Mondays at 1 p.m. Home Away From Homeschool is closed every Tuesday and Thursday. Wednesdays January schedule has a weekly Pokémon Club meet up at 1 p.m. that younger students are interested in. Fridays has both a weekly 11:30 a.m. Drama Club and an every other week 1:30 p.m. Board Game Meet Up that all students are interested in. Registration was requested on a weekly basis. Guide will follow up with the appropriate registrations.

1/4/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, pancake batter instructions).
- Student chose to explore and read aloud various PC game and app descriptions as well as explain various operations with youngest student to increase youngest student's comfort level with using the PC.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., explanation and modeling use of PC with its various online games, apps, online research options for youngest student).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made pancakes for everyone) and

other practical situations (i.e., took paw print in sculpting foam to view size up close).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts. Student chose to take time to guide youngest student in PC learning and use.
- Student chose to create a paw print in sculpting foam by pressing a family cat's front paw gently into the foam. Student shared with group and left on the countertop to harden.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories.
- Student continued to use maps and other resources to navigate local roads to travel to...

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability.
- Student continued to begin to gain a basic understanding of local, state, and federal government.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Reviewed cooktop safety and fire safety tools (i.e., fire extinguisher, fire blanket, smoke detectors) with group as student used cooktop.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student chose to create a paw imprint by gently pressing a family cat's front paw into sculpting foam then letting it harden.

- Student also chose to create a bookmark, bow and butterfly out of black and rainbow clay they had created.

1/5/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Home Away From Homeschool Rec Center signs, quotes, snack table, donation requests, ads for upcoming classes or groups).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to write in sketchbook) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, sketching dimensions and perspective, distance, mph, speed limits, schedule).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if group needed to leave for appointments by ____, then what time would student need to be up and get ready?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, sketching) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students and guide traveled first to weekly scheduled appointment in the community then to Home Away From Homeschool Rec Center for their first Pokémon Meet Up.
- Student continued to use maps and other resources to navigate local roads to travel to community appointment and HAFHS Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the impact fatigue, stress, and hunger can have on the human body.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student continued to use a variety of media to add to their sketchbook journal.

1/7/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS, Home Away From Homeschool Rec Center signs and drama club information).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with HAFHS Drama Club leader and participants).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., wrote out original commercial script; wrote on digital artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time to get up, time to get ready, and time to leave for Drama Club).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad's so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Students chose to experiment with HAFHS Drama Club experience to observe their thoughts and feelings around then determine if it is something they are interested in continuing.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students traveled with guide to Home Away From Homeschool Rec Center.
- Student continued to use maps and other resources to navigate local roads to travel to Home Away From Homeschool Rec Center for first Drama Club meeting.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students learned about expression, acting, and voice with Drama Club.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active interactions throughout day).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student created art through an original commercial script all students worked on together.
- Student continued to work on digital art pieces with Procreate app. Student shared “Sun Drop” character they had created in the Procreate app and described the backstory they had constructed.

ENRICHMENT

- Students participated in first Drama Club meeting at Home Away From Homeschool Rec Center. Students sat in a circle with the club leader on the stage area in the main room of the Rec Center. Students participated in ice breakers to get to know participants as led by Dani, student Drama Club leader. Participants then talked about any acting experiences they have had. Student leader then had participants separate into 2 groups of 3. The three students worked together while the other participants who already knew each other chose to work together. Each group created an original commercial script with roles for each person that they would then present for anyone at the Rec Center. Students wrote out their script, practiced, then performed their commercial. The other group chose to break for outside play. Awhile later the other group returned to put the final preparations on their script before presenting it to everyone at the Rec Center. Drama Club was declared over at this point.

Students stated they had fun and would continue with the club next week.

1/8/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., Bucket List in journal) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create their own breakfast).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., to make their own breakfast).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Student chose to create an extensive Bucket List in a newer journal. Student explained the concept and its meaning to younger students. Younger students asked to read student's list and became inspired to create their own. Student shared their Bucket List with guide and gave them permission to take photos of and discuss items on it.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student included many travel items in their Bucket List including the Northern Lights, Riomaggiore in Italy, Giants Causeway in Ireland, Santorini in Greece, Ha Long Bay in Vietnam, go on a road trip around the whole United States, hug a Redwood and Sequoia tree, see a glacier up close, walk along the Great Wall of China, see the Amazon Rainforest, visit the Galapagos Islands, go star gazing in the desert, swim in every ocean, ride a train through the Alps, and hike outside of the U.S.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student described viewing a Bucket List video on YouTube and being inspired to create their own. Student described wanting to complete the items before dying.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., relaxation and slower movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student created a Bucket List of moments they would like to have in their lifetime.
- Student continued to sketch and draw digitally.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student described many options for learning in different ways with their Bucket List. It also demonstrates both their independent/critical thinking skills as well as their empathic, beautiful personality. Student compiled a truly amazing range of beautiful, thoughtful bucket items.

1/9/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research,).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., writing in sketchbook and journal) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to conduct online research and play online games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, creating laminated hand drawn stickers including constellations, mushrooms and a pawprint) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., sizing laminated hand drawn stickers to fit on cover of journal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Student conducted online research of desired sketch items to create realistic drawings with paint markers. Student then chose to use clear packing tape over the sketches creating a laminated sticker they placed on the front cover of their journal. Student created similar sized sketches and sized drawings so that they could fit the current laminated stickers as well as some additional pieces on their journal.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students continued to engage in slower movements, relaxation, self-care and free play.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., continued slower movement, self-care and relaxation).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student used fine tipped paint markers, white paper, clear packing tape and reference images when needed to hand draw an animal paw, a Sagittarius constellation and a mythical type of mushroom. Student used clear packing tape to laminate and stick the drawings to the front cover of their journal. Student created additional hand drawn stickers throughout the day and affixed to their Ipad, other journals or sketchbooks, and other personal items.

1/10/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Home Away From Homeschool Rec Center signs, Art Class materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with Art Class instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., writing on artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, distance, mph, speed limits).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating time to get up and time to get ready to meet group departure time for activities).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad's so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, art class, sketching) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and

learning about computers, computer programming, and computer science concepts.

- In HAFHS Rec Center's weekly art class, students were able to experiment with different paints, salt, sand and paper to create colorful artwork with white designs in the piece. Oldest student create a blue piece with white line stars; younger student create a primarily black piece with a drawn star shape and a small blue area; youngest student created a blue piece with very subtle line stars hidden in the blue.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students traveled with guide to HAFHS Rec Center for the weekly Art Class and, for the younger students, the Fidget Pop It Meet Up.
- Student continued to use maps and other resources to navigate local roads to travel to Home Away From Homeschool Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion on options to improve quality sleep.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Students participated in weekly HAFHS Rec Center's Art Class. Student chose to use provided materials of sand, salt, paper and marking pencil to create a blue art piece with white line star designs in it.

ENRICHMENT

- Students continued to participate in weekly HAFHS Rec Center Art Class. Younger students chose to attend their first Fidget/Pop It Meet Up with a student led group. Younger students brought their fidget and pop it items to share with the group. Student leader asked group to create a poster that they could then organize fidgets and pop it items on. The group continued with sharing of the fidgets and pop its brought. Younger student chose to give a squishy fidget dinosaur to a young rec center member who was delighted with this kindness. Younger students chose not to attend future meetings of the Fidget/Pop It Meet Up based on same day experiences.

1/11/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Pinterest).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., noting levels, power, percentages, statistical likelihood, time, coordinates with Genshin Impact and online games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Student continued to conduct online research into short haircuts and silver hair colors. Student asked for assistance from guide when needed.
- Student and youngest student made lunch together choosing to make spaghetti. While boiling the pasta, students decided to experiment with food coloring and found how many drops of dye created their desired shade of blue spaghetti.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, self-care, overall wellbeing, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued to monitor local, state and national COVID levels and recommendations. Group chose to continue to mask indoors.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student continued to use Procreate app to create digital drawings.

1/13/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Galleria Mall map, store names, escalator guidelines, location of parking based on color and letter; Learning Express store products, prices, descriptions on items; Zoom app for online guitar/piano lessons; piano book).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with Learning Express staff, conversation with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for guitar/piano lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, prices, tax, rounding numbers, musical notes, tempo, metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating items that can be purchased within budget).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local mall to visit the toy store located there.
- Student continued to use maps and other resources to navigate local roads to travel to the Galleria Mall for Learning Express store.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the importance of movement and noticing energy in versus energy out especially as humans increase in age (i.e., guide, their dad). Group discussion around the changes that can occur in the human body as it ages including high blood pressure or high cholesterol.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement with trip to local mall).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano and guitar practice as well as same day Zoom guitar and piano lessons. Instructor introduces new genres of music (i.e., Blues, Jazz) and student brings existing song to lesson they would like assistance learning.

ART

- Student continued to use the Procreate app to create original digital art pieces.
- Student created art through music.

ENRICHMENT

- Group chose to travel together with guide to local mall to visit the toy store, Learning Express, located there. Group experienced increased time indoors due to January weather with snow, sleet, ice and cold temperatures. Students requested additional crafts, activities, experiments and toys to use during these times.

1/14/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Home Away From Homeschool Rec Center's signs, quotes, Drama Club materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Drama Club participants and leader).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, timing for Drama Club, schedule, size of Bonsai seedling).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., continuing to monitor height changes of Bonsai seedling).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, Bonsai growth) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and

learning about computers, computer programming, and computer science concepts.

- Student had followed Bonsai kit instructions several weeks ago and planted one type of Bonsai tree in the provided container with the provided soil. Student noted the emergence of the seedling and monitored its growth. Student pointed out its current size and growth to guide and other group members.
- Student continued to experiment with photography choosing today's subject to be Oliver, the cat. Student chose portrait setting and picked an angle where the light hit the subject's face.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students traveled with their dad to HAFHS Rec Center's Drama Club meeting. Afterwards students traveled to a previously unknown community area with their dad to pick up guide at an appointment in Carnegie that overlapped with students' Drama Club meeting.
- Student continued to use maps and other resources to navigate local roads to travel to Home Away From Homeschool Rec Center and then to Carnegie, PA to pick up guide.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed selfcare and self-image. Group discussed hair loss whether through Alopecia, Trichotillomania, or genetics as well as options for treatment.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student continued to use the Procreate app to create original digital drawings.
- Students created art through acting.

ENRICHMENT

- Student received a Bonsai Growing Kit for the holidays. They decided to follow the instructions, choose from 1 of 3 Bonsai tree types, and plant the seed to grow their own Bonsai tree. Student noted the growth and pointed out to group. Student noted they had placed the container with the seed in a very bright window area and had remembered to water

it with the frequency suggested by the instructions. Student will continue to monitor.

- Group continued to participate in weekly HAFHS Rec Center Drama Club meet up.

1/15/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Procreate app).
- Student conducted online research on how to draw a human eye realistically. Student viewed online how to videos and attempted drawing with Procreate app. Student shared their digital drawing demonstrating the use of light, shadow, liquid, and reflection to increase realism of the eye.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, perspective, dimensions for drawing).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., conducting online research; finding how to video; following instructional cues and tips; drawing perspective & dimension with light, shadow, reflection for the human eye).
- Student also drew a final digital design proposal for their crafting mask and used as a reference for the shapes, colors and hanging decoration on the final add ons to their crafting mask.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipad so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests,

voice opinions, or offer suggestions.

- Student continued to use mathematical concepts in free play (i.e., online games, digital drawing, mask) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., mask decorations, dimensions of the human eye for realism).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Student conducted online research on how to draw a human eye realistically. Student viewed online how to videos and attempted drawing with Procreate app. Student shared their digital drawing demonstrating the use of light, shadow, liquid, and reflection to increase realism of the eye.
- Student also chose to draw a digital design drawing for how they wanted their completed crafting mask to appear. Student was able to take drawing and use as reference while working on the initial layers to their crafting mask. Student's masking art work inspired younger students to also create masks and alter appearance with chosen wig(s). Group had blank whole human crafting masks to choose from as well as half mask designs with animal shapes.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student learned about the human eye, the different anatomical aspects to it, and how to draw it with realism.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student chose to use Procreate to both create an original human eye drawing with as much realism as they could portray as well as a mask design drawing they would like to work towards with their crafting mask.

- Student began the initial layers for their crafting mask by sanding down mask's nose and lips; covering up this area with sculpting foam to further flatten it; and gluing blue foam paper designs over the entire face area that will later be painted.

1/17/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, layers on crafting mask).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine how to proceed with layers of crafting mask).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, mask) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.

- Student continued to work on the next step of their proposed crafting mask design. Student chose to paint over entire mask to create universal color base and smooth out texture.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students learned that Martin Luther King, Jr. was born in Atlanta, Georgia and assassinated in Memphis, Tennessee.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed same day celebration of Martin Luther King Jr. Day which falls on the third Monday in January each year and is a federal holiday. Group researched the day noting it celebrates Dr. King's birthday though his actual birthday was January 15, 1929. Students recalled information previously learned about Dr. King including his nonviolent protests of racism and racial discrimination as well as his famous speech "I Have A Dream." Group also discussed Dr. King's murder by assassination on April 4, 1968 at the age of 39.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed activism and different options to impact racial discrimination. Group also discussed honoring Dr. King as others do by choosing an act of service on Dr. King's birthday to complete in his honor.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group continued ongoing discussion about systemic racism in the United States.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued to discuss types of discrimination and racism Black Americans have experienced historically and currently.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student continued to use sculpting foam, white paint and sanding paper to continue work on their crafting mask.

1/18/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS, community waiting room signs and quotes).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, distance, clock).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., amount of vinegar, food coloring and flour to add to container in attempt to create a volcano-like reaction).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, science experiment) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., science experiment ingredients).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students worked together to attempt a vinegar, flour and food coloring science experiment. Students theorized the mixture would create a foaming, growing volcano-like eruption of whatever color was chosen. Students noted that adding more ingredients actually seemed to decrease the theorized reaction to some degree.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to a weekly scheduled appointment in the community for student.
- Student continued to use maps and other resources to navigate local roads to travel to scheduled appointment in community.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group and guide continued to monitor current COVID levels and recommendations. Community appointment location continued to require masks to enter building.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student continued to work on final layers of crafting mask adding different colors of paint.

1/19/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., continued to self-learn their Procreate app).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., online games, Procreate) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Guide informed group Home Away From Homeschool Rec Center was closed today. Students brainstormed probable reasons and stated they hoped no one had COVID. Group continued to process worries, fears, statistics, and safety recommendations for COVID.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through piano practice.

ART

- Student created art through music.

ENRICHMENT

- Group was unable to attend weekly Pokémon Meet Up due to Home Away From Homeschool Rec Center unexpected closure. Group processed information and inability to attend meet up. Group brainstormed probable reasons for closure and stated they hoped no one had COVID. Group continued to process worries, fears, statistics, and safety recommendations for COVID. Group observed how much COVID had and continues to affect family.

1/20/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock/watch, Zoom app, piano book, road signs, GPS; South Hills Village Mall map, signs, escalator guidelines; Old Navy store signs, prices, clothing sayings; Galleria Mall signs, Learning Express store signs, prices, product descriptions; Robinson Animal Hospital Vet signs, products, prices).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Old Navy staff, conversations with Learning Express staff, conversations with Robinson Animal Hospital Vet staff).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, prices, distance, mph, speed limits).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how to schedule in several activities prior to same day music lesson).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group continued to receive weekly financial contributions to which they could decide whether to save or spend, how much, when and where, etc.
- Personal credit cards were to arrive for each student. Guide, students and students' dad discussed and brainstormed monthly financial contribution amounts and date of 1st payment. Students' dad had researched options for using and accessing accounts letting students know he would set up an app on each of their Ipads so they would be able to spend money, transfer from checking to savings, set up multiple savings accounts, and check their balances. Students' dad will do so once the cards arrive as time permits. Monthly payment will be set for the first of each month. Group agreed to try out this system and amount received for 6 months to see if best fit. Group can reconvene at any point prior to discuss, make requests, voice opinions, or offer suggestions.
- Student continued to use mathematical concepts in free play (i.e., music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Student and guide took family dogs to an appointment for a booster vaccine. Student experimented with approach to larger family dog and was able to keep dog completely calm throughout time at vet. Fellow patrons of the practice observed and even commented on dog's calmness. Guide offered observation to student that this was the first vet appointment in older dog's 6 years that he had been calm and listened at the vet.
- Students also tried on their choice of clothing purchases from Old Navy. Youngest student enjoyed having clothing with messages on it and proceeded to read it aloud to the group. Students noted the softness of the fabric, the colors, and the functionality for different seasons.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to South Hills Village for Old Navy store, to the Galleria Mall for Learning Express store, home to drop off younger students, and to the Robinson Animal Hospital Vet with oldest student.
- Student continued to use maps and other resources to navigate local roads to travel to South Hills Village mall, the Galleria Mall, and, with only oldest student, to Robinson Animal Hospital Vet.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group observed and discussed individual experiences of having several outings in one day. Group agreed they feel increased stress when feeling rushed and enjoy having no time restrictions on outings.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking around several malls/stores).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with guitar and piano practice as well as same day Zoom piano and guitar lessons.

ART

- Student created art through music.

1/25/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS, Chase Banking app).
- Students read Chase Banking app descriptions and account information as their dad guided them through setting up the app and their personal credit cards.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research,).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC; Chase Banking app for personal credit card).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., set up personal credit card and Chase Banking app on Ipad).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad set up personal credit cards for each student as well as the Chase Banking app on each Ipad. Monthly payment given same day and will be set for the first of each month in future months.
- Student continued to use mathematical concepts in free play (i.e., online games, online banking) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students had requested to experiment with personal credit cards to manage their monthly finances, spending, savings, and account balance. Students' dad set up personal credit cards and Chase Banking app on each student's Ipad. Students' dad also linked common online

purchases (i.e., Robux, Minecraft, Genshin Impact, Apple's app store, etc.) to the students' personal credit cards. Students agreed to experiment with this system and provide feedback to guide and their dad.

- Students' dad and students worked together to measure out and mix pancake batter for breakfast. Students each chose a food coloring color and dyed their separated batter their own unique shade. Students and dad used cooktop to make color coded pancakes.

GEOGRAPHY

- Student continued to use maps and other resources to navigate local roads to travel to weekly scheduled community appointment.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students continued to ease into activities following a weekend of various levels of illness in the family.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play, walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student continued to attempt to fill a sketch book with original art pieces including drawings, photographs with labels and doodles beside, watercolor paintings, and laminated stickers.

ENRICHMENT

- Students engaged in personal finance experiment with personal credit cards through Chase Bank. Students' dad installed the Chase Banking app on each student's Ipad so that students can independently keep track of their account balances; set up additional savings accounts as they see fit; and request payment for services rendered (i.e., designated amounts for list of additional jobs students can do to earn money on top of monthly sum). Students' dad also set up personal credit card as financial source on student's most frequently used spending links such as Roblox for Robux. Students' dad explained how personal credit cards will work, how to navigate and understand Chase Banking app, and how he had set up personal credit card as the designated financial source for most frequently used purchasing links. Students asked questions as dad went along and later came with additional questions. Questions organically led to additional group financial discussions (i.e., what is sales tax? what rate is it currently at? what states do not have sales tax?)

1/26/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, PC Genshin Impact game).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, Genshin Impact game).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating level, power, points, percentage health, statistical likelihood of receiving certain resources, money, game currency on Genshin Impact game on PC).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued to discuss the impact of quality sleep, healthy nutrition and movement throughout the day on the human body.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

1/27/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, piano book, clock, Zoom app for guitar/piano lessons, road signs, GPS, St Clair Hospital signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with guitar/piano instructor for lessons).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, musical notes, chords, tempo, metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to play the guitar and piano).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, banking, music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Student continued to learn new musical pieces and create compositions on the guitar and piano. Student is able to conduct online research into pieces they would like to learn both on

the internet and on several music apps they have downloaded.

- Student and guide traveled to Robinson Animal Hospital Vet with senior cats, Oliver and Aurora, for a follow up appointment to their annual well checks in December. Oliver had blood taken to process for any changes to his thyroid with the medication and change in diet he had experienced over the last month. Aurora's weight and blood pressure were taken to monitor weight loss. Aurora's nutritional intake had also been changed to include wet food to increase hydration.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to vet office for follow ups for 2 most senior cats. Group traveled with guide and their dad to local ER to drop off their dad due to increasing, unwavering pain.
- Student continued to use maps and other resources to navigate local roads to travel to Robinson Animal Hospital Vet Clinic and St. Clair Hospital.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group processed taking their dad to the ER and having to leave him there alone due to COVID restrictions. Group discussed kidney stones, treatment options, and when the ER is a necessary choice. Group discussed when the ER would be necessary in other situations.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with guitar and piano practice as well as same day guitar and piano Zoom lessons.

ART

- Student created art through music.

ENRICHMENT

- Student sent guide a screenshot via text of Genshin Impact game so that guide could see the beauty of the backdrop as well as all the learning components they see with each screen (i.e., reading character dialogue, a compass showing direction, countdown timer, resources, level and point system, etc.).
- Group dropped off students' dad at St. Clair Hospital ER in the afternoon after speaking with the family doctor for their professional recommendation. Group believed they would be able

to pick up students' dad later that evening or night after his pain was brought under control. Guide remained in contact with students' dad and the family doctor summarizing the information as it became available for the rest of the group. Students' dad ended up having to remain at the ER as pain management was not providing any relief. Students' dad was signed up for a kidney stone removal procedure first thing the next morning. Family doctor agreed with treatment plan and offered explanation to guide. Guide processed information, change in expectations, students' stated worried feelings, and students' reported fears with group.

1/31/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs; HAFHS Rec Center signs and art materials; Papercraft World 3D Puzzle DIY Kit instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with HAFHS staff and Art Class instructor).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, Perler beads, iron temperature, 3D DIY Puzzle of Howling Wolf).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create their 3D DIY Paper Puzzle with extensive directions and numbered sections to fold).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, 3D puzzle) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., 3D Puzzle).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

- Students' Papercraft World 3D DIY Kits arrived. Student had chosen a howling wolf and walking red fox. Younger student chose a shark and dual sharks forming a ying yang design. Youngest student chose a pink rabbit and a pink axolotl or Mexican salamander that lives in an aquatic environment. Student offered to assist younger students at their request after they had tried their own puzzle.
- Student also chose to experiment with a self-created type of dough that they theorized they could bake, paint and use as a tray to hold their paint brushes on. Student readied the dough in the shape they wanted, preheated the oven, baked the creation and let it cool.
- Student also received a variety of laptop stickers guide had ordered at student's request. The stickers were of realistic animal images and axolotl images. Student sorted through the stickers, chose their favorites and offered the other students the opportunity to also choose some stickers. Group decorated their Ipad, headphones, sketchbooks, journals, and walls of their rooms.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to HAFHS Rec Center for the weekly Art Class meeting. Younger students also traveled with guide to Kathy's Music Studio for their individual music lessons.
- Student continued to use maps and other resources to navigate local roads to travel to Home Away From Homeschool Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student created a rainbow diamond shape and a white star with black outline with Perler Beads in the HAFHS Rec Center weekly Art Class.
- Student created art with Papercraft World 3D DIY Kits. Student chose a howling wolf puzzle and a walking red fox puzzle.

ENRICHMENT

- Students found out today's meeting of their weekly HAFHS Rec Center Art Class is the final session.

2/1/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS, local community appointment with younger student, The Mitchells vs. The Machines movie closed captioning).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation at scheduled appointment, The Mitchells vs. The Machines).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, month of February).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate current status on online games with amounts of resources, game currency, power, and levels).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Students continued to use their personal credit cards and online banking to manage their accounts, have access to their balance, request payment for additional work, and received their monthly payment. For February, group transitioned to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Student continued to use mathematical concepts in free play (i.e., online games, mask) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student, younger student and guide traveled to scheduled community appointment.
- Student continued to use maps and other resources to navigate local roads to travel to community appointment.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed February as Black History Month and described online observations shared about the month designation. Group conducted online research into the reasons for February being designated as Black History Month and found several sources stating February is chosen because of Abraham Lincoln's February 12th birthday and Frederick Douglass's February 14th birthday. The group learned that Frederick Douglass was a former enslaved man who became a well-known author, activist for equality and human rights, leader in the abolitionist movement, and public speaker. Group agreed to continue learning about Black History and Excellence all year long rather than limiting it to one month a year.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed turning to those who would know best (i.e., Black leaders, Black individuals) to ask what group members as white people can do to aid the Black community.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed previous presidents such as President Obama and First Lady Michelle Obama who understood and were able to hear the concerns of Black citizens. Group discussed option of a person of color holding the office of president in future to truly understand and hear the Black communities.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed the family cat's thyroid medication which led to a discussion on the functions of the thyroid in humans. Group discussed hypothyroidism (i.e., underactive) and hyperthyroidism (i.e., overactive). Group also discussed how students' dad had half of his thyroid removed in his late 20's and continues to function well.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student completed their crafting mask. The end result exactly resembled student's original digital starter design drawing.

