

STUDENT: Nate  
ACADEMIC YEAR: 2020-2021

**7/20/2020**

### **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, International Yum box—UK version).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online research, online messaging/chatting, texting, group discussion, music).

### **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand and on the computer (i.e., listing out preferred Yum snacks/treats, texting, online research).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to assist sibling in counting and equally dividing Yum box foods).
- Student used budgeting, addition, subtraction and multiplication during use of Roblox app to convert robucks into dollar amounts and vice versa. Student then evaluated online resources in game, prioritized and made own purchases of resources dependent on savings balance.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through written materials, stories and food testing associated with the Universal Yum box: UK edition.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the advantages of good nutrition and other health practices as discussed when eating the snacks and treats in the Universal Yum box.
- Group discussion of stress management and self-care through art.

### **ART**

- Student used paints and squishy eggs to create their own squishable stress ball/egg.

### **ENRICHMENT**

- Group introduction to a trail 3 month version of the subscription Universal Yum box that provides written materials, games, food/cultural information and common or preferred

snacks/treats from different countries each month. Group agreed to use trial period to determine if continuation of subscription would be beneficial for group learning.

**7/21/2020**

## **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).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online research, online messaging/chatting, texting, group discussion, music).

## **WRITING**

- Student continued to gain more experience with writing on the computer (i.e., texting, online research, chatting).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., telling time, schedule, counting/organizing CSA fruits/veggies).
- Student continued to use budgeting, addition, subtraction and multiplication during use of Roblox app to convert robucks into dollar amounts and vice versa. Student then evaluated online resources in game, prioritized and made own purchases of resources dependent on online savings balance.

## **SCIENCE**

- Student increased their scientific knowledge through experimentation, observation and discussion of fruits and vegetables received in CSA farm satchel.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through interaction and chatting with other individuals in online game platforms (i.e., Roblox, Sky, Minecraft).

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including online/internet safety.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the advantages of good nutrition and other health practices, with group discussion around fresh, whole foods provided by local CSA.
- Student continued to learn about the human body, at a level appropriate for their age and ability, including periodontal treatment and dental health as well as the benefits of daily exercise/movement.

**7/22/2020**

- 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).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online research, online messaging/chatting, texting, group discussion).

### **WRITING**

- Student continued to gain more experience with writing on the computer (i.e., texting, online research, chatting).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (% of body composed of water; ounces of water to drink a day; shapes; gallons of water in pool).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., weight of objects and size of splash theories).
- Student continued to use budgeting, addition, subtraction and multiplication during use of Roblox app to convert robucks into dollar amounts and vice versa. Student then evaluated online resources in game, prioritized and made own purchases of resources dependent on online savings balance.

### **SCIENCE**

- Group introduced idea of water challenge (i.e., to attempt to increase amount of daily water intake and to observe the results). Students each stated hypotheses of potential benefits of increasing daily water intake. Student began challenge immediately.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including swimming and water safety.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the effects of hydration and water intake. Group introduced idea of water challenge (i.e., to attempt to increase amount of daily water intake and to observe the results).

### **ART**

- Student used playdoh to create artwork of their choice (i.e., geode).

### **PHYSICAL EDUCATION**

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

**7/23/2020**

## **READING**

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., Lego instructions, current kindle selection, Insect Lore Butterfly Grower kit materials, online research).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online research, online messaging/chatting, texting, group discussion).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand and on the computer (i.e., name on caterpillar set up, messaging/chatting).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate life cycle stages of caterpillar—chrysalis—butterfly and estimated release date based on calculations).
- Student continued to use mathematical concepts in free play (i.e., Lego Space set) as well as age appropriate math related media (i.e., Minecraft).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, reading, and group discussion around Insect Lore's Butterfly Grower kit and caterpillars received same day. Kits and caterpillars set up in easily observable location in kitchen. Materials reviewed in preparation for experiment of growing caterpillars through to butterfly life stage. Group discussion of materials needed to properly care for each stage (i.e., fresh fruits such as watermelon for butterflies).
- Student and sibling each created Lego Space set. Group discussion on uses of space equipment, space, and space vehicles.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through group discussion of specific butterfly species received as well as migration pattern of Monarch butterfly.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the world through viewing of the movie, Good Dinosaur, and group discussion/online research of actual dinosaurs and introduction of human species.

## **SAFETY EDUCATION**

- Student will learn about various aspects of safety, including the dangers and prevention of fires.

## **ENRICHMENT**

- Group participation in Insect Lore's Butterfly Growing Kit after same day receipt of caterpillars and set up of growing kit materials.
- Group viewing of movie, Good Dinosaur, prompting group discussions of actual dinosaurs, timeframe for, ongoing new discoveries around dinosaurs (i.e., colors, feathers), ongoing questions (i.e., sounds dinosaurs make, reasons for certain body structures), introduction of human species, family dynamics among dinosaurs and animals, empathy, and emotions represented by characters in the movie.

**7/24/2020**

## **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, online research).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., singing, reading, online research, online messaging/chatting, texting, group discussion, music).

## **WRITING**

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

## **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., music, time, addition/subtraction, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time, schedule, pressure/volume of swimming pool).
- Student continued to use mathematical concepts in free play (i.e., volume, pressure, calculating time) as well as age appropriate math related media (i.e., Roblox).
- Student used measurement in practical situations (i.e., water in pool and full versus overly full; height this summer compared to last summer).

## **SCIENCE**

- Student and siblings continued to increase their scientific knowledge through experimentation, observation, reading, and group discussion with dry ice experiments in inflatable backyard pool.
- Ongoing group maintenance and observation of raised garden boxes where student and siblings have grown vegetables from seeds.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student and siblings continued to have the opportunity to pursue their own musical interests (i.e., created family band and performed for guide and dad).

**7/25/2020**

## **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, music, online research, book club selection—The Wondercurrent: Rella Pensword And The Red Notebooks).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online research, online messaging/chatting, texting, group discussion, Book Club selection).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app searches, typing character names, messaging/chatting).

## **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.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., reviewing, counting, measuring tools/materials with dad for reflooring project).
- Student continued to use mathematical concepts in free play as well as age appropriate math related media (i.e., Roblox, Minecraft).
- Student used measurement in practical situations (i.e., reflooring project).

## **SAFETY EDUCATION**

- Student learned about various aspects of safety, including the proper handling and use of power tools and saws associated with reflooring project.

## **MUSIC**

- Student and siblings continued to have the opportunity to pursue their own musical interests with additional practice and band performance.

## **ART**

- Student continued to create art through music.

## **ENRICHMENT**

- Group participation in reflooring (i.e., carpet to hardwood) project dad is leading.
- Group participation as Book Club reinitiated.



**7/26/2020**

## **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, band brainstorming notes, book club selection).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online research, online messaging/chatting, texting, group discussion, Book Club selection).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., reflooring measuring/pattern, cooking, badminton turns).
- Student continued to use mathematical concepts in free play as well as age appropriate math related media (i.e., Roblox).
- Student continued to use measurement in practical situations (i.e., reflooring project involving measuring and piecing together hardwood of varying sizes).

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Group discussion and brainstorming around family band name.

## **ART**

- Student used a variety of media to make creations of their own choosing (i.e., creating music).

## **ENRICHMENT**

- Group brainstorming session to come up with and decide on family band name.

**7/27/2020**

## **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, online research, band brainstorming notes, book club selection).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, app searches, online messaging/chatting, texting, group discussion, music, Book Club selection, recipes).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging/chatting, typing, programming).

## **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.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., reflooring, cooking).
- Student continued to use mathematical concepts in free play (i.e., building with furniture—counting, fair division of resources) as well as age appropriate math related media (i.e., Roblox).
- Student continued to use measurement in cooking and other practical situations (i.e., cooking CSA eggplant; reflooring project involving measuring and piecing together hardwood of varying sizes).
- Group discussion of sizes of bedrooms, number of individuals and best fit furniture with all factors considered (i.e., bunk bed with trundle).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, reading and group discussion (i.e., methods of cooking eggplant, parts of eggplant, how/where does it grow).
- Student and sibling chose to create a submarine restaurant utilizing furniture and play foods. Group discussion of aspects of submarines, food choices, water sources and cooking.

**7/28/2020**

## **READING**

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., book club selection, current kindle selection, online research, band brainstorming notes, reviewed butterfly kit materials).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online research, online messaging/chatting, texting, group discussion, music, Book Club selection, band notes, butterfly materials).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., note taking) and on the computer (i.e., messaging/chatting, typing, programming).

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability.
- Student used problem solving mathematics skills in daily life applications (i.e., count and compare sizes/weights of fruits/vegetables in CSA satchel; counting monetary resources; sizes of caterpillars; # of days caterpillars present versus # of days until chrysalis then butterfly life stages).
- Student continued to conduct their own financial transactions (i.e., purchasing online resources with available real life funds).
- Student continued to use mathematical concepts in free play as well as age appropriate math related media (i.e., Roblox).
- Student used measurement in cooking and other practical situations (i.e., to compare fruits/vegetables in CSA satchel; sizes of caterpillars in butterfly growing kit).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, reading, and group discussion of caterpillars, chrysalis and butterfly stages of lifecycle of butterfly. Continued Insect Lore Butterfly Growing kit project.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through use of National Geographic and specific country or travel social media images (i.e., Greece, Italy, beaches, world travel).

## **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, mind body connection and impact of each on the other.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to have the opportunity to pursue their own musical interests. Revisited group discussion and brainstorming around family band name. Group agreed to continue discussion and think independently over next few days.

## **ENRICHMENT**

- Continued group discussion on consistent, daily self-care and increased stress levels given current pandemic.

**7/29/2020**

### **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 apps).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online messaging/chatting, texting, group discussion).

### **WRITING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, schedule, addition, subtraction).
- Student used problem solving mathematics skills in daily life applications (i.e., if caterpillars have been in this form for approximately \_\_ days, then group will most likely view chrysalis life stage in \_\_ days).
- Student used mathematical concepts in free play (i.e., speed, acceleration, weight and buoyancy).
- Student will use measurement in practical situations (i.e., comparison of caterpillar measurements both with same caterpillars daily and with siblings' caterpillars).

### **SCIENCE**

- Student increased their scientific knowledge through experimentation, observation, group discussions and reading. Group observation and discussion of caterpillars from butterfly growing kit.

### **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 healthy eating choices as well as physical and emotional effects of nutrition.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., outdoor gymnastics practice, running and jumping with AirTrack).

### **MUSIC**

- Continued group discussion and brainstorming of family band names.

**7/30/2020**

**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 apps).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, online messaging/chatting, group discussion).

**WRITING**

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

**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 did mathematics work at a level appropriate for their ability (i.e., outside temperature, rate at which dry ice melts, time, schedule).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions and group experiences. Group experimentation with dry ice delivered with same day food delivery. Student and siblings observed and experimented with effects of dry ice on liquids and solids as well as the dry ice itself as it went from solid to gas form.

**SAFETY EDUCATION**

- Student continued to learn about various aspects of safety including when experimenting with dry ice.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion around blue light protective eye wear and eyes upon receipt of groups' blue light glasses.

**MUSIC**

- Student continued to have the opportunity to pursue their own musical interests. Revisited group discussion and brainstorming around family band name. Finalized group thoughts and votes on name based on discussion and thoughts over last several days.

**7/31/2020**

## **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 apps, highway signs, Google maps).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, Ipad apps, Zoom family meeting, group discussion).

## **WRITING**

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

## **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 did mathematics work at a level appropriate for their ability (i.e., distance to destinations, time, speed).
- Student used problem solving mathematics skills in daily life applications (i.e., if there are \_\_\_ hours in afternoon and it will take \_\_\_ minutes to get to a second destination, then we can go to 2 parks before having to be home for \_\_\_ time).
- Student continued to use mathematical concepts in free play (i.e., volume of inflatable pool, depth of lake) as well as age appropriate math related media.
- Student will use measurement in practical situations (i.e., filling inflatable pool).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, real life experiences, group discussions and reading. Group outing to both Moraine State Park and Raccoon Creek State Park in attempts to find a safe location for outdoor swimming. Using observations of human behavior in both parks and already researched CDC recommendations for COVID-19, group discussed and decided to forgo swimming in these locations. Group returned home and recreated a water slide/pool concept in backyard.
- Family Zoom meeting with group participation in Camp Fire Trivia game that included topics of animals, sea life, space, plants, insects, etc.
- Group observation and discussion of bird's nest that had been built inside planter on back porch and was now abandoned after several rounds of eggs were raised.
- Group introduced to Blisslights SKY Laser Star Projector (i.e., projects drifting blue stars against a transforming blue nebula cloud).

## **GEOGRAPHY**

- Student expanded their geographic knowledge of their community through travel to both

Moraine State Park and Raccoon Creek State Park.

- Student used Google maps and other resources to navigate roads on these outings.

### **HEALTH & PHYSIOLOGY**

- Group continued discussion around COVID-19 and recommended safety protocols in order to best keep elderly and immune compromised individuals in community safe.

### **PHYSICAL EDUCATION**

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

### **ART**

- Student used sand tray, sand and nature table supplies to create artwork.

### **ENRICHMENT**

- Group outing to both Moraine State Park and Raccoon Creek State Park. Group discussion and agreement that given the crowds and lack of masks/social distancing at both locations, neither fit group's criteria for a safe, socially distanced outdoor swimming experience. Student and siblings were able to demonstrate abilities to voice emotions and critically consider options to best current circumstances. Group discussion around anxiety/worries, self-talk, self-care and assertive communication. Group chose to return home and recreate slip n slide with pool concept in backyard.
- Group participation in periodic extended family Zoom meetings that began with quarantine due to COVID-19. Group participation in Camp Fire Trivia game where family teams answer questions related to local and national trivia—i.e., What is Pennsylvania's state bird? What is the most common bat found in PA? Which fish is this (based on image)?



**8/1/2020**

**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 apps).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, Ipad apps, group discussion).

**WRITING**

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

**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).

**ENRICHMENT**

- Group exploration and organization of Ipads in preparation for Learning 2020-2021.

**8/2/2020**

## **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 apps).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, Ipad apps, group discussion, Wild Kratts Sea Horse episode, Spirit: Stallion of the Cimarron movie).

## **WRITING**

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

## **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., calculating how long ago Spirit would have lived, points earned on Ipad apps).
- Student will use measurement in practical situations (i.e., to determine timeline in history).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences and reading. Group viewing of Wild Kratts: Sea Horse Rodeo episode in which the Kratts brothers travel to the Caribbean Sea to observe and gather information on sea horse characteristics and abilities such as their ability to camouflaging for protection; diet/ways of feeding; or the male sea horses carrying sea horse eggs until hatched and ready to leave the male sea horse's pouch.
- Group viewing of Spirit: Stallion of the Cimarron which attempts to show life for a Kiger Mustang stallion, both in captivity and free and wild with his herd.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through maps, group discussions, media and stories. Group viewing and discussion of both the Wild Kratts Sea Horse episode that takes place in the Caribbean Sea and Spirit: Stallion of the Cimarron movie that takes place in the Cimarron Territory or what is now the Oklahoma Panhandle of the U.S.

## **HISTORY**

- Student added to their basic understanding of the history of the USA through reading, group discussion and media. Group viewing of Spirit: Stallion of the Cimarron which takes place during the American Indian Wars timeframe (1609-1924) while construction of the Transcontinental Railroad (1863-1869) was underway and portrays active Lakota villages in what appears to be the Cimarron area. Group agreed that further research needs to be done to determine the accuracy of this film.

## **PHYSICAL EDUCATION**

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

## **ENRICHMENT**

- Group discussion on teamwork, respectful communication and how best to support each other.

**8/3/2020**

## **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 apps).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, music, Ipad apps, group discussion).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, distance, volume of pool water).
- Student used mathematical concepts in free play (i.e., park sign posts with distance traveled) as well as age appropriate math related media.
- Student used measurement in practical situations (i.e., chrysalis observation in butterfly habitat based on daily visual measurement/observation).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Ongoing group participation in butterfly habitat experience (i.e., chrysalis phase of life cycle).
- Group participation in nature walk at local area park and stream. Group searched and observed what wildlife could be found (i.e., crayfish, fish, insects, birds) and plant life found in area (i.e., trees, leaves, flowers). Group noted no poison ivy on walk or stream exploration. Group chose to create structure with river rocks to change course of stream. Group discussion of damns, both beaver created and man-made, and bridges.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play, group discussion, online research and stories. Online research and group discussion of Chartiers Creek, area it covers and local topography.
- Student used maps and other resources to navigate roads to Boyce Mayview 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 chose nature walk to increase mood, decrease energy and explore local park/creek.
- Student continued to learn about the human body, at a level appropriate for their age and

ability. Group participated in body check ins through walk to observe/notice physical and emotional well-being.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group participation in swimming/slip and slide as well as nature walk/exploration.

### **MUSIC**

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

### **ART**

- Student chose to work with group to create structure in water using natural materials.

### **ENRICHMENT**

- Group continued to attempt to participate in activities that best fit current safety protocols and family belief system with outdoor exploration. Group chose local park, Boyce Mayview Park, and found local waterway, Chartiers Creek. Group requested and agreed to return next day for further exploration.

**8/4/2020**

## **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 apps).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, music, Ipad apps, group discussion).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, distance, birthdays and age).
- Student used mathematical concepts in free play (i.e., park sign posts with distance traveled, CSA counting/organization) as well as age appropriate math related media.
- Student used measurement in practical situations (i.e., chrysalis observation in butterfly habitat based on daily visual measurement/observation).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Ongoing group participation in butterfly habitat experience (i.e., chrysalis phase of life cycle). Due to life cycle stage, butterfly habitat preparation with fresh fruit, chrysalis placement, and habitat placement by kitchen window.
- Group participation in nature walk returning to local area park and stream per group's request. Group continued to search and observe what wildlife could be found (i.e., crayfish, fish, insects, birds) and plant life found in area (i.e., trees, leaves, flowers). Group chose to continue to create structure with river rocks to change course of stream. Group identified their structure as more of a bridge given that the water continued through the structure rather than being blocked or pooled.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play, group discussion, online research and stories. Continued group discussion and exploration of Chartiers Creek, area it covers and local topography.
- Student used maps and other resources to navigate roads back to Boyce Mayview 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 chose nature walk to increase mood, decrease energy and explore local park/creek.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of soothing properties of plants including use of cucumbers on eyes as observed at spa treatments. Group chose to cut up CSA cucumbers to recreate this spa experience and taste test as well.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group participation in nature walk/exploration.

### **MUSIC**

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

### **ART**

- Student also chose to work with group to create structure in water using natural materials.

### **ENRICHMENT**

- Group celebration of family dog's 5<sup>th</sup> birthday.
- Group exploration and organization of community CSA.
- Group continued to attempt to participate in activities that best fit current safety protocols and family belief system with outdoor exploration. Group chose to return to local park, Boyce Mayview Park, and found local waterway, Chartiers Creek.

**8/5/2020**

## **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, Ipad apps, Lego instructions).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, music, Ipad apps, group discussion).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e. Lego creations of aircraft, vehicles, space vehicles; time, schedule).
- Student used problem solving mathematics skills in daily life applications (i.e., how to divide up time to accommodate activities; visual/spatial skills to determine design of Lego).
- Student used mathematical concepts in free play (i.e., Lego) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Group participation in imaginary play as chosen mammal (i.e., big cats, otters) and group discussion of actual habitats and diets of chosen mammals.

## **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government with group discussion on safety protocols in place due to current pandemic. Group discussion of local, state and federal government's role in current events including COVID-19.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including safety protocols around COVID-19.

## **HEALTH & PHYSIOLOGY**

- Student continued to discuss and 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 included current CDC safety protocols for COVID-19 and what that continues to look like for group including birthdays and social gatherings.
- Group discussion of self-care as well as the human body, stress, and expression of strong



emotions.

### **PHYSICAL EDUCATION**

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

**8/6/2020**

## **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, Ipad apps, selected audiobooks with younger sibling).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., reading, music, Ipad apps, group discussion).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., messaging/chatting, typing, online research, app 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., budgeting with savings/spending in Roblox, architecture).
- Student used problem solving mathematics skills in daily life applications (i.e., designing and implementing furniture, appliances, home decorations, etc. in created Roblox architecture).
- Student conducted their own online financial transactions with points/monies earned through participation on Roblox world.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, online research and reading. Group discussion and observations around the topographical differences observed in Ipad apps attempting to recreate real world simulations (i.e., desert, forest, sea, waterways, islands).

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and movement.

## **MUSIC**

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

## **ART**

- Student used the materials available to create original architecture and design in Roblox world.

## **ENRICHMENT**

- Group discussion of Ipad app, Sky (creators' 3<sup>rd</sup> game, 2019) versus an early Ipad app, Journey (creators' 2<sup>nd</sup> game, 2012) by the same creators. Group played most recent app, Sky, first and just discovered Journey. Group discussion of comparisons, challenges; differences

in playing Sky for first time vs now playing with experience of Sky platform; social differences in games; and topography differences (desert scenery vs air/island scenery).

**8/7/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, online research, Little Leader's Bold Women In Black History and Little Leader's Exceptional Men in Black History).
- Group reading aloud of Little Leader's Bold Women In Black History and Little Leader's Exceptional Men in Black History.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, Ipad apps).

**WRITING**

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

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, size of vegetables in garden).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., attempt to calculate frequency per week for watering gardens).
- Student continued to use measurement in practical situations (i.e., to compare growth of garden vegetables over summer to determine possible harvest time).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, online research and reading. Group observations and discussion of each member's above ground box garden. Group noted daily watering is required in order to maintain plants health and vitality. Online research around timeline for harvesting zucchini, yellow squash, watermelon, beans and carrots.

**HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world through reading and group discussion. Group readings and discussion of first 3 chapters of both Little Leader's Bold Women In Black History and Little Leader's Exceptional Men in Black History.

**ENRICHMENT**

- Group reading and discussion of the first 3 chapters of both Little Leader's Bold Women In Black History and Little Leader's Exceptional Men in Black History. Group discussion of current events, Black Lives Matter, systemic racism, and the exceptional talents of the individuals read about.

**8/8/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Group viewing of Disney Pixar's Up movie and Wild Kratts tv program.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, Apple pencil writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, common duration of movies, age).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group viewing of episode of Wild Kratts tv program.

**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 on exercise, the significance of exercise, and effects produced in mind (i.e., stress relief, self-care) and body (i.e., endorphins, cardiovascular health, etc.).

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., soundtrack for movie).

**8/9/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Group viewing of Wild Kratts tv program, Voyage Of The Butterflifer XT episode.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, Apple pencil writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., height, weight, differences in these measurements for 3 siblings, time, daily doses of pain medication depending upon age).
- Student continued to use mathematical concepts in free play (i.e., height of jumps, increases in weight of object on one end of air track equals increase in height of object on opposite end upon impact) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., height of jump).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group viewing of Wild Kratts: Voyage Of The Butterflifer XT episode which depicts the journey of the monarch butterfly from North America to Mexico and its life cycle.
- Group observed first painted lady butterfly emerging from chrysalis in group's butterfly habitats.
- Group discussion and observation of symptoms of student's youngest sibling's same day arm/wrist injury and at home treatment. Group discussion of common arm injuries, anatomy of the arm/wrist, and options for treatment.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through maps, play, stories and group viewing of Wild Kratts: Voyage Of The Butterflifer XT episode.

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion of options for assisting butterflies local to community as well as

monarch butterflies such as those viewed in Wild Kratts program.

### **SAFETY EDUCATION**

- Student will learn about various aspects of safety, including the dangers and prevention of fires. Group discussion of physical safety during bouncing/jumping play following student's youngest sibling's arm injury.

### **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 human arm and wrist; common injuries for this area of the human body; and common treatment options. Contact and ongoing follow up with family physician and at home treatment of student's youngest sibling's arm injury.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play and the air track.

### **ENRICHMENT**

- Group discussion of steps to take when injury occurs (i.e., when to call 911; when to contact family doctor) including use of texting/emailing/calling family physician. Group found ways to assist youngest sibling in treatment of injured arm/wrist (i.e., ace bandage wrap, ice, elevation; distraction with tv; OTC pain relief) after conducting online research and consulting with family physician.

**8/10/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Ipad apps, group Ipad play, Butterfly Observation Project printed materials, online research into wrist/arm injuries).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group discussions, reading, group and individual Ipad use, musical playlists).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., graphic novel) and on the computer (i.e., typing, messaging, texting, use of Apple pencil).
- Student reported they were creating a graphic novel in their sketch book.

## **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., points, addition/subtraction, calendar, temperature, angles with telescope).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to estimate day[s] remaining butterflies would emerge and to project what day or days release of butterflies would take place based on known information).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., sketching, color variations, angles) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group observed emergence of 2<sup>nd</sup> butterfly (i.e., in student's Butterfly Observation Project container). Group discussion returned to necessary habitat for emerging Painted Lady butterflies, length of time butterflies would remain in habitat, and potential emergence dates of remaining butterflies currently in chrysalises. By end of day remainder of butterflies that survived life cycle thus far had emerged.
- Group discussion and follow up on student's youngest sibling's wrist injury and discussion of wrist/arm injuries as well as common treatment options. Further online research into common injuries and at home versus medical interventions. Guide described ways to follow up with family physician (i.e., HIPAA compliant texting and emailing apps).
- Group set up, set focus and viewed stars, moon and night sky with student's older sibling's telescope.



- Group exploration of backyard after dark included observation of Eastern American Toad, or hop toad. Student's older sibling successfully attempted to obtain close up photo of toad.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through group discussion, online research, maps, play and stories. Group observation and discussion of Eastern American Toad, a common Pennsylvanian garden toad.
- Group research and discussion of common locations for Painted Lady Butterfly (i.e., common for local area, North America, all continents in world except Australia and Antarctica).
- Group set up and used student's older sibling's telescope to view visible stars, moon and night sky. Group identified constellations. Student's younger sibling remembered Big Dipper from previous year's learning experience at planetarium and pointed out 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion and follow up on student's youngest sibling's wrist injury and discussion of wrist/arm injuries as well as common treatment options.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play and running.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student's older sibling performed live outdoor guitar music performance for the group.
- Student chose to demonstrate use of piano and other instruments avatar can play on Ipad app, Sky.

## **ART**

- Student chose to begin creating a graphic novel in a sketch book.
- Group coloring with colored pencils and adult stress relieving coloring books.

**8/11/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Ipad apps, group Ipad play, Ocean Animals Kit printed booklet).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, group and individual Ipad use, musical playlists).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., graphic novel) and on the computer (i.e., typing, messaging, texting, use of Apple pencil).
- Student continued work on original graphic novel in their sketch book.

## **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., drawing/perspective/scale, addition/subtraction, time, temperature, counting/organization of CSA produce).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., using outdoor temperature to determine clothing choices, size/weight/counting to organize CSA produce).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., speed, jumping height) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to discuss sizes of ocean animals including comparison with human to visual size).

## **SCIENCE**

- Student will increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group worked together to create an ocean environment using an Ocean Animals Tactile Sensory Kit with 24 realistic sea animal figurines, water beads or Orbeez, inflatable water container and booklet with descriptors/animal facts identifying included figurines. Group discussion of sea creatures.
- Group discussion of forest animals featured in coloring books (i.e., owl, fish, crayfish).
- Group's CSA arrived. Group exploration, identification and organization of local farm fresh produce received in this week's order.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community and the world

through maps, play and stories. Group explored and discussed local farm fresh produce received in this week's CSA order.

- Group discussion and exploration of oceans of the world including animals within said oceans.

### **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 group discussion around human anatomy, student's younger sibling's wrist/arm injury, and treatment options.
- Continued ongoing group discussion of self-care.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play and running.

### **MUSIC**

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

### **ART**

- Student chose to continue creating a graphic novel in a sketch book.

### **ENRICHMENT**

- Student explored various research and learning modalities as well as demonstrated independent/critical thinking skills. Group began conversation around learning goals for upcoming year. Group discussed reasons for creating learning goals including how goals provide guidance for individual and group experiences, supplies, etc. Group also discussed learning goals focus on individual and group areas of interest and passion. Guide reminded group of previous year (i.e., individual meetings to discuss learning goals) and described how many areas had overlapped in group (i.e., all group members expressed interest in learning about technology with each individual choosing different aspects of technology). Student and siblings agreed to begin to think about learning goals before meeting one-on-one with guide at future date to discuss further.
- Group had been coloring in adult stress reducing coloring book with theme of ocean life. With discussion of ocean life, group segued into working together to create an ocean environment using an Ocean Animals Tactile Sensory Kit with 24 realistic sea animal figurines, water beads or Orbeez, inflatable water container and booklet with descriptors/animal facts identifying included figurines. Group discussion of sea creatures, oceans, environmental activism (i.e., online articles about plastic in oceans and groups attempting to remove it) and group's prior experiences interacting with actual ocean life (i.e., sea turtles in Hawaii, manta rays at aquarium, horseshoe crab at beach).
- Group activity using playdough to release feelings of frustration, anger or upset.

**8/12/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Ipad apps, individual and group Ipad play).
- Student chose to silently read HiLo graphic novel series on kindle to begin day.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, group and individual Ipad use, musical playlists).

### **WRITING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (percentages, calendar, addition/subtraction, multiplication, Legos).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., page numbers, time) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of release of Painted Lady butterflies and brevity of remaining lifespan which includes opportunity to mate and lay eggs. Given this information group decided to release butterflies as soon as it was safely possible to do so to allow for maximum time living freely outdoors. Group thus observed completion of Butterfly Observation Project with same day release of all butterflies. Group discussion and very careful handling of butterflies as butterflies tested their wings and flew off into backyard area. Group continued discussion of final stages of Painted Lady butterfly lifecycle as butterflies find a mate, lay eggs and live for about 2 weeks after emerging from their chrysalis.

### **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government with discussion of government reactions to COVID-19.

### **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 group discussion of self-care. Group participated in activity with Orbeez water beads where they focused on their five senses and mindfulness. Group described cold, wet feeling of beads; the sounds of birds, the feel of a breeze on their skin, and various visual sights. Group discussion of the potential differences in self-care depending on emotions (i.e., yesterday hitting playdoh with cooking mallet versus today's slower gentle scooping, putting hands/feet in beads and focus on senses).

### **PHYSICAL EDUCATION**

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

### **ART**

- Student used Legos to make creations of their own choosing.

### **ENRICHMENT**

- Conclusion of group's Butterfly Observation Project where group received Painted Lady caterpillars and habitat kits previously ordered online. Group had opportunity to observe, discuss and research Painted Lady life cycle. Group observed 1) caterpillars move to top of containers, spin silk and create see through chrysalises; (2) majority of chrysalises harden, turn brown, and remain attached to top of containers allowing metamorphosis to occur; (3) butterflies to emerge with soft, folded wings; (4) butterflies wings to dry and gain shape; (5) butterflies to test wings in habitat as well as use their proboscis to drink from fresh fruit provided; and (6) butterflies to crawl on group member's hands as they stretched in sunshine and flew off into backyard woods.
- Group discussion and brain storming around choices for student's upcoming birthday activities (i.e., student chose hike in nature). Group continued discussion of differences in student's upcoming birthday celebrations due to COVID (i.e., social distancing, no gathering). Group also discussed upcoming Halloween, costume ideas and ways to safely celebrate and maintain family's comfort level.
- Group participated in self-care activity with Orbeez water beads where they focused on their five senses and mindfulness. Group described cold, wet feeling of beads; the sounds of birds, the feel of a breeze on their skin, and various visual sights. Group discussion of the potential differences in self-care depending on emotions or individual (i.e., yesterday hitting playdoh with cooking mallet versus today's slower gentle scooping, putting hands/feet in beads and focus on senses).
- Group reviewed and organized educational apps on Ipad.

**8/13/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Ipad apps, group Ipad play, sea creature bath bomb printed booklet).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, group and individual Ipad use, musical playlists).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, addition/subtraction, calendar).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., shapes, angles) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group self-care activity of warm baths with bath bombs chosen for the sea animals contained in bath bombs. Group discussion of known and new sea life after each member discovered which sea animal was in their individual bath bombs. Group reading of printed materials on sea creatures included in bath bomb kit.

## **CIVICS**

- Student continued to play an active role with COVID-19 response in their community, appropriate for their age and ability.
- Student continued to begin to gain a basic understanding of local, state, and federal government with discussion of current COVID reported statistics and government response.

## **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 group discussion around nutrition, life balance, and self-care. Group

chose self-care activity of baths with bath bombs.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ART**

- Student used materials found at home to fashion a tool deemed a hatchet.

**8/14/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Ipad apps, group Ipad play).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, group and individual Ipad use, musical playlists).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, size, weight, pounds, feet, inches, time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to get to next level in app, calculate points/score needed and/or actual money to do so).
- Student continued to conduct their own online financial transactions.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group research and discussion of common characteristics, habitat, diet, dimensions, lifespan, anatomy and location of Alaskan bears as well as sharks.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through group discussion, maps, play and stories. Group discussion of guide's outdoor walk location for evening (i.e., community). Group discussion of Alaska.

## **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.

## **MUSIC**

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

## **ART**

- Student used materials found at home to create original tool deemed a grappling hook.



**8/15/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Ipad apps, group Ipad play).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, group and individual Ipad use, musical playlists).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., angles, weights, balance for fort building).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., problem-solving math problems given by educational app; calculating score/points/coins, translating to dollars, calculating existing amount versus proposed final amount desired).
- Student continued to conduct their own financial transactions.
- Student continued to use mathematical concepts in free play (i.e., fort building) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Experimentation with sea animal bath bombs with continued group discussion around sea creatures (i.e., both the surprise sea animal inside the bath bomb and others students are familiar with).

## **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 group discussion of significance of movement for human body and group chose to engage in roller skating.
- Continued ongoing group discussion of self-care and increased significance during pandemic. Group discussion of increased options for expressing strong emotions; fitness and mood; and the effects of worries on sleep/dreams.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with roller skating.

## **MUSIC**

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

## **ENRICHMENT**

- Group discussion and brainstorming around connecting as a family; intentional living with family value focus (i.e., peacefulness, nonviolence, kindness, connection, attention to language/word use); and options to increase family activity levels (i.e., family hiking, bike riding, kayaking).
- Group was able to demonstrate independent/critical thinking skills during continued ongoing group discussion of self-care and increased significance during pandemic. Group discussion of increased options for expressing strong emotions; fitness and mood; and the effects of worries on sleep/dreams. Group discussion on observations of behavior/mood, technology use, intentional living and introduction of more intentional practices (i.e., creating connection activities; attending to content/language/behavior of books, tv, iPad & each other). Group created agreement to limit access or delete certain Ipad apps that do not meet intentional living expectations and observe any differences over coming week. Group agreed to reevaluate changes at end of week and decide whether to continue or consider other options.
- Flooring project proposed by dad to begin (i.e., hardwood flooring measured, cut and layed out to replace group's carpet in bedrooms).

**8/16/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student's older sibling chose to conduct online research; write a report on fennec foxes; and read aloud to guide and group when complete. Group discussion followed.
- Group viewing of Wild Kratts: Falcon City and Xavier Riddle And The Secret Museum: Mary Leakey, Alexander Hamilton episode.
- Group chose to engage in silent reading with youngest sibling receiving assistance from guide.
- Group board game play (i.e., Raccoon Rumpus Game, Labyrinth, Out Foxed cooperative board game).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., size, weight, lifespan of fennec fox; addition/subtraction, multiplication, time, calendar).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., board games) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to compare size of fennec fox during lifespan with items found in home).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Student's older sibling conducted online research; chose to write report on fennec foxes; and chose to read aloud to group.
- Group viewing and discussion of Wild Kratts: Falcon City episode with peregrine falcon and pigeons in urban environment. Group discussion of peregrine falcons on the University of Pittsburgh's Cathedral of Learning building.
- Group viewing of Xavier Riddle And The Secret Museum: Mary Leakey, Alexander

Hamilton episode. Group discussion the portrayal of the British paleoanthropologist, her findings and her travels. Group discussion of the beginning environment of the United States with Alexander Hamilton.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through maps, play and stories. Student's older sibling reported fennec fox research found they are common to the desert, such as the Sahara Desert in Africa, and are legal to own in most U.S. states except Missouri, Minnesota, Nevada and Washington.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. Group viewing of Xavier Riddle And The Secret Museum: Mary Leakey, Alexander Hamilton episode.

### **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of beginnings of state and federal government with Alexander Hamilton episode of Xavier Riddle And The Secret Museum.

### **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 hair care, hair styles and personal hygiene.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with roller skating.

### **MUSIC**

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

**8/17/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, local park signs and trail markers).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., calendar, money, time, distance).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., height of jump, estimated angle of hill and tree climbed during hike) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to estimate length of American giant millipede found on hike).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group exploration and observation of local park and stream on evening hike. Group observed and discussed an American giant millipede, small fish, crayfish, abundant local flora, a rainbow and sunset. Group searched stream for additional wildlife, fossils, rocks and shells.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group participated in group hike at local community park.
- Student continued to use maps and other resources to navigate roads on local family outing.

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to participate in social distancing, safe outdoor activities and wearing masks in public.

### **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 group discussion on COVID-19 as further details emerged.
- Continued ongoing group discussion on self-care and expression of strong emotions.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with evening hike.

### **MUSIC**

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

### **ENRICHMENT**

- Group discussion of this year's learning goals and consideration of (i.e., timeline of next 2 weeks set to consider while prep and organization take place for learning year). Group agreed to revisit in individual meetings with guide.
- Group discussion of this year's holidays and how they can/will differ with family's choice not to participate in group gatherings. Group demonstrated critical thinking skills as they discussed, brainstormed and offered potential solutions for celebrating limited to group.

**8/18/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, online research on robots).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, dimensions of robots, addition/subtraction, calendar).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., student's oldest sibling's rug arrived and placed in bedroom, student used layout and measurements of sibling's rug to determine size desired for own room).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Student conducted research on robots and robot images.

### **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.

### **MUSIC**

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

### **ENRICHMENT**

- Student chose to conduct online research on robots and robot images. Student then used information gathered to guide pretend play.

- Student's oldest sibling's bedroom flooring project (i.e., replacing carpet with hardwood flooring) had concluded and bedroom rug arrived. Rug measured, floor measured and rug placed in middle area of room. Based on newly arrived rug, student and other sibling determined best size, fit and location of rugs for each of their rooms. Flooring project moved on to student and younger sibling's bedrooms also.



**8/19/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, online research on nonprofit medical health care organizations).
- Student presented images of robots found in previous day's research and chose one to represent in imaginary play.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, American coins, fractions using waffle example).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating current money, calculating online resources cost, calculating if existing money will purchase desired resources and if not how much money is needed).
- Student continued to conduct their own online financial transactions. Student and youngest sibling identified and counted out American money to use towards online transactions.
- Student continued to use mathematical concepts in free play (i.e., measurements of plants found, temperature, time) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group adventure and exploration (i.e., local butterflies, plants) of backyard and woods.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through maps, play and stories. Guide went on outdoor, socially distanced walk with group's aunt and provided photographic evidence, description and stories of local walk in area group had not been before.

### **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 group discussion of healthy nutrition choices as well as group noticings around mood with movement versus sedentary choices.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with backyard adventure and exploration as well as running and free play.

### **MUSIC**

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

### **ART**

- Student conducted online research of robot images, imported said images and modified as desired in Procreate app before sharing with the group.

### **ENRICHMENT**

- Student demonstrated independent/critical thinking skills with discussion and brainstorming with nighttime routine and options (i.e., student chose to amend their use of kindle to accommodate others' sleeping habits versus setting reading end time).
- Group discussion confirming student still wanted to request donations rather than gifts for self from extended family. Student reported their decision remained to ask for monetary donations. Following online research of nonprofit organizations offering medical care, specifically for COVID-19, student chose organization they would like birthday donations to go to (i.e., Partners In Health) and was able to discuss reasons organization is best fit (i.e., groups represented in clients, provision of healthcare to all ages, focus on inclusion of diverse groups, inclusion of social activism in mission). Guide texted extended family with information and donation weblink.
- Student asked for clarification with calendar understanding in upcoming months and timeframe for student's and siblings' birthdays in those months. Reminder that group would be celebrating birthdays without outside family members or friends this year. Group agreed to consider thoughts around their own birthdays to be discussed closer to actual dates.

**8/20/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Group participation in exploration of International Yum subscription box, Egypt edition, with printed materials, snacks and treats reportedly common in Egypt.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., assisted youngest sibling with addition/subtraction, multiplication/division, time, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if there are \_\_ number of Egyptian treats in box and 3 people eating them, how many treats does each person get?).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group outdoor exploration.
- Group participation in animal husbandry with student's youngest sibling's cockatiel.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps, play and stories. Group participation and discussion of International Yum subscription box, Egypt edition, with map, printed materials, snacks and treats reportedly common in Egypt.

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Continued group discussion of student's birthday plans and current reports on COVID-19.
- Student continued to begin to gain a basic understanding of local, state, and federal government in terms of government response to current 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.

- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Continued ongoing group discussion on mindfulness, self-care and expression of strong emotions.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor exploration and free play.