ENRICHMENT

- Group discussed the “Chinese New Year: Year of Tiger” image guide had found during online search (i.e., February learning image). The image discussed various cultural pieces commonly seen with Chinese New Year on February 1st (i.e., 16 days of celebration from January 31st to February 15th; 7 days off of work from 1/31 to 2/6; celebrated by more than 2 billion people worldwide; this year is the year of the tiger, etc.)
- Group also discussed the entirety of February as Black History Month. Group conducted online research to learn the reasons February was chosen as Black History Month. Group found several sources stating February was chosen because of Abraham Lincoln’s February 12th birthday and Frederick Douglass’s February 14th birthday. The group learned that Frederick Douglass was a former enslaved man who became a well-known author, activist for equality and human rights, leader in the abolitionist movement, and public speaker. Group agreed to continue learning about Black History and Excellence all year long rather than limiting it to one month a year. Group discussed how Black History is American History and the systemic racism and sexism that can be observed in American history books that describe contributions by white men only.
- Group informed today, February 1st, there financial contribution from guide and their dad can be found in their online bank spending account.

2/2/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate current status on online games with amounts of resources, game currency, power, and levels).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Students continued to use their personal credit cards and online banking to manage their accounts, have access to their balance, request payment for additional work, and received their monthly payment. For February, group transitioned to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Student continued to use mathematical concepts in free play (i.e., online games, artwork) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the

world through reading, research, discussion and possibly field trips. Group discussed the history of Groundhog Day celebrated today, February 2nd, in Punxsutawney, PA. The first Groundhog Day was celebrated on February 2, 1987 in Punxsutawney. If Phil, the groundhog emerges, sees his shadow and returns to his burrow it equates to 6 more weeks of winter. If there is no shadow, it equates to early spring. Group viewed a clip of same day Groundhog Phil's appearance at Punxsutawney and wondered how the groundhog could ever not see his shadow as he is surrounded by cameras and lights. Group learned from online research that Groundhog Day is observed in the United States and Canada with many chosen groundhog meteorologists in different areas.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing group discussion around COVID, recommendations and family's choice to continue masking indoors.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student continued to use their sketchbook journal in the evening to create watercolor paintings and marker drawings.

2/3/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online music site, YouTube music site provided by instructor, sheet music, piano book, current reading selection, online research, games/apps, Zoom app, road signs, GPS; Target store signs, products, prices, café menu).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, reading, music, Zoom music lessons, group discussions, conversations with guitar and piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., note taking for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., coordinates, introduction to XYZ plane, direction by N/S/E/W readings, notes/music, time, money, Wolf puzzle, artwork measurements).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., deciphering coordinates, XYZ plane and North/South/East/West directions in Minecraft world).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Students continued to use their personal credit cards and online banking to manage their accounts, have access to their balance, request payment for additional work, and received their monthly payment. For February, group transitioned to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Student continued to use mathematical concepts in free play (i.e., composing own music, playing music, artwork measurements/shapes) as well as age appropriate math related media (i.e., Ipad apps).
- Student continued to use measurement in cooking (i.e., measuring ingredients) and other practical situations (i.e., kitchen timer, oven temperature, time).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student continued to create chosen wolf paper puzzle/sculpture; continued group discussion on; continued reading on subject.

- Student described minerals, metals, flora/fauna and other organic materials found in Minecraft world as compared to real life (i.e., gold and its properties).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local Target at South Hills Village Mall to purchase crafting supplies for Valentine's Day boxes.
- Student continued to use maps and other resources to navigate local roads to travel to Target.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Group discussion of cold viruses, ongoing discussion with family medical doctor, and self-care when not feeling well.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength.

MUSIC

- Student continued to be exposed to a variety of musical styles, through recorded music (i.e., online music research) and performing/listening to live performances of self/instructor during Zoom music lessons.
- Student continued to have the opportunity to pursue their own musical interests through practicing and attending weekly Zoom music lessons for guitar and piano.
- Student requested to learn violin as well. Will continue discussion of learning 3rd instrument.

ART

- Student continued to use a variety of media to make creations of their own choosing during the evening with acrylic paints, embroidery string and canvas.
- Student texted chosen adult to request favorite flower, conducted online research to view said flower, and created original artwork representing said flower in landscape theme for chosen individual.
- Student also continued work on 3-D paper wolf puzzle.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills with online research; Minecraft world creation and navigation; and creativity/art pursuits.

2/4/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, Kathy's Music Studio website, family schedule calendar, Papercraft World 3D DIY Red Fox puzzle instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., quotes and words in journal) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC; 3D paper puzzle instructions, numbered puzzle pieces, folding methods).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to follow the extensive instruction steps to locate numbered sections of 3D paper puzzle and fold at the recommended angle).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Students continued to use their personal credit cards and online banking to manage their accounts, have access to their balance, request payment for additional work, and received their monthly payment. For February, group transitioned to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Student continued to use mathematical concepts in free play (i.e., online games, 3D paper puzzle) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size, dimensions, angles of 3D paper puzzle).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Group discussed and observed outdoor temperatures, snow and ice.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed number of activities each were currently signed up for and observed feelings around. Group agreed to do self-check ins to observe whether students are ok with level of activity or would prefer a slower pace.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests. Student remained firm in their desire to begin violin lessons. Together student and guide researched options, set up a next day measurement appointment for sizing a rental violin, and emailed the family's music studio to request a trial violin lesson with Miss Annie on Saturday, February 12th.

ART

- Student's Papercraft World Red Fox 3D DIY puzzle arrived after a sizeable delay. Student chose to begin the puzzle right away.
- Student shared sketch notebook art pieces with guide.

ENRICHMENT

- Continued ongoing discussion of student's interests. Student again requested to take violin lessons. Guide and student conducted online research into options at Kathy's Music Studio for lesson times, instructors and locations. Guide and student discussed the family's weekly schedule as well as open times and activity priorities for student. Student stated they'd wait until warmer weather to initiate tour of horseback riding options and would like to begin violin now. Student added they'd prefer and prioritize violin lessons over previously requested voice lessons currently. Guide continued online research and completed an online violin rental contract. Guide was able to set an in person violin measurement appointment for the next day. Guide and student discussed the timing of the measurement appointment with other outings (i.e., Michael's Craft Store to purchase any needed Valentine's supplies). Student agreed to begin Saturday with the rental appointment to allow for no time limitations at the other outings. Guide and student shared plan with student's dad and he agreed to the proposed schedule.
- Group was informed via text that their cousin's 9th birthday outdoor skating party that evening was canceled due to weather.
- Home Away From Homeschool Rec Center's Drama Club was canceled as the Rec Center was closed due to weather.

2/5/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, road signs, GPS; Resonance Instrument Rental Store signs and rental contract; Michael's Craft Store signs, products, prices).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with violin measuring person, conversations with craft store staff).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, violin sizes, measuring for best violin size for student, prices, sizes of craft products).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., learned how to measure correct size fit for a violin).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Students continued to use their personal credit cards and online banking to manage their accounts, have access to their balance, request payment for additional work, and received their monthly payment. For February, group transitioned to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Student continued to use mathematical concepts in free play (i.e., online games, violin) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., violin measurement appointment).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Student traveled with younger students and their dad to Resonance Instrument Store for a violin measuring appointment where student would be sized for an appropriate violin. Student received their rental violin in the correct size for them with a case that contains a needle and dial humidity gage to tell student the temperature and humidity the violin is being exposed to. Student also received rosin for their bow. Guide and student researched rosin versus resin to find out that rosin is used for violin bows and is a solid form of liquid resin. This information was shared with the group.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group and students' dad traveled to Resonance Instrument Store then drove to the local Michael's Craft Store.
- Student continued to use maps and other resources to navigate local roads to travel to Resonance Instrument Store and Michael's Craft Store.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed each member's experience with cold temperatures when outdoors.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests. Student participated in violin measurement appointment and receipt of proper size violin rental. Student chose to try to play their violin upon arriving home.

ART

- Student used acrylic paints and flat canvases to paint geometric shapes with a flowering red poppy and bud as well as geometric shapes with a branch covered in mushrooms. Student shared the paintings with the group.

ENRICHMENT

- Group traveled with their dad to the local Michael's Craft Store to purchase craft and art supplies for those students who were creating handmade Valentines as well as supplies for the students' Valentine boxes. Student showed guide their supplies to create hand painted bookmark Valentine cards and a decorated cardboard Valentine box. Younger student chose spray paints at the craft store and traveled to Lowe's later in the evening with their dad to buy

wood, hinges, a handle, and nails to build their box design. Younger student had purchased Valentine cards at Target earlier in the week. Youngest student purchased Kraft paper tags to sign and tie onto their Valentine's (i.e., small Pop It key chains or bracelets) as well as a smaller wooden treasure box and decorations to cover it with.

2/7/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Pablo Picasso quote, PC games, Valentine's decorations for box, road signs, GPS).
- Guide found and shared Pablo Picasso quote with group: "The first half of life is learning to be an adult-the second half is learning to be a child." Group discussed each members understanding of this quote and how it could be applied to their lives.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations at community appointment).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to sign artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, musical notes, tempo, 'assisted youngest student in practicing piano).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how to read and play sheet music for the piano).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, musical instruments) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., student attempted to make caramel covered apple slices) and other practical situations (i.e., older student showed group how the size of their cello fit for their height).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Student experimented with melting caramel and covering green apple slices attempting to create an easier to eat caramel apple. Student cut up and arranged a green apple on small cookie sheet lined with parchment paper; heated and melted caramel; poured the caramel over the apple slices; and placed caramel slices in the refrigerator to cool and the caramel coating to harden. Other students asked to observe process and taste test when the treats were ready. Student found when observing the treat over an hour later the caramel coating did not harden and slid off of the apple slices.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled to a scheduled appointment in community together.
- Student continued to use maps and other resources to navigate local roads to travel to scheduled appointment in community.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group continued discussion around cooktop fire safety.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student continued to learn coping strategies including coloring, painting, and opening up about strong emotions.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student had the opportunity to perform in a live performance as a trio with other students. Group gathered with musical instruments and played existing songs while singing lyrics together.
- Student continued to have the opportunity to pursue their own musical interests with piano practice. Student also assisted youngest sibling in their piano practice.

ART

- Student used shades of yellow, orange, red and brown to color in a page with stars, flowers, various swirling shapes and the word “Smile.”
- Student showed group an acrylic painting they had created on a flatter canvas of a dense forest of evergreens and forest floor. Student stated they were considering creating a series of tree paintings. Guide asked to commission student to create a tree painting for them. Student chose to sell existing painting to guide.
- Student and youngest student set up Valentine box supplies. Student created their own box from a recycled cardboard box they then covered with black paint. Once dry student used red embroidery thread to sew around the top of the open box. Student added a few other decorations which stood out against the black background. Youngest student had pre-existing wooden treasure box from the craft store. Youngest student chose to decorate box with stickers, glitter paints, hearts and ribbon. They left box to dry before final touches. Older student worked with their dad to use power tools to cut their wood to their specifications. They chose to use a nail gun to hold pieces together in box shape with angled top. Older student and dad paused work to consider how to affix hinges without having sharp screw points sticking out of top’s inside surface. They agreed to continue brainstorming options.

ENRICHMENT

- Continued group discussion of each student’s personal credit card through Chase Bank. Students’ dad reiterated how cards would work; how online vs in person purchases would work; the concept of sales tax; and described how associated app on each student’s iPad tracks both monies and jobs done to earn extra monies.
- Students requested to be registered for HAFHS Rec Center’s February 9th “Crafternoon” event where students would be able to create their own arts and crafts Valentine cards with supplies provided.
- Guide and student discussed student’s previous day Teen Art Class at Songbird Artistry store. The class was to take place twice a month on a bi-weekly basis on Sundays from 12-2 p.m. Student had last attended at the beginning of December. The classes that followed were canceled due to weather and, most often, due to lack of attendance. Student requested to continue trying as they hoped as warmer weather came participants would return. Guide will register student for the next class set to take place on February 20th.

2/8/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS; Target signs, products, prices, café menu; Michael's Craft Store signs, products, prices).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research; conversations with Target staff and shoppers; conversations with Michael's staff).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., list of needed supplies) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, schedule, # of needed supplies, prices, distance, mph, speed limits).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to figure out remaining supplies needed and estimated cost).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, shopping) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size of proposed Valentine's cards).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

- Group reviewed what items and supplies they had so far and what supplies they believed they still needed. Group discussed benefit of starting their Valentine's projects earlier so that there is added time to get additional supplies and still complete their projects. Students also discussed the benefits of creating an initial design on paper, as digital art, or as imagined design in their head to reference for their project. Group traveled to Target and Michael's Craft Store to purchase additional supplies. Older student also needed additional Valentine's cards they had chosen at Target due to final party participants count that was emailed from the HAFHS Rec Center to parents.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled first to scheduled appointment in community for older student then drove to Target and Michael's Craft Store.
- Student continued to use maps and other resources to navigate local roads to travel to community appointment location, Target and Michael's Craft Store.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed power tool safety.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, shopping).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student created hand painted watercolor red poppy flowers on Valentine's bookmarks for all HAFHS Rec Center Valentine Party participants. Student will sign each individually.

ENRICHMENT

- Group reviewed what Valentine's items and supplies they had and what supplies they still needed. Group discussed benefit of starting their Valentine's projects earlier so that there is added time to get additional supplies and still complete their projects. Students also discussed the benefits of creating an initial design on paper, as digital art, or as imagined design in their head to reference for their project. Group traveled to Target and Michael's Craft Store to purchase additional supplies. Older student also needed additional Valentine's cards they had chosen at Target due to final party participants count that was emailed from the HAFHS Rec Center to parents. Older student had chosen to include Pokémon cards in each Valentine. Youngest student had chosen to hand out Pop It key chains and bracelets. Youngest student chose to add a hand painted and signed tag to each Pop It item.

2/9/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, piano book, clock, road signs, GPS; Home Away From Homeschool Rec Center signs, Pokémon Club).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with HAFHS Valentine Card class instructor, conversations with Pokémon Club participants).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to write Valentine messages on their created cards) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write; typed out list of things student loves about their dad and texted to guide).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, musical notes, tempo, sound, elongated sound or dampened sound with piano pedals, dimensions, shapes, Pokémon cards).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to figure out Pokémon card characters power level, evolution level, and other quantified characteristics).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, Pokémon, music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.

- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Group chose to practice the piano and cello instruments together by reading musical books and sheet music as well as practicing bow angles, piano pedals, and scales on both.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to Home Away From Homeschool Rec Center for multiple meet ups or classes.
- Student continued to use maps and other resources to navigate local roads to travel to Home Away From Homeschool Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed irritation, short tempers, and options to elongate fuses. Group also discussed what feelings or bodily sensations creating or listening to music elicit for each member.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play). Student chose to try to use snow shovel to remove snow powder and a very thick piece of ice from patio area.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Students practiced together on the piano and cello. Student and youngest worked together to read youngest student's piano books and student offered assistance when asked. Student and youngest student also sang current existing songs together as student played piano. Student also chose to play and sing on the piano solo.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student used the art and crafts supplies provided at the HAFHS Rec Center Crafternoon class to create a Valentine's card for their dad.

ENRICHMENT

- Student chose to try Pokémon Club with younger students after Valentine Crafternoon Class at HAFHS Rec Center. Younger sibling enthusiastically explained the Pokémon cards and battling strategies. Student chose to stop participating after about half the club meeting time had passed.

- Guide and student noticed both an upcoming advertisement for a Parkour Class and a Shadow Art Class. Guide followed up on ride home with students who stated a definite interest in the Parkour Class and declined to participate in the Shadow Art Class offering.
- Guide set up Batter N Dough Bakery delivery to arrive February 12th. Guide purchased surprise Valentine treats for group as well as a dozen cupcakes for students' HAFHS Rec Center Valentine's Party on February 14th.
- Students agreed to work with guide or work independently to brainstorm things they love about their dad and compile a list of these appreciations to use in group's original Valentine's art piece for their dad.

2/10/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, piano book, clock, Zoom app, Drone website).
- Student's guitar and piano instructor recommended student explore the Drone website for musicians. Instructor suggested it as an option for student to use their ear to determine whether a note(s) is correct or incorrect.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, metronome, musical notes, intervals, scales, schedule).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to choose notes for an original composition).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

- Student continued with guitar and piano practice and lessons. Student also continued to experiment with composing original songs.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Student and their guitar/piano instructor discussed some music history including the genres of classical, jazz and blues. Instructor mentioned well-known musicians from each genre and their influence on current music/musicians.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student continued to learn how the human ear can assist in music compositions and playing. Shared information and oldest student's skill with group. Group discussed echoic memory as well when youngest student noted they can hear a song once and remember all the words.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student used musical tools and concepts such as the metronome, intervals, and scale in same day lesson. Student's instructor shared information on music history, classical music, jazz and blues genres as well as icons in these genres. Student and instructor progressed to current existing popular songs as well as student's original compositions they continue to work on.
- Student continued to have the opportunity to pursue their own musical interests through piano and guitar practice as well as same day piano and guitar lessons.

ART

- Student created art through music including original compositions.
- Student continued to work on their Valentine's cards and any add ons to Valentine's box.

2/11/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online research, music, apps, games, PC).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussion, videos, online discussions, reading).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., Valentine's, writing in sketchbook) and on the computer (i.e., texting, messaging, online searches, other typing).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, autocorrect, online searches).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, music notes/chords, schedule, addition/subtraction, money, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating points/monies/time on apps & games).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., utilizing own credit card for online purchases).
- Student continued to use mathematical concepts in free play (i.e., music, art) as well as age appropriate math related media (i.e., apps).
- Student continued to use measurement in cooking.

MUSIC

- Student continued to be exposed to a variety of musical styles and artists through recorded music they sought out online (i.e., searching for new music on Apple, YouTube, etc.) and came across during online research (i.e., music used in the background of a video or game which is in turn researched to find out name/artist and downloaded to playlist).
- Student continued to have the opportunity to pursue their own musical interests. Student requested to practice violin for guide in anticipation of trial violin lesson set for next day.

ART

- Student continued to use a variety of media to make creations of their own choosing. Student continued to work on original art pieces in evenings including sketching with markers, pencils and acrylic/watercolor paints in chosen sketchbook as well as use of paints (i.e., acrylic and watercolor) to create original artwork on canvases. Student also continued to create original characters with names, backstories and accessories.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate

independent/critical thinking skills. Group discussion regarding student's online research and exploration of different apps to find images of chosen self-expression for hair as well as guide's follow up with stylist options to create chosen self-expression image. Student's younger siblings expressed interest in following student's self-expression journey and group discussion of options followed. Guide will follow up with stylist to discuss specific dates for student.

2/12/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Kathy's Music Studio signs, guidelines).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with violin instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, violin bow angles, violin handling, musical notes and scale on violin, schedule, equal division of bakery goods).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., learning how to hold the violin and bow; how to play the violin; how to read music written for the violin).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, violin) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to create Valentine art piece within measurements of materials).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Group worked together with guide to create an original art piece for students' dad for same day Valentine's Day celebration. Student drew design proposal based on discussions with group and guide to reference during process. Student painted scenes at corners of wood canvas with raw edge. Guide cut out heart shapes for middle. Group and guide had been brainstorming and compiling lists of things they love about students' dad during past few days. Guide worked with younger students to write down ideas. Student and guide had compiled typed lists. Guide wrote out the ideas in a spiral shape on the cut out hearts while student's painted night sky scenes dried. Group also brainstormed the idea of including each person's painted thumbprints placed in a heart shape to sign the art piece. Each member chose their own color or mixture of paint colors and "signed" the side of the piece. Group members then completed handmade cards for their dad. Group presented these gifts to their dad.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and their dad traveled to Kathy's Music Studio for in person trial violin lesson with Miss Annie.
- Student continued to use maps and other resources to navigate local roads to travel to Kathy's Music Studio.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student learned how to hold both the bow and violin. Student was given hand and arm exercises to strengthen their hand and position their shoulder for playing the violin.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to lesson, active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with a trial violin lesson.

ART

- Students and guide created art with a raw edged wood canvas piece, acrylic paints, artists drawing markers, and original reasons each participant loves students' dad. Student had created a design reference image prior to beginning this art piece. Group loved the proposed design and worked towards creating it in real life.

- Student showed the group the color key they had created for their large number of artist drawing markers. Student made a small swatch with each marker then wrote the marker's number below the swatch so that people could see what the color would look like when used and dry.

ENRICHMENT

- Group participated in creating an original art piece with guide for the students' dad. It was a complex process with many phases. Group demonstrated excellent critical and independent thinking skills from the proposed digital design drawing to brainstorming things they love about their dad to the phases of creating the piece itself (i.e., painting, cutting out shapes, each having input and a part in its creation, signing with a heart created by painted thumb prints). Students each had a card for their dad to present with the art piece.
- Family celebrated Valentine's Day together on February 12th due to February 14th's schedule. Guide had surprise Valentine's treats delivered when the dozen cupcakes for the HAFHS Rec Center's Valentine's Party on the 14th arrived. Group had ordered a pretzel tray as well for the celebration. Guide had purchased a few smaller gifts for each family member including Bellzi animals, ASL Valentine's sweatshirts with the "Love You," and Morse code bracelets with "I love you very much" for the students and "You are my person" for students' dad.

2/13/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, road signs, GPS; Philly Pretzel Factory store signs, menu; South Park Skating Rink signs, rules, skate rental sizes, café menu).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with extended family and South Park Skate Rink staff).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., signing birthday card) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, skate size, skating speed, skating direction, shapes of rinks, depth of ice, objects in motion, musical notes, tempo, bow angle, violin angle, party schedule, ages).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to figure out how to balance and increase speed on skates).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, skating, music) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., skate size).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

- Students participated in cousin's 9th birthday ice skating party that had been rescheduled to same day. Students, guide and students' dad researched current COVID recommendations agreeing the family would wear masks indoors and then remove for outdoor skating. Students' dad would not be skating due to a prior ACL and meniscus injury when last skating. Students and guide figured out their skate sizes based on current shoe sizes. Guide was able to trade out any needed skate sizes once tried on. Students and guide were asked to choose between a figure skating skate and a hockey or speed skating skate. Guide asked and received clarification. Each member made a size and style choice. Group and guide joined extended family members on the ice rinks (i.e., large rink for faster skating, winding rink path for slower skating, or kids area). Youngest student was able to skate independently with balancing equipment provided by the rink for beginners. Group discussed expectations for skating rinks (i.e., skaters go in same direction, look all around before cutting across to get off, designated entrances and exits, watch out for smaller skaters or downed skaters, etc.). Students took breaks at the fireplace, with hot chocolate, and at the rink's café for snacks. Family stayed for allotted time (i.e., 12 p.m.-5 p.m.) then proceeded home.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group picked up the pretzel tray they had been asked to bring to cousin's birthday party at Philly Pretzel Factory. Group then traveled to South Park Outdoor Skating Rink for cousin's birthday party.
- Student continued to use maps and other resources to navigate local roads to travel to Philly Pretzel Factory and South Park Outdoor Skating Rink.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Students noted that despite recommended indoor mask wearing only their immediate family chose to wear a mask indoors.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group continued to discuss how local, state and federal government officials were enforcing or supporting COVID safety precautions.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including how to stay safe on the ice.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group learned about first aid when falling on ice rink. Group discussed students' dad's prior injury to his knee (i.e., ACL and meniscus tears), his surgical procedure, and physical therapy.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., ice skating).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Students put finishing touches on their Valentine's cards and boxes for next day HAFHS Rec Center Valentine's Party.

ENRICHMENT

- Students traveled with guide and their dad to celebrate cousin's 9th birthday at a local area outdoor ice skating rink with extended family. All students and guide skated.