### **MUSIC**

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

### **ENRICHMENT**

- Student continued to demonstrate independent/critical thinking skills with group discussion around student's upcoming birthday plans.
- Group participation and discussion of International Yum subscription box, Egypt edition, with map, printed materials, snacks and treats reportedly common in Egypt.

**8/21/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., shapes, angles, distance, time, temperature, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., use of angles to problem solve tent set up).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group participation in animal husbandry and training with student's youngest sibling's cockatiel. Group members were able to whistle or articulate phrases and have cockatiel respond with parroting of sound or phrase (i.e., "who's a pretty boy?").
- Group set up individual tents in backyard with intent to spend night outdoors and observe in real time the backyard and wood overnight. Group discussion of options, weather and concerns. Group chose to move tents to indoors for first tent sleeping 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. Group discussion of minimalism in home and impact on mood, both observed in selves and read in article.

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor exploration and free play.

**MUSIC**

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

**ENRICHMENT**

- Student continued to demonstrate independent/critical thinking skills with group discussion around sleeping outdoors in tents. Group brainstormed options to meet every member's comfort level which resulted in choice to spend night in tents indoors for first experience.

**8/22/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, Lego instructions).
- Group viewing of Wild Kratts: Cheetah Race episode and Mystery Of The Mini Monkey Models.
- Group viewed Instagram video presented by guide that depicted true story of a 10-year-old goldfish and his life going from a small, empty fish tank after 10 years to a clean, large, stimulating environment.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., dimensions, time, step by step instructions, Lego).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., step by step instructions to create Lego).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Lego) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group viewing of Wild Kratts: Cheetah Racer episode and Mystery Of The Mini Monkey Models. Mini monkey represented in episode included Saddleback Tamarin, Pygmy Marmoset, Emperor Tamarin, Common Marmoset, Golden Lion Tamarin, and Cotton Top Tamarin. Additional species in the Amazon Rainforest were also represented (i.e., Scarlet Macaw, Ocelot, Harpy Eagle and others). The Cheetah Racer episode took place on the African Savannah and described characteristics, skills and behavior of the Cheetah, Peregrine Falcon, Black Rhino, Lion, African Leopard, African Wild Dog, Crested Porcupine, Red Kangaroo, Gazelle and Grant's Zebra.
- Group discussion of sea creatures and participation in sea creature bath bomb surprise. Read sea animals pamphlet provided with bath bombs and discussed favorite creatures (i.e., sharks) as well as actual figures student and siblings received (i.e., swordfish, jelly fish,

penguin).

- Group viewed Instagram video presented by guide that depicted true story of a 10-year-old goldfish given to a pet store who appeared black in color, lethargic and ill. Narrator of video chose to rescue goldfish with intent to offer it a clean, healthy environment for the end of his life. During care for goldfish he began not only to move around, swim and eat but also to gradually begin to change color. The narrator surmised that the goldfish was depressed by the unhealthy conditions he was kept in for his life and began to enjoy life more with food and a clean, large, engaging environment. By the end of the video the goldfish was a shiny, energetic golden fish who explored a large tank all day accompanied by his best friend. Group discussion of meaning and story of the video as well as group's thoughts on emotions in and treatment of animals.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps, play and stories. Group viewing of Wild Kratts: Cheetah Racer episode and Mystery Of The Mini Monkey Models with global mapping and close up viewing of African Savannah and Amazon Rainforest.

## **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.
- With ongoing group discussion on self-care, group members each chose to participate in an activity that brought them joy.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with bike riding.

## **MUSIC**

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

## **ART**

- Student used Legos to create an ice cream truck.

## **ENRICHMENT**

- Student chose to read instruction booklet and assemble Lego Ice Cream Truck as chosen activity to bring joy. Group chose bike riding as active activity to bring joy.



**8/23/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student and younger sibling viewed PBS's Hero Elementary.
- Group reading of Just Being Audrey book.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculated savings, online resources desired and difference between two to determine priority of purchases).
- Student continued to conduct their own financial transactions (i.e., calculated money earned, cost of apps desired, and difference between savings and purchase total).
- Student continued to use mathematical concepts in free play (i.e., ramps, angles, speed with bike riding) as well as age appropriate math related media.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Student and younger sibling viewed Hero Elementary episodes with themes of vibrations and sound; frozen water vs liquid state; and plants and what they need to survive.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories. Just Being Audrey book depicts Audrey's early life in Europe, including hiding from Nazi soldiers in Holland; Audrey's life in London, her journey to the U.S. and her work with children of the world through UNICEF.

**HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion including the book, Just Being Audrey, with its initial depiction of Nazi-occupied Europe during World War II. Group discussion of the timeframe of WWII, the Allies and Axis forces, the Holocaust, and Pearl Harbor.

## **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government with group discussions on history of WWII and U.S. involvement.

## **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's injured themselves with cut on hand while replacing loose bicycle chain. Group discussion of at home treatment of such injuries as well as determining need for formal medical intervention such as stitches. Group discussion of self-care.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with bike riding.

## **MUSIC**

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

## **ENRICHMENT**

- Group read aloud of book, Just Being Audrey. Group discussion of World War II, UNICEF, and values presented in book as well as individual and family values. Group demonstrated independent/critical thinking skills with discussion and identification of themes in book as well as in self and family.
- Flooring project continued with offer for group members to assist in project again offered. Student's oldest sibling chose to participate with measuring and cutting wood flooring for specific bedroom location which included learning how to operate the appropriate power tools for the project.

**8/24/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Group reading of the books Love Like Sky; The Boy With Big, Big Feelings; and Only a Tree Knows How To Be A Tree.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, heart rate, energy burned, addition/subtraction, points, money).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., mileage markers in hike to measure distance).

### **SCIENCE**

- Student will increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group participation in local area hike to explore flora and fauna in region as well as attempt to engage in enjoyable active experience as means of self-care.

### **GEOGRAPHY**

- Student continued to use maps and other resources to navigate roads on local outings.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Continued ongoing group discussion of safety protocols for COVID-19. Group chose to bring masks on outdoor hike to counter concern about social distancing with other non-mask wearing hikers.

### **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 group discussion of COVID-19, safety protocols, group concerns and options to safely address concerns and engage in self-care.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with hike.

**8/25/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Group reading of The Big Life Journal and listening to its accompanying podcast, The Big Life Kids Podcast.
- Group reading of Uniquely Wired: A Story about Autism and Its Gifts; Outside In; and Auntie Uncle: Drag Queen Hero.
- Group viewing of video describing and showing an RV.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, time, money, counting, greater than, estimation).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., speed, time, counting) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., estimated size of fish found at stream).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group chose to hike to new stream location in local park. Group explored local flora and fauna choosing to use nets and temporary aquarium viewers to conduct up close observations of animals found in stream. Group also observed local plant life attempting to identify such plants as poison ivy, oak trees or berry bushes. Group explored rocks and shells found on shore of stream.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Further group exploration of park grounds following stream.
- Student continued to use maps and other resources to navigate roads 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.

- 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 with hiking.

### **ENRICHMENT**

- Group reading of books *The Big Life Journal*; *Uniquely Wired: A Story about Autism and Its Gifts*; *Outside In*; and *Auntie Uncle: Drag Queen Hero* provided opportunity for appreciation and awareness of self and others.
- Group viewing of video describing and showing an RV used as opportunity to discuss options for travel following the pandemic. Group discussion of having things to look forward to, viewing pandemic as finite, and using future thinking as form of self-care and self-actualization. Group described places and activities they look forward to going or participating in when it is safe/appropriate.

**8/26/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, Lego instructions with assistance).
- Group viewing of Wild Kratts: Mini Madagascar episode.
- Student, younger sibling and guide read Diary Of A Pug book aloud.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., volume, time, calendar, money, measuring, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if there is 3 lbs of existing candy and piñata can hold 5 lbs, how many more pounds could be added? How much space will be left?).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Legos) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to measure piñata).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of autism and neurodiversity.
- Group viewing of Wild Kratts: Mini Madagascar episode where island of Madagascar is explored and creatures such as the Brown Leaf Chameleon, the Deceptive Forest Leech, the Lowland Streaked Tenrec, the Madagascar Hissing Cockroach and the Pygmy Mouse Lemur are introduced.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps, play and stories. Group viewing of Wild Kratts: Mini Madagascar episode introduced the island of Madagascar.

### **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 with free play.

### **MUSIC**

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

### **ART**

- Student used Legos to make creations of their own choosing.

### **ENRICHMENT**

- Group participation in preparation and decoration of home for student's next day birthday celebration.



**8/27/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, Lego instructions).
- Student read silently alone (i.e., Little Robot book) and aloud for group (i.e., Soda Pop Head, Bubble Gum Brain; I Just Don't Like the Sound of NO! (How About MAYBE?): My Story About Accepting 'No' For An Answer And Disagreeing...The Right Way!; The Worst Day of My Life Ever!: My Story About Listening and Following Instructions (...or not!; Rumor Has It, Decibella And Her 6-Inch Voice).
- Group participated in treasure hunt with map.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., map reading, time, calendar, addition, multiplication/division, fractions, shapes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., treasure hunt, Jenga).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., brownies, chocolate chip cookies).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Group discussion of animals represented by gifts (i.e., flying squirrel, mouse lemur, Lego dinosaurs). Student described dinosaurs closest to fictional Lego dinosaurs (i.e., T Rex and velociraptor for Indominus rex Lego and raptors for indoraptor Lego).

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion of student's birthday choice to request donations to Partners In Health.

### **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.
- Book choices read aloud by student to group included themes of appropriate expression of anger; flexibility, empathy, an individual's impact on their environment including other people, friendship, assertive communication, listening and respectful communication.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play and running.

### **MUSIC**

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

### **ENRICHMENT**

- Group celebration of student's 9<sup>th</sup> birthday. Student chose to finish decorating, read, play with Jenga blocks, create and play with Legos, exchange gifts, participate in group Ipad play with siblings, use a piñata, bake brownies and chocolate chip cookies, and engage in free play. Group reading of family text's and cards stating donations made to Partners In Health organization. Group participation in treasure hunt with map, written instructions and final treasure chest with half dollar coin candies.

**8/28/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, EPIC).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, miles, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., assisted in deciding what order to travel to family homes to conduct front porch food drop offs based on distance).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., depth of puddles).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group exploration of EPIC books and science videos.
- Student, older sibling and guide explored local park following heavy rainstorm.

**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 roads on local family outing.
- Group participation in preparing and driving dinners for front porch drop offs at 3 separate residences to distribute student's birthday dinner at sibling's request.

**ENRICHMENT**

- Group participation in front porch drop offs of student's birthday dinner food. Group discussion of best route to follow to go to 3 separate residences. Fourth family member asked to pick up food at later time. Group discussion of topics explored and organic conversation while driving to locations.

**8/29/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., mileage, distance, angles, statistics, time).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., GPS to determine mileage).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group hike and exploration of Settler's Cabin Park waterfall area for student's chosen family birthday activity. Group observed and explored the surrounding woods, trees, plants, hills, stream and waterfall. Student's oldest sibling found a frog at base of waterfall and was able to gently and briefly handle frog so that group could get a close up look before releasing it to same location. Student and siblings explored further upstream on own searching for additional wildlife.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group travel to Settler's Cabin Park waterfall for exploration of unfamiliar part of community.
- Student continued to use maps and other resources to navigate roads for local family outing.

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group chose to discuss current state of COVID-19 and precautions they felt comfortable with including bringing masks, wearing masks and choosing outdoor activity with social distancing from others outside family 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 with hike.

### **ENRICHMENT**

- Group participation in student's chosen family birthday activity. Group demonstrated critical thinking and problem-solving skills in considering COVID-19 factors, family comfort level, and enjoyable activity options. Group chose to explore Settler's Cabin Park waterfall, a new adventure, with social distancing and masks if unable to distance from those outside group.

**8/31/2020**

**READING**

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

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., measurements, fractions, money, shapes, counting and organization).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., mandalas) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to measure feet for shoe size).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group participation in exploration of shells, sea glass, star fish and sand dollar set. Each member took turn creating mandala with ocean materials and round mirror in kit. Group discussion of fossils, live ocean animals and group beach experiences.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of oceans of the world through travel, maps, play, stories, group discussion and exploration of ocean materials.

**HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading, group discussion of fossils and exploration of ocean kit.

**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 and measurement of each member's feet. Group discussion of

human foot anatomy.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **ART**

- Student used ocean kit materials (i.e., shells, sea glass, star fish, sand dollars) to make mandala creations of their own choosing.

### **ENRICHMENT**

- Group conducted online searches for potential Halloween costumes for upcoming holiday.
- Group members measured their feet, calculated appropriate shoe size and conducted online search for new shoes. Each member considered search findings and chose pair of new shoes with proposed activities in mind (i.e., shoes that are waterproof, provide extra support and traction, for hiking).

**9/1/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Group viewing of the Magic School Bus Rides Again: Frizzle of the Future episode and In The Swim episode.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., time, money, budgets, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., revisiting money and budgets to calculate what a fair amount of money to receive a week would be).
- Student continued to conduct their own online financial transactions at a level appropriate for age and ability.
- Student continued to use mathematical concepts in free play (i.e., Magic School Bus program, scores/points/coins on app games) as well as age appropriate math related media.
- Student continued to use measurement in other practical situations (i.e., observing sibling's hair cut).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group viewing of Magic School Bus Rides Again: Frizzle of the Future episode with field trip to the Galapagos Islands and Magic School Bus Rides Again: In The Swim with a field trip to Hawaii and an underwater adventure.
- Receipt of group's weekly CSA subscription bag with fresh produce from local area farm.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play, stories and viewing the Magic School Bus Rides Again: In The Swim episode (Hawaii) and Frizzle of the Future (Galapagos Islands) episode.

### **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.
- Receipt of group's weekly CSA subscription and continued ongoing discussion of nutrition.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group observation of sibling's hair cut by guide including measuring to determine length to cut, offers to travel to salon, and discussion of scalp care.

#### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

#### **MUSIC**

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

#### **ENRICHMENT**

- Group discussion around money received thus far, observed spending of group members, and potential revisions to budget. Group agreed to revisions and receipt of money on same day each week.

**9/2/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, points/scores/coins).
- Student continued to conduct their own online financial transactions.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of strong emotions, physical impact on human body, regulation of body during times of stress, and options/need to release these stress responses.
- Group discussion of mosquitos, female mosquitoes and use of blood only by female mosquitoes during reproduction. Group discussion of potential dermatological reactions to mosquito bites and treatment options.

**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 potential dermatological reactions to mosquito bites and treatment options.

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play and running.

**MUSIC**

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

**9/3/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., measuring, time, Legos, addition/subtraction).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., to measure hair growth).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of hair growth in average human.
- Group discussion of guide's 6 month dental appointment, COVID-19 precautions at dentist office, dental health and procedures taken to assist in ensuring healthy teeth (i.e., x-rays checking for cavities or concerns, mouth cancer check, teeth cleaning, dentist exam). Group discussion of guide's periodontal work and guide's discussion with dentist 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of dental health and human mouth, jaw and pallet anatomy.

**ART**

- Student used Legos to make creations of their own choosing.

**9/4/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Group travel and participation in Keystone Safari Drive Thru with printed materials describing animals in exhibit.
- Group reading of A Little Spot Of Anger and A Little Spot Of Anxiety.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., miles, distance, time, hours/minutes, money, addition/subtraction).
- Student continued to use mathematical concepts in free play (i.e., measuring, fractions) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., free play pretend cooking with measuring cups, dry ingredients, water and pots and pans).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group experience at Keystone Safari Drive Thru animal encounter including feeding, observing and interacting with Guanacos, Donkeys, Ponies, Highlander Cattle, Emu, Rhea, Gayal, Banteng, Waterbuck, Blackbuck, Nilgai, Pere David's Deer, Fallow Deer, Bison, Yak, Gyr, Eland, Turkeys, Zebras, Elk and more.
- Group chose to create science experiments to observe resulting materials when mixing various dry household ingredients (i.e., baking soda, sugar, flour, baking powder) and water. Each member used mortar and pestle, if needed; measuring cups, stirring implements and pots or pans.
- Group discussion of grass seed, planting procedure, necessary elements for growth, timeline of growth and options for assisting (i.e., putting down seed, adding dirt, watering, not walking on area).

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group travel to Keystone Safari Drive Thru animal encounter.

- Student continued to use maps and other resources to navigate roads for local family outing to Keystone Safari Drive Thru animal encounter.

### **HISTORY**

- Student continued to add to their basic understanding of the history of the USA through reading and group discussion. Group discussed previous U.S. presidents and events during their presidency.

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group chose to participate in drive through activity in order to safely socially distance from other community members.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussion of current federal government administration and upcoming election process.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Group discussion of safety and respectful interaction with wild animals including information previously shared online by National Park services related to animals visitors may come into contact with when visiting National 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.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor play and assisting dad in planting grass seed.

### **MUSIC**

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

### **ENRICHMENT**

- Group travel to Keystone Safari Drive Thru animal encounter. Group had opportunity to read printed materials about animals present, feed approved animals and interact with animals from within vehicle. Group reported enjoying experience and requested to come again. Group discussion of any noticings after participating in activity and group all reported improved mood.
- Group discussion of family values, choices, expectations and goals. Group demonstrated problem-solving and critical thinking skills.

**9/5/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., weights, scale, greater than/less than/equal, time, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., use weights on scale to determine equal weights).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., scale).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group experimentation with scale and accompanying weights as well as household items to determine what weights more or less. Group discussion on calibrating scales and theories on what may weigh more.

**SAFETY EDUCATION**

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

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

**ENRICHMENT**

- Student observed work of oldest sibling and dad who had worked together to measure, level and install new blinds in sibling's bedroom. Sibling demonstrated how blinds worked for group.

**9/6/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time on digital watch and reading on clock; miles, temperature, calendar).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., speed of stream current as observed with leaves floating down) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., estimated size of newt in inches).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group participation in family outing and hike to Settler's Cabin Park waterfall. Student and siblings explored past waterfall to upper stream. Group explored and attempting to find wildlife during hike. Group noted different plant life along hiking path (i.e., fern, moss, trees) while keeping a lookout for poison ivy. Group briefly reviewed poison ivy image with online image search.
- Group participation in Wildcraft! An Herbal Adventure Game, a cooperative board game that illustrates and teaches 25 edible and medicinal plants and their uses in mostly first aid situations.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play, stories and an outing to Settler's Cabin Park waterfall.
- Student continued to use maps and other resources to navigate roads for local family outing.

### **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading and group discussion. Group discussion of herbal remedies and medicinal uses of plants for cultures prior to modern medical discoveries.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability with continued social distancing, mask wearing and outdoor activities.
- Student continued to begin to gain a basic understanding of local, state, and federal government with group discussion on COVID-19 interventions (i.e., Governor Wolf of Pennsylvania, current president, CDC, Dr. Fauci).

## **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 brought healthy snacks and lunch items in attempt to increase or maintain energy levels during hike.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of energy, mood, movement and nutrition.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with family hike.

## **MUSIC**

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



**9/7/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, highway signs, GPS).
- Group travel to Keystone Safari Drive Thru animal encounter with printed materials and signs.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., counting, miles, time, mph, size/height/weight, speed).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., for collaborative Wildcraft! board game).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., points, coins, money) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., compare and estimate heights of animals in safari encounter).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group experience at Keystone Safari Drive Thru animal encounter including feeding, observing and interacting with Guanacos, Donkeys, Ponies, Highlander Cattle, Emu, Rhea, Gayal, Banteng, Waterbuck, Blackbuck, Nilgai, Pere David's Deer, Fallow Deer, Bison, Yak, Gyr, Eland, Turkeys, Zebras, Elk and more.
- Group continued participation in Wildcraft! An Herbal Adventure Game, a cooperative board game that illustrates and teaches 25 edible and medicinal plants and their uses in mostly first aid situations.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group travel to Keystone Safari Drive Thru animal encounter.
- Student continued to use maps and other resources to navigate roads for local family outing to Keystone Safari Drive Thru animal encounter.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA and the USA through reading and group discussion. Group discussion of same day holiday, Labor Day.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability with participation in socially distanced, mask wearing outdoor activity.
- Student continued to begin to gain a basic understanding of local, state, and federal government with discussion around drive thru animal encounter creation and purpose as well as same day national holiday, Labor 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.

## **MUSIC**

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

## **ENRICHMENT**

- Group return travel to Keystone Safari Drive Thru animal encounter. Group had opportunity to read printed materials about animals present, feed approved animals and interact with animals from within vehicle. Group again reported enjoying experience and discussed differences from initial experience (i.e., weather, number of visitors, arrival time difference, animals present and interactive).

**9/8/2020**

### **READING**

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

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., calendar, time, counting, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., Brain Test apps with brain teasers and puzzles).
- Student continued to conduct their own online financial transactions at a level appropriate for age and ability.
- Student continued to use mathematical concepts in free play (i.e., speed, acceleration, weight) as well as age appropriate math related media (i.e., Brain Test apps).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Student chose to assist younger sibling in conducting online research to query what cockatiels can safely eat and what cats can safely eat.
- Group exploration of Brain Test Ipad apps with brain teasers and puzzles.
- Group discussion and exploration of dinosaurs. Student offered factual information gathered about the Mosasaurus (i.e., aquatic, size, programs/books represented in).

### **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 group discussion on respectful communication.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **MUSIC**

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

## **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Continued group discussion of learning from home modalities including group's version last year as well as this year within the parameters of the pandemic. Group offered options for activities within family's comfort level as well as activities they look forward to once it is safe to return to indoor, non-socially distanced experiences.
- Group discussion of the use of technology (i.e., available any time for online research versus limited timeframe for games). Group agreed to learning timeline (i.e., guide prep and organization this week; group members consider this year's learning goals; and set individual meetings to discuss proposed learning goals for next week).
- Student and younger sibling chose to conduct online research into power wheels options based on age restrictions, weight limits, speed of riding vehicle, appearance and reported capabilities.

**9/9/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music, online dinosaur research).
- Group participation in Bingo game.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., Bingo game play, score/points/coins in game apps, addition/subtraction, time, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., in Bingo and game play).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of ovarian cancer, cancer in general, female reproductive system and options for cancer treatment.
- Group discussion of dental health, proactive dental care, group's pediatric dentist's protocols with COVID-19, current status of COVID in community and group's 6 month dental cleaning appointments. Group members expressed thoughts and feelings on appointments and guide rescheduled due to expressed concerns.
- Student conducted online research on dinosaurs.

### **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 current health status of extended family member with ovarian cancer. Group led discussion on cancer, ovaries, and female reproductive system.
- Continued ongoing group nutrition discussion, muscle growth, and recent online news article

about exercises that can extend lifespan (i.e., healthy nutrition, tennis and movement).

- Group discussion of dental health, proactive dental care, group's pediatric dentist's protocols with COVID-19, current status of COVID in community and group's 6 month dental cleaning appointments. Group members expressed thoughts and feelings on appointments and guide rescheduled due to expressed concerns.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with pool play.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles, through recorded music and attending or performing in live performances.

### **ENRICHMENT**

- Group participation in Bingo. Group noted number and letter recognition. Group demonstrated problem-solving skills with discussion of what would signify bingo (i.e., full card vs 5 across/diagonal). Group received prizes of bath bombs.
- Group reiterated previous day's discussion that online research and reading could be conducted anytime while game apps would be limited.
- Group discussion of youngest sibling's birthday plans including initial thoughts on decorations, food, celebration, family birthday activity, and gift ideas. Reiterated parameters of birthday celebration within pandemic.
- Group discussion of exercise option of Fight Camp boxing set up. Group discussion of use of punching bag and app; appropriate expressions of aggression/anger vs inappropriate; family values of nonviolence, kindness and appropriate expression of strong emotions; use of boxing/kickboxing as option to address anger as well as a method of exercise/building healthy body. Group members each expressed interest in trying boxing option.

**9/10/2020**

## **READING**

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and with read to me feature (i.e., current kindle selection, birthday card, Ipad Amazon Free Time book app).
- Group viewing of Emily's Wonder Lab (episodes 1-5).
- Student participated in silent individual reading and in read aloud with older sibling.
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., music, handwritten/handmade birthday card, reading sources).

## **WRITING**

- Student gained more experience with various kinds of writing on the computer (i.e., birthday card, online research/typing).

## **SPELLING**

- Student used various resources to determine the correct spelling of words they wish to use in their writing (i.e., birthday card, online research).

## **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., cost of online resources versus available funds, weight of cat, number of donuts purchased versus eaten for each person).
- Student used problem solving mathematics skills in daily life applications (i.e., division of equal portions of food).
- Student conducted their own financial transactions (i.e., money earned versus money would like to spend).
- Student used mathematical concepts in free play as well as age appropriate math related media (i.e., Minecraft building/resources, Roblox worlds, book app with pages/percentages).

## **SCIENCE**

- Student and siblings watched Emily's Wonder Lab (episodes 1-5) addressing ultraviolet light and fluorescence; non-Newtonian fluids like oobleck; chemical reactions including thermal reactions; tornadoes and wind energy/experiments; and eggs with experiments with weight versus the strength of an eggshell.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community and country through group discussion, maps, play and stories. Group discussion of U.S. geography, specifically southern versus northern states and where Pennsylvania falls.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn and discuss healthy lifestyle choices 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 (i.e., nutrition as a source of energy, effects of sugar on energy levels and body).
- Group discussion of maternal grandfather's death, health and feelings around.

### **PHYSICAL EDUCATION**

- Student will have regular physical activity aimed at developing health, coordination and strength (i.e., running, pushing driving vehicle around backyard).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music researched and played online (i.e., playlists of Minecraft created music).

### **ART**

- Student used Procreate to create a birthday card for paternal grandmother.

### **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills both through their independent research and in ongoing group discussions about this year's learning approach.
- Group discussion of when members would be permitted to wear Halloween costumes this year (i.e., years past waited to actual day then could wear whenever individual wanted). Group problem-solved and came up with option to wear costumes upon arrival if desired within agreed upon parameters (i.e., indoors versus out).



**9/11/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Group reading and discussion of Muslim Girls Rise and The Arabic Quilt.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, time, calendar, addition/subtraction; weight versus speed of driving vehicle with # of kids versus speed of vehicle & ability to drive up hills).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in other practical situations (i.e., when exploring components of driving vehicle).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of September 11, 2001, events of that day and following days.
- Group discussion of online tracking, specifically for delivery of student's older sibling's new bed. Group discussed reported delay and possible reasons for delay including current wild fires in California, Oregon & Washington state. Group discussion of common reasons for forest or wild fires and options to minimize or end such fires.
- Student chose to explore the mechanics of toy driving vehicle (i.e., took apart driving vehicle to explore how it is put together, how it works, and what was broken). Student used photography during mechanics work to document parts as well as to have visual reminder of how parts were originally assembled.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories. Group discussion of September 11, 2001, U.S. and Middle East as well as wildfires in California, Oregon and Washington state.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the

world through reading and discussion. Group discussion of September 11, 2001.

### **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government with descriptions of government response following September 11, 2001.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussion of prevention of forest and wild fires.

### **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 on nutrition (i.e., moderation, alternating sugar treats with healthy foods to maintain energy levels, how human body uses sugar versus sustainable healthy source of energy).
- 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 with free play.

### **MUSIC**

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

### **ART**

- Group participation in painting and drawing to make creations of their own choosing.

### **ENRICHMENT**

- Group discussion of 9/11 on personal, national, and global levels. Description of community responses at the time through attempts to support anyone affected directly as well as individuals who were exposed indirectly. Group discussion of the importance of factual information sharing versus information presented as fact though it is unsubstantiated with examples both from September 11, 2001, as well as group members. Group continued discussions with exploration of what it means to be an extremist and the importance of not generalizing extremist individuals to a culture as a whole. Group read the books Muslim Girls Rise and The Arabic Quilt to further gain an understanding of Muslim and Arabic culture. Student's oldest sibling chose to conduct online research to further learn about the Arabic language after reading examples in The Arabic Quilt.

**9/12/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Group participation in exploration of Pittsburgh Botanical Gardens, its printed materials, signs and plant identifiers.
- Group viewing of Emily's Wonder Lab (episodes 6-10).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, distance, speed, temperature, addition/subtraction, money, music).
- Student continued to use mathematical concepts in free play (i.e., measuring sand in bucket, musical instruments and notes) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size of plants, trees; number of rings to estimate age).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group viewing of Emily's Wonder Lab (episodes 6-10). Themes in these episodes included cross-linking polymers and slime; high powered air cannons out of household items; Newton's 3<sup>rd</sup> Law of Motion and balloon-powered cars; rising heat and acid-based chemical reactions to create flying ghosts and bubbling witches brews; and the use of common household products to create a solar-powered oven.
- Group discussion of mind/body/emotion connection and potential impact such as headaches or stomachaches when feeling worried. Group discussion on student's reported physical reactions to worry about COVID. Group discussion on intrusive thoughts and worries versus cautious, thoughtful behavior/activities.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group travel to Pittsburgh Botanical Garden.
- Student continued to use maps and other resources to navigate roads on local family outing to Pittsburgh Botanical Garden.

## **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 on nutrition and emotions.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing group discussion on mind/body/emotion connections.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with exploration of Pittsburgh Botanical Garden.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and live performances with musical instruments at Pittsburgh Botanical Garden.
- Student had the opportunity to pursue their own musical interests by choosing how and what to play with instruments at Pittsburgh Botanical Garden.

## **ART**

- Student used music to make creations of their own choosing.

## **ENRICHMENT**

- Group travel to Pittsburgh Botanical Gardens to explore new displays combining musical instruments, music and plants as well as a sand pit, climbing area and hiking path to small lake. Student chose not to explore further and was eventually able to describe physical symptoms of headache and stomach ache. Group discussed mind/body/emotion connection and potential impacts (i.e., headache, stomach ache and worry about COVID). Student noted this in self. Group acknowledgement of safety measures for COVID (i.e., masks, outdoor activity, social distancing) as well as intrusive thoughts and worry. Group discussion of difference between intrusive thoughts/worry and cautious, thoughtful behavior/activities as well as potential for intrusive thoughts to be noticeably not based on logic or reality and options to counter these thoughts.
- Group discussed upcoming Halloween and chosen response to (i.e., celebrate at home with party limited to immediate family, not participate in trick or treating).

**9/13/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student read with younger sibling on EPIC app.
- Student and younger sibling chose to play with various technology including old keyboards and computer components discussing spelling and English then proceeding to type out words from discussion on keyboards.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).
- In imaginary play with younger sibling, student and sibling used keyboards to type out words, practice spelling and discuss English language.

### **SPELLING**

- Student continued to use various resources to determine the correct spelling of words they wish to use in their writing (i.e., autofill, group discussion).
- In imaginary play with younger sibling, student explained spelling of certain words and components of English language (i.e., long e sound).
- Student and younger sibling chose to use spelling app on Ipad to take turns spelling words.

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., counting, addition/subtraction, page numbers, percentages, money).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of Henrietta Lacks, an African American woman deemed immortal by science due to use of her cells in vaccines (i.e., polio), cancer and HIV medications. Group discussion of methods used to obtain Ms. Lacks' cells as well as her family's lack of any form of compensation. Group discussion of significance of consent as well as Black community and medicine.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion. Group discussion of Henrietta Lacks; medical and science communities use of her cells; and lack of reciprocity for her family.

### **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 Henrietta Lacks and use of her cells (i.e., HeLa cells named with letters from her first and last name as was custom at the time) in biomedical research.
- Group discussed dental health, youngest sibling's loose front tooth and the loss of each group members' front teeth.
- Ongoing group discussion on self-care. Group chose to implement hourly body check ins (i.e., movement, hunger/thirst check, bathroom check in, etc.) to best meet needs and better regulate emotional responses.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor play.

### **MUSIC**

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

### **ENRICHMENT**

- Student and younger sibling chose to read on EPIC app. Student and sibling then independently engaged in imaginary play with technology pieces (i.e., old keyboards, computer components, etc.); discussed spelling and components of English language (i.e., long e sound at end of word variations); then typed out said words on keyboards. Student and sibling independently chose to access spelling app on Ipad to take turns spelling words.
- In ongoing group discussion on self-care group demonstrated problem-solving and critical thinking skills. Group chose to implement hourly body check ins where group members would pause activity, do internal scan/noticings and respond accordingly (i.e., with movement; hunger/thirst check and water or snack; bathroom check in and restroom break) in an attempt to best meet needs and better regulate emotional responses (i.e., anger caused by hunger).

**9/14/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Group discussion, online research and viewing of results (i.e., orthodontia appliances, video of peer age individual getting traditional bracket and braces installed with narration around discomfort).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., app search, texting, typing, messaging, Apple pencil for writing/drawing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, days/weeks/months/years measurements, addition, multiplication).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion, online research and viewing of results (i.e., orthodontia appliances, video of peer age individual getting traditional bracket and braces installed with narration around discomfort).
- Group discussion of lucid dreaming, meaning of, and group members reported experiences with awareness in dreams. Student's older sibling chose to conduct further online research and create a dream journal in an attempt to increase awareness of their dreams.

### **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 with free play.

### **MUSIC**

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

### **ART**

- Student requested 2 aluminum pie pans plus one same size cardboard circle to create next day's chosen project creation.
- Student and younger sibling chose to design, build and run an imaginary restaurant.

#### **ENRICHMENT**

- Group discussion of student's older sibling's orthodontia work and appointment for this month. Sibling was able to describe their feelings/concerns around orthodontia work and COVID. Student also expressed their concerns. Conducted online research (i.e., various appliance options, videos of same age peers having appliances put on). Reviewed feelings and options after research; discussed options for treatment as well as options for future communication with orthodontist. Student's sibling chose to reschedule appointment to match next dental cleaning in 6 month and agreed to further research options to make informed choice prior to next appointment.
- Student continued previous day's self-care check ins setting their own timer to take movement/body check in break each hour when using technology. Group discussed nutrition during second check in and student and siblings chose healthy lunch options.
- Student and younger sibling chose to design, build and run an imaginary restaurant.



**9/15/2020**

## **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, online research, self-created music list).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music apps and music playlists; kindle selections; online research; group discussions, sibling conversations).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online research search queries, self-created music list of proposed songs to learn during fall lessons).

## **SPELLING**

- Student will 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., measurements to install Tiipii hanging bed, calculations of weight limits to bed versus family members' weights/# of individuals who could be on bed at same time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., # of donuts purchased versus # of people who wanted to eat said donuts = # of donuts available for each person).
- Student continued to use mathematical concepts in free play as well as age appropriate math related media (i.e., Ipad apps such as Minecraft, Roblox, musical apps).
- Student continued to use forms of measurement in cooking.

## **SCIENCE**

- Student will increase their scientific knowledge through experimentation, observation, museum visits, classes and reading.
- Student increased their scientific knowledge through experimentation and observation during installation of new hanging bed (i.e., physics of motion and effects of weight on; placement of hanging bed; use of certain materials (i.e., chain versus rope; hanging apparatus versus not and impact on overall stability). Student's sibling requested various family members sit on hung bed and compared height/movement/observed stability dependent on # and weights of those on bed.

## **SAFETY EDUCATION**

- Group discussion around local Lowe's DIY Firetruck kit (i.e., registered participants can pick up kit or do in person activity for Fire Safety Month of October). Student and siblings all requested to be registered and complete kit available Saturday, October 10<sup>th</sup>, from 9 a.m.-12 p.m.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the advantages of good nutrition and other health practices.
- Student and siblings continued to practice movement/body check in on an hourly basis (i.e., on the hour student engages in physical movement of their choice, checks in with their body about nutrition or beverage needs, and checks to see if they need to use bathroom or perform any type of self-care). Observable changes in behavior/mood (i.e., yelling, not honoring others' personal space, etc.) can increase frequency of these breaks.
- Ongoing discussion of mind/body connection and intentional living.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., student chose jumping jacks for movement break).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music found in student's and siblings' online playlists as well as musical selections offered on Ipad apps.

## **ENRICHMENT**

- Group discussion of this year's learning modality. Continued to prepare, organize and obtain materials for current year.
- Registered student and siblings for Lowe's DIY Fire Safety Firetruck kit.

**9/16/2020**

### **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, online research).
- Group discussion of few basic concepts in book, *The Explosive Child*, including reading printed list of skills provided by book for group review and discussion.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music apps and music playlists; kindle selections; online research; group discussions, sibling conversations).

### **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., online research search queries, messaging, app search).

### **SPELLING**

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

### **ARITHMETIC**

- Student will do mathematics work at a level appropriate for their ability (i.e., time, hours, addition/subtraction, money).
- Student will conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Group discussion of few basic concepts of book, *Explosive Child* (i.e., kids want to do well, when kids or humans are unkind most often it is because there is a skill that they still need to learn). Reviewed list of developmental skills group members may need to learn and student and siblings reported which best fit them.

### **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.
- Discussed student's sleep rating for previous night (i.e., low quality sleep occurred) and check in with mood (i.e., increased frustration, irritability).
- Ongoing group discussion on stress and anger relief that can sometimes come with physical activity with release of endorphins.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., student again chose jumping jacks for initial movement breaks, boxing).

- Sand purchased to punching bag and group participated in assembling (i.e., punching bag as outlet for anger, worry, hitting, kicking).

### **MUSIC**

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

### **ART**

- Student used magnetic geometric shapes to build a “tank” stating they “like” tanks not as a weapon.

### **ENRICHMENT**

- Group discussion of few basic concepts of book, Explosive Child (i.e., kids want to do well, when kids or humans are unkind most often it is because there is a skill that they still need to learn). Reviewed printed out list of skills may need to learn and student and siblings reported which best fit them as a possible area of growth.
- Group discussed and agreed to plan to set individual learning goal meetings for next week. Student’s oldest sibling agreed to provide guidance for guide’s learning goals in areas of guitar and piano over this learning year. Group discussed setting yearlong progress noticings for learning music and ASL.

**9/17/2020**

## **READING**

- Student continued to 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 apps, International Yums materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, counting, division, even and odd numbers, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., time and calculations of; number of International Yum treats and division of).
- Student continued to use measurement in other practical situations (i.e., measuring amount of sand in boxing bag base).

## **SCIENCE**

- Student will increase their scientific knowledge through experimentation, observation and reading. Group experiments with dry ice, food (i.e., peaches, candy, apples), liquids (i.e., Gatorade, hot water) and various pantry products (i.e., salt, pepper, sugar, clove, chile powder, cinnamon).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through reading materials and food items in International Yums box representing Columbia.

## **SAFETY EDUCATION**

- Discussed safety precautions taken during same day outing for guide and students' feelings around.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices, including the advantages of good nutrition and other health practices. Continued group discussion of current nutrition choices and options for increasing healthy choices (i.e., alternate sweet treats with whole, healthy foods).

## **PHYSICAL EDUCATION**

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

and strength (i.e., continued to work on filling boxing bag with sand).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., all students taking turns sharing playlists; music on Ipad apps).

## **ART**

- Student continued to use a variety of media to make creations of their own choosing (i.e., Minecraft materials to build base and world).
- Group discussion of artwork presented in Journey Ipad app, beauty of the scenes and possible meaning behind. Similarities and differences noted between Journey (first game created) and Sky (second game rendition by same creators).
- Student created house out of recycle bin cardboard box and set up interior for comfort and technology.

## **ENRICHMENT**

- Final trial International Yums box arrived (i.e., Colombia). Group discussion of whether to continue International Yums subscription and unanimous agreement to do so. Group participation in trying snacks/treats found in Columbia.
- Group play in Journey app and group discussion on how game seems to resemble life (i.e., challenges, beauty, cooperation/relationships, transformation or death, reincarnation and life review) and cultures whose beliefs include reincarnation.

**9/18/2020**

## **READING**

- Student continued to 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 apps, online research).
- Group reading of article from The Signal Item (i.e., local newspaper) on open air market option in Carnegie given the current pandemic. Read Carnegie Fall 2020 magazine.
- Group signed up for 12 month subscription for International Yums to begin with Thailand after reading through options and discussing group's thoughts.
- Group conducted online research around Ruth Bader Ginsburg's death and the U.S. Supreme Court.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, day/week/month/year/decade/century and numeric value, multiplication, addition).
- Student continued to conduct their own online financial transactions.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group reading, experimenting and attempting suggestions on Melting Anxiety And Relax cards.
- Discussed today's Rosh Hashanah (i.e., Jewish New Year), the Jewish religion, the Hebrew language, and Hanukkah.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussed International Yum subscription box experience thus far as way to learn more about world culture, geography and snacks/treats from around the world. Group subscribed for 12 month subscription beginning with Thailand edition.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. Group researched and

discussed Ruth Bader Ginsburg's role in the Supreme Court, her death; the U.S. Supreme Court's members and role; and conservative versus liberal views.

- Discussed today's Rosh Hashanah (i.e., Jewish New Year), the Jewish religion, the Hebrew language, and Hanukkah.

### **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 discussion around upcoming federal election, candidates, student and siblings' feelings and opinions. Guide read form letter received from campaign encourager.
- Group researched and discussed Ruth Bader Ginsburg's death, the U.S. Supreme Court, and conservative versus liberal views.