2/14/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS; HAFHS Rec Center signs, Valentine's boxes with party goes names, food labels, message hearts, Valentine's cards).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with HAFHS Rec Center members).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, Valentine's box organizations, # of Valentine's cards, # to distribute, size of jumbo pixie stick, hours of party).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to figure out how many cards to distribute and also calculate if anyone was missed).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, Valentine's party) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., measure card with size of box and either insert card into others' boxes or the extra brown bag sat beside for overflow).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Student's experimented with their first large Valentine's party since prior Montessori School enrollment. Students brought their Valentine's cards, Valentine's boxes, and Valentine's cupcakes for the party. Arranged items where space permitted at angle suggested by staff. Group calculated which boxes their Valentine cards could fit in and which they would place beside it or in overflow bag if there. Students later counted the number of received Valentine's and the number they had left over.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Traveled to HAFHS Rec Center for the Valentine's Party.
- Student continued to use maps and other resources to navigate local roads to travel to HAFHS Rec Center.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group briefly discussed the history of the celebration of Valentine's Day. Students asked questions such as who or what cupid is. Group discussed historical figures versus today's animated images. Group also discussed commercialization of said holiday rather than recyclable or Earth friendly gifts (i.e., last year's cookie cards).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students and guide continued to choose to wear masks indoors.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student assisted youngest student with final Valentine's cards for same day party.

ENRICHMENT

- Students participated in 1st Valentine's Party at HAFHS Rec Center.

2/15/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, piano book, clock, Zoom app, road signs, GPS, community appointment signs & materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with guitar/piano instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for guitar/piano lessons) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, musical notes, tempo, metronome).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., playing guitar and piano).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, guitar/piano) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own meal).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

- Student continued to conduct online research around silver hair colors. Student found an image they would like guide to send to guide's hair stylist for feedback.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student traveled with guide to local community appointment.
- Student continued to use maps and other resources to navigate local roads to travel to community appointment location.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued to discuss the impact of certain expressions of strong emotions and options for coping strategies.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with guitar and piano practice as well as same day lessons. Instructor requested to reschedule student's Thursday weekly lesson to Tuesday of this week.

ART

- Student continued to create art through music.

ENRICHMENT

- Guide registered student for upcoming Teen Art Class at Songbird Artistry on February 20th from 12-2 p.m.

2/16/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, road signs, GPS, HAFHS Rec Center signs, Pokémon Club materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with scheduled community appointment staff, conversations with HAFHS members).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate time to get, time allotted to getting ready, and departure time to arrive at first appointment about 10 minutes early).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Family puppy, Neo, dropped off by guide for early morning arrival at local vet clinic for

neutering appointment and stenotic nares surgery. Group discussed what neutering entails as well as stenotic nares, or nasal, surgery. Group asked questions about the reasoning behind both and processed the benefits and challenges of each. Group also discussed each member's and guide's role in Neo's recovery (i.e., minimal movement and excitement for first three days, restricted supervised movement for 14 days, cone wearing, care for Neo's nose and testicle area). Guide will pick up Neo in late afternoon.

- Student noted an insect laying inside car windshield. Student theorized they would be able to identify said insect if they could get a better view. Student experimented with guide's camera on phone to photograph the insect with a zoom setting and enlarge it further. Student conducted online research and noted it appeared to be a yellow jacket or wasp rather than a honey bee. Student also noted it appeared to be dead.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local scheduled appointment for all 3 students as well as HAFHS Rec Center for Pokémon Club.
- Student continued to use maps and other resources to navigate local roads to travel to local appointment and HAFHS Rec Center.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group continued to discuss Black History Month.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed how neutering or spaying a pet can be a kindness to the community as the pet would not be able to produce more pets or strays should they ever get loose.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed local government involvement in dog licensing process.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed how individuals can feel sad or badly for Neo because of his same day procedures and also recognize the benefits or need to have these procedures done.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student continued to use their Procreate app to create digital art pieces. Student shared completed drawing at end of time at HAFHS Rec Center. The digital art piece showed a winged individual flying with an arm raised in a sky filled with different constellation signs.

2/17/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, clock, sheet music, PC).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create a PC schedule with equal timed turns for each group member).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, creating PC schedule) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Group and guide continued to monitor Neo, the puppy's, comfort level and healing.
- Students experimented with timed schedule starting at an hour for each group member.

Students found they would like to expand time to allow for more play. The students also began setting a timer to alert them of their turn being over. Students rotated through this schedule for afternoon. Students noted that youngest student often passes on their turn. Students then continue to rotate and ask youngest student at next turn time.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., movement breaks).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student chose to practice both violin and guitar.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student and younger sibling worked together to restart and fix issue with family PC (i.e., locked green screen) based on younger sibling's prior experience with similar situation. Their efforts fixed the issue.
- Group discussion around alternate payable work options for students. Student's younger sibling offered the suggestion to expand 2 jobs (i.e., mopping, vacuuming) to include a payment range based on the size of job. Student suggested an addition to the current job list posted in the community kitchen area. Student requested to add handling and playing with the pets as a job option. Group, guide and students' dad discussed these valuable suggestions and will add them to the list. Students encouraged to continue discussion process with any other suggestions.
- Guide offered option to participate in Homeschool Jump at the Sky Zone Trampoline Park from 12-2 p.m. Students declined.

2/19/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, violin book, clock, road signs, GPS; Kathy's Music Studio signs, guidelines, studio numbers; UPS store signs, prices, check out process).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with violin instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for violin lesson) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, violin bow angle, violin angle, notes, scale, tempo, pressure on strings).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue to learn how to play the violin and read violin music).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, violin) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Student continued to experiment with violin instrument. Student stated they would like to continue ongoing weekly lessons based on their experience to date.

- Group and guide continued to monitor Neo, the puppy, for discomfort, broken stitches, or bleeding from their nose or testicle area.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and their dad traveled to Kathy's Music Studio for in person violin lesson then traveled to UPS store to send an Amazon return.
- Student continued to use maps and other resources to navigate local roads to travel to Kathy's Music Studio and UPS store.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Violin instructor shares both classical older violin pieces and modern classical violin pieces.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued ongoing discussion around COVID, recommendations and mask wearing. Family's musical studio continues to require masks for all present for in person lessons.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to lesson, walking to UPS store, active play at home).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with violin practice and same day violin lesson.
- Student brought up idea of continuing violin lessons and finding another option for guitar/piano learning. Student agreed to continue discussing with guide as thoughts/feelings became more clear to student.
- Guide added student to music studio's practice app so that recorded practices can be viewed by their instructor who can provide notes or assignments for student as well.

ART

- Student created art through music.

2/20/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, violine book, clock, piano book).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC; musical notes for violin, piano and guitar; bow and violin angle, tempo).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue playing the violin, piano, and guitar).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, instruments) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., compared student's height with cello size for younger student's height).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed feeling multiple emotions at one time (i.e., nervousness at a new activity, excitement at a new activity) as well as physical options for managing nervousness (i.e., breathing in for count to 4, out for a count of 6-8; increasing movement; yoga, stretches, tapping).

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student had the opportunity to create a live performance as a trio with other students.
- Student continued to have the opportunity to pursue their own musical interests through practicing individually with the violin, the guitar, and the piano as well as a trio with other students with the violin.

ART

- Student continued to create art through music individually with the violin, the guitar, and the piano as well as a trio with other students with the violin.
- Student's same day Teen Art Class at Songbird Artistry was again canceled.

2/21/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, PC, Piano app, clock, Genshin Impact).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, musical notes, piano keys, tempo, loudness of sound, piano app with sheet music for existing songs; Genshin Impact levels, power, currency, percentage health, statistical likelihood of receiving desired resource, resource count, direction, countdown timers).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to understand and advance with Genshin Impact levels, power, currency, percentage health, statistical likelihood of receiving desired resource, resource count, direction, countdown timers).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, Genshin Impact, piano) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.

- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Group chose to experiment with playing Genshin Impact together with oldest student on PC and younger students on Ipads. Group worked together with suggestions, tips, financial support, and trades when possible to advance in the game.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed guide's early morning 6 month follow up mammogram. Group continued to discuss a proactive approach to healthcare.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to pursue

ART

- Student continued to create art through music.

2/22/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, Piano app, clock, Undertale PC game).
- Student chose to explore new PC game, Undertale, and conducted online research to determine appropriateness of fit. Student described aloud the premise of the game as well as the definitions for common terms in the game.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, Undertale game with puzzles, shapes, timing, health points, execution points, gold, speed, defense rating, attack rating, power level, invulnerability rating, stats chart).
- Student continued to use problem solving mathematics skills in daily life applications. Student found the Undertale game has puzzles, pixelated 2D graphics, time limitations for tasks, health points, execution points, gold, speed ratings, defense ratings, attack ratings, power level, invulnerability ratings, and a stats chart to quantify all these terms and more.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, Undertale, piano) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., eggplant experiment).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading.

Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Student chose to conduct an eggplant baking experiment to taste test. Student did not enjoy the results and offered them to guide.
- Group discussed the concept of binary numbers and their use in computer coding.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Group discussed current healthy eating challenge. Group decided they would not like to participate currently.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing group discussion around expression of strong emotions. Younger student offered the excellent analogy of feeling like a fire hose being pinched or stepped on and the dangerous build up then potential explosion of emotions rather than water.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with piano practice.

ART

- Student continued to create art through music.

ENRICHMENT

- Group discussed the schedule for the week. Group expressed opinions and feelings around scheduled activities versus unscheduled, not time limited activities. Guide proposed resuming Field Trip Friday this coming Friday, February 25th. Group enthusiastically agreed.
- Guide also discussed the HAFHS Rec Center's advertised Parkour Class. Group continued to request to register for the class. Guide will follow up with HAFHS leaders.

2/23/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (music, online research, apps, games, road signs, GPS; International Yum Subscription Box France edition map, pamphlet, products).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group and individual conversations, online research and videos, reading).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., texting, messaging, online searches, other typing, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, reading to recall).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., puzzles, shapes within art, time, schedule, music/music notes, direction, coordinates).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., determining direction/place in space based on coordinates and N/S/E/W).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of online bank account with assigned credit card).
- Student continued to use mathematical concepts in free play (i.e., variants, angles, shapes, coordinates) as well as age appropriate math related media (i.e., apps).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of family puppy's recent stenotic nares surgical procedure done during neutering on 2/16/22. Group discussion of procedure, aftercare and reasons for procedure. Observation of previous images of puppy's nose along with same day's visual comparison. Due to changes in appearance, guide contacted vet and emailed said comparison images for feedback. Group discussion of received feedback (i.e., monitor and reevaluate on upcoming Saturday, February 26th; contact if further concern) and continued monitoring of puppy's surgical sites.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel to several community locations.
- Student continued to use maps, GPS and knowledge of community roads to navigate on local family outings.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued group discussion on group initiated healthy challenge.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of digestive processes, use of natural foods to encourage healthy digestion, and personal hygiene.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student chose indoor physical activity while student's younger siblings chose indoor (i.e., hoverboard) and outdoor physical activity (i.e., drone flying, running, bike/scooter riding at local park).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., listening to pieces of music during online video research, searching for entire song/artist, finding/downloading song to playlist, sharing with guide).
- Student continued to have the opportunity to pursue their own musical interests thru practicing on both piano and violin.

ART

- Student continued to use a variety of media to make creations of their own choosing. Student continued evening pursuit of creating original artwork using various paints, sketching, and sketchbook materials.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student described recognizing own feelings, expressing own feelings and holding space for said feelings while also recognizing differing feelings/expression of strong emotions by those around them. Student demonstrated assertive communication of feelings, needs and self-care.
- Group discussion of upcoming classes offered by Home Away From Homeschool Rec Center (i.e., Parkour class in March) and martial arts options. Group expressed interest in attending first Parkour class to determine interest and all group members reasserted interest in attending martial arts class. Guide will set up trail martial arts lesson and register group members for initial Parkour class.

2/25/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, Guitar app, clock, road signs, GPS, parking signs; Well Oiled Canonsburg store).
- Group traveled to Well Oiled Canonsburg store where there was a multitude of different products to choose from and read about or from. The shop carries books, tarot cards, and other reading materials; handmade local artisan magnets with quotes, local artisan sculptures, locally made crocheted products, and bios for local artisans; written suggestions for a personal altar with rocks, incense, mirrors, bowls, shells, and candles; a range of candles with written scents to smell as well as a wall of incense choices also labeled; a very large selection of different shapes and sizes of rocks, stones and geodes with labels; a calendar that lists and describes activities at the shop; and a list and designated space for local tarot readers, reiki providers, psychics readers, past life practitioners, and a myriad of other practitioner options to choose from.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, listening to how to guitar videos).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, distance, prices; keeping purchases within budget and within fairness for each member; blocks on a street, geometric shapes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate cost of purchases to determine if fair and equitable for each group members).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, shopping) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Group traveled to a local metaphysical shop for the first time. Group explored the very well stocked shop to find local artisan wares, minerals and crystals that could assist in bettering life, and essential oils to accompany a calming strategy.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to an area of Canonsburg they had not previously been. Group was able to assist guide in finding a closer parking area. Group observed the local store options as they walked to their final destination several blocks away.
- Student continued to use maps and other resources to navigate local roads to travel to the Well Oiled Canonsburg shop.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed the books for sale in the Well Oiled Canonsburg shop included books on the history of witches, paganism, essential oils, and the use of minerals in daily life. Group also noticed books focused on current versions of these subjects. Group members read through those that interested them.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss their roles in helping the community decrease COVID cases. Group continues to wear masks inside.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group asked questions around what role local, state and federal government agencies have in the enforcement of mask wearing and social distancing recommendations.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued discussion around current COVID levels on a local, state, national and world level.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to field trip).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with guitar practice.

ART

- Student continued to create art through music.

ENRICHMENT

- Guide utilized online calendar system to set an evaluation date/time with approved established evaluator (i.e., June 6th, 2 p.m.).

2/26/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online research, video captions, signs, apps, games, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversing with violin instructor, listening to videos with online research, group conversations on current events, singing).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (note taking, writing including in artwork, signing original artwork creations) and on the computer (i.e., online research queries, apps, games, texting, messaging).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, online search queries).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., music, half and quarter notes on violin, time, calendar, addition/subtraction, monies, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., budget, savings, money spent; calculating and tracking each).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., group continued use of personal credit cards for each student with online and real life access including ability to transfer monies into appropriate accounts, purchase items online/in real life, and earn additional monies with specified jobs).
- Student continued to use mathematical concepts in free play (i.e., use of math in music practice and lesson) as well as age appropriate math related media (i.e., apps, games).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student was able to find Japanese Mochi at grocery store and requested and bought an equal number of treats for each student to experiment with the taste. Student found they greatly enjoy Mochi in each of the flavors chosen; student's younger sibling found they did not enjoy the guava or s'mores flavors; and youngest sibling was uncertain about the texture; while student's dad also greatly enjoyed the taste/texture of Mochi. Student requested more Mochi as did siblings.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student discussed current events of Ukraine invasion by Russia and world's responses with guide and student's dad.

- Student continued to use maps and Google maps to navigate local roads to violin lesson and grocery store trip.

HISTORY

- Student continued to add to their basic understanding of the history of the world through reading, online research and group discussion around Ukraine invasion by Russia.

CIVICS

- Student continued to begin to gain a basic understanding of federal government and its response to Ukraine invasion by Russia.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued group discussion of healthy choices and nutrition.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, playing, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., online research of existing songs) and attending or performing in live performances (i.e., duets with violin instructor).
- Student continued to have the opportunity to pursue their own musical interests with practice (i.e., violin and piano) and lessons (i.e., same day violin lesson).

ART

- Student continued to use a variety of media to make creations of their own choosing including creating own slime.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Guide and student discussed student's introspection and ability to identify strong emotions as well as actions that elicited said strong emotions.
- Student continued to not be limited only to the above listed activities; rather throughout the year we took advantage of whatever opportunities and resources seem appropriate at the time. Student continued with requested violin lessons and practice with said instrument.

2/27/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, clock, Drone website for music, Mochi description).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, Drone website, musical notes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue to learn and play music).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, music) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Group discussion of ingredients in Japanese Mochi as well as the cultural use of the treat (i.e., associated with Japanese New Year, Children's Day and Spring Celebration). Student's dad ordered additional flavors of Mochi to be delivered same day.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students continue to learn more about Japan.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group learned about the use of Mochi in different Japanese celebrations including New Year, Children's Day, and Spring Celebration.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Individual discussion of human development and methods for common tracking options for menstruation cycles.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active play).

MUSIC

- Student continued to be exposed to a variety of musical styles, through recorded music and attending or performing in live performances.
- Student continued to have the opportunity to pursue their own musical interests with guitar practice and the Drone website.

ART

- Student created art through music.

ENRICHMENT

- Guide and student continued to discuss student's guitar/piano lessons and problem-solved/brainstormed student's feelings around. Student was able to express their thoughts/concerns. Guide and student brainstormed options and created a plan going forward (i.e., take month of March to recharge and reevaluate how student wants to progress with guitar and piano as well as research options). Guide will look into band options, camps and/or options at the HAFHS Rec Center.

3/1/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, violin book, clock, YouTube videos on Undertale game, Undertale Game, PC).
- Student showed the group a YouTube video of London's Big Ben Clock playing Megalovania, a song from student's favorite game of moment Undertales. This game on the PC includes puzzles, choices, logic, strategy, deductive reasoning, math, statistics, a storyline, 2D graphics, and reading. Student also demonstrated the actual game for anyone who chose to watch.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, games/apps, music).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, YouTube, Big Ben Clock, other well-known structures).
- Student continued to use problem solving mathematics skills in daily life applications. Student showed the group a YouTube video of London's Big Ben Clock playing Megalovania, a song from student's favorite game of moment Undertales. In addition to music, the game includes puzzles, choices, deductive reasoning, math, statistics, and reading.
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards payment from guide and students' dad automatically transferred for 1st of month. Group discussion on spending/saving plans.
- Student continued to use mathematical concepts in free play (i.e., online games, cooking) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., measured and put together oatmeal/fruit creation to sit overnight).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.

- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Student showed the group a YouTube video of London's Big Ben Clock playing Megalovania, a song from student's favorite game of moment Undertales. The game includes puzzles, choices, logic, strategy, deductive reasoning, math, statistics, and reading. Student questioned if the shared video was real or created. Student chose to conduct online research to determine if video was real finding multiple sources offering similar videos. Student considered the sources and other videos they had shared. Student theorized that based on the multiple sources including known sources who only share unedited videos that the original video was indeed real.
- Student chose to measure and mix dry Quaker Oatmeal, milk, brown sugar, and an assortment of fruits. Student had learned a similar recipe from their dad. Student chose to alter the recipe and amounts to better match their tastes. The creation sits overnight to soak and soften the oatmeal. Student offered to share their creation and youngest student and students' dad looked forward to taste testing.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student showed the group a YouTube video of London's Big Ben Clock playing Megalovania. Group discussed geography of London and well know structures and buildings (i.e., Eye ride, St. Paul's Cathedral, Westminster Abbey, Buckingham Castle, The Natural History Museum, the Tube). Guide described their memories of traveling to London to see students' dad when he briefly worked there and the structures they were able to see together. Group also discussed other well-known structures or natural occurring places around the world including the Eiffel Tower in France, the Great Wall in China, the Statue of Liberty in New York City, the Grand Canyon in Arizona, or Niagara Falls in Canada and New York.
- Student continued to use maps and other resources to navigate local roads to travel to...

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group briefly touched on the history of the Statue of Liberty, Ellis Island and the ways in which immigrants were treated there (i.e., to Americanize last names that were hard to pronounce such as guide's maiden name).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and

ability. Those group members who chose to participate and guide began healthy food challenge (i.e., student's younger siblings and guide; student reported they would start on 3/2).

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student showed the group a YouTube video of London's Big Ben Clock playing Megalovania, a song from student's favorite game of moment Undertales.
- Students practiced violin, cello, and piano instruments individually while in the same room together. Student assisted youngest student in reading their piano music assignment and with practicing the piano.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.
- Student chose and requested to take the month of March off from guitar and piano lessons.

ART

- Student continued to use their Procreate app to create digital art pieces including one they shared today of a winged character standing on top of a pole in the sky.

ENRICHMENT

- Student remained at home while younger students traveled with guide and their dad to Miracle Dental Practice for dental work on tooth decay (i.e., younger student) and a missing filling (i.e., youngest student). Guide had had an initial discussion with a different practice dentist where the dentist stated they would do as much work as they could and younger student may not have to return for 2nd appointment. The dentist who completed 1 of 2 same day procedures did not know or follow this treatment plan and younger student will be required to return the following week for a second appointment.
- Group discussed common job application and interview process for retail or fast food positions at students' request. Guide role played common interview questions. Group agreed to ask their dad for more interview scenarios given his extensive experience interviewing for his company.
- Student requested to take time off from scheduled weekly piano and guitar lessons to consider their next step in learning these instruments. Guide and student brainstormed ideas together and created an email to send to guitar/piano instructor outlining requested break and reevaluation in 30 days. Student listened to guide read email aloud and offered suggestions as well as final approval. The email was sent with student's break to begin immediately.

3/2/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, violin book, clock, road signs, GPS; HAFHS Rec Center signs, books, Pokémon materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, music, conversations with HAFHS members).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, musical notes, violin and bow angles, friction with/without rosin on violin strings, scales, distance, photography, fitness tracker watch).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue to learn violin; photography).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc.
- Personal credit cards arrived for each student. Students' dad had set up personal credit cards for each student as well as the Chase Banking app on each Ipad previous day. Students asked questions as they arose as students explored banking app.
- Student continued to use mathematical concepts in free play (i.e., online games, violin) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., ladling out previous day's oatmeal + fruit creation, adding in more sugar).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Students arrived at HAFHS Rec Center ready to experiment with a Parkour Class only to find out there would not be one. Younger students chose to continue with Pokémon Club.
- Group chose to enjoy slightly warmer weather and travel to local park to hike. Group hiked off paved path to Chartiers Creek. Students climbed hills, explored a fallen tree, looked for rocks or natural treasures to bring home, talked about what plants they found along the path, and explored the creek. Student mentioned an app that assists hikers in identifying plants. Group found a live clam in the creek along with many empty shells. Student pointed out that the clam's foot was visible and used to move and burrow under the water. Group took a photograph of clam and took turns photographing other interesting locations/items on the hike. Student also stated they were going to take reference pictures in nature that they would then draw at home.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students returned to HAFHS Rec Center as well as the USC Rec Center park for a longer hike.
- Student continued to use maps and other resources to navigate local roads to travel to HAFHS Rec Center and USC Rec Center park.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed increasing hikes as well as reasons for pausing group hikes in the past.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., hiking, running, climbing).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.
- Guide received feedback from music studio stating student's guitar/piano classes could be put on hold and letting guide know what form to fill out to do so. Student agreed to consider their thoughts/feelings about continuing ongoing guitar/piano lessons with the studio and/or trying another venue.

ART

- Student created a rock pet for each family member using rocks, googly eyes, and a sharpie

marker.

- Student shared the red heart they had embroidered on today's shirt choice.
- Student chose to use guide's phone camera to take practice photography in natural light while on the group park hike.

ENRICHMENT

- Group learned upon their arrival at the Home Away From Homeschool Rec Center that the Parkour Class would not be happening. HAFHS co-owner found that their younger child had created a descriptive flier to advertise a Parkour Class and put it up without her knowledge. She said they had quite a bit of interest but were not sure how to conduct a class in Parkour. Younger students requested to stay for Pokémon Club.
- Students also found that the Rec Center was celebrating its 1 year being open anniversary this day with cake and celebration. Students chose to participate in photos with other members and the co-founders. Students also found that Pokémon Club was delayed due to the space being used for a music presentation. The owner of the music studio came to discuss an upcoming opportunities at HAFHS Rec Center for pre-school thru 5th grade students who would like to be in group music classes to learn an instrument. The presenter sang, read about music incorporation into daily life, demonstrated how to do so, and described plans for music classes as well as future ensembles who would volunteer to play for senior centers and other community groups. After talking with student, guide approached presenter to express an interest in the ensemble idea. Presenter stated it would not take place until next fall or winter depending on several factors. Student played a song for presenter on the piano. Presenter suggested student get on a waitlist for ensemble. Guide will continue to discuss with student and follow up with Rec Center co-founders.