### **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 reading of article from The Signal Item (i.e., local newspaper) on open air market option created in Carnegie with the current pandemic. Group discussion of comfort level and safety of outdoor options for activities.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ENRICHMENT**

- Student and siblings' dad took family vehicle in for car appointment/repair receiving a rental car at dealership. When arrived home, group exploration and discussion of rental car (i.e., differences in comparison to current vehicle; alarm button and potential uses for increasing safety by drawing attention to key holder; boundaries around food/beverages in rental car and reasons for—to reduce work created for rental car employees when returned and potential increase in rental fee).
- Group discussion around families and differences in beliefs/behaviors which led to group discussion around existing family's values.
- Group signed up for 12 month subscription for International Yums to begin with Thailand after researching options, discussing experiences so far and group expressing each person's thoughts.
- Discussed today's Rosh Hashanah (i.e., Jewish New Year), the Jewish religion, the Hebrew language, and Hanukkah.



**9/19/2020**

## **READING**

- Student continued to 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 apps).
- Group viewing and listening to Kukuza Fest 2020, an online concert with music, stories and an ASL interpreter.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., Eastern Standard Time for music festival, time, time zones and calculating current time zone from others, money, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., hours difference between time zones).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., notes, rhythm, patterns, keys) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group viewed, listened to and discussed Kukuza Fest 2020, an online concert showcasing Black artists with family friendly music including Papa Siana and Auntie Dallas through WEENationRadio. Group discussed musicians (i.e., Papa Siana talked about growing up in the Congo, wildlife, family, instruments); instruments viewed on screen (i.e., guitar, xylophone, drums, mbira or kalimba/finger piano); and the ASL interpreter present on screen.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group experienced the Kukuza Fest 2020, an online concert showcasing Black artists with family friendly music including Papa Siana and Auntie Dallas through WEENationRadio. Group discussed musicians (i.e., Papa Siana talked about growing up in the Congo, wildlife, family, instruments); instruments viewed on screen (i.e., guitar, xylophone, drums, mbira or kalimba/finger piano); and the ASL interpreter present on screen.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading and discussion. Group learned about Kukuza Fest 2020, an online concert showcasing Black artists with family friendly music including Papa Siana and Auntie Dallas through WEENationRadio. Group discussed musicians (i.e., Papa Siana talked about growing up in the Congo, wildlife, family, instruments); instruments viewed on screen (i.e., guitar, xylophone, drums, mbira or kalimba/finger piano); and the ASL interpreter present on screen.

## **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 ASL interpreter during Kukuza Fest 2020, the deaf community, and deaf culture.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles, through recorded music and attending live online performances in Kukuza Fest 2020.

## **ENRICHMENT**

- Group viewing and listening to Kukuza Fest 2020, an online concert showcasing Black artists with family friendly music including Papa Siana and Auntie Dallas through WEENationRadio. Group discussed musicians (i.e., Papa Siana talked about growing up in the Congo, wildlife, family, instruments); instruments viewed on screen (i.e., guitar, xylophone, drums, mbira or kalimba/finger piano); and the ASL interpreter present on screen.

**9/20/2020**

## **READING**

- Student continued to 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 apps).
- Kukuza Fest 2020, an online concert with music, stories and an ASL interpreter, continued for its second and final day.
- Student, younger sibling and guide viewed PBS Plum Landing tv program with focus on family friendly science.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, addition, multiplication, music).
- Student continued to conduct their own online financial transactions.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Kukuza Fest 2020, an online concert showcasing international Black artists with family friendly music through WEENationRadio, continued for its second and final day.
- Student, older sibling and guide viewed PBS Plum Landing tv program with focus on family friendly science.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. The Kukuza Fest 2020, an online concert showcasing international Black artists with family friendly music through WEENationRadio, continued for its second and final day.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading and discussion. The Kukuza Fest 2020, an online concert showcasing international Black artists with family friendly music through WEENationRadio, continued for its second and final 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's oldest sibling chose to try out Fight Camp's punching bag and accessories as well as its introductory video and workout. Group reviewed previous discussion on self-care, importance of movement, expression of emotion, and punching bag as outlet for frustration and other strong emotion.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles, through recorded music and attending live online performances in Kukuza Fest 2020.

### **ENRICHMENT**

- The Kukuza Fest 2020, an online concert showcasing international Black artists with family friendly music through WEENationRadio, continued for its second and final day.

**9/21/2020**

## **READING**

- Student continued to 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 apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, measuring, feet/inches, addition/subtraction, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if the riding toy measures \_\_ and we have a board that measures \_\_\_\_, how much will we need to cut off of the board?).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., tape measure with riding toy and board).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Student initiated discussion on dinosaurs (i.e., actual and Jurassic World hybrids) asking “if you could coexist with any dinosaur which would it be?” Student named various dinosaurs, their physical characteristics and the potential uses for said physical characteristics.
- Group observed or assisted dad with modification of student’s riding vehicle per student’s specifications. Group measured out appropriate length of 2x4 wooden board for modification; learned proper use of power tools; and installed modifications. Student learned more about safety and use of power tools with modifications.
- Student’s older sibling compared different consistencies of outdoor plants (i.e., dried a wild mushroom found in backyard, pulverized with pestle/mortar, created paste) using 5 senses except taste given lack of certainty identifying plants. Group discussion on edible wild plants and safety around.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group utilized outdoor fireplace and discussed proper use of fireplace;

methods for stacking and igniting fire; and conditions when outdoor fires are inadvisable (i.e., drought, level of dryness gaged as unsafe by local fire department, very windy weather where sparks may spread). Group discussed current California, Washington, Oregon wildfires.

### **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's youngest sibling's second upper primary front tooth continued to loosen. Discussion of ways to loosen further along with group stories on what had worked for other members.
- Group discussion around nutrition and its impact on balancing body, mind and emotions (i.e., student chose strawberries to eat).

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor free play.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and oldest sibling's live playing of guitar.

### **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Group discussion and agreement to begin individual learning goal meetings with oldest sibling same day meeting with guide, youngest sibling next day meeting set, and student chose 3<sup>rd</sup> and final day to meet. Group agreed to continue considering areas of interest for this year and come to meeting prepared to discuss with guide. Guide and meeting attendee will then problem-solve options for learning experiences or supplies needed and guide will also further research following the meeting. Group learning goals and guide's own learning goals will also be considered as well as community service options.

**9/22/2020**

### **READING**

- Student continued to 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 apps).
- Assisted younger sibling's work on learning to tell time.
- Student and younger sibling explored Wordbot app and Math Tango app.
- Student chose to participate in silent reading time with kindle and EPIC on Ipad.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

### **WRITING**

- Student continued to gain more experience with various kinds of writing the computer (i.e., typing, messaging, searches, 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., online searches, group discussion).
- Student and younger sibling explored Wordbot app.

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., money, time, calendar, Math Tango, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., Math Tango app).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Ipad apps, money) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Student chose to read about scientific topics (i.e., dinosaurs, space, etc.).
- Student observed both older and younger siblings' experiments and results.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussion of fire safety in kitchen with cook top, fire safety tools (i.e., fire extinguisher, fire blanket) and location of fire safety tools (i.e., under sink).

### **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 negative self-talk versus growth mindset. Discussed options to test student's youngest sibling's self-talk (i.e., check in with others to determine validity of thoughts). Sibling demonstrated check in concept with other group members whose responses countered sibling's negative self-talk. Group discussion of experience and use of in future.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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



**9/23/2020**

## **READING**

- Student continued to 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 apps).
- Student chose to begin day with silent reading time with Ipad kindle.
- Student and guide reviewed student's kindle (i.e., 66 pages listing current books on kindle) to determine which books student read over past 2 months for reading list.
- Student and younger sibling engaged in Wordbot and Math Tango apps.
- Group exploration and reading of International Yum subscription box, Thailand edition, written materials, snacks and treats.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

- Student continued to gain more experience with various kinds of writing the computer (i.e., typing, messaging, searches, Apple pencil 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., online searches, group discussion, autofill).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., Math Tango app, addition/subtraction, multiplication, time, calendar, percentages, counting).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., Math Tango app math problems to solve).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., percentage of book completed, coins/points in games) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. In learning goals meeting student reported interest in learning more about NASA and its space centers with proposed future travel to include visiting each site. Group follow up discussion included reviewing NASA's website and description of its 11 space centers with visiting options as displayed on a map of the U.S.
- Group exploration and experimentation with International Yum subscription box, Thailand edition, materials, snacks, treats and spices.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world

through travel, maps, play and stories. Group viewing of U.S. map with 11 NASA space centers with visiting options. Group exploration and viewing of International Yum subscription box, Thailand edition, printed materials including map of Thailand.

### **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's younger sibling lost second upper primary front tooth. Group discussion of dental health; tooth development in utero and beyond; and keratin (i.e., hair, nails, rhino horns) versus enamel of teeth which has a low level of keratin in it but is not same as hair or nails.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music, both with existing playlists, shared playlists and music used on apps.

### **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student and guide met for one-on-one learning goal meeting. Reviewed previous year's learning goals. Student reported challenges with setting yearlong goals stating monthly or every few month goals are more in line with student's learning process (see Natural Learning Goals 2020-2021 doc). Student stated they remain interested/curious about quad learning goal from previous year and would like to learn more about NASA with eventual goal to visit NASA space centers in U.S.
- Group explored International Yum subscription box, Thailand edition. Group explored and discussed snacks and treats as well as materials included (i.e., spices used in North versus Southern Thailand or garlic/milder spices versus hot peppers/stronger spices; common flavor combinations including salt on pineapple; use of rice in diet and cultural significance).
- Student demonstrated independent/critical thinking skills when discussing reasons for positive feelings and interest towards Ipad (i.e., offers a chance to travel to anywhere even mythical places; way to make friends). Discussed ways to increase connections with real life group members in Ipad adventures as previously did in real life (i.e., student offered to teach guide all apps on Ipad).

**9/24/2020**

## **READING**

- Student continued to 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 apps, Lego magazine).
- Student and older sibling shared images of potential future gift ideas with both hardcopy research (i.e., Lego magazine) and online researched images (i.e., power wheels).
- Group participated in brainstorming session around group learning goals as well as weekly learning options.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., American versus Canadian money/coins; a quarter equals 25 cents, 4 quarters equals a dollar,  $\frac{1}{4}$  of a dollar is a quarter; timer for cooking, time, addition/subtraction, fractions).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., problem solved amount of time to place on timer).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., coins, points, addition) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., chose to cook breakfast for self and older sibling).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Group discussion of reasons for personal hygiene and caring for hair, skin, teeth and nails. Noted growth that has occurred in group members over past several months. Discussed human development moving into teen years and puberty.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Student's youngest sibling chose to ask extended family for donations to local area community cat rescue, Nose 2 Tail Cat Rescue, in an attempt to assist the animals rescued by

this organization.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Fire safety discussion continued as student used cooktop for cooking purposes.

### **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 reasons for personal hygiene and caring for hair, skin, teeth and nails. Noted growth that has occurred in group members over past several months. Discussed human development moving into teen years and puberty.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ENRICHMENT**

- Group discussion around student's younger sibling's upcoming birthday and gift options from family. Sibling stated they had decided to ask extended family to give donations to a local cat rescue, Nose 2 Tail Cat Rescue, and, if they would like to give sibling a physical gift, it be a bath bomb or a bath foam. Guide will follow up with extended family via text. Group discussed student's extended family donation request (i.e., Partners In Health) and oldest sibling stated they would also request donations. Group discussed option to do so for remainder of gift giving holidays/birthdays for the year.
- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Group participated in brainstorming session around group learning goals (see Natural Learning Goals 2020-2021 doc) as well as weekly learning options. Student's oldest sibling presented idea during brainstorming session to write a play, create costumes, and put on play based on favorite book. Student's youngest sibling had mentioned similar idea in past. Student offered thoughts and variations on multiple ideas for Weekly Options for 2020-2021 (see Weekly Options section of Natural Learning Goals 2020-2021 doc).

**9/25/2020**

## **READING**

- Student continued to 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 apps).
- Group discussion of a September 24<sup>th</sup> online article (i.e., What Archeologists Know About The Human Remains Discovered In Burlington at [www.vpr.org](http://www.vpr.org)).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., timeline in history, time on clock, addition/subtraction, money, age).
- Student continued to conduct their own online financial transactions.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group discussion of a September 24<sup>th</sup> online article (i.e., What Archeologists Know About The Human Remains Discovered In Burlington at [www.vpr.org](http://www.vpr.org)). The director of the University of Vermont Consulting Anthropology Program, John Crock, was interviewed about human remains dating to 1812 found during a home improvement project in Burlington, Vermont. Discussed potential findings and conclusions (i.e., the remains may be from an army encampment from the War of 1812). Group discussion of the War of 1812, its reported causes, results, sides involved and group's conclusions about based on all this information.
- Group discussion around coal, its uses, steam engines, coal furnaces in homes, and past coal deliveries via coal shoots.
- Continued group discussion on teeth, dental health and loss of primary or deciduous teeth. Group discussion on best practices for teeth, healthy hair, and skin (i.e., frequency of hair brushing and reasons for).
- Continued ongoing discussion on nutrition, sleep and their impacts on each other. Student noted the differences in their sleep habits last night and observed results (i.e., read for about 10 minutes, went to sleep early, woke up feeling more rested).
- Group viewing of the moon, Mars and stars.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through travel,

maps, play and stories. Group discussion of a September 24<sup>th</sup> online article (i.e., What Archeologists Know About The Human Remains Discovered In Burlington). The director of the University of Vermont Consulting Anthropology Program, John Crock, was interviewed about human remains dating to 1812 found during a home improvement project in Burlington, Vermont. Group discussion of locations mentioned in article.

- Group viewing of the moon, Mars and stars and discussion of layout of the planets in solar system.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. After reading online news article about human remains found in Burlington, Vermont dating to 1812, group discussed potential findings and conclusions (i.e., the remains may be from an army encampment from the War of 1812). Group discussion and online research of the War of 1812, its reported causes, results, sides involved and group's conclusions about based on all this information.

## **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government through group discussions on War of 1812.

## **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 group discussion on teeth, dental health and loss of primary or deciduous teeth. Group discussion on best practices for teeth, healthy hair, and skin (i.e., frequency of hair brushing and reasons for).

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **MUSIC**

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

## **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Group follow up discussion of student's youngest sibling's upcoming birthday donation request of extended family. Group discussed not wanting donation and physical gift to be financial stressor for anyone. Sibling considered discussion and demonstrated independent/critical thinking skills with statement that if it would be a stressor then please ask extended family to focus on donation only. Group brainstormed options for text message to family and guide sent final draft with cat rescue's donation information.

**9/26/2020**

## **READING**

- Student continued to 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 apps).
- Group engaged in NASA's International Observe The Moon Night/Celebrate the Moon party which included an online site with information, moon facts, videos and images. Group joined in a collective viewing of the moon using student's telescope to view moon from backyard knowing that many others who were participating were also doing so.
- Group participation in Phases Of The Moon activity with printed materials and Oreo cookies.
- Group reading of moon themed books including Full Wolf Moon: A Lunar Calendar Of The Anishinabe and You Are Stardust.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., phases of the moon, percentage of moon visible and terms to represent each phase; time, addition/subtraction, distance to the moon).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., create visual representation of moon phases with Oreos).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in cooking (i.e., Oreo activity).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group participation in NASA's International Observe The Moon Night/Celebrate the Moon party which included an online site with information, moon facts, videos and images. Group joined in a collective viewing of the moon using student's telescope to view moon from backyard knowing that many others who were participating were also doing so. Group members also had the option to participate in arts and crafts to create moon artwork; a Phases Of The Moon activity with print out of moon phases and Oreo cookies; listening to moon with a NASA online audio link; and/or reading Full Wolf Moon: A Lunar Calendar Of The Anishinabe and You Are Stardust.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group participated in NASA's International Observe The Moon Night/Celebrate the Moon.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, discussion and participation in NASA's International Observe The Moon Night/Celebrate the Moon.

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group participation in NASA's International Observe The Moon Night/Celebrate the Moon expanded this community to include a wider global community as a collective of people chose to view and learn about the moon together.
- Student continued to begin to gain a basic understanding of federal government with continued discussions of NASA.

### **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 on (1) the impact of space travel on the human body and (2) what the experience of being on the moon would be like for a human.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor play.

### **MUSIC**

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

### **ART**

- Student used paint and wood circles to paint original artwork.

### **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Each group member considered the presented options for learning with the moon focus; demonstrated problem-solving and critical thinking skills; and chose what activities they wanted to participate in or best fit their style of learning.
- Group participation in NASA's International Observe The Moon Night/Celebrate the Moon party. During the evening group members had the option to participate in arts and crafts to create moon artwork; a Phases Of The Moon activity with print out of moon phases and Oreo cookies; using a telescope to look at moon; listening to moon with a NASA online audio link; and/or reading books about the moon.



**9/27/2020**

## **READING**

- Student continued to 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 apps).
- Group travel to Keystone Safari Drive Thru animal encounter with printed materials and signs.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., counting, miles, time, mph, size/height/weight, speed).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., points, coins, money) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., compare and estimate heights of animals in safari encounter).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group experience at Keystone Safari Drive Thru animal encounter including feeding, observing and interacting with Guanacos, Donkeys, Ponies, Highlander Cattle, Emu, Rhea, Gayal, Banteng, Waterbuck, Blackbuck, Nilgai, Pere David's Deer, Fallow Deer, Bison, Yak, Gyr, Eland, Turkeys, Zebras, Elk and more.
- Group outdoor play and exploration. Group found and observed a woolly bear caterpillar. Group discussion of woolly folklore or myth in some areas of the U.S. and Canada ascribing this caterpillar's coloring as method to predict length or harshness of upcoming winter.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community and the world through travel, maps, play and stories. Group travel to Keystone Safari Drive Thru animal encounter. Group discussion of cultural myth shared by some individuals in both the U.S. and Canada around the woolly bear caterpillar.
- Student continued to use maps and other resources to navigate roads for local family outing to Keystone Safari Drive Thru animal encounter.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability with participation in socially distanced, mask wearing outdoor activity.

## **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 with running and climbing outdoors.

## **MUSIC**

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

## **ART**

- Student chose to use Ipad to practice photography skills at Keystone Safari Drive Thru animal encounter. Student later grouped these images and shared with guide.

## **ENRICHMENT**

- Group engaged in online research and purchasing of birthday gifts for student's youngest sibling's upcoming birthday. Family tradition is for family to buy 3 gifts of birthday individual's choosing and for birthday individual and siblings to buy each other each a gift (i.e., similar to Montessori concept of birthday individual giving gifts to their class). Group members also conducted online research for bedroom rugs and clothing.
- Group traveled to Keystone Safari Drive Thru animal encounter. Group had opportunity to read printed materials about animals present, feed approved animals and interact with animals from within vehicle. Group again reported enjoying experience and discussed differences from initial experience (i.e., weather, number of visitors, arrival time difference, animals present and interactive).

**9/28/2020**

### **READING**

- Student continued to 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 apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

### **WRITING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance; countdown on Ipad app using real time and clock reading; money, cost of online resources, existing savings, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate money needed for desired online resources; calculate existing savings; calculate difference between 2 variables and amount remaining to be saved).
- Student continued to conduct their own online financial transactions with both real money and points/coins/monies earned through participation or trade/selling on Ipad apps.
- Student continued to use mathematical concepts in free play (i.e., apps/games, scores/points/coins, distance, speed) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group participation in backyard exploration and fall leave observation.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires.
- Group participation in riding around community. Group discussion of scooter, bike and roller skate safety; road sharing safety; and COVID-19 safety.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with scooter riding and bike riding around community.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Student's younger sibling listened to new music called Power Focus on Apple music.

Student's older sibling added instrumental songs to create new combination playlist for group.

### **ART**

- Student used wooden circles and acrylic paints to create original artworks including a volcano scene, a moon on water scene and an abstract colorful piece.

### **ENRICHMENT**

- Group discussion of NASA International Observe the Moon evening on 9/26 as well as Weekly Options ideas (see Natural Learning Goals 2020-2021 doc, Weekly Options section). Group demonstrated independent and critical thinking skills when brainstorming options for weekly themed activities. Student's oldest sibling volunteered to be first primary chef for upcoming Fun Food Friday. Sibling researched recipe options in cookbooks, chose recipe, and discussed variations of as well as ingredients needed. Guide will put in grocery order Tuesday, 9/29, for Wednesday delivery. Student asked to be second chef for Fun Food Friday on 10/9. Student's youngest sibling chose to participate on Fun Food Friday on 10/16. Student and youngest sibling agreed to consider options for recipes.

**9/29/2020**

## **READING**

- Student continued to 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 apps).
- Student chose to begin day with silent reading.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, calendar, explained again the concept of statistics with COVID, addition/subtraction).
- Student continued to conduct their own online financial transactions.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group online research and discussion of history of Halloween and cultural references.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. Group discussion of history of Halloween.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued to discuss upcoming Halloween and birthday options given current pandemic. Group continued to choose to celebrate birthdays within household.

## **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 gentle touch, personal space, boundaries, and expression of strong emotions.

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Student's oldest sibling played current favorite music playlist for group while decorating.

**ENRICHMENT**

- Group discussion and decorating for Halloween as well as student's younger sibling's upcoming birthday.

**9/30/2020**

## **READING**

- Student continued to 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 apps).
- Group reading of Full Wolf Moon: A Lunar Calendar Of The Anishinabe and You Are Stardust.
- Group chose to explore Procreate app (i.e., to draw original artwork, import images, modify images). Group described process of online image searches to import said images into Procreate app.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., counting, built helicopter, shapes, time, money, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., what is needed to build a helicopter?).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., helicopter) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., Procreate app).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Group chose to explore Procreate app (i.e., to draw original artwork, import images, modify images). Group described process of online image searches to import said images into Procreate app. Student's oldest sibling chose to conduct online research on outline of human body.
- Group reading of Full Wolf Moon: A Lunar Calendar Of The Anishinabe and You Are Stardust. Group discussion of Big Bang theory, the creation of the universe and planets; nature, electricity, cells, and other concepts in the books.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories. Group reading of Full Wolf Moon: A Lunar Calendar

Of The Anishinabe and You Are Stardust. Group discussion around locations of Indigenous peoples of U.S. and world as well as about the universe and planets.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world through reading and discussion including group reading of Full Wolf Moon: A Lunar Calendar Of The Anishinabe and You Are Stardust.

## **CIVICS**

- Student continued to begin to gain a basic understanding of federal government with discussions of treatment of Indigenous populations in 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion and practice of self-care and calm down practices. Continued ongoing group discussion around respectful communication, boundaries and appropriate expression of strong emotions.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **ART**

- Student and younger sibling used household items to build a helicopter.
- Group use of Procreate app to create original artwork and modify existing images.

## **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Group discussed options for making friends (i.e., slower options of getting to know each other over time versus asking to be friends/verbal expression of interest in being friends then getting to know each other). Group members described options that had worked for them in past. Group discussed virtual options for socializing during pandemic as well as in person options once safe to do so/family feels comfortable. Group also discussed ways to be a good friend (i.e., taking turns playing activities each person is interested in versus attempting to get own way at each interaction; following through on what is said).
- Group celebrated Aurora, the cat's, 14<sup>th</sup> birthday.



**10/01/2020**

## **READING**

- Student continued to 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 apps).
- Group read and discussed local online news article on meteor activity over local city. Group followed up with video footage captured by home's doorbell camera.
- Group viewed online National Geographic video on basking sharks.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, measuring, addition/subtraction, time, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to follow steps to create chosen recipe; to figure out timer setting and length of baking).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., shapes, perspective, drawing) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., breakfast of oatmeal with measured ingredients and sprinkles) and other practical situations (i.e., comparison of ocean animals and fish).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, classes and reading. Group viewed a National Geographic online video about the basking shark. Video described the basking shark as the second largest fish in the ocean; it has a diet of zooplankton; and has grill arches that filter/snag the plankton.
- Group read and discussed an online news article on pea sized meteor that astronomers observed flying over Pittsburgh at approximately 6:30 a.m. on September 30<sup>th</sup>. Group viewed the video footage captured by group's home Nest doorbell camera of the meteor event.
- Student assisted in cooking own breakfast (i.e., oatmeal with sprinkles).
- Continued group discussion of Halloween, its history, meaning and religious significance.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community and the world

through travel, maps, play and stories. Group expanded this knowledge through National Geographic video viewing and online news article on local meteor activity.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion of Halloween.

### **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 group discussion around mind/body connection and examples of impact of stress on physical body (i.e., stomachache).

### **MUSIC**

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

### **ART**

- Student used Procreate app to draw original artwork.

### **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Group discussion of upcoming season in the Ipad app, Sky. Group demonstrated independent/critical thinking skills with discussion on options for online Sky resource purchases as well as resources received, cost of resources; comparisons of resources, cost and benefits; and current funds for each student.

**10/02/2020**

**READING**

- Student continued to 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 apps).
- Student chose to begin day with silent reading on Ipad (i.e., Amazon Free Time app).
- Student later read aloud chat messages for younger sibling.
- Group participated in First Fun Food Friday (i.e., pecan pie baking) with accompanied Book Club selections (i.e., An Inner Truth; Right Now, I Am Fine; I Can Yell Louder!) while enjoying the baked treat.
- Group discussion and online research of World Animal Day (10/4), Wolf Awareness Day (10/9), and Friday Night Animal Jam Party (10/9).
- Group viewed online videos of Antarctica and Iceland.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, measuring, percentages, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to follow steps to create chosen recipe; to figure out timer setting and length of baking).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., money, coins, points) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., pecan pie baking).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, classes and reading. Group viewed videos of Antarctica and Iceland.
- Group discussion following online research of World Animal Day (10/4), Wolf Awareness Day (10/9), and Friday Night Animal Jam Party (10/9).
- Student participated in Feathered Family Roblox world where a real life bird breed can be chosen to play out development and lifespan from egg to adulthood with accurate diet and habitat as well as chosen family structures.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their state and the world through travel, maps, play and stories. Group discussed Wolf Awareness Day on October 9<sup>th</sup> as designated by Wolf Sanctuary in Pennsylvania. Group also viewed videos of Antarctica and Iceland.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Continued ongoing fire safety group discussion with use of oven and 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing group discussion around mind/body connection and ways stress has potentially manifested in body during pandemic (i.e., wake up with stomach ache, grumpiness, lack of appetite). Group discussion on nutrition, balancing treats/snacks with healthy choices, healthy fats versus unhealthy, fat as a source of energy for the human body, sodium, and processed versus whole foods. Student stated desire to increase exercising and movement.
- Group discussed common treatment options for swelling (i.e., ice, elevate, rest).

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **MUSIC**

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

## **ENRICHMENT**

- Group participated in First Fun Food Friday with student's oldest sibling as primary chef with rest of group assisting to make pecan pie. Group read recipe, gathered ingredients, measured ingredients, set correct oven temperature, set and kept time(r), combined portions of ingredients, and poured in pan with pre-made pie crust to bake. Group timed cooling, portioned out pie and taste tested it while reading Book Club selections.
- Group participated in Book Club with group selections (i.e., An Inner Truth; Right Now, I Am Fine; I Can Yell Louder!) while enjoying Fun Food treat. Group discussed making treat, themes of the books, how these themes apply to group and current life circumstances as well as examples of own behavior similar to books.
- Group discussed calendar, Fun Food Fridays and who wanted to be primary chef on following Fridays (i.e., 10/9 chef: student, 10/16: younger sibling, 10/23: younger sibling's birthday celebration). Continued group discussion around student's younger sibling's birthday and celebration.
- Group also discussed Ipad app, Animal Jams, and upcoming online event to be held October 9<sup>th</sup>. Group reported looking forward to online event and counting down the days until it arrived.

- Guide placed online order for next day curbside pickup of Fired Up Paint Your Own Pottery gourde kit for group members.

**10/03/2020**

**READING**

- Student continued to 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 apps, highway signs, GPS).
- Student read instructions provided with Fired Up Paint Your Own Pottery gourd kit.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., distance, miles, hours/minutes, time, addition/subtraction, division).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play as well as age appropriate math related media.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group discussion of gourds and pumpkins.
- Student, student's younger sibling and guide observed and noted community members levels of COVID safety precautions when traveling for curbside, no contact pick up of paint own pottery kits.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Student, student's younger sibling and guide traveled to local ceramic pottery place, Fired Up, to pick up Paint Your Own pottery gourd kit order at curbside.
- Student continued to use maps and other resources to navigate roads on local family outing to ceramic pottery location, Fired Up.

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability, by supporting local business and participating in socially distanced activities (i.e., paint your own pottery kit for home use).

- Student continued to begin to gain a basic understanding of local, state, and federal government with COVID protocol.

### **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 oldest sibling and guide observed and discussed fellow community members adherence, or lack thereof, around COVID safety precautions.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ART**

- Student chose to wait to begin their paint your own pottery gourd kit with paints, brushes, instructions and unfired ceramic gourds. Per instructions, group can return completed gourds to Fired Up ceramic shop to have the gourds fired in kiln then return curbside to pick up the finished artwork. Group agreed to wait until student completed painting their gourds within the week to return all artwork for firing together.

### **ENRICHMENT**

- Group participation in socially distanced pottery painting activity. Guide placed an online order for next day pick up of gourd kits (i.e., 3 unpainted ceramic gourds with plastic acorn decorations, shredded paper and wooden crate) for group members through local business, Fired Up. Guide, student and student's oldest sibling were able to travel and pick up at curbside with no contact. Group will return gourds once painted at curbside with no contact and then again travel for curbside pickup with no contact once fired in kiln at shop.

**10/04/2020**

### **READING**

- Student continued to 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 apps).
- Group continued online research into birthday gifts, piñata candy, arts and crafts, cold weather clothing, bedroom rugs and Halloween supplies.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

### **WRITING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, budgets, prices for items searched for online, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to find appropriate items within given budget).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group discussed today's World Animal Day designation.

### **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.

### **MUSIC**

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



**10/05/2020**

### **READING**

- Student continued to 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 apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

### **WRITING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time zones, money, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if it is noon EST here, what time would it be in \_\_\_ time zone?).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group discussion around actual gourds and pumpkins. Group members chose to model ceramic gourds after real life gourds.
- Group exploration and discussion around fall foliage and changes observed in leaves.
- Group discussion of time zones, both in the U.S. and in the world.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group discussion of self-described international players who also use Sky Ipad app and use of translator when group members communicate with said players. Group discussion of U.S. and world time zones.

### **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 group discussion around dental health and importance of.
- Continued ongoing group discussion around communication, tone and words, as well as negative self-talk focus versus gratitude and positivity. Group explored choices in behavior,

HSP (i.e., highly sensitive person) traits, and the challenges and benefits of sensitivity.  
Explored conflict resolution and role played examples of collaborative play.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with 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 piano and guitar practice.

### **ART**

- Student used materials provided in kit (i.e., paints, brushes, ceramic gourds) to complete painting Fired Up Paint Your Own Pottery ceramic gourds.

### **ENRICHMENT**

- Group discussion of new season beginning in Sky app, an international social network created to encourage collaborative play among those who play. Group discussion of group members experiences playing, individuals they have met online, and the geography of the players (i.e., India, Iran, U.S.). Group members described Spanish messages describing how they translated others' messages and how they were able to translate their English messages into other languages to meet and greet those players whose primary language was not English. Group discussed time zone differences.
- Group completed Fired Up Paint Your Own Pottery gourds from kit.

**10/06/2020**

## **READING**

- Student continued to 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 apps, Soergel Farm's signs).
- Student chose to read using EPIC app on Ipad.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money; price of pumpkins both by weight and as a flat rate; size, weight, temperature, counting).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., this pumpkin weighs 2 lbs, pumpkins cost a dollar per pound, how much would this pumpkin cost?).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., size, shape, dimensions of pumpkins) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., use of large scale to weigh pumpkins, both individually and as a group).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Group exploration of local farm with pumpkin patch, animals, and plants. Group members explored pumpkins and gourds; chose pumpkins and gourds to use for Halloween decorations; and brought chosen pumpkins and gourds to weigh and pay station.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group travel to local farm, Soergel's.
- Student continued to use maps and other resources to navigate roads local family outing to community area farm.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group chose engage in outdoor, socially distanced pumpkin picking while wearing masks.

### **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 with free play and walking around local farm.

### **MUSIC**

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

### **ENRICHMENT**

- Group travel to local area farm to engage in outdoor, socially distanced pumpkin picking with masks.

**10/07/2020**

## **READING**

- Student continued to 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 apps).
- Student chose to read (i.e., with EPIC) silently and aloud to and with younger sibling.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., time, number recognition, addition, percentages).
- Student continued to conduct their own online financial transactions.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group outdoor exploration with observation and further discussion of woolly bear caterpillars.
- Group conducted dry ice experiments.

## **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 group discussion around respectful communication, conflict resolution and self-care.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free outdoor play.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student shared options for playing various instruments in Sky app (i.e., player's avatar chooses an instrument that is visually represented on screen, song is chosen, numerous small squares appear on screen and light up to designate which key to touch to create notes for

song with chosen instrument sound).

## **ART**

- Student used different colored chalks to write and draw on outdoor cement.

**10/08/2020**

**READING**

- Student continued to 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 apps).
- Group participated in Kiwi Crate monthly subscription boxes included step-by-step instructions for included activities; Kiwi magazine with stories and illustrations around box theme in graphic novel format; a topic or theme related book; and materials to complete activity.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, points/coins/scores, shapes, temperatures, weight, size, scale rating system).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., step-by-step instructions to create art spinner machine with motor).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., speed, acceleration, counting) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., group made breakfast; student made healthy lunches for siblings) and practical situations (i.e., measured squares of paper included in box in order to create more).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group participation in Kiwi Crate subscription boxes. Student's oldest sibling's box contained a felt material succulent art project. Group discussed succulents as sibling created succulents and grass out of felt materials as well as a plant container with provided materials. Student assembled a motor for paint splatter art machine and used to create original splatter artwork. Student's youngest sibling assembled a simple machine claw grabber, a pompom craft and an arcade box with guide's assistance. Student's youngest sibling tried out their project and set up an arcade where other group members could attempt to retrieve a pompom from the arcade box to win a prize.
- Group read and discussed of student's Kiwi Crate book, Now & Ben: The Modern Inventions

Of Benjamin Franklin.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. Group reading and discussion of Now & Ben: The Modern Inventions Of Benjamin Franklin.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, specifically around food prep and cooking.

## **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 made breakfast and student's oldest sibling made healthy lunches for group with continued discussions of nutrition.
- 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 with running and family tag.

## **MUSIC**

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

## **ART**

- Student used materials provided in their Kiwi Crate to assemble an art spinner machine with motor. Student used provided paints and square paper with machine to create original splatter artworks. Student found additional paints after using up provided paints; measured existing square papers and cut out additional pieces; and set up machine so that group members could also try it out.

## **ENRICHMENT**

- Group participated for the first time in their Kiwi Crate's subscription box activities. Student's oldest sibling's crate contained a succulent felt plant art project. Student's box had an art spinner with a motor that required assembly then could be used with provided supplies to create artwork. Student's youngest sibling's box contained materials for a simple machine claw, a pompom craft, and a claw machine arcade box. The group was able to work on their individual projects as well as view and try out each other's works. Guide asked group members to each rate their subscription box at end of activity to make an informed decision whether or not to subscribe to Kiwi Crates (i.e., each student enthusiastically asked to continue subscription). Each Kiwi Crate box contained printed instructions, Kiwi magazine with additional information about box topic in graphic novel format, materials for activity, as well as a topic or theme related book. Guide extended subscription for each member.
- Group moved pumpkins from local farm into kitchen area and chose to place them in a line. Group noted sizes, colors, stems and shapes of pumpkins. Group attempted to determine



which pumpkin weighed the most. Guide showed group online image of painted pumpkins. Group discussed all options for decorating pumpkins.

**10/09/2020**

## **READING**

- Student continued to 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 apps).
- Group participated in second Fun Food Friday with two new recipes to read and attempt. Group chose books, Calm Ninja and The Mindful Dragon, to read while sampling completed treats.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., to add items to grocery list) and on the computer (i.e., typing, messaging, searches, 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., autofill, group discussion).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, addition/subtraction, fractions, money, coins/points).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in cooking (i.e., recipes).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group engaged in Book Club with the books, Calm Ninja and The Mindful Dragon. Calm Ninja is a book on yoga poses and breathing exercises to release anger and worries. The Mindful Dragon is a book on mindfulness and focusing on the present through the five senses. Group read, discussed and role played suggestions provided in the books.
- Group discussed same day Wolf Awareness Day and Wolf Sanctuary Of Pennsylvania.
- Group discussion of calendar, astrological signs, constellations and group members' astrological signs.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group discussed Wolf Sanctuary of Pennsylvania.

## **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 group discussion around respectful communication and natural consequences to unfriendly behavior (i.e., yelling may result in other person walking away; kind tone & words may engage other person).

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ART**

- Student used colors, accessories and avatar looks to create an original, decorated character for the Animal Jams online party.
- Group participated in completing paint your own pottery ceramic gourds. Completed gourds will be dropped off this coming weekend for firing.

### **ENRICHMENT**

- Group participated in second Fun Food Friday with student as primary chef and remainder of group as assistants. Student chose Puppy Chow with Chex mix and Apple Toffee Crunch Bar recipes to try. Ingredients order was placed and received prior to Friday. Group worked together to assemble needed ingredients, read recipes and combine what was needed for each. Puppy Chow recipe required measurement of necessary ingredients; use of microwave to melt ingredients; and mixing of all ingredients together in a large bowl. Apple Toffee Crunch Bar recipe involved measuring necessary ingredients; combining and mixing said ingredients; pouring mixed ingredients over sugar cookie crust and baking in oven. Group worked together to create recipes with student's guidance. Timer set for bars to cool and treats served to try while group participated in book club reading.
- Group described online Animal Jams October Party and reasons they each wanted to attend. Group demonstrated independent and critical thinking skills when offering potential schedules for the remainder of the day. Group agreed to participate in an active time prior to resuming Ipad together for the online party.

**10/10/2020**

**READING**

- Student continued to 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 apps).
- Group exploration of Lowe's Fire Prevention Education materials.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, percentages, fractions, money).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., points, coins, cost, money) as well as age appropriate math related media.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group discussion and exploration of Lowe's Fire Prevention Education materials.

**SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussion and exploration of Lowe's Fire Prevention Education materials.

**ENRICHMENT**

- Group had registered in advance for today's Lowe's DIY Firetruck kit for curbside pickup. When students' dad arrived to retrieve kits, Lowe's reported all kits had been given away. Lowe's offered substitute printed materials on fire prevention (i.e., fliers, coloring book, stickers).

**10/12/2020**

**READING**

- Student continued to 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 apps).
- Student and younger sibling read instructions and built their own separate Lego vehicles.
- Group read books about Indigenous people with Indigenous authors (i.e., Giving Thanks: A Native American Good Morning Message; Thirteen Moons On Turtle's Back: A Native American Year Of Moons; We Are Grateful: Otsaliheliga ᄒᄒᄒᄒᄒ).
- Group viewed Smarter In Seconds video: Happy Indigenous People's Day From The Honest Historians episode.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., Japanese water painting with words) and on the computer (i.e., typing, messaging, searches, 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., autofill, group discussion).

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., Lego, addition, money, time, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., step-by-step instructions to complete Lego vehicle).
- Student continued to conduct their own financial transactions at a level appropriate for age and ability.
- Student continued to use measurement in cooking (i.e., student assisted in measuring foods to fill blender and using to shred).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, classes and reading. Group participation in Japanese Water Painting with previously purchased kit. Group discussed online article on, options for trying and use of for self-care (i.e. calming activity, paint problems and they disappear).
- Group discussed same day Indigenous People's Day versus Columbus Day. Group discussed Columbus's treatment of Indigenous populations. Group viewed Indigenous Instagram accounts with additional educational information on meaning of day and Indigenous People's history. Group read books about Indigenous people with Indigenous authors (i.e., Giving

Thanks: A Native American Good Morning Message; Thirteen Moons On Turtle's Back: A Native American Year Of Moons; We Are Grateful: Otsaliheliga ᏄᏐᏰᏰᏳ).

- Group viewed Smarter In Seconds video: Happy Indigenous People's Day From The Honest Historians episode.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussion of Columbus, Columbus Day, Indigenous People's Day, Columbus's interactions with Indigenous people in what is now the U.S., Indigenous people who had lived in Pennsylvania, and the art of Japanese Water Painting.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. Group discussed history around Columbus and Indigenous people. Group viewed Smarter In Seconds video: Happy Indigenous People's Day From The Honest Historians episode.

## **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 discussion around federal government's treatment of Indigenous people, both historically and in present.

## **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 group discussion on mind/body/emotional connections, self-care and options for calming nervous system. Group discussion around impact of ongoing stressors without relief.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Group chose to explore music genres while participating in Lego and Japanese Water Painting activities.

## **ART**

- Student used Japanese water painting kit.
- Student created a Lego vehicle.