3/5/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, piano books, clock, road signs, GPS; Carnegie Science Center signs and Highmark Sportsworks exhibits).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Aunt Jen, conversations with other Highmark Sportsworks participants).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, speed, distance, weight, pressure applied, pulley system, wheelchair, balance).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to interpret the results of the activities at the Carnegie Science Center Highmark Sportsworks exhibits).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc. Students continued to explore and experiment with the use of personal credit cards and online banking.
- Student continued to use mathematical concepts in free play (i.e., online games, Highmark Sportsworks activities) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., several Carnegie Science Center activities had automatic measuring systems such as distance & speed with running races).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Group discussed current COVID levels, statistics, local rating, and recommendations. Group used the scientific information for each member to decide if they were comfortable not masking indoors. Each individual could make their own decisions and context could change that decision as well.
- Students tried out the Carnegie Science Center's Highmark Sportsworks building and exhibits for younger students, guide and students' dad's first time. Student recalled coming to the building for a Montessori school field trip once. Student stated it looked a lot different and used to have a zipline. Students tested their bodies with some first time activities including track running races and wheelchair races; green screen hockey, soccer and volleyball; a pulley system where the harder you pull down the higher you are pulled up or the human yo yo experience; and balancing on skateboards.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. students traveled to the Carnegie Science Center's Highmark Sportsworks building with guide, students' dad and students' maternal aunt.
- Student continued to use maps and other resources to navigate local roads to travel to Carnegie Science Center's Highmark Sportsworks building.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Students tried out the Carnegie Science Center's Highmark Sportsworks area for some members' first time. Students tested their bodies with some first time activities including track running races and wheelchair races; green screen hockey, soccer and volleyball; a pulley system where the harder you pull down the higher you are pulled up or the human yo yo experience; and balancing on skateboards.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement, time at the Carnegie Science Center Highmark Sportsworks).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student assisted youngest student in practicing piano and reading their piano books.
- Student continued to have the opportunity to pursue their own musical interests with violin practice. Instructor canceled this week's same day violin lesson.

ART

- Student created art through music.
- Student continued to use the Procreate app to create original digital art pieces.

ENRICHMENT

- Guide registered student for the Teen Art Class at Songbird Artistry for their Sunday, March 6th class.

3/8/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, violin book, clock, Erin's Music Box YouTube Channel, road signs, GPS; Joanne Fabrics Store signs, products, prices, descriptions; cardboard house building directions, HAFHS calendar).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversation with Joanne Fabric store employees).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, feet to yards, sewing pattern, violin and bow angles, notes, scale, tempo).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue to learn violin, to understand and use the sewing pattern, to follow the steps to put a cardboard house together).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc. Students continued to explore and experiment with the use of personal credit cards and online banking.
- Student continued to use mathematical concepts in free play (i.e., online games, cardboard house building, violin) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., purchasing fabric, cardboard house locations).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.

- Student conducted online research on a beginner's bat pattern for sewing. Student found a pattern on Etsy.com that was available for immediate download. Student and guide purchased and downloaded the pattern. Student wrote down necessary supplies to complete sewing project. Traveled to Joanne Fabrics store for needed supplies. Student then worked cutting out the pattern pieces and the matching fabric pieces for their project. Student stated they will begin the sewing portion of the project the next day.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Travel to Joanne Fabrics Store.
- Student continued to use maps and other resources to navigate local roads to travel to Joanne Fabric Store.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Group put together 2 cardboard houses for youngest student. Youngest student decided they did not want one in their room. Oldest student requested to have the second cardboard house. Group discussed calming strategy youngest student had proposed.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student found a YouTube Channel, Erin's Music Box, that offers exposure to music box music and songs.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Student continued to work with pencils with their sketchbook.

ENRICHMENT

- Student and guide discussed Teen Art Class at Songbird Artistry shop. The art instructor informed guide the class would move to a summer program due to lack of attendance.

3/9/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, sheet music, violin book, clock, Chimera butterfly screenshot, bat sewing pattern).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, sewing pattern, measuring out fabric).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to begin sewing pattern with step by step instructions and measuring).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc. Students continued to explore and experiment with the use of personal credit cards and online banking.
- Student continued to use mathematical concepts in free play (i.e., online games, sewing pattern) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own meal) and other practical situations (i.e., sewing pattern).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Student began their bat sewing pattern.
- Group discussed the Butterfly Chimera Image guide had texted to group members. The

image shows 4 butterflies that display both a male color patterned wing and a female color patterned wing and references these butterflies as nonbinary.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Student continued to work on their bat sewing pattern, cutting out fabric pieces to match recommended sizes, preparing the sewing machine with matching color of thread, and attempting to sew their bat.

ENRICHMENT

- Guide ordered Insect Lore Lifecycle Of A Butterfly Kits with live caterpillars.

3/11/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, violin book, sheet music, clock, road signs, GPS; Pittsburgh Zoo & PPG Aquarium signs, café menu, animal descriptions, animal facts, measuring exhibits).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research, conversations with Pittsburgh Zoo staff).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., signing artwork) and on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, height/weight of rhino, height/weight of elephants, miles walked at zoo, depth of aquarium exhibits, sizes of animals at zoo).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to absorb mathematical information learned at the zoo).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc. Students continued to explore and experiment with the use of personal credit cards and online banking.
- Student continued to use mathematical concepts in free play (i.e., online games, field trip) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., where students measured on Rhino-meter and Elephant measuring stick).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Students chose to go to the Pittsburgh Zoo & PPG Aquarium for their Field Trip Friday.

Group checked guide's weather app and the forecast looked beautiful for the trip. Students were able to view many animals who were out enjoying some sun. Group discussed possible meanings for the pacing behaviors of the big cats. Students were able to offer remembered facts about animals observed at the zoo and learn new ones from the descriptive facts signs at each animal's enclosure. Students measured themselves at the Rhino-meter to compare their heights and weights with a developing rhino's estimated height and weight at specified years. They were also able to measure against the size of a baby elephant born at the zoo, an adult female elephant, an adult male elephant, and also included in the measurements is former hockey player, Mario Lemieux at 6'6". Animal fact signs could be read around the zoo as well such as "An ostrich's long, powerful legs can carry it 10-16 feet in a single stride." Students had the opportunity to purchase a snack or meal at the zoo's café and a souvenir at one of several gift shops throughout the zoo grounds. The carousel, food stands, and beverage stands remained closed this early in the season. Students observed a large area of the zoo under construction to build new and bigger enclosures. Group processed feelings and thoughts around enclosed animals versus free and in the wild. Group also discussed the rescued sea creatures found in the aquarium such as Harbor, the green sea turtle, who was brought to the zoo because of a severe spinal injury that the zoo offers medical intervention and physical therapy for. Group discussed different ways people could educate themselves on the animals at the zoo without required the animals to be at the zoo. Souvenirs were chosen. Group will continue to brainstorm options for group activism in the conservancy of nature.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group, guide, and students' dad traveled to Pittsburgh Zoo & PPG Aquarium.
- Student continued to use maps and other resources to navigate local roads to travel to the Pittsburgh Zoo & PPG Aquarium.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. While traveling home from the Pittsburgh Zoo, the route resulted in passing right by a local Fort. Group read the signs naming the fort and asked questions around the need for such a structure. Group discussed reasons some colonizing groups believed they were necessary. Group also discussed methods of colonization in history and the brutality that came with colonizing an area and its peoples.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed options for group advocacy, activism and conservation efforts around the Earth, nature, and animals.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued to talk about comfort levels when in new situations or being asked to act independently when the student isn't ready. Group also discussed souvenirs and choice to buy on their own versus every once in a while with guide and students' dad.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., hiked through zoo).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Student chose to use watercolor paints, a sketching pencil and a smaller watercolor sketch book to create a beautiful rainbow flower bouquet painting and the beginnings of a stone window with ivy watercolor painting.

ENRICHMENT

- Group discussed Field Trip Friday and where students would like to go for same day field trip. The group was surprised that the students' dad would be able to accompany the group and guide on this field trip due to a work vacation day. Group brainstormed ideas and guide included the Natural History Museum, the National Aviary, or Phipps Conservatory. Group prioritized choices everyone offered and all ideas were considered as was the weather. Group requested to go to the Pittsburgh Zoo & PPG Aquarium due to pleasant weather, the animals, and the opportunity for a hike around the zoo grounds. Youngest student asked to go to the Children's Museum next which group agreed to and Phipps was tentatively scheduled for the end of the month.

3/14/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, violin book, sheet music, clock, road signs, GPS; USC Rec Center signs, mile markers, dedications to honor individuals in community).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, mile markers at local park, fitness tracking watch distance walked on hike).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to keep track of miles walked on hike at local park and compare to other recent walks).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc. Students continued to explore and experiment with the use of personal credit cards and online banking.
- Student continued to use mathematical concepts in free play (i.e., online games, hike) as well as age appropriate math related media.
- Student continued to use measurement in other practical situations (i.e., measuring miles walked on hike).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Group chose to travel to local park to hike with Neo, the puppy. Students asked guide to start their fitness tracking watch to measure the length of the walk when it began. At the end of

the hike it read 2 miles. Group discussed how they felt after a 2 mile walk and options to continue increasing hikes. Students requested to increase the frequency of hiking weather permitting.

- Insect Lore Butterfly Kits and live caterpillars arrived. Students read directions, chose location for kits; set up kits with Life Cycle Of A Butterfly figurines, the butterfly feeding trays, and the holder for the future chrysalises; and gently set out their caterpillar cups.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to USC Rec Center park to hike with family puppy.
- Student continued to use maps and other resources to navigate local roads to travel to USC Rec Center park.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussed local history and the use of dedications to deceased community members to honor and remember them. Group read plaques around the park grounds (i.e., on benches, in front of a tree area, etc.) that honored deceased community members. Group also noted the plaque on the gazebo area that seemed to be dedicated to living financial donors who paid to build the structure.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed length of hike, desire to continue hiking and feelings/thoughts around outdoor exercise. Discussed the way walking provides the body with a left and right motion as does tapping and other calming techniques. Guide described how they and the students' dad would take a long walk whenever they had a big decision to make and always had a solution by the end.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., hiking, dog walking, running, playground play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with violin and guitar practice.
- Students chose to practice all together on their respective instruments and try different ones as well. Student played their guitar while younger student played an old guitar as well.

Youngest student offered their old blue violin to oldest student to play while youngest student tried oldest student's larger violin.

ART

- Student continued to create art through music.

3/15/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection, games/apps, online research, violin book, sheet music, clock, road signs, GPS; USC Rec Center signs, mile markers).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, singing, online videos, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., searches, texts, messaging, additional typing on games/apps, Apple pencil to draw/write).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, mile markers at local park, fitness tracking watch distance walked on hike).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to keep track of miles walked on hike at local park and compare to other recent walks).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc. Students continued to explore and experiment with the use of personal credit cards and online banking.
- Student continued to use mathematical concepts in free play (i.e., online games, hike) as well as age appropriate math related media.
- Student continued to use measurement in other practical situations (i.e., measuring miles walked on hike).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programing, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Group chose to travel back to same local park to hike again with Neo, the puppy. Students asked guide to start their fitness tracking watch again to measure the length of the walk when it began. At the end of the hike it read less than 2 miles.

- Students continued to monitor live caterpillars from Insect Lore Butterfly Kits.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled again to USC Rec Center park to hike with family puppy.
- Student continued to use maps and other resources to navigate local roads to travel to USC Rec Center park.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., hiking, dog walking, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Student continued to create art through music.

ENRICHMENT

- Students were asking their dad about math concepts. Students' dad wrote out math equations on a white board and students answered.

3/19/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book, online research, online games/apps, music lyrics, sheet music, road signs, GPS, music studios signs/literature, online messaging/dialogue).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, singing, group discussion, individual discussions, violin lesson for conversation/listening/writing, online videos, typing/messaging, online dialogues in various apps/games, note taking).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., note taking for violin lesson) and on the computer (i.e., typing, messaging, use of Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, individual discussion, autocorrect, online searches, reading & recall).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, schedule, calendar, addition/subtraction, fractions, music).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if violin lesson is at 1:30 and travel time is 20 minutes, getting ready takes 15 minutes, eating prior will require 20 minutes, then what time should student get up and what time to begin preparations for lesson?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of checking/savings accounts associated with student's own credit card).
- Student continued to use mathematical concepts in free play/time (i.e., artworks, sketching & perspective/angles/measurements; music) as well as age appropriate math related media.
- Student continued to use measurement in cooking and other practical situations (i.e., violin bow and position on violin, placement of fingers on arm of violin).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community through travel and GPS maps while driving to violin lesson at local music studio.
- Student continued to use maps and other resources to navigate roads on local outing to music studio.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination

and strength (i.e., walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., playlists both online and student's existing; researched videos online; on dad's phone during car ride). Student also exposed to musical styles while participating in in person violin lesson where instructor performed various existing violin pieces individually and as duet with student.
- Student continued to have the opportunity to pursue their own musical interests through violin lessons/practice as well as guitar and piano practice.

ART

- Student continued to use a variety of media to make creations of their own choosing. Student chose embroidery thread/yarn, watercolor paints, water and stretched canvas to create a rainbow colored scene of leaves and 5 different flower types on canvas (see student's art samples). Student uses online research of both subject matter and inspirational images/photos to create original works.

3/20/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book, online research, online games/apps, music lyrics, sheet music, road signs, GPS, online messaging/dialogue; Keystone Safari Animal Park signs, products, prices, menu, animal descriptions & fact signs, written literature).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, singing, group discussion, individual discussions, online videos, typing/messaging, online dialogues in various apps/games, conversations with private tour guide).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., signing artwork) and on the computer (i.e., typing, messaging, searches, additional typing on games/apps, use of Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, individual discussion, reading to recall).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, schedule, calendar, addition/subtraction, fractions, music, addition/subtraction, money, budget, musical notes/tempo, distance, angles, temperature, heights and weights of animals).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine travel time to Keystone Safari and calculate remaining travel time as travel progressed; to stay within budget at souvenir shop).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of checking/savings accounts associated with student's own credit card).
- Student continued to use mathematical concepts in free play/time (i.e., artworks, sketching & perspective/angles/measurements; music) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., violin bow and position on violin, placement of fingers on arm of violin; sizes of the animals, close up observation of a 6 month old female giraffe as compared to her full size adult mother).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Group traveled north of the city to participate in a private walking tour of Keystone Safari Animal Park. Group was able to see, interact when appropriate, photograph, feed, learn about, and observe close up a range of animals from ducks, a black swan, a crow, fancy chickens, lamas, alpacas, camels, reindeer, a family of giraffes, a family of barbery lions, and a pair of hyenas. Many animals were not yet comfortable outside of their enclosures due to weather such as the black bears, guinea pigs, horses, and others. Some were not yet present in their enclosures at the park due to the cold. Group had conversations with tour guide about the animals present, was able to ask as many questions as they liked, and could read the descriptive signs around the park as well.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled about an hour north of Pittsburgh to participate in a private walking tour of Keystone Safari Animal Park.
- Student continued to use maps and other resources to navigate roads about an hour north of Pittsburgh to travel to Keystone Safari Animal Park.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Tour guide included some history specific to Pennsylvania such as the baby giraffe born at Keystone Safari in 2021 was the first giraffe born in PA since 2017. Tour guide also discussed the lion species, or Barbary Lions, stating they went extinct in the wild. The lions referred to as Barbary Lions at the Safari park are a mated pair with an older cub.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss animal conservancy and options to assist in protecting and learning from wild animals.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group also continued ongoing discussion about federal government as well as current and past presidential administrations. Students were reminded of past administration by support signs on the way to the Safari park.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including how to interact with wild animals in a domesticated setting.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body. Group discussed the increased movement involved in the tour and the resulting need for energy into the body.
- Student continued to learn about the human body, at a level appropriate for their age and

ability. Group discussed the information shared by the tour guide including a definition for a hermaphrodite. The tour guide had shared that hyenas are hermaphrodites. Group discussed how the previous year they had found through the National Geographic website that was a myth. Group also discussed how the giraffe seemed to like to try to eat older student's hair and student's jacket. According to the tour guide this may have been a preference for student's hair products and soft fabrics.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., private walking tour of Keystone Safari).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.
- Student continued to have the opportunity to pursue their own musical interests through violin practice.
- Student continues to participate in weekly Saturday in person violin lessons with instructor at family's preferred music studio.

ART

- Student continued to use watercolor paints, embroidery thread, and canvases to create original artworks. Student continued a colorful rainbow flower series of paintings where they sew embroidery thread through the canvas to outline or sketch the flowers then add watercolor paints for additional color and definition.
- Student also create art on a frequently worn shirt by sewing lavender flowers made with embroidery thread onto the pocket area.

ENRICHMENT

- Group, guide and students' dad participated in private walking interactive tour of Keystone Safari. The organization offers these tour options before opening for the season on April 1st. The private tour includes a season tour guide who offers general information about the animal species present as well as specific facts or information about the residents of the park. Group had the opportunity to feed carrots and food pellets, as specified by the tour guide and based on a specific animal's dietary needs, to various groups of animals along the tour. These included reindeer, lamas, alpacas, camels, pigs, and a black swan. Group also had the opportunity to serve as behind the scenes stand in staff members with the new baby giraffe, Timber, who was born September 8, 2021 and is the first giraffe to be born in Western Pennsylvania since 2017. Her mom and dad were also there and were able to be touched, fed Romaine lettuce leaves, photographed and observed up close. Students also had a private tour of the gift shop and carefully chose souvenirs to commemorate the day. Oldest student chose a geode rock as well as a rainbow small rock and wire sculpted tree. Older student chose a cube with an eagle design that, when placed on its mirrored lighted pedestal, turns and acts as a prism reflecting a rainbow of light. Youngest student chose a large pink giraffe stuffed animal and a small animal backpack. Students also chose ice cream treats and chose to taste test each other's choices as well.

3/21/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book, online research, online games/apps, music lyrics, bread recipe).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, singing, group discussion, individual discussions, online videos, typing/messaging, online dialogues in various apps/games).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, messaging, use of Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, individual discussion, reading & recall).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, schedule, calendar, addition/subtraction, fractions, music, increasing gas prices, dollar amount per gallon, daylight savings time, sunrise, sunset, bread recipe and baking).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate their bread dough rising times as well as baking time).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of checking/savings accounts associated with student's own credit card).
- Student continued to use mathematical concepts in free play/time (i.e., artworks, sketching & perspective/angles/measurements; music) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., made own bread) and other practical situations (i.e., oobleck ingredients).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card tied to certain frequently used spending links.
- Student chose to create oobleck by experimenting with corn starch and water mixtures.
- Younger students and guide traveled to a local grocery store to purchase a variety of snacks to increase youngest student's selection evening snack options and decrease any choice challenges that had been occurring in the evening. Students were able to pick out a variety of

snacks to begin the experiment. Student chose to try different snacks provided by youngest student.

- Group discussed time spent grocery shopping. Group expressed surprise it as the amount of darkness outside. Group discussed the concept of daylight savings time and its impact on when it gets dark in evening. This year daylight savings time for spring took place on March 13th.
- Student chose to experiment with baking bread independently. Student conducted online research for a recipe and gathered the necessary ingredients. Student measured and mixed the ingredients. Student let the bread dough rise, kneaded it, and let it rise a second time. Student then brushed on egg, baked the risen dough in the oven at the specified temp for the specified time, and let cool when finished. Family excitedly taste tested student's bread.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed Russia and the Ukraine.

HISTORY

- Group discussed current events with the war in the Ukraine. Students' dad answered questions about the former Soviet Union, how the Ukraine was established, and reasons past as well as current that Russia wanted to control the Ukraine.

CIVICS

- Group discussed current events including the current war in the Ukraine as well as Russia's current leader and the context for war.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group noted and discussed the differences in students' ability to hoverboard currently versus when it first arrived.
- Group also continued to discuss personal hygiene.
- Group continued ongoing discussion of the expression of strong emotion and the impact it can have on others. Group also discussed verbal communication (i.e., tone, word choice, loudness of voice).

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

- Student was offered a violin concert option on 3/23/22 at Carnegie Music Hall when their violin instructor would be playing. A Zoom link could be provided.

ART

- Student created an acrylic painting of sunflowers with embroidery thread accents on canvas.

ENRICHMENT

- Guide renewed family memberships for Keystone Safari Animal Park, the National Aviary, and Pittsburgh Cultural Trust with the Children's Theater options.
- Group discussed current events including the current war in the Ukraine as well as Russia's current leader and the context for war. Students demonstrated critical thinking skills as they postulated aloud the potential paths the war may take including increased involvement by other countries and the possibility of WWII as well as the war ending with "things not concluding in Putin's favor" and leaving him to "seek forgiveness."

3/22/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book, online research, online games/apps, music lyrics, sheet music, violin book, road signs, GPS; Soergel's Farm signs, building names, process for pick up groceries; online messaging/dialogue).
- Student chose to spend much of the day reading silently to self from current book selection.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, singing, group discussion, individual discussions, online videos, typing/messaging, online dialogues in various apps/games, conversation with Soergel's Farm staff, conversations with community appointment staff).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, messaging, use of Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, individual discussion, reading & recall).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budget, addition/subtraction/multiplication/division, fractions, temperature, computer science, PC, cost of Soergel's Pick Up Box, number of items received, distance from community appointment to Soergel's Farm, speed limits, wind speed).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to consider total cost of pick up order, number of items, and cost/benefit analysis to determine if pick up is a good purchase).
- Student continued to conduct their own financial transactions to a level appropriate for their ability. Group will transition to monthly financial contributions to which they can decide whether to save or spend, how much, when and where, etc. Students continued to explore and experiment with the use of personal credit cards and online banking.
- Student continued to use mathematical concepts in free play/time (i.e., artworks, sketching & perspective/angles/measurements; music) as well as age appropriate math related media.
- Student continued to use measurement in cooking and other practical situations (i.e., violin bow and position on violin, placement of fingers on arm of violin).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Student and guide traveled north to Soergel's Farm to pick up Tuesday's Build Your Own Essentials Box that included fresh farm veggies, fruits, baked goods, beverages, and the 3 dinner ingredients listed in the email advertisement. Soergel's had started this option during the beginning of COVID and have continued it since.
- Student chose to cut up a whole, fresh pineapple for group. Student had conducted online research and found tips for best methods to cut up a whole pineapple. Student did so and offered other group members a taste test. Group found out everyone likes fresh, ripe pineapple.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and guide traveled first to student's scheduled community appointment then to Soergel's Farm for pick up of a grocery order.
- Student continued to use maps and other resources to navigate local roads to get to scheduled community appointment and north to Soergel's Farm.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed all the precautions and safety focus of Soergel's Farm from the beginning of COVID in area. Family continues to support the farm in whatever manner they can due to the farm's care for the community.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group talked about taxes in Allegheny County versus Washington County where the farm is located. Soergel's staff had informed guide of the significant difference in taxes between counties.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Discussed student's excitement over upcoming first hair appointment in a salon and first time trying hair dye. Discussed hair dyes, chemicals used, process done to prepare hair, time commitment, ongoing maintenance if student chooses to continue chosen color (i.e., silver), and payment/percentage tip offered.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased activity, hike).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

- Student continued to have the opportunity to pursue their own musical interests through violin practice.
- Student and guide discussed student's thoughts around restarting weekly guitar/piano lessons at family's preferred music studio or searching out additional learning options. Student described their thought process and their critical thinking skills in considering the benefits, costs, feelings and thoughts around maintaining what they had participated in for the past 6 years vs trying new music adventures. Student chose to try new music adventures and described how they would like to say goodbye to guitar/piano instructor. Student planned to create original art piece and give to instructor as soon as finished with handwritten note.

ART

- Student continued to use their Procreate app to create original digital pieces. Student said they would share their latest tree digital drawing when they got home.

ENRICHMENT

- Guide purchased a dinosaur, a bunny and a fox beginner crochet kit with all needed supplies including a hook from The Woobles.com
- Younger student chose to play with and care for ferret while watching oldest student cut open a whole pineapple.

3/23/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book, online research, online games/apps, online messaging/dialogue music lyrics, road signs, GPS; Learning Express Toy Store signs, products, descriptions, books, prices; HAFHS Rec Center signs, books, quotes, snack table area, ads for upcoming classes, Pokémon materials, clock).
- Student chose to purchase both Everything You Need To Know About Science book and Everything You Need To Know About Computer Programming at Learning Express.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, singing, group discussion, individual discussions, violin lesson for conversation/listening/writing, online videos, typing/messaging, online dialogues in various apps/games, conversations with Learning Express staff).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, messaging, use of Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion, individual discussion, reading to recall).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, schedule, calendar, addition/subtraction, fractions, music, GPS, money, budget, percentages, levels, statistical likelihood, greater than/less than, computer programming, PC, online currencies for different worlds, cost of online resources, rounding numbers).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to consider items to purchase within budget and calculate total money spent)
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of checking/savings accounts associated with student's own credit card).
- Student continued to use mathematical concepts in free play/time (i.e., artworks, sketching & perspective/angles/measurements; music) as well as age appropriate math related media.
- Student continued to use measurement in cooking and other practical situations (i.e., violin bow and position on violin, placement of fingers on arm of violin).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued daily practice of experimenting, researching, observing, discussing and learning about computers, computer programming, and computer science concepts.
- Students continued to experiment with online banking, personal credit cards and having card

tied to certain frequently used spending links.

- Group continued to observe each of the cups of caterpillars as they grow in size and girth.
- Students noticed what appeared to be a grey squirrel running along the sidewalk at HAFHS Rec Center and chose to take a video of it.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Students and guide traveled to a scheduled community appointment, Learning Express Toy Store, and the HAFHS Rec Center for Pokémon Club. Group discussed where guide and oldest student would travel to next day (i.e., Cultural District downtown).
- Student continued to use maps and other resources to navigate local roads to travel to a scheduled community appointment, Learning Express Toy Store, and the HAFHS Rec Center for Pokémon Club.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group and guide traveled to local Learning Express Toy Store with book sections. Students explored a range of historical figures represented in the books there including Former President Obama, Amelia Earhart, inventors, scientists, presidents, astronauts, and a range of other well-known individuals in history.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group continued ongoing discussion on nutrition, selfcare, the significance of movement, and energy in versus energy out of the human body.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Discussed student's upcoming next day hair salon appointment with guide's hair stylist. Group discussed common practices for going to a salon including personal hygiene and arriving with clean hair to work with.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, walking, increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

ART

- Student continued to use Procreate app to draw and sketch digital art pieces.

ENRICHMENT

- Group traveled to local Learning Express Store to search for hands on activities, crafts or

toys that group could use as a substitute for technology this week. Student chose to purchase already made scented slime, a small stuffed bird, and 2 books (i.e., Everything You Need To Know About Science; Everything You Need To Know About Computer Programming). Younger student chose to purchase a Beyblade to use with other Beyblades they already own as well as battle arenas they have been given as a gift and handmade with their dad. Younger student had also ordered several sets of Legos to do with their dad and independently that happened to arrive today. Youngest student chose to purchase several Squishmallows including a very small one that was packaged in a tin with a puzzle, a memory game, a Squishmallow pin, and trading cards. Group remained aware of the time due to time constraints with upcoming same day Pokémon Club.

3/24/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, local road signs/advertisements, building signs, clock, GPS, music playlist titles, online games/apps, Twelve27 Salon signs/literature/products).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group and individual discussions, reading, online research, interactions & discussions with Twelve27 Salon staff, online videos, music, singing).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, messaging, use of Apple pencil with writing/drawing on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, online searches, reading & recall, group or individual discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., angles, patterns, addition/subtraction, fractions, percentages, direction, temperature, time, dates, gradients of color).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of checking and savings accounts associated with student's own credit card).
- Student continued to use mathematical concepts in free play/time (i.e., cost of parking, how to use parking garage/pay station/elevator/exit) as well as age appropriate math related media (i.e., Ipad).
- Student continued to use measurement in cooking (i.e., $\frac{1}{2}$ cup potatoes, $\frac{1}{2}$ egg whites, 1 tablespoon olive oil, several handfuls of spinach = omelet) and other practical situations (i.e., length of hair, size of vehicle vs entrance to parking garage).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student participated in their first trip to Twelve27 Salon for their first professional hair dye/cut/styling appointment.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student traveled into Pittsburgh to area they hadn't been before.

- Student continued to use maps and other resources to navigate local roads to travel to Twelve27 Salon for first time.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Discussed homeless population in salon area and options for assistance from guide/student as well as local organizations.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued to discuss hair dyes, hair treatments, chemicals in hair products, and group members individual preferences for their hair.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to salon several blocks and through town).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music via online research, online videos, playlists and music heard in community.

3/25/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, local road signs/advertisements, building signs, clock, GPS, music playlist titles, Children's Museum map/signs/literature/displays/café menu, weather app, car temperature reading, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group and individual discussions, reading, online research, Children's Museum docents interactions, online videos, music, singing).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., Children's Museum Thank You interactive writing display) and on the computer (i.e., Children's Museum Send A Kind Message keyboard/emoji interactive display; typing, messaging, use of Apple pencil with writing/drawing on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autocorrect, online searches, reading & recall, group or individual discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., angles, patterns, addition/subtraction, fractions, percentages, direction, temperature, time, dates).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., what angle and direction to most successful catapult the foam hotdog into the round circle at the Children's Museum; degree of pressure/angle/height used to move projected kite to desired location on roof of Children's Museum dome).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of checking and savings accounts associated with student's own credit card; souvenir budget/purchase at Children's Museum shop; purchase of lunch items at Children's Museum café).
- Student continued to use mathematical concepts in free play/time (i.e., violin practice, interactions with Children's Museum displays) as well as age appropriate math related media (i.e., Ipad).
- Student continued to use measurement in cooking (i.e., ½ cup potatoes, ½ egg whites, 1 tablespoon olive oil, several handfuls of spinach = omelet) and other practical situations (i.e., current shoe size, jacket size, height/age as compared to Children's Museum participants/displays).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, Children's Museum visit, group discussions, group experiences, observations and reading. Group observation, experiences and hands on interactions with mazes, angles,

motion, shapes, gears, cause & effect, kaleidoscopes, patterns, circuits, magnets, art, gravity, clock mechanisms, music, and various other interactive STEAM displays at the Children's Museum.

- Continued group discussion and observation around daily noticings of caterpillars in each student's Insect Lore Butterfly Kit.
- Group discussion of upcoming weather predictions for weekend (i.e., spring snow).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel to local Children's Museum through city of Pittsburgh. Group story and discussion of Austin, Texas and the Bay Area, CA.
- Student continued to use maps and other resources including Google map/GPS to navigate local roads and bridges to travel to the Children's Museum for local group field trip.

HISTORY

- Student continued to add to their basic understanding of the history of the USA and the world through reading, online research and group discussions of current events and past wars (i.e., Russia's invasion of the Ukraine, the history of Russia and the Ukraine's relationship, WWI, WWII).
- Group discussion of the term "draft" as it pertains to a military draft. Group discussed the institution of the military draft in the Vietnam War; who was drafted versus who was not considered eligible; as well as the socioeconomic, gender and racial implications/context.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group observation and discussion of involvement in supporting local community organizations such as museums as well as good citizen suggestions offered in art/interactive displays at the Children's Museums.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of local government's role in overseeing local road construction. Group discussion of current events and federal government's approach to the invasion of the Ukraine.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued group discussion of energy in (i.e., nutrition) and energy out (i.e., movement) as well as the impact of these factors as humans age. Group expressed desire to reinstitute weekly hikes in nature as weather continues to warm up.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of energy in versus energy out in human bodies particularly for young individuals and as humans age as well as potential consequences as humans age and continue an intake of high energy without increasing movement (i.e., Type II diabetes, high blood pressure, high cholesterol, decreased energy, increased sedentary lifestyle).

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., engaging in interactive displays at Children’s Museum—running, active play, climbing, sliding, mazes—and walking throughout field trip).

MUSIC

- Student continued to be exposed to a variety of musical styles, through recorded music (i.e., guide’s instrumental playlist during drive to field trip) and performing in live performances (i.e., violin practice, engaging in interactive musical displays at Children’s Museum).
- Student continued to have the opportunity to pursue their own musical interests through violin and piano practice.

ART

- Student continued to use a variety of media to make creations of their own choosing. Student chose to continue to mix common ingredients (i.e., corn starch) with paints in order to create texture and various layered heights when creating an original painting of yellow flowers on canvas.
- Student also chose to continue to create art through music with the violin.
- Group explored interactive art displays at Children’s Museum including introduction to the world of current Museum highlighted artist, Mo Willems, whose temporary exhibit focuses on his children’s book series, Elephant & Piggie characters, as well as the values of kindness and thanks/gratitude in relationships.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Individual discussion with guide around current learning style versus traditional school system. Group discussion around traditional school system (i.e., student’s walking to classes, participating in gym, playing team school/community sports) and group’s current learning style (i.e., field trips, interactive experiences, active play, hikes). Group expressed desire to continue ongoing hikes in nature as weather warms up.
- Student continued to not be limited only to the above listed activities; rather throughout the year we took advantage of whatever opportunities and resources seem appropriate at the time. Group continued to participate in Field Trip Friday with trip to local Children’s Museum. Group was unable to explore as planned the Children’s Museum’s additional building, the Museum Lab, with it’s focus on creating/learning about art (i.e., woodworking, metal working, artist workshops, digital art, etc.), technology and a rope/bridge course art display due to its limited weekend hours. Group expressed an interest in conducting online research into actual interactive experimental options at the Museum Lab and then returning during open hours if group chose to do so.

3/26/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., sheet music, current book, dialogue for one of favorite PC games [Genshin Impact], road signs, GPS, Kathy's Music signs/information, online research).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, singing, group conversation, conversation with violin instructor, writing/responding to online messages, writing).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., music lesson) and on the computer (i.e., typing, writing/drawing in Procreate with Apple pencil).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., group discussion if needed, online searches, autocorrect).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., music—notes, time, tempo, metronome; fractions, time, temperature, direction, measurement, digital caliper, thermometer & body temperatures, weather temperatures, addition/subtraction, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to play and create music; to conduct online transactions and games with money, currency, points, percentages).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of checking/savings account associated with personal credit card).
- Student continued to use mathematical concepts in free play (i.e., online games and apps; patterns/angles associated with kaleidoscope; cooking) as well as age appropriate math related media.
- Student continued to use measurement in cooking and other practical situations (i.e., digital caliper to measure gauge size; when determining portion of violin bow is to be placed where when playing violin as well as position of fingers on handle as associated with notes).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Student continued experimentation, reading and in person instruction with violin as they learn various methods for playing and creating music with this instrument.
- Continued group discussion and observation around daily noticings of caterpillars in each student's Insect Lore Butterfly Kit. Group noted the size differences observed in the

caterpillars from receipt of caterpillars to present as well as the locations of each of the 15 caterpillars. Student noted 3 of their caterpillars could be found on the top of the container while 2 were exploring towards the container bottom. Student's younger sibling observed the formation of 1 chrysalis in their container, 3 caterpillars hanging from top of container not in chrysalis form as yet, and 1 caterpillar on bottom attempting to climb container side. Student's youngest sibling noted all 5 of their caterpillars on the top of the container but no chrysalises at moment.

- Group discussion of upcoming weather (i.e., same day snow, later projected temperature in week of 67 degrees).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Student and student's dad traveled to violin lesson and local car wash.
- Student continued to use maps and other resources to navigate roads on family outing to local music studio as well as local car wash.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, active play, animal training/play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., found on games/apps, in researched videos, online music playlists). Student shared new song and artist (i.e., Birthday Cake by Dylan Conrique) they found online and described the story/meaning behind the song (i.e., singer's friend's mother died and song reflects impact/perspective on this loss as adult).
- Student attended in person violin lesson with music instructor who performed both individual live demonstrations of classical compositions as well as duets with student.
- Student continued to have the opportunity to pursue their own musical interests through in person violin lessons/practice as well as individual pursuit of guitar/piano playing.

ART

- Student continued to use a variety of media to make creations of their own choosing. Student chose to mix common kitchen ingredients (i.e., corn starch) with acrylic paints to create texture before painting on canvas.
- Guide and student discussed online research of Children's Museum's Museum Lab art opportunities (i.e., metal work, woodworking, artist workshops to learn more about technique, digital art focus, interactive art display involving ropes course). Student expressed interest in exploring in future.

ENRICHMENT

- Continued group discussion of Wednesday, March 30th, ideas for celebration of life to commemorate guide's father's/student's grandfather's 10 year death anniversary. Student agreed to participate in whatever is chosen.
- Group discussion of excitement around and meaning of upcoming March 30th update for

Genshin Impact app/game.

3/27/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, road signs, GPS, Urban Air signs/café menu/rules/prices, online games/apps/messaging).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos for research, reading; conversation with group, guide and Urban Air employees; listening to announcements and music at Urban Air).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, messaging, online searches and research, use of Apple pencil both for writing and drawing).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading recall, group discussion, autocorrect).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, time, height, ages, sock size, addition/subtraction, money, law of inertia, division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating length of time to destination; division of food items equally among number of people interested in; speed/direction/height of padded poles circling the trampolines in attempt to knock over participants).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., Urban Air café purchases, sock distribution at check in).
- Student continued to use mathematical concepts in free play (i.e., Urban Air) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., sock size, to confirm height was appropriate for various activities at Urban Air, to determine how heights varied in family).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group travel to Urban Air and various applications of activities/experiences versus which physics area they would be associated with. For example, Newton's 1st Law of Motion, an object at rest stays at rest and an object in motion stays in motion unless acted on by force, could be applied to zipline experience at Urban Air or the padded poles that circle the trampolines until they run into a jumping participant then stop and change directions.
- Group drawing activity in evening where each student chose a nature picture to color in. Group discussion around flora and fauna in each picture.

- Continued ongoing discussion of local weather and seasons (i.e., same day snow storm).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community as group traveled to Urban Air.
- Student continued to use maps and GPS to navigate roads on local family outing to Urban Air.

CIVICS

- Student continued to begin to gain a basic understanding of local, state, and federal government with discussion of homelessness, possible reasons for and government responsibility/action towards.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition and energy in/energy out of human bodies particularly when developing and aging.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group observation of individual on side of road with homeless sign and an amputated left leg below the knee. Group discussion of homelessness; potential impacts on human body and mental health; and amputations and prosthesis.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength through activity/experiences at Urban Air trampoline/zipline/rock wall/ropes course park.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music found in online searches.
- Continued ongoing discussion around student's thoughts on continuing individual guitar/piano with current studio. Guide will check in again this week for final thoughts.

ART

- Student continued to use a variety of media to make creations of their own choosing including colored pencils and markers to color/shade nature's coloring book page.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student demonstrated with discussion of individual music lessons for guitar and piano suggesting they would like to explore alternate forms of learning such as an ensemble, a band, or an instructor/mentor who could instruct them on a particular way of playing the guitar.
- Group travel to local bounce/activity center, Urban Air.

3/29/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, road signs, GPS, online games/apps/messaging, online research, grocery store signs/prices/checkout, recipe for non-bake Cinnamon Toast Crunch Bars, slime making instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos for research, reading; conversation with group and guide).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to write down needed ingredients for grocery store trip) and on the computer (i.e., typing, messaging, online searches and research, use of Apple pencil both for writing and drawing).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading recall, autocorrect, individual discussion with guide).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, fractions, measurement, addition/subtraction, increasing recipe size, ounces, distance, slime ingredients measurements).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if we have an appointment at noon and it takes ___ time to travel there, what time does student need to get up and what time do they need to get ready at if it takes them ____ minutes usually?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., grocery store purchases of ingredients for Cinnamon Toast Crunch Bars).
- Student continued to use mathematical concepts in free play (i.e., music practice) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., Cinnamon Toast Crunch Bars) and other practical situations (i.e., making own slime based on online research with bath foam, saline, food coloring, water, and other leftover slimes).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student experimented with larger recipe of non-bake Cinnamon Toast Crunch Bar ingredients and offered group taste tests samples. Observation of melting ingredients on stove by group.
- Student conducted online research for slime making guidelines then sought out potential

ingredients in house. Student then experimented with various ingredients to create slime, increase slime volume, change color of slime and change consistency of created slime. Student invited group to observe and touch results along the way and final creation.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community on way to local appointment and grocery store trip.
- Student continued to use maps GPS to navigate roads with guide on local trip to appointment and grocery store before returning home.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Continued ongoing group discussion on fire safety and reminded group of safety tools (i.e., fire blanket, fire extinguisher, fire detectors) and locations in home.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion on options to demonstrate love to others and coping strategies.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength with walking/hiking.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music on guide's phone, during online searches, game playing/researching particular song, and online videos.

ART

- Student continued to use a variety of media to make creations of their own choosing including acrylic and watercolor paints; canvas, and Procreate app.

ENRICHMENT

- Student continued to not be limited only to the above listed activities; rather throughout the year we took advantage of whatever opportunities and resources seem appropriate at the time. Student and guide drove to local appointment and then to local grocery store to purchase ingredients for student's non-bake project.
- Group discussion around guide's father and group's grandfather's death 10 years prior on March 30, 2012. Group brainstormed different options for next day celebration of life. Group came up exploration of Mingo Creek Park.

3/30/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selections, road signs, GPS, articles/video closed captioning; Mingo Creek road signs, park signs/directions/mile markers, historical building information).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game, conversations with other Mingo Creek visitors).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., in the dirt outdoors with a stick) and on the computer (i.e., online searches, messages, texts, with Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, dates, calendar, ages, calculating time from grandfather's death to today, calculating how old several individuals would be as compared to historical structures, addition/subtraction/multiplication/division, temperature, weights, heights, lengths, distance by mile, fractions, scales, greater than/less than).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., measure of distance for hike).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; calculating total earned thru completing household chores to increase funds).
- Student continued to use mathematical concepts in free play (i.e., playground equipment that was seesaw/scale that moved depending on weights on each side) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., to make meals; own slime) and other practical situations (i.e., to observe combinations of group members and effect on scale; heights in climbing).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to local Mingo Creek Park to hike, enjoy nature, and celebrate aliveness/movement in memory of group's dad/grandfather. Group explored Mingo Creek

for first time as a group noticing historically designated structures as per their accompanying placards; early blooming plants; wildlife, fellow hikers, domestic animals accompanying visitors; several creeks with moss, shale rocks, interesting surrounding plants/trees, and salamanders; the gorgeous warm weather, blue sky and limited clouds; playground equipment (i.e., seesaw/scales, swings); and the use of photography by all group members to capture the beauty of nature and the moment.

- Student chose to gather ingredients as described on online slime making reference video, measure said ingredients, and mix items together to form various consistencies of their own slimes. Group members requested to touch variety of slimes as well as assistance from student in creating their own slimes too.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled for first time to Mingo Creek Park in Washington, PA. Group told stories during car ride about places around the country they had visited as well as countries their dad and guide had traveled to outside the U.S.
- Student continued to use maps and other resources to navigate local roads for group travel to Mingo Creek Park.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group traveled to Mingo Creek Park in Washington, PA for first time as a group. The group was able to observe several local historical structures including the Ebenezer Covered Bridge, a red wooden covered bridge with an unknown original building date that was moved to its current spot in Mingo Creek in 1977. The group also walked by a historical stone building with a placard describing the stone Henry House structure as being built between 1817 and 1823. The house was reportedly occupied until 1960 with a Henry family member. In 2020 the county reopened the formerly boarded up structure and repurpose it for picnicking and other uses in Mingo Creek. The historical Sumney log home was donated by its owners to the county to be rebuilt within Mingo Park close to its original location where it stood for over 200 years. This structure is reportedly also available as of 2020 to be utilized by park visitors for picnicking and such with a rental fee.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussed options for ongoing care for the environment including picking up garbage and placing in proper receptacle where ever we go; making donations to appropriate environmental organizations; and individual actions such as turning off lights as leave room, turning off running water, caring for plants/trees/animals in our own backyard, etc.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of who owns and maintains area parks.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group continued ongoing discussion and questions around their grandfather's diagnosis of kidney cancer; the options taken to attempt to address this cancer; the current options available for proactively addressing early detection of cancers; as well as overall health, self-care, and yearly physicals or other medical appointments to address any concerns early.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., hiking, climbing, active exploration/play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests by playing the piano.
- Guide readdressed student's thoughts on individual lessons for guitar and piano. Student stated they would like to pursue avenues of learning outside of current studio. Guide will let studio know and begin to research other avenues for learning to assist student in search. Student stated they would like to create a good-bye gift for instructor and agreed to permit guide to write in student's good-bye/thank you card. Guide completed appropriate online form requesting cancellation of guitar/piano for student.

ART

- Student chose to create art through photography while at Mingo Creek Park.

ENRICHMENT

- Group conducted ongoing discussion around guide's dad/group members' grandfather's death anniversary and options to celebrate life on the 10 year anniversary (i.e., March 30th). With finalization of discussion came idea to take a hike in nature, appreciating the beauty, joy and aliveness of nature, Mingo Creek's streams, spring early blooms as well as the movement and aliveness within our own able bodies.

4/1/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection; online games/research; Phipps Conservatory & Botanical Gardens signs, maps, directions, artwork descriptions, Hawaii Exhibit, Spring Flower Exhibit, Spring Flower Show, Café menu, road signs, GPS, car playlist music titles, downtown building signs, University of Pittsburgh campus buildings & signs, Insect Lore Butterfly kit literature).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos, reading, group discussion, music, online research, conversation with fellow Phipps explorers and employees, videos/audio/written literature around Phipps).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, chats; with Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, time, speed, GPS location, direction, addition/subtraction, estimation, temperature, money, ages).
- Student and group utilized mathematics throughout Phipps Conservatory when observing dates plants came to the Conservatory, how long said plants had been there, historical dates, how many plant types could be observed, and the size/height/width in the wide variation of plants to be seen. Group also set pedometers to measure distance and steps in walk through Conservatory.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how to use estimation to determine approximately how many of a specific plant or flower are in a particular exhibit).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; calculating total earned thru completing household chores to increase funds).
- Group discussed and chose not to purchase souvenirs from the conservatory. Group browsed the conservatory's café menu and chose not to eat there either. Group requested guide pick up something to eat on way home.
- Student continued to use measurement in practical situations (i.e., to determine size of certain plants, length of koi fish, width of art sculpture).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to Phipps Conservatory & Botanical Garden for Field Trip Friday. Guide purchased family membership for today's group plus their dad. Group explored Phipps walking through each room (i.e., The Fern Room, The Orchid Room, Tropical Spice & Fruit Room, Desert Room, The Tropical Forest: Hawaii Exhibit) and observing the plants, flowers, succulents, plant identifiers, and other signs. Group members each took turns photographing the contents of the rooms. The Hawaii Exhibit contained written literature, maps, plastic examples of common Hawaiian foods, common sayings, the Hawaiian alphabet, Hawaiian history, art, tools, boats; as well as common bird species and their recorded bird calls/songs that could be listened to by pushing a button associated with a specific bird species.
- Group continued to observe the Insect Lore Butterfly Kits. The chrysalises had all dried out and were very carefully placed inside the butterfly habitat with nectar sponge dry and ready for the next phase (i.e., butterfly emergence).
- Group discussed current weather including heavy and light snowfall.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group read and discussed Phipps Conservatory signs and literature that described both local, national and world history as well as locations of the wide variety of plant/tree species within the Conservatory (i.e., Japan, Brazil, Pennsylvania, Puerto Rico, Taiwan, the U.S., Hawaii).
- Student continued to use maps and other resources to navigate local roads on group travel to Phipps Conservatory & Botanical Gardens in downtown Pittsburgh.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group read sign describing a white marble statue at the entrance to Phipps Conservatory that described Henry Phipps presenting the statue to the city of Pittsburgh on the opening day of Phipps, December 7, 1893. It is was described as one of the oldest known public statues owned by the city of Pittsburgh. Other plaques, signs, art or sculpture descriptions viewed throughout the Conservatory provided additional local, national and world history.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed the differences and similarities in local, state, and national laws, societal norms, and socioeconomic/racial/gender practices during the history depicted around the Conservatory which opened December 7, 1893.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group noted fire safety exits; fire safety equipment such as an ax and sprinkler system; and a fire exit safety map.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion around energy in/energy out, movement and nutrition.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., lengthy walk thru Conservatory and to/from parked vehicle).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music in car and on individual devices.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Student continued to use guide's cellphone camera to photograph plants, fish, exhibits, artwork, sculptures and group members on Phipps Conservatory field trip..

ENRICHMENT

- For Field Trip Friday, the group chose to travel to Phipps Conservatory & Botanical Garden. Group discussed their last trip to the Conservatory prior to COVID in 2019. Guide purchased family membership for today's group plus their dad. Group explored Phipps walking through each room (i.e., The Fern Room, The Orchid Room, Tropical Spice & Fruit Room, Desert Room, The Tropical Forest: Hawaii Exhibit) and observing the plants, flowers, succulents, plant identifiers, and other signs. Group members each took turns photographing the contents of the rooms. The Hawaii Exhibit contained written literature, maps, plastic examples of common Hawaiian foods, common sayings, the Hawaiian alphabet, Hawaiian history, art, tools, boats; as well as common bird species and their recorded bird calls/songs that could be listened to by pushing a button associated with a specific bird species. Local history as well as world history could be read on different descriptive plaques around the Conservatory; world geography could be noted with the wide variety of plant species (i.e., The Miracle Fruit of Western Africa, Brazilian plant, Japanese Crab Apple Tree); and mathematics and history could be found throughout with dates plants came to the Conservatory.