## **ENRICHMENT**

- After reading and viewing Indigenous People's Day video, group discussed and agreed to seek out additional resources on Indigenous history as well as incorporate learning about Indigenous people longer term rather than limiting learning to Indigenous People's Day.

**10/13/2020**

## **READING**

- Student continued to 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 apps).
- Group participated in Global Citizen subscription box, Kenya edition. Box included craft instructions and materials; a printed pamphlet introducing a 9-year-old native of Nairobi; a Swahili language card with words and accompanying images; a map of Africa; and a book, Mama Panya's Pancakes. Group explored and read through printed materials, created crafts, attempting Swahili, and read the provided book aloud.
- Group viewing of Wild Kratts.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., time, counting, numeric facts about lions—approximately 500 lbs. in adulthood, can run up to 40 mph, can go without water for 5 days).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how many countries are on the continent of Africa?).
- Student continued to conduct their own financial transactions at a level appropriate for age and ability.
- Student continued to use mathematical concepts in free play (i.e., roller skating, number of wheels, speed, shapes) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, classes and reading. Group participated in the monthly Global Citizen subscription box, Kenya edition. Group learned about traditional Kenyan necklaces and the materials used including the symbolism of the beadwork; animals in Kenya specifically the lion and several lion facts; a traditional Kenyan mask and its meaning and uses; and a commonly found Kenyan hut structure and the materials it is made of. The group explored and read through the printed materials provided in the box including a book, Mama Panya's Pancakes; a pamphlet introducing a 9-year-old Kenyan and his cultural experiences in Nairobi; a Swahili language card with words and accompanying images; and a map of Africa. Group discussed differences and amazing experiences living in Kenya. Group also



discussed the geography viewed on the map of Africa; the locations of countries of Africa; and a comparison of United States with states versus African continent with its countries.

- Group chose to view Wild Kratts program to learn additional African animal facts.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories. Group participated in the monthly Global Citizen subscription box, Kenya edition with printed materials on Kenya. The printed materials provided in the box including a book, Mama Panya's Pancakes; a pamphlet introducing a 9-year-old Kenyan and his cultural experiences in Nairobi; a Swahili language card with words and accompanying images; and a map of Africa. Group discussion included comparisons of information with experiences in the U.S. as well as the geographical differences viewed on the map of Africa; the locations of countries of Africa; and a comparison of United States with states versus African continent with its countries.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. Group continued ongoing discussion of the history of enslavement of African citizens by citizens in 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing group discussion on the significance of movement for the human body and mind as well as options for arts and crafts for self-care.
- Student's furry pillow cases and blanket arrived and group tried out. Group discussed ways people experience the world through senses (i.e., visual person, auditory, tactile). Student stated they are a tactile person and feeling of soft, furry pillow and blanket is soothing. Added tactile options to self-care tool box.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with group roller skating and a game of hide and seek.

### **ART**

- Student used the materials provided in the Global Citizen subscription box, Kenya edition to create a Kenyan hut structure.

### **ENRICHMENT**

- Group participated in the monthly Global Citizen subscription box, Kenya edition. The box included a Kenyan necklace craft, a lion painting craft, a Kenyan mask craft, and a traditional hut craft. Student's youngest sibling chose the necklace craft and lion painting craft. Group discussed the traditional materials used with Kenyan necklaces, the meaning behind these materials, and the decorative beading and symbolism. Student chose to create a Kenyan hut with materials provided while oldest sibling chose to work on a Kenyan mask. The group explored and read through the printed materials provided in the box including a book, Mama Panya's Pancakes; a pamphlet introducing a 9-year-old Kenyan and his cultural experiences

in Nairobi; a Swahili language card with words and accompanying images; and a map of Africa. Group discussed differences and amazing experiences living in Kenya. Group also discussed the geography viewed on the map of Africa; the locations of countries of Africa; and a comparison of United States with states versus African continent with its countries.

**10/14/2020**

## **READING**

- Student continued to 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 apps).
- Group explored, discussed, read and colored Egg Nogg Giant Poster/Tablecloth Of The United States Of America map with states, state capitals, things states are known for, animals, plants and oceans.
- Student chose to conduct online image research with both geometric shapes/imagery and animal images.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., inches, feet, measurements, time, shapes, counting, numbers, number recognition, money, geometric images).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how many states are there in the U.S.?).
- Student continued to conduct their own financial transactions at a level appropriate for age and ability.
- Student continued to use mathematical concepts in free play as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size of poster or 50 x 37.5 inches).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, classes and reading. Group explored, discussed, read and colored Egg Nogg Giant Poster/Tablecloth Of The United States with states, state capitals, things states are known for, animals, plants and oceans.
- Student chose to conduct online image research with both geometric shapes/imagery and animal images.

## **GEOGRAPHY**

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

through travel, maps, play and stories. Group explored, discussed, read and colored Egg Nogg Giant Poster/Tablecloth Of The United States Of America map with states, state capitals, things states are known for, animals, plants and oceans.

### **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government. Group discussed state capitals where the state government capitol buildings are located and state governments meet as well as the U.S. capital of Washington, D.C. where the federal government meets and the president lives.

### **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 group discussion on hygiene, hair/scalp/skin health and self-expression through appearance.

### **MUSIC**

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

### **ART**

- Student chose to use markers to color in images of salmon on U.S. map poster.
- Student chose to conduct online image research of geometric imagery and animal images. Student imported favorite images into Procreate app where the images can be stored and/or modified.

### **ENRICHMENT**

- Group explored, discussed, read and colored Egg Nogg Giant Poster/Tablecloth Of The United States Of America map with states, state capitals, things states are known for, animals, plants and oceans. Group completed several coloring images before choosing to pause activity. Group asked to participate in this activity again in future.

**10/15/2020**

**READING**

- Student continued to 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 apps, GPS, highway signs).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., miles per hour, time, speed, speed limit, mileage, addition, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if group was able to drive \_\_\_ miles at \_\_\_ speed and arrive at \_\_\_ time, approximately what time will group be home?).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., shoe size, roller skate size).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group participated in roller skating activity. Group discussion on speed, acceleration and movement. Group experimentation with different skating methods to increase or decrease speed. Continued ongoing group discussion around movement and its impact on the human body, mind and emotions.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group traveled to Fired Up Pottery Shop for no contact, curbside pickup of fired ceramic gourds.
- Student continued to use maps and other resources to navigate roads on local family outing to pick up completed art project.

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Continued ongoing group discussion on current COVID statistics and recommended

CDC protocols. Group noted stated protocols versus observed behavior of community members. Group agreed to continue socially distanced activities such as curbside, no contact paint your own pottery option.

- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing group discussion of state governors continued COVID response as well as federal government'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.
- 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 roller skating.

### **MUSIC**

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

### **ART**

- Group pickup of Fired Up Paint Your Own Pottery ceramic gourd kits. Group brought home and completed art projects and decorated with the gourds.

**10/16/2020**

## **READING**

- Student continued to 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 apps).
- Group participated in 3<sup>rd</sup> Fun Food Friday with student's youngest sibling as primary baker and remainder of group as assistants for recipe of zucchini bread. Group read aloud the 3 books: My Heart, Listen and Rainbow Revolutionaries: 50 LGBTQ+ People Who Made History.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, messaging, searches, Apple pencil to write and draw).
- Group tried Paper app on Ipad and compared to Procreate app. Group described observed benefits and challenges choosing to keep Procreate and discontinue use of Paper.

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., fractions, addition/subtraction, time, temperature, percentages, points/scores, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to follow, complete and modify zucchini recipe as needed).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in cooking (i.e., zucchini recipe).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group experimented with the proposed zucchini recipe for Fun Food Friday. Group worked together to gather, measure and mix dry ingredients; cut, blend and measure zucchini ingredients; mix wet and dry ingredients then pour combination into 3 bread pans; and bake zucchini breads. Based on recipe instructions group set oven temperature, timer for baking and timer for cooling.
- Group read aloud 3 books: My Heart, Listen and Rainbow Revolutionaries: 50 LGBTQ+ People Who Made History. My Heart and Listen themes included kindness, self-compassion, self-acceptance, listening, love, empathy, attention and mindfulness through the 5 senses. Rainbow Revolutionaries described the creator of the computer, the high five and tablet technology. The group read chapters on Adam Rippon, an openly gay U.S. Olympic figure skater; Alan L. Hart, the first person to have gender affirming surgery in U.S., leader in the field of TB and pioneer in X-Ray technology; and Alan Turing, a British computer scientist

who along with a team invented the first computer which in turn was able to crack the Nazi's Enigma code.

- Group continued to discuss COVID; what has been learned from researchers and scientists; and CDC suggested safety protocols. Group also discussed methods to manage stress.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories. The Rainbow Revolutionaries book read aloud with group offered a map of the birthplaces of all revolutionaries included in the book.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. The book, Rainbow Revolutionaries, described the creator of the computer, the high five and tablet technology. The group read chapters of this book on Adam Rippon, an openly gay U.S. Olympic figure skater; Alan L. Hart, the first person to have gender affirming surgery in U.S., leader in the field of TB and pioneer in X-Ray technology; and Alan Turing, a British computer scientist who along with a team invented the first computer which in turn was able to crack the Nazi's Enigma code.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued ongoing discussion of COVID, safety protocols and socially distanced, outdoor, masked activities for group.
- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing group discussion on CDC, CDC COVID safety protocols, and government response at each level.

## **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.

## **ART**

- Group tried Paper app on Ipad and compared to Procreate app for drawing and writing purposes. Group described observed benefits and challenges choosing to keep Procreate and discontinue use of Paper.

## **ENRICHMENT**

- Group participated in 3<sup>rd</sup> Food Fun Friday with student's youngest sibling as primary baker and a recipe for zucchini bread. Group worked together to gather, measure and mix dry ingredients; cut, blend and measure zucchini ingredients; mix wet and dry ingredients then



pour combination into 3 bread pans; and bake zucchini breads. Based on recipe instructions group set oven temperature, timer for baking and timer for cooling. While sampling finished zucchini bread, group read aloud 3 books: My Heart, Listen and Rainbow Revolutionaries: 50 LGBTQ+ People Who Made History. My Heart and Listen themes included kindness, self-compassion, self-acceptance, listening, love, empathy, attention and mindfulness through the 5 senses. Rainbow Revolutionaries described the birthplaces of the depicted revolutionaries including a global map. The group read an introduction describing the creator of the computer, the high five and tablet technology before starting with chapters on Adam Rippon, an openly gay U.S. Olympic figure skater; Alan L. Hart, the first person to have gender affirming surgery in U.S., leader in the field of TB and pioneer in X-Ray technology; and Alan Turing, a British computer scientist who along with a team invented the first computer which in turn was able to crack the Nazi's Enigma code and was subsequently charged for the crime of loving another man. Group discussion of book themes and concepts as well as what group members took away from the readings.

**10/17/2020**

**READING**

- Student continued to 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 apps, online research, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, money, savings, cost of resources versus savings, addition/subtraction, greater than/less than, percentages).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., savings, cost of resources, calculating difference, greater than/less than comparison, calculate amount left to save to reach goal).
- Student continued to conduct their own online financial transactions.

**ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student conducted online research, reading, game play and educational play. Student was able to demonstrate critical thinking skills with cost/benefit analysis of online resources or researched items and make independent decisions as to whether to purchase or not based on analysis, reviews and research.

**10/18/2020**

## **READING**

- Student continued to 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 apps, GPS, highway signs).
- Group participated in Rush Hour Traffic Jam Logic game with instructions and game cards (i.e., logic puzzle, beginner/intermediate/advanced/expert designation, hints if needed).
- Group participated in Pittsburgh Zoo & Aquarium's ZooBoo Drive Thru Trick Or Treating experience with accompanying podcast, printed materials and zoo signs throughout.
- Group participated in exploring and experimenting with International Yum subscription box, Russia edition with printed materials, map, snacks and treats.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., logic, time, distance, miles, money, prices, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to solve Rush Hour Logic game).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Rush Hour game) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., to determine length of travel, time remaining before arrival, distance from home to zoo).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group participated in Pittsburgh Zoo & Aquarium's ZooBoo Drive Thru Trick Or Treating experience with accompanying podcast describing animals and animal facts throughout the zoo drive. Group observed and discussed the various animals present in their habitats within the zoo.
- Group continued ongoing discussion of COVID, current research and community response (i.e., drive thru trick or treating versus in person, neighborhood trick or treating).
- Group participated in exploring and experimenting with International Yum subscription box,

Russia edition with printed materials, map, snacks and treats.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group travel through community to local zoo. Group reading, observation and listening to geographic facts associated with zoo inhabitants through zoo signs, printed materials and accompanying podcast.
- Group participated in exploring and experimenting with International Yum subscription box, Russia edition with printed materials, map, snacks and treats.
- Student continued to use maps and other resources to navigate roads for family travel to local zoo.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. During group travel to local zoo, group discussed history of the zoo (i.e., expansion and changes), the city of Pittsburgh (i.e., steel mills), and exotic animals in general (i.e., history of taking from wild, current methods).

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued ongoing discussion of ways to best serve community in current pandemic including option of continuing to participate in outdoor, socially distanced, COVID safe activities to ensure the safety of fellow community members, particularly vulnerable populations.

## **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 group discussion around expression and experience of strong emotions; negative self-talk and options to counter; and self-care.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **MUSIC**

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

## **ENRICHMENT**

- Group traveled and participated in ZooBoo Drive Thru Zoo Trick or Treating at Pittsburgh Zoo & Aquarium. Group members had the option to wear a costume, bring a trick or treat bag, and collect treats/fun items handed out along the drive thru zoo trick or treat route. Group checked in for event in zoo parking lot and was given bag of printed materials and instructions to begin an accompanying podcast to listen to animal facts timed for the exhibits during the drive thru. Group members were able to order food to be picked up at zoo café

area during drive thru experience. Group discussed and chose from food options. Group was able to observe several animals during the experience. Group travel involved navigation of not commonly accessed local roadways due to construction. Group discussed differences in navigating the zoo by car for first time versus on foot as they had previously done on several occasions. Group continued discussion around safety protocols with COVID-19 and differences in this pandemic year versus the past. Group reported this was their favorite Halloween experience to date.

- Group participated in exploring and experimenting with International Yum subscription box, Russia edition with printed materials, map, snacks and treats.
- Group participated in group game play with Rush Hour Traffic Jam Logic Game with 40 possible logic puzzles from beginner to expert to play out on Rush Hour board with vehicles. Group took turns attempting to solve logic puzzles demonstrating collaborative play when asking for assistance from others. Group requested guide order a board for each group member so they could participate in simultaneous play. Guide ordered next day.

**10/19/2020**

## **READING**

- Student continued to 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 apps).
- Group participated in Kiwi Crate subscription boxes with printed instructions, Kiwi magazine illustrating topic covered in crate materials in graphic novel format, materials and a similarly themed book. Guide read aloud both the student's youngest sibling's book, *The Tree Lady: The True Story Of How One Tree-Loving Woman Changed A City Forever*, and the Kiwi Crate magazine (i.e., mazes; graphic novel about trees/root and leave systems/watering/capillary action; suggested experiments).
- Student read sections of their Kiwi Crate book, *National Geographic Kids: Extreme Weather*, aloud.
- Group participated in *Rush Hour Traffic Jam Logic Game*.
- Group viewing of *Wild Kratts: Tardigrade Xtreme* episode.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., measuring, logic, addition/subtraction, inches, shoe sizes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if foot is measured and tape measure reads \_\_\_\_, then what shoe size would that translate to?).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., speed, acceleration, friction, distance, *Rush Hour Logic game*) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., current shoe size and slipper size).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group explored, observed and experimented with Kiwi Crate subscription boxes to create a tie dyed messenger bag; an air cannon with incense cones created smoke for visible air; and a capillary action experiment with an accompanying balancing tree game. Guide read aloud

both the student's youngest sibling's book, *The Tree Lady: The True Story Of How One Tree-Loving Woman Changed A City Forever*, and *Kiwi Crate* magazine (i.e., mazes; graphic novel about trees/root and leaf systems/watering/capillary action; suggested experiments). Student read sections of their *Kiwi Crate* book, *National Geographic Kids: Extreme Weather*, aloud.

- Group viewing of *Wild Kratts: Tardigrade Xtreme* episode that takes place on the African Savannah, Sahara Desert, Antarctica, the Deep Sea and on the Moon. The *Wild Kratts* team attempts to ascertain if tardigrades can and do live in all these environments. Group discussion included other media the group had viewed with tardigrades in it, the use of a microscope in science, space and other topics covered in the episode.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories. Group viewing of *Wild Kratts: Tardigrade Xtreme* episode that takes place on the African Savannah, Sahara Desert, Antarctica, the Deep Sea and on the Moon.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips. Guide read student's youngest sibling's *Kiwi Crate* book, *The Tree Lady: The True Story Of How One Tree-Loving Woman Changed A City Forever*, aloud. This book described the true story of Katherine Olivia Sessions advancement through school, college and employment in the 1860's and her gift of desert dwelling trees to San Diego, CA.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Continued ongoing fire safety discussion with student's use of matches to light incense cones for *Kiwi Crate* project.

## **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. Group considered discussion and gathered healthy choices for lunch.
- 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 emotion and the effects of fatigue/overexertion/feeling depleted even by good things on emotional regulation. Group acknowledged observations of depletion in selves.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with roller skating and running.

## **MUSIC**

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

## **ART**

- Student used the Kiwi Crate materials to create an air cannon.

## **ENRICHMENT**

- Group explored and participated in Kiwi Crate subscription boxes. Student's oldest sibling's box contained materials for a tie dye messenger bag craft. Sibling measured ingredients to create an original color creation and placed the provided messenger bag in the chemical dyes to sit overnight. Sibling read the box's accompanying book Kid Artists: True Tales Of Childhood Forms of Creative Legends. Student's box contained materials and instructions to create an air cannon game including smoke incense cones to light and fill created air cannon so air pushed out would be visible. Student's accompanying book was National Geographic Kids: Extreme Weather. Student's youngest sibling's subscription box contained materials to create capillary action experiment visible through the creation of yellow, orange and red food coloring dyed flowers as well as a balancing tree game. Youngest sibling's book was The Tree Lady: The True Story Of How One Tree-Loving Woman Changed A City Forever. Group members were able to work individually on their projects as well as observe and participate in other group members' projects.
- Group playing Rush Hour Traffic Jam Logic game. Student requested the 40<sup>th</sup> challenge card in an attempt to solve most challenging expert puzzle. Each group member worked individually and sometimes together to complete the logic puzzle of their choice.



**10/20/2020**

## **READING**

- Student continued to 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 apps).
- Group play with Rush Hour Traffic Jam Logic Game with arrival of second set of games so that all group members could play simultaneously.
- Group participation in reading banana bread recipe, gathering ingredients and combining to bake banana bread.
- Group participated in silent reading with student reading aloud to youngest sibling from National Geographic Brain Candy: Seriously Sweet Facts to Satisfy Your Curiosity.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, temperature, fractions, measuring, logic, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to follow recipe, to problem solve amounts to add to breakfast).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., logic, counting) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., group cooked breakfast, group baking of banana bread).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, classes and reading. Group chose to read banana bread recipe, gather ingredients, mix and blend with additional experimentation by adding in other ingredients then bake. Taste testing followed cooling process. Group reported preferring zucchini bread as experimented with on 10/16/20.
- Group play with Rush Hour Traffic Jam Logic Game where each member was able to choose a puzzle, explore and experiment to observe whether they would be able to complete experiment. Each member chose different strategy—student's oldest sibling chose to begin from beginner card 1, student chose from other end of cards or expert 40, and youngest

sibling chose to begin where left off last approximately card 10.

- Student read aloud from National Geographic Brain Candy: Seriously Sweet Facts to Satisfy Your Curiosity.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Continued ongoing discussion of oven and cooktop safety with reminders of where fire blanket and extinguisher are located.

### **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 cook their own breakfasts with nutritional information shared.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

### **MUSIC**

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

### **ENRICHMENT**

- Group requested to both create their own breakfast and to participate in baking banana bread together.
- Group played Rush Hour Traffic Jam Logic Game with arrival of second set of games. Group members were able to play simultaneously though they each chose a different puzzle card. Group discussion of recommendation of logic game from an online homeschooling group discussing math.

**10/21/2020**

## **READING**

- Student continued to 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 apps).
- Student read aloud National Geographic Kids: 5,000 Awesome Facts (About Everything).
- Student and group members provided guided lesson on Roblox worlds and use of app.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., ages, time, historical timeline/dates, addition/subtraction, multiplication, points/coins, percentages).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., it will take 20 minutes for egg to hatch on app, please come back to world at 10:30).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., age, time, percentage, points) as well as age appropriate math related media.

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, classes and reading. Student and siblings provided guided lesson in Roblox worlds particularly Creatures of Senora and Feathered Families. Group discussion on which creatures or feathered animals represent real life creatures. Online research to confirm what information shared in app was factual. Group found that Feathered Families world contains extinct and currently existing feathered creatures with factual diet and physical descriptors.
- Student read aloud National Geographic Kids: 5,000 Awesome Facts (About Everything).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories. Group discussion of locations and habitats of animals represented in Feathered Families world per online research.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world

through reading and discussion of online research of extinct animals found represented on Roblox world, Feathered Families.

### **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, movement, stress and self-care. Group participated in coloring and drawing as form of self-care and art.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

### **MUSIC**

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

### **ART**

- Group used extensive colored pencil kit to draw and color with chosen stress reduction coloring books.

### **ENRICHMENT**

- Student chose one-on-one time with guide to share favorite Roblox worlds with guide. Student provided guided lesson on Roblox app and specific worlds within Roblox such as Creatures of Senora and Feathered Families. Group discussion around inclusion of siblings and student stated not minding group play despite individual time with guide. Group offered additional information and suggestions for Roblox worlds. Group described ways to grow families and characters in the world and waiting periods involved; percentages of health of character; social experiences had within different worlds; and points or Robux earned and purchased as well as calculation of dollars to Robux to various currencies of the worlds.

**10/22/2020**

**READING**

- Student continued to 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 apps).
- Group read aloud for Book Club of The Last FireHawk series.
- Group participation in and reading of A Gardening We Grow's Organic Daikon Radish Microgreens kit.
- Student chose to create Lego vehicle following step-by-step instructions.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., measurements, time, addition/subtraction, calendar, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if it takes approximately 7 days for microgreens to sprout, it will be \_\_\_ day when we should begin to see something).
- Student continued to conduct their own financial transactions at a level appropriate for age and ability.
- Student continued to use mathematical concepts in free play (i.e., Legos) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size microgreens could grow; dirt and seed for growing container).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions and reading. Group participation in Microgreen Garden activity where students used written instruction to create a viable garden environment for microgreen seeds to grow. Student's oldest sibling chose to keep suggested diary to record daily observations. Group discussion and reading on different types of microgreens, uses for, growth cycle and timing.

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued ongoing discussion of COVID-19, recommended safety protocols

and impact on family and community.

- Student continued to begin to gain a basic understanding of local, state, and federal government. Continued ongoing group discussion on federal governments responses to current 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.
- Group discussion of nutrition and use of microgreens in daily diet.
- 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 with free play.

### **MUSIC**

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

### **ENRICHMENT**

- Group participation in A Gardening We Grow's Organic Daikon Radish Microgreens kit. Kit included printed materials on microgreens; printed step-by-step instructions on how to plant, grow and harvest microgreens; compostable growing container, seeds and organic soil; and daily activity diary sheet to record observations and measurements of plant growth.

**10/23/2020**

**READING**

- Student continued to 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 apps).
- Group participation in cupcake baking, both with recipe found online for homemade cupcakes and with recipe from cake mix box.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

- Student continued to gain more experience with various kinds of writing, both by hand (i.e., handwritten and signed birthday card) and on the computer (i.e., typing, messaging, searches, 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., autofill, group discussion).

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., height of piñata versus group members, age, time, measuring, fractions with notes and measuring cups, addition/subtraction).
- Student continued to use mathematical concepts in free play (i.e., balance, weight, speed) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., cupcake recipes) and other practical situations (i.e., piñata height).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions and reading. Student continued Microgreen Garden observation and care.
- Group experimented, observed and compared various types of slime presented.
- Group participated in physical play on “Saturn” bounce toy. Group discussion of planets, space, gravity and human body.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group discussion and play with sibling birthday celebration gifts (i.e., realistic looking South African Fox stuffed animal and Artic Fox stuffed animal).

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group continued ongoing discussion of role they play in current pandemic by choosing to host household only birthday celebration.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, particularly around 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.
- Continued ongoing group discussion around nutrition, movement, mind/body connection and self-care. Group agreed to attend to how their individual bodies feels, their fullness and energy levels then choose activities and quantity of foods accordingly.
- 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 with free play with bouncing, jumping and running.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and attending oldest sibling's live performances.

## **ART**

- Student used various types of slime to create shapes and designs including heart.

## **ENRICHMENT**

- Group participation in student's youngest sibling's birthday celebration with requested arts and crafts (i.e., slime kit, paint own cat, water globes); bouncing equipment (i.e., "Saturn," bounce house); baking cupcakes from scratch and from box to taste test and compare; gift opening and piñata time. Student's youngest sibling counted donations to Nose 2 Tail Cat Rescue and number of bath bombs received. Group agreed to attend to how their individual bodies feels, their fullness and energy levels then choose activities and quantity of foods accordingly. Group chose accompanying music for celebration from playlists and from student's oldest sibling's live piano playing. Group rated birthday celebration that included only immediate house members versus past birthday parties with extended family and/or friends. Student's youngest sibling gave celebration a high rating.



**10/25/2020**

**READING**

- Student continued to 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 apps).
- Group read with Aunt over Zoom for two books: The Kitten Who Thought He Was A Mouse and Two Good Friends.
- Group continued reading The Last FireHawk series for Book Club.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

**WRITING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., time, Earth, perspective, shapes, addition/subtraction).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., weight, height, greater than/less than) as well as age appropriate math related media.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions and reading. Student continued Microgreen Garden observation and care.
- Group participation in slime experimentation.

**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 with bounce toy demonstration and play.

**MUSIC**

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

- Student's oldest sibling performed for family in live performance.
- Student's youngest sibling attempted to play violin received for birthday for family.

### **ART**

- Student used paints and paint markers to decorate small pumpkin.
- Group participation in painting and arts and crafts remaining from youngest sibling's birthday celebration.

### **ENRICHMENT**

- Group participation in Zoom contact with maternal aunt. Aunt had asked to visit with group and to read 2 selected books to group. Group listened as maternal aunt read *The Kitten Who Thought He Was A Mouse* and *Two Good Friends*. Aunt shared stories of reading book as child. Group discussed current happenings, themes in books and student's youngest sibling's recent birthday celebration. Aunt asked to recreate Zoom reading time in future and group agreed.

**10/26/2020**

## **READING**

- Student continued to 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 apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, music, readings, Ipad apps).

## **WRITING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., counting, time, money, size, greater than/less than, division, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to divide the plant materials fairly how many plants would each person receive?).
- Student continued to conduct their own financial transactions at a level appropriate for age and ability.
- Student continued to use mathematical concepts in free play (i.e., bouncing on round sphere, weight, height) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., sizes of succulents and air plant, dirt and other materials to fit in glass cloche terrarium).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, museum visits, classes and reading. Group participated in creating a terrarium activity (i.e., succulents, air plants, dirt, moss, shells, rocks, glass cloche terrarium) with provided materials. Group discussed succulents, care and favored environment as well as air plants and care. Group read printed care instructions provided by air plant company. Compared observations of air plant presentation upon arrival versus after recommended soaking in water (i.e., less color, smaller versus puffed up, greener afterwards). Group discussed challenges with terrarium and in life and choices (i.e., quit, persevere) available.
- Follow up discussion on microgreens, growth, care and observations (i.e., one container showed sprouting). Discussed terrarium planting versus microgreen seed planting. Group discussed garden activity of previous learning year and desire to continue.

## **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 expression of and experiencing strong emotions; boundaries, self-care, nutrition, sleep and emotional regulation.
- 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 with bouncing and free play.

### **MUSIC**

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

### **ART**

- Student created a terrarium with materials provided.

### **ENRICHMENT**

- Group participation in creating terrariums with provided materials (i.e., succulents, air plants, dirt, moss, shells, rocks, glass cloche terrarium).
- Group participation in arts and crafts. Student's youngest sibling attempted water globes craft until recognized provided clay was too dry. Guide offered to order replacement. Group explored crafting materials (i.e., package of feathers, pipe cleaners, stickers, felt squares, glue, scissors).

**10/27/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., Ipad apps, chatting, sibling's chats, chosen kindle selections).
- Student assisted younger sibling in reading online materials.
- Book Club to complete group's requested book selection, The Last FireHawk: The Golden Temple.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group reading aloud, music playlists, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand and on the computer (i.e., typing, chatting, messaging, searches, names on scoreboard).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their age and ability (i.e., time, schedule, page numbers, comparison of lengths of time to complete online quests).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., during play student and siblings took turns keeping a scoreboard with points added up at completion).
- Student continued to conduct their own financial transactions at a level appropriate for age and ability (i.e., purchasing Roblox money using actual dollars).
- Student continued to use measurement in cooking (i.e., ½ cup oatmeal for breakfast plus 1 cup water).
- Student continued to use mathematical concepts in free play (i.e., Rush Hour board game).

**SCIENCE**

- Student continued to increase their scientific knowledge through group discussion of volcanoes and island formation.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through group discussions of Hawaii and online images.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and other health practices. Group discussion of sugar intake, emotional regulation

and appropriate personal hygiene to counter potential cavity bacteria.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group play including use of “Saturn” or recently purchased bouncing activity.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., instrumental music playlists on Google Home device, Ipad app music).
- Student continued to discuss the opportunity to pursue their own musical interests (i.e., violin received on birthday).

### **ART**

- Student continued to use a variety of media to make creations of their own choosing (i.e., crafting materials from previous day; pumpkin painting for upcoming Halloween).

### **ENRICHMENT**

- Group discussion of book, The Last Firehawk: The Golden Temple; the Firehawk series; and the general format in book series (i.e., development of story, cliff hanger, foreshadowing of future book, research to find additional future available books in series).
- Group discussion of upcoming holidays and options for personalizing holidays to immediate family (i.e., group agreed to lasagna meals for Thanksgiving, gifts of gratitude at Thanksgiving, decorating for Christmas in early November).

**10/28/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., Ipad apps, chatting, chosen kindle selections; tv captions, titles and descriptive paragraphs).
- Student discovered Science Comics series (i.e., Dinosaurs, Crows) at bedtime and requested to read remainder of hardback books in morning (i.e., Space).
- Student assisted younger sibling in reading online materials.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group reading aloud, music playlists, group discussions, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability.
- Student used problem solving mathematics skills in daily life applications (i.e., fair division of food items among siblings, timing for microwave, schedule).
- Group donation to student's chosen birthday community resource, Nose 2 Tail Cat Rescue (i.e., online search, designated donation amount, followed procedure to make donation).
- Student continued to use mathematical concepts in free play (i.e., varying weights and effects on bounce equipment).

## **SCIENCE**

- Student continued to increase their scientific knowledge through observation, reading and group discussion.
- Group viewing of National Geographic: Draining the Oceans. Program discussed Gulf of Mexico and (1) dinosaurs, crater possibly formed by asteroid, theories on death of dinosaurs and possible impact on Earth asteroid collision would have had; (2) oil rigs in Gulf of Mexico, Deepwater Horizon oil spill of 2010; (3) shipwrecks, pirates, slave trade, hurricanes, and (4) German submarine U-166 and the Robert E. Lee ship.
- Group discussion of equipment (i.e., ROV's or remotely operated underwater vehicles) to explore ocean and ocean bottom; technology used to create 3D images and simulations of ocean floor; ships, submarines, navy vessels.
- Group discussion followed including Hiroshima, the atomic bomb, theories around the death of dinosaurs, sink holes, hurricanes, World War I and the atomic bomb; accents in speech,

Pompeii, slavery and its impact today, the oil industry, tobacco and alcohol industries, impact of the oil industry on the environment, Indigenous people, and society; Nazi philosophy, World War II, concentration camps.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through maps, group discussion and viewing the National Geographic's Draining the Oceans, Season 1, Episode 3, Gulf of Mexico.
- Reviewed National Geographic's National Parks program and group discussion of locations of National Parks in episodes (Florida, Alaska, Yellowstone, Grand Canyon, Washington State).

## **HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world through group viewing of National Geographic's Draining the Ocean: Gulf of Mexico and subsequent group discussion (i.e., WWI, WWII, slavery, current oil industry, dinosaurs).

## **CIVICS**

- Group discussion of U.S., global economy, influence of certain large corporations (i.e., oil, tobacco, alcohol) and impacts on environment & communities.
- Group discussion of trade between U.S. and other countries; slave trade and impact then and now.

## **HEALTH & PHYSIOLOGY**

- Group discussion of changes in seasons (i.e., darker, rainy) and impact on mood as observed by student. Significance of self-care.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., music accompaniment with tv program, National Geographic's Draining the Oceans; new playlist, Jordan Crist).

## **ENRICHMENT**

- Group discussion of emotional expression and accountability or responsibility for expression & observed or vocalized impact of said expression. Discussed options for verbalizing accountability. Student demonstrated critical thinking skills with potential solution(s) and application of discussion by acknowledging emotional expression from previous evening & morning.



**10/29/2020**

## **READING**

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, book club selection, online searches, Ipad apps, messaging, Lego magazine).
- Student continued to read Science Comics (i.e., Dinosaurs, Crows, Space) and requested remainder of series to read.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussion, group reading, individual reading, music playlists, typing).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, entering information on Ipad app, 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, autocorrect, reading).

## **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., time, page numbers, addition, multiplication demonstration for younger sibling).
- Student used problem solving mathematics skills in daily life applications (i.e., division of food fairly, number of candies, scores, counting needed points to purchase online resources in Ipad app, use of graphs during set up of Roblox house world in order to place objects).
- Student continued to conduct their own financial transactions (i.e., earning Robucks, translating to dollar amount required for online resources, purchasing resources).
- Student continued to use mathematical concepts in free play (i.e., counting, scores in game, Rush Hour graphing/logic) as well as age appropriate math related media (i.e., Roblox).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions and reading (i.e., dry ice experiments with food coloring, different temperatures of water, fruit, balloons, and metal versus glass containers).
- Group and individual readings of Science Comics: Crows, Genius Birds with discussion of brains (i.e., crow versus mammals and other birds); neurons, hippocampus and memory, intelligence; eyes, cones, ability to see colors and range of colors can see; diet and sources of food (i.e., carrion, nuts, fruits; proteins in forms of snakes, frogs, baby birds; human garbage); scientific experiments with crows and resulting information gathered.
- Individual reading of Science Comics: Dinosaurs Fossils and Feathers and Science Comics: Solar System Our Place in Space. Student shared some information learned from readings including relationship and evolution of dinosaurs in comparison to birds.

## **GEOGRAPHY**

- Student will expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories.
- Student will use maps and other resources to navigate roads and public transportation on outings and family trips, both local and out-of-state.

### **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading the Science Comics: Dinosaurs Fossils and Feathers book.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and other health practices.
- Student learned about the human body, at a level appropriate for their age and ability. Group discussion of proper dental hygiene following certain nutrition choices.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student chose to run while siblings chose to roller skate in family evening activity.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. New playlists chosen (i.e., Jordan Critz, Calming Instrumental music, Popular Current Music playlist) to begin day, throughout day, and with evening roller skating/running activity.

**10/30/2020**

**READING**

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, book club selection, online searches, Ipad apps, messaging).
- Student eagerly awaited remainder Science Comics series in same day delivery and began to read as soon as arrived. Remainder will arrive next day.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group discussion, group reading, individual reading, music playlists, typing).

**WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, entering information on Ipad app, 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, autocorrect, reading).

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., time, page numbers, addition, multiplication demonstration for younger sibling).
- Student used problem solving mathematics skills in daily life applications (i.e., division of food fairly, number of Science Comics books arriving today and tomorrow, hours remaining until Ipad app resource available).
- Student continued to conduct their own financial transactions (i.e., requested weekly money day early explaining online resources and benefits—Roblox VIP subscription; purchased and set up subscription).
- Student continued to use mathematical concepts in free play (i.e., counting, scores, purchases, graphing) as well as age appropriate math related media (i.e., Roblox).

**SCIENCE**

- Student participated in family Campfire Trivia Zoom call with immediate and extended family. Campfire Trivia game consisted of questions posed to family teams that involved squirrels, various birds, holidays, plants, and other nature themes. Additional Pennsylvania specific questions were asked (i.e., what is the state bird, animals common to PA, most common breed of bat in PA, etc.).

**GEOGRAPHY**

- Student will expand their geographic knowledge of their community, country, and the world through Campfire Trivia, play, group discussion, reading and stories (i.e., PA specific trivia, national trivia, space trivia, world trivia).

**HISTORY**

- Student will add to their basic understanding of the history of PA, the USA, and the world through reading and discussion, and possibly field trips.

#### **PHYSICAL EDUCATION**

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

#### **MUSIC**

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

#### **ART**

- Student and sibling used sand, miniature plants & trees, moss, dinosaurs, and animal figures to create landscapes and habitats of their own choosing.

#### **ENRICHMENT**

- Student and family had opportunity to utilize Zoom to participate in extended family gathering.

**10/31/2020**

**READING**

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Science Comics: Robots, Science Comics: Coral Reef, Science Comics: Sharks; Ipad apps materials and messaging; National Geographic: Drain The Oceans The Secrets of the Loch Ness episode captioning).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., Google Home interactions, music, Ipad apps, reading, group discussions, tv program).

**WRITING**

- Student gained more experience with various kinds of writing on the computer (i.e., typing, texting, typing names of characters, online searches).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their age and ability (i.e., time, schedule, date, Daylight Savings Time).
- Student used problem solving mathematics skills in daily life applications (i.e., number of piñata swings, number of candy pieces acquired, number of treasure hunt prizes found).
- Student conducted their own financial transactions at a level appropriate for age and ability (i.e., participated in Halloween celebration on Roblox with siblings with purchased resources with own finances; money received for Halloween and calculation of current savings).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion and reading. Group viewing of National Geographic's Drain the Oceans: Secrets of Loch Ness episode.
- Follow up group discussion of previous Drain the Ocean episode following additional online research of covered topics (i.e., Pompeii location—Romans in current day Italy; Pearl Harbor, Hiroshima and Nagasaki bombings as part of WWII; ROV stands for remotely operated underwater vehicle; reasons German submarines were called U-boats; Oppenheimer's death and regret around atomic; slave trade; evidence found with shipwrecks reviewed). Group reviewed previous episode content for dad prior to viewing today's episode.
- Group viewing and discussion of same day Blue Full Moon.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps and tv program (i.e., Scotland, Lake Baikal in Russian Siberia).

**HISTORY**

- Student continued to add to their basic understanding of the history of the world through group viewing and discussion (i.e., National Geographic's Drain the Oceans: Secrets of Loch Ness episode). National Geographic's Drain the Oceans: Secrets of Loch Ness episode proposed and discussed theories of contents of Loch Ness dating to dinosaur era, pre-and post 1930's, to present day. Comparison of the world's largest lake, Lake Baikal in Russian Siberia, its history and contents with Loch Ness to extrapolate theories as to what visitors/inhabitants have seen on the Loch. Included in history was the attempt at a water speed record by John Cobb in 1952.
- Online article discussion of last time full moon viewed by a large majority of the world's population occurred (i.e., WWII timeframe).

### **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government with discussion of voting and upcoming November 3<sup>rd</sup> election.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and other health practices (i.e., nutrition, Halloween candy, balance).
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of body check ins to determine energy level, effects of food choices, and recognition of when to change choices based on noticing.
- Group discussion of Halloween and range of safety protocols others were following along with those chosen by family and reasons for (i.e., immediate family only party at home rather than trick or treating).

### **PHYSICAL EDUCATION**

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

### **ART**

- Student used a variety of playdoh, Halloween themed pieces and pie/cupcake pans to make creations of their own choosing.

### **ENRICHMENT**

- Group participation in at home family Halloween celebration (i.e., arts and crafts, piñata, treasure hunt, movie/tv program chosen by group, shared foods, Ipad group play with online Halloween celebration, Blue Full Moon viewing).
- Student and siblings demonstrated critical thinking skills with group discussion around theories (both theirs and those offered on tv program) of Loch Ness monster mystery.

**11/01/2020**

**READING**

- Student read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selection, Science Comics book series; Ipad apps materials and messaging).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., music, reading, group discussions).

**WRITING**

- Student gained more experience with various kinds of writing on the computer (i.e., typing, texting, typing names of characters, online searches).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their age and ability (i.e., addition, subtraction, division, measurements, time, money, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating points earned on Ipad apps, calculating needed points or money for online resources, calculating scores & obtained online resources).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion and reading.
- Group discussion and observation of observed first snow fall of year.

**ENRICHMENT**

- Group participation in Do Whatever You Want Day.

**11/02/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, book club selection—The Wild Robot; Ipad messages & instructions).
- Student explored the English language through writing, reading, speaking, and listening using various media (i.e., group discussions, reading, Ipad apps).