4/2/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection; online games/research, road signs, GPS, car playlist music titles, sheet music, grocery store signs/prices/products/self-checkout).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos, reading, group discussion, music, online research, conversation with violin instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for violin lesson) and on the computer (i.e., online searches, messages, texts, chats; with Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, time, speed, GPS location, direction, music/music notes, fractions, tempo, addition/subtraction, temperature, money, estimation).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., estimating total cost of items in cart vs actual total at self-checkout).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; calculating total earned thru completing household chores to increase funds).
- Student continued to use measurement in cooking (i.e., making new foods from grocery store) and in practical situations (i.e., to determine size of certain plants, length of koi fish, width of art sculpture).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student and dad traveled to local grocery to purchase food items needed and food items group had not tried in past.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student traveled through community with dad to music studio, local grocery, and local craft store.
- Student continued to use maps and other resources to navigate local roads to local studio and

stores with their dad.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Group discussion of same day event at group members' aunt's house to remember group's grandfather who died 10 years ago. Each member made their own choice whether to attend or not based on listening to and identifying internal reaction to invitation. Student chose to attend violin lesson and then remain home with their dad. Guide traveled with student's siblings to memorial.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with both violin practice and same day lesson.

ART

- Student and their dad went to local craft store to purchase all needed supplies for student to create an original piece of art for student's former guitar/piano instructor.

ENRICHMENT

- Student and their dad went to same day violin lesson before traveling to the local grocery store for Mochi as well as other foods group had not yet tried. Dad demonstrated use of self-checkout for student then asked student to take over checking out while dad bagged items. Dad and student then traveled to local craft store to gather and purchase materials to create an original artwork piece for former guitar/piano instructor as well as materials for future crafts.

4/4/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection; online games/research; sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos, reading, group discussion, music, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, chats).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, tempo, music/musical notes, time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to figure out quarter, half and whole notes).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; calculating total earned thru completing household chores to increase funds).
- Student continued to use mathematical concepts in free play (i.e., drawing) as well as age appropriate math related media.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student used reference images online to find desired profile, proportions, and perspective of human body to reference while drawing in the Procreate app with their Apple Pencil.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Ongoing discussion around parking lot and road safety.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running with puppy).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Student continued to use Procreate app to digital drawings.

4/5/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection; road signs, GPS, online games/research; Target store signs, prices, products, etc.; online recipes).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos, reading, group discussion, music, online research).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten message in goodbye cards) and on the computer (i.e., online searches, messages, texts, chats).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., shapes, geometric shapes, angles, width/height, addition/subtraction, temperature, fractions).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if student is doubling recipe, what fractions would they end up with?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; calculating total earned thru completing household chores to increase funds).
- Student continued to use mathematical concepts in free play (i.e., artwork) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., homemade from scratch funnel cakes) and other practical situations (i.e., sizes of flower crafts).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to research various recipes online, review household products, choose desired online recipe, and bake said recipe. Student chose to double recipe and make funnel cakes from scratch for self and siblings.
- Group participated in flower craft and flower wreath projects. Group discussed different parts of the flower, pollen, pollinators, and the environment. Group completed crafts and hung flowers around first floor of house and wreaths on each of their bedroom doors.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community through travel,

maps, play and stories.

- Student continued to use maps and other resources to navigate local roads to travel to scheduled appointment and Target store.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Group discussion of different traditions or celebrations associated with this time of year in different cultures (i.e., Easter, Spring Equinox, etc).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, jumping, active free play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music they had found online and added to their Ipad playlists.

ART

- Student used paints, markers and Kraft paper to create goodbye cards for 2 children leaving local homeschooling rec center to move with their family to Florida.
- Student and older sibling created houses with detailed backstories, rooms and functions. Student chose to give one to guide.
- Group used paper flower kits to make various colorful paper flowers and hang them around the house.

4/6/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle selection; road signs, GPS, online games/research; Home Away From Homeschool Rec Center Nature Walk program literature; local grocery store selections, prices, self-checkout screen).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos, reading, group discussion, music, online research; listening to participants conversations around nature hike program).
- Student offered to demonstrate using the self-checkout at local grocery store for group. Student led group in checking out.

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., with artwork) and on the computer (i.e., online searches, messages, texts, chats).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, prices, distance, steps taken, time, calendar, addition/subtraction/multiplication/division, percentages, mph).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money).
- Student continued to use measurement in cooking (i.e., making own meals, smoothies) and in practical situations (i.e., comparison of size, width & height of baked good options).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student participated in HAFHS nature walk and returned with a variety of natural treasures (i.e., flower blooms, grass, tree branches, moss, other plants, rocks). Student stated they would like to create a book mark with their treasures at home.
- Group traveled to HAFHS rec center to participate in Pokémon club, a nature hike, and a good-bye party for a family moving to Florida. Group also observed co-owner of the rec center's new puppy, a 9-week-old female French Bulldog. Student chose to interact with puppy throughout visit.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed Florida's location and laws

around homeschooling/the LGBTQIA+ community.

- Student continued to use maps and other resources to navigate local roads while traveling to HAFHS rec center as well as local grocery store.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion of advocacy and options.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed local and state laws around homeschooling and the LGBTQIA+ community.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music both at the local rec center, in the car and on individual Ipads/PC.

ENRICHMENT

- Student continued to not be limited only to the above listed activities; rather throughout the year we took advantage of whatever opportunities and resources seem appropriate at the time. Group traveled to local Home Away From Homeschool Rec Center to participate in Pokémon Club, Nature Hike, and good-bye sendoff of family heading to Florida. Group followed this time with a quick trip to the local grocery store to choose one sweet treat per member.
- Student's younger sibling initiated a group discussion around fear and how it manifests in humans responses & interactions with the world. Guide was asked about many people not choosing self-checkout and reasons for this. Group brainstormed possible reasons, such as too many items to quickly check out or desired human interaction with cashier. Guide offered out option that some people are afraid of new or different things or people and aren't willing to try, reach out, connect. Student's younger sibling referenced racial tensions when white people are afraid of Black people and, in turn, are racist or unkind. Group discussion organically continued around race, activism, group members thoughts/feelings around this topic, and ways we can stand up for those around us.

4/7/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection; Fired Up signs/instructions/rules/paint names/paint numbers/prices; road signs, GPS, online games/research).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos, reading, group discussion, music, others conversations with the Fired Up staff, online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, prices, distance, time, calendar, addition/subtraction/multiplication/division, percentages, mph).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating number of ceramic pieces and prices of to be as equal as possible with 3 group members).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money).
- Student continued to use mathematical concepts in free play (i.e., gradients, shapes, perspective/proportions, drawing) as well as age appropriate math related media.
- Student continued to use measurement in cooking and other practical situations (i.e., size of ceramic pieces).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to observe, discuss and monitor the emergence of the Painted Lady Butterflies from the Insect Lore kits. Group expressed surprise at whose kit and caterpillars were emerging faster; observations of changes in chrysalis in time before emergence; and chrysalises that appeared different from others.
- Group discussed observations of pottery studio paint when applied to ceramic pieces in comparison to examples of fired pottery piece in same color. Discussed the effects of the

kiln's heat on painted and unpainted areas of ceramic pieces (i.e., paint often a completely different color to begin, fired painted areas become shiny and saturated with chosen color, fired unpainted areas result in shiny white area). Group discussed, observed and read the star samples on wall with final fired colors then found the accompanying pot of paint with same number, a name and a different shade of paint in paint pot cubbies.

- Student's younger sibling requested guide look up reference images for a Red-Tailed Hawk and chose image to model on ceramic pottery piece at Fired Up pottery studio. Group discussion of image student chose, observable characteristics of the Red-Tailed Hawk, and groups' prior experiences with these hawks in PA.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussion around observations of Red-Tailed Hawk in Pittsburgh, PA and Pennsylvania in general.
- Student continued to use maps and other resources to navigate local roads during group travel to local pottery studio.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of expression of emotions, thoughts in each person's brain, mind/body/emotional connection, and overall wellbeing.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, running, jumping).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music in the car, at Fired Up Pottery studio, and on their own Ipad or the PC device.

ART

- Student chose a howling wolf ceramic piece and a star lantern ceramic piece to paint.

ENRICHMENT

- Guide had set up a same day owl encounter for the group at the Pittsburgh National Aviary. Group members would be able to observe a live owl resident of the Aviary; learn about its anatomy, diet, habitat, personality, etc. from an Aviary expert; and have the opportunity to hold the owl with appropriate safety gear in place. Just prior to leaving for the Aviary, guide received a voice message stating due to a mechanical issue the Aviary had to close today and all encounters are canceled and will be rescheduled.
- Group brainstormed other options and chose to travel to local pottery studio, Fired Up Pottery, where the group members could paint a chosen ceramic piece while meeting the new

owners of the establishment. Group traveled to do so and will pick up completed/fired pieces 7 days after today. Group requested to paint additional pieces on pickup day.

4/8/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection; seed instructions, strawberry seedling instructions, plant care; Felix The Fox: The Woobles Learn How To Crochet Kit For Beginners pamphlet and instructions along with website/video on how to steps; measuring tape and scale; Butterfly Kit pamphlets, online research; Triple A: Touch Visualizer Ipad App reviews and description).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., online videos; reading; group discussion; group experiences/observations/verbal descriptions of both; online research).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., measurement/reading of metal measuring tape; reading scale and calculating puppy's weight by weighing self alone, then together with puppy, and subtracting to calculate puppy's weight alone; distance, inches, height of plants, temperature; determined size of available pots and needs of individual plants; time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to determine puppy's weight).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money).
- Student continued to use mathematical concepts in free play (i.e., PC games) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., ramen noodles) and other practical situations (i.e., group measuring of height and weights to determine current growth spurts).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Continued group activity to observe and experience assisting caterpillars through caterpillar to chrysalis to Painted Lady butterfly life cycle before releasing at appropriate temperature in the outdoors. Group observed as Painted Lady butterflies continued to emerge from chrysalises. Student's younger sibling's had all emerged by end of day (i.e., 5 butterflies).

Student's youngest sibling had 3 emerge by end of day and student's 5 chrysalises remained in that stage.

- Group planting of succulents, strawberry seedlings, seeds and various small terrarium plants.

GEOGRAPHY

- Group discussion of community geography as it pertained to the student's dad's same day travel to get bloodwork completed and run another health related errand.

CIVICS

- Student continued to begin to gain a basic understanding of federal government. Group discussion around the Supreme Court Judge Ketanji Brown Jackson.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, movement, healthy choices, and energy in versus energy out particularly in terms of human body aging.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion around reasons for students' dad's same day bloodwork and urine analysis. Group discussion around guide's father's terminal cancer diagnosis in 2012 and cancers in general including how cancer is staged (i.e., I-IV).

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music individually selected by each group member and played aloud for group to hear on Google Home.

ART

- Student chose to work on a good-bye/thank you card for former guitar/piano instructor with Kraft paper, an etching knife, acrylic paints, ribbon and glitter for highlights. Student created front of card and will work on inside next day to allow paints to dry.

ENRICHMENT

- Group chose to follow up previous field trip day with a day at home to work on some projects including planting plants/seeds/seedlings; crochet kits; good-bye/thank you card for former guitar/piano instructor or other artwork; Painted Lady butterfly observation and care; and caring for family puppy that was not feeling well.
- Student described online research into Japan to group. Student told group they learned that a visitor to Japan can tell how good a restaurant in Japan is by how few items are on the menu explaining that the fewer the items the more focus the chefs will have on those items and the better the dishes. A restaurant then with many items would be looked at as lower on the rating scale of good restaurants.

4/9/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online research, sheet music, current book selection, Horse Illustrated magazine, grocery store signs/prices/descriptions, self-checkout screen with instructions and price calculations, road signs, GPS, music titles in playlist, stories/closed captioning/messaging on Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., notes for music lesson; conversations with guide, their dad, grocery store employees, music instructor; reading, listening, and singing).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for music lesson, writing message on good-bye/thank you card for guitar/piano instructor) and on the computer (i.e., online searches, messages, texts, use of Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, prices, miles, time; music/musical notes/tempo/lengths of pauses or beats; angle of bow for violin and portion of bow that meets strings).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if we want 5 red delicious apples and they weigh __ pounds on the grocery scale, how much will the total estimated cost of the apples be?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money).
- Student continued to use mathematical concepts in free play (i.e., Ipad apps) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., measuring necessary water for ramen noodles) and other practical situations (i.e., weighing produce at grocery store to estimate prices, dividing time to be able to remain timely for music lesson and other activities).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Continued group activity to observe and experience assisting caterpillars through caterpillar to chrysalis to Painted Lady butterfly life cycle before releasing at appropriate temperature in the outdoors. Student's younger and youngest siblings' Painted Lady butterflies had all

emerged from their respective chrysalises. Student had one butterfly emerge the previous night. Student assisted in helping an emerged butterfly find its feet and in feeding of emerged butterflies.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories.
- Student continued to use maps and group discussion to learn more about U.S., Canada and world geography.
- Student continued to use maps and Google GPS to navigate local roads on outing to Goodwill to drop off donations, violin lesson, and grocery store with dad.

HISTORY

- Student continued to add to their basic understanding of the history of the world through reading, research, and group discussion. Guide shared historical information learned in previous day's fitness running video that explored Slovenia and included a discussion on the term caucasian originating from the Caucasus region of the world. After further online research, follow up discussion on suggestion by current writers that the term European-American would be more appropriate to replace caucasian.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking to violin lessons).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music found on both their own playlists, their dad's playlists, and videos/apps.
- Guide and student discussed the option of student attending or performing in their current studio's spring recital live performance on May 15th. Student stated they would prefer to skip the spring recital and participate in summer recital after accruing more violin experience.
- Student continued to have the opportunity to pursue their own musical interests through both violin practice prior to lesson time and same day individual violin lesson. Student also chose to play the piano on their own.

ART

- Student requested assistance in completing their handmade good-bye/thank you card for former guitar/piano instructor. Student had used acrylic paints to paint a rainbow wild flower arrangement; used an etching blade to score the lines in the bouquet; added glitter accents; and used ribbon as an added highlight to the card the previous day. Student stated plan to fill out writing on card and add any more accents deemed necessary same day.

4/10/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, street signs/GPS; Keystone Safari Drive Thru Experience pamphlets/signs/prices; online research).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, music, listening to Keystone Safari employees).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, miles, miles per hour, time, equal division of animal feed, prices of souvenirs, money, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., measure of how much feed each person had left in their individual bucket and how to fairly estimate division of feed resources from 2 adult buckets to 3 kid buckets).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money).
- Student continued to use mathematical concepts in free play (i.e., game resources/points/monies, translation to actual money, time) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own lunch) and other practical situations (i.e., comparing sizes of animals present at Keystone Safari Drive Thru).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, and reading. Guide scheduled tickets for the Keystone Safari Drive Thru Experience (11 a.m.-5p.m.) with feed for all designated animals in the safari habitat. Group was given verbal instructions by Safari employee at entrance gate; a guide pamphlet with images of animals, facts about said animals, and locations in safari area. Group offered thoughts/suggestions in identifying which animal(s) the group was viewing and feeding. Group observed and photographed animals such as Domestic Ducks, Highland Cattle, Donkeys, Ponies, Llamas, Emus, Nilgais, Bison, Pere David's Deer, and Grant's Zebras. Safari ended when student's youngest sibling was

accidentally bitten by a miniature donkey attempting to reach the feed bucket and mistakenly getting the sibling's forearm instead. Guide role modeled first aid, problem solving, and empathy towards an injured person with swollen bruised bite mark/no broken skin.

- Continued observation and experimentation with Insect Lore Painted Lady Butterfly Kits. Student conducted online research into curled winged Painted Lady Butterfly, potential reasons for (i.e., genetic abnormality, injury, issues during transformation from caterpillar to butterfly stage), and impact on life (i.e., imminent death, inability to be independent). Group discussion around increasing particular butterfly's quality of life while butterfly was with group (i.e., hand feeding nectar, using hand as support so that butterfly could remain upright, placing in warm sun so butterfly could feel warmth/light, speaking lovingly to butterfly). Student's younger sibling agreed to give curled butterfly to student to care for while butterfly was with group.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussion around Canada, Texas, California, Pennsylvania and local community.
- Group discussion of native locations of Safari animals such as the U.S., China, and Scotland.
- Student continued to use maps and GPS to navigate local roads on a family outing to Keystone Safari Drive Thru Encounter.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Students asked to give a donation to an organization that helps the sea, trees and the Ukraine people. Guide will look into organizations.
- Group discussion of online articles describing countries in the world and comparing their approach to both homeschooling and the LGBTQIA+ community.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety when around or offering feed to wild animals at Keystone Safari Drive Thru Experience.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Guide demonstrated first aid for student's youngest sibling's miniature donkey bite.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.
- Student chose to play existing songs on piano on their own.

ART

- Student continued to create art through photography at the Keystone Safari Drive Through Experience.

ENRICHMENT

- Student participated in family trip to local animal safari drive thru/feed experience 1 hour north of family's home. Guide had scheduled tickets for Keystone Safari Drive Thru Experience (11 a.m.-5p.m.) with feed for all designated animals in the safari habitat.

4/11/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., online research into additional books in series purchased same day; current book selection, same day purchased books, Horse Illustrated magazine, book store signs/prices/descriptions/book type signs, road signs, GPS, music titles in playlist, stories/closed captioning/messaging on Ipad apps).
- Student stated they would like to try reading their book in one sitting and reading as late at night as they wanted. Guide and student discussed how exciting it is to lose yourself in a good book and not have restrictions on reading. Guide encouraged student to try and see what experience they had.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, book store employees, reading, listening, and music playing at bookstore).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to write and draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, miles/hour, direction, addition/subtraction, location coordinates, fractions, percentage of book read).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., game resources/points/monies, translation to actual money, time) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own food).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student conducted online research into Fahlo's Save The Sea Turtles. Guide had purchased a sea turtle bracelet tracker of sky stones for student where student could go to Fahlo's website to set up tracking information on Ipad of a specific sea turtle. Student will have access to images of their specific turtle, its size, where it is from, its life story, and its journey around the world as it swims the oceans. Part of the proceeds of the bracelet purchase go an

organization, Sea Turtle Conservancy, working to raise awareness and sea turtle education as well as protect these beautiful animals.

- Continued ongoing discussion and observation of Insect Lore's Painted Lady Butterflies, both emerged, potentially underdeveloped, and the one remaining chrysalis.

GEOGRAPHY

- Student continued to expand their geographic knowledge of the world through travel, maps, play, stories and online research of Fahlo's Sea Turtle tracker.
- Student continued to use maps and GPS to navigate local roads driving with guide to a local appointment and bookstore.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition/movement and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability including physical, mental and emotional well-being.
- Group discussion about guide's same day initial physical therapy evaluation for lower back pain, stretches/exercises used, and what physical therapy could be used for in the human body.
- Follow up on student's youngest sibling's previous day's donkey bite on left forearm. Sibling reported not needing any additional Tylenol and expressed amazement at possible way first aid antibiotic ointment worked on bite. Observation of area showed no swelling, significant bruising, and no reported pain or tenderness. Student shared observations, thoughts and feelings around bite with group throughout day.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, running with puppy).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with piano, guitar or violin practice.

ART

- Student chose to create their own bookmark using trimmed/shaped ribbon.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student demonstrated assertive communication in their desired research modality when offered options at local bookstore.
- Student asked guide to take them to local bookstore after a scheduled appointment. Student wanted to transition to young adult section of bookstore and explored options in this area. Guide did so and modeled how to receive assistance from bookstore employees, how to navigate/explained book genres, and how to use membership card/pay at register. Upon

arriving home guide and student conducted online research to determine if purchased books were part of series, added additional books to amazon cart and purchased said books. Group discussion of how pre-orders work and when books would be available (i.e., August 2022, November 2022). Student problem-solved and prioritized what to begin reading first in order to be able to begin reading books 1 & 2 (student unknowingly purchased 3rd book in series) immediately upon arrival (i.e., next day).

4/12/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., continued online research into additional books in series previous same day; online research into soup recipes; current book selection, music titles in playlist, stories/closed captioning/messaging on Ipad apps).
- Student chose to spend majority of the day reading latest book purchase while waiting for remaining books in series (now due to arrive from Amazon on Wednesday, April 13th along with student's requested book flags and highlighters to mark passages student deems significant) to arrive. Student explained aloud the plot and their reading comprehension to guide during student requested discussion about current book selection.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, group discussions, reading, listening, online research/videos).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes on book content) and on the computer (i.e., online searches, messages, texts).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., calendar, time; page numbers/estimated percentage of book read; soup recipe calculations/measuring/fractions; money, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if books are now to arrive April 13th, how many hours/minutes until they arrive? Pet watching dollars earned).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., game resources/points/monies, translation to actual money, time) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own pasta and soup).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continuation of discussion and observation of Insect Lore's Painted Lady Butterflies,

both emerged, potentially underdeveloped, and the one remaining chrysalis. Group expressed concern around lifespan of potentially underdeveloped butterfly (i.e., curled winged) and its increasing lack of movement. Student's younger sibling's remaining chrysalis also was cause for concern as group offered observations of how said chrysalis differed from rest (i.e., darker, smaller, appeared hard, appeared slightly shriveled). Group agreed to continue to observe chrysalis in case it is experiencing different timeline than rest. Group also discussed and agreed to release of butterflies next day, Wednesday, April 13th, due to description of release timeline in Insect Lore literature and temperature for that day (i.e., warmest day of week, future nighttime temps rising, 74 degrees for high).

- Student prepared for next day set up of Smithsonian Prehistoric Sea Monsters Kit (i.e., Triops eggs in aquarium).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around nutrition, energy in/energy out of human body, and movement.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of use of special lights during winter months to increase Vitamin D and decrease feelings of depression. Student requested to sit outside with guide to enjoy beautiful day in nature.

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student requested assistance with good-bye/thank you card for former guitar/piano instructor.

ENRICHMENT

- Student chose to pet watch puppy while guide and student's younger sibling went to a local appointment and did some shopping. Student role modeled pet watching/care for youngest sibling. Student calculated total amount earned based on number of hours, guide reported dollars earned per hour, and additional dollars earned per number of times student took puppy out to go to bathroom outside.
- Student chose to create own pasta. Student researched soup recipes online then included said pasta in homemade vegetable soup creation. Student chose to taste test soup creation on own.

4/13/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, music titles in playlists, stories/closed captioning/messaging on Ipad apps; previewing books that arrived same day; Smithsonian Sea Monster Kit pamphlet/instructions/poster).
- Student continued to spend large amounts of time absorbed in reading latest book purchase.
- Student reported based on online research they found their current favorite online game/app, Genshin Impact, has a real life Manga series, explaining this is a graphic novel series created in Japan. Student reported it is currently available in print in Japanese and is based on the backstories of current and future characters in Genshin. Student reported a not yet released version translated to English will be available at some point. Guide and student discussed seeing quite a large section of Manga options in their last trip to the local bookstore.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, group discussions, reading, listening, online research/videos).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten notes for former instructor's good-bye/thank you card) and on the computer (i.e., online searches, messages, texts).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., outdoor temperature, time, calendar, fractions, measuring, pH, size of Triops over development, percentages, addition/subtraction, multiplication).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to set up Triops egg kit; to determine time of day book package would arrive).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., cooking, reading series) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meals) and other practical situations (i.e., set up of Triops egg kit; butterfly kits).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation,

observation, museum visits, group discussions, group experiences, classes and reading. Group discussion, observation and release of Insect Lore Painted Ladies butterflies. Group chose to bury curled butterfly noting it was no longer moving, had grey eyes, had pulled its wings in to wrap its body, and had no reaction to being touched/moved/gently blown on. Group offered verbalized thoughts/feelings/gratitude for little butterfly, its time with our family and the joy it brought.

- Student set aside water to reach room temperature for Smithsonian Sea Monster Kit project. Student read directions carefully and set out needed materials while waiting. Student set up small aquarium provided in kit with room temperature water and all materials provided in kit (i.e., sand, water purifying agent, Triops eggs mixture). Student read aloud portions of Triops information stating they could grow up to 20 times their size and the egg mixture included a wood mulch-like substance that would float while the eggs sunk as well as a substance to create the ideal pH for the creatures.

GEOGRAPHY

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Student described information they found out about Japan to group (i.e., Manga genre, home life culture). Guide shared information from recent article about being tourist in certain countries around world and common cultural mistakes (i.e., not removing shoes inside homes in certain Asian countries; talking loudly in public places in Japan where local people would attempt not to intrude on others experiences with conversation, etc.).

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Guide and student discussed physical changes often associated with puberty and teen years.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor butterfly release and play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music. Group chose to play randomly selected songs on Google Home and individually group members listened to own musical playlists on I pads.

ENRICHMENT

- Group concluded observation, research and discussion around lifecycle of Insect Lore's Painted Lady Butterflies with release of butterflies outdoors.

4/14/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, music titles in playlists, stories/closed captioning/messaging on Ipad apps; road signs, GPS, Fired Up Pottery signs/paints/final color shown in display by number/snacks/price per piece).
- Student continued to spend large amounts of time absorbed in reading latest book purchase. Student kept current book selection with them and read whenever they had a chance throughout the day.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, group discussions, reading, listening, online research/videos,).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, gradient in color; colors & number of layers of paint to obtain desired end color; time, lifespans, ages, addition/subtraction; numbers of paints and associated paint pots with number & name written on it; distance, mph, angles, geometric shapes, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if student wants color to ____ level of coverage/saturation, how many layers will be needed?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; continued use of household chores to add to existing money).
- Student continued to use mathematical concepts in free play (i.e., angles, shapes, saturation of color, time) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meals) and in other practical situations (i.e., height/width of pottery pieces).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. With youngest sibling's Betta fish's same day death, group discussed death signs for fish as well as in general. Group also discussed anatomy of a fish including lack of lungs and how they take oxygen from water. Group discussed when CPR is called for and when it is too late.

- Group discussed ways different cultures approach death including burial, cremation or funeral pyres as well as different beliefs for the afterlife (i.e., reincarnation, rejoining the energy of the universe, nothing, etc.). Group described their own beliefs.
- Group noted blossoms opening on trees in wood behind home as well as what flowers could be observed in backyard area.
- Group discussion of use of kiln for firing painted pottery, common process followed, and final products such as those group would pick up today. Group expressed enthusiasm at idea of staying after pick up to paint more pieces.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, particularly around kilns and firing pottery.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Continued ongoing discussion around energy in/energy out, movement and nutrition.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussed student's youngest sibling's experience of grief and sadness. Group also discussed death in human body.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor play, walking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music played in the car during travel, in the pottery studio, and on individual devices.

ART

- Student chose to create a cherry blossom themed bud vase at Fired Up Pottery studio as well as a rainbow colored tree themed mug.
- Group retrieved previous pottery pieces including a mystical howling wolf piece and a star lantern jar for student.

ENRICHMENT

- Group return trip to Fired Up Pottery studio to collect fired completed pottery pieces from previous week and paint additional pieces while there. Group stated at completion of second visit to pottery studio that the following week when pottery was fired and ready for pick up they would all like to do an alternate activity after picking up completed pottery.
- Student's youngest sibling's Betta fish died same day. Group discussed death, when CPR is appropriate in humans/other living creatures, and grief. Sibling requested a burial ceremony for fish and to make pottery piece dedicated to their fish, Shrimpy, to be placed as a marker over the grave when appropriate. Group discussion about what each member believes happens after death. Group discussion about what each member believes happens after death.

4/15/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, music titles in playlists, stories/closed captioning/messaging on Ipad apps; road signs, GPS; Pet Supplies Plus pet store signs/products/animals; grocery store signs, prices, self-check out, products; bakery delivery products).
- Group chose to rearrange bunny cookies with E,A,S,T,E,R letters written on them to see how many words could be made.
- Student continued to spend large amounts of time absorbed in reading latest book purchase. Student kept current book selection with them and read whenever they had a chance throughout the day. Student also chose to read for an unlimited amount of time the night prior until they fell asleep.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, group discussions, reading, listening, online research/videos, listening to discussions with pet store employee, conversation with pet store checkout person).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, time; savings and amount needed to reach goal; clock, calendar, rounding numbers, decimals, size of fish/reptiles at pet store, addition/subtraction, multiplication/division, age).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if an Australian Shepherd puppy costs ___ and student has ___ in savings account, how much more will student need to save?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; continued use of household chores to add to existing money).
- Student continued to use mathematical concepts in free play (i.e., distance, height) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size of crate for Australian Shepherd puppy; comparison of sizes of aquariums, filter replacements and light bulb sizes).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to local pet store to view animals, products and new Betta fish for youngest sibling. Group discussed types of birds viewed at store (i.e., Red Factor Canary, cockatiel, parakeets; characteristics for each, coloring, song or sounds made); reptiles and amphibians; small animals (i.e., variety of hamsters, guinea pigs, gerbils, ferrets); and animals group members would like to have in future (i.e., snake, rat, puppy). Group discussion on when someone demonstrates readiness for a pet and the responsibility/care involved from guide's perspective.
- Group discussed various types of fish at local pet store, fish desired by both of student's younger siblings, and aquarium options. Student's youngest sibling chose a female Betta fish and two GloFish Tetras (i.e., pink and blue). Student's younger sibling asked to also have a Betta fish and younger siblings agreed to share a set of tanks that sit to form a cascading trio of Betta tanks. Student chose not to pick a Betta fish stating they would rather focus on their goal of a puppy. Appropriate supplies and fish purchased and group returned to transition fish into cleaned/dechlorinated tanks. Group read and discussed chemical aquarium supplements that assist in taking out chlorine and tap water chemicals; water temperature, pH, bacteria, filters and gravel in aquariums.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel to local pet store and grocery store. Group stories about different locations group has traveled and lived.
- Student continued to use maps and other resources to navigate local roads on group outings.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, outdoor play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Group discussed current week as spring break at local music studio and, therefore, no lessons for this week for student.

ART

- Student used egg cookies with edible paint received from local bakery delivery to create beautiful colorful edible creations.

ENRICHMENT

- Group chose to go to local pet store to pick up needed animal supplies (i.e., dog bones, ear

wipes, ear cleanser, body wipes for dogs) as well as replacement Betta fish for youngest student. Youngest student also chose a pink and a blue Glofish Tetra. Middle student chose to also pick a Betta fish. Group chose tank, decorations, and gravel for each section of Trio Betta tank. Student chose to not pick Betta so guide chose one instead.

- Group received a surprise local bakery delivery with traditional nut roll, spring cake pops, Easter bunny cookies, small lady lock cookies, and Paint-Your-Own basket of egg cookies. Group members all agreed to try the nut roll and discussed ingredients; family history of having nut roll at different holidays in year; and group members' thoughts on roll. Students chose to paint and sample their own egg cookies as well as other pastries that arrived.

4/16/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, music titles in playlists, stories/closed captioning/messaging on Ipad apps; egg decorating kits instructions/colors/supplies; Bunny House Kit instructions/labeled pieces).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, group discussions, reading, listening, online research/videos; explaining Bunny House Kit directions to youngest sibling).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten on eggs) and on the computer (i.e., online searches, messages, texts).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, time, temperature, timer, portions, calendar, addition/subtraction, division, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if there are ___ color dye tablets and 3 participating egg dyers, how many tablets will each person get for equal/fair distribution? If there are ___ unbroken hardboiled eggs and 3 people to divide them between, how many eggs does each person receive?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; continued use of household chores to add to existing money).
- Group discussed how much money they would like to receive as a gift for Easter and which account (i.e., savings or spending) they would place what portion of money in.
- Student continued to use mathematical concepts in free play (i.e., saturation of color, chemical portions to create unique egg dyes) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., measure out contents for egg dyes and foam kit).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to observe the growth, size and sprouting of plants, seeds, and seedlings planted on Friday, April 5th.
- Group participation in Bunny House Kit building and egg dying activity. Student's youngest sibling chose an egg dying kit that group had not tried before with stencils, animal options,

stickers, egg holders and dye tablets. Student's younger sibling chose a new to the group foam egg dying kit that creates tie dye patterns with a multiple step process. Sibling worked with dad to whip foam to appropriate consistency with contents in kit and with guide to distribute liquid dye over foam as sibling saw fit. After dipping egg into foam/liquid dyes, the foamy egg is placed in egg holder to dry for 5 or so minutes. Egg is then rinsed under cold water to remove excess foam and dried off. Beautiful patterns and colors emerged. Student invited each family member to try it out with an egg. Student chose to create their own experiments with egg dye tablets as well as varying portions of water, vinegar and vegetable oil in an attempt to create original swirls/color patterns.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e. active free play).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music chosen on Google Home device and on individual devices.

ART

- Student chose to use various egg dye kits, stencils, stickers, and writing to create their dozen Easter eggs.

ENRICHMENT

- Group celebrated together for second day the coming of spring and each person's beliefs around the weekend holiday. Group enjoyed spring themed bakery yesterday; Bunny House kit building and egg dying today; and gift receiving and a chosen meal together the next day.

4/18/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, music titles in playlists, stories/closed captioning/messaging on Ipad apps; continued reading Mini House kit instructions, online research).
- Student continued to spend large amounts of time absorbed in reading latest book purchase.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, group discussions, reading, listening, online research/videos, online video editing, music).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., outdoor temperature, time, calendar, fractions, video editing/layering, perspective, angles, money, computer programming).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to experiment with video editing/creating & in attempts to create sketches & drawing of human figure).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., cooking, reading series) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meals) and other practical situations (i.e., to determine what percentage of book is read based on placement of bookmark and measurement of book both behind and ahead of saved place).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Continued to discuss seasons, weather, snow/precipitation, and temperatures for the week. Group observation of snow and rain downfall at different times during the day noting size and observed texture of snowflakes. Group noted the woods behind their backyard continued to sprout plants from the woods' floor up to about 3 feet above the ground as well as several

trees show buds forming.

- Student researched images, perspectives and proportions of human form to find reference images to gather information from and create original digital artwork with Procreate app.
- Student returned to video editing app. Student used app to program a video incorporating chosen music and imported video/audio/images that would tell a story and elicit emotional responses around 2 Genshin Impact characters that have a very close relationship.
- Student continued to check on sunflower seedlings and observed growth rate or lack thereof.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement with breaks during day; caring for all small animals in home).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music on Ipads/PC.
- Student continued to have the opportunity to pursue their own musical interests with violin practice. Student stated they would like to practice more frequently.

ART

- Student asked to show guide video editing project they created based on 2 best friend characters in their favorite online game, Genshin Impact. Student created a video of fitting clips and audio track with sentiment and humor around the 2 characters' relationship set to a song student found online that described the relationship also (i.e., "home is where you are" lyrics).
- Student also asked to show guide a completed digital drawing done with Procreate app and Apple pencil of a Genshin Impact character. Student described how they researched reference images online and would then import a chosen reference image into the Procreate app before placing it on a separate layer to view. Updates to the app now allow student to place the reference image beside their drawing space rather than on another layer or location. Student detailed how they created their own drawing based on the inspirational image. Guide and student discussed the beautiful learning arc that can be observed in both their digital and off line created artworks over time.
- Student also offered to show guide their progress with their Mini House kit.

ENRICHMENT

- Guide continued to follow up with Aviary re: rescheduling canceled owl encounter. Aviary responded and confirmed rescheduling owl encounter to include group and students' dad for Sunday, May 1st.

4/19/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, music titles in playlists, stories/closed captioning/messaging on Ipad apps; online research, sheet music).
- Student continued to spend large amounts of time absorbed in reading latest book selection.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., conversations with guide, group discussions, reading, listening, online research/videos, online video editing, music).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to write/draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., most often reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, music/notes/tempo, angles, percentages, levels, time, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to continue to create sketches & drawing of human figure).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., cooking, reading series) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., making own meals) and other practical situations (i.e., to determine what percentage of book is read based on placement of bookmark and measurement of book both behind and ahead of saved place; clothing and shoe sizes).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student's youngest sibling chose a "talking" toy that records what is said to it then parrots back the words with a Helium affect. Group observed impact of Helium as youngest sibling demonstrated toy's abilities for group.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.

- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests through violin practice.

ART

- Student continued to work on digital drawings on Ipad Procreate app with Apple pencil and reference images found through online searches.

ENRICHMENT

- Student requested their dad purchase a small white board for themselves in order to keep a daily to do list that student can cross off and keep track of what they would like to accomplish that day. Dad ordered and item will arrive next day.
- Student and student's younger sibling received multiple items and snacks when youngest sibling returned with guide from individual time together.

4/20/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, road signs, GPS, Mini House kit instructions & signs, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., daily to do list written on white board after its arrival) and on the computer (i.e., online searches, messages, texts, use of Apple pencil to draw/write on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., points, scores, percentages, levels, money, time, fractions, monetary sources on games/apps, music/notes/tempo).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., what/how many missions does student have to complete in order to elevate their friendship level from a 9 to a 10 based on a percentages bar graph that denotes current status).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., building of Mini House Greenhouse) as well as age appropriate math related media.
- Student continued to use measurement in cooking and other practical situations (i.e., to identify mini house kit parts).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group continued to observe current indoor plant growth including strawberry seedlings, sunflower seedlings, garlic clove sprouting, terrarium plants, bonsai tree seedlings, and other plants.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and

ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., active free play, running with puppy, taking dog out for bathroom break).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.
- Student showed guide they had rewrote their handwritten message to former guitar/piano instructor from their notes paper to the actual card. Student stated guide could also write in their card.

ART

- Student continued to use the materials provided in their Mini House kit to progressively work on creating the pieces and accessories of the mini greenhouse.
- Student created art through music.

ENRICHMENT

- Student's requested white board arrived, was mounted on side of student's loft bed, and student began daily to do list on board.
- Guide let student know date/time of student's next hair appointment set for May 12th @ 1:30 p.m.
- Group explored contents of 2 raffle baskets guide had won at local salon event to support PAAR or Pittsburgh Action Against Rape. Group discussed this local resource, their clients, their services, guide's former employer in Austin that served a similar population, and options to support the organization.

4/21/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, road signs, GPS, Mini House kit instructions & signs).
- Student chose to remain in car to read more of current book selection rather than accompany group into veterinarian office.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., whiteboard daily list) and on the computer (i.e., online searches, messages, texts, use of Apple pencil to draw/write on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., addition/subtraction, money, percentages, time, schedule, distance).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating how far away vet office is from home or how long appointment lasted).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., building of Mini House Greenhouse) as well as age appropriate math related media.
- Student continued to use measurement in cooking. Group informed student of Neo, the puppy's, current size and weight as well as the veterinarian's proclamation that Neo is currently at his full size.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group discussion of dog breeds and domestic dog species as well as their relation to wolves. Group also discussed issues that brought Neo (i.e., hives, redness, swelling in ears; redness beneath fur on muzzle; scratching ears) and Oliver (i.e., ongoing recheck of bloodwork to observe how well current dosage of medications are assisting with Oliver's hypothyroidism) to the vet for same day appointments.
- Group discussion of guide's same day physical therapy appointment as well as students'

dad's same day kidney physician appointment to continue monitoring dad's propensity for kidney stones. Group discussion followed around illness versus monitoring/proactively working on medical conditions the person is aware of such as kidney stones, high blood pressure, high cholesterol, or hypothyroidism.

- Group continued to observe sunflower and strawberry seedlings growth.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Student's youngest sibling had been to current vet office once, student's younger sibling had not yet been in that area or to the location, and student had accompanied guide several times.
- Student continued to use maps and other resources to navigate local roads with group on trip to current veterinarian.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Group discussion of guide's same day physical therapy appointment, muscles & nerves in legs/back, and new exercises to help guide.
- Group discussion of the significance of dental hygiene and health as well as its impact on a human or dog's overall wellbeing.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., increased movement).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music both with existing playlists and random playlists offered thru Google Home device.

ENRICHMENT

- Student continued to not be limited only to the above listed activities; rather throughout the year we took advantage of whatever opportunities and resources seem appropriate at the time. Group outing to attend scheduled veterinary appointments for Neo, puppy, and Oliver, senior cat. Group discussion of need for appointments for animals (see SCIENCE) as well as need for guide's same day physical therapy appointment and dad's same day kidney doctor appointment.

4/22/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, Pittsburgh Botanical Garden signs/literature, road signs, GPS, handwritten notes on fired pottery pieces, articles/video closed captioning on Australian Shepherds).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to draw/write on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, time, money, size, height, weight, addition/subtraction, fractions, calendar, age).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating how far group hiked; potential timeframe and age when able to get a puppy).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., distance hiked in miles, fractions) as well as age appropriate math related media.
- Group used calculator on guide's phone to calculate age of multiple trees with identified sprout dates at Botanical Garden (i.e., 1876, 1891, 1930, 1991). Group discussed historical happenings at those times as well as family history and how old an individual today would be who was born in those years.
- Student continued to use measurement in cooking (i.e., ounces or oz. in tuna packet) and other practical situations (i.e., depth of shallow area of pond, height of tree, size of fish).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group participated in Field Trip Friday to celebrate same day Earth Day with a hike through Pittsburgh's Botanical Garden. Guide renewed family membership at arrival and group explored/observed plant life, animal life and educational materials in the gardens. Group was able to observe a medium size Gardener Snake sunning itself on the path, a second smaller snake in the wooded area, a Japanese Garden, many larger fish in the pond/lake, a tadpole, a

variety of insects, a Canadian goose sitting on a nest of eggs, a similar goose on the opposite shore, many local birds, and other humans & dogs enjoying the gardens. The group observed several identified species of plants/trees that included written literature in the form of a newspaper announcing said tree's birth and history associated with that particular year.

- Student and guide discussed over course of day student's online research into Australian Shepherd puppies, colors/eye colors found, cost, local and national breeders, potential questions to send breeders, and videos & articles student watched/read around training specific to breed as well as common breed characteristics.
- Group continued discussion around environmentalism including today's celebrated Earth Day.
- Group observation of current seedlings (i.e., strawberries, sunflowers, sprouted garlic cloves).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group continued ongoing discussion of places guide and student's dad had lived as well as places the group had visited and places represented in the Pittsburgh Botanical Garden's plant residents.
- Student continued to use maps and other resources to navigate local roads on group outings.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. The Botanical Garden supplied written literature around local, national and world history at the time of several identified trees' sproutings.
- Group used calculator on guide's phone to calculate age of multiple trees with identified sprout dates at Botanical Garden (i.e., 1876, 1891, 1930, 1991). In addition to discussing historical happenings at those times, group also discussed family history and how old an individual today would be who was born in those years.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion around options to increase environmental activism in our community as well as decrease our environmental footprint on the Earth.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of local and state government as well as specific politicians platforms around the environment.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group expressed an interest again on attending next Friday, April 29th, Home Away From Home School Fire Safety Day.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco,

alcohol and drugs, and the advantages of good nutrition and other health practices.

- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Continued ongoing discussion around expression of strong emotions.
- Continued ongoing conversation about energy in vs energy out of the human body. Student's younger sibling stated observations about their current body shape. Group discussion around the beauty of each individual's unique shape/size and rephrasing/reframing of terms student employed.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., Earth Day hike, exploration of Botanical Garden pond area, rock climbing, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music. Guide played both a new playlist and a song written/sang by a famous musician and their child.
- Student expressed interest in practicing violin either same day or next day prior to lesson. Student ultimately chose next day.

ART

- Student continued to use Ipad app, Procreate, and Apple pencil to create original drawings.
- Group observed original art pieces and artists' biographies displayed at the Pittsburgh Botanical Gardens.

ENRICHMENT

- Student continued to not be limited only to the above listed activities; rather throughout the year we took advantage of whatever opportunities and resources seem appropriate at the time. In continuation of Field Trip Friday, group first drove to Fired Up Pottery to retrieve previous week's fired original pottery pieces. Group then proceeded through community to the Pittsburgh Botanical Garden to hike, observe nature in the gardens, and celebrate today's Earth Day.

4/23/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, road signs, GPS, articles/video closed captioning on Australian Shepherds, sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game, conversations with violin instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., notes for violin lesson) and on the computer (i.e., online searches, messages, texts, use of Apple pencil to draw/write on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., music/notes/tempo/bow angle; addition/subtraction/multiplication/division; fractions, time, money, prices, tax, angles, proportions/perspective).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., tempo/notes, fractions, angles/proportions/perspectives) as well as age appropriate math related media.
- Student used measurement when comparing size/width of seeds and plant growth in their bedroom versus on first floor.

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to research roses online. Student chose reference image, paper, paints, and bud vase to create very realistic paper rose in bud vase.
- Student continued to observe with seed and seedling plant experiments noting the sunflower seeds and terrarium placed in front of window in student's room have grown in size and width greater than the sunflower seeds and plants placed in front of several windows on the first floor of house.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student and student's dad traveled to local

music studio and to local grocery store together.

- Student continued to use maps and other resources to navigate local roads while traveling to music studio for violin lesson and to grocery store afterwards.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Student, student's youngest sibling and guide had discussion around questions youngest sibling asked about puberty, observable changes in human body during puberty, and menstruation.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor time, walking, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music played from dad's playlist in car and student's playlist on Ipad.
- Student again confirmed they do not want to perform in live spring recital on May 14th-15th and asked guide to email violin instructor to pass on this information. Guide did so.
- Student continued to have the opportunity to pursue their own musical interests with violin practice and lesson.

ART

- Student chose online reference image, paper, paints, and bud vase to create very realistic paper rose in bud vase.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student brainstormed options for guide to discuss quicker timeline of getting an Australian Shepherd puppy with student's dad. Student will continue to conduct online research into local breeders, training and care for this type of breed.
- Student traveled to local grocery store with dad to browse through produce and foods available at larger grocery store. Together they chose new foods to try as well as known favorites. Student assisted in choosing foods, loading into cart, progressing through checkout/paying, and unloading/putting away at home.

4/25/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, road signs, GPS, articles/video closed captioning; Barnes & Noble bookstore signs, book titles, book section signs, instore Starbucks menu, prices; flower press instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game, listened to guide's conversations with BN bookstore employees & Starbucks employees).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online searches, messages, texts, use of Apple pencil to draw/write on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., miles & distance; prices, money, time, fractions, percentages).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., of the book selections in the young adult section, what criteria do I use to narrow down my choices and how many books will I get today?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., paint by numbers painting) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., coconut milk measured with strawberries and tablespoons of sugar to create frozen dessert) and other practical situations (i.e., thickness of book & number of pages associated with estimated 3 inch book thickness).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student chose to create original frozen dessert with strawberries, coconut milk and sugar all measured to compare to future recipes. Student observed how long in minutes it took for creation to freeze remembering that the thinner the dessert (i.e., in cookie sheet pan versus in large bowl not spread out) often the fast the freezing phase in past.
- Student chose to participate in a nature hike observing animal and plant life in that area. Student observed several types of wild flowers blooming and chose to pick yellow

dandelions.

- Student requested to pick a flower off of group's flowering tree in front yard when guide and student arrived home. Student did so and chose to use their flower press for first time to dry and keep the blossom.
- Student described additional information they had found online while researching Australian Shepherd puppies, training, care, and personality/common characteristics. Student requested assistance narrowing down a breeder and brainstorming what to look for/what to ask. Student agreed to put together a list of potential questions for a breeder.
- Group discussion of this week's shifts in weather (i.e., same day: beautiful warm weather, next 2 days cold, by weekend mild spring weather in 60's & 70's).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community with scheduled appointment and return to local bookstore.
- Student continued to use maps and other resources to navigate local roads in travel with guide to scheduled appointment and bookstore.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion on overall well-being often associated and researched around quality sleep, healthy nutrition choices, movement and self-care.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, running with puppy outside).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music played in car as well as on student's Ipad.

ART

- Student continued to use Ipad app, Procreate, and Apple pencil to create digital drawings in the evenings.
- Student chose to begin their Paint By Numbers relaxing landscape painting. Student chose to use 4 adhesive Velcro wall frame holders to secure painting canvas to the counter top. Student also stated they would use an Exacto knife to correct any mistakes by rubbing dried paint off canvas.

ENRICHMENT

- Student requested short trip with guide following scheduled appointment. Student chose to return to local Barnes & Nobel bookstore to seek out additional books in Young Adult section. Student reported they had completed the first book in a series and believed they would rapidly read through the second book arriving same day. Guide and student stopped at

bookstore to review Young Adult section; guide looked through graphic novels for other group members and chose several titles; guide and student browsed the magazine area as well and guide found a few options (i.e., Kids National Geographic, Canada's Cutest Animals, Consumer Report: Best & Worst Vehicles). Guide and student went through checkout and then headed to instore Starbucks where student chose/ordered pastry and guide ordered pastries for group members at home.

- Guide spoke with local martial artist who offers 2 free trial private lessons before transitioning students into group classes with similar age ranges (i.e., 13+, 8-12, 5-7). Guide set up trial lesson for group members next day at 2 p.m.