## **WRITING**

- Student continued to gain more experience with various kinds of writing on the computer (i.e., typing, messaging, 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., autocorrect, group discussion).

## **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., calculate DST impact on time; time and schedule; online resources calculations).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., amount of water intake, time and designated breaks).
- Student continued to conduct their own financial transactions (i.e., trading and buying online resources).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion and reading.
- Student continued to read Science Comics Sharks book.
- Group discussion of observed weather as well as online research of actual temperature range for day on weather app.
- Group viewing of National Geographic's: Drain the Ocean Legends of Atlantis episode where scientists attempt to confirm if various underwater geological formations around the world are man-made or natural formations.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps, group discussion, stories and viewing National Geographic's: Drain The Ocean Legends of Atlantis episode. The episode included underwater formations found off the coast of Japan, Greece and in the Atlantic Ocean.

## **HISTORY**

- Student added to their basic understanding of the history of the world through reading, discussion and viewing National Geographic's Drain The Ocean Legend of Atlantis episode. Group discussion of topics in this episode included the last Ice Age, the Bronze Age, early



human settlements and materials used to create housing & pottery, Plato, philosophy and philosophers (both in history and today); Atlantis, New Orleans and Hurricane Katrina; and people's views on reasons behind happenings or findings (both in past and today).

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires (i.e., cooking and cooktop fire and safety).
- Group discussion around natural disasters and results of.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and other health practices. Group discussion and group agreement of hourly movement break with check in with body re: hunger, thirst, or other necessity.

### **PHYSICAL EDUCATION**

- Student had regular physical activity aimed at developing health, coordination and strength (i.e., running, loud vocalization to let out energy, jumping).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Student chose to explore new playlists on Google Home.

### **ENRICHMENT**

- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student and siblings demonstrated ability to consider all scientific evidence given in National Geographic's: Drain The Oceans Legend of Atlantis episode and each parse through it to arrive at their own conclusion.
- Student also demonstrated independent/critical thinking skills by offering an alternative daily schedule for day that included swapping use of technology to morning routine and learning activity to afternoon with the caveat that students would take a movement or play break every hour during this time.
- Group discussion of individualizing upcoming Thanksgiving Day celebration to best fit immediate family. Student and siblings offered thoughts and suggestions for both food created (i.e., veggie and meat lasagna instead of turkey dinner) and activities for day (i.e., arts and crafts, indoor or outdoor active play depending on weather). Group discussion of portrayal of Thanksgiving versus actual history of Indigenous People's experiences and family's meaning given to Thanksgiving (i.e., grateful for all the people who are in the U.S.). Signed up for First Nation's Bedtime Stories (i.e., Australia's Indigenous People) from November 16-20<sup>th</sup> where a daily video will be sent to show language, culture and stories of Australia's First People.

**11/03/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Science Comics books, food coloring bottles, Ipad apps, book club selections—The Couch Potato, The Cool Bean, The Good Egg, The Bad Seed).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps, Google Home).

## **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand and on the computer (i.e., marking containers for food coloring experiments, online searches, typing, Ipad apps, messaging).

## **SPELLING**

- Student continued to use various resources to begin 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 age and ability (i.e., measuring, calculating, variance, addition/subtraction).
- Student used problem solving mathematics skills in daily life applications (i.e., time, schedule, DST).
- Student continued to use mathematical concepts in free play (i.e., measuring, division, acceleration, addition) as well as age appropriate math related media (i.e., Roblox).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, and group discussion. Group experimentation with food coloring, water, milk and apples to test theories of color combination; and its ability to dye and decorate liquids, human skin and teeth.
- Group viewing of National Geographic's: Drain The Oceans Mysteries Of The China Seas with group discussion of Japan, islands, cultures around the world; government structures and possible motivations for actions (i.e., war, colonization, trade, building armies) in history and today; geological findings in the ocean; shipwrecks, archeological finds, artifacts, cultures of the world; languages; typhoons, earthquakes, natural disasters; technology and the use of fiberoptic cables through the oceans including potential threats to this system.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through maps, CGI technology in National Geographic's Drain The Oceans, group discussions and stories. Group discussion of topography, geological structures and global underwater fiberoptic internet cable network viewed in National Geographic's: Drain The

Oceans Mysteries Of The China Seas. This episode included discussion and maps of the Philippines, Japan, China,

### **HISTORY**

- Student added to their basic understanding of the history of the USA and the world through reading, group discussion and viewing National Geographic's: Drain The Oceans Mysteries Of The China Seas. This episode covered naval battles of WWII including discussions of
- Group discussion of current and past U.S., Japanese, and Mongolian navy; the United States' armed forces and federal government; kamikazes, WWII, Allied forces, Yamato (largest Japanese vessel), Kublai Khan; porcelain artifacts specifically Chinese pottery; and other topics viewed in National Geographic's: Drain The Oceans Mysteries Of The China Seas.

### **CIVICS**

- Student continued to gain a basic understanding of federal government with group discussion of voting and same day election day.
- Group discussion of U.S. current and past navy, the armed forces, and ranging options for federal government to involve the U.S. in global affairs (i.e., no involvement, diplomatic strategies, financial/weapon backing, military involvement, war).

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and other health practices. Continued discussion of nutrition choices and significance of daily movement.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

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

### **ENRICHMENT**

- Student and siblings participated in donut making kit activity with various topping supplies each participant could measure and add to donut.

**11/04/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, online election poll information).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps).

## **WRITING**

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

## **SPELLING**

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

## **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (subtraction of large numbers, time, logic).
- Student used problem solving mathematics skills in daily life applications (i.e., logic).
- Student continued to conduct their own financial transactions (i.e., brainstormed options for earning amount needed as read on Ipad app, discussed with guide, implemented work, earned \$, applied to online resource to buy desired resource).
- Student used mathematical concepts in free play (i.e., adding up points earned, purchasing materials in Roblox world, noting set age limits on apps) as well as age appropriate math related media (i.e., Roblox).
- Student used measurement in cooking (i.e., student and siblings continued donut kit where toppings measured out and divided equally).

## **GEOGRAPHY**

- Student expanded their geographic knowledge of their community and the country through group viewing of the U.S. map divided up into states to show presidential election progress.

## **HISTORY**

- Student added to their basic understanding of the history the USA and the world through group discussion and sharing online articles around the current administration, experiences occurring over the last 4 years, global diplomacy and global communities that have formed over the years.

## **CIVICS**

- Student continued to gain a basic understanding of federal government and the election process. Online research and group viewing of status of presidential election. Group discussion of timeframe for election and transitioning of presidents as well as possible reasons for delay between election date and inauguration.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Discussion of vehicle safety, speed, road conditions and potential results of high speeds.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and other health practices. Ongoing group discussion about daily movement, sedentary lifestyles & effects of, and nutrition.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group play on inflatable bouncer, running, tag.

## **MUSIC**

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

## **ENRICHMENT**

- Continued ongoing group discussion of growth mindset versus nongrowth mindset and significance of language we tell ourselves and use with others.
- Individual discussion with student around strong emotions, self-talk, emotional regulation and expression. Problem-solved alternate plan to address student's need for personal space at specified time of day.

**11/05/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, online election poll information).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps).

## **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., listing ideas on paper, online searches, typing, Ipad apps, messaging).

## **SPELLING**

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

## **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., time, points accrued vs. needed, logic puzzles on Ipad).
- Student used problem solving mathematics skills in daily life applications (i.e., if candy can be eaten until 4:30 p.m. and it is now \_\_\_ o'clock, how much time remains to eat candy?).
- Student used resources earned through playing Ipad apps to purchase online resources thus conducting their own financial transactions.
- Group Ipad play (i.e., Roblox deep space world) where each member gets to inhabit same space ship, share resources, divide money, take turns purchasing resources and take turns spending the group's money.
- Student used mathematical concepts in free play (i.e., volume of inflatable, weight vs pressure vs inflatable's ability to remain in geometric shape) as well as age appropriate math related media (i.e., Roblox, Robucks).

## **SCIENCE**

- Student will increase their scientific knowledge through experimentation, observation, museum visits, classes and reading.
- Group discussion of uranium and its properties, the periodic table, Marie Curie, the elements Marie Curie discovered and named (i.e., polonium and radium), her death, Nobel Prize and Polish (by birth) and French (by marriage) background. Online research to view uranium.
- Student continued to learn about various aspects of safety, including the handling and transport of radioactive materials (i.e., uranium, plutonium, radium, polonium). Group discussion and online research of images of uranium and safety equipment used to handle these and other radioactive materials. Group discussion of differences in radioactive elements.
- Online research and group discussion around weight loss and bone density in outer space.

- Group participation in first use of Dry Ice Smoke Bubble machine with arrival of dry ice in delivery (i.e., Steve Spangler Science Dry Ice Smoke Bubbles). Group discussion around water temperatures and dry ice; dry ice solid versus dry ice in gas form; properties of said gas and observations of experiments with—pouring it, pressure created; surfaces that would pop versus hold a bubble; and possible future experiments including the addition of glycerin to strengthen the bubbles’ surface and decrease popping rate.
- Group viewing of National Geographic’s Drain The Oceans Treasures Of The Deep. This episode included a Spanish Galleon shipwreck off the Florida Keys; a discussion of underwater terrain (i.e., sand dunes, shifting sands) and its effects on ships; and a WWII British shipwreck filled with gold to be given to Russia to pay for weapons that the British sunk themselves during a battle in the Arctic Circle.
- Group viewing of National Geographic Kids Weird But True: Space Rocks episode which covered such topics as near Earth objects, asteroids, comets and meteoroids.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through maps, online research and group discussion. Group viewing of map of the United States showing states, voting outcomes and electoral vote counts versus individual vote counts.
- Group discussion of Marie Curie and her Polish & French background.
- Group viewing of National Geographic Kids Weird But True: Space Rocks including Earth and Earth’s orbit.
- Group viewing of National Geographic’s Drain The Oceans Treasures Of The Deep. This episode included a Spanish Galleon shipwreck off the Florida Keys; a discussion of underwater terrain (i.e., sand dunes, shifting sands) and its effects on ships; and a WWII British shipwreck filled with gold to be given to Russia to pay for weapons that the British sunk themselves during a battle in the Arctic Circle.

## **HISTORY**

- Student added to their basic understanding of the history the world through reading, group discussion and online research. Group discussion, reading and research on Marie Curie, the elements Marie Curie discovered and named (i.e., polonium and radium); her and her husband’s research into radioactivity; her death, Nobel Prize, and her Polish (by birth) and French (by marriage) background.
- Group viewing of National Geographic’s Drain The Oceans Treasures Of The Deep. This episode included a Spanish Galleon shipwreck off the Florida Keys; a discussion of underwater terrain (i.e., sand dunes, shifting sands) and its effects on ships; and a WWII British shipwreck filled with gold to be given to Russia to pay for weapons that the British sunk themselves during a battle in the Arctic Circle.

## **CIVICS**

- Student continued to begin to gain a basic understanding of federal government as additional online information was given re: the presidential election. Group discussion and follow up citing online news article on reasons for delays in counting mail in ballots across various states.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the handling and transport of radioactive materials (i.e., uranium, plutonium, radium, polonium). Group discussion and online research of images of uranium and safety equipment used to handle these and other radioactive materials. Group discussion of differences in radioactive elements.

## **HEALTH & PHYSIOLOGY**

- Student continued to learn about the human body, at a level appropriate for their age and ability including Marie Curie's handling of radioactive materials and her eventual death.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

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

## **ENRICHMENT**

- Continued group discussion of mind/body connection and significance of language choices. Group practice reframing negative self-talk.



**11/06/2020**

## **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, online election poll information, online searches—toys, toy magazines, Eboo Natural Science puzzle written materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

## **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand and on the computer (i.e., written list of toy findings, written math works, online searches, typing, Ipad apps, messaging).

## **SPELLING**

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

## **ARITHMETIC**

- Student continue to do mathematics work at a level appropriate for their ability (i.e., time, money and calculating amount to spend versus cost of product with given budget; calculating points needed to purchase online resources).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., volume and size of vacuum sealed mattress upon arrival, observations as it inflated itself, proposed approximation of volume once it reaches full size).
- Student continued to conduct their own financial transactions to utilize points earned to purchase online resources.
- Student continued to use mathematical concepts in free play (i.e., online toy search; Labyrinth board game) as well as age appropriate math related media (i.e., calculator, Roblox, Procreate).
- Student continued to use measurement in other practical situations (i.e., size of vacuum sealed mattress on arrival versus final size; size of blankets in comparison to individuals who hoped to be under said blanket).

## **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion and reading. Group observation, experimentation and group discussion of electromagnetic levitation with same day receipt of a Buda Ball stress relieving desk decoration.
- Student, younger sibling and guide completed Eboo Natural Science puzzle and had group discussion around images and written information on puzzle as well as shared knowledge on subjects.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through maps, online research and group discussion. Ongoing group viewing of map of the United States showing states, voting outcomes and electoral vote counts versus individual vote counts.

### **CIVICS**

- Student continued to gain a basic understanding of federal government as additional online information was given re: the presidential election. Group discussion on potential responses incumbent president could have if loses election.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, with use of cook top for meal preparation/cooking.

### **PHYSICAL EDUCATION**

- Student will have regular physical activity aimed at developing health, coordination and strength (i.e., running, jumping, pretend play with yoga mats & workout materials).

### **MUSIC**

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

### **ART**

- Student conducted online image searches (i.e., snake backgrounds) before importing images to chosen online apps to modify and create several new backgrounds for Ipad.

### **ENRICHMENT**

- Group discussion following up on previous day with discussion around follow through on statements, consistency, trust, expression of strong emotion and family relationships.
- Group review of first subscription box of Radish Kids (i.e., Cooking box subscription with new cultural/global cooking experience each month). Group observation of box's contents (i.e., a patch, 3 recipe cards, 4 Table Talk cards to encourage conversation while eating; a score card rating favorite meal items and desserts; and a collapsible whisk). Group discussion of contents, impression of usability of contents, and monthly cost of subscription. Group agreement that said subscription is not a good fit for group and subscription cancelled. Several other options will be reviewed in future and more fitting subscription will be set up.

**11/07/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, online election poll information).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., online searches, typing, Ipad apps, messaging, texting).

### **SPELLING**

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

### **ARITHMETIC**

- Student did mathematics work at a level appropriate for their age and ability (i.e., time, points earned on Roblox world, logic puzzle game, addition/subtraction).
- Student used problem solving mathematics skills in daily life applications (i.e., if a monthly subscription is \$5 and student receives \$20 a month, then how many monthly subscriptions could student afford?).
- Student conducted their own financial transactions at a level appropriate for age and ability (i.e., assisted younger sibling with purchases; found and purchased online resources that could afford given actual money received).
- Student continued to use mathematical concepts in free play (i.e., scores, age parameters for app, lengths of time, levels) as well as age appropriate math related media (i.e., Roblox worlds).

### **CIVICS**

- Student continued to gain a basic understanding of federal government as additional online information was given re: the presidential election. Group discussion of final results of election and significance of Vice President elect, Kamala Harris.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about the human body at a level appropriate for their age and ability. Group discussion and agreement to individually conduct body check ins to notice hunger, thirst, how sugar intake effects body, etc.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., group play with running, jumping, work out equipment to release energy).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and listening to older sibling performing live practice on piano.

**11/08/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, book club selections—National Geographic: Animal Encyclopedia 2,500 Animals With Photos, Maps, And More!).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

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

**SPELLING**

- Student continued to use various resources to begin 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., speed and acceleration demonstrated by remote control car; calculating large scale numbers).
- Student conducted their own financial transactions to purchase online resources, both with real life monies and online points.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion and reading. Group reading of National Geographic: Animal Encyclopedia 2,500 Animals With Photos, Maps, And More!. Group read about classifications scientists make on endangered status of animals; the life cycle and babies of animals including fertilization of eggs, worker honeybees laying unfertilized eggs that develop into drones, eggs vs embryos (i.e., all mammals with exception of platypus), imitating parents versus fending for self in young, dolphin live birth and rearing, penguin egg birth, and Eastern Mountain Gorillas, Monarch Butterflies, & Mallard Ducks specifically. Group reading concluded with chapter on senses and communication, specifically around the Sumatran Orangutan's taste and the Bloodhounds sense of smell.

**PHYSICAL EDUCATION**

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

**11/09/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, book club selection— Dr. Li And The Crown-Wearing Virus; London Calls! Global Citizen Box book plus other written materials; online research materials—Virgin Hyperloop completion of first passenger test article, British military garb and meaning behind bearskin caps; handwritten note left for student).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, group Ipad play, Google Home, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., online searches, typing, Ipad apps, messaging, texting).

### **SPELLING**

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

### **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., telling time, outlining months of year, calculating cooking time for microwave, calculating number of years until student reaches guide's current age).
- Group discussion and review of online articles regarding Virgin Hyperloop and Elon Musk's Boring Project to create magnetic levitation transportation. Student compared speed of this type of ground or underground transportation versus air transportation.
- Student continued to conduct their own financial transactions to purchase desired online resources by earning points that accumulate to match number required for resources. Group engagement in online trades both within and outside of group to acquire desired online resources.
- Student used mathematical concepts in free play (i.e., geometric shapes, logic, calculating large numbers) as well as age appropriate math related media (i.e., Roblox).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, online research and reading. Group discussion and review of online articles regarding Virgin Hyperloop and Elon Musk's Boring Project to create magnetic levitation transportation.
- Student and sibling listened to anatomical facts older sibling offered about snow leopard based on reading and online research.
- Group reading of paragraph of information on beavers that came with student's sibling's stuffed beaver (i.e., average size, 20 year lifespan, monogamous tendencies, 2-4 young a year, engineers of the animal kingdom, benefits of their building, most commonly found in

America).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through maps, stories, group discussion, online research and exploration of Global Citizens: England box.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading, group discussion and online research (i.e., British Empire and Napoleonic Wars; British structures previously viewed and described now by guide in stories; Global Citizen: England box written materials; Dr. Li And The Crown-Wearing Virus book selection and recent history of pandemic, China and U.S. reactions).

## **CIVICS**

- Student continued to gain a basic understanding of local, state, and federal government (i.e., group reading and discussion of Dr. Li And The Crown-Wearing Virus book selection and recent history of pandemic, China and U.S. reactions).

## **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 and implementation of bland diet and probiotics to assist student in gut health.

## **PHYSICAL EDUCATION**

- Student had regular physical activity aimed at developing health, coordination and strength (i.e., running, actively driving remote control car).

## **MUSIC**

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

## **ART**

- Student used a variety of materials (i.e., markers, tape, Global Citizen's England box craft supplies) to make a double decker British bus and a Coat of Arms drawing.

## **ENRICHMENT**

- Group participation in Global Citizen's England subscription box. Group reading of written materials including pamphlet with similar aged peer discussing daily life in England including common favorite foods, favorite activities like football, topography, well-known cultural organizations (i.e., Tate), transportation, art, and common phrases or words unique to England. Group participation in guessing game to match common phrases from England with equivalent phrases in the U.S. Group participation in chosen craft (i.e., double decker bus creation, London scene, Coat of Arms artwork). Group online research and discussion of meaning behind Queen's guard wearing large hats including correct name—bearskin caps; use of said hats in British and French militaries; Napoleon, the Battle of Waterloo, trophy of bearskin cap taken by the British victors. Group reading of included book, London Calls!.

**11/10/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., building kit written materials, kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, Google Home, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., online searches, typing, Ipad apps, messaging, texting).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their age and ability (i.e., counting, shapes, time).
- Student used problem solving mathematics skills in daily life applications (i.e., considered and determined shape most likely to be best fit for underwater exploration based on ROV from National Geographic: Drain The Oceans; student changed shape to smaller and more compact to counter effects of compression under ocean).
- Student and sibling used building kit to create various shapes and creations (i.e., snakes, drones, space ships, underwater remote controlled vehicles). Group discussion of Geometry.

**SCIENCE**

- Student increased their scientific knowledge through experimentation, observation, group discussion, play and reading. Group discussion of topics such as titanium and its properties; snakes; planets in solar system including Neptune, Pluto and Mars; acceleration and buoyancy; exploration of space and underwater environments; ROV's depicted in previously viewed National Geographic: Drain The Oceans episode.
- Student and sibling observed street paving equipment directly in front of residence and chose to observe the process of stripping, cleaning and repaving the road.
- Group exploration of fresh produce, fruit, and groceries provided in box from local farm. Use of 5 senses to observe and discuss purchases (i.e., first time smelling cilantro; taste of fresh turkey & deli cheese; look & taste of fresh, organic farm apples, etc.).

**GEOGRAPHY**

- Student used Google maps and other resources to navigate roads and public transportation on a local outing to pick up a fresh box of groceries curbside at a local farm.

**HEALTH & PHYSIOLOGY**

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

ability. Group discussion of currently reported air quality in area (i.e., poor) and added quality concerns with stripping and cleaning asphalt directly in front of residence. Student and sibling chose to wear masks while exploring backyard in attempt to counter current pollutants.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music chosen by Google Home.

### **ART**

- Student used building kit materials to create original works including shapes, space ships, reptiles, and towing equipment.



**11/11/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., online searches, typing, Ipad apps, messaging, texting).

### **SPELLING**

- Student continued to use various resources to begin 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., use of building kit to create various moving machines; calculating points and monies earned on Roblox world).
- Student used problem solving mathematics skills in daily life applications (i.e., calculating money earned per second in Roblox home design world where money for this online world is given to participants for being present which is then used to buy, furnish, landscape and create a dream world).
- Student continued to conduct their own online financial transactions with online earned monies/points as well as participate in suggested home works to earn American money to then spend online.
- Student used mathematical concepts in free play (i.e., Roblox finances, geometric shapes in building) as well as age appropriate math related media (i.e., Ipad apps).
- Student used measurement in practical situations (i.e., size comparisons in self-created shapes with building kit).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, videos and reading. Group viewing of National Geographic's Drain The Oceans: Deadly Pacific episode that included underwater volcanoes, 8 or 9 point earthquakes, and tsunamis. This episode described past examples of these natural disasters as well as postulated potential future disasters specific to the Ring of Fire including areas such as Japan, New Zealand and the Pacific Coast of the U.S.
- Group viewing of Wild Kratts: Slider, The Otter episode with information on the American River Otter; the East Coast of the U.S., specifically Northeastern U.S. to the Cypress Swamps of Florida; a river otter's diet of fish, common habitat, playfulness and common behaviors, coat and webbed feet, whiskers, & group hunting behaviors; and the common predators in the Cypress Swamps of Florida (i.e., gar fish, alligator, osprey).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through maps, group discussion, the National Geographic's Drain The Oceans: Deadly Pacific episode, and stories. Group discussion and viewing of the National Geographic's Drain The Oceans: Deadly Pacific episode which included world views as well as specific focuses on Tokyo, Japan; Seattle and the Washington coastline of the U.S.; and various cities in New Zealand. Group discussion with comparisons of the east coast of the U.S. and student's current location.
- Group viewing of Wild Kratts: Slider, The Otter episode based in the East Coast of the U.S., specifically Northeastern U.S. to the Cypress Swamps of Florida.

## **HISTORY**

- Student added to their basic understanding of the history of PA, the USA, and the world through reading, group discussion, and viewing the National Geographic's Drain The Oceans: Deadly Pacific episode. This episode discussed natural disasters such as the January 1700 earthquake that effected both Japan and the Washington state coastline; an 8 point earthquake in Japan in 1980 that produced a devastating tsunami; and various earthquakes in more recent years in both Seattle and New Zealand.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

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

## **ENRICHMENT**

- Student offered guide a tour of 12 dragons currently owned on one of favorite Roblox worlds. Student read labels given to dragons (i.e., name, personality type, powers) and demonstrated dragon's abilities. Student offered insights into each dragon (i.e., original appearance versus current, modified appearance; impressions of how other players view certain dragons; observations of how other players choose to use certain dragons like the mother dragons). Student offered stories of past trading experiences (i.e., offering dragons under cost so that more players could potentially purchase much desired dragons) and ways student stood up for siblings when bullied.
- Student and siblings chose, planned out and assisted in organizing a group sleep over in sibling's completed bedroom (i.e., bunk bed with trundle, new rug, completed flooring remodel).

**11/12/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, group viewing of National Geographic's Cosmos: A Spacetime Odyssey, Episode 1 Standing Up In The Milky Way).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand and on the computer (i.e., hand wrote out the notes to original composition for the piano; typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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 age and ability (i.e., pointing out geometric shapes when using building kit; calculating and comparing online points/monies earned versus desired online resources; noting supply and demand & effect on cost of online resources).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., attempting to offer percentages of shapes created).
- Student continued to conduct their own online financial transactions using points/monies earned through tasks, by waiting certain amount of time, or for being present in game world.
- Student used mathematical concepts in free play (i.e., geometric shapes and angles with building kit) as well as age appropriate math related media (i.e., Roblox).

**SCIENCE**

- Student will increase their scientific knowledge through experimentation, observation, museum visits, classes and reading. Group viewing of National Geographic's Cosmos: A Spacetime Odyssey, Episode 1 Standing Up In The Milky Way which includes Earth's location in the Virgo Supercluster, the history of human's perception/beliefs about the known universe; the geocentric model or belief the Earth was the center of the universe; challenges to the geocentric model; the Flammarion wood engraving, a 19<sup>th</sup> century illustration of the universe; the Cosmic Calendar concept (i.e., visualizing the immense history of the universe on a 1 year calendar); and introduction of Carl Sagan, scientist and co-writer/narrator of the original 1980 Cosmos tv series to today's viewers.

**GEOGRAPHY**

- Student expanded their geographic knowledge of the world through group viewing and discussion of National Geographic's Cosmos: A Spacetime Odyssey, Episode 1 Standing Up In The Milky Way.

## **HISTORY**

- Group viewing of National Geographic's Cosmos: A Spacetime Odyssey, Episode 1 Standing Up In The Milky Way which includes the history of human's perception/beliefs about the known universe; the geocentric model or belief the Earth was the center of the universe; challenges to the geocentric model; the Flammarion wood engraving, a 19<sup>th</sup> century illustration of the universe; and the Cosmic Calendar concept (i.e., visualizing the immense history of the universe on a 1 year calendar).

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Student built fire safety vehicle with building kit complete with fire extinguishers to assist in fire safety.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music searched for on Google Home device.
- Student chose to pursue their own musical interests playing an original composition on the piano.

## **ART**

- Group viewing of National Geographic's Cosmos: A Spacetime Odyssey, Episode 1 Standing Up In The Milky Way. This episode introduces viewers to an adaptation of the Flammarion engraving, a 19<sup>th</sup> century wooden engraving by an unknown artist that illustrated the universe.

**11/13/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., Kiwi Crate instructions, Kiwi Crate magazine, Kiwi Crate book, Secret Coders: Paths & Portals; sibling's Kiwi Crate book, The Quest To Digest; sibling's messages received on Ipad app; original musical composition; kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, group reading, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand and on the computer (i.e., hand wrote out the notes to original composition for the piano; typing, Ipad apps, messaging).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., with # and sorting of materials for Kiwi Crate project; instructional steps to complete project; time and schedule).
- Student used problem solving mathematics skills in daily life applications (i.e., how to organize materials provided, numbered steps to follow to build a walking robot; which musical note or chord will best fit the sequence or pattern to produce this original composition).
- Student continued to conduct their own online financial transactions using money or points earned in apps played.
- Student used mathematical concepts in free play (i.e., addition, subtraction, time, ages) as well as age appropriate math related media (i.e., Roblox).
- Student and sibling continued to create various geometric shapes with building kit.
- Student used measurement in practical situations (i.e., determining age, size, weights).

**SCIENCE**

- Student increased their scientific knowledge through experimentation, observation, group discussion and reading. Group participation in Kiwi Crate subscription activities with students completing individual projects as well as observing and trying out each group members projects. Student's individual project included creating a pleather portfolio with a pocket for a provided sketch book. Student's siblings created (1) a walking robot and (2) a stethoscope; a sewing project of brain/stomach/heart organs which in turn were attached to a large body poster portraying human organ, cardiovascular, muscle and skeletal systems; and an x-ray with glowing paper. Student and middle sibling chose to look through

accompanying books on their own while group read youngest sibling's book, The Quest To Digest and discussed.

- Group experimentation with bath bombs, soap and water to create own slime.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps, group discussion and online resources. Discussion of First Nations People of Australia Bedtime Story films beginning Monday, November 16<sup>th</sup> and continuing through Friday, November 20<sup>th</sup>.

### **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 on increased self-care needed with increased feelings of fatigue.
- Student continued to learn about the human body, at a level appropriate for their age and ability, with the inclusion of sibling's human body and digestion focused Kiwi Crate.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and performing in live performances. Group participation in family band with student and sibling singing to student's oldest sibling's piano accompaniment.
- Student chose to play their original piano composition for the group.

### **ART**

- Student used materials provided in the Kiwi Crate to create a walking robot.

### **ENRICHMENT**

- Group participation in monthly subscription of Kiwi Crates boxes that include a related magazine, book and an activity with written instructions. In this subscription, student's box included materials and instruction to create a walking robot. Student sibling's box used the provided materials and instruction to create a pleather portfolio with pocket to hold the accompanying sketch book. Student's other sibling created a stethoscope; a sewing project of a stuffed brain, stomach, and heart before using Velcro to attach these creations to a large body poster; and an x-ray with glowing paper creation. Students participated in both their own individual boxes and also offered assistance and/or tried out each other's creations.
- Group discussion around November 16<sup>th</sup>-20<sup>th</sup> online activity offered by the Common Ground organization. In this week timeframe, the First Nations people of what is currently called Australia will share knowledge that dates back 80,000 years in an effort to both raise awareness and financial support for First Nations people. The organization, Common Ground, will attempt to amplify First Nations voices, stories and knowledge ([www.firstnationsbedtimestories.com](http://www.firstnationsbedtimestories.com)) by sharing 5 minute videos of Dreaming stories. In the videos, First Nations people will tell stories of the land, people, animals and history of Australia. These stories are pivotal aspects of First Nations cultures and will be told in a mix of English and their original languages.

**11/14/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., Keystone Drive Thru Safari written materials, kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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 age and ability (i.e., calculating points to Robucks; time and schedule, percentages).
- Student continued to use mathematical concepts in free play (i.e., scores, points earned, time countdown) as well as age appropriate math related media (i.e., Roblox).
- Student used measurement in practical situations (i.e., approximating height of safari animals based on height of car window, comparing who is larger for animals, identifying babies and miniature animals).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, online or in person learning, group discussions and reading. Group participation in Keystone Drive Thru Safari experience where group fed, observed and interacted with many species of animals including different types of cattle, emus, antelope, zebras, ducks, deer, bison, llamas, horses and donkeys.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, group discussion, online articles and stories. Group discussion and online research of today's start of Diwali, a 5 day mostly Hindu celebration of light over darkness, good over evil, knowledge over ignorance which also led to group discussion on the menorah and the celebration of Hanukah.
- Student used Google maps, highway signs and other resources to navigate roads on Keystone Safari outing.

**SAFETY EDUCATION**

- Student continued to learn about various aspects of safety while interacting or in the presence of large animals through Keystone Drive Thru Safari staff instruction, Keystone Safari written materials, group discussions and previously viewed online materials from national

parks.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., energy release through movement and vocalizations).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded musical playlists during car trip.

### **ENRICHMENT**

- Group outing to Keystone Drive Thru Safari. Group discussion around Safari experience and related topics (i.e., animals, horses) as well as observed behaviors of others in drive through safari. Group discussion of rules, reasons for rules and ability to critically evaluate rules (i.e., reasons for rules, necessity of rules, whether rules fit core beliefs, whether or not to follow said rule). Student and siblings continue to demonstrate ability to critically evaluate societal rules including those set by Safari and family (i.e., attending to animal's body language when others attempt to touch it and not doing so in order to respect animal; offering designated animals feed provided by safari rather than bringing in additional food items; not attempting to feed animals designated by staff as off limits).



**11/15/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, online research into Safari search engine).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps, online videos on how to use online search engines).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

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

**ARITHMETIC**

- Student continued to conduct their own online financial transactions with actual money as well as earned online monies/points.
- Student used mathematical concepts in free play (i.e., money, savings, budget) as well as age appropriate math related media (i.e., Roblox).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion and reading. Student and siblings experimented with various tastes with Universal Yums box, Italy edition, reading ingredients and additional information provided in Universal Yums written materials.

**GEOGRAPHY**

- Student expanded their geographic knowledge of the world through maps, group discussion and Universal Yums box, Italy edition, with popular or favorite snacks and treats from Italy.

**ENRICHMENT**

- Group participation in Universal Yums box subscription, Italy edition.

**11/16/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, First Nations People's Bedtime Story Film 1: The Lost Joey; online research and Morse Code sheet with instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps, film viewed).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., hand written I Love You note) and on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., division of holiday ornaments, points on Ipad apps; addition and multiplication to calculate financial resources needed).
- Student used problem solving mathematics skills in daily life applications (i.e., number of jobs to accomplish to reach desired number of dollars which will then be turned into set number of Robucks; Robucks to dollars calculation).
- Student continued to conduct their own online financial transactions with points/money earned on Ipad apps.
- Student used mathematical concepts in free play (i.e., shapes, building kit) as well as age appropriate math related media (i.e., Roblox).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, online research and reading. Group discussion on methods of online research as well as determining accuracy of content and sources.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through maps, group discussion, online images/articles and stories. Group discussion on follow up research on Spirit: Stallion of the Cimarron; what territory makes up the Cimarron—the Oklahoma panhandle; the Lakota tribes' locations as designated by Aaron Carapella's Tribal Nation North American map (i.e., the Dakotas) and corroborated by additional online images; and a map of U.S. used to locate Oklahoma, TX, the Dakotas, and the Grand Canyon and view the actual distance between these locations versus the Spirit film's depiction.

- Group viewing of the first of five First Nations people films, *The Lost Joey*, that was set in Central Australia and narrated by a First Nation Warlpiri individual, Robin Japanangka Granites. The film showed stunning landscapes, animals and plants of Australia; Robin demonstrating kangaroo and lizard tracks; and an accompanying song in Robin's native language.
- Group viewing and distribution of holiday globe ornaments with map of the world.

## **HISTORY**

- Student continued to add to their basic understanding of the USA and the world through reading, group discussion, films and online research. Group discussion of Native Americans and the U.S. and the First Nations people of Australia.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussion of fire place 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 discussion of benefits of beginning day with healthy energy source to sustain energy through morning.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music supplied by Google Home and playlists on Apple music.

## **ART**

- Student used paper, pen and scissors to create cut out heart with note.

## **ENRICHMENT**

- Group discussion of *Spirit: Stallion of the Cimarron* follow up research including the actual timeline for (i.e., American Indian War overlapping with Intercontinental Railroad construction). Group discussion of identified inconsistencies in film according to Purdue University Press article. This and the question did Lakota tribes actually live in the Cimarron as seemingly identified in the film led to an NPR article interviewing Aaron Carapella, a self-taught map maker and "mixed blood Cherokee" located in Oklahoma, who creates maps of Tribal Nations as they were known before colonialism. Group discussion of the NPR article that reported for over a decade Carapella sought out history books, libraries, tribal members and reservations as he gathered pre-colonialism tribal names and locations as reported by Native people. Articles described the significance of names and how many tribes are referenced by names given by Europeans that can actually be considered derogatory. Mr. Carapella's maps offer a visual opportunity for truthful, accurate tribal names and territories. Guide purchased a map on 11/15/20 depicting over 600 tribes in what is currently known as the U.S. and Canada. Group discussion of the accuracy of the film, *Spirit: Stallion of the*

Cimarron, as well as accuracy of online articles and the significance of the source reporting (i.e., Purdue University Press, NPR).

- Group viewing and participation in the week long increasing awareness challenge, First Nations People Bedtime Stories film project. Group discussion of November as Native American Month and ways which group will celebrate Native Americans and First Nations peoples (i.e., reading materials, films, group discussions, financial support of tribal members, revised way of celebrating Day of Thanks).

**11/17/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, First Nations People's Bedtime Story Film 2: The Emu and Two Wives; Lego instructions and magazine read aloud).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., group Ipad play, group discussions, Ipad apps, film viewed).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., outside temperature, calculating scores, time).
- Student continued to conduct their own online financial transactions with points/money earned. Student assisted guide in creating list of works to complete on specified day(s) to organize plan stating they would initiate plan in afternoon/evening.
- Student used mathematical concepts in free play by creating Lego set with dinosaurs and hovercraft with younger sibling.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences and reading. Group experimentation with, observation and discussion of snow and sleet in backyard. Student offered thoughts on weather and formation of snow (i.e., temperature reached in clouds to allow formation of snow that can be observed coming down).

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps, group discussion, films, play and stories. Group viewed of the second of five First Nations people films, The Emu and Two Wives, set in Australia and narrated by a First Nation Eastern Arrernte individual, Kathleen Kemarre Wallace. Kathleen discussed her birth, growth and learning in the Bush of Australia until the age of 13 when she went to live at the Santa Teresa mission. Kathleen described being told to give away all of her story and history of her culture adding she refused to do so. Group discussion of film themes as interpreted by each group member; of Kathleen's experiences with the Bush and the mission; and of common themes in mission work with indigenous populations.

**HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading, group discussion and films. Group viewing and discussion of First Nations people of Australia and past and current mission work.

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability (i.e., food donations gathered and given to neighborhood contact for local area food bank).

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., exploration and walking in backyard during first snow fall).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music both through existing online playlists and through music played on Ipad apps.

### **ENRICHMENT**

- Group continued participation in the week long increasing awareness challenge, First Nations People Bedtime Stories film project with viewing of 2<sup>nd</sup> film, The Emu and Two Wives.
- Group discussion and role playing of passive, passive aggressive, assertive, and aggressive forms of communication.
- Group discussion of self-care after online individual was dishonest with student's oldest sibling in online trading situation. Student observed oldest sibling's ability to reframe experience following self-care choices and was able to vocalize concern and empathy for oldest sibling.

**11/18/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, First Nations People's Bedtime Story Film 3: The Bat At Wurre; Instagram images, descriptive paragraphs included with images & videos).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, film viewed; Instagram images and videos).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., work contract created with guide) and on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability. Student continued to complete specific tasks in order to begin earning agreed upon monetary amount per day.
- Student continued to conduct their own online financial transactions with earned monies or points.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group viewing experiences, and reading. Group viewing of The 3<sup>rd</sup> of 5 Nations First People films, The Bat At Wurre, which offers a Twertentye story from the Arrernte language telling the creation story of a place in Australia called Wurre, also known as Rainbow Valley. Narrated by Ricky Orr, the film includes animals such as the brown bat and Lyerre Lyerre bird as well as multiple cities in Central Australia; themes of home, creation and good choices; and the importance of honoring Indigenous people's sacred places.
- Group viewing of presentation of Instagram images and videos relevant to science, geography, and group's interests (see information in ENRICHMENT section).

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through maps, Instagram images/videos (see ENRICHMENT section), First Nations People's film, group discussions and stories.

### **HISTORY**

- Student added to their basic understanding of the history of the world through reading, group discussion and viewing the 3<sup>rd</sup> First Nations People film, The Bat At Wurre. In this film, the

narrator states the First Nations People of Australia have inhabited the land for over 30,000 years and some artifacts (i.e., rock paintings, carvings, and tools) that can easily be found at Wurre are over 4,000 years old.

## **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 healthy lunch choices that student and siblings then put into practice by gathering their own lunches.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to have the opportunity to pursue their own musical interests through exploration of new and existing music online.

## **ENRICHMENT**

- Continued participation in First Nations People's Bedtime Stories challenge with group viewing of the 3<sup>rd</sup> of 5 Nations First People films, *The Bat At Wurre*. The film is a Twertentye story from the Arrernte language that tells the creation story of a place called Wurre, also known as Rainbow Valley, as narrated by Ricky Orr. The film includes animals such as the brown bat and Lyerre Lyerre bird as well as multiple cities in Central Australia; themes of home, creation and good choices; and the importance of honoring Indigenous people's sacred places.
- Group viewing of collection of Instagram images, image descriptions and videos including:
  - OurPlanetDaily's Instagram image of the Emerald Tree Monitor lizard found in New Guinea and nearby islands with its emerald scales, prehensile tail and protective, hypnotizing coiling of this tail to protect it when not in use; image of an English Cocker Spaniel puppy and group discussion of puppies and eye color (i.e., blue) similar to newborn humans (i.e., blue variation when newborn and in infancy); video of a Bald Eagle awakening after a snow storm and rising to shake the snow from its feathers revealing an egg it had safely kept warm overnight; image of red desert floor and a beautiful red arch framing the moon in Arches National Park, Utah; 3 images of various animals located in and native to (1) the Phinda Private Game Reserve, South Africa, (2) Zimbabwe, and (3) Etosha National Park, Namibia asking viewers to choose a favorite.
  - SmarterInSeconds, Blair Imani's videos and group discussion on reasons for following (i.e., short, educational videos on pronouns, gender, sexuality, Muslim, relationships).
  - NatGeo's Instagram image of Scarlet Ibis flying by the moon in Orinoco River Delta, Venezuela; a Blue-Footed Booby bird in Galapagos, Ecuador; and a video of a massive rainstorm falling in the desert of Hanksville, Utah taken by a drone.
  - HelloPlantLover's Instagram image of giant bird nest fern and group comparison with small bird nest fern in student's home.
  - EpicTravels' Instagram image of Glass Beach, California; a castle in Budapest, Hungary;
  - TasteInHotels Instagram image of a kangaroo encounter on the beaches of Whitsundays Islands, Australia; and video of a couple walking in the clear, gorgeous waters of Bora Bora, French Polynesian surrounded by several sharks and a stingray.



- TheCoolTravel Instagram video of two individuals riding a swing initially upside down then righting themselves as they fall from very high up above mountains and what looks like a forest.
- BBCEarth's Instagram image of a very colorful Malabar Giant squirrel with descriptive paragraph identifying its habitat and diet (i.e., native to India; fruit, flowers, nuts, bark).
- And Australia's Instagram image of a paddle boarder in the ocean with a pair of Humpback whales swimming underneath.
- Group discussion of ways students have been learning so far this year and philosophy of learning through doing. Reviewed daily objectives and how daily activities fit into each category.

**11/19/2020**

**READING**

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

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., building kit with geometric shapes; height and weights of self and siblings).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if internet suggested outdoor temperature for domesticated rabbits is \_\_ and our current reported temperature is \_\_, can student's sibling's rabbit go outside?; calculated current weights of various family members and combinations of members to determine total weight when considering stated weight limit of bounce toy).
- Student continued to conduct their own online financial transactions with earned online points and monies.
- Student used mathematical concepts in free play (i.e., student and siblings developed rating system—scale of 1-10 with 10 as highest score—to apply to tree climbing skills) as well as age appropriate math related media (i.e., Roblox, Minecraft, Sky apps).
- Student used measurement in practical situation (i.e., used app as well as physical measuring tape and scale to measure self and siblings heights and weights).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion; group and individual experiences; online research and reading. Student and guide conducted online research after student viewed images of the Earth on tv, noted atmosphere, and asked about what appeared to be layers. Online research supported this observation noting there are 5 layers in the Earth's atmosphere. Student and guide read names of 5 layers (i.e., troposphere, stratosphere, mesosphere, thermosphere, exosphere). Group discussion to share this information with group.
- Group discussion and participation in animal husbandry with student's older sibling's rabbit. Group online research on safe temperatures for rabbits to be outdoors as compared to current outdoor temperature. Group backyard exploration and play (i.e., tree climbing); diet of rabbits; observed behaviors & body language observations of rabbits and potential meanings.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices 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 around nature and self-care as well as each group members noticings in body while being present in nature (i.e., improved mood, warmth of sun, beauty of plants, comfort of temperature, movement and energy level).

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music both through existing online playlists and through music played on Ipad apps.

### **ART**

- Student drew a picture of their dream home and offered narrative to explain drawing (i.e., a small hut, 2 stories, 2 miles of grass both wild and trimmed, 1 mile of woods with a small fence that allows small animals safety and entrance, 25 horses roaming around).

### **ENRICHMENT**

- Student continued to explore learning modalities. Group discussion of learning through living and gratitude at being able to be outside exploring and running as part of learning experience.

**11/20/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, First Nations Bedtime Films 4: Irretye Arrentye, The Devil Eagle and Film 5: The Two Euros At Angkerle Atwatye).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, films).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., geometric shapes, addition, multiplication, time). Student continued to calculate monies earned per work completed in attempt to complete work/money goal for week.
- Student continued to use problem solving mathematics skills in daily life applications (i.e., geometric shapes by themselves, geometric shapes that can be used to create vehicles, animals, etc.).
- Student continued to conduct their own online financial transactions using points/monies obtained through app use.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, and reading. Group participation in backyard outdoor exploration and observation of changes associated with seasonal transitions; dry ice observations; group experimentation with new brand of 6 different flavors of Swedish ice creams.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group viewing of First Nations Films 4 & 5 and associated content (i.e., maps, descriptions, stories) of Australia.
- Group discussion of Sweden and Swedish ice cream ordered by student's dad.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good nutrition and other health practices. Group suggested and participated in healthy outdoor picnic for lunch.

**PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music both through existing online playlists and through music played on Ipad apps.

## **ENRICHMENT**

- Group participation in outdoor exploration, animal husbandry and picnic.
- Group viewing and discussion of First Nations Bedtime Films 4: Irretye Arrentye, The Devil Eagle and Film 5: The Two Euros At Angkerle Atwatye. The fourth film in this series is narrated by Peter Paul “Coco” Wallace who shares the Arrernte peoples’ story of the Devil Eagle in Antulye, an area near Alice Springs, Central Australia. The story describes how to act when on the land of Antulye, the consequences of not doing so; the meaning and significance of this land; the view of the Arrernte as Antulye land caretakers, the significance of the land’s caretakers, and the respect necessary for the elders as well as the ways of the Arrernte people. The fifth film, The Two Euros At Angkerle Atwatye, is shared by the Mukaringa family of the Arrernte. The film describes how Angkerle Atwatye, an area 50 km west of Alice Springs, Central Australia was created. The film describes how Aboriginal names of locations within Australia are returning and in some spaces replacing the English names given to the area. The film offers many additional insights into the Arrernte culture including how the narrators describe where they come from and how they take their cultural inheritance from their paternal lines. The film also offers insight into how stories are passed down in Arrernte culture according to the Mukaringa family where some stories are able to be shared with the public, some are for the women of the tribe only and some are to be shared only among the men. The public story shared in the fifth film in this series was to be told by the women only.

**11/23/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps; Sugar Rush and Nailed It baking shows).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, tv programs).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., calculating time remaining for contestants on Sugar Rush tv show; comparison of prize money for Nailed It versus Sugar Rush shows; points on Ipad apps).
- Student continued to use problem solving mathematics skills in daily life applications. Student reviewed work list created with guide and calculated monies earned to date versus total. Student chose to end work contract and chose to collect monies earned to date.
- Student continued to conduct their own online financial transactions with points/monies earned playing Ipad apps.
- Student used mathematical concepts in free play (i.e., scoring, time, rating on tv shows) as well as age appropriate math related media (i.e., Roblox).

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through group discussion, maps, online research and stories. Group discussion and viewing of tribal map of U.S. pre-colonialization guide purchased as well as U.S. state map.

**HISTORY**

- Student added to their basic understanding of the history of the USA and the world through reading, group discussion and online research. Group discussed and viewed tribal map of what is now the United States and Canada pre-colonization. Group discussion of November as Native American month as well as traditionally reported concept of Thanksgiving, online research results of Indigenous history, colonialization, and colonialism and Thanksgiving.

**ENRICHMENT**

- Group discussion of upcoming holiday and creating new family traditions. Group continued ongoing discussion of Thanksgiving and online research results of Indigenous history, colonialization, and colonialism and Thanksgiving. Group demonstrated independent and critical thinking skills with suggestions of Wednesday, November 25<sup>th</sup>, as family's Rebellion

Day of Thanks to celebrate with nontraditional meal as new tradition. Group discussion of November as Native American month and recent purchase of tribal map of U.S. pre-colonialization created by self-taught mapmaker and self-identified mixed blood Cherokee, Aaron Carapella. Group discussion of research process that led guide to Tribal maps by Aaron Carapella (i.e., tribal map search, NPR article on Aaron Carapella and his maps, Tribal Map website).

**11/24/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps; Lego instructions/box).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., Lego Technic set; Lego firetruck set; time).
- Student continued to conduct their own online financial transactions with points/monies earned from participating on Ipad apps.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices 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 sleep disturbances and impact the following day during waking time period. Continued group discussion on feelings around holidays and current social distancing with others due to continuing pandemic.

**PHYSICAL EDUCATION**

- Student will have regular physical activity aimed at developing health, coordination and strength. Student chose to demonstrate exercise abilities including push-ups.

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music both through existing online playlists and through music played on Ipad apps. Student also continued to be exposed to live music as performed by older sibling.

**ART**

- Student used online media to design and create a large nautical vessel.



**11/25/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps; board games).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., board games—scores, number of places to move, etc.; calculating Robucks earned and number needed).
- Student used problem solving mathematics skills in daily life applications (i.e., student stated they have \$500,000 robucks; in order to upgrade to the next level they calculated they would need to at least double this amount; if it took \_\_\_ hours to earn \$500,000, then they should be able to upgrade in \_\_\_\_\_ amount of time).
- Student continued to conduct their own online financial transactions.
- Student used mathematical concepts in free play (i.e., board games) as well as age appropriate math related media (i.e., Roblox).
- Student used measurement in cooking (i.e., doubling recipe and baking desserts of brownies and chocolate chip cookies) for day's celebration.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Continued group discussion of Native American culture and Thanksgiving as reported by online Indigenous educational groups.
- Group participation in Animal Planets: Guess in 10 Card game with facts and clues read by one member while rest of group attempts to use information to ask yes/no questions and figure out which animal is on the card. Group discussion of characteristics of vultures, eagle, cheetah, star fish, sea horse, elephant, squirrel, etc.

**HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world through reading, group discussion and online research of Indigenous cultures including Native American tribes of North America.

**ART**

- Student continued to use online media to design and create large nautical vessels.

## **ENRICHMENT**

- Group participation in family's Rebellion Day of Thanks creating a new family tradition of celebrating what and who group is thankful for on Wednesday, November 25<sup>th</sup>. Continued group discussion of Indigenous cultures in North America, online Indigenous education groups shared information on Thanksgiving, and November 26<sup>th</sup> as Native American Day of Mourning.
- Group examination and discussion of countdown to Christmas calendars (i.e., popcorn samples, brain teaser puzzles, jigsaw puzzle and 3 same chocolate countdown calendars). Group agreed to share the different calendars and each chose a chocolate calendar for themselves.
- Group play with new board games: Animal Planet: Guess In 10—Card Game of Fun Facts & Questions to Guess Animals; Peaceable Space Escape Cooperative Strategy Board Game; Rivers, Roads & Rails; and Wits & Wagers Board Game. Student chose to engage in board game (i.e., Peaceable Space Escape) while student's siblings participated in arts and crafts with set of unpainted wooden nesting dolls. Student had given older sibling his largest size nesting doll so older sibling could attempt artwork on fresh surface and will wait for replacement for self.

**11/26/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps; selected cards from Animal Planet: Guess In 10—Card Game of Fun Facts & Questions to Guess Animals; Peaceable Space Escape Cooperative Strategy Board Game; Zoom calls).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions; Zoom calls).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., schedule and time of day; length of Zoom calls; card and board games—turns, points, counting, logic).
- Student continued to conduct their own online financial transactions with monies/points earned by playing Ipad apps.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Group participation in Animal Planet: Guess in 10 card game with facts about specific animal offered and group uses questions and logic to figure out which animal is described.

**11/27/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps; selected cards from Animal Planet: Guess In 10—Card Game of Fun Facts & Questions to Guess Animals).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

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

**ARITHMETIC**

- Student continued to conduct their own online financial transactions with monies/points earned by playing Ipad apps.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Student participation in Animal Planet: Guess in 10 card game with facts about specific animal offered and group uses questions and logic to figure out which animal is described.

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, jumping, play with family dog, using inflated circle).

**11/30/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps; Wild Kratts tv episodes—Happy Turkey Day and Black Footed Ferret).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., points scored versus points needed to obtain desired online resources; length of tv episodes individually and across different shows).
- Student continued to conduct their own online financial transactions with actual earned money.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, online research, and reading. Student and younger sibling viewed the Wild Kratts: Happy Turkey Day tv episode. The program described physical characteristics of wild turkeys; common habitat (i.e., Eastern forests of North America); common predators (i.e., wolves, coyotes, humans); intelligence, flying abilities, and their low numbers in the wild.
- Group viewing including older sibling for Wild Kratts: Black-Footed Ferret episode depicting information about black-tailed prairie dogs (the ferret's main food source); the black-footed ferrets habitat (i.e., North American prairie); physical makeup, family and endangered status (i.e., as of the episode which aired in 2014 there were approximately 350 black-footed ferrets in the wild).

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through Wild Kratts episodes on North America, maps, group discussions, Ipad play and stories.

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion of ideas to demonstrate community support where ever possible (i.e., paying for someone's haircut through anonymous gift card donation; food donations to

local food bank; birthday donations).

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, hurdling, bouncing, dance party).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music both through Ipad apps, existing playlists and Google Home playlists. Student also continued to be exposed to older sibling's live practice of guitar and piano.

**12/01/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Lego instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., wrote name on countdown calendar) and on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., calendar and countdown to Christmas; freezing temperature for water; Legos).
- Student used problem solving mathematics skills in daily life applications (i.e., brain teaser from countdown calendar with geometric shapes and possible puzzle creations; if \_\_\_ points have been achieved through Roblox world and \_\_\_ are needed to obtain desired resource, then \_\_\_ are needed).
- Student continued to conduct their own online financial transactions.
- Student used mathematical concepts in free play (i.e., shapes to make snow angel, Legos) as well as age appropriate math related media (i.e., Roblox).
- Student used measurement in other practical situation (i.e., measure height of snow).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Group exploration, building, sledding and play in approximately 3 inches of snow in backyard.

### **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion around organization options that seem to meet student's oldest sibling's criteria for birthday donations (i.e., medical organization helping COVID-19 patients). Student chose World Health Organization's COVID-19 Response Fund (<https://covid19responsefund.org/en/>).

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., snow play, sledding, running, building snow nests/partial snow people/etc.).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., Google Home's instrumental and current holiday music playlists) and live music performed by oldest sibling on guitar and piano.

## **ART**

- Student used the Squish Kit provided to create a holiday scene with included materials.

## **ENRICHMENT**

- Group participation in countdown to Christmas calendars including shared experiences of gourmet popcorn (i.e., day 1: caramel corn); brain teaser logic puzzle (i.e., geometric wooden shapes used to create both proposed figure and original creations); and jigsaw puzzle pieces. Group also opened individual countdown calendars with chocolates.
- Group participation in holiday craft, Squish Kits, with homemade playdoh/glitter, bottle trees and various small holiday themed pieces (i.e., gifts, lights, candy canes, etc.). Kits are creative sensory and fine motor experiences as well as self-care options with the tactile experience of molding and moving the playdoh. Group discussion of use of tactile experiences as stress relief.



**12/02/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Wild Kratts: Where The Bison Roam tv episode closed captioning and titles; What The Golf game on tv).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, tv program).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., logic, numbers, time, score/points on tv game and Ipad apps; size of Christmas tree).
- Student used problem solving mathematics skills in daily life applications (i.e., size of Christmas tree written on box as compared to known height of family members and in comparison with ceiling height; figuring out which countdown calendar window to open by determining day, then also calculating how many more days until Christmas).
- Student continued to conduct their own online financial transactions with points/monies earned in apps.
- Student used mathematical concepts in free play (i.e., tv game) as well as age appropriate math related media (i.e., Roblox).
- Student used measurement in practical situations (i.e., Christmas tree height—actual versus reported).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Student and youngest sibling viewed Wild Kratts: Where The Bison Roam episode which looks at the characteristics of the bison on the North American prairie both in present and in the past.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through maps, Wild Kratts: Where The Bison Roam episode, play and stories.

**HISTORY**

- Student continued to add to their basic understanding of the history the USA through reading, viewing the Wild Kratts: Where The Bison Roam episode and group discussion.

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion around Christmas this year and continuing theme of giving to others through donations. Group chose to request donations for World Health Organizations COVID-19 Response Fund from extended family members who chose to purchase gifts this year. Group problem-solved and suggested if extended family members felt a physical gift was important a book could be chosen and any additional monies could be donated to chosen organization. Information will be shared via text with extended family same day.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety with focus on power tool/saw safety as group problem-solved best method to create a fresh cut on Christmas tree.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

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

### **ENRICHMENT**

- Group participation in countdown to Christmas calendars including 3 shared calendars (i.e., a brain teaser puzzle calendar, a gourmet popcorn calendar, a jigsaw puzzle calendar) and 3 individual chocolate treat countdown calendars. On this day, the shared brain teaser puzzle used several cards, each one with multiple pictures on it the viewer was to use to decipher a holiday word or phrase. The gourmet popcorn calendar offered a sample of Belgian chocolate popcorn to try and incited a group discussion of how to pronounce the word Belgian, what is Belgian chocolate and the country of Belgium in general.
- Group participation in unboxing, moving, trimming and placement of the family's newly arrived holiday tree. Group discussion around the tree's size, how best to prepare it for tree stand, saw/power tool safety and the difference in tree decorations over the years (i.e., candles, lights that could present a fire hazard due to heat/dry trees, and present day LED's. Group discussion also included Christmas this year and the concept of gift giving versus donations to give to others. Group chose to continue donations or giving to others both for extended family and immediate family. Group asked to decrease own presents so that immediate family could also donate to both the WHO COVID-19 Response Fund and Nose 2 Tail Cat Rescue.

**12/03/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, countdown to Christmas calendars; Wild Kratts: Pangolin episode closed captioning and titles).
- Student continued to read aloud other players messages to younger sibling on Ipad apps.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, tv episode).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

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

### **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., countdown calendars and brainteaser puzzle; calculated how many points younger sibling would need to achieve certain levels and purchase various online resources).
- Student used problem solving mathematics skills in daily life applications. Group discussion of Giving Tuesday with examples of what that could mean and ways organizations offer donators a chance to see how/where their monetary donations would go/help (i.e., National Aviary used monetary sums to show how these donations would assist the birds--\$500 would feed every animal at the Aviary for a single day).
- Student continued to conduct their own online financial transactions. Student chose to engage in agreed upon works to earn actual monies for online resources both for themselves and for youngest sibling.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group and individual experiences, online research and reading. Group discussion initiated by student of previously purchased Ancestry kits and steps to completing kit. Student and younger sibling chose not to participate in 23&me Ancestry kit while oldest sibling did so.
- Student and youngest sibling viewed Wild Kratts: Pangolin Rescue describing physical characteristics of the pangolin including its unique keratin scales; its defenses, diet and habitat. The episode takes place the forests of China.

### **HEALTH & PHYSIOLOGY**

- Group discussion of student's oldest sibling's expression of frustration when their candy experiment and final product did not work as planned and resilience as student's oldest sibling continued to try until a successful dish was created.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student's older sibling requested dinner picnic in basement area again so that student and siblings could run, jump, bounce, play music, dance, and play during/after dinner.

## **MUSIC**

- Student continued to gain exposure to both recorded and live music by way of new and existing playlists as well as student's oldest sibling's live playing of guitar and piano.

## **ENRICHMENT**

- Student initiated conversation around problem-solving options for dealing with unwanted behaviors from other players online. Student demonstrated problem-solving skills around situation; group offered additional options; and student reported they chose solution of leaving situation.
- Group discussion to honor and remember student's maternal grandfather on what would have been his 78<sup>th</sup> birthday. Group discussion around stories of grandfather's life and experiences.
- Group discussion of student's oldest sibling's upcoming birthday gifts/plans. Student and siblings problem-solved options for birthday gifts including hand crafted stuffed animals that the purchase of will provide 10 meals to those who need it.
- Group discussion of proposed Christmas donations and how to honor own boundaries when others don't (i.e., book gift/donation asked for; family member turned down request) as well as listening, communication, practice of gift giving with recipient's wishes as guide, and options for gathering recipient's wishes (i.e., ask questions of person). Role played examples of this behavior. Problem-solved potential solutions and ways to honor family boundaries (i.e., donate gifts). Group agreed to consider situation and continue discussion once more thought was given to it.

**12/04/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, countdown to Christmas calendars; *The World Needs Who You Were Made To Be*; *Giving Thanks: A Native American Good Morning Message*; *Rainbow Crow*—multiple times).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., addition/multiplication; geometric shapes).
- Student used problem solving mathematics skills in daily life applications (i.e., \_\_\_ money needed, \_\_\_ equivalent jobs to earn said money, time required to do so as compared to waiting for said money next day).
- Student continued to conduct their own online financial transactions.

**PHYSICAL EDUCATION**

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

**ENRICHMENT**

- Student, youngest sibling and guide continued discussion of Native Americans and Indigenous people. Group discussion of reasons for purchasing books read together (i.e., *Giving Thanks: A Native American Good Morning Message*, *Rainbow Crow*); books' content and meaning (i.e., *Giving Thanks* demonstrates a theme of Native Americans giving thanks every day and the importance of doing so); Native authors and illustrators; and significance of supporting works created by Native individuals as well as importance of Native stories being told by Native authors.

**12/05/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, countdown to Christmas calendars).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., addition/multiplication; geometric shapes).
- Student continued to conduct their own online financial transactions.

**ART**

- Student continued to create worlds online including a secret hiding space in the mountains in Minecraft.

**12/07/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, countdown to Christmas calendars, board games, Touch The Earth book).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, board game play).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

**SPELLING**

- Student continued to use various resources to begin 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., counting, time, money, days/weeks/months, calculating large numbers).
- Group discussion of math short cut guide found through home schooling group (i.e., short cut for multiples of 9).
- Student used problem solving mathematics skills in daily life applications.
- Student conducted their own online financial transactions.
- Student used mathematical concepts in free play (i.e., board games, brain teaser puzzle) as well as age appropriate math related media.

**PHYSICAL EDUCATION**

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

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music both with new music in Ipad apps and existing playlists.

**ENRICHMENT**

- Continued group participation in countdown calendars (i.e., brain teaser metal shapes puzzle, gourmet popcorn, jigsaw puzzle and chocolate pieces).
- Group participation in board game play (i.e., Chutes & Ladders, Eye Spot It) and group reading (i.e., Touch The Earth by Julian Lennon) about the Earth, ways to preserve and treat it better, and cultures/environments around the world.

**12/08/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, countdown to Christmas calendars).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., American money, addition, shapes, logic).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., best patterns to complete obstacle course in shortest distance).
- Student continued to conduct their own online financial transactions with points/monies earned through Ipad app play.
- Student used mathematical concepts in free play (i.e., time, shapes, height of bouncing) as well as age appropriate math related media (i.e., Ipad apps).
- Student used measurement in practical situations (i.e., distance, height).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, online learning and reading. Group participation in Roblox world, Feathered Family, where actual birds, both existing and extinct, as well as mythical creatures (i.e., phoenix, griffin) exist. The world shows the differences in plumage between male and female birds as well as young and adult versions. Additional online research to learn about Moa birds (i.e., New Zealand habitat, extinct following human arrival in NZ, sizes of including largest at 12 ft) and the definition/timeframe for prehistoric.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through maps, group discussion, online research, play and stories. Group online research and discussion of New Zealand and Moa bird.

### **HISTORY**

- Student added to their basic understanding of the history of the world through reading and group discussion and online research. Group online research and discussion of definition and timeframe associated with prehistoric as well as Moa birds and inhabitation of New Zealand



by humans.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded musical playlists and oldest sibling's live performances of piano.

### **ENRICHMENT**

- Continued group participation in countdown calendars (i.e., brain teaser metal shapes puzzle, gourmet popcorn, jigsaw puzzle and chocolate pieces).
- Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills with group discussion on learning year to date and options for shifts/changes. Group agreed to consider year to date and any shifts/changes they would like to see and revisit in group meeting next day.
- Group travel to pick up curbside grocery order to find it was placed for pick up in 2 days' time. Group discussed mistake and benefits of same day travel (i.e., time together, getting out of house, listening to music, singing together). Group agreed to return on 12/10 to pick up order and do taste testing experiment with chosen exotic fruits.

**12/09/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, countdown to Christmas calendars).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, board game play).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

### **SPELLING**

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

### **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e. applied \$10 bill to online equivalent of Robucks, calculated amount of wheat harvested in Ipad world and monies received for sale of at marketplace which in turn was used to purchase online resources/tools in app).
- Student used problem solving mathematics skills in daily life applications (i.e., figured out amount of additional amount of garden space required to harvest additional wheat in order to increase monies received).
- Student continued to conduct their own online financial transactions both with actual money and points/monies earned through participation in Ipad app.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, online learning and reading. Student created Roblox world with accurate flora and fauna providing a guided tour of saplings to adult trees, star fruit, wheat, iron, fish, 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. Student suggested increased active play in evening.

### **ART**

- Student created island, crops (i.e., wheat, starfruit), pets (i.e., cow, fireflies, bees), landscaping (i.e., flowers, birch/pine/walnut/apple trees, rocks), and a 2-story castle-like house with crafting area, storage and fish tank in Roblox Ipad app.

### **ENRICHMENT**

- Continued group participation in countdown calendars (i.e., brain teaser metal shapes puzzle, gourmet popcorn, jigsaw puzzle and chocolate pieces).
- Group revisited year to date learning, daily schedules, and any shifts/changes they would like to see and revisit in group meeting next day. Student continued to explore various research and learning modalities as well as demonstrate independent/critical thinking skills. Student suggested shift in daily schedule to later day group activities rather than morning activities. Group agreed to try suggestion.

**12/10/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, app searches).

### **SPELLING**

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

### **ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., time, distance, schedule, division).
- Student continued to conduct their own online financial transactions.
- Student used mathematical concepts in free play as well as age appropriate math related media. Student chose to be a math teacher in Roblox world.
- Student will use mathematical concepts in free play as well as age appropriate math related media. Student's younger sibling chose to write out math problems on dry erase board and teach group how to solve them (i.e.,  $1 + 1 = 2$ ,  $1 + 10 = 11$ ,  $\text{infinity} + 1 = \text{infinity}$ ) explaining thoughts when asked. Group discussion on math as all around us and it cannot be said anyone is not good at math as math makes up everything. Student and younger sibling also used various wooden blocks of various sizes and shapes to create structures.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussions, group experiences, online research and reading. Group participation in discussion on online research of exotic fruits and offered options to participate in exotic fruit taste test experiment.
- Group discussion of results of family dog and 1 of 4 cats annual well check including general cat behavior (i.e., cats do not enjoy being hugged, diverted aggression may result in cat expressing aggression towards kids when feeling it towards other cats) and health information (i.e., cats rarely have a metabolic condition that causes weight gain, rather it is the amount of food consumed).

### **GEOGRAPHY**

- Student used maps and other resources to navigate roads and public transportation on local outings to retrieve exotic fruit.

### **HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good

nutrition and other health practices. Student chose to create taste test experiment of exotic fruits.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music on Google Home device, recorded music played on Ipad apps and live performances by oldest sibling.

### **ART**

- Student used wooden blocks of various sizes, shapes and sometimes colors to create original structures.

### **ENRICHMENT**

- Group travel to local grocery store for curbside pickup of exotic fruits.
- Group discussion of numbers, binary code and computers. Students' dad explained how computers see numbers and began to describe how coding works with 0's and 1's.
- Group participation in Little Renegades: Mindful Kids activity cards (i.e., Deer Stretch, Fearless Feather) and yoga poses to increase calmness prior to bed.

**12/11/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Sushi Go card game).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, app searches).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., calculating score with addition, multiplication in Sushi Go game; percentages as seen in Ipad app; addition, subtraction, time).
- Student used problem solving mathematics skills in daily life applications (i.e., calculating time needed to grow or hatch a character on Roblox world—it took 10 minutes to reach 50%, it will probably take 10 more minutes to reach 100%).
- Student continued to conduct their own online financial transactions with both actual money and points/monies earned playing Ipad app.
- Student used mathematical concepts in free play (i.e., addition, size/shape) as well as age appropriate math related media (i.e. Roblox, Minecraft, Adventure Academy).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group participation in taste testing exotic fruits (i.e., star fruits).

**PHYSICAL EDUCATION**

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

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music on both Google Home and Ipad apps.

**ART**

- Student continued to create Roblox world of farm, house, tools, pets, landscaping and plants.

**ENRICHMENT**

- Continued group participation in countdown calendars (i.e., brain teaser metal shapes puzzle, gourmet popcorn, jigsaw puzzle and chocolate pieces).
- Student, youngest sibling and guide participated in Sushi Go card game.

**12/14/2020**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Global Citizens written materials and book; Universal Yums written materials).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, music, group Ipad play, group discussions, Ipad apps, reading Little Global Citizens Christmas jokes aloud).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, app search).

### **SPELLING**

- Student continued to use various resources to begin 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., time, timer, calendar, addition, multiplication).
- Student used problem solving mathematics skills in daily life applications (i.e., calculating time remaining and points needed to advance to additional level in Ipad app).
- Student continued to conduct their own online financial transactions.
- Student will use measurement in practical situations (i.e.,  $\frac{1}{4}$  cup food for cat twice a day per vet's instructions).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussion, online research and reading. Group reading of Carnegie (Natural History & Art Museum magazine) of current art galleries, new exhibits, and museum related articles.
- Group participation in experimentation with treats and snack foods from around the world, particularly holiday themed foods from other countries.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, group discussion, group experiences, online research, reading, play and stories. Group participation in both Little Global Citizens and Universal Yums subscription boxes with information, facts, culture, crafts, foods, traditions, celebrations and language from the U.S. and around the world. Group discussion of similarities and differences in own community.

### **HISTORY**

- Student added to their basic understanding of the history of PA, the USA, and the world through reading, online research and group discussion. Group research, reading and



discussion of local African American photographer, Charles Harris. Group reading and discussion of local, national and global holiday traditions and days of 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. Group discussion of plate model of healthy foods to eat (i.e., ½ plate of vegetables, ¼ plate protein, ¼ plate of healthy carb).
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of digestion, receptors in stomach that send messages to brain about fullness, timeframe needed for receptors to do so (i.e., ~15 minutes), significance of sitting down and focusing/taking time to eat, and importance of movement.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music playlists on Google Home device and Ipad.

### **ART**

- Student and group chose to recreate Christmas or Poop Log derived from Spanish holiday tradition (i.e., decorate log with face, legs and hat; feed log for month of December, hit log with stick similar to piñata on Christmas Eve, look for treats left by log on Christmas day). Student chose to find an actual log from outdoor fireplace, sand the log, draw a face/tail on it, and recreate a spot for final artwork in bedroom.

### **ENRICHMENT**

- Group participation Little Global Citizens monthly subscription box with theme Christmas Around The World. Learning includes what Santa is called in France, Portugal, Chile, China, Britain, Tanzania, and Russia; world map; how to say Merry Christmas around the world; Christmas jokes; Christmas traditions from Japan, Haiti, Kenya, Argentina, Iceland (i.e., gift of a book on Christmas Eve that is opened so evening can be spent reading and eating chocolate) and Germany; suggestion of looking up and researching these countries on Google Earth; world holiday crafts and materials from Australia, the Ukraine, the Philippines, Spain and Latvia; and a cookie recipe from Iceland. Group discussion around these traditions, crafts, countries and recipe. Group would like to implement Iceland's Christmas Eve tradition with books and chocolate; chose to participate in Spain's Christmas or Poop Log craft; and discussed trying Iceland's cookie recipe for New Year's. Group reading of included book, Let's Celebrate! Special Days Around The World, and discussion of included celebrations from Japan, China, New Zealand, Peru, Brazil, Sweden, Iran, the U.S., Nigeria, Russia, Egypt, Mexico and India.
- Group participation in exploring and experimenting with Universal Yums subscription box—Christmas Around The World treats and snacks. Group taste tested the foods included and discussed favorites, flavors and countries of origin.

- Group reading of Carnegie article in museum magazine on gallery opening to honor Charles “Teenie” Harris, a Pittsburgh PA photographer of African American communities, culture and history. Online research to find additional information. Group discussion of reported new exhibits also included in magazine.

**12/15/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, recipes, music, Sketch Party game).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., singing, music, group Ipad play, group discussions, Ipad apps, group game play, Sketch Party game).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, Apple pencil writing).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., addition, fractions, time, age, calendar).
- Student used problem solving mathematics skills in daily life applications (i.e., to double a recipe, \_\_\_ cups would be needed which is twice the original recipe).
- Student continued to conduct their own online financial transactions with both real life money and points/monies earned online.
- Student used mathematical concepts in free play (i.e., speed/acceleration/body placement to best move inflatable wheel; shapes in artwork) as well as age appropriate math related media (i.e., Roblox, Minecraft, Adventure Academy).
- Student used measurement in cooking (i.e., Christmas cookie baking).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussion, online research and reading. Group participation in baking and recipe experimentation with Christmas cookie/bar baking. Student and siblings chose to take ingredients and experiment with melting, molds, and marshmallows. Student noted the different consistencies of marshmallows prior to heating (i.e., solid), during heating (i.e., liquid), during molding (i.e., very sticky semi-solid), and following heating as it cooled (i.e., returning to solid, increased hardness as compared to initial solid phase).

**SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, with use of cooktop and oven.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about healthy lifestyle choices and the advantages of good

nutrition and other health practices. Group agreed to do self check ins throughout day to notice effects of nutritional choices and physical/emotional feelings around.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of recent medical article around arresting eye degeneration in mice and regenerating eye cells to juvenile eye health in older mice. Group discussion on potential impacts on human aging.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, pushing heavy inflatable wheel, riding in inflatable wheel).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music both new through Google Home device and existing playlists in Apple music library as well as listen to live performances by oldest sibling.

### **ART**

- Student chose to use sea glass, starfish and shells with hot glue gun to create framed artwork for guide's birthday.

### **ENRICHMENT**

- Continued group participation in countdown calendars (i.e., brain teaser metal shapes puzzle, gourmet popcorn, jigsaw puzzle and chocolate pieces).
- Group celebrated guide's birthday and participated in first annual creation of Christmas cookie/treat day.
- Group participation in variation of Spanish Christmas log tradition with candies placed by Christmas log.
- Group participation in Sketch Party game similar to Pictionary on Ipad and tv. Collaborative play to read, to understand meaning of word choices given and to draw/sketch representation of word choice in way others can guess what word is.

**12/16/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

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

**ARITHMETIC**

- Student did mathematics work at a level appropriate for their ability (i.e., addition, time, schedule).
- Student continued to conduct their own online financial transactions. Student discussed desire for \$10 membership through dragon school Ipad app. Group discussion and agreement to wait until receiving money Saturday, 12/19 which guide agreed to match.
- Student used mathematical concepts in free play (i.e., measure snow accumulation) as well as age appropriate math related media (i.e., Adventure Academy).
- Student used measurement practical situations (i.e., snow accumulation).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussion, online research and reading. Student's oldest sibling chose to add dry ice to water, wait until it melted and taste test the remaining water. Student's oldest sibling reported on observed temperature of remaining water, fizziness of remaining water and taste of remaining water. Student also taste tested remaining water and offered thoughts/observations.
- Group observation and discussion of current weather conditions and ongoing snow accumulation.
- Student and younger sibling watched science videos on Adventure Academy Ipad app (i.e., ½ the world depends on rice to survive).

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, use of inflated wheel to get across basement).

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music from Google Home chosen playlists given when search parameters are requested; existing playlists

on Apple music; and new music experienced on Ipad apps.

**ENRICHMENT**

- Continued group participation in countdown calendars (i.e., brain teaser metal shapes puzzle, gourmet popcorn, jigsaw puzzle and chocolate pieces).

**12/17/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., calculating snow accumulation with ruler/level, time, calculating scores/points/monies in Ipad apps).
- Student continued to conduct their own online financial transactions.
- Student used measurement in practical situation (i.e., student took ruler outside to measure snow accumulation over past 24 hours and found 8" of snow).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group exploration of backyard and woods following snow accumulation. Observations, experiences and group discussion of temperatures, types of snow, animals tracks found in snow (i.e., deer), plants and trees following snow fall, and light pollution in neighborhood.

**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 impact of cold temperatures, snow and symptoms of frostbite.

**PHYSICAL EDUCATION**

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

**MUSIC**

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

**12/18/2020**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, music).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., calculating scores/points/monies in Ipad apps).
- Student continued to conduct their own online financial transactions.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of different types of dogs and cats. Student and youngest sibling explored Ipad app with images, facts and descriptions of pedigree dogs and cats.
- Group discussion of recent article involving scientists ability to replicate youthful eye cells in geriatric rodents and potential for applications in humans.

**PHYSICAL EDUCATION**

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

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and oldest sibling's live performances.

**ART**

- Student chose to create habitat and animal characters in online play.

**ENRICHMENT**

- Continued group participation in countdown calendars (i.e., brain teaser metal shapes puzzle, gourmet popcorn, jigsaw puzzle and chocolate pieces).



**1/05/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, online research, Kiwi crates).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, online Sky app research with video, Kiwi crate materials).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

### **SPELLING**

- Student continued to use various resources to begin 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., money, time, probability, circuits).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., Kiwi Crate creation of lighted flower, pyramid and lantern where 2 created circuits are connected with a battery to light a small LED bulb inside the shape).
- Student continued to conduct their own online financial transactions with points/monies earned from participating on app.
- Student continued to use mathematical concepts in free play (i.e., circuits, distance, division of supplies/resources) as well as age appropriate math related media (i.e., fishing app, Roblox).
- Student continued to use measurement in practical situations (i.e., to measure and cut copper tape to place on matching circuit area).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussion, online research and reading. Student participated in creating electrical circuit with Kiwi Crate materials that was combined with created shapes to make light up flower, pyramid and lantern.
- Group discussion of constellations, stars, the solar system, telescopes; Greek Mythology and the story of Ursa Major; the Northern Star's attributes, and the history of constellations' names (i.e., 88 today, 48 of which are considered ancient identifications). Group reading aloud of student's younger sibling's Kiwi Crate included book, National Geographic Zoo In The Sky: A Book Of Animal Constellations.

### **GEOGRAPHY**

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

the world through travel, maps, play, online research and stories. Group discussion of oldest sibling's online research into origin of fried ice cream discussing Chicago World Fair, Australia, and Pittsburgh fried ice cream origin stories.

- Group discussion of solar system, star constellations; and Northern Sky and Southern Sky along with star maps found in National Geographic Zoo In The Sky: A Book Of Animal Constellations.

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, online research and discussion. Group discussion of oldest sibling's online research into origin of fried ice cream discussing Chicago World Fair, Australia, and Pittsburgh fried ice cream origin stories.
- Group discussion of origins of constellation names including Greek mythology with Ursa Major as well as National Geographic's Zoo In The Sky: A Book Of Animal Constellations inclusions of Greek astronomer, Ptolemy in second century A.D.; ancient Arab astronomers, and astronomers within last 400 years.

## **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.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through existing and new online playlist as well as randomly selected music on Google Home device.
- Student continued to have the opportunity to pursue their own musical interests with use of drum.

## **ART**

- Student created lighted flower, lantern and pyramid with Kiwi Crate materials.

## **ENRICHMENT**

- Student continued to explore various research and learning modalities. Group discussion of learning of ASL (American Sign Language) by learning a new sign a week through ASL app.
- Group participation in Kiwi Crate subscription boxes. Student created an electrical circuit with small, colorful LED lights that turn on when circuit is closed as well as flower, pyramid and lantern shapes to place over lighted circuit. Student's box included Kiwi magazine, instruction pamphlet and book, STEM QUEST Tools, Robotics, And Gadgets Galore.
- Group discussion of options to express strong emotion. Student and youngest sibling discussed and agreed to week long challenge to increase movement prior to or following strong expressions of anger by taking a lap around first or basement floor.

**1/06/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, ASL app, Little Renegades Mindful Kids card activity, Our Moments Family edition card activity).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

**SPELLING**

- Student continued to use various resources to begin 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., time, addition of large numbers, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., cost of desired online resources, monetary equivalent in American dollars, work that could be completed that would equal this monetary amount).
- Student continued to conduct their own financial transactions with both actual money and points/monies earned through participation.
- Student continued to use mathematical concepts in free play (i.e., weight and impact on speed of riding toy) as well as age appropriate math related media (i.e., Roblox, Sky).
- Student continued to use measurement in other practical situations (i.e., to assist in putting together parts of younger sibling's quad or riding toy).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussion, online research and reading. Group discussion of aging, potential lifestyle options to prolong life, movement, energy levels and the human body.

**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 options for increasing energy in morning (i.e., exercise or movement, healthy food, shower). Group discussion of online article around extending lifetime with daily movement.
- Group discussion of human body parts during Mindful Kids card activity (i.e., where are

hips?).

### **PHYSICAL EDUCATION**

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

### **MUSIC**

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

### **ENRICHMENT**

- Group participation in Little Renegades Mindful Kids card activity and Our Moments Family edition card activity. Group practiced gentle movements (i.e., Teepee Twist, gentle side to side twist with hands over head and feet hips with apart) linked with breath as mindfulness was discussed. Group took turns answering questions for Our Moments Family edition card activity including (1) what has been the best year of your life so far and (2) how is school different this year for you. Group discussion around both topics including transitioning from traditional academics to current learning style and differences.
- Continued week long challenge to increase movement prior to or following strong expressions of anger by taking a lap around first or basement floor.
- Group participation in ASL learning with sign “hello” and ABC’s from ASL app created by deaf community. Group discussion of current knowledge of deaf community (i.e., significance of facial expressions; what clapping would look/sound like; verbalizing and deafness). Student’s oldest sibling demonstrated known signs for the group (i.e., friend, bye, thank you).
- Student, student’s younger sibling and dad participated in putting together riding quad that had arrived in mail.