4/26/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selection, road signs, GPS, articles/video closed captioning; Premier Martial Arts signs, student creed on wall, literature).
- Student chose to bring current hardback book selection with them throughout day in order to read whenever they had a moment or chance. Student chose to stay up later this night to finish a book they had started that afternoon/evening.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game, conversations with martial arts instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten dates, names and messages in sketchbook) and on the computer (i.e., online searches, messages, texts, use of Apple pencil to draw/write on Ipad).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., speed, force, distance, time, addition/subtraction, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how much force is too much when using martial arts kicks or strikes?).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., paint by numbers) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., stand in height order right to left for martial arts trial lesson).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group traveled to local martial arts studio to learn about the culture and philosophy of the studio; to observe martial arts in action; and to determine if it is something each member would be interested in participating in for future.
- Group discussed same day temperature (i.e., in 40's) as compared to previous and upcoming week's (i.e., snow at beginning of last week, 70's & 80's, 40's today, 60's & 70's after

midweek). Group observed outdoor plant growth, increased bird activity/songs, and noticings of increased insect activity.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local martial arts studio in part of community previously unexplored. Group also discussed California with stories and memories.
- Student continued to use maps and other resources to navigate local roads on group outing to scheduled appointment followed by travel to local martial arts studio.

CIVICS

- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of different presidential administrations in recent years and different platforms/areas of interest.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group registered for and will attend all day workshop on Fire Safety by local Mt. Lebanon Fire Department on Friday, April 29th.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. During martial arts trial lesson, instructor pointed out safer locations of human body to use in kicking (i.e., hit with shin when performing rear kick, do not use toes when kicking bag instead bottom of foot should hit bag) and strikes (i.e., heel of hand or bottom of hand rather than fingers).

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., martial arts calisthenics, kicks, strikes/hits, ducking with squats, use of bag to practice; running with puppy).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.

ART

- Student continued to use Procreate app on Ipad to create original digital artwork. Student shared latest digital drawing with guide.
- Student continued to use paints, photographs, handwriting and sketch book to create beautiful original art pieces to commemorate special days or times.

ENRICHMENT

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Group explored option of participating in martial arts

program with free trial private lesson for only 3 group members.

- Student continued to not be limited only to the above listed activities; rather throughout the year we took advantage of whatever opportunities and resources seem appropriate at the time. Group participated in first of 2 private trial lessons at local martial arts studio. Group asked questions and offered feedback during time at studio. Group was able to advocate for themselves and share what they chose to regarding reasons for seeking out martial arts. Group members stated they would like to return for 2nd trial lesson on Thursday, April 28th.

4/28/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current kindle book selection, current book selections, road signs, GPS, articles/video closed captioning; Premier Martial Arts signs, student creed on wall, literature; sheet music, online research, Robinson Vet signs/literature).
- Student chose to again bring current book selection with them throughout day in case they had a moment to read.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game, conversations with martial arts instructor and vet staff).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., speed, power, number of practice spars/kicks/defensive moves, time, calendar, addition/multiplication, fractions, mg's).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to respond to martial arts instructor's questions about count).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., paint by number) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., make own meals) and other practical situations (i.e., height).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group participation in second trial private martial arts lesson to review prior lesson, add to knowledge with additional moves, answer all questions group had, and discuss options for signing up for twice weekly classes. Group will take next day to think about participating and guide will text instructor with answers.
- Student and guide traveled to vet office to pick up prescription moist food, prescription hydrator packs, and additional thyroid medication (i.e., 5 mg to add to 2.5 mg already have).

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local martial arts studio for second time. Student and guide also went to local vet office.
- Student continued to use maps and other resources to navigate local roads to martial arts

studio and local vet office.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussed next day Fire Safety Day at HAFHS Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices.
- Student attended 2nd HPV vaccination at group's primary care physician's office.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group members described areas of their bodies that were sore possibly from this week's martial arts.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., martial arts, running).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests with violin practice.

ART

- Student continued to use paints and sketch book to create beautiful original art pieces.

ENRICHMENT

- Group participated in 2nd trial private martial arts lesson with Premier Martial Arts. Group agreed to take overnight to consider committing to twice weekly martial arts classes. Group discussed schedule and what that would mean to be able to maintain current appointments as well as add in twice weekly classes for 3 potential martial arts participants who do to age would be in 3 different classes.

4/29/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selections, road signs, GPS, articles/video closed captioning; sheet music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game, conversations with Firefighter Chris).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., filling out Fire Safety handouts) and on the computer (i.e., online searches, messages, texts).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., larger math problems asked by Firefighter Chris; gallons, weights of fire gear, minutes, time, circumferences, money)
- Firefighter Chris informed group and participants of gallons of water in the firetruck (i.e., 500); time each hose will use up the 500 gallons as calculated by participants; circumferences of several hoses; and the weight of each portion of firefighter gear individually and in total (~100 lbs).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to solve math problems proposed by Firefighter Chris).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student continued to use mathematical concepts in free play (i.e., angle of hill, # of flowers) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., to make own lunch and fit said lunch into lunch bag) and other practical situations (i.e., size of firetruck, length of hoses).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group participating in day long Fire Safety courses by Firefighter Chris. Lessons included: Fire stations, Fire station numbers, Firetruck tour, Stay Low & Go discussion, Where to go when there is a fire, Firefighters' gear, Fire drills at home, Preventing fires at home, All about smoke alarms, as well as Severe weather prep & hazards. The lessons were conducted

through the use of written literature, games/mazes/puzzles, book reading, PowerPoint presentations, videos, talks, question/answer discussions, firetruck tour, fire gear demonstration, maps, inspection forms/various handouts, and hands on learning (i.e., disassemble a smoke detector, reassemble as quickly as possible, hear the sounds the detectors make when low battery or smoke detected sound).

- Group went for short hike so that student could show the group a part of the nature hike path and the climbing wall. Student and student's youngest sibling chose to pick flowers to take home with them. Student reported they would be pressing their flowers as soon as they got home. All group members attempted to climb the wall.
- Student chose to mix different consistencies of corn starch and different color paints to see what proportions would dry the fastest. Student showed guide and their dad a red mixture and a gold/silver mixture explaining their observations and experimentations.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group traveled to local Home Away From Homeschool Rec Center for Fire Safety Day.
- During Fire Safety Day local, state and national responses, protocols, and potential natural disasters (i.e., volcano eruption in Hawaii, hurricanes in other states, tornadoes, wildfires, etc.) were discussed.
- Student continued to use maps and other resources to navigate local roads to travel to local rec center.

HISTORY

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, research, discussion and possibly field trips. Firefighter Chris described history of individuals within fire department as well as current members of fire station including 3 female firefighters.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and ability.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed different ways fire stations are funded and how that impacts their activities and potentially their approach to their work.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Fire Safety Day (11 a.m. to 3 p.m.) at HAFHS Rec Center.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group took ongoing discussions around nutrition into account when making own lunches.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Discussion throughout Fire Safety Day that incorporated human body (i.e., sense of smell shuts down when sleeping so won't wake up because of smoke smell; bear crawl to safely make it out of burning home).
- Student demonstrated fine motor skills with disassembly and reassembly of smoke detector. Student demonstrated gross motor skills by showing their version of bear crawl to travel under pretend toxic fire smoke.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor play, climbing, bear crawl practice, running, hiking).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interests through violin practice.

ART

- Student collected fresh spring wildflowers on nature hike, brought them home, and chose to press the flowers in their flower press. Student will decide what to create after flowers are pressed and dried.

ENRICHMENT

- Group participated in Fire Safety Day at local HAFHS Rec Center presented by Firefighter Chris of the Mt Lebanon Fire Department.
- Group continued to discuss option of participating in martial arts. Each student chose to participate in an initial group session then evaluate and go from there. Guide will text martial arts instructor with group's decisions.
- Student spent individual time with their dad while student's siblings and guide watched a movie. Student chose to practice their violin for their dad as well as have an individual conversation in their room with dad.

4/30/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selections, road signs, GPS, articles/video closed captioning; sheet music, Martial Arts Studio signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., reading, conversations with group & individual family members, online research videos & articles, reading/listening to favorite online game, singing, conversations with violin instructor and martial arts studio instructor).

WRITING

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., on their artwork, notes for music lesson) and on the computer (i.e., online searches, messages, texts).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall of words, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, money, distance, miles, addition/subtraction, fractions, music notes/tempo, height/circumference)
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to use ear to determine if violin notes are in tune and how to change finger position/bow position if they are not).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts).
- Student described plan to clean, reassemble and get current Razor quad in sellable condition. Student stated this would be an option to offset higher cost of a larger quad or dune buggy vehicle.
- Student continued to use mathematical concepts in free play (i.e., angle of hill, speed of quad on neighborhood street) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., measurements taken of student and siblings for martial arts uniforms & safety gear).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Student described Japanese fruit salad sandwich for group and proceeded to make their version with the ingredients had in the home. Group taste tested said sandwiches stating they loved the fruit and whipped cream but were not partial to the bread options available. Group

discussed alternatives such as sweet bread, angel food cake, or a loaf of vanilla pound cake.

- Student, siblings and their dad traveled to martial arts studio to get measured for their individual uniforms and safety gear. Oldest sibling informed their dad of the culture and guidelines of the studio such as no shoes on the mat and bow to mat/instructor to show respect when entering mat area and stepping off.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Student navigated the neighborhood on their quad vehicle in the afternoon as well as drove as a group with siblings to local martial arts studio in evening to get measured for uniforms and safety gear.
- Student described again the “Japanese fruit salad sandwich” that is common to Japan but by no means specific only to this particular country. Student let group know it is called a fruit salad sandwich in general and student added Japanese because that is the country discussed in the video. Student discovered this food option in an online video about Japan. Student described this sandwich as whichever fruit the chef chooses layered with whipped cream and sandwiched between 2 slices of a sweet bread.
- Student continued to use maps and other resources to navigate local roads on trips to martial arts studio as well as on riding vehicle to explore neighborhood and neighborhood park.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Student and siblings traveled to local martial arts studio with their dad to get measured for their uniforms and receive/review their safety gear for participation in martial arts classes.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group decided to participate with guide’s no ordering in/limited or no sugar depending on individual preference over next 5 weeks beginning Monday, May 2nd.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

PHYSICAL EDUCATION

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., walking, running, riding vehicle, play at park, hoverboarding, martial arts).

MUSIC

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to have the opportunity to pursue their own musical interest with same day violin lesson. Student requested guide accompany them to this week’s lesson and guide did so. Student asked if guide could remain in the room to best hear the lesson and instructor agreed. Instructor and student played 3 different variations of amazing duets during lesson. Student and guide discussed student’s phenomenal music abilities and guide’s immense

gratitude for the opportunity to listen to student play. Discussed different ways of listening and different individual's approaches (i.e., guide prefers to make eye contact, fully focus and remain undistracted to experience the full scope & depth of experience whereas student's dad can multitask and be able to hear/listen to same experience).

- Violin instructor, student and guide discussed current length of lesson (i.e., 30 minutes) and instructor's recommendation for ongoing 45 minute lessons which can be done at same time (i.e., Saturdays 1:30-2:15 p.m.) in the Fall 2022. Summer lessons can be 45 minutes at designated lesson times. Student agreed. Guide will set up summer lessons when schedule is made available.

ART

- Student continued to use acrylic and watercolor paints to create original pieces of artwork.
- Student continued to create art through music.

ENRICHMENT

- Student demonstrated critical thinking and brainstorming while discussing completed money earning chores and savings. Student and guide came up with concept to create "family ledger" to keep track of monies earned and payment received.
- Student asked to assist guide in home school documentation. Student agreed to put together and type up a comprehensive book list from July-May 1st.
- Student created "Japanese fruit salad sandwiches" based on online video they had watched. Student chose to walk around neighborhood looking for siblings to let them know their fruit sandwiches were prepared and ready to eat.
- Student and siblings traveled with dad same day to get measured for their uniforms and receive safety gear for next week's martial arts classes.

5/1/2022

READING

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., current book selections, online research & videos, road signs, GPS; signs/written documentation at National Aviary and Owl Encounter papers as well as café menu and souvenir shop products).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., National Aviary Owl Encounter presentation, interactive question/answer session, and owl holding portion; reading, listening; highway signs & GPS; group discussion).

WRITING

- Student continued to gain more experience with various kinds of writing on the computer (i.e., Ipad apps, online searches, texts, messages, chats, Apple pencil to write & draw).

SPELLING

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., reading to recall, autocorrect, group discussion).

ARITHMETIC

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance and time; presentation time on clock and length of encounter; heights and weights of various penguin species; wingspans of various Eagles; money, same day 1st of month payday to personal accounts; heights and weights of the Screech Owl, Luna, and other inhabitants of National Aviary).
- Presenter informed group Luna weighs approximately a ¼ cup under her fluffy feathers and is the smallest Aviary Screech Owl resident as well as on the smallest end in the range of sizes in Screech Owl species.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating cost of penny smashing machine; calculating difference of cost of various souvenirs versus stated budget; calculating time arrived for encounter and time spent at Aviary).
- Student continued to conduct their own financial transactions to a level appropriate for their ability (i.e., continued use of personal accounts both checking and saving to purchase items or save the money; use of household chores to add money to accounts). Group members stated they had spent majority or all of their monthly money on online purchases. Group discussed possible purchase of souvenirs at National Aviary determining which, if any, items to purchase.
- Student continued to use mathematical concepts in free play (i.e., Ipad apps converting actual dollars to app moneys to specific currencies per game) as well as age appropriate math related media.
- Student continued to use measurement other practical situations (i.e., viewing size accurate cut outs of various species of birds and comparing own size against these).

SCIENCE

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, group discussions, group experiences, classes and reading. Group travel to National Aviary for Owl Encounter program as well as tour of Aviary. Group toured the Tropical Rainforest, Canary's Call hallway, Penguin Point, and Eagle Hall while waiting for encounter to begin. Group participated in private encounter with a rescued Screech Owl named Luna. The encounter began with an educational piece on owls as Luna rested in her crate. The instructor had several visual props to show to the group including skull models; a foot/talon model; photographs; a Condor feather from the Aviary's Condor Court residents; a Red-Tailed Hawk wing; and an Owl wing. When asked the instructor informed the group that the wings were indeed real and were confiscated from individuals who illegally had the wings in their possession. The instructor stated when such illegal items are confiscated they are offered to educational facilities like the Aviary who have special licensing to have such materials for educational purposes only. The differences between the feathers were discussed visually, tactilely, and with a flight demonstration by the instructor (i.e., owl feathers with fringe were most silent because of softness and air disbursement by fringe). The presenter then brought out Luna, a Pennsylvania Screech Owl, who had been found in the wild by humans and imprinted on these humans as a chick before being removed for illegal possession of an owl. Luna was unable to be released in the wild due to her imprinting on humans and was, therefore, given to the Aviary. Group members were offered the opportunity to each hold Luna on their left hand once a thick leather glove was put on. In a question/answer format, the instructor offered additional information about Screech Owl coloring; owl's abilities to camouflage; Luna's diet of cut up dead mouse pieces or a possible small piece of rat versus a wild Screech Owl's diet of live mice and insects; the "moustache" hairs on Luna's face that assist in eating; Luna's poor near eyesight & phenomenal far eyesight; as well as Luna and other smaller owls' vocalizations (i.e., a soft cooing rather than screech or wooing sound). Presenter was asked if Luna would be partnered with one of the Aviary's male Screech Owls in future. He stated that some residents do have plans to potentially have babies in future. Luna, however, is part of a species common to PA and not under threat so this is unlikely to happen. The Aviary tries to maintain space for residents such as the Sea Eagle who are not able to be returned to the wild and need a permanent home that can't be found elsewhere. The encounter ended when Luna ate all of her food treats and the group no longer had any questions. Following the presentation the group further explored the National Aviary's Grasslands and Wetlands observing and reading about its inhabitants including Flamingos, Birds of Paradise, Finches, Scarlet Headed Blackbird, Masked Bob Whites and others.

GEOGRAPHY

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel to National Aviary of Pittsburgh.
- Student continued to use maps and other resources to navigate local roads on family outing to National Aviary of Pittsburgh.

CIVICS

- Student continued to play an active role in their community, appropriate for their age and

ability. Group discussion of environmental conservation and options for participating in protecting the environment on an individual, group and community level.

- Group explored Aviary to decide what resident they would each like to sponsor in order to financially support a resident of the local Aviary. Student's younger sibling stated they would like to sponsor a Burrowing Owl or a Chickadee; youngest sibling considered several residents including a Flamingo, a Canary, or another type of smaller bird; guide chose one of the sloths.

SAFETY EDUCATION

- Student continued to learn about various aspects of safety, including safe options for interacting with Luna, a local rescued Screech Owl, and other animal inhabitants of the National Aviary. Group members were provided with thick, heavy leather safety gloves when the owl sat on their left hand.

HEALTH & PHYSIOLOGY

- Student continued to learn about healthy lifestyle choices, including the dangers of tobacco, alcohol and drugs, and the advantages of good nutrition and other health practices. Group discussion of nutrition, energy consumed versus energy expended, and movement.
- Group discussed current COVID conditions on local and national level; vaccinations and percentage of individuals who have received vaccinations; and protocols for National Aviary (i.e., masks currently optional, hand sanitizer provided).
- Student continued to learn about the human body, at a level appropriate for their age and ability. The Owl Encounter provided comparison of an owl's eyes, rear talon, and ears to human eyes, thumbs, and ears. If an owl had an eye proportionate to a human's eye it would be the size of a softball or a human fist. Presenter described an owl's ability to eat its food with its front and rear talons stating to imagine a human eating a steak with a fork—comparable to the rear talon—and a knife—comparable to an owl's hooked beak. The presenter also informed the group that unlike a human's symmetrical ears on either side of the head, an owl's ears are asymmetrical with one above and slightly in front of the other on the back sides of the owl's head. This positioning is purposeful and allows an owl to hear which side the sound is coming from as well as what height it is at. Humans, on the other hand, can tell what side the sound occurs on only.

PHYSICAL EDUCATION

- Student continued to have regular physical activity (i.e., walking around the Aviary, walking from parking area to Aviary, learning skateboarding at local park) aimed at developing health, coordination and strength.

MUSIC

- Student continued to have the opportunity to pursue their own musical interests with student created playlists to listen to on drive to Aviary.

ART

- Student continued to create original digital artwork in Procreate app on Ipad.
- Student was given handmade paper journal/sketchbook from Aviary giftshop as well as quilled paper card of 2 lily flowers.

- Group observed examples of artwork created by residents of the Aviary as well as human works of art throughout the Aviary. Students noted resident paintings were available for purchase in the gift shop.

ENRICHMENT

- Student participated in group travel using GPS to navigate local roads/highways to reach the National Aviary of Pittsburgh for their rescheduled private Owl Encounter. Group members discussed and participated in current COVID safety protocols within the Aviary (i.e., masks optional for guests, use of hand sanitizer encouraged). Group participated in interactive presentation on Screech Owl, Luna. Group members were able to learn about owls, their anatomy, amazing skills, diet, habitat, sizes, and different species including those common to Pennsylvania. The group was then able to put on a thick leather handling glove and briefly hold Luna, the Aviary's small female Screech Owl and observe her closely as the presenter continued with a questions/answer format. Group members then toured the National Aviary exploring each section (i.e., grasslands section, rainforest section, penguin enclosure; museum-style exhibit with canaries, lorikeets, bats, etc.; eagle hall, the wetlands section) and the inhabitants present in each. Group members were able to calculate available funds versus cost of souvenirs and utilize critical thinking skills to determine if/what souvenir to purchase within their budget. Group also requested a drink and snack from the Aviary's café for the ride home.

5/2/2022-5/3/2022

Following the 2 private trial martial arts lessons with instructor, Walt, the students each signed up for a group martial arts class to take place at 3 separate times due to age parameters of the classes (i.e., 5-7 year olds, 8-12 year olds, 13-adult). Twice weekly students will learn key components or philosophies of Premier Martial Arts studio (i.e., respect, focus, speed, etc.) as well as martial arts hand and foot movements (i.e., kicks, hits, evasive maneuvers), self-defense, and weapons work. Each student learns the studio motto about empowerment, not using their skills to bully or hurt others, and overcoming obstacles that is spoken aloud to begin class.

In the first week, each student was asked to handwrite a homework assignment with a focus on who they are; personal strengths and things they are proud of about themselves; 3 great supporters in their life; 3 things they've done well so far; as well as 3 things they'd like to improve or are future goals. Younger students will be asked to continue bi-weekly 1 page homework assignments around similar topics. Younger students are also asked to participate in "stripe tests" the last week of every month. These tests cover the month's topic (i.e., speed) along with the more expansive explanation for each term (i.e., relative speed, reaction time, explosiveness) as well as recognition of each term being used (i.e., listening, focus, timing for jabs on a bag = reaction time; explosiveness: viewed as kids were asked to perform speed drills from point A on the mat to point B). Memorization, practice, demonstration, and verbal recall of these concepts is practiced during the month prior to the test. Every 3 months, students will be given the option to demonstrate their overall learning with a belt test or an opportunity to advance to the next belt color.

Group members will increase their knowledge in the English language; the translation to martial arts terms (i.e., Gi or the word for uniform; specific words/sounds uttered as part of striking work; Kata or choreographed martial arts movements performed alone to demonstrate proficiency); the mathematical components of speed, power, precision and timing along with particular angles and targets associated with Karate; the concept of respect of one's own body, others' bodies as well as respect for overall self and others; the history of the art of Karate and martial arts; how to translate experiences on the mat to everyday life; confidence through mastery; social skills when working with a partner or as part of the larger group; the science of experimenting with different movements, equipment, weapons, and techniques to find best fit for each person as well as were additional focus may be needed; and, finally, the physicality of full body engagement in warm ups, stretches, physical activity and cool downs. This enrichment option brings the students to an area of the community not previously known where new interactions and experiments with new things can take place as group explores new eateries, businesses and unknown community members.

Group is signed up twice weekly for 6 months. Group agreed to reevaluate interest in martial arts classes in 1 month with options to continue as is, discontinue classes, or adjust membership to increased commitment. Student's younger sibling will participate in private lessons until reaching a comfort level with martial arts where they will be able to transition to a group class.

5/4/2022-5/5/2022

On May 4th, younger students traveled with guide to Home Away From Homeschool Rec Center to lead and co-lead Pokémon Club. No members were present to participate upon students arrival. The Rec Center was celebrating Cinco de Mayo a day early. Students and guide engaged in a nature walk and wall climbing. Youngest student then requested to travel to the party store in order to throw their own Cinco de Mayo party on May 5th. Group conducted online research (i.e., History.com) into the meaning of Cinco de Mayo learning that it commemorates Mexico's May 5, 1862 victory in a single battle with France not Mexican Independence Day as previously thought. Group also discussed the Day of the Dead celebrations, common Mexican foods, and samples of such foods group members had experienced created by Mexican Americans.

Younger students and guide traveled to a local party store and purchased some items to use at their Cinco de Mayo party. Group came up with menu options as well and discussed researching traditional Mexican music and musical instruments. Group purchased items under set budget.

Group arrived home and shared information learned with student and students' dad.

On May 5th, group decorated family home; filled pinata with purchased pounds of candy; youngest student chose to handwrite tickets for each person to enter the party; cooked chosen foods together; celebrated with the pinata; and played outside on the trampoline together.

5/15/2022

Younger students performed live in Spring Recital 2022 with younger student playing a piece as a duet with their instructor on cellos. Youngest student chose to play a piece independently on the piano. Student, guide and students' dad were in the audience for support and encouragement. Student was able to say thank you and goodbye to their former guitar/piano instructor when giving him a hand painted card with a pressed flower as the envelope seal and a handwritten note inside.

Younger students chose to create bouquets for their individual instructors after asking for the instructors' favorite flowers and colors. Youngest student also requested to go to a store and purchase an additional gift, gift bag, ribbon and tissue paper for their instructor choosing a Smores Squishmallow. Youngest student stated they chose this to represent how sweet their teacher is and how much they like their instructor. This sibling also pointed out the ways in which the theme and color scheme was carefully considered with each purchase.

Younger students practiced self-care and stress management with breathing and focus (i.e., younger sibling stated they did not look at audience but instead looked only at cello which reportedly greatly decreasing their worry/nervousness. Youngest student celebrated progressing through the feeling of worry/not being able to perform in front of others and being able to do so with the worry. Student offered younger siblings empathic responses to these feelings as well as coping strategies that helped them perform in front of an audience.

Group members, guide and students' dad traveled to toy store to celebrate amazing live performances with a budget and students' choices of toys. Students all demonstrated the ability to add/subtract cost of items and independent decision making in order to stay within the set budget. Students all later traveled with their dad to Rita's Ice to celebrate further with a sweet cold treat. Students will have 1 more Spring lesson before a break and Summer 2022 lessons begin.