**1/07/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Apple watch).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

### **SPELLING**

- Student continued to use various resources to begin 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 age and ability (i.e., addition, computer terms/sizes; symbols associated with money, Euros, computers; time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to understand and clarify progress of technology with sizes of devices, widths of screens, number of pixels, etc. over time).
- Student continued to conduct their own financial transactions at a level appropriate for age and ability with points/monies earned through participating .
- Student will use mathematical concepts in free play (i.e., timers, speed) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., size of components inside Ipad, comparison of size of Ipad being viewed versus other versions).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion and exploration of older version of Ipad with student's dad. Group participating in taking apart Ipad to view hardware. Group discussion of each component, software, other devices (i.e., watches, tvs, computers) with screens; current and future variations of components; financial aspects of versions of components both in U.S. and Europe; and Euros versus American dollars. Group took turns handling various parts of the disassembled Ipad and viewing under hand held microscope. Group also observed activated screen of Iphone with hand held microscope to view and discuss pixels, colors and LCD/LED/OLED screens.
- Group participation in experiment with all natural miracle berry fruit tablets, or mberries, where students dissolved small tablet in mouth that reportedly keeps the human tongue from tasting sour for approximately 30 minutes per tablet. Student reported partial loss of ability to taste sour with addition of oniony after taste to certain foods. Student's siblings reported both total loss of ability to taste sour (i.e., oldest sibling) and partial (i.e., youngest sibling). Group discussion of time tablets remained in mouth that varied with each group member, method of eating once in mouth (i.e., letting dissolve versus chewing up or variation including both), and possible impact of both variables on loss of ability to taste sourness. Group discussed

idea of future taste test where participants could be blind folded, given various foods to taste after dissolving mberry in mouth and asked to identify foods based on taste.

## **GEOGRAPHY**

- Student used maps and other resources to navigate roads on outings into downtown.

## **HISTORY**

- Group discussion of history and progression of technology.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, as group disassembled Ipad, read warning printed on Ipad batteries and discussed proper disposal of said batteries.

## **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 movement and impact on humans. Observations offered around mood and movement. Group continuation of week-long movement challenge.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., family tag in the dark, running, free play).

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and live performances by self and oldest sibling on piano.

## **ART**

- Student used fine markers and large post it pad to create family drawing/doodling with theme of cats, ocean creatures, dragons, eyes, and Ipad characters. Group discussion of options to increase drawing skills and interview of oldest sibling re: progression of drawing skills, increasing level of practice over years and sources of learning (i.e., art class, online tutorial videos, etc.). Discussed methods of apprenticeship found in some professions like tattooing and encouragement of daily practice of desired skill. Student suggested group drawing activity more frequently adding the option of the next theme be dogs.

## **ENRICHMENT**

- Group participation in learning with dad. Dad led group in disassembling older version of Ipad, exploring all components, and answering many questions posed about components, software, technology, financial aspects of, screens, and progression of technology from past to present and potential for future. Learning activity organically came to pausing point at which group requested future learning around the internet and how computers work.
- Group review and practice of ASL sign (i.e., hello) for week.

**1/08/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Apple watch).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

**SPELLING**

- Student continued to use various resources to begin 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., time, calendar, cooking times, shapes).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., how to divide up time as evenly as possible to fit in desired activity during time set).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., speed, acceleration, shapes in drawing) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., baking chocolate chip muffins from scratch) and other practical situations.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student's oldest sibling led group in creating slime from household products with assistance from online research.
- Group participation in baking chocolate chip muffins from scratch with substitution of ingredients (i.e., milk plus vinegar substituted for buttermilk) and discussion of reasons behind.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, group discussion, online research, play and stories. Group discussion of current events in past week, Washington, D.C., Georgia senate elections and world impressions of the United States.

**HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, group discussion, and online research. Group discussion of Dr.

Martin Luther King, civil rights movement, Civil War, slavery, confederate flag, gallows and current Georgia senate election results.

### **CIVICS**

- Group discussion of current events (i.e., group of current president's supporters and violent protest at Capitol); branches of federal government and progression of laws in Washington; political parties, reactions to 1/6/21 violent events; constitution and amendments including amendment 25; upcoming inauguration, and Michelle Obama's written response to this week's events.

### **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 Lance Armstrong, baseball, performance enhancing drugs and the consequences of the choices made.
- 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, free play).

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student continued to experience live performances as siblings and guide played music on piano and/or guitar.

### **ART**

- Group participation in family drawing with markers. Initial theme of dogs expanded into Sky characters, human eye, robots and scenes from favorite Ipad apps.

### **ENRICHMENT**

- Continued group participation in ASL sign learning (i.e., hello, ABC's).
- Friday evening family connection time with whole family participating in active play, baking, drawing, slime making and Ipad play.



**1/11/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, online research).

**SPELLING**

- Student continued to use various resources to begin 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 age and ability (number recognition and reading, comparison and greater/less than, time, shapes).
- Student continued to conduct their own online financial transactions at a level appropriate for age and ability with points/monies earned through app participation.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion and viewing of images of amphibious creature in Cambodia and baby Okapi giraffe.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, group discussions, online research, play and stories. Group viewing of amphibious creature in Cambodia. Group discussion of location and brief history of Las Vegas, Nevada.

**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 student and younger sibling's reported increased fears/worries and impact of environment/absorbed materials. Student suggested experimenting with temporarily discontinuing Roblox beginning next day and noticing impact, if any. Student and younger sibling also agreed to think of 1-2 things/places/people/animals that bring them a feeling of safety/happiness right before bed as final thoughts before sleep.

**PHYSICAL EDUCATION**

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

**MUSIC**

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

#### **ART**

- Student used paper, marker and scissors to draw, write and create shapes/notes.

#### **ENRICHMENT**

- Group discussion around Pittsburgh Cultural Trust's presentation of New York's Off-Broadway magic show, Monday Night Magic, now offered as online presentation. Student and younger sibling expressed interest in experiencing a magic show at local venue, Liberty Magic, in person but not an online show.

**1/12/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Highlights Which Way USA subscription geography materials).
- Group reading of A Beginner's Guide Of Mindfulness: Happy and discussion of contents, meaning, and examples of mindfulness. Group discussion of choice involved in self-focus, self-care, and perspective.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, subscription materials).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., to recognize numeric order in founding of U.S. states; state statistics and categorical data; calendar, time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if I have \_\_\_ coins and need \_\_\_ to get the shrinking potion, I need to earn \_\_\_ more; this will take me approximately \_\_\_ minutes based on my last attempt, I have \_\_\_ many more minutes until I am done with Ipad, therefore I can complete that mission).
- Student continued to conduct their own online financial transactions with points/monies earned participating on Ipad apps.
- Student continued to use mathematical concepts in free play (i.e., fort building) as well as age appropriate math related media (i.e., Ipad apps).

### **SCIENCE**

- Student will increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Group viewing of Wild Kratts episodes including Komodo Dragon, City Hoppers! and Creature Power Challenge. The Komodo Dragon episode includes various species of lizard such as the American Anole, different types of monitor lizards, and the Komodo Dragon and primarily takes place on Komodo island. City Hoppers! takes place in a more rural North American setting as well as a generic city landscape and involves the jumping powers of the Red-legged Grasshopper as well as the introduction of a catapult to solidify the concepts behind the grasshopper's constriction and release of upper back leg muscles to create jumping powers. Online research and group discussion of the liquid regurgitation (i.e., plant materials and digestive enzymes

or “tobacco juice”) grasshoppers release as possible defense mechanism. Creature Power Challenge takes place on the African savannah and includes creature powers such as the African Bush elephant, the rhino, cheetah, Peregrine falcon and others as the Wild Kratts attempt to observe speed, skill and strength differences in species.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through maps, play, group experiences, group discussions and stories. Group participation in Highlights geography subscription materials including state maps on Delaware, Hawaii, Vermont and Alaska with additional representative images and facts (i.e., topography, famous inhabitants, cities, state symbols, flags, interesting identifying information, online resources); accompanying magazines for each state with puzzles, facts and games; license plate tags with accompanying image for each state represented; and an official game guide book with 4 stickers per state that represent images associated with the state (i.e., Hawaii has a lei, a volcano, a seal and a Nene or state bird), the title given to each state (i.e., The Aloha State or Hawaii), and the number the state became a part of the U.S. (i.e., Hawaii, 50<sup>th</sup> state).

## **HISTORY**

- Student continued to add to their basic understanding of the history of PA and the USA through reading, Highlights Which Way USA geographical materials and group discussion. Group discussion of numeric introduction of states including first state (i.e., Delaware), those in between (i.e., Pennsylvania, the 2<sup>nd</sup> state), and the 50<sup>th</sup> state (i.e., Hawaii).

## **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 what tobacco is, various forms of tobacco, effects of its use on body, and cancer.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of mind/body connection, negative thoughts, mindfulness and self-care. Student reported noticing mood impacting by hunger and noticed difference following food.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength (i.e., running, group play with riding toys, fort building).

## **MUSIC**

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

## **ART**

- Student used a marker and paper to draw a “baby” character.

## **ENRICHMENT**

- Group participation in ongoing ASL learning with this week’s chosen sign (i.e., friend and bye; reviewed hello). Group practice led by oldest sibling of new signs, friend and bye. Group also practiced putting together signs to say, “hello friend” and “bye friend.”

- Group participation in Highlights Which Way USA geography subscription materials. Guide requested group explore, review and rate materials to determine whether or not to continue subscription. Group reviewed and discussed the 4 state maps (i.e., Alaska, Delaware, Hawaii, Vermont) and their included facts/images; the 4 accompanying magazines with facts, puzzles, mazes, games and information; the state tags with state images; and the official game book guide with information, state facts and places to put included state stickers as well as write responses to posed questions.

**1/13/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Highlights Which Way USA subscription geography materials).
- Guide and student read aloud notes guide had written of strengths observed in student in past year.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, subscription materials, ASL).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., time, addition/subtraction; number of letters in English alphabet versus Hawaiian alphabet; calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., weight and distribution of weight needed to balance sibling's hanging bed)
- Student continued to conduct their own online financial transactions using monies/points earned through participation in Ipad app.
- Student continued to use mathematical concepts in free play (i.e., measurements, weight, acceleration) as well as age appropriate math related media.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussion, online research and reading. Student's oldest sibling shared information with group from online video regarding cats, their behavior and intervention options including Thunder Shirt.
- Student and youngest sibling explored educational Ipad apps including Mammal app. Mammal app offers opportunity to observe animated examples of mammal skeletal systems, internal organs and external features. Student and youngest sibling chose to view several mammals' skeletal systems, digestive tracks, live births, etc.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through group discussion, maps, play and stories. Group discussion and review of facts offered through Highlights Which Way USA map of Hawaii (i.e., Hawaiian alphabet

includes 12 letters, A, E, I, O, U, H, K, L, M, N, P, W).

## **HISTORY**

- Student continued to add to their basic understanding of the history of the USA through reading and group discussion. Group reviewed the Highlight's Which Way USA materials focusing on Hawaii (i.e., Hawaii is the 50<sup>th</sup> state and only became so in 1959).

## **CIVICS**

- Group discussion around options for playing an active role in their community, appropriate for their age and ability including financial support of appropriate agencies/groups/nonprofits.
- Student continued to begin to gain a basic understanding of federal government with discussion of current events (i.e., 2<sup>nd</sup> impeachment of current president).

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Student chose to wear oven gloves to protect self during use of 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability (i.e., significance of expression of strong emotions versus denying/holding in; self-care, community options for emotional support, family support; negative thoughts).
- Continued ongoing discussion around pandemic.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles, through recorded music and live music provided by guitar/piano instructor.
- Student continued to have the opportunity to pursue their own musical interests through online Zoom guitar and piano lessons and practice.

## **ENRICHMENT**

- Continued group participation in ongoing ASL learning with this week's chosen sign and practiced putting together signs to say, "hello friend" and "bye friend."

**1/14/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Highlights Which Way USA subscription geography materials).
- Group viewing of Wild Kratts episodes, Hercules The Giant Beetle as well as Cheetah Adopted.
- Student and younger sibling reviewed Highlights Which Way USA map of Hawaii.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, subscription materials).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, money, time, temperature).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if the next level in the Ipad app requires 3000 coins and student has 2000, then student will need to earn 1000 more to move to next level).
- Student continued to conduct their own online financial transactions.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group discussion, group experiences, online research and reading. Group viewing of Wild Kratts episodes, Hercules The Giant Beetle and Cheetah Adopted. Hercules The Giant Beetle explored characteristics of the Hercules beetle in the Central American rainforest as well as the Atlas beetle, a spider monkey, the band-eyed drone fly, and American bullfrog. The episode, Cheetah Adopted, featured a cheetah cub and mother, a family of warthogs, aardvarks, zebra, gazelle, giraffe, eagle, elephants, lion and termites on the African savannah. The live-action section of this episode offered viewers insight into friendships between species, such as an orphaned cheetah cub and Australian shepherd dog or a baby hippo and 130-year-old tortoise or gorilla and kitten.
- Group discussion of Koko, the gorilla, who had several kittens as pets while at the Gorilla Foundation in Santa Cruz, CA.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through group experiences, group discussion, maps, play and stories. Group viewing of Wild Kratts



episodes, Hercules The Giant Beetle as well as Cheetah Adopted. The Giant Beetle episode showed the viewer a world map, zooming in to location of episode or Central American rainforest. The Cheetah Adopted episode began the same with a global map then zooming in to the African savannah.

### **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's oldest sibling chose to explore taste buds with experiment with lemons and sugar. Student declined participating.

### **PHYSICAL EDUCATION**

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

### **MUSIC**

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

### **ENRICHMENT**

- Continued group participation in ongoing ASL learning with this week's chosen sign and practiced putting together signs to say, "hello friend" and "bye friend."

**1/15/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Student and younger sibling viewed The Ruff Ruffman Show: Science.
- Student and younger sibling reviewed Highlights Which Way USA map of Hawaii.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, subscription materials).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., measuring, addition, shapes, weights).
- Student continued to use problem solving mathematics skills in daily life applications.
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Jenga, building with wooden blocks) as well as age appropriate math related media.
- Student continued to use measurement in science experiments.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student and younger sibling viewed The Ruff Ruffman Show: Science including episodes on Kitchen Chemistry, Sports Science, Structures, and Wearable Science.
- Group exploration of neighborhood in colder temperatures while riding quad vehicle.
- Student's oldest sibling conducted science experiments for group using My First Mind Blowing Science kit. Initial experiment labeled "dancing powder" demonstrated chemical reaction causing ingredients to bubble. Student's oldest sibling chose to add orange food coloring to create own volcano experiment based on previous experiences with baking soda and vinegar reactions. Group participation in recreating bubbling reaction with other household ingredients (i.e., various oils, baking soda, vinegar).
- Student's oldest sibling chose to create own lava lamp with blue food coloring, oils and water. Group discussion of portions of each, density and floating properties. Student's oldest

sibling offered student opportunity to shake lava lamp to view mixing and separation of materials.

### **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 connection, relationships, appropriate expression of strong emotions, self-care, and meeting basic needs like hunger/sleep and mind/body connection.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Group participation in neighborhood exploration with student's oldest sibling and guide on foot, student on riding quad, and youngest sibling on bicycle.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and live performances by oldest sibling on piano and guitar.

### **ART**

- Group participation with markers and x-large drawing pad in family drawing time.

### **ENRICHMENT**

- Group participation in family connecting time including cooking breakfast for dinner together; science experiments; large blocked Jenga as a game and as building blocks; family drawing and oldest sibling's candy making.

**1/19/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series; Kiwi Crate materials).
- Group viewing of Wild Kratts: Iron Wolverine episode.
- Group reading of Just A Second: A Different Way To Look At Time (Kiwi Crate book) and review of other Kiwi Crate books, Toys! Amazing Stories Behind Some Great Inventions and The Bacteria Book: Gross Germs, Vile Viruses, and Funky Fungi.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, subscription materials).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., score card with names for catapult arcade) on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., addition, time, schedule, money, step by step directions and practice with Kiwi Crate catapult).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate cost of desired online resources, weekly money earned and number of weeks of savings until reach resource's cost).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., distance from catapult to arcade portion in order to catapult spheres into designated holes).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing of Wild Kratts: Iron Wolverine which takes place in Alaska and explores wolverines habitat, physical anatomy, young, diet and common behaviors. Additional creatures discussed included Siberian husky, lemming, reindeer, grey wolf, grizzly bear and moose.
- Group follow up discussion around Koko, the gorilla, and her kitten pets (i.e., All Ball, Lips, Smoky, Ms. Black and Ms. Grey). Discussed Koko's birth (July 1971) and death (June 2018); habitats (i.e., San Francisco zoo, Gorilla Foundation in Santa Cruz, CA; Gorilla preserve in Woodside, CA); how student's residence in CA overlapped with Koko's; Koko's communication with approximately 1000's signs (i.e., Gorilla Sign Language) and

understanding of about 2000 known spoken English words; animal use in research and life after said research.

- Group participation in Kiwi Crate monthly subscription activities. Student's box contained Catapult Arcade Game materials. Student's materials also contained a magazine, step by step instructions and a book on a related topic, Toys! Amazing Stories Behind Some Great Inventions. Student's older sibling's box contained Make Your Own Soap activity and youngest sibling's box contained a Make Your Own Marble Timer and Dye Wooden Shapes activity. The group was able to use materials from their own boxes as well as view other participants' creations as the activities progressed. Student experimented with angles/arcs; distance between catapult and arcade portion; number of rubber bands/tension; and pressure put on catapult when trying to catapult small spheres into designated holes in arcade.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through group experiences, maps, play and stories. Group viewing of Wild Kratts: Iron Wolverine which begins with global map before zooming into episode location, Alaska. Group discussion of California, specifically Bay Area and Santa Cruz.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading, group experiences, and group discussion. Group reading of Just A Second: A Different Way To Look At Time which contained various explanations in history of how the measurements of time were created and by whom (i.e., the concept of the hour is linked to Egyptians from 4,000 years ago when day and night were each divided into 12 equal parts). The book also outlines the history of the universe; a bar graph of the human population from 1750 to 2050 (est.) with a global map; average lifespans for various plants, animals, humans and insects; and some reported significant dates/moments in the history of time or timekeeping.

## **CIVICS**

- Student continued to begin to gain a basic understanding of federal government. Group discussion of next day presidential inauguration.

## **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 movement and the human body. Student described ways virtual reality headset records movement, steps and exercise.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music on own Ipad and siblings' playlists.

## **ART**

- Student chose to use virtual materials to create artwork in virtual reality app.
- Student created various parts of a catapult and arcade portion (i.e., ski ball) for Kiwi Crate creation.

## **ENRICHMENT**

- Group participation in monthly Kiwi Crate subscription boxes. Student participated in Make Own Catapult Arcade; student's oldest sibling participated in Make Own Soap activity; and youngest sibling created Marble Timer as well as the art activity of dyeing wooden shapes while timing with marble timer. Student also was able to dye a wooden shape while timing how long wooden shape soaked in chosen color with marble timer. Student noted marble timer denoted seconds and confirmed by reading marble timer explanation materials. Group reading of book, *Just A Second: A Different Way To Look At Time* (Kiwi Crate book) and review of other Kiwi Crate books, *Toys! Amazing Stories Behind Some Great Inventions* and *The Bacteria Book: Gross Germs, Vile Viruses, and Funky Fungi*.
- Continued group participation in ASL sign of the week, "sorry." Review of previous signs and ABC's.

**1/20/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., score card with names for catapult arcade) on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., addition, time, schedule, money, measurement abbreviations in letters and symbols; demonstrated angles/arcs with Kiwi Crate catapult for younger sibling and guide).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to calculate cost of desired online resources, weekly money earned and number of weeks of savings until reach resource's cost).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., to demonstrate size of mythical creature created or 69 ft).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student's older sibling chose to explore Oculus Quest virtual reality app, National Geographic Explore VR. Group discussion of the app where the viewer can either participate in an expedition to (1) Antarctica to kayak around an iceberg, climb a massive ice shelf, and experience a snow storm while searching for an Emperor penguin colony or (2) Machu Picchu, Peru to explore the ancient Inca citadel, observe the significance of mummies and participate in local cultural traditions (i.e., a cup of sacred chichi) and see local animals (i.e., alpacas) based on the explorer Hiram Bingham's photography from his 1911 Machu Picchu expedition.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through group experiences, maps, group discussion, play and stories. Group discussion of National Geographic Explore Virtual Reality experience which can take place in either Antarctica or Machu Picchu, Peru.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the USA through reading and group discussion. Group discussion of previous inaugurations, the outgoing president's role in introducing the incoming president, notes left from exiting presidents, and how Donald Trump was the first president in 150 years to not be present for his predecessor's inauguration.
- Student continued to add to their basic understanding of the history of the world through reading, group experiences and group discussion. Student's older sibling purchased the National Geographic Explorer VR for virtual reality headset and began to explore options including expeditions to Antarctica and Machu Picchu, Peru based on photographs from Hiram Bingham's 1911 Machu Picchu expedition.

## **CIVICS**

- Student continued to begin to gain a basic understanding of federal government through continued group discussion of same day's inauguration, executive directives signed same day, progression of impeachment trial and transition of power from one president to another both historically and currently. Group discussion of online news articles outlining world leaders from Britain, Spain, Germany, Italy and other international groups' impressions of 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 discussion of healthy choices for snacks.

## **PHYSICAL EDUCATION**

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

## **MUSIC**

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

## **ART**

- Student used marker and paper to draw original mythical creatures.

## **ENRICHMENT**

- Continued group participation in ASL sign of the week, "sorry." Review of previous signs and ABC's.
- Group participation in impromptu party created by youngest sibling after youngest sibling experienced only one person attending virtual reality pretzel party who chose to display destructive behavior. Group discussion of friendship, behavior and words that can show caring/kindness, ways to support others, and assertive communication.
- Group chose to participate in self-care or kindness towards self in form of rephrasing language and thoughts 24 hour challenge.
- Group continued to explore Oculus Quest Virtual Reality experiences including National Geographic VR experiences to either Antarctica or Machu Picchu, Peru and its Inca citadel.



**1/21/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Group viewing of Nature Cat PBS television program.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., time, large numbers, addition/subtraction).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., variants of color and color wheel, computer design tools) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., art).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of differences between herbivores, carnivores, omnivore. Student and youngest sibling described how these terms applied to creatures found in Ipad app.
- Group viewing of Nature Cat episodes offering explanations of wind and sailboats; eels, rotten log ecology, rock formation, ant colonies; tide pools and lifeforms within; and gold.

**MUSIC**

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

**ART**

- Student conducted online research for images to import into Procreate app. Student shared current favorite images with guide and youngest sibling. Student described tools in Procreate app and ways they had modified images.

**ENRICHMENT**

- Continued group participation in ASL sign of the week, “sorry.” Review of previous signs and ABC’s.

**1/22/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series, Highlights Which Way USA).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., historical dates, distance, map reading, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating points needed to purchase desired online resources on apps).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., continued use of Procreate app to draw and create with shapes/color variations/computer design) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of question posed by an anonymous student online in homeschooling group (i.e., “is there gravity underwater?”). After group offered their thoughts, conducted online research to test theories and gather information. Group discussion of findings on gravity; gravity and water; buoyancy, mass, floating versus sinking.

### **GEOGRAPHY**

- Student continued to expand their geography knowledge of their country through maps, group discussion, play and stories. Group exploration of Highlights Which Way USA geography subscription materials including maps of both Nebraska and North Carolina. The maps offer state facts; a full U.S. map of all states that highlights specific state location in red; bordering states, animals/plants/landmarks the state contains, images of things to see in the state, and state symbols (i.e., state bird, insect, tree). Materials also include stickers representing the specific state to be placed in Which Way USA book on appropriate state page; a magazine with games, puzzles, word searches, etc. all including current and historic state information; and miniature license plates for a key chain provided in first materials packet. The Which Way USA guide book also contains the number the state entered the U.S.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the USA through reading and group discussion. Group review of Highlights Which Way USA geographic materials that contains historic information on the specific state material, Nebraska and North Carolina.

## **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 genetic condition, Treacher's Syndrome based on online video of interview with individual with this syndrome. Group viewing of online video of individual with Treacher's Syndrome and their life experiences of abandonment, adoption and progression towards self-acceptance. Group discussion of thoughts, observations and diversity of all kinds.

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

## **ART**

- Student continued to use Procreate app to draw and create artwork.

## **ENRICHMENT**

- Continued group participation in ASL sign of the week, "sorry." Review of previous signs and ABC's.
- Group discussion around communication, family environment and honoring each person; expression of strong emotions; significance of language/words/behavior/thoughts; language vs audience; and beliefs and values.

**1/25/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Group participation in set up and board game play (i.e., Pizza Fraction Fun game).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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. Pizza Fraction Fun group game play; counting and calculating needed points to purchase needed online resources in app, time, addition/subtraction, multiplication/division).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to play Pizza Fraction Fun).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., turns, numbers, size, weight) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., shaved ice making).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group animal husbandry with youngest sibling's cockatiel, younger sibling's lionhead rabbit and student's albino rabbit. Group discussion of cockatiel anatomy, rabbit coats, grooming and care of both. Group discussion of visual cues animals may be offering to demonstrate likes/dislikes; how group members can increase feelings of safety for animals; respectful listening/communication with both animal species and humans.
- Group discussion of what it means to neuter or spay a pet, reasons behind and differences between procedures and anatomy of males versus females.

**SAFETY EDUCATION**

- Student will learn about various aspects of safety, including the dangers and prevention of fires. Continued fire safety discussion with oldest sibling's use of heat to melt chocolate.

## **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., free play, swinging, running).

## **MUSIC**

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

## **ART**

- Student continued to use Procreate app to collect, save and modify searched images.

## **ENRICHMENT**

- Continued group participation in ASL signs of the week, “good morning” and “good night.” Review of previous signs (hello, goodbye, friend, sorry) and ABC’s.
- Group participated in shopping at youngest sibling’s extensive fruit shop set up in family living room.
- Group play with Pizza Fractions Fun game recommended for increased understanding of fractions. Group played several rounds after reading the instructions and assembling the pieces.

**1/26/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Group participated in reading included printed materials in Universal Yums subscription box, Netherlands edition.
- Student and guide viewed National Geographic Kids: Dinosaur episode and National Parks: Yellowstone (Wyoming, Montana and Idaho) episode.
- Group viewed PBS's Nature Cat program.
- Group viewing of National Geographic: Magic of Disney's Animal Kingdom.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., timeline of dinosaurs; calendar, addition/subtraction, time, Legos, measurements, feet/inches, pounds).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., placing dinosaurs, humans, some animals in history based on existence dates).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Legos) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., viewed timeline for various dinosaurs, humans, some animals on tv program).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing of National Geographic: Magic of Disney's Animal Kingdom (2<sup>nd</sup> and last episode). These episodes included stories of Gino, a lowland gorilla, silver back 39 year old and gorilla family; spotted ray pregnancy and delivery; white rhinos; a 3 member lion pride; macaws, their flight training, and an explanation of macaw types; Augustus and Biko, the hippos, an introduction and common behaviors observed with 2 males; a small blind shark that ate an almond by mistake and had to have urgent surgery to remove it; the use of cameras and technology in today's procedures; physical therapy for animals such as 1) a lioness to

strengthen/stretch tendon and (2) a baby gorilla to increase fine motor skills and balance/coordination.

- Group participated in reading included printed materials in Universal Yums subscription box, Netherlands edition.
- Student and guide viewed National Geographic Kids: Dinosaur episode and National Parks: Yellowstone (Wyoming, Montana and Idaho) episode.
- Student, younger sibling and guide viewed PBS's Nature Cat program with themes of gold and its properties, where it is commonly found, panning for gold in water; caves, stalactites and stalagmites; and fossils and woolly mammoths.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through travel, maps, play and stories.
- Student and guide viewed National Geographic Kids: Dinosaur episode and National Parks: Yellowstone (Wyoming, Montana and Idaho) episode which offered discussion and imagery of both the world and the U.S., respectively.
- Group exploration of International Yums subscription box, Netherlands edition.

### **HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world through reading and discussion.
- Student and guide viewed National Geographic Kids: Dinosaur episode and National Parks: Yellowstone (Wyoming, Montana and Idaho) episode which offered discussion and imagery of both world history and U.S. history, respectively.

### **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 group discussion of expression and discussion of strong feelings as well as self-care.

### **MUSIC**

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

### **ART**

- Student used Ipad app to create 3-D version of chosen image and project into real life (i.e., student pretended to hold sports vehicle on his hand). Student sent group of images they had in Procreate app to guide, some originals and some modified by student.

### **ENRICHMENT**

- Group participation in Universal Yums subscription box, Netherlands edition. Group discussion of students' dad's travel to Netherlands and experiences there. Subscription box printed materials included a map and descriptions of included items. Students adventurously taste tested majority of items included rating taste based on box's system (wish hadn't had in life, indifferent, so glad had experience; 1-5 scale).
- Group viewing of National Geographic: Magic of Disney's Animal Kingdom (2<sup>nd</sup> and last episode). These episodes included stories of Gino, a lowland gorilla, silver back 39 year old

and gorilla family; spotted ray pregnancy and delivery; white rhinos; a 3 member lion pride; macaws, their flight training, and an explanation of macaw types; Augustus and Biko, the hippos, an introduction and common behaviors observed with 2 males; a small blind shark that ate an almond by mistake and had to have urgent surgery to remove it; the use of cameras and technology in today's procedures; physical therapy for animals such as 1) a lioness to strengthen/stretch tendon and (2) a baby gorilla to increase fine motor skills and balance/coordination. Group discussion throughout programs around topics described and applying topics to human examples (i.e., are surgery tools same for humans? What would an x-ray be used for versus another form of imagery? Physical therapy such as students' dad experienced versus that depicted with animals in program).



**1/27/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series, Lego instructions; assisted online research into rat rod vehicles).
- Group viewing of Pixar's Wall E.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., Legos, multiplication/division, addition/subtraction, money).
- Student continued to use problem solving mathematics skills in daily life applications. Discussion of student's ability to use multiplication in their head versus writing out calculations. Student described how they view math when thinking through calculations (i.e., gears, levers, numbers in square blocks). Student demonstrated skill set by stating the dollar amount each group member receives in a week; multiplying the individual amount by 3 for # of group members; then student used multiplication to calculate 1) how much each person receives in a month and (2) how much the group receives in a month.
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Legos) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student and younger sibling participated in Feathered Family Roblox world. Online research and group discussion of the bird species, Moa, an extinct flightless bird; the Dodo, also extinct; and the Archaeopteryx, a transitional fossil between dinosaur and bird also referred to as the earliest known bird.
- Group viewing and discussion of movie, Wall E, including space, garbage, Earth and robots.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group viewing and discussion of movie, Wall E, including space, garbage,

Earth and robots.

### **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 personal hygiene and human body; nutrition and its impact on well-being or energy levels; and expression of strong emotions.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ART**

- Student chose to create both Legos with as part of a kit and Lego original creations.

### **ENRICHMENT**

- Continued group participation in ASL signs of the week (i.e., good morning, good night).
- Group participation in family movie night with Pixar's Wall E. Group discussion of themes in movie including space, space travel; garbage and the Earth, both in the movie and in real life; Earth, and robots or artificial intelligence. Group also discussed the importance of movement for the human body tying in what happened to human characters when they minimized movement to prior discussions group has had on significance of movement.
- Student requested assistance with online research into images of a rat rod vehicle. Student then created original version with Lego's based on online images. Student described reasons for it being one of favorite vehicles.
- Student, younger sibling and dad worked on Lego vehicle and fire engine sets.
- Student and guide discussed different methods of learning including how each learn mathematical concepts and choose to calculate math problems (i.e., guide visualizes numbers; student sees gears, levers and numbers in square boxes and prefers not to write out calculations or use calculator but instead do in own head).

**1/28/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series; Little Global Citizens subscription box, Peru edition).
- Student, younger sibling and guide viewed PBS Nature Cat program.
- Group viewing of Disney + Magic Of Disney's Animal Kingdom program.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., decade means 10 years, abbreviation for inches, time, tape measure, fractions, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to create pan flute, student wrote down fraction measurements, chose a colorful straw for each size, measured and marked the straw, cut straws and bound straws together in appropriate order).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., shapes, coins, points) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., tape measure for distance in Little Global Citizens coin toss craft/game).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing of Disney + Magic of Disney's Animal Kingdom program with behind the scenes views of zebras, giraffes, apes and hippopotamuses.
- Group participation in reading, viewing, discussing and crafting with Little Global Citizens subscription box, Peru edition. Written materials, map, book and crafts describe geography, language, musical instruments common to area (i.e., pan flutes), animals common to area (i.e., alpacas) and cultural experiences of young cultural guide and family in materials.
- Student, younger sibling and guide viewed PBS Nature Cat program with themes of Ground Hog Day, rat snakes (i.e., odor released if threatened), volcanoes, sediments, and nocturnal

animals.

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the U.S. through travel, maps, play, stories and Disney + Magic Of Disney's Animal Kingdom filmed in Orlando, Florida.
- Student continued to expand their geographic knowledge of the world through travel, maps, play, stories and Little Global Citizens subscription box materials, Peru edition.

## **HISTORY**

- Student will add to their basic understanding of the history of the world through reading, group discussion and exploration of Little Global Citizen subscription box, Peru edition.

## **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 with free play.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music.
- Student and younger sibling created pan flutes as part of Little Global Citizens subscription box, Peru edition. Materials included reading on pitch, instructions on how to make pan flute instruments, materials to make said instrument and cultural significance of instrument in Peru.

## **ART**

- Student used materials in Little Global Citizens subscription, Peru edition, to create a colorfully decorated wooden alpaca adult and baby sculpture; a colorful, Wikisticks decorated pan flute of colorful straws increasing in size; and multiple open-mouthed paper frogs for coin tossing game similar to game in Peru.

## **ENRICHMENT**

- Continued group participation in ASL signs of the week (i.e., good morning, good night).
- Group participation in Little Global Citizens subscription box, Peru edition. Subscription box included written materials with letter from child who lives in Peru, a map, a book, examples of language; descriptions and images of geography; cultural objects and events; and crafts to represent Peruvian animal, musical instrument and game. Student and younger sibling chose to create alpacas with colorful decorations and colorful pan flutes. Group participated in setting up and playing coin toss game similar to one children in Peru would play.

**1/29/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, time, percentages, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., student assisted younger sibling with calculating points/monies needed to level up in app as well as noting current percentages of health/hunger/thirst for avatars).
- Student continued to conduct their own online financial transactions.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group participation in Feathered Family Roblox world. Group discussion and online research around birds represented in world. Group found birds represented both existing birds and extinct species.

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group discussion of different existing and extinct bird species in world, locations and habitats.

**HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading and discussion. Group discussion of existing and extinct bird species in world offering a timeline for when various birds were in existence.

**SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group participation in indoor marshmallow roasting and accompanying discussion of 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability.
- Continued ongoing discussion around strong emotions, expression of and self-care.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music on Ipad apps and existing group playlists.

## **ART**

- Student used online app to create bird avatar of choice.

## **ENRICHMENT**

- Group discussion of update with Ipad for potential security issues. Group participation in downloading and installing update as well as internet safety and security.
- Group participation into Deviantart.com follow up discussion after guide researched reviews of site. Guide described options for finding reviews of sites, apps or any item as well as ways to critically evaluate reviews. Group discussion continued on internet safety, use of human form in art, internet bullying and how each specifically applied to Deviantart site.

**2/1/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Group viewing of Nature Cat tv program.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., fractions, measuring, time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., measuring out ingredients for experiments to observe results).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., chemistry experiments).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing and discussion of all learning materials guide had accumulated to date. Each student chose an activity or activities to try. Student chose the chemistry container set and conducted both a Mentos/cola experiment and a baking soda/vinegar/food coloring experiment. Student observed older sibling who also chose chemistry container set and decided to conduct several experiments including a Mentos/cola reaction as well as a slime experiment. Student interactively participated as youngest sibling chose 1) National Geographic Mega Fossil Digging Kit with 15 fossil samples and (2) an Aqua Dragon kit to grow and care for Aqua Dragons. Each person was able to observe their own learning materials as well as the other group members resulting in an interactive learning experience.
- Group viewing of Nature Cat episodes with themes of signs of spring, invertebrates, pond ecosystems and moon phases.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group discussion and reading of the National Geographic Mega Fossil Digging Kit written materials that describe areas of the world each of the 15 fossils would be found.

## **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading, group discussion and exploring the National Geographic Mega Fossil Digging Kit with 15 fossil.
- Group discussion of February as Black History Month and review of book options to read more about Black excellence.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group review of fire safety in the kitchen.

## **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, including self-care, boundaries and strong emotions.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

## **MUSIC**

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

## **ENRICHMENT**

- Continued group participation in ASL signs of the week, “deaf” and “hearing” from ASL app Basics section. Review of previous signs and ABC’s.
- In celebration of Valentine’s Day guide will place a heart on students’ bedroom doors with strengths specific to each student for 14 days leading up to Valentine’s.
- Group discussion of possible learning opportunities for Black History Month (and rest of year).
- Group viewing and discussion of all learning materials guide had accumulated to date. Each student chose an activity or activities to try. Student chose a chemistry container set and conducted both a Mentos/cola experiment and a baking soda/vinegar/food coloring experiment. Student’s older sibling chose chemistry container set and decided to conduct several experiments including a Mentos/cola reaction as well as a slime experiment. Student’s youngest sibling chose 1) National Geographic Mega Fossil Digging Kit with 15 fossil samples and (2) an Aqua Dragon kit to grow and care for Aqua Dragons. Each person was able to observe their own learning materials as well as the other group members resulting in an interactive learning experience.



**2/2/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Science Comics series).
- Viewing of Nature Cat PBS television program.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, money, time, points).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., student explored Aqua Dragon materials).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of Punxsutawney Phil, the groundhog, in Punxsutawney PA who saw his shadow and predicted 6 more weeks of winter. Group discussion of Groundhog Day; methods for predicting season changes and group thoughts around; and changes in celebration with COVID-19.
- Student observed younger sibling and guide setting up Aqua Dragons container using a bottle of room temperature water (i.e., left on counter for 24 hours to ensure room temperature) without added chemicals as instructed. Student's younger sibling and guide read instructions and agreed to follow with feeding every 3 days with ½ scoop of provided food. Student explored materials and kit's written information.
- Student, younger sibling and guide viewed Nature Cat episodes with themes of winter, mangrove trees, night time animals/outdoors, and seasons.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Online research and group discussion of Punxsutawney, PA, and Punxsutawney Phil, the groundhog.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA with group discussion and online article of Punxsutawney Phil, the groundhog, in Punxsutawney PA who saw his shadow and predicted 6 more weeks of winter.

### **CIVICS**

- Student continued to begin to gain a basic understanding of local and state government with group discussion on COVID-19 protocols including restrictions placed on individuals attempting to view Punxsutawney Phil, the groundhog.

### **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 group discussion of COVID-19 and safety changes to viewing of Punxsutawney Phil, the groundhog, for same day Groundhog's Day.

### **MUSIC**

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

### **ENRICHMENT**

- Continued group participation in ASL signs of the week, “deaf” and “hearing” from ASL app Basics section. Review of previous signs during day as was appropriate.

**2/3/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

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

**ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., addition of large numbers, time, identification of years associated with word descriptors—4 decades equals 40 years, money).
- Student continued to conduct their own financial transactions with both actual money and points/monies earned through participation on apps.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued to discuss strong emotions and appropriate expression of said emotions.

**MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and listening to oldest sibling performing during online music lessons.

**ENRICHMENT**

- Continued group participation in ASL signs of the week, “deaf” and “hearing” from ASL app Basics section. Review of previous signs during day as was appropriate (i.e., signing “good morning” upon waking).

**2/4/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Crayola Chemistry kit instructions).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., adding to grocery list) and on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., measuring, color chemistry set, ramp building in snow, temperature, timer/time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., adding \_\_\_ drops of hardening agent resulted in less solid mixture; if \_\_\_ more are added what will happen? Hypothesis: mixture will be harder).
- Student continued to conduct their own online financial transactions with monies/points earned in Ipad apps.
- Student continued to use mathematical concepts in free play (i.e., snow ramp) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., chemistry set, timers).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing of Gelada primate video in Ethiopia and their 90% diet of grass.
- Student chose Crayola's Color Chemistry set to learn with during group learning time. Student chose to create a color temperature reader that would turn white in warm temperatures and dark blue when cold. Student used different temperatures of water then snow from outside with completed thermometer. Student also chose to create snow adding coloring for blue, yellow and then green snow. Student created more thermometers for group members and snow globes for guide and youngest sibling.
- Group outdoor exploration, experimentation and play with significant same day snowfall.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through group

discussion and National Geographic Instagram post on primates in Ethiopia.

## **CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group discussion of current COVID statistics, CDC recommended protocol and reasons for family/group's continued precautions (i.e., to minimize transmission, protect community especially the elderly and immune compromised).
- Student continued to begin to gain a basic understanding of local, state, and federal government with discussions of government responses to COVID.

## **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group discussion of online news article reporting on Joe Dimeo, a 23-year-old New Jersey resident, who received a face and hand transplant in August 2020 at NYU Langone Medical Center. Joe had fallen asleep at the wheel of his car in July 2018, lost control of the vehicle and the subsequent accident resulted in Joe experiencing burns on over 80% of his body. The transplants were deemed a success and Joe continues to work on both facial and hand strength/muscles/movement.

## **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 self-care. Student chose healthy option and treat to eat.
- Group discussion of COVID-19, death, feelings around and potential vaccination roll outs.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of face and hand transplants (i.e., Joe Dimeo article).

## **PHYSICAL EDUCATION**

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

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music on both Ipad and Google Home device.

## **ART**

- Student chose to use Crayola Color Chemistry set to create snow globes with color mixing, glitter, globes and snow from kit.
- Student used straw and connector kit to create original shapes, animals and moving machines.

## **ENRICHMENT**

- Continued ASL practice with signs from this (i.e., deaf, hearing) and previous weeks.
- Group learning time involved all 3 members choosing separate activities. Student chose Crayola Color Chemistry set with 50 options for STEM activities (i.e., color thermometer—for self, for group; snow). Student's older sibling chose to create original artwork with

watercolor paints and wooden canvases while younger sibling chose First Sewing Kit to make an original stuffed animal of canvas material that could be drawn on. Group members participated in own activities and were able to observe/ask questions of other members.

**2/5/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and younger sibling).
- Student, younger sibling and guide viewed Blaze And The Monster Machines. Student read program titles, text of program and interactively responded to math questions posed to audience.
- Student also chose to view Dirt Every Day and Top Gear vehicle related tv programs. Student shared information learned with group (i.e., fastest car in world, how to modify a specific vehicle for a specific circumstance or job).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., speed, weight, size measurements, cost, money, estimation, addition/subtraction).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to solve math word problems posed on Blaze program).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., tv program) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student, younger sibling and guide viewed Blaze And The Monster Machines with themes of robotics and programming; estimation, colors, number recognition and space. Group discussion of space, the solar system and what we know about planets versus information shared in show (i.e., space ventures to Pluto have involved a probe only and it took about 10 years to arrive, missions to Mars).
- Group discussion around traits and habitats of dinosaurs; sharks and their ability to know when fish are there even if not visible; and gorillas.
- Student chose to view Dirt Every Day and Top Gear vehicle tv programs. Student described themes of Dirt Every Day as how to modify and build vehicles and shared information learned on Top Gear (i.e., the fastest car in the world reportedly traveled at 763 mph).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through group discussion of planets, space and the universe.

## **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 group discussion of strong emotions and expression of. Role played examples of healthy communication and discussed significance of.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music (i.e., existing playlists, music apps, music used in tv program).



**2/8/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and younger sibling).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, time, size).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., brainstorm, imagine and create Lego creation).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Lego, apps) as well as age appropriate math related media.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of pistons and concept of aerodynamics.
- Student's younger sibling chose to conduct oatmeal muffin baking experiment. Student's sibling chose ingredients to measure and combine then baked and taste tested results. Student was offered opportunity to taste test results.

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play and running.

**MUSIC**

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

**ART**

- Student used Legos to create vehicles and planes.

**ENRICHMENT**

- Continued group participation in ASL signs of the week (i.e., me, my, you, yours).
- Student and younger sibling created area that included technology center and set up to their liking.

**2/9/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and younger sibling).
- Student and younger sibling chose to view Blaze And The Monster Machines tv program.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., money, estimating cost of works/behaviors, time, calculating cost of online resources).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., calculating shards to robux to American dollars).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., speed, mph) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student and younger sibling chose to view Blaze And The Monster Machine episode on elasticity.
- Group discussion of a Lego article on mindful Legos for adults. Group listened to Spotify Lego playlist with calming sounds using Legos. Conducted online research of cost of mindful Legos on Lego store and compared to cost for same Legos on Amazon (i.e., twice the price). Group reported interest in looking into mindful Lego concept further.

### **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 nutrition and food choices.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion on self-care, mindfulness, options that have worked for group in past and potential future options.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ART**

- Student asked to draw with markers and paper before bed.

### **ENRICHMENT**

- Student and younger sibling requested to create a contract with guide to outline behaviors they could complete over course of 7 days to earn money for online resources. Student and sibling calculated cost in American dollars (i.e., shards per robux, robux per dollar, number of dollars needed); brainstormed works/behaviors; guide wrote out contract; and student and sibling signed names.

**2/10/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and younger sibling, appropriate Instagram images/captions).
- Student chose to view Top Gear episodes to learn more about vehicles of all sorts and capabilities of said vehicles.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., Lego's, greater than/less than, addition/subtraction, time).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., what size/shape Lego is needed to create this vision?).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Lego's) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., specific size Lego to complete project).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing and discussion of epic.travels image of a blue eyed horse in lupine fields of Moscow, Russia.
- Student viewed Top Gear program to learn more about vehicles of all sorts and capabilities of said vehicles.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through group discussion, images, maps, play and stories. Group viewing and discussion of epic.travels image of a blue eyed horse in lupine fields of Moscow, 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.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion of resin artwork, ventilation, the lungs and contact with skin or eyes. Questions by group around what other materials require similar safety precautions.

### **MUSIC**

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

### **ART**

- Student used Lego's to create original creations.

### **ENRICHMENT**

- Continued group participation in ASL signs of the week, "me," "my" and "you." Review of previous signs and ABC's.
- Student participated in Lego building to create shapes and tools with younger sibling. Guide facilitated discussion around communication and conflict resolution.

**2/11/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Student and youngest sibling engaged in car racing app and discussion of growth centered mindset.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, Apple pencil writing).

### **SPELLING**

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

### **ARITHMETIC**

- Student continued to do mathematics work at a level appropriate for their ability (i.e., speed, distance, acceleration, addition/subtraction, time, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if race car is able to go a maximum speed of \_\_\_ and the other cars involved in the race have maximum speeds of \_\_\_\_, is that greater than or less than student's car? What place is student's car most likely to place in race? How many points are needed to increase level of race car?).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., points, scores, monies/coins) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student's oldest sibling chose to use blender, Oreos, and milk to create and taste test Oreo smoothie. Group was offered taste test of results.
- Group discussion of weather, seasons and changes in seasons.
- Group chose to taste test Valentine's Day cookies that arrived in same day delivery. Group discussion of consistency, taste and comparison of previous sugar cookie experiences. Group noted hardness of cookies first attributing consistency to staleness then later realizing the cookies had been frozen due to cold. After several hours of thawing group reported significant improvement in taste tests.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel,

maps, play and stories.

- Student used maps and other resources to navigate roads on local outing downtown.

### **SAFETY EDUCATION**

- Student will learn about various aspects of safety, including the dangers and prevention of fires. Student's oldest sibling demonstrated use of face breathing mask for use when conducting resin crafts. Group requested to look at and try on mask.

### **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 respiratory system and need for safety equipment when exposed to certain materials.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with free play.

### **MUSIC**

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

### **ART**

- Student designed original vehicles with color, paintwork and other modifications on racing and car apps.

### **ENRICHMENT**

- Continued group participation in ASL signs of the week, "me," "my" and "you." Review of previous signs and ABC's.
- Group discussion of calendar, upcoming valentine's day, and ways students would be able to remember days in past (i.e., date written on traditional school chalkboard; by activities of day such as gym on Thursdays). Guide noted whiteboard calendar and month/day/weather banner in learning area.
- Student demonstrated reframing and growth mindset when using car racing app with younger sibling. Student offered suggestions for self-talk and different perspectives on what student's youngest sibling termed "failure" and "defeat."



**2/12/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, Valentine's card from maternal grandmother, read aloud with dad and youngest sibling).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., calendar, time, COVID statistics, addition/subtraction, money).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Continued ongoing discussion of sleep and impact of on human's mood and physical being. Group discussion of differences in mind/body group has observed in selves depending on quantity/quality of sleep. Added component of nutrition to discussion and group reported back on physical and emotional experiences with different types of nutrition (i.e., healthy choices, sugar, salt, hydration).
- Group discussion of death in general and specifically related to group's maternal grandfather.

### **CIVICS**

- Student continued to try to play an active role in their community, appropriate for their age and ability. Continued ongoing group discussion of impact of actions taken by group (i.e., mask wearing, isolating) on community specifically in terms of COVID transmission.
- Student continued to begin to gain a basic understanding of local, state, and federal government in relation to COVID strategies and interventions.

### **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 sleep as well as observed mood and differences depending on quantity/quality of sleep. Group discussion also included nutrition, different choices and impact of sleep on nutritional choices.

- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of death in general, and specifically, related to group's maternal grandfather. Group discussion of cancer, cancer treatments, complications that can occur from additional illness when also experiencing cancer and organs of the body.

### **MUSIC**

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

### **ENRICHMENT**

- Student's oldest and youngest siblings as well as guide created increased personal space student requested. Student was able to take time to self and time assisted by dad to arrive at a calmer state and discuss strong emotions.
- Discussion of reminder of agreed upon contract for remainder of week timeframe.

**2/14/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling, Valentine's Cards).
- Group reading of entire book Zoey And Sassafras: Dragons And Marshmallows, Book 1. Based on group feedback guide ordered rest of Zoey And Sassafras series, books 2-8.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., handwritten edible Valentine's Day cookie cards) and on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., measuring, fractions, temperatures, time, addition/subtraction, calendar).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., problem-solve baking instructions to create cupcakes).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., measuring for beverage experiments) as well as age appropriate math related media.
- Student continued to use measurement in cooking (i.e., group cupcake baking).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group experimenting with various ingredients, juice and water for taste, color and melting properties.
- Group was surprised to observe Aqua Dragons project had indeed hatched and were living. Student measured out the prescribed amount of provided food and gave to aqua dragons (i.e., Artemia salina or a species of brine shrimp).
- Group received gifts of meteorite and moon stone for Valentine's Day. Group discussion of rocks and meteors.
- Group also received sugar glider pajamas/loungewear for Valentine's Day. Group discussion of sugar glider anatomy, gliding and habitat.
- Group participation in creating handwritten, edible Valentine's Day cookie cards. Group

agreed to this type of card after viewing Nature Cat episode on increased garbage that occurs with leftover and unused Valentine's Day decorations and gifts. Group chose edible cards to reduce garbage output of family.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world and universe through group discussion, play and stories. Group shared knowledge of meteors, moon rocks and rings of Saturn.

### **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading and discussion. Group discussion of meteors and dinosaurs.

### **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 with free play and running.

### **MUSIC**

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

### **ART**

- Student used decorated cookies and edible marker to create handwritten Valentine's Day cookie cards for group.

### **ENRICHMENT**

- Group participation in Valentine's Day celebration, including handwritten, edible Valentine's cookie cards; group cupcake baking and decorating; group experimentation with fruit, OJ, water and cupcake decorations to create colorful beverages; group reading; group discussion around meteor and moon stone gifts; and group free play with sugar glider loungewear attire.

**2/15/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Student read instructions and materials provided for Kiwi Crate subscription to create a Phantom Projector (i.e., used mirrors and ping pong ball within a projector to create optical illusion of a ghost ball). Student received the book, How To Be A Genius: Your Brain And How To Train It, with the crate.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., step by step instructions for Kiwi Crate, addition/subtraction, time, ruler).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., step by step instructions to create phantom projector).
- Student continued to conduct their own online financial transactions.
- Student continued to use measurement in practical situations (i.e., student observed oldest sibling using ruler to measure materials in Kiwi Crate).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group participation in individual Kiwi Crate subscription boxes then group sharing of each individual's completed work. Student used reflection and optical illusion to create a phantom projector that appeared to project a ghost ball. Student's youngest sibling used the science of mirrors to create image-flipping goggles to observe and read upside down or backwards objects and messages. Student's oldest sibling created a wooden tool to hold the appropriately measured macramé materials then knotted the materials to form a macramé keychain.

### **HISTORY**

- Student continued to add to their basic understanding of the history the USA through reading and discussion. Group discussion of President's Day (i.e., same 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.
- Continued ongoing group discussion of self-care and impact on overall well-being.
- Student continued to learn about the human body, at a level appropriate for their age and ability.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Guide shared playlist found online of new genre of music (i.e., heavy metal music for kids) based on a miscommunication from earlier last week.

## **ART**

- Student used the materials provided in this month's Kiwi Crate subscription box to create a phantom projector.

## **ENRICHMENT**

- Continued weekly ASL learning with repeat of previous week's signs (i.e., me, my, you, yours) and addition signs from previous weeks that come up in conversation.
- Group participation in individual Kiwi Crate subscription boxes then group sharing of each individual's completed work. Student used reflection and optical illusions to create a phantom projector that appeared to project a ghost ball. Student's youngest sibling used the science of mirrors to create image-flipping goggles to observe and read upside down or backwards objects and messages. Student's oldest sibling created a wooden tool to hold the appropriately measured macramé materials then knotted the materials to form macramé making tool and a keychain.

**2/16/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling, Top Gear tv program).
- Student, youngest sibling and guide explored Zoey And Sassafras Books 2-7 that arrived in same day shipment.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, tv).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, time, calendar, ages).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., number of points earned on app, number of coins needed to purchase resource, calculate how many coins would result from existing points then subtract from total cost to find out how many more coins needed and how many more points).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Student continued to view Top Gear tv program. Student reported learning about vehicles, engines, types of vehicles and modification of said vehicles for different terrains and jobs.

### **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government. Student asked for update on various current events, crimes and racial injustices previously discussed. Guide will conduct appropriate research and come back to discussion.

### **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 discussing of human teeth, dental health over the human lifespan and treatment interventions to assist with various issues that can come up.

### **MUSIC**

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

## **ART**

- Student chose not to participate in directly creating paintings but rather chose to observe oldest sibling and guide painting then observe, notice and discuss completed paintings afterwards.



**2/17/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, board games).
- Group board game play (i.e., Cat Crimes card game, Don't Break The Ice, Operation). Group took turns reading game materials aloud (i.e., clue cards, instructions, what operation to perform, etc.).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, Top Gear TV show, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., calculating points, logic, counting, patterns, graphing concept).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., Cat Crimes card game challenge cards with critical thinking/problem solving word challenges to deduce culprit).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., board games) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of henna and cultural meaning or significance henna can have such as use of in Indian weddings (i.e., symbolizing good health and prosperity).
- Student chose to continue viewing Top Gear program. Discussion of things learned about vehicles, engines, types of vehicles as well as modification of said vehicles for different terrains and jobs.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the world through travel, maps, play and stories. Group discussion and online research of Hinduism and countries often found in (i.e., India, Nepal, Bangladesh, Indonesia, Pakistan, Sri Lanka, U.S., Malaysia).

### **HISTORY**

- Student continued to add to their basic understanding of the history of the world through

reading and discussion. Group discussion of Hinduism, vegetarianism and the cow.

### **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 embryo, sperm, cell division, and cells based on student's youngest sibling's questions.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength through running and free play.

### **MUSIC**

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

### **ENRICHMENT**

- Student observed youngest sibling demonstrate ASL fingerspelling ("I love you"). Group review of "me, my, you, yours" signs.

**2/18/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Group discussion and reading aloud of online news article describing NASA Mars rover, its helicopter, its mission and potential challenges. Definitions of unknown words offered for clarification.
- Group viewing of NASA Mars rover landing video footage and subsequent images.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, Top Gear TV show, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., greater than/less than comparisons, time, distance, length of time required to travel to Mars, speed).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., online research into length of travel time to reach Mars for prior voyages and comparison by date, vehicle and sender of vehicle).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., acceleration, weights and riding vehicle performance/speed) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., distance from Earth to Mars, distance from rover to landing surface throughout video, distance from Perseverance to other existing active/inactive rovers on Mars).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group reading and discussion of an online NBC news article about Mars rover, Perseverance, and its helicopter drone, Ingenuity in preparation of same day landing. Group discussion of the rover's mission (i.e., search for any traces of life in the solar system, increase knowledge of Mars history and geology) and the challenges that can occur in deep space missions (i.e., the lag in communication and the 7 minute harrowing landing where the rover will be on its own). Definitions of words in article as read aloud.
- Group viewing of the NASA Mars rover landing and subsequent images shared by NASA.

- Group online research around alpine definition and examples (i.e., Alps, Rocky Mountains).

## **GEOGRAPHY**

- Student continued to expand their geographic knowledge with group discussion of the universe and the planets along with viewing of actual footage of Mars.
- Group online research around alpine definition and examples of locations in the world (i.e., Alps, Rocky Mountains).

## **HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world through reading and discussion. Group discussion of the history of space travel, both manned and unmanned missions.

## **CIVICS**

- Student continued to begin to gain a basic understanding of the federal government, specifically The National Aeronautics and Space Administration or NASA.

## **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 effects of space on human body.

## **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength including running and free play.

## **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music and oldest sibling's live performances on the piano and guitar.

## **ENRICHMENT**

- Group viewing of NASA Mars rover landing video and subsequent images shared by NASA.
- Group participation in board game play.
- Group participation in exploration and experimenting with International Yum subscription box, Ukraine edition. Group reading of materials and map including descriptions of flavors/ingredients of box contents and cultural significance of items. Group experimented with treats and snacks common in the Ukraine.
- Group discussion of Bindi and Hinduism.
- Student chose to view Top Gear tv program in order to continue to learn about vehicles, engines, types of vehicles, and the modification of said vehicles for different terrains and jobs.

**2/19/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Continued group reading of Zoey And Sassafras series with Zoey And Sassafras: Monsters And Mold, Book 2.
- Continued group play with board games (i.e., Break The Ice, Operation).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., board games, addition, time).
- Student continued to conduct their own financial transactions.
- Student continued to use mathematical concepts in free play (i.e., board games) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Continued discussion of human body, injuries and medical interventions.
- Group reading of Zoey And Sassafras series that illustrates an age appropriate depiction of scientific research methods.

### **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 human bladder and amount of liquid it can hold.

### **MUSIC**

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

### **ENRICHMENT**

- Group agreed to begin to consider final focus for remainder of learning for this year.

**2/22/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, TV descriptions and titles, NASA Perseverance Rover landing video).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, TV, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., time, cost of online resources, calendar, NASA video of Perseverance Rover landing with distance, speed images and descriptions).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if \_\_\_ job is completed, it would be worth \_\_\_ dollars and I need \_\_\_ dollars to purchase the vehicle I want on Ipad app).
- Student continued to conduct their own financial transactions with actual money and monies/points earned through playing.
- Student continued to use mathematical concepts in free play (i.e., car racing games, virtual reality worlds) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing of video from NASA's Perseverance Mars Rover landing in real time and 30% time.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of the solar system through group discussion, videos, maps, play and stories. Group viewing of Mars through recent NASA Perseverance Rover landing videos.

### **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 chose to add both a healthy fruit snack and a sugar snack to afternoon nutrition.
- Student continued to learn about the human body, at a level appropriate for their age.

## **MUSIC**

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

## **ART**

- Student used Minecraft to create a house by and in the ocean with landscaping.
- Student used My Talking Pet app to create cards with personalized written message, recorded audio message and accessory decorated pet animal who lip syncs message.

## **ENRICHMENT**

- Continued group participation in ASL sign of the week, “what” and “why.” Review of previous signs and ABC’s.
- Continued group discussion of options for focus for remainder of learning days for this year. Group requested additional time to consider options and agreed to meet and discuss first thing next morning.

**2/23/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., words in chalk) and on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., calculation of scores/points/monies on apps, time, acceleration).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., patterns, speed) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group participation in roller blading. Discussion of gravity, center of gravity and experimentation with changing center of gravity while roller blading.

### **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 group discussion around self-care, expression of strong emotions and movement.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength through roller blading and scootering.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded music. Group listening to new songs student's oldest sibling had found as well as new music guide



found on Apple music.

## **ENRICHMENT**

- Continued group participation in ASL sign of the week (i.e., what, why). Review of previous signs through conversation.
- Group discussion of final days of at home learning and final individual as well as group learning goals. Student chose to focus how GMC Yukon Denali's computer works. Student's oldest sibling reported focus of online research to prepare for hang gliding learning goal carried over from previous year as well as increase drawing skills through online video tutorials. Student's youngest sibling chose to focus on how to make snow. The group chose to focus on Part 2 of dad's computer lesson. Group discussion of final year end requirements including online, untimed California Achievement Testing for those in 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades. Guide will facilitate stated learning goals within final days of learning year.

**2/24/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Student and youngest sibling worked together to read and navigate Ipad apps (i.e., Roblox, Minecraft, Sky).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., time, money, calculating points scored versus points needed to advance or purchase items in app).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., Ipad apps) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of orthodontic consultation appointment with oldest sibling when oldest sibling and guide returned. Discussion with student and youngest sibling about options for their ongoing observations appointments through orthodontist.

### **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 (i.e., jaw, teeth, bite, permanent teeth, dental health).

### **MUSIC**

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

### **ENRICHMENT**

- Continued group participation in ASL sign of the week (i.e., what, why). Review of previous signs as came up in conversation.

**2/25/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Santiago Of The Seas television program viewing with attempts to speak Spanish along with the program.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, multiplication, time, calendar).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of changes in seasons and impact of (i.e., temperatures, weather, Daylight Savings Time).

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group viewing of Latino-Caribbean culture as well as Spanish and Portuguese languages in Santiago Of The Seas television program.

### **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.

### **MUSIC**

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

### **ENRICHMENT**

- Continued group participation in ASL sign of the week (i.e., what, why). Review of previous signs as they came up in conversation.
- Guide set up March 19 Keystone Safari Private Tour for group outdoor outing.

**2/26/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling, TV titles and closed captioning).
- Student, youngest sibling and guide viewed Wild Kratts: Journey To The Subnivean Zone episode.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., calendar, time, addition/subtraction, multiplication).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group participation in setting up clear acrylic bird feeders on 3 outside windows. Group discussion of birds observed in backyard in past, bird foods and prior bird feeders.
- Student, youngest sibling and guide viewed Wild Kratts: Journey To The Subnivean Zone episode. This episode included topics such as the vole life cycle during winter months; effects on predators of the vole during winter; and how snow forms and is made (i.e., dust particle touches water particle, begins to freeze, creates shape on way from clouds to ground, unique shapes for each snowflake). Group discussion of direct neighbors' experiences with voles.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community and their country through maps, play and stories. Viewing Wild Kratts: Journey To The Subnivean Zone illustrated through maps and the context of the episode the Northern Woodlands of North American. Group discussion of direct neighbor's experiences with voles.

### **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. Discussions around dental health and hygiene with youngest sibling's same day trip to pediatric dentist.

### **MUSIC**

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

### **ENRICHMENT**

- Continued group participation in ASL sign of the week (i.e., what, why). Review of previous signs in conversation.
- Group set up acrylic clear bird feeders on outside kitchen windows for easy observation. Group discussion of types of birds observed in backyard in prior years, birds they hope to see this season, and previous experiences with bird feeders.
- Group expressed interest in repeating butterfly growing experience this year.

**3/1/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, student chose to participate in reading aloud with dad and youngest sibling).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., percentages, addition/subtraction, levels, money).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., all Ipad apps using points/monies to purchase resources, modify existing character or increase levels) as well as age appropriate math related media.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading.
- Group discussion of new month, March, and potential changes with new month (i.e., weather, trees/plants/vines, gardening, animals returning).

### **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.
- Ongoing group and individual conversations around self-care, particularly given the impact of the pandemic.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength by participating in student's youngest sibling's indoor egg hunt.

### **MUSIC**

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

Ipads, Apple music, Google Home and Spotify.

### **ART**

- Student continued to use the app, Procreate, to import and organize images as well as modify if desired.

### **ENRICHMENT**

- Continued group participation in ASL signs of the week, “where” and “who.” Review of previous signs and ABC’s. Group discussion of facial expressions when signing as described by deaf community member on Instagram.
- Student requested to discuss options for a contract (i.e., work completed to earn desired amount of money) at guide’s convenience.

**3/2/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with youngest sibling and dad).
- Group reading of Zoey And Sassafras: Monsters And Mold, Book 2.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, money, time, music patterns).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., to purchase vehicle \_\_\_\_ points/monies is needed, \_\_\_\_ have been earned therefore \_\_\_\_ are still needed).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., shapes, spacial relationships) as well as age appropriate math related media.

### **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading and discussion. Group discussion of significance of bindi, a Hindu tradition dating back to the third and fourth centuries, that originally was worn for religious purposes or as an indicator of marriage. Bindi are worn by Hindus in India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka and Southeast Asia. A similar marking can also be observed on babies and children in China representing the third eye.

### **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 significance of 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 with roller blading, scooter riding and bike riding.

### **MUSIC**

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

### **ART**

- Student used the app, Procreate, to create original image with writing on it (i.e., love).

### **ENRICHMENT**

- Group participation in treasure hunt for decorated eggs created by student's youngest sibling.
- Continued group participation in ASL sign of the week.

**3/3/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, reading aloud with younger sibling and dad).
- Group reading of Zoey And Sassafras: Monsters And Mold, Book 2.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, greater than/less than, money).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group viewing of Wild Kratts: Hero's Journey episode where Hero, the sock-eyed salmon journeys from the ocean to the rivers of Alaska evading predators (i.e., grizzly bear, grey wolf, bald eagle) and changing in appearance before arriving in her birth place to lay the next generation of salmon eggs.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country through viewing appropriate media, maps, play and stories. Group viewing and discussion of Wild Kratts: Hero's Journey episode which takes place in Alaska.
- Group viewing with screen mirroring on TV as student's older sibling demonstrated map reading with Minecraft world that offered both an aerial view of the entire world as well as a map specific to the coordinates of student's sibling's character in world.

### **HISTORY**

- Student continued to add to their basic understanding of the history of PA, the USA, and the world through reading, discussion and appropriate media. Group discussion of Black History Month and continuation of inclusion of Black history throughout the year. Group discussion of Women's History Month in current month and when it started (i.e., Women's History Week, Santa Rosa, CA 1978; nationally as a week-long celebration, 1982).

### **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.

### **MUSIC**

- Student continued virtual reality experience with musical playlists.

### **ART**

- Student continued to use Minecraft to create original and modified worlds. Student reported being inspired after group viewed older sibling's creations in Minecraft. Student created houses, flora, fauna, and interior design with organic (i.e., birch wood, various forms of stone) and man-made materials (i.e., metals, glass) in the app.

### **ENRICHMENT**

- Continued group participation in ASL signs of the week (i.e., when, who).
- Group exploration of student's older sibling's Minecraft worlds through both screen mirroring and joining with Ipad. Student's sibling described back story to each world, reasons for creations and took group on an adventure traveling around the various biomes of the worlds. Student's sibling showed how to pull up a map outlining the world as well as one illustrating exact coordinates of student's sibling's character specifically.

**3/4/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, reading aloud with younger sibling and dad).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., upcoming daylight savings time, addition/subtraction, time).
- Student continued to conduct their own financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of dental health, teeth and jaw/facial muscles.

### **HEALTH & PHYSIOLOGY**

- Student will 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 embryonic development, sex sameness until about 7-8 weeks, and reproductive changes that follow. Online research and additional information added (whattoexpect.com, Fetal Development: Your Baby's Sex article). Question posed: reason for nipples on males? Answer theorized and supported by article, "Why Do Men Have Nipples?" in Nature: International Weekly Journal of Science.
- Continued ongoing discussion around COVID-19 vaccines, current vaccines available, potential timeline for vaccinations, and current local and national COVID numbers.

### **MUSIC**

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

### **ART**

- Student worked to add to design of Minecraft world.

### **ENRICHMENT**

- Continued group participation in ASL signs of the week (i.e., where, who).
- Group discussion of guide's dentist appointment and comparison of safety protocols with adult dentist, pediatric dentist and orthodontist.
- Group discussion of reasons for refrigerator repair person's theory as to reasons fridge is currently not working, options for repair, timeframe for parts to arrive and repair to happen (i.e., 8 weeks) and precautions taken (i.e., masks worn by repair person and dad). Questions and responses on how a fridge works, parts involved and process for when a repair person is involved (i.e., repair person evaluates, parts ordered, parts come in, repair person returns, hopefully appliance fixed, if not process begins again).

**3/5/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, reading aloud with younger sibling and dad).
- Group movie viewing, Raya And The Last Dragon.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps, ASL).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing, both by hand (i.e., including words on drawing) and on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., speed, time, distance, addition/subtraction).
- Student continued to conduct their own online financial transactions.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading.
- Group listened to Atomic's Who Smarted? podcast episode 34: What are boogers and what are they for? and episode 33: What causes things to explode?. Episode 34 discussed what boogers actually consist of, what would happen if they are not blown or picked out, what do they do for the body, what are some reasons humans eat them, and are they safe to eat. Episode 33 explored humans historic experiences with discovering explosive chemical reactions, what makes things explode, reasons some things explode with noise (i.e., fireworks), and everyday items that could explode (i.e., in past ping pong balls would spontaneously burst into flames and explode).

**GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community, country, and the world through travel, maps, play and stories. Group discussion of places to travel after pandemic.
- Group viewing of movie, Raya And The Last Dragon, based on cultures of Southeast Asia.
- Student continued to use maps, GPS, memory and other resources to navigate roads in travel to local farm.

**CIVICS**

- Student continued to play an active role in their community, appropriate for their age and ability. Group donation to North Hills Food Bank as add on to local farm purchases.

### **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 local farm foods.
- Atomic's Who Smarted? podcast episode 34: What are boogers and what are they for?

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with running, scootering and roller blading practice.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles through recorded including the soundtrack from Raya And The Last Dragon movie.

### **ART**

- Student used chalk to create original drawings on cement.
- Student used marker and pencil to draw and write conversation bubbles between T-Rex and human.

### **ENRICHMENT**

- Group discussion of use of ASL in children's programming student had viewed.
- Group travel to pick up curbside farm to table groceries from local farm. Group exploration of new foods as group viewed student's requested movie, Raya And The Last Dragon.

**3/8/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, reading aloud with youngest sibling and dad).
- Group reading Zoey And Sassafras: Merhorses And Bubbles, Book 3.
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, use of Apple pencil).

### **SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, time, money).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if \_\_\_ money was spent on Saturday, then I have \_\_\_ dollars remaining).
- Student continued to conduct their own online financial transactions.

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of carnivore, herbivore and omnivore with examples of each.

### **HISTORY**

- Student continued to add to their basic understanding of the history of the world through reading and discussion. Group discussion of International Women's Day and March as month of women's history.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with brief try at riding quad toy.

### **MUSIC**

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

### **ART**

- Student continued to use the app, Procreate, to import and explore images as well as modify if desired.
- Student continued to add to and modify original and purchased (i.e., bought components to



world on Minecraft Marketplace then personalized) worlds on Minecraft.

### **ENRICHMENT**

- Group Ipad play with cat simulator game where group joined as individual cats to create world and tribe.

**3/9/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with youngest sibling and dad).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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.
- Student continued to use problem solving mathematics skills in daily life applications.
- Student continued to conduct their own financial transactions.
- Student continued to use mathematical concepts in free play as well as age appropriate math related media.
- Student continued to use measurement in cooking and other practical situations.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of animals present on Minecraft (i.e., fox) and collective nouns of wild poster guide had found including a skulk of foxes, a shimmer of hummingbirds and a radiance of cardinals.

**SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, with use of wood burning outdoor fireplace. Group discussion of appropriate places to burn flammable materials.

**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 marshmallow roasting and discussion of balance of sugary treats with healthy choices.
- 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 outdoor play and running.

### **MUSIC**

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

### **ART**

- Student continued to add to Minecraft worlds.

### **ENRICHMENT**

- Continued ongoing group discussion of self-care, stress levels and expression of strong emotions.
- Group discussion of paternal grandmother's biological (versus adoptive) mother's death. Question and answers around adoption, death, maternal and paternal sides of family. Group described ways in which they could support and care for paternal grandmother.

**3/10/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with guide and youngest sibling).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging, Apple pencil).

**SPELLING**

- Student continued to use various resources to begin 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., addition/subtraction, wind speeds and direction, temperature, time).
- Student continued to conduct their own online financial transactions.
- Student continued to use mathematical concepts in free play (i.e., kite shape, flying ability) as well as age appropriate math related media.
- Student continued to use measurement practical situations (i.e., modifications to lengths of shirt sleeves and pant legs).

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group observations of backyard with increased temperatures.
- Group exploration of how flammable various organic materials would be as well as known man made materials (i.e., drier lint placed inside toilet paper roll).
- Group kite flying, methods of getting kites into sky, different ways of flying kites, methods for keeping kites in the sky and ways to steer kite while flying.
- Student noted difference in structure and mechanics of riding quad toy with actual working vehicles (i.e., shocks, engine, speed, lights, steering).
- Student observed and assisted dad in fixing chain on bike.

**SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires. Group gathering of materials to place and ignite in outdoor fireplace. Group discussion of appropriate use of fireplace (i.e., open flue, closed metal screen especially with windy day) and what materials were flammable.

**HEALTH & PHYSIOLOGY**

- Student continued to learn about the human body, at a level appropriate for their age and ability. Continued ongoing discussion of common practice for dental hygiene.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with group outdoor play, kite flying, indoor bike riding and scootering.

### **MUSIC**

- Student continued to be exposed to a variety of musical styles, through recorded music and live performances of oldest sibling participating in Zoom music lessons.

**3/11/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with youngest sibling and dad).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., binary code, measures of electricity, cable strength/sizes, addition/subtraction, money, vehicles specifications).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., speed of the internet as compared to MHz measurements).
- Student continued to conduct their own financial transactions.
- Student continued to use mathematical concepts in free play (i.e., measuring ingredients for experiments) as well as age appropriate math related media.
- Student continued to use measurement in practical situations (i.e., baking soda/vinegar experiments; used measuring tape to measure guide's laptop).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Each group member chose to conduct experiments measuring difference combinations of ingredients to observe results. Student chose baking ingredients (i.e., baking soda, vinegar, food coloring) and later permitted youngest sibling to add their experiment to student's.
- Student's dad led What Is The Internet And More About Computers, Part II.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their country and the world through video, maps, play and stories. Group viewing and discussion of video of Google data center in South Carolina as well as discussion of ethernet cables on ocean floor referencing previously viewed video (i.e., National Geographic's Drain The Oceans describing internet cables on the ocean floors).

### **HISTORY**

- Student continued to add to their basic understanding of the history of the USA and the world through reading and discussion. Group discussion of the history of the internet, phones, computers and technology from 1950 to present day and potential for future innovations.

### **CIVICS**

- Student continued to begin to gain a basic understanding of local, state, and federal government. Follow up on previous discussion for update on current events, crimes and racial injustices previously discussed. Group discussion of the beginning of the trial over the murder of George Floyd. Group discussion of the American justice system, the steps to prosecution, the court system, a jury, jury selection, the police person on trial and the systemic challenges of the current system.

### **SAFETY EDUCATION**

- Student continued to learn about various aspects of safety, including the dangers and prevention of fires, with a focus on outdoor fires.

### **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 the balance of treats and healthy nutrition options.
- Student continued to learn about the human body, at a level appropriate for their age and ability. Group discussion of the impact of trauma, grief and loss on the human body.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength. Student chose to participate in already acquired virtual reality exercise/music experience.

### **MUSIC**

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

### **ART**

- Student used the app, Procreate, to create a drawing for paternal grandmother then used tape, a pen, scissors and a file folder to make an envelope with fragile label on it.

### **ENRICHMENT**

- Continued group participation in ASL sign of the week (i.e., where, who). Review of previous signs.
- Student's dad led learning around the internet: what is it, how does it work, history of it (i.e., introduction in 1950, phones, actual cable connections) and progression to today (i.e., ethernet cable, wifi, car internet/wifi) as well as speed of connection, global connections, electricity, binary code, IP addresses, servers, routers, email, data centers. Group viewing of video of Google data center showing an actual data center in South Carolina that discussed Google's methods for optimizing efficiency and cost; levels of security for user's data; engineering behind the cooling systems; and earth friendly practices for obtaining the immense amounts of electricity needed to run the centers. Student's dad offered additional up-to-date information following the video. Group discussion consisted of information

offered, audience led question/answer discussion, visual aids (i.e., notes, sketches of concepts, computer hardware), video and tour of homes internet/wifi set up. Student's dad offered to give tour of outdoor equipment on future date tbd when it was not raining.



**3/12/2021**

**READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

**WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

**SPELLING**

- Student continued to use various resources to begin 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., Minecraft building, addition/subtraction, time).
- Student continued to conduct their own online financial transactions.

**SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group discussion of current weather, temperatures for week, plant growth with changes in weather/season, and saturation of water observed in lawn.
- Student, youngest sibling and guide viewed GMC video for student's final learning goal (i.e., how do computers work in Denali vehicles).

**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 was able to verbalize need for extra personal space and take said space in own room before expression of strong emotion.

**PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor play, quad and bike riding.
- Student chose to engage in virtual reality exercise experience.

**MUSIC**

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

**ART**

- Student used Minecraft to create own world with architecture, flora and fauna designed to student's specifications.

#### **ENRICHMENT**

- Discussion of approaches to learning, different focuses of traditional versus learning from home, options to modify learning from home to best fit students and purpose of achievement test at end of 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades. Student demonstrated problem-solving skills, appropriate expression of emotions and self-care strategies both prior to, during and following participation in the untimed, online CAT.

**3/15/2021-3/18/2021**

Student participated in Academic Excellence's Online California Achievement Test for 3<sup>rd</sup> graders to measure reading, language arts and math skills.

**3/19/2021**

### **READING**

- Student continued to read from a variety of sources, fiction and non-fiction, for information and for pleasure, both silently and aloud (i.e., kindle selections, Ipad apps, read aloud with dad and youngest sibling).
- Student continued to explore the English language through writing, reading, speaking, and listening using various media (i.e., music, group Ipad play, group discussions, Ipad apps).

### **WRITING**

- Student continued to begin to gain experience with various kinds of writing on the computer (i.e., typing, Ipad apps, messaging).

### **SPELLING**

- Student continued to use various resources to begin 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., mileage, time, remaining travel time, size/weights of animals viewed, speeds of animals, ages of animals, lifespans of animals).
- Student continued to use problem solving mathematics skills in daily life applications (i.e., if the GPS says \_\_ remaining minutes, we will arrive at approximately \_\_ time).
- Student continued to conduct their own online financial transactions. Student was able to choose souvenir at conclusion of private safari tour based on stated budget amount.
- Student continued to use measurement in practical situations (i.e., when discussing height of giraffes versus height of humans, using visual cues, fence height and giraffe door height for comparisons).

### **SCIENCE**

- Student continued to increase their scientific knowledge through experimentation, observation, group experiences, group discussions, online research and reading. Group participation in private guided tour of Keystone Safari facility. Group participated in learning about and viewing lions, black bear, hyenas, camels, alpacas, llamas, pigs, carabao, and giraffe. Group was able to participate in feeding the carabao, camels, alpacas, llamas and pigs. For the giraffe feedings the group was given behind the scenes access where the zoo staff are usually only permitted and allowed to both feed and interact closely with the giraffes. At the conclusion of the tour the group sat with an 8 month old female kangaroo in a pouch and were able to take a picture together before choosing souvenirs to commemorate the occasion and navigate home.

### **GEOGRAPHY**

- Student continued to expand their geographic knowledge of their community through travel, maps, play and stories. Group participation in private guided tour of Keystone Safari facility. Tour guide offered information on owner of facility, additional facilities in area, care of animals found on the property and how the animals add to the world populations of the

species (i.e., Barbary Lions who no longer exist outside of captivity; Keystone Safari has produced 14 lions to date).

- Student used maps and other resources to navigate roads on local family outing. Group reading of GPS, highway signs and facility signs to determine distance and travel time.

### **HISTORY**

- Student added to their basic understanding of the history of the Keystone Safari facility, the Living Treasures facility and the animals residing in each through information shared by the tour guide.

### **CIVICS**

- Student continued to gain a basic understanding of federal government with group discussion around billboards and signs on sides of highway. Group discussion of reported belief system associated with previous administration.

### **SAFETY EDUCATION**

- Student will learn about various aspects of safety, including firearm 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.
- Group discussion of current standing of COVID, safety precautions taken by Keystone Safari and by group.

### **PHYSICAL EDUCATION**

- Student continued to have regular physical activity aimed at developing health, coordination and strength with outdoor walking tour of Keystone Safari.

### **MUSIC**

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

### **ENRICHMENT**

- Group participation in private guided tour of Keystone Safari facility and animals. Safari offers private tours during normally closed time of year to create safe, family friendly option. Group was able to walk outside tour with animal enclosures including a 3 member lion tribe, 1 of the 3 black bears on site; a reindeer or carabao barn that included a 20 day old male camel, a herd of carabao, and an under construction guinea pig village; 2 hyenas, 2 adult tortoises and a giraffe barn with 2 giraffes. The group also had the opportunity to interact with an 8 month old female kangaroo and have a photo taken with her